

Denver City Independent School District
Denver City High School
2024-2025 Campus Improvement Plan



Mission Statement

The Denver City Independent School District will improve the academic performance of each student.

Vision

Denver City ISD will foster a respectful, safe, and challenging environment that provides all students opportunities to discover their full potential and become lifelong learners in a global world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Denver City High School (DCHS) is 9-12 campus located in rural west Texas with a community population of approximately 4,707. There are a total of 508 students with a majority of the student population Hispanic. DCHS has an attendance rate of 96.79% and a graduation rate of 100%. Out of all graduates that enroll in Texas institute of higher education 83.7% complete their first year without remediation. Total staff on the campus is 43.3% professional staff. A majority of our staff has over 20 years teaching experience. DCHS serves an average class size of 20 students. Mobility rate is 7%. Parent and community expectations are high.

- Student body: 83.4% Hispanic/Latino, 14.1% White, 0.6% Black, 0.8% Asian or Asian/Pacific Islander, 0.1% American Indian or Alaska Native, 1% two or more races
- Gender: 47% female, 53% male
- Minority enrollment: 90%
- Economically disadvantaged students: 48.8%
- English language learners: 20.1%
- Student-teacher ratio: 14:1

Demographics Strengths

Programs are in place to help at-risk students in demographic groups who continue to struggle academically. An alternative high school (Excalibur) is in place for students who are at-risk.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 60% of students have met the state standard of Meets Grade Level or Masters on STAAR EOC ELA for the 23.24 SY. 23% of ELs have met the state standard of Meets Grade Level or Masters. 13% of SPED met the state standard of Meets Grade Level or Masters on STAAR EOC ELA. **Root Cause:** New STAAR Redesign and the need for writing across the curriculum. In addition, reading deficits still exist with our incoming Freshman.

Problem Statement 2 (Prioritized): 50% of students met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC. 20% of ELs met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC. 13% SPED students met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC. **Root Cause:** The new STAAR Redesign open ended questions were unfamiliar to students and teachers. In addition, instructional math gaps exist with incoming Freshman.

Student Learning

Student Learning Summary

The STAAR assessments for the 2023-2024 academic year showed that the overall passing rate for English Language Arts was 85%, with 60% of students achieving at the 'Meets' or 'Masters' level. In Mathematics, the passing rate was 78%, and 55% of students were at the 'Meets' or 'Masters' level. Science results were particularly strong, with an 88% passing rate and 65% of students at higher performance levels. Social Studies showed a passing rate of 80%, with 50% at 'Meets' or 'Masters.'

Student Learning Strengths

Science results - 88% passing rate and 65% of students at higher performance levels.

Social Studies - 80%, with 50% at 'Meets' or 'Masters.'

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 60% of students have met the state standard of Meets Grade Level or Masters on STAAR EOC ELA for the 23.24 SY. 23% of ELs have met the state standard of Meets Grade Level or Masters. 13% of SPED met the state standard of Meets Grade Level or Masters on STAAR EOC ELA. **Root Cause:** New STAAR Redesign and the need for writing across the curriculum. In addition, reading deficits still exist with our incoming Freshman.

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School Processes & Programs

School Processes & Programs Summary

DCHS ensures the implementation of the TEKS (Texas Essential Knowledge and Skills). It is an expectation that teachers of core courses implement the TEKS with fidelity to ensure that there are no gaps in curriculum. All teachers, regardless of content area, are expected to provide students with instruction aligned with the TEKS. Our focus is on providing high quality instruction to ensure student mastery of the content.

Our district implements common assessments as one measure to monitor students' mastery of the learning as they progress toward state assessments. Our focus is on high quality instruction while emphasizing learning strategies necessary for success in the 21st century. It is our objective to provide a quality educational environment that motivates and inspires our students to go beyond what is simply required and expands learning opportunities as students become self-directed learners. In an effort to remove the pressure from high stakes testing, our district uses multiple measures of progress. Each campus designates the measures it uses in determining student learning, and some of those measures include 9-Weeks Assessments, TFAR, TEKS Resource System, ACT/SAT, TSI, Imagine Learning (Edgenuity), to name a few. By using the data from multiple measures, teachers are able to respond quickly to students' educational needs. As we recognized the need to address our ELL population, we brought in training on the ELPS at our high school level. DCHS provides special programs that address the learning needs of our students. Students identified with special needs are served through the appropriate programs such as Dyslexia, Section 504, Gifted and Talented, English as a Second Language, Bilingual Education, and Special Education. These identified students are monitored for progress through Eduphoria and SuccessEd.

