

Ysleta Independent School District



Del Valle High School

Accountability Rating: A

Distinction Designation:

Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Vision

Every student who graduates from Del Valle High School will be empowered with rich and meaningful experiences that open multiple pathways for their future ensuring they have the skills, confidence, and opportunities to thrive in college, career, or military service.

Value Statement

- **All students can learn at high academic levels**
 - Grade level or above. (Meets/Masters)
 - All graduation requirements completed.
- **Culture of Collaboration**
 - No single teacher/staff member can be expected to ensure all students achieve. This level of expectation requires us all!
- **Results over intentions**
 - We are all well intended professionals. We must measure the success of our work with data not intention.
- **Positive Relationships**
 - ["Kids don't learn from people they don't like" – Rita Pearson](#)

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Comprehensive Needs Assessment

Demographics

Summary

Del Valle High School (DVHS) is proud to serve the district's largest Emergent Bilingual (EB) student population, with 608 students having been assessed through the Texas English Language Proficiency Assessment System (TELPAS). This number is notably higher than that of our peer campuses, such as Eastwood with 313 students and Hanks with 196 students. Our school community comprises a total of 1,658 students, of whom 83.2% are economically disadvantaged, and 11.6% are students with an Individualized Education Program (IEP). With a dedicated team of 130 full-time staff members, we are committed to providing a comprehensive educational experience that includes advanced placement, dual credit, OnRamps, dual language, and Career and Technical Education (CTE) programs.

At Del Valle High School, we embrace the philosophy of "One Family, One Destiny," which underscores our belief that all students have the potential to learn at high levels. This guiding principle is central to our mission and is reflected in our commitment to fostering an inclusive and supportive learning environment for every student. To ensure that we fulfill this mission, DVHS operates as a Professional Learning Community (PLC). This approach allows us to prioritize student learning in all our decision-making processes, ensuring that our educational strategies and practices are aligned with the goal of maximizing student achievement and success.

Strengths

The campus is heavily leveraged to support this population, utilizing a targeted **State Bilingual allocation of \$85,440** alongside **\$679,847 in Title I, Part A funds** to implement robust, campus-wide content scaffolding. Additionally, the 2026 TELPAS data shows that **54% of EBs** have reached high linguistic tiers, with 40% at "Advanced" and 14% at "Advanced High" proficiency.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Problem Statement: DVHS manages the district's largest Emergent Bilingual (EB) population with 608 tested students. While English growth is exceptional, 46% of these students remain at the Beginning or Intermediate TELPAS levels, and only 27% achieved "Meets Grade Level" on the English I EOC.	Scaffolding and English-language acquisition strategies are not applied consistently across non-tested subjects (such as World History, Chemistry, and CTE), leaving EB students with academic vocabulary deficits when entering tested courses.

★ = Priority

Student Learning

Summary

The campus-wide preliminary Combined Domain 1 STAAR score has shown a commendable improvement, rising from 80 in 2025 to 86 in 2026. This increase reflects the dedication and hard work of both our students and faculty in enhancing academic performance across the board. It is a testament to the effective teaching strategies and the supportive learning environment we have cultivated at our school.

Furthermore, the Preliminary College, Career, and Military Readiness (CCMR) for the Class of 2026 has reached an impressive 88.5%. This achievement underscores our commitment to preparing students for life beyond high school, equipping them with the necessary skills and knowledge to succeed in various post-secondary pathways. Our focus on comprehensive readiness ensures that our graduates are well-prepared to meet the demands of college, careers, and military service.

Del Valle High School has been awarded an A rating by the Texas Education Agency (TEA), with our overall score increasing from 89 to 91. This recognition highlights our school's excellence in academic performance and growth. Notably, we are the only comprehensive high school in El Paso to receive all seven available distinction designations for academic achievement. These distinctions in English Language Arts, Math, Science, Social Studies, Top 25% Comparative Academic Growth, Post Secondary Readiness, and Top 25% Comparative Closing the Gaps, reflect our unwavering commitment to academic excellence and equity.

Strengths

Our school has achieved district-leading growth, as evidenced by our students' exceptional performance on the English I and English II End-of-Course (EOC) exams. With a remarkable 72.4% growth in English I and an even more impressive 78.1% in English II, we have set a new standard within the district. This achievement reflects our commitment to fostering an environment where students can excel in their language arts skills, preparing them for future academic and professional success.

