

Denver City Independent School District

District Improvement Plan

2023-2024



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.

Core Beliefs

Every student has the potential to learn, grow, and demonstrate success.

All stakeholders are responsible for providing students the opportunity to "discover their potential" and "broaden their horizons".

Positive relationships are the foundation for success, and respect is an expectation from the entire learning community.

Every student has value and possesses diverse talents and abilities.

Individual students deserve a safe, secure, and supportive environment to be productive, creative, and successful.

High expectations and hard work guided by a positive vision and commitment to learning are essential to student success.

Students will be taught to think critically and allowed to think creatively and collaboratively through a variety of learning approaches.

The pursuit of excellence requires community effort, investment, and a willingness to improve.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
District Processes & Programs	12
Perceptions	15
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: The District shall provide an aligned, rigorous curriculum, preparing all students to grow and meet their highest academic potential.	21
Goal 2: The District shall provide a safe and secure learning environment.	32
Goal 3: Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of the District.	36
Goal 4: The District shall recruit, hire, develop and retain a highly qualified staff.	37
Goal 5: The District shall exhibit continuous excellence in financial and facility planning, management, and stewardship.	39
District Funding Summary	41

Comprehensive Needs Assessment

Demographics

Demographics Summary

Denver City Independent School District serves students EE through 12th grade. Located in Denver City, Texas, the district is one of two in Yoakum County. With the improvement plan focusing on the 2023-2024 school year, the demographic information is derived from the profile data based on EOY. The district predominantly has two student groups of Hispanic and White, with the Hispanic group being the largest. Our ninth week enrollment for the 2022-2023 SY is 1552.

District Profile Data EOY 2022-2023 Summer PEIMS Upload

Campus Population		Number of Students		Population by Ethnicity		Number of Students
Dodson Primary		355		Hispanic		1372
Kelley Elementary		336		White		197
Gravitt Junior High		379		African American		8
Denver City High School		534		Two or More Races		18
				Asian		13
Total Population: 1665		Total as of July 21, 2022		American Indian		1
Special Programs		Number of Students		Gender		
English as Second Language (ESL)		344		Males	824	
Gifted & Talented Education		106		Females	785	
Special Education		184				
Section 504		130				
At-Risk/Intervention Indicator		887				
Title 1		696				

Campus Population		Number of Students		Population by Ethnicity		Number of Students
CTE		553				

Demographics Strengths

DCISD Demographic Strengths are highlighted in green:

<u>2022-2023 ELA Meets or Above</u>	3rd	4th	5th	6th	7th	8th	Eng I	Eng II
All Students	50.00%	34.00%	48.00%	35.00%	31%	41.00%	46.08%	60.16%
<u>2021-2022 ELA Meets or Above</u>	3rd	4th	5th	6th	7th	8th	Eng I	Eng II
All Students	38.39%	44.09%	57.41%	32.77%	46.28%	71.09%	46.76%	59.52%

<u>2022-2023 Math Meets or Above</u>	3rd	4th	5th	6th	7th	8th	Alg 1
All Students	31.00%	25.00%	34.00%	30.00%	30.00%	34.00%	40.00%
<u>2021-2022 Math Meets or Above</u>	3rd	4th	5th	6th	7th	8th	Alg 1
All Students	36.61%	18.28%	56.48%	31.93%	26.45%	46.88%	41.79%

<u>2022-2023 Science Meets or Above</u>	5th	8th	Bio
All Students	20.00%	26.00%	52.00%
<u>2021-2022 Science Meets or Above</u>	5th	8th	EOC
All Students	32.00%	45.00%	62.00%

<u>2022-2023 Soc. St. Meets or Above</u>	8th	EOC
All Students	25.00%	67.00%
<u>2021-2022 Soc. St. Meets or Above</u>	8th	EOC
All Students	15.00%	72.00%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 32% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2023 school year. **Root Cause:** Lack of fidelity of implementation of Eureka and Carnegie instructional materials to support Tier 1 instruction in math grades K-8. Lack of access to consistent, differentiated remediation and conceptual instruction. Lack of familiarity of the new STAAR Redesign level of rigor needing consistent usage of TFAR.

Problem Statement 2 (Prioritized): 44.25% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 22.23 SY. Only 44% of points for writing were earned as compared to 55% of reading in grades 3-8 STAAR. 22.50% of students in ENG I & II EOC received a 0 rating on extended constructed response. **Root Cause:** Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Instructional deficits exist in writing district wide. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor to include the use of TFAR and Kami.

Problem Statement 3 (Prioritized): 34% of ELs met the state standard of Meets Grade Level or Above on all subjects on STAAR for the 22.23 SY. 30% of ELs met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC math. **Root Cause:** Lack of consistent implementation of ELPS, lack of EL strategies and lack of data driven, targeted instruction through small group instruction. Lack of ESL certified teachers and Bilingual Certified teachers in all content areas.

Problem Statement 4 (Prioritized): DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 23.24SY as a result of a shortage of certified Bilingual teachers. In addition, we are needing ESL certified teachers district wide. **Root Cause:** Obtaining a Bilingual Certification is a rigorous process beyond the teacher license requirements. The teacher has to be fluent/bilingual in another language other than English including speaking and writing. Teachers in grades K-3 are required to obtain Reading Academy certification.

Student Learning

Student Learning Summary

Student Achievement Summary (2022-2023 Achievement Pending TEA Release)

DCISD Accountability Ratings Overall Summary
Ratings Overall Summary

2021-2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		89	B
Student Achievement		89	B
STAAR Performance	47	79	
College, Career and Military Readiness	77	94	
Graduation Rate	100	100	
School Progress		92	A
Academic Growth	76	90	A
Relative Performance (Eco Dis: 67.1%)	62	92	A
Closing the Gaps	72	83	B

DC High School Accountability Ratings Overall Summary

2021-2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		88	B
STAAR Performance	50	77	
College, Career and Military Readiness	77	94	
Graduation Rate	100	100	
School Progress		89	B
Academic Growth	76	86	B
Relative Performance (Eco Dis: 58.4%)	64	89	B
Closing the Gaps	59	77	C

Gravitt JH Accountability

2021-2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		80	B
Student Achievement		75	C
STAAR Performance	44	75	
College, Career and Military Readiness			
Graduation Rate			
School Progress		82	B
Academic Growth	72	80	B
Relative Performance (Eco Dis: 69.5%)	44	82	B
Closing the Gaps	52	76	C

Kelley Dodson Accountability Ratings Overall Summary

2021-2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		75	C
STAAR Performance	47	75	
College, Career and Military Readiness			
Graduation Rate			
School Progress		91	A
Academic Growth	83	91	A
Relative Performance (Eco Dis: 68.8%)	47	80	B
Closing the Gaps	81	78	C

Student Performance Levels

Reading Achievement Percentages (Based on Meets Grade Level) (2022-2023)

2022-2023 ELA Meets or Above	3rd	4th	5th	6th	7th	8th	Eng I	Eng II
All Students	50.00%	34.00%	48.00%	35.00%	31%	41.00%	46.08%	60.16%
2021-2022 ELA Meets or Above	3rd	4th	5th	6th	7th	8th	Eng I	Eng II
All Students	38.39%	44.09%	57.41%	32.77%	46.28%	71.09%	46.76%	59.52%

2022-2023 Math Meets or Above	3rd
All Students	31.00%
2021-2022 Math Meets or Above	3rd
All Students	36.61%

When reviewing ELA/Reading data across grade levels, we demonstrated growth in reading with the exception for 3rd, 6th and Eng II EOC. . Areas of growth in the 22.23SY as compared to 20.21 SY are indicated as columns highlighted in green.