Honors courses are offered at Denver City High School. Qualifying students also have the opportunity to participate in multiple dual credit courses offered through South Plains College. In addition, Denver City HS offers students the opportunity to earn industry-level certifications in several areas. Career and Technology Education courses offered at Denver City High School include Agriculture, Food, and Natural Resources, Manufacturing, Distribution, Business Management and Administration, and Finance. DCHS collaborates with business and industry leaders to identify workforce needs to ensure the maximum employability of our graduates.

Denver City HS is a Google Apps for Education district. Each campus has a technology specialist to support teachers in implementing Google Classroom. Google Apps for Education provides an email account and access to all of the Google Apps Suite. All students will receive a free Google account ending in dcisd.org. These email accounts are CIPA compliant, and gives the student access to all the Google Apps for Education. We are also a Chromebook 1:1 campus.

School Processes & Programs Strengths

Denver City HS has a well-developed, proven RtI Model in place, and the process is supported by evidence-based interventions for struggling students.

Denver City HS utilizes College Bridge to promote TSI and college/career advancements.

The district provides the TEKS Resource System to align the curriculum.

The curriculum, instruction, and assessment program focus on the needs of all students.

All campuses have the support of a Curriculum Director.

Teachers are supported through a wide variety of ongoing professional development opportunities.

Through Eduphoria and Success Ed, teachers have timely access to student learning data that informs instruction.

DCHS students have multiple learning opportunities.

DCHS remains focused on strengthening the instructional core and building the capacity of its teachers and campus leadership.

Denver City HS is a Google Apps for Education district.

Denver City HS is a 1:1 campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 60% of students have met the state standard of Meets Grade Level or Masters on STAAR EOC ELA for the 23.24 SY. 23% of ELs have met the state standard of Meets Grade Level or Masters. 13% of SPED met the state standard of Meets Grade Level or Masters on STAAR EOC ELA. **Root Cause:** New STAAR Redesign and the need for writing across the curriculum. In addition, reading deficits still exist with our incoming Freshman.

Problem Statement 2 (Prioritized): 50% of students met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC. 20% of ELs met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC. 13% SPED students met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC. **Root Cause:** The new STAAR Redesign open ended questions were unfamiliar to students and teachers. In addition, instructional math gaps exist with incoming Freshman.

Problem Statement 3 (Prioritized): Teachers with CDL's are being removed from instructional setting in order to be utilized to run daily bus routes as a result of CDL driver shortage. **Root Cause:** State wide bus driver shortage as a result of the level of mechanical knowledge of the bus engine required.

Perceptions

Perceptions Summary

DCHS recognizes and values the role parents play as partners in their child's education, and we work to build positive relationships that contribute to student success. Parents, guardians and community members are welcomed on campus and encouraged to participate in their childrens' education. Community members and parents are active participants in the Educational Improvement Council (EIC). SBDM membership is working toward reflecting the ethnicity and socio-economic makeup of the district. Parents and community members also sit on the District Language Proficiency Assessment Committee as well as campus SBDM committees. The District and campuses maintain an open door policy to encourage parents to become involved.

Parent involvement is sometimes limited by language or educational barriers. DCISD holds an annual Back to School Fair on the DCHS campus in partnership with our local churches and businesses to provide school supplies and support to students through donations. The Lamb's Closet provides clothing items to students in need.

Each campus and the district provide interpreters to ensure parents understand the information they are given as well as allowing them to communicate in their native language. Interpreters are provided at all meetings at the elementary levels. As an outreach to parents, the district and campuses have Facebook and utilize the district website to communicate with parents and the community. We also enlist Crisis Go and School Messenger as tools for communicating with parents.

As a result of ESSER, parents, students and the community were polled for input on how to most effectively utilize the ESSER funds. Identified areas included: technology, classroom materials/furniture and Social Emotional Support for students.

DCISD is dedicated to student safety. Denver City ISD has offered an anonymous method to report bullying for many years through Stay Alert. In addition, campus administrators investigate all reports of bullying and report their findings to parents. Campuses also have additional means of reporting bullying at the campus level. Overall, students hold a strong connection to school and are pleased attending DCISD.

DCHS partners with parents and the community through a variety of UIL and extra-curricular booster clubs and activities.