In addition to our success in English, we have seen significant surges in core subjects. Our Biology students have demonstrated outstanding progress, with the percentage of students achieving "Masters Grade Level" increasing by 25 percentage points to 37%. This improvement highlights our dedication to providing a robust science curriculum that challenges and engages students. Similarly, our Algebra I and US History students have shown commendable growth, with "Meets" scores increasing by 11 points to 67% and 76%, respectively. These gains underscore our focus on strengthening foundational knowledge and critical thinking skills across all core subjects.

Our commitment to advanced academics is further exemplified by the achievements of our Advanced Placement (AP) students. Reaching a milestone where 50% of our AP students earned a qualifying score of 3 or higher is a testament to the rigorous academic environment we cultivate. With 232 out of 466 tested students achieving this benchmark, we

are proud of our students' dedication and the support provided by our talented educators. This accomplishment not only reflects our emphasis on college readiness but also our ability to inspire students to reach their highest potential.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Although DVHS grew its TSI Reading & Math readiness to 64.1%, the campus trails the district average of 76.2% by 12.1 points and lags behind peer schools like Eastwood (83.8%) and Hanks (81.6%). Additionally, 35.9% of graduates are still waiting to meet basic college-readiness benchmarks.	Mathematics readiness continues to be a primary drag (51.1% of students are still waiting for Math TSI success), combined with a low enrollment rate in advanced dual-credit courses (9.9% vs. the district average of 20.1%).

★ = Priority

School Processes & Programs

Summary

At our school, we are committed to providing students with a comprehensive and challenging academic experience. We offer a variety of college credit and advanced courses, including Dual Credit, Advanced Placement (AP), and OnRamps, which allow students to earn college credits while still in high school. Additionally, our certification programs span foundational academic pathways and are supported by a robust Career and Technical Education (CTE) department, which benefits from \$1,208,820 in State CTE funding. This ensures that our students are well-prepared for both higher education and the workforce.

Our fine arts program is a source of pride and achievement, consistently earning accolades at both local and state levels. Students have the opportunity to excel in Mariachi, Theater Arts, Band, Dance, Orchestra, and Art, with each discipline receiving recognition for its excellence. Furthermore, we offer classes in piano and guitar, allowing students to explore and develop their musical talents in a supportive environment.

In athletics, our teams demonstrate remarkable success within the 2-5A UIL District. Our football, boys and girls soccer, volleyball, softball, and baseball teams frequently advance to the state postseason bracket, showcasing their dedication and skill. Additionally, our individual sports athletes in wrestling, golf, swimming, cross country, track, and tennis regularly compete at regional and state UIL competitions, highlighting their commitment to excellence and sportsmanship.

Strengths

Our dual enrollment alignment with OnRamps has proven to be a significant asset to our academic offerings, as evidenced by the impressive 23.9% participation rate for the Class of 2026. This thriving program not only provides our students with the opportunity to earn college credits while still in high school but also prepares them for the rigors of post-secondary education. The success of this initiative reflects our commitment to expanding academic opportunities and fostering a college-ready culture among our students.

The integration of in-class and Academic Support Center (ASC) tutoring has been instrumental in driving high student growth rates across our campus. By systematically deploying payroll tutors to provide push-in class support, we ensure that students receive immediate, targeted assistance during their regular classroom instruction. Additionally, the availability of after-school tutoring at the ASC offers students further opportunities to reinforce their learning and address any academic challenges they may face. This comprehensive approach to tutoring not only enhances student understanding and performance but also underscores our dedication to supporting every student's educational journey.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Dual credit completion for the Class of 2026 dropped to 9.9%, less than half the YISD average of 20.1%. This represents a significant decline from the campus's 21.7% rate in 2025 and leaves DVHS lagging far behind peer campuses like Riverside (30.7%).	Programmatic scheduling conflicts between career/ CTE course blocks and dual-credit offerings, combined with a limited pool of credentialed dual-credit teachers on campus.
2	vOnly 46.5% of Class of 2026 graduates earned an Industry-Based Certification (IBC), trailing district leaders like Eastwood (73.4%) and Hanks (70.0%) by over 23 percentage points.	CTE programs of study have not been structured as rigid, contiguous pathways, resulting in high student attrition before reaching the Level 4 capstone courses where certifications are administered.