Additionally, overall percentage of students performing on grade level will be addressed across grade levels. Special emphasis will continue in our lower grades implementing high yield instructional strategies to include the following: Teacher Table data driven instruction & Differentiated Small Groups for grades PK-5, alignment to TEKS and short cycle assessments to drive instruction and RtI in Language Arts with our primary area of focus district wide still being for all student populations in grades K-8. Data driven, differentiated instruction in grades PK-5 will continue focusing on small group instruction for every student, every day. In the Special Ed student group, the district experienced scores below the state in all grades where we had a student group. These student groups were identified as key areas of focus for our RtI program as well as targeted students in the General Education classrooms. Students identified for RtI receive for a minimum of 20 minutes per day under the direction of the classroom or subject area teacher which equates to an additional 58 hours of reading and language intervention per school year. Progress monitoring occurs monthly for all students in grades PK-8 with the use of iStation ISIP. District wide, writing across the curriculum in preparation for the new STAAR redesign questions will occur through the use of TFAR.

Math Achievement Percentages (Based on Meets Grade Level) (2022-2023)

2022-2023 Math Meets or Above	3rd	4th	5th	6th	7th	8th	Alg 1
All Students	31.00%	25.00%	34.00%	30.00%	30.00%	34.00%	40.00%
2021-2022 Math Meets or Above	3rd	4th	5th	6th	7th	8th	Alg 1
All Students	36.61%	18.28%	56.48%	31.93%	26.45%	46.88%	41.79%

When reviewing Math STAAR data, academic growth has occurred in 4th and 7th grades. The district has identified low overall percentages of all students on performing on grade level across the district. The newly purchased Eureka and Carnegie mathematics curriculum will continue to be implemented for year two. In addition, two intervention mathematics teachers have been created for Kelley Elementary.

In order to further measure student progress and identify instructional gaps, grades K-8 now uses Zearn to set student individual goals and to monitor overall progress. Students identified by teachers as needing additional support utilized small group intervention as well as software programs for a minimum of 20 minutes per day which equates to an additional 58 hours of mathematics intervention per school year. Additionally, differentiated instruction through small group rotations has been implemented in grades K-5 for every student every day.

Areas of growth in the 22.23SY as compared to 21.22 SY are indicated as columns highlighted in green.

Science Achievement (Based on Meets Grade Level) (2022-2023)

2022-2023 Science Meets or Above	5th	8th	Bio
All Students	20.00%	26.00%	52.00%
2021-2022 Science Meets or Above	5th	8th	EOC
All Students	32.00%	45.00%	62.00%

In the subject area of Science, historical data over the past years indicates the following: With the exception of Biology, over 50% of students are not performing on grade level across all populations. Two main areas of concern are noted. These areas are the EL and Special Ed student groups in all grades. We have purchased a program Education Galaxy to help monitor study mastery of TEKS in 5th grade.

Social Studies Achievement (Based on Meets Grade Level) (2022-2023)

In the subject area of Social Studies, historical data over the past years indicates the following: Overall, US History has the highest percentages of students performing on Meets Grade Level of 75.49% as compared to all grade levels and content areas across the district. All student groups in 8th grade are noted as performing below expectations. In U.S. History, two groups are noted as concerning, and they are the Special Education and EL group. Close monitoring at both levels will be implemented, and training will be provided to address these deficits. Consistent implementation of TEKS Resource will be utilized.

2022-2023 Soc. St. Meets or Above	8th	EOC
All Students	25.00%	67.00%
2021-2022 Soc. St. Meets or Above	8th	EOC
All Students	15.00%	72.00%

Post-Secondary Readiness (2022-2023)

College and Career Ready Grads	All Students
2022-2023	98.0
2021-2022	77.0
2020-2021	61.0

We have seen an increase in student percentage for College and Career Ready Grads. We attribute this to the participation in College Bridge. We will continue participation in this program.

Student Attendance

Attendance Rate	All Students
2022-2023	94.5

Attendance Rate	All Students
2021-2022	94.04
2020-2021	95.3
2019-2020	95.7

EB Students	19-20	20-21	22-23
Math & Alg. 1 EOC	N/A	40.0	22
Reading/Writing 3-8	N/A	37.5	27.5
Science & EOC	N/A	50.0	17
Social Studies	N/A	9.1	22
ELA (EOC)	N/A	66.7	8.5

Special Education Students	19-20	20-21	22-23
Math (3-8)	N/A	31.5	6.5
Science (3-8)	N/A	30.8	9
Writing (3-8)	N/A	25.0	N/A
ELA (EOC)	N/A	35.3	6.5

RDA will be released later this year for the 2023-2024 SY and will be updated as received.

The DCISD Administrative Leadership Team met to analyze data based upon the Results Driven Accountability report. Based on the analysis, the committee determined that in the area of SPED, we wanted to be very aware of the Performance Level of SPED Total Disciplinary Removals Rate for ages 3-21. Although this was not a significant rating, however the Performance Level of 1 requires us to investigate discipline options, reporting and referrals for SPED students. Safeguards have been put into place to ensure that SPED students are receiving appropriate disciplinary corrective measures to change behavior with using removal from the educational setting as a last resort.

Once the committee analyzed the data, they then considered root causes, the committee set goals and determined strategies to address the identified areas. The committee is also determining next steps in correcting the identified areas. Once implemented, strategies and activities will be monitored for progress toward the goal. SPED has identified the need to implement new curriculum to create alignment across all core areas. For the area of math, Ascend is the adopted curriculum and Vizzle is for all other subjects. This will continue this year.

Student Learning Strengths

Analysis for Closing the Gaps will occur following the release of the 22-23 Accountability Reports.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 32% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2023 school year. **Root Cause:** Lack of fidelity of implementation of Eureka and Carnegie instructional materials to support Tier 1 instruction in math grades K-8. Lack of access to consistent, differentiated remediation and conceptual instruction. Lack of familiarity of the new STAAR Redesign level of rigor needing consistent usage of TFAR.

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District Processes & Programs

District Processes & Programs Summary

DCISD 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. Beginning in 2017-2018, the district provided the TEKS Resource System as a tool for ensuring the TEKS are implemented with fidelity. TEKS Resource System resources provide a clear and common understanding of what our students are to know and be able to do, and serve as the centerpiece for teacher study, planning, and collaboration. 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 aligned to the standards to ensure student mastery of the content.