Perceptions Strengths

- Numerous partnerships are available for community organizations and parents to demonstrate support of students and staff.
- Community partnerships provide school supplies to families in need.
- The Denver City ISD Educational Improvement Council includes parents, business representatives, and community members.
- All LPAC Committees include a Bilingual/ESL parent.
- Interpreters are included for all programs and meetings.
- Staff keep a watchful eye on bullying and address it when it occurs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 52% of students scored Meets or Above on the STAAR Bio EOC 23.24 SY. **Root Cause:** The new STAAR Redesign and having lost a veteran teacher in the science department attributed to the decrease.

Priority Problem Statements

Problem Statement 1: 60% of students have met the state standard of Meets Grade Level or Masters on STAAR EOC ELA for the 23.24 SY. 23% of ELs have met the state standard of Meets Grade Level or Masters. 13% of SPED met the state standard of Meets Grade Level or Masters on STAAR EOC ELA.

Root Cause 1: New STAAR Redesign and the need for writing across the curriculum. In addition, reading deficits still exist with our incoming Freshman.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: 50% of students met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC. 20% of ELs met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC. 13% SPED students met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC.

Root Cause 2: The new STAAR Redesign open ended questions were unfamiliar to students and teachers. In addition, instructional math gaps exist with incoming Freshman.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: 52% of students scored Meets or Above on the STAAR Bio EOC 23.24 SY.

Root Cause 3: The new STAAR Redesign and having lost a veteran teacher in the science department attributed to the decrease.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Teachers with CDL's are being removed from instructional setting in order to be utilized to run daily bus routes as a result of CDL driver shortage.

Root Cause 4: State wide bus driver shortage as a result of the level of mechanical knowledge of the bus engine required.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: December 12, 2024

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

Performance Objective 1: DC High School will provide quality academic programs to all populations, including special education students, by conducting weekly PLC's as evidenced by agenda forms for each meeting, resulting in DCHS increasing STAAR percentiles in the following: (Special student populations included, but are not limited to, Male/Female, Hispanic, African-American, White, Economically Disadvantaged, At-Risk, Limited English Proficient, Gifted and Talented, Migrant, 504, Special Education eligible, and any other group considered at this time or any future time as having special needs.)

EOC ENG 1 - 23% EL
EOC ENG 1 - 13% SPED
EOC ENG 2 - 10% EL
EOC ENG 2 - 0% SPED
Biology - 19% EL
Biology - 13% SPED
Algebra - 20% EL
Algebra - 13% SPED
US History - 36% EL
US History - 0% SPED

High Priority

Evaluation Data Sources: Benchmark Assessments, PLC Data and Mindplay for Remediation in reading.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of TFAR across the subject areas to include mandatory interim assessments. Strategy's Expected Result/Impact: We will increase student performance by at least 15% from Approaches to Meets. Staff Responsible for Monitoring: Teachers, administration	Formative		
	Nov	Jan	Mar

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will administer no less than one bell ringer and one exit ticket per week, using TFAR. In addition, teachers will administer one full assessment per nine weeks in the TFAR platform. Strategy's Expected Result/Impact: STAAR scores will increase across subjects a minimum of 15%. Staff Responsible for Monitoring: Teachers, administrators	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>×</div><div>Discontinue</div></div></div>			

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

Performance Objective 2: DC High School will provide quality tutoring and remediation for HB4545/HB1416 in the summer and during the school year as needed as an elective offering as evidenced by STAAR scores increasing in the following percentages:

EOC ENG 1 - 23% EL
EOC ENG 1 - 13% SPED
EOC ENG 2 - 10% EL
EOC ENG 2 - 0% SPED
Biology - 19% EL
Biology - 13% SPED
Algebra - 20% EL
Algebra - 13% SPED
US History - 36% EL
US History - 0% SPED

Evaluation Data Sources: Mindplay, TFAR, and STAAR Released Tests

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

Performance Objective 3: Students reading and writing at/above grade level as measured by the meets grade level standard on STAAR EOC for English I and English II will increase 3% annually.

Evaluation Data Sources: STAAR EOC results

Strategy 1 Details	Formative Reviews		
Strategy 1: Transition to an accelerated instructional model for English I that will allow students to test twice a year. Strategy's Expected Result/Impact: Increase the amount of students that pass the EOC English I test. Staff Responsible for Monitoring: Principal, ELA Department Chair, & ELA teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue the use of differentiated academic programs/strategies in the ELAR classroom to create an environment where students are engaged in the learning process. Strategy's Expected Result/Impact: Increase the amount of students that pass the EOC English I and English II test Staff Responsible for Monitoring: Principal, ELA Department Chair, & ELA teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Lead4ward professional development and strategies Strategy's Expected Result/Impact: Increase the amount of students that pass the EOC English I and English II test. Staff Responsible for Monitoring: Principal, ELA Department Chair, & ELA teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

Performance Objective 4: Mathematics: Students mathematically at/above grade level as measured by the meets grade level standard on STAAR EOC Algebra I will increase 3% annually.