★ = Priority

Perceptions

Summary

Employee and parent satisfaction survey data indicate that Del Valle High School has a strong foundation of commitment to student success, supportive relationships, collaboration, and a positive academic environment. Employee survey results show that staff find their work meaningful, believe they positively impact students, and value collaboration and support from colleagues and campus leadership. Parent survey results similarly indicate that families believe student learning is a priority, feel respected by the school, and recognize the positive contributions of teachers, counselors, coaches, and campus staff. Both staff and parents identify communication as an important area for continued improvement. Additional concerns include consistency in communication and responsiveness, student accountability, parent access to staff, and ensuring that all stakeholders experience the campus as welcoming, supportive, and respectful. These perceptions suggest that Del Valle has a strong culture and commitment to students, while continued attention to communication, consistency, stakeholder voice, and relationships will strengthen trust and engagement across the campus.

Strengths

At Del Valle High School, the dedication of both staff and families to student success is evident in every aspect of our educational environment. Our employees find great meaning in their work, understanding the profound impact they have on our students' lives. This shared commitment is mirrored by our parents, who prioritize their children's learning and actively support our school's mission to foster academic excellence.

The strength of our school community is further enhanced by the robust relationships and collaboration that exist among our staff and between staff and families. Our employees frequently cite their colleagues and collaborative teams as vital sources of support, creating a cohesive and nurturing environment for both staff and students. Parents, in turn, often express their appreciation for the dedication and assistance provided by our teachers, counselors, coaches, and administrators, recognizing the collective effort that goes into ensuring student success.

Safety and the physical environment of our campus are also areas where we excel, as evidenced by the positive perceptions held by both employees and parents. This shared sense of security and well-being contributes to a conducive learning atmosphere, where students can thrive academically and socially. Our community's trust in the safety of our campus is a testament to the diligent efforts of our staff and the supportive involvement of our families.

The recognition of individual contributions is a cornerstone of our school's culture. Parents frequently acknowledge the helpfulness of specific teachers, counselors, assistant principals, coaches, and staff members, highlighting the personalized attention and care their children receive. Similarly, our employees value the resources provided by our administration, instructional staff, colleagues, counselors, coaches, and support personnel, which empower them to deliver high-quality education and support to our students. This mutual appreciation fosters a positive and collaborative school environment, where everyone is committed to the shared goal of student success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Inconsistent communication, responsiveness, and opportunities for stakeholder input may contribute to varying perceptions of transparency, support, and engagement among employees and families.	Communication and feedback processes are not consistently experienced across departments and stakeholder groups. Competing responsibilities and workload may also limit opportunities for proactive, timely, and two-way communication with staff and families.

★ = Priority



Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1

Strengthen collaboration and instructional alignment through Professional Learning Teams across all core content areas, using student data and common assessments to identify learning gaps, implement targeted instructional strategies, and accelerate student growth toward Meets and Masters performance.

Strategy's Expected Result/Impact: Increase the percentage of students performing at the Meets and Masters levels across all core content areas while reducing the percentage of students performing at the Approaches level through aligned, data-driven instruction and targeted interventions.

Staff Responsible for Monitoring: Administration, Instructional Coaches, and PLT team leads.

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Strategy 2

Provide ongoing, research-based professional development through workshops, professional development coaches/consultants, and campus-based learning focused on Solution Tree PLC practices, Marzano instructional strategies, Special Education, TELPAS, and emergent bilingual supports. Professional learning will be reinforced through PLTs, coaching, classroom implementation, and data analysis to strengthen instructional capacity and improve student outcomes.

Strategy's Expected Result/Impact: Increase teacher capacity and consistency in implementing research-based instructional practices that address the academic, linguistic, and individual needs of all learners, resulting in improved instructional quality, student growth, and achievement across student groups.

Staff Responsible for Monitoring: Administration, Instructional Coaches

Funding Sources: Title I, Part A, \$10,000

Title I: 2.5.1, 2.5.2, 2.5.3

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Performance Objective 2

Two in three students will achieve growth as measured on STAAR/EOC

Strategy 1

Establish consistent Professional Learning Team (PLT) processes in English I, English II, and Mathematics to analyze prior-year EOC performance, identify student learning needs, align instructional priorities, and monitor student growth throughout the year. PLTs will use common expectations, assessments, instructional strategies, and progress-monitoring practices to ensure students receive aligned, targeted instruction across classrooms.