Campuses have the option to use either benchmarks or 9-Weeks Assessments as a measure of progress toward state assessments. Our focus remains on high quality, differentiated instruction while emphasizing learning strategies necessary for success. 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. DCISD has created alignment in the measures it uses in determining student learning, and some of those measures include Istation for reading, 9-Weeks Assessments, TEKS Resource System K-12, Eureka math K-8, Carnegie math 6-8, ACT/SAT, TSI, Zearn for math progress monitoring K-8, Ascend math for SPED, Vizzle curriculum SPED, as well as classroom work and assessments to name a few. Closing the Gaps instructionally in reading is being monitored and differentiated by MindPlay and iStation. By using the data from multiple measures, teachers are able to respond quickly to students' educational need through differentiated, small group instruction. For the 23-24SY, TFAR will be used weekly at campuses to ensure familiarity with the Cambium platform to support the transition to the new STAAR Redesign.

Master Schedules at both Primary and Elementary campuses has been created in order to allow for whole group instruction and small group instruction to meet the need for differentiated instruction as well as allowing for intervention opportunities for students without missing prime instructional opportunities within the classroom. Reading Interventionists one for Tier 3 and the other for Tier 2 intervention are provided at both campuses. Math interventionists at Kelley were added the 23.24 SY to help bridge the instructional gap.

Scheduling at our Primary and Elementary campuses ensure teachers have a designated time so they are able to participate in Professional Learning Communities to focus on student achievement and to track student progress and performance. They are also able to discuss effective learning strategies and to consider evidence-based approaches. Teachers also participate in goal-setting for students. Progress toward those goals is tracked through the grade levels. Scheduling at the secondary campuses now allows for common planning/ PLC's. In addition, there are challenges with both campuses sharing coaches, as it is more difficult to find a common time when teachers can meet to discuss student performance and progress. As we recognized the need to address our EL population, we have brought in training on the ELPS as well as Sheltered Instruction. We will continue to bring training to address the needs of our students as our teaching staff changes.

Our district adheres to the RtI Model and uses a process to ensure that we are meeting student needs. The RtI Model provides interventions and educational support to all students at increasing levels of intensity based on their individual needs. The goal is to prevent learning problems and to intervene early so that students can experience success. The RtI process has three tiers that provide progressively more intensive levels of support. Tier I is the research-based instruction that takes place in the regular classroom. Tier II includes additional targeted, supplemental instruction/interventions provided to small groups of students who need more support than they are receiving in Tier I. Tier III provides more intensive interventions and may result in further evaluations to identify possible learning disabilities. The RtI process is implemented district-wide and is monitored and documented through the SIT process in Success Ed, an online software system. Students are supported in the RtI process by a variety of district and state provided research-based interventions including Foundations, Zearn, Edgenuity, and Istation. Additionally, in order to create ease and consistency in the RTI process for referrals to SIT, we have revised the SIT process and templates at each campus.

In addition to the RtI process, DCISD 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. The GT program has had changes in order to meet the TEA regulations and guidelines. We have a full-time GT instructor for grades K-8, as well as a GT shared role in 9-12.

Advanced learning opportunities are also available to students. Gifted and Talented classes are offered to qualified students at Dodson Primary, Kelley Elementary, and Gravitt Junior

High. The GT program has had changes in order to meet the TEA regulations and guidelines. We now have a full-time GT instructor for grades K-8, as well as a GT shared role in 9-12. Pre-Advanced Placement courses are offered at Denver City High School. Students have the opportunity to participate in AP exams. AP test data supports a need for increased alignment to college-board standards. Qualifying students also have the opportunity to participate in multiple dual credit courses offered through South Plains College, the University of Texas Permian Basin, and the Texas Virtual School Network. In addition, Denver City ISD 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, Computer Science, Robotics, Architecture and Construction, Manufacturing, Transportation, Distribution, and Logistics, Business Management and Administration and Finance, and our newly added Cosmetology. DCISD collaborates with business and industry leaders to identify workforce needs to ensure the maximum employability of our graduates.

Denver City ISD 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. These apps include Google Docs, Google Sheets, and Google Slides. There is also included a free cloud storage system called Google Drive. This allows teachers and students to share documents and information easily and from anywhere. 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. In addition, DCISD is initiating Google Chromebooks at Kelley Elementary, Gravitt Junior High, and Denver City High School. We are 1:1 Chromebooks at for grades 1-12 district wide. I-Pads are the device of choice for PK. All apps and content are managed through our IT department.

DCISD recognized the need for Social Emotional Learning Support for students. DCISD has chosen to use 7 Mindsets as our curriculum for student SEL support in grades PK-12. Additionally, we have added a Student Support Specialist to help with the overall counseling responsibilities district wide for all students in the area of mental health.

With the advent of the 2022-2023 SY, DCISD has taken a special interest in ensuring continued safety procedures and heightened protocols for overall student and staff safety. Routine meetings for safety have occurred including the SHAC committee to create an environment that is safe and current with all safety protocols.

District Processes & Programs Strengths

- Denver City ISD has continued reading interventionist positions at both Dodson Primary and Kelley Elementary to help close the instructional gaps. There are now two total at each campus.
- Denver City ISD has continued a reading interventionist position at Gravitt JH to help close the instructional gaps.
- Denver City ISD has added two math interventionists at Kelley Elementary to help close instructional gaps.
- The district is continuing to support the TEKS Resource System to align the curriculum.
- DCISD has purchased new math software for grades K-5.
- The curriculum, instruction, and assessment program focus on the needs of all students.
- Teachers are supported through a wide variety of ongoing professional development opportunities.
- Through T-FAR, Eduphoria and Success Ed, teachers have timely access to student leaning data that informs instruction.
- DCISD remains focused on strengthening the instructional core and building the capacity of its teachers and campus leadership.
- Professional Learning Communities are implemented at all campuses.
- Denver City ISD is a Google Apps for Education district.
- We are a 1:1 Chromebook/device district.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): 32% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2023 school year. **Root Cause:** Lack of fidelity of implementation of Eureka and Carnegie instructional materials to support Tier 1 instruction in math grades K-8. Lack of access to consistent, differentiated

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Perceptions

Perceptions Summary

The District and campuses recognize and value 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 children's 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. The Learning Center offers parenting, GED, and English-as-a-Second Language classes at no charge to participants. Computers for Parents' classes are also offered at no charge. Early Literacy is always an important topic for parents and The Learning Center works with the Primary Principal to teach parents the importance of providing early literacy skills to build a solid learning foundation. Gravitt Junior High provides Backpack Weekends that provide food staples to students who might otherwise not receive the necessary nutrition. DCISD held its second annual Back to School Fair 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. Our local churches supports our campuses by honoring them with snacks during Teacher Appreciation Week.

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. Parent Conferences are held as needed or requested on all campuses, and Dodson and Kelley hold a Parent Conference annually with all parents. Additionally, 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.

The district assists low income families by maintaining close working relationships with various community providers. These may include: local food banks, various business, various community clubs, faith based organizations, and private community donations. Due to these strong community partnerships, students have the opportunity to participate in a wide range of school and community-based activities. In addition, service organizations are also involved with our district. Lion's Club International provides glasses to qualifying students, and the Masons will be reading weekly to our Primary students. Several community-organized booster clubs provide money, supplies, and equipment to our athletic, band, and drama departments.

As a result of ESSER, parents, students and the community were polled for input on how to most effectively utilize the 2022-2023 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.