Evaluation Data Sources: STAAR EOC results

Strategy 1 Details	Formative Reviews		
Strategy 1: Transition to an accelerated instructional model for Algebra I that will allow students to test twice a year. Strategy's Expected Result/Impact: Increase the amount of students that pass the Algebra I EOC test. Staff Responsible for Monitoring: Principal, Math Department Chair, & Math teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue the use of differentiated academic programs/strategies in the Math classroom to create an environment where students are engaged in the learning process. Strategy's Expected Result/Impact: Increase the amount of students that pass the Algebra I EOC test. Staff Responsible for Monitoring: Principal, Math Department Chair, & Math teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Lead4ward professional development and strategies. Strategy's Expected Result/Impact: Increase the amount of students that pass the Algebra I EOC test. Staff Responsible for Monitoring: Principal, Math Department Chair, & Math teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

Performance Objective 5: Graduation Rate: Graduates that meet the criteria for CCMR as measured by Domain I: Student Achievement will increase 3% annually.

Evaluation Data Sources: Domain I: Student Achievement (CCMR)

Strategy 1 Details	Formative Reviews		
Strategy 1: Advanced Academics/Dual Credit Courses, DCHS CTE and Texas College Bridge. Strategy's Expected Result/Impact: Meet or exceed CCMR goal Staff Responsible for Monitoring: Coordinator for CTE/CCMR & Campus Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselor - Student Direct Services: Senior Advising (PGP and Endorsement Plans) Strategy's Expected Result/Impact: Meet or exceed CCMR goal Staff Responsible for Monitoring: Campus Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>			

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

Performance Objective 6: Special Education: Students receiving special education services reading at or above grade level as measured by the approaches grade level standard on the STAAR EOC for English I and English II will increase 3% annually.

Evaluation Data Sources: Domain I: Student Achievement (STAAR EOC)

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will receive inclusion support. Strategy's Expected Result/Impact: Meet or exceed literacy goal for Special Education students. Staff Responsible for Monitoring: : Director of Special Education & Campus Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✕</div><div>Discontinue</div></div></div>			

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

Performance Objective 7: Special Programs: Students in special programs will score at or above grade level as measured by the meets grade level standard on the STAAR EOC for Algebra I, English I, and English II will increase 3% annually.

Evaluation Data Sources: Domain II: Student Growth (STAAR EOC) (Gifted and Talented, Emergent Bilingual, Dyslexia and At-Risk)

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitoring specific sub populations for academic growth through the use of formative and summative assessments. Strategy's Expected Result/Impact: Meet or exceed literacy and math goals for all special population students. Staff Responsible for Monitoring: Campus Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>➔</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>			

Goal 2: The District shall maintain a safe and orderly learning environment.

Performance Objective 1: The HS will ensure the implementation of Standard Response Protocol with fidelity by documented drills each quarter.

High Priority





Evaluation Data Sources: CrisisGo

Strategy 1 Details	Formative Reviews		
Strategy 1: All drills will be conducted using the SRP toolkit Strategy's Expected Result/Impact: 100% utilization of SRP for all drills, monthly	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>			

Goal 2: The District shall maintain a safe and orderly learning environment.

Performance Objective 2: Safe and Secure Schools: Ensure safe and efficient facilities with sufficient instructional space for all staff and students where learning is the top priority.

Evaluation Data Sources: Safe and Secure Schools: Ensure safe and efficient facilities with sufficient instructional space for all staff and students where learning is the top priority.

Strategy 1 Details	Formative Reviews		
Strategy 1: 1:1 School Officer to Campus Ratio Strategy's Expected Result/Impact: Meet safe and secure school goal Staff Responsible for Monitoring: Assistant Principal for Discipline, Attendance, and Student Safety. ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Crisis.Go - District Emergency Operations Plan (EOP) Strategy's Expected Result/Impact: Meet safe and secure school goal Staff Responsible for Monitoring: Assistant Principal for Discipline, Attendance, and Student Safety. ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: The District shall maintain a safe and orderly learning environment.