Strategy's Expected Result/Impact: Increase the percentage of students who demonstrate growth in Math and Reading.

Staff Responsible for Monitoring: Administration, Instructional Coaches, English and Math EOC teachers.

Title I: 2.5.1, 2.5.3

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Strategy 2

Hire tutors for in-class support and after-school sessions at the Academic Support Center for at-risk students.

Strategy's Expected Result/Impact: Increased growth in English I & II. Move more students from "Approaches" to "Meets," addressing the flat Domain 1 score (72)

Staff Responsible for Monitoring: Administration: Conduct quarterly reviews of Academic Center attendance logs paired with formative assessment data to ensure tutoring is addressing specific TEKS gaps

Funding Sources: Title I, Part A, \$35,000

Title I: 2.5.1, 2.5.2

Formative Reviews

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Strategy 3

Utilize the Advisory period as a flexible intervention and enrichment opportunity by strategically scheduling students based on academic need. Students identified as needing additional support in English I, English II, or Mathematics will receive targeted instruction, remediation, skill development, or EOC preparation during Advisory rather than relying solely on after-school tutoring.

Strategy's Expected Result/Impact: Ensure all students meet HB1416 required hours and make progress in their growth measures in English and Math.

Staff Responsible for Monitoring: Administration, Instructional Coaches, English and Math EOC teachers.

Title I: 2.5.1, 2.5.2

Formative Reviews

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Strategy 4

Provide targeted tutoring, Intercession, and Summer School opportunities for students who require additional instructional time to address identified skill gaps and improve EOC readiness. Participation will be determined through PLT and campus data and aligned to the specific academic needs of each student.

Strategy's Expected Result/Impact: Less students who show regression in English and Math

Staff Responsible for Monitoring: Administration, Instructional Coaches, English and Math EOC teachers.

Funding Sources: Title I, Part A, \$4,000

Title I: 2.5.1, 2.5.2

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Performance Objective 3

One in two students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Implement evidence-based, application-focused instructional strategies across all core content areas (English, Math, Science, Social Studies). Use funds to purchase instructional consumables (paper for rigor-based scaffolds, highlighters for text synthesis, and glue for interactive conceptual modeling), teacher-created mastery workbooks that facilitate higher-level thinking, instructional materials, and instructional programs in both tested and non-tested subjects.

Strategy's Expected Result/Impact: Measurable growth in the percentage of students reaching "Meets" and "Masters" proficiency. Students in non-tested core areas will demonstrate increased readiness for advanced coursework and post-secondary success.

Staff Responsible for Monitoring: Administration, Instructional Coaches, and Department Chairs

Funding Sources: Title I, Part A, \$12,000

Title I: 2.5.1, 2.5.2, 2.5.3

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Performance Objective 4

One in three EB students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Specialized workbooks both purchased and teacher created, software and Academic Center tutors for the district's largest EB population (608 students)

Strategy's Expected Result/Impact: Transition the 40% of students at "Advanced" TELPAS proficiency to "Advanced High"

Staff Responsible for Monitoring: Administration, Instructional Coaches, and EB Students: Monitor software usage reports and track individual TELPAS progress markers. Ensure tutors maintain Time and Effort logs for audit compliance

Title I: 2.5.1, 2.5.2

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Strategy 2

Utilize the k-12 Summit program in Reading Sheltered classes to improve student speaking, reading, writing, and listening.

Strategy's Expected Result/Impact: Increase in TELPAS scores in the Advanced and Advanced High ratings.

Staff Responsible for Monitoring: Reading Sheltered Teacher, Administration, Instructional Coaches.

Title I: 2.5.1, 2.5.2

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Performance Objective 5

One in four SPED students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Manipulatives, teacher created materials as agreed upon by the PLT, interactive programs to ensure SPED services are met and move students from Approaches to Meets.

Strategy's Expected Result/Impact: Move SPED "Meets" performance in Algebra I from 33% toward the campus objective.