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.
- Students are provided food on weekends through the Backpack program.
- 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.
- Computer, GED, and parenting classes are available.
- Staff keep a watchful eye on bullying and address it when it occurs.

- The District utilizes perception surveys from staff, students, and parents in its planning processes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: More students need clinical, social emotional support. **Root Cause:** Trauma resulting from the COVID pandemic has increased student anxiety and social emotional challenges. Lack of access to clinical experienced health providers in the mental health field is needed for our students. Lack of access to frequent social emotional support for our teachers and students result in increased social/emotional challenges.

Problem Statement 2: Parental participation from all socio-economic levels is needed. **Root Cause:** Parents who speak a language other than English may be reluctant to attend as well as parents who are working.

Problem Statement 3 (Prioritized): 32% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2023 school year. **Root Cause:** Lack of fidelity of implementation of Eureka and Carnegie instructional materials to support Tier 1 instruction in math grades K-8. Lack of access to consistent, differentiated remediation and conceptual instruction. Lack of familiarity of the new STAAR Redesign level of rigor needing consistent usage of TFAR.

Problem Statement 4 (Prioritized): 44.25% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 22.23 SY. Only 44% of points for writing were earned as compared to 55% of reading in grades 3-8 STAAR. 22.50% of students in ENG 1 & II EOC received a 0 rating on extended constructed response. **Root Cause:** Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Instructional deficits exist in writing district wide. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor to include the use of TFAR and Kami.

Problem Statement 5 (Prioritized): 34% of ELs met the state standard of Meets Grade Level or Above on all subjects on STAAR for the 22.23 SY. 30% of ELs met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC math. **Root Cause:** Lack of consistent implementation of ELPS, lack of EL strategies and lack of data driven, targeted instruction through small group instruction. Lack of ESL certified teachers and Bilingual Certified teachers in all content areas.

Problem Statement 6 (Prioritized): DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 23.24SY as a result of a shortage of certified Bilingual teachers. In addition, we are needing ESL certified teachers district wide. **Root Cause:** Obtaining a Bilingual Certification is a rigorous process beyond the teacher license requirements. The teacher has to be fluent/bilingual in another language other than English including speaking and writing. Teachers in grades K-3 are required to obtain Reading Academy certification.

Priority Problem Statements

Problem Statement 1: 32% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2023 school year.

Root Cause 1: Lack of fidelity of implementation of Eureka and Carnegie instructional materials to support Tier 1 instruction in math grades K-8. Lack of access to consistent, differentiated remediation and conceptual instruction. Lack of familiarity of the new STAAR Redesign level of rigor needing consistent usage of TFAR.

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

Problem Statement 2: 44.25% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 22.23 SY. Only 44% of points for writing were earned as compared to 55% of reading in grades 3-8 STAAR. 22.50% of students in ENG 1 & II EOC received a 0 rating on extended constructed response.

Root Cause 2: Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Instructional deficits exist in writing district wide. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor to include the use of TFAR and Kami.

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

Problem Statement 3: 34% of ELs met the state standard of Meets Grade Level or Above on all subjects on STAAR for the 22.23 SY. 30% of ELs met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC math.

Root Cause 3: Lack of consistent implementation of ELPS, lack of EL strategies and lack of data driven, targeted instruction through small group instruction. Lack of ESL certified teachers and Bilingual Certified teachers in all content areas.

Problem Statement 3 Areas: Demographics - Student Learning - District Processes & Programs - Perceptions

Problem Statement 4: DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 23.24SY as a result of a shortage of certified Bilingual teachers. In addition, we are needing ESL certified teachers district wide.

Root Cause 4: Obtaining a Bilingual Certification is a rigorous process beyond the teacher license requirements. The teacher has to be fluent/bilingual in another language other than English including speaking and writing. Teachers in grades K-3 are required to obtain Reading Academy certification.

Problem Statement 4 Areas: Demographics - Student Learning - District Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- School safety data

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 6, 2023

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing all students to grow and meet their highest academic potential.





Performance Objective 1: Through the use of district adopted curriculum, TEKS Resource and district supported initiatives to strengthen the instructional core, students attaining Approaches, Meets, and Masters will increase at least 10% as measured by STAAR/EOC .

HB3 Goal

Evaluation Data Sources: Approaches, Meets, Masters on STAAR/EOC Exams

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze Common Assessments (CBAs) and/or Benchmark data by mastery of student expectations in all student groups using Eduphoria & TFAR reports to determine areas for reteaching and providing assistance to students. Staff will provide immediate targeted intervention to accelerate learning for all identified students. Strategy's Expected Result/Impact: Increased passing rate common assessments. Staff Responsible for Monitoring: Principals Teachers Problem Statements: Demographics 2 - Student Learning 2 - District Processes & Programs 2 - Perceptions 4 Funding Sources: Eduphoria - 199 - General Fund - \$9,700	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to provide and implement TEKS Resource System as a viable, aligned curriculum and provide professional development opportunities in implementation through ESC17. Provide high quality, evidence-based supplemental curricular resources in all core subjects. Strategy's Expected Result/Impact: Lesson Plans, walk-throughs, and teacher appraisals will reflect lessons implementation being fully aligned to the TEKS. Staff Responsible for Monitoring: Chief Academic Officer Principals Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - District Processes & Programs 1, 2 - Perceptions 3, 4 Funding Sources: TEKS Resource System Interlocal Agreement - 199 - General Fund - \$9,840	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to implement the Foundations Phonics Program with fidelity in Kindergarten through 3rd grade in order to strengthen decoding skills for all students.</p> <p>Strategy's Expected Result/Impact: Provide professional development for reading and writing to create consistency resulting in Istation data of students performing on grade level 85% proficiency at the EOY. Essentially, each campus will determine their monthly progress based on BOY data and necessary growth to reach 85%.</p> <p>Staff Responsible for Monitoring: Principals Chief Academic Officer Teachers</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - District Processes & Programs 2 - Perceptions 4</p> <p>Funding Sources: Foundations Phonics Program - PK-3 - 410 - State Textbook Fund, Istation ISIP - Grades K-8 - 410 - State Textbook Fund - \$12,845, Professional Development HMH - Rigby Readers - K-5 - 255 - Title II, Part A, TPTR - \$0, ESC Interlocal Agreement Foundational Literacy and Numeracy and Multi-Tiered System of Supports - 255 - Title II, Part A, TPTR - \$4,600</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide professional development for core content areas throughout the school year and in the summer to include strategies that develop and strengthen the instructional core including, but not limited to, development of content area literacy; rigorous, well aligned content; differentiated instruction; and instructional strategies for writing.</p> <p>Strategy's Expected Result/Impact: Instructional strategies learned in professional development will be evidenced in lesson plans, walk-throughs and teacher appraisals.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Principals</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 2, 3 - District Processes & Programs 2, 3 - Perceptions 4, 5</p> <p>Funding Sources: ESC 17 Curriculum Contract - 255 - Title II, Part A, TPTR - 255 - \$15,700</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The district will use effective grading practices that communicate a student's mastery of the standards in a timely manner which is accessible 24 hours a day through Skyward Family Access. Teachers are encouraged to keep parents well-informed regarding a student's progress.</p> <p>Strategy's Expected Result/Impact: 100% of parents will have access regarding student grades and progress in Skyward Family Access.</p> <p>Staff Responsible for Monitoring: Teachers and Principals</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 2, 3 - District Processes & Programs 2, 3 - Perceptions 4, 5</p> <p>Funding Sources: Skyward/Student Gradebook Family Access - 199 - General Fund - 6299 - \$15,361.06</p>	Formative		
	Nov	Jan	Mar