Performance Objective 3: Student Welfare and Abuse Prevention: Meet or exceed federal and TEA standards for bullying, dating violence, and suicide prevention.

Evaluation Data Sources: Safe and Supportive Schools Program PEIMS Data CH 21 Discipline PEIMS Data EOP Audit Review Mental Health Referrals (Social Worker, CPS) Annual Compliance Training Completion (Vector Training)

Strategy 1 Details	Formative Reviews		
Strategy 1: Social and Emotional Learning Curriculum, Conflict Resolution/Discipline Management Program (EQ Curriculum) Strategy's Expected Result/Impact: Meet or exceed safe and secure schools goal Staff Responsible for Monitoring: Campus Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in Mental Health and Crisis Intervention : Staff Development and Program Training Strategy's Expected Result/Impact: Meet or exceed safe and secure schools goal Staff Responsible for Monitoring: Campus Principal and Counselors ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>			

Goal 3: Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of the District.

Performance Objective 1: Ensure an open invitation for stakeholders to attend high school fall festival, open house, helping with UIL, take part in SBDM, cultural and heritage celebrations, school sponsored activities with GT, Special education, bilingual, ESL, and at-risk students, and parent teacher conferences through the use of School Messenger and Facebook.

Evaluation Data Sources: School calendar of stakeholders involvement and sign in sheets at school functions to be completed by May, 2023.

Goal 3: Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of the District.





Performance Objective 2: Increase parent engagement and notification on student progress through the use of school messenger, Skyward for Parents and email.

Evaluation Data Sources: ARD participation, using school reach to communicate to parents, sending state assessment results, family access through skyward for parents, High school Facebook page, teacher notes, telephone calls to encourage student progress and encourage attendance.

Goal 4: The District shall recruit, hire, train, and retain a highly qualified staff.

Performance Objective 1: Denver City High School will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success as evidenced by PEIMS data according years of experience and attendance.

Evaluation Data Sources: Attendance records of job fairs, resume's and applications, workshop and training certificates, turnover rate percentages.

Strategy 1 Details	Formative Reviews		
Strategy 1: Denver City High School will attend job fairs at colleges and universities to recruit highly qualified staff. Strategy's Expected Result/Impact: Highly qualified staff will improve academic success. Administrators will attend no less 2 job fairs. Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: DCHS will develop and train ALL personnel with most newly adopted methods and strategies in the educational field. DCHS will use the Regional Service Center and other sources to bring in professional development for staff. Strategy's Expected Result/Impact: All staff will continuously enhance their knowledge base and stay updated on latest teaching methods/strategies. This will improve overall academic success of students. As evidenced by certificates in eduphoria. Staff Responsible for Monitoring: Administrators, Curriculum Director, Staff	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: The District shall recruit, hire, train, and retain a highly qualified staff.

Performance Objective 2: Promote and encourage Health and Wellness with staff as evidenced by 80% participation of staff.

Evaluation Data Sources: Step Challenge Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote and encourage Health and overall school morale. Wellness with staff by accomplishing individual step goals Strategy's Expected Result/Impact: Weekly notices will be issued from the office as to individual progress as well as team progress Staff Responsible for Monitoring: step challenge data	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>			

Goal 5: The District shall exhibit excellence in financial and facility planning, management, and stewardship.

Performance Objective 1: DCHS will put systems in place so that the facilities are properly managed on a consistent basis. Work order and technology requests will be submitted through Eduphoria with 100% fidelity. Extra-curricular facility activities will be scheduled through the principal.

Evaluation Data Sources: Eduphoria Work Orders
Principal Emails

Strategy 1 Details		Formative Reviews		
Strategy 1: All DCHS staff will enter Euphoria reports to maintain an efficient and effective physical plant Strategy's Expected Result/Impact: Campus will have maintenance and technology issues reported in eduphoria with 100% of reports		Formative		
		Nov	Jan	Mar
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

Goal 5: The District shall exhibit excellence in financial and facility planning, management, and stewardship.

Performance Objective 2: Increase student daily attendance by implementing "Attendance Competition" as evidenced by 97% each quarter. Theme will change each quarter.

Evaluation Data Sources: Monthly Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize the attendance committee to develop an incentive program to increase daily attendance. Strategy's Expected Result/Impact: Assistant Principal for Discipline, Attendance, and Student Safety. ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize truancy courts to enforce state attendance mandates. Strategy's Expected Result/Impact: Increase ADA Staff Responsible for Monitoring: Assistant Principal for Discipline, Attendance, and Student Safety. ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			