Staff Responsible for Monitoring: Administration, SPED Department Chair, Instructional Coaches: Perform monthly classroom observations to verify consistent use of manipulatives and specialized programs in inclusion settings

Title I: 2.5.2

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Performance Objective 6

Nine in ten students will graduate from high school in four, five, or six years

Strategy 1

Monitor Graduation Progress and Develop Individual Graduation Plans
Counselors, administrators, CIS, teachers, and other key stakeholders will regularly monitor each student's progress toward graduation, including credits earned, required coursework, attendance, and EOC requirements. Students identified as off track will receive an individualized

graduation plan with specific actions, timelines, and assigned staff responsible for monitoring progress.

Strategy's Expected Result/Impact: Increase in four, five, and six year graduation rate by .25%.

Staff Responsible for Monitoring: Counselors, administrators, CIS, teachers

Title I: 2.5.3

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Strategy 2

Strengthen Credit Recovery and Course Completion

Use progress monitoring, strategic scheduling, credit recovery, online coursework, summer school, intercession, and other accelerated learning opportunities to help students who are behind in credits regain progress toward graduation. Counselors and campus staff will proactively identify students at risk of becoming credit deficient and connect them with appropriate interventions before they become significantly off track.

Strategy's Expected Result/Impact: Students identified as at risk due to lacking course credit earlier in their high school career and leading to fewer Seniors being considered at risk in their final semester or two.

Staff Responsible for Monitoring: Counselors, Administration, Edgenuity Lab Manager.

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Strategy 3

Provide Targeted EOC Intervention and Support

Identify students who have not met required EOC performance standards and provide targeted academic interventions based on individual assessment needs. PLTs, Academic Center tutors, teachers, counselors, and administrators will coordinate tutoring, Advisory support, intervention periods, EOC preparation, Intercession, and Summer School opportunities to provide students with multiple opportunities to demonstrate mastery of required standards.

Strategy's Expected Result/Impact: Fewer students graduating with an Individualized Graduation Plan due to failed EOC exams.

Staff Responsible for Monitoring: Instructional Coaches, Administration, Counselors.

Title I: 2.5.1

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Performance Objective 7

Maintain an A rating on the percent of graduates who are considered college, career, or military ready as defined by state accountability

Strategy 1

Establish a Campus-Wide CCMR Monitoring System

Counselors, CTE staff, administrators, teachers, CIS, and other key stakeholders will regularly monitor each student's CCMR status and identify students who have not yet met a qualifying college, career, or military readiness indicator. Students will be assigned a clear pathway toward CCMR completion, with progress monitored throughout grades 9-12 rather than waiting until senior year.

Strategy's Expected Result/Impact: Maintain an A rating for College, Career, and Military Readiness by increasing the percentage of graduates meeting a state-recognized CCMR indicator, with focused growth in TSI/SAT college readiness, completion of Programs of Study and industry-based certifications, and attainment of college credit hours.

Staff Responsible for Monitoring: Administration, counselors, Go Center Specialist, Testing Coordinator.

Title I: 2.5.3

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Strategy 2

Increase College Readiness Through TSI and SAT Performance

Implement a coordinated college-readiness plan focused on increasing the number of students meeting state-recognized college-readiness criteria through the TSI and SAT. PLTs will use student performance data to identify skill gaps and provide targeted instruction and intervention, while counselors and the Academic Center will coordinate testing opportunities, preparation (Tutoring, Intercession, etc.), retesting, and individualized support for students who remain below the college-readiness standard.

Strategy's Expected Result/Impact: Increase in students graduating college ready as measured by the SAT and/or TSI exams.

Staff Responsible for Monitoring: Testing Coordinator, Administration, Counselors, Instructional Staff.

Funding Sources: Title I, Part A, \$5,000

Title I: 2.5.3

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Performance Objective 8

Eight in ten graduates will be considered college ready as defined by state accountability

Strategy 1

Implement a comprehensive college-readiness plan beginning in grades 9-12 that identifies students who are not yet meeting college-readiness indicators and provides targeted opportunities through TSI/SAT preparation boot camps, Academic Center tutoring, Advisory intervention, Intercession, and individualized counseling support.

Strategy's Expected Result/Impact: Increase the percentage of graduates meeting state-recognized college-readiness indicators and reduce the number of students graduating without a qualifying college-readiness measure.

Staff Responsible for Monitoring: Administration, Counselors, Go Center Specialist, Testing Coordinator, Instructional Coaches

Funding Sources: Title I, Part A, \$4,000

Title I: 2.5.3

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Performance Objective 9

Six in ten graduates will be considered career ready as defined by state accountability

Strategy 1

Strengthen career-readiness pathways by monitoring student progress through CTE Programs of Study, work-based learning opportunities, industry-based certifications, internships, and other state-recognized career-readiness indicators.