Strategy 6 Details	Formative Reviews		
Strategy 6: Conduct weekly PLC's curriculum study sessions for Pre-K to 12th grade teachers, special education teachers, and EL teachers for each 9-week grading period to plan vertically and review pacing of standards and data derived from Eureka, Carnegie, Istation, Zearn, MindPlay and common assessments in both math and ELAR. Strategy's Expected Result/Impact: Increased Istation percentages of students on grade level as a result of interventions provided within the classroom by the classroom teacher. These interventions will be determined in the PLC time as a result of data analysis. Increased EOC percentage on students meeting grade level. Staff Responsible for Monitoring: Chief Academic Officer Principals Teachers Results Driven Accountability Problem Statements: Demographics 2, 3 - Student Learning 2, 3 - District Processes & Programs 2, 3 - Perceptions 4, 5	Formative		
	Nov	Jan	Mar
Strategy 7 Details	Formative Reviews		
Strategy 7: Build master schedules to reflect RTI and Small Group Instruction to support intervention and differentiated instruction in grades K-5. Strategy's Expected Result/Impact: Increased iStation scores to be 80% on grade level. Staff Responsible for Monitoring: Principal Teachers Interventionists Chief Academic Officer Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 2 - District Processes & Programs 2 - Perceptions 4 Funding Sources: iReady (Math Program) K-8 - 410 - State Textbook Fund - \$29,000	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 32% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2023 school year. Root Cause: Lack of fidelity of implementation of Eureka and Carnegie instructional materials to support Tier 1 instruction in math grades K-8. Lack of access to consistent, differentiated remediation and conceptual instruction. Lack of familiarity of the new STAAR Redesign level of rigor needing consistent usage of TFAR.
Problem Statement 2: 44.25% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 22.23 SY. Only 44% of points for writing were earned as compared to 55% of reading in grades 3-8 STAAR. 22.50% of students in ENG I & II EOC received a 0 rating on extended constructed response. Root Cause: Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Instructional deficits exist in writing district wide. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor to include the use of TFAR and Kami.

Demographics

Problem Statement 3: 34% of ELs met the state standard of Meets Grade Level or Above on all subjects on STAAR for the 22.23 SY. 30% of ELs met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC math. **Root Cause:** Lack of consistent implementation of ELPS, lack of EL strategies and lack of data driven, targeted instruction through small group instruction. Lack of ESL certified teachers and Bilingual Certified teachers in all content areas.

Student Learning

Problem Statement 1: 32% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2023 school year. **Root Cause:** Lack of fidelity of implementation of Eureka and Carnegie instructional materials to support Tier 1 instruction in math grades K-8. Lack of access to consistent, differentiated remediation and conceptual instruction. Lack of familiarity of the new STAAR Redesign level of rigor needing consistent usage of TFAR.

Problem Statement 2: 44.25% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 22.23 SY. Only 44% of points for writing were earned as compared to 55% of reading in grades 3-8 STAAR. 22.50% of students in ENG 1 & II EOC received a 0 rating on extended constructed response. **Root Cause:** Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Instructional deficits exist in writing district wide. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor to include the use of TFAR and Kami.

Problem Statement 3: 34% of ELs met the state standard of Meets Grade Level or Above on all subjects on STAAR for the 22.23 SY. 30% of ELs met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC math. **Root Cause:** Lack of consistent implementation of ELPS, lack of EL strategies and lack of data driven, targeted instruction through small group instruction. Lack of ESL certified teachers and Bilingual Certified teachers in all content areas.

District Processes & Programs

Problem Statement 1: 32% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2023 school year. **Root Cause:** Lack of fidelity of implementation of Eureka and Carnegie instructional materials to support Tier 1 instruction in math grades K-8. Lack of access to consistent, differentiated remediation and conceptual instruction. Lack of familiarity of the new STAAR Redesign level of rigor needing consistent usage of TFAR.

Problem Statement 2: 44.25% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 22.23 SY. Only 44% of points for writing were earned as compared to 55% of reading in grades 3-8 STAAR. 22.50% of students in ENG 1 & II EOC received a 0 rating on extended constructed response. **Root Cause:** Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Instructional deficits exist in writing district wide. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor to include the use of TFAR and Kami.

Problem Statement 3: 34% of ELs met the state standard of Meets Grade Level or Above on all subjects on STAAR for the 22.23 SY. 30% of ELs met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC math. **Root Cause:** Lack of consistent implementation of ELPS, lack of EL strategies and lack of data driven, targeted instruction through small group instruction. Lack of ESL certified teachers and Bilingual Certified teachers in all content areas.

Perceptions

Problem Statement 3: 32% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2023 school year. **Root Cause:** Lack of fidelity of implementation of Eureka and Carnegie instructional materials to support Tier 1 instruction in math grades K-8. Lack of access to consistent, differentiated remediation and conceptual instruction. Lack of familiarity of the new STAAR Redesign level of rigor needing consistent usage of TFAR.

Problem Statement 4: 44.25% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 22.23 SY. Only 44% of points for writing were earned as compared to 55% of reading in grades 3-8 STAAR. 22.50% of students in ENG 1 & II EOC received a 0 rating on extended constructed response. **Root Cause:** Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Instructional deficits exist in writing district wide. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor to include the use of TFAR and Kami.

Perceptions

Problem Statement 5: 34% of ELs met the state standard of Meets Grade Level or Above on all subjects on STAAR for the 22.23 SY. 30% of ELs met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC math. **Root Cause:** Lack of consistent implementation of ELPS, lack of EL strategies and lack of data driven, targeted instruction through small group instruction. Lack of ESL certified teachers and Bilingual Certified teachers in all content areas.





Goal 1: The District shall provide an aligned, rigorous curriculum, preparing all students to grow and meet their highest academic potential.

Performance Objective 2: By monitoring the progress of all student groups (race/ethnicity, special education, ELL, economically disadvantaged, male/female, at-risk, and special programs, including gifted and talented and Section 504), strengthening the instructional core, and implementing interventions, domains on STAAR/EOC will reflect a 10% increase in the percent of tested students meeting or exceeding one year of academic progress and will show growth over regional and state performance leading to students graduating on track.

HB3 Goal

Evaluation Data Sources: STAAR/EOC Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase the number and capacity of Bilingual and ESL certified teachers who serve ELs by allowing them to attend ESL Academies offered locally and at ESC17 to increase the number of Bilingual and ESL certified teachers in Denver City ISD and ensure a provision of funds to reimburse teachers for the cost of the Bilingual or ESL TExES Supplemental Exam once certification has been added through the addition of an ESL stipend and increase in Bilingual Stipend. Strategy's Expected Result/Impact: Reduce the number of Bilingual Waivers and increase the number of ESL certified teachers. Staff Responsible for Monitoring: Chief Academic Officer Assistant Superintendent of District Operations (Director of Federal Programs) Principals Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 4 - District Processes & Programs 4 - Perceptions 6 Funding Sources: ESC17 Trainings and SBEC TExES Exams - 263 - Title III, LEP - \$1,000	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Use Title III and local funds to fund paraprofessionals who provide instructional supports in an inclusion setting for EL and Special Education students. Strategy's Expected Result/Impact: 100% of identified Bilingual/EL students will have support in the core academic areas as evidenced through the campus inclusion/intervention schedules. Staff Responsible for Monitoring: Assistant Superintendent of District Operations (Director of Federal Programs) Chief Academic Office (Bilingual Director) Results Driven Accountability Funding Sources: Human Capital - 263 - Title III, LEP	Formative		
	Nov	Jan	Mar

Strategy 3 Details		Formative Reviews		
Strategy 3: Provide Edgenuity Learning System for credit recovery to provide an alternative route for at-risk students to graduate on track. Strategy's Expected Result/Impact: 100% of students will graduate on track. Staff Responsible for Monitoring: Teacher Principal Assistant Superintendent of District Operations (Director of Federal Programs) Chief Academic Officer Chief Financial Officer Problem Statements: Demographics 2 - Student Learning 2 - District Processes & Programs 2 - Perceptions 4 Funding Sources: Edgenuity Software - 199 - General Fund - \$34,000		Formative		
		Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: 44.25% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 22.23 SY. Only 44% of points for writing were earned as compared to 55% of reading in grades 3-8 STAAR. 22.50% of students in ENG 1 & II EOC received a 0 rating on extended constructed response. Root Cause: Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Instructional deficits exist in writing district wide. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor to include the use of TFAR and Kami.</p> <p>Problem Statement 4: DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 23.24SY as a result of a shortage of certified Bilingual teachers. In addition, we are needing ESL certified teachers district wide. Root Cause: Obtaining a Bilingual Certification is a rigorous process beyond the teacher license requirements. The teacher has to be fluent/bilingual in another language other than English including speaking and writing. Teachers in grades K-3 are required to obtain Reading Academy certification.</p>
Student Learning
<p>Problem Statement 2: 44.25% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 22.23 SY. Only 44% of points for writing were earned as compared to 55% of reading in grades 3-8 STAAR. 22.50% of students in ENG 1 & II EOC received a 0 rating on extended constructed response. Root Cause: Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Instructional deficits exist in writing district wide. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor to include the use of TFAR and Kami.</p> <p>Problem Statement 4: DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 23.24SY as a result of a shortage of certified Bilingual teachers. In addition, we are needing ESL certified teachers district wide. Root Cause: Obtaining a Bilingual Certification is a rigorous process beyond the teacher license requirements. The teacher has to be fluent/bilingual in another language other than English including speaking and writing. Teachers in grades K-3 are required to obtain Reading Academy certification.</p>

District Processes & Programs

Problem Statement 2: 44.25% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 22.23 SY. Only 44% of points for writing were earned as compared to 55% of reading in grades 3-8 STAAR. 22.50% of students in ENG 1 & II EOC received a 0 rating on extended constructed response. **Root Cause:** Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Instructional deficits exist in writing district wide. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor to include the use of TFAR and Kami.

Problem Statement 4: DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 23.24SY as a result of a shortage of certified Bilingual teachers. In addition, we are needing ESL certified teachers district wide. **Root Cause:** Obtaining a Bilingual Certification is a rigorous process beyond the teacher license requirements. The teacher has to be fluent/bilingual in another language other than English including speaking and writing. Teachers in grades K-3 are required to obtain Reading Academy certification.

Perceptions

Problem Statement 4: 44.25% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 22.23 SY. Only 44% of points for writing were earned as compared to 55% of reading in grades 3-8 STAAR. 22.50% of students in ENG 1 & II EOC received a 0 rating on extended constructed response. **Root Cause:** Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Instructional deficits exist in writing district wide. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor to include the use of TFAR and Kami.





Problem Statement 6: DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 23.24SY as a result of a shortage of certified Bilingual teachers. In addition, we are needing ESL certified teachers district wide. **Root Cause:** Obtaining a Bilingual Certification is a rigorous process beyond the teacher license requirements. The teacher has to be fluent/bilingual in another language other than English including speaking and writing. Teachers in grades K-3 are required to obtain Reading Academy certification.

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing all students to grow and meet their highest academic potential.

Performance Objective 3: Denver City ISD will increase rigorous standards of achievement in preparing 21st Century learners for college and career readiness increasing the Texas Academic Performance Report by 10%.

Evaluation Data Sources: Graduation Rates, STAAR/EOC, Career and Technology Certifications, Graduation Plans

Strategy 1 Details		Formative Reviews		
Strategy 1: Denver City ISD will promote CTE programs and ensure accurate coding of students enrolled in a coherent sequence of CTE courses. Strategy's Expected Result/Impact: Increased number of College and Career Ready Graduates on TAPR and Domain 3 Staff Responsible for Monitoring: Principals Chief Academic Officer Counselors PEIMS Coordinators		Formative		
		Nov	Jan	Mar
Strategy 2 Details		Formative Reviews		
Strategy 2: Promote advanced and dual credit courses through communication of benefits and early foundational preparation for course entry through success on College Bridge, TSI, ACT, SAT or EOC by early notification of all junior high students. Strategy's Expected Result/Impact: Increased number of College and Career Ready Graduate Rates on TAPR and Domain 3 and seeking endorsements. Staff Responsible for Monitoring: Principals Curriculum Director Chief Academic Officer		Formative		
		Nov	Jan	Mar
Strategy 3 Details		Formative Reviews		
Strategy 3: Increase the percentage of students graduating under the Foundation Graduation Program by ensuring they meet the credit requirements, encouraging earning endorsements for the Distinguished Level of Achievement, and decreasing the number of dropouts through credit recovery or course acceleration through Edgenuity and attendance verification. Strategy's Expected Result/Impact: The number of graduates will maintain a 100% graduation rate through monitoring data, attendance, and graduation plans Staff Responsible for Monitoring: Principals Counselors Excalibur Teacher Teachers		Formative		
		Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Denver City ISD will ensure that secondary students' teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, FAFSA, HB5, the TEXAS grant program, the Teach for Texas grant program, and the need for students to make informed curriculum choices to be prepared for success beyond high school. Strategy's Expected Result/Impact: All students in grades 8-12 will complete a career inventory at least once during these grades. All 8th grade students will receive counseling in graduation requirements and will complete their Personal Graduation Plan. Students in grades 9-11 will complete their course selection and maintain their individual graduation plans in addition to completing the FAFSA or exemption. Staff Responsible for Monitoring: Counselors HS Principal Funding Sources: Region 17 Counselors Solutions Group Interlocal Agreement - 199 - General Fund - \$2,000	Formative		
	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing all students to grow and meet their highest academic potential.