Strategy's Expected Result/Impact: Increase the percentage of graduates earning a state-recognized career-readiness indicator through completion of CTE pathways.

Staff Responsible for Monitoring: Administration, CTE Department Chair, CTE Teachers, Counselors, Go Center Specialist

Title I: 2.5.3

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Strategy 2

Counselors and CTE staff will identify students who are not progressing toward a career-ready indicator and develop individualized plans to address scheduling, course completion, certification preparation, and other barriers.

Strategy's Expected Result/Impact: Increase the percentage of graduates earning a state-recognized career-readiness indicator through completion of CTE pathways, industry-based certifications, work-based learning, and other qualifying opportunities.

Staff Responsible for Monitoring: Administration, CTE Department Chair, CTE Teachers, Counselors, Go Center Specialist

Title I: 2.5.3

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Performance Objective 10

One in six SPED students will earn an advanced degree upon graduation

Strategy 1

Provide individualized postsecondary planning for students receiving Special Education services beginning early in their high school career. Counselors, Special Education staff, CIS, teachers, and families will identify appropriate college, credential, certification, dual-credit, and career pathways; monitor progress toward identified postsecondary goals; and connect students with accommodations, academic supports, and transition resources necessary for successful completion.

Strategy's Expected Result/Impact: Increase the number of SPED students participating in and successfully completing rigorous postsecondary, college-credit, credential, or career pathway opportunities aligned to their individual graduation and transition plans.

Staff Responsible for Monitoring: Administration, SPED Department Chair, Counselors, SPED Teachers, CIS

Title I: 2.5.1, 2.5.2

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Performance Objective 11

One in three graduates will be considered college ready in both reading and math through the TS-A or the SAT assessments

Strategy 1

Implement a coordinated reading and mathematics college-readiness intervention system for students who have not yet met both TSIA/SAT benchmarks. Teachers, counselors, the Testing Coordinator, and Academic Center staff will use assessment data to identify individual skill gaps, provide targeted instruction and tutoring, and coordinate testing, retesting, Advisory, Intercession, and other intervention opportunities to increase the number of students meeting college-readiness standards in both subjects.

Strategy's Expected Result/Impact: Increase the percentage of graduates meeting college-readiness standards in both reading and mathematics through the TSIA or SAT, with particular emphasis on addressing the identified mathematics readiness gap.

Staff Responsible for Monitoring: Administration, Testing Coordinator, Counselors, Instructional Coaches, Academic Center Staff

Title I: 2.5.3

Formative Reviews

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Performance Objective 12

One in three graduates will have earned college credits while in high school

Strategy 1

Increase student participation and successful completion of Dual Credit, OnRamps, and other college-credit opportunities through early identification of eligible students, intentional four-year academic planning, improved master scheduling alignment, targeted advising, and ongoing monitoring of enrollment and course completion. Counselors, administrators, and instructional staff will identify and address scheduling, prerequisite, academic, and participation barriers that prevent students from earning college credit.

Strategy's Expected Result/Impact: Increase the percentage of graduates earning college credits while in high school by expanding access, improving course completion, and reducing scheduling and participation barriers.

Staff Responsible for Monitoring: Administration, Counselors, Go Center Specialist, Department Chairs, Dual Credit/OnRamps Staff

Title I: 2.5.3

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Performance Objective 13

Six in ten graduates will have earned an industry-based certification and complete a program of study while in high school.

Strategy 1

Purchase industry-specific instructional consumables, practice exam licenses, and specialized teacher-created workbooks for high-demand IBCs.

Strategy's Expected Result/Impact: Higher pass rates on rigorous technical exams through facilitated synthesis and complex problem-solving resulting in more students being IBC completers.

Staff Responsible for Monitoring: Administration, CTE Department Chair, CTE teachers.

Funding Sources: State Career and Technical, \$1,208,820

Title I: 2.5.3

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Strategy 2

Establish and monitor clearly defined, contiguous CTE Programs of Study that allow students to progress from introductory coursework through Level 4 capstone courses and industry-based certification opportunities. Counselors and CTE staff will review student schedules and program progress annually to identify students who have deviated from their pathway and provide timely schedule adjustments, advising, tutoring, and certification preparation.