Performance Objective 4: DCISD will increase the 32% of Meets Grade Level or Above on 3-8 STAAR and EOC Math by 10% as a result of implementation of Eureka & Carnegie curriculum with fidelity as evidenced by PLC's, lesson plans and walk-throughs.

HB3 Goal

Evaluation Data Sources: Eureka assessments, Carnegie assessments, TFAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Campuses in grades 1-8 will participate in weekly PLC's through the facilitation of Texas Lesson Study/Region 17 to support curriculum implementation of Eureka and Carnegie. Strategy's Expected Result/Impact: Curriculum implementation with fidelity through the use of Data driven, differentiated instruction that will occur during small group, teacher table instruction as evidenced through walkthroughs, lesson plans, and T-FAR assessments. Staff Responsible for Monitoring: Principals and math teachers. Problem Statements: Demographics 3 - Student Learning 3 - District Processes & Programs 3 - Perceptions 5	Formative		
	Nov	Jan	Mar

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: 34% of ELs met the state standard of Meets Grade Level or Above on all subjects on STAAR for the 22.23 SY. 30% of ELs met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC math. Root Cause: Lack of consistent implementation of ELPS, lack of EL strategies and lack of data driven, targeted instruction through small group instruction. Lack of ESL certified teachers and Bilingual Certified teachers in all content areas.
Student Learning
Problem Statement 3: 34% of ELs met the state standard of Meets Grade Level or Above on all subjects on STAAR for the 22.23 SY. 30% of ELs met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC math. Root Cause: Lack of consistent implementation of ELPS, lack of EL strategies and lack of data driven, targeted instruction through small group instruction. Lack of ESL certified teachers and Bilingual Certified teachers in all content areas.
District Processes & Programs
Problem Statement 3: 34% of ELs met the state standard of Meets Grade Level or Above on all subjects on STAAR for the 22.23 SY. 30% of ELs met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC math. Root Cause: Lack of consistent implementation of ELPS, lack of EL strategies and lack of data driven, targeted instruction through small group instruction. Lack of ESL certified teachers and Bilingual Certified teachers in all content areas.

Perceptions

Problem Statement 5: 34% of ELs met the state standard of Meets Grade Level or Above on all subjects on STAAR for the 22.23 SY. 30% of ELs met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC math. **Root Cause:** Lack of consistent implementation of ELPS, lack of EL strategies and lack of data driven, targeted instruction through small group instruction. Lack of ESL certified teachers and Bilingual Certified teachers in all content areas.

Goal 2: The District shall provide a safe and secure learning environment.

Performance Objective 1: DCISD utilizes the Standard Response Protocol as the universal tool for school safety.

Evaluation Data Sources: Drill Reports, Parent Surveys regarding safety, Crisis Go reports

Strategy 1 Details	Formative Reviews		
Strategy 1: All campuses will utilize the universal SRP for purposes of lockdown, lockout, evacuate, shelter, hold and reunify in order to create a universal language in the event of an emergency or situation requiring the above procedures. Strategy's Expected Result/Impact: Monthly drills will be conducted following the SRP and common language as evidenced by observation and drill reports. Staff Responsible for Monitoring: Principals Assistant Superintendent of District Operations	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 provide a safe and secure learning environment.

Performance Objective 2: Denver City ISD will establish and implement a shared vision and culture of high expectations for all staff and students to maintain a safe, healthy, and positive environment.

Evaluation Data Sources: Parent, Staff, and Student Surveys, EIC and SHAC Minutes, Sign-In Sheets

Strategy 1 Details		Formative Reviews		
Strategy 1: The district will provide counseling and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention/intervention, and pregnancy-related services. A procedure for notifying parents and guardians will be provided. Provide required TEA training in recognizing the symptoms of mental health promotion, substance abuse, suicide prevention, bullying prevention, dating violence, and risky behavior. Additionally, DCISD provides a Student Support Specialist. Strategy's Expected Result/Impact: 100% of campus personnel will complete the mandatory TEA trainings through the Vector platform including suicide awareness/prevention, bullying/cyber bullying, ethics, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse. Staff Responsible for Monitoring: Chief Academic Officer Principals Counselors Student Support Specialist		Formative		
		Nov	Jan	Mar
Strategy 2 Details		Formative Reviews		
Strategy 2: The district will adhere to the district policy addressing sexual abuse and other maltreatment of children which includes methods for staff, student, and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims, and CPS reporting by staff and administrators. Strategy's Expected Result/Impact: 100% of campus personnel will complete the mandatory TEA training through the use of Vector including suicide awareness/prevention, bullying/cyber bullying, ethics, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse through the use of Vector. Staff Responsible for Monitoring: Chief Academic Officer Principals Counselors		Formative		
		Nov	Jan	Mar

Strategy 3 Details		Formative Reviews		
Strategy 3: The district will ensure that the discipline management program provides for prevention, intervention, and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles. Students will have access to the Stay Alert to anonymously report harassment, bullying and other personal issues. Strategy's Expected Result/Impact: 100% of campus personnel will complete the mandatory TEA training through Vector including suicide awareness/prevention, bullying/cyber bullying, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse Staff Responsible for Monitoring: Chief Academic Officer Principals Counselors		Formative		
		Nov	Jan	Mar
Strategy 4 Details		Formative Reviews		
Strategy 4: The district will implement the coordinated school health plan and encourage healthy and active lifestyle choices (SHAC) through a coordinated effort with the police department, sheriff's department, principals, EMS, and community members. Present findings of Safety Audit to administrators and SHAC committee and seek input into addressing identified needs. Strategy's Expected Result/Impact: Meeting Minutes, Agendas, and Sign-In Sheets will verify attendance Staff Responsible for Monitoring: Assistant Superintendent of District Operations SHAC Committee		Formative		
		Nov	Jan	Mar
Strategy 5 Details		Formative Reviews		
Strategy 5: Provide professional development support that provides a framework for sharing a wide range of foundation-level behavior strategies and prevention-based school wide, classroom, and individual interventions including Handle with Care for appropriate staff. Strategy's Expected Result/Impact: Completion of required trainings will de-escalate the number of behavioral escalations Staff Responsible for Monitoring: Assistant Superintendent of District Operations (Director of Federal Programs) Chief Academic Officer SPED Director Funding Sources: Handle with Care Training - 313 - IDEA B, Formula SSA		Formative		
		Nov	Jan	Mar

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The district will adhere to the policy of no tolerance for dating violence and will ensure that the school environment is free from dating violence through the following means: Adhere to policy FFH, report all infractions immediately to the appropriate authorities, including parental notification of said incident and immediate notification of the parent if the student as an alleged victim or perpetrator of dating violence by the campus administrator. Teachers, staff, students and parents of grades 6-12 will receive appropriate training/instructional materials, including provide counseling to affected students.</p> <p>Strategy's Expected Result/Impact: No tolerance of dating violence will de-escalate the number of behavioral escalations</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent of District Operations (Director of Federal Programs) Chief Academic Officer Counselors Principals of grades 6-12</p>	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</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: Denver City ISD will form partnerships with parents and stakeholders in the community.