Strategy's Expected Result/Impact: Increase the percentage of students completing a full CTE Program of Study and earning an industry-based certification by reducing student attrition before capstone and certification coursework.

Staff Responsible for Monitoring: Administration, CTE Department Chair, CTE Teachers, Counselors

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Performance Objective 14

One in ten SPED graduates will be considered college ready in both reading and math through the TSI-A or the SAT assessments

Strategy 1

Identify SPED students who have not met TSI-A or SAT college-readiness benchmarks and provide targeted reading and mathematics intervention aligned to individual assessment data. Special Education teachers, core-content teachers, counselors, and Academic Center staff will coordinate accommodations, tutoring, Advisory intervention, testing preparation, and retesting opportunities to address identified skill gaps.

Strategy's Expected Result/Impact: Increase the percentage of SPED graduates meeting college-readiness standards in both reading and mathematics through the TSI-A or SAT.

Staff Responsible for Monitoring: Administration, SPED Department Chair, Counselors, Instructional Coaches, Testing Coordinator

Title I: 2.5.1, 2.5.2, 2.5.3

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Goal 2 Our People

Performance Objective 1

Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Evaluation Data Source: Employee Engagement Survey

Strategy 1

Establish consistent structures for two-way employee communication, stakeholder input, recognition, and feedback. Campus leadership will provide regular opportunities for staff to provide input on campus initiatives, communicate the rationale for significant changes, recognize employee contributions, and share timely information through established campus communication systems.

Strategy's Expected Result/Impact: Increase employee satisfaction by strengthening transparency, opportunities for staff input, recognition, responsiveness, and consistent communication across the campus.

Staff Responsible for Monitoring: Principal, Administrative Team

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Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Strategy 1

Implement consistent campus-wide expectations for timely, clear, and two-way communication with families. Campus departments will establish procedures for responding to parent questions and concerns, provide consistent information through approved communication platforms, and monitor family feedback to identify areas requiring additional support or follow-up.

Strategy's Expected Result/Impact: Increase parent satisfaction by improving the timeliness, consistency, accessibility, and responsiveness of communication between the campus and families.

Staff Responsible for Monitoring: Administration, Counselors, Teachers, Front Office Staff

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Performance Objective 3

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Strategy 1

Provide a variety of parent, family, and community engagement opportunities throughout the school year that address academic achievement, college/career readiness, attendance, graduation, student support services, and campus programs. Engagement opportunities will include accessible formats, bilingual communication when appropriate, and opportunities for families to provide feedback and ask questions.

Strategy's Expected Result/Impact: Increase family participation and strengthen partnerships between the school, families, and community by providing consistent, accessible, and meaningful engagement opportunities.

Staff Responsible for Monitoring: Administration, Parent/Family Liaison, Counselors, CIS, Teachers, Community Partners

Funding Sources: Title I, Part A, \$10,630.5

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May

Strategy 2

Hire a Communities In Schools (CIS) Liaison to serve as a dedicated support and connection point for students and families and as the campus Parent Engagement Specialist. The CIS Liaison will provide and coordinate support for students' academic and self-care needs, connect students and families with appropriate campus and community resources, and facilitate individualized assistance when needs are identified. As the Parent Engagement Specialist, the CIS Liaison will coordinate and promote parent engagement opportunities, strengthen two-way communication with families, assist families in accessing resources and support services, and gather family feedback to help inform campus practices and engagement efforts.

Strategy's Expected Result/Impact: Increase meaningful parent, family, and community engagement by providing a consistent point of contact for families, expanding access to academic and self-care resources, strengthening two-way communication, and increasing participation in campus engagement opportunities.

Staff Responsible for Monitoring: Principal, Administrative Team, CIS Liaison/Parent Engagement Specialist, Counselors, CIS Staff

Formative Reviews

November

March

May

Performance Objective 4

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity.

Strategy 1

Expand student participation in academic, athletic, fine arts, leadership, service, and extracurricular opportunities by actively identifying students who are not currently involved and connecting them with organizations and activities aligned to their interests, strengths, and postsecondary goals. Sponsors, coaches, counselors, and administrators will monitor participation and intentionally recruit students from underrepresented groups.

Strategy's Expected Result/Impact: Increase the percentage of students participating in at least one extracurricular, leadership, athletic, fine arts, academic, or service activity, strengthening student connectedness, engagement, and school involvement.

Staff Responsible for Monitoring: Administration, Counselors, Activity Sponsors, Coaches, Fine Arts Directors

Formative Reviews

November

March

May

Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Implement monthly budget monitoring processes to review expenditures, encumbrances, remaining balances, and planned purchases by department and funding source. Campus administrators and budget managers will align expenditures with the Campus Improvement Plan, identified student needs, allowable funding requirements, and district purchasing procedures.

Strategy's Expected Result/Impact: Maintain campus expenditures at or below allocated budgets while ensuring available resources are strategically aligned to identified campus priorities and student needs.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Bookkeeper, Budget Managers

Formative Reviews

November

March

May

Performance Objective 2

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Establish routine internal reviews of campus financial, inventory, cash-handling, purchasing, and documentation procedures to ensure compliance with district requirements and applicable state and federal guidelines. Staff responsible for financial processes will receive training and corrective actions will be monitored to completion when discrepancies are identified.

Strategy's Expected Result/Impact: Maintain accurate financial and inventory records, ensure compliance with district procedures, and eliminate material audit or financial procedure findings attributable to the campus.

Staff Responsible for Monitoring: Principal, Campus Bookkeeper, Administrative Team, Department Budget Managers

Formative Reviews

November

March

May

Performance Objective 3

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Maintain a comprehensive campus safety calendar to ensure 100% completion and documentation of required emergency drills and exercises. Campus leadership will routinely review safety procedures, communicate expectations to staff and students, address identified gaps, and conduct internal monitoring to prepare for the Intruder Detection Audit and other district or state safety reviews.

Strategy's Expected Result/Impact: Achieve 100% completion and documentation of required safety drills and exercises and maintain full compliance with district and Texas School Safety Center requirements with no findings on the Intruder Detection Audit.

Staff Responsible for Monitoring: Principal, Administrative Team, Safety Coordinator, Campus Security

Formative Reviews

November

March

May



State Compensatory Education

State Compensatory

Budget for Del Valle High School

Total SCE Funds: \$60,000.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

All SCE Accelerated Education funds are used for employee salaries.



Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

The Comprehensive Needs Assessment (CNA) process begins as the school year concludes and additional student, staff, and campus data are finalized and become available. The Campus Leadership Team, consisting of administrators, instructional staff, and support staff, meets to review and analyze multiple sources of data to identify trends, areas of need, strengths, and areas for celebration. Data examined includes student achievement and accountability data, demographic information, school processes and programs, and stakeholder perception data. Stakeholders are selected to provide representation from instructional staff, support staff, and campus administration. The team reviews available data collectively, identifies priority needs and root causes, and uses the findings to establish and refine campus goals. Goals are then aligned with the district and campus mission, vision, and identified priorities. The CNA process is revisited throughout the year as additional data becomes available to monitor progress and inform adjustments.

1.2 Location for Evidence of Multiple Meetings Held

Data is reviewed regularly with teams and reviewed with leadership team at standing Monday morning Leadership meetings.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

As this year the CIP crate was new the timeline was slightly delayed; however, we begin reviewing end of year data in May and begin to discuss goals for the new year through June and July as additional data comes in and needs are determined.

2.2 Stakeholders 1114(b)(2)

At the May CEIC meeting any data we have at that point is shared along with data from campus climate surveys. This allows us to gather feedback needed to develop the plan and then it shared with stakeholders at the first CEIC meeting of the year.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The plan is publicized using the Plan4Learning tool on our district school pages.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

The campus coordinates its plan with Communities In Schools (CIS), which is supported through federal Title funds. CIS provides additional student and family support services based on identified needs and works in collaboration with campus staff to connect students and families with appropriate resources. CIS services are aligned with campus priorities and are considered as part of the campus planning process to support student success, engagement, and overall well-being.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Program effectiveness is documented through the campus Formative Reviews and annual Summative Review, with supporting documentation such as agendas, sign-in sheets, CEIC records, and student performance and perception data maintained in campus documentation folders. The campus reviews progress throughout the year, evaluates the overall effectiveness of the Schoolwide Program annually, and incorporates findings into the CNA process to inform goals and strategies for the following school year.