Evaluation Data Sources: Participation Logs, Sign-In Sheets, Parent Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Use multiple modalities to announce opportunities in English and Spanish for volunteering and getting involved in schools. Information will be disseminated in both English and Spanish for ease in understanding. Strategy's Expected Result/Impact: Increased percentage of parent engagement evidenced by sign-in sheets, School Check-In, and overall participation. Staff Responsible for Monitoring: Principals Counselors Teachers	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: The district will provide guidance to parents to ensure a smooth transition from early childhood programs into Kindergarten. Strategy's Expected Result/Impact: 100% of students entering Kindergarten will be met with individually by their teachers as evidenced by sign in sheets. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus counselors and principals identify students who are homeless and utilize district resources, in coordination with the homeless liaison, to provide emergency instructional supplies, hygiene products, and clothing as needed. Strategy's Expected Result/Impact: 100% of students identified as homeless under McKinney Vento will receive services to meet their individual needs. Staff Responsible for Monitoring: Counselors Principals Homelessness Liaison Assistant Superintendent of District Operations (Director of Federal Programs)	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Performance Objective 1: DCISD will recruit and retain highly effective teachers who are aligned to the district vision, mission and beliefs.

Evaluation Data Sources: Equity Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: The district will recognize that faculty/staff is a valuable resource and will provide professional development opportunities such as ESC 17, online, and face-to-face training opportunities identified through T TESS and district needs. Strategy's Expected Result/Impact: PD certificates will indicate staff have attended required training Staff Responsible for Monitoring: Principals Chief Academic Officer Problem Statements: Demographics 4 - Student Learning 4 - District Processes & Programs 4 - Perceptions 6 Funding Sources: ESC17 Contracts - 255 - Title II, Part A, TPTR	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: DCISD will engage in the T-TESS evaluation process to support a system of continuous improvement to including walkthrough data to inform the training, appraisal, and professional development of teachers and campus administrators. Strategy's Expected Result/Impact: Annual appraisal calendar approved by the Board of Education Staff Responsible for Monitoring: Principals Chief Academic Officer	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus Principals will assign new teachers (two years or less) a mentor to guide and assist them as they gain experience so all students have equitable access to excellent education and ensure that first year teachers attend the Region 17 First Year Teacher trainings. Strategy's Expected Result/Impact: Mentors will provide monthly documentation of meeting with new teachers and all first year teachers will attend the Region 17 First Year Teacher Academy. Staff Responsible for Monitoring: Principals Chief Academic Officer	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: DCISD will support teachers in grades K-3 in obtaining the Reading Academy certification requirement in order to meet the HB3 requirement. Strategy's Expected Result/Impact: All teachers K-3 will have the Reading Academy certification by SY 2023. Enhanced learning on teacher certification for the Science of Teaching Reading. Staff Responsible for Monitoring: Superintendent Principal Chief Academic Officer Funding Sources: Reading Academy for All K-3 Teachers - \$400 per teacher - 211 - Title I, Part A - \$3,200	Formative		
	Nov	Jan	Mar

No Progress
 Accomplished
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Performance Objective 1 Problem Statements:





Demographics
Problem Statement 4: DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 23.24SY as a result of a shortage of certified Bilingual teachers. In addition, we are needing ESL certified teachers district wide. Root Cause: Obtaining a Bilingual Certification is a rigorous process beyond the teacher license requirements. The teacher has to be fluent/bilingual in another language other than English including speaking and writing. Teachers in grades K-3 are required to obtain Reading Academy certification.
Student Learning
Problem Statement 4: DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 23.24SY as a result of a shortage of certified Bilingual teachers. In addition, we are needing ESL certified teachers district wide. Root Cause: Obtaining a Bilingual Certification is a rigorous process beyond the teacher license requirements. The teacher has to be fluent/bilingual in another language other than English including speaking and writing. Teachers in grades K-3 are required to obtain Reading Academy certification.
District Processes & Programs
Problem Statement 4: DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 23.24SY as a result of a shortage of certified Bilingual teachers. In addition, we are needing ESL certified teachers district wide. Root Cause: Obtaining a Bilingual Certification is a rigorous process beyond the teacher license requirements. The teacher has to be fluent/bilingual in another language other than English including speaking and writing. Teachers in grades K-3 are required to obtain Reading Academy certification.
Perceptions
Problem Statement 6: DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 23.24SY as a result of a shortage of certified Bilingual teachers. In addition, we are needing ESL certified teachers district wide. Root Cause: Obtaining a Bilingual Certification is a rigorous process beyond the teacher license requirements. The teacher has to be fluent/bilingual in another language other than English including speaking and writing. Teachers in grades K-3 are required to obtain Reading Academy certification.

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

Performance Objective 1: DCISD will implement systems that align with the school's vision and promote collaboration for improved student learning .

Evaluation Data Sources: FIRST Rating, Federal Compliance Reports, Program Evaluations, Staff Surveys, Budgets, Revenue vs Expenditures

Strategy 1 Details		Formative Reviews		
Strategy 1: In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal, state, and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources. Strategy's Expected Result/Impact: Maintain Federal and state compliance in accordance with EDGAR, meet budget thresholds and meet 100% of comparability and MOE standards Staff Responsible for Monitoring: Assistant Superintendent of District Operations (Director of Federal Programs) Chief Financial Officer Chief Academic Officer Funding Sources: Accountability Compliance and EGrant Management - 211 - Title I, Part A - \$15,000, School Finance - 199 - General Fund - \$2,000		Formative		
		Nov	Jan	Mar
Strategy 2 Details		Formative Reviews		
Strategy 2: The district will support the upkeep and sustainability of facilities and resources, by submitting necessary work orders, in a timely manner, in regards to areas, such as, but not limited to: technology, grounds and fields, playground equipment, common areas, classrooms, reception areas, restrooms, parking lots, ADA compliance standards, etc. Strategy's Expected Result/Impact: 100% of all work orders submitted will be addressed and/or completed in a timely fashion Staff Responsible for Monitoring: Assistant Superintendent of District Operations Director of Technology Principals		Formative		
		Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: DCISD will provide administrative programs to support student achievement, promote teacher effectiveness, assist in recruiting and hiring effective teachers, and provide quality feedback including but not limited to Skyward, Eduphoria, Success Ed, AESOP, Survey Monkey, TEKS Resource System, Plan4Learning, etc. Strategy's Expected Result/Impact: Increased productivity of administrators to ensure more time in classrooms and time for coaching teachers Staff Responsible for Monitoring: Assistant Superintendent of District Operations (Director of Federal Programs) Chief Financial Officer Chief Academic Officer Funding Sources: SuccessED - 199 - General Fund - \$9,821.75, Plan 4 Learning (806 Technologies) - 199 - General Fund - \$2,000, Texas Student Data System (TSDS) - 199 - General Fund - \$8,483	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Identify inefficiencies and generate new ideas to improve efficiency through internal audits. Strategy's Expected Result/Impact: Identify and implement new ideas and systems that address inefficiencies in regards to areas such as, but not limited to purchasing, travel, technology and cash management. This process will allow our staff that is closest to the work identify gains that can be made through a change in operations. Staff Responsible for Monitoring: Assistant Superintendent of District Operations (Director of Federal Programs) Chief Financial Officer Chief Academic Officer	Formative		
	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			