

Denver City Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B



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.

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Comprehensive Needs Assessment

Revised/Approved: August 31, 2022

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 2022-2023 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 2021-2022 as of 7/21/2022

Campus Population	Number of Students
Dodson Primary	387
Kelley Elementary	353
Gravitt Junior High	410
Denver City High School	515
Total Population: 1665	Total as of July 21, 2022

Population by Ethnicity	Number of Students
Hispanic	1391
White	233
African American	10
Two or More Races	16
Asian	14
American Indian	1

Special Programs	Number of Students	Gender
English as Second Language (ESL)	328	Males 875
Gifted & Talented Education	99	Females 790
Special Education	168	
Section 504	132	
At-Risk/Intervention Indicator	739	
Title 1	740	
CTE	532	

Demographics Strengths

DCISD Demographic Strengths are as follows:

2021-2022 English Language Prof. Status Strengths	DCISD	STATE	% Exceeded
All	39%	36%	3%

2021-2022 Graduation Rate Status Strengths	DCISD	STATE	% Exceeded
All	97%	90%	7%

2021-2022 School Quality Status Strengths	DCISD	STATE	% Exceeded
% Students Meeting CCMR	76%	47%	29%
Hispanic	75%	41%	34%
Economic Disadv.	79%	39%	40%
SPED Continuously Enrolled	79%	50%	29%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 29% of ELs met the state standard of Meets Grade Level or Above on all subjects on STAAR for the 21.22 SY. 31% of ELs met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC math, having missed the state target of 40% by 9%. **Root Cause:** Lack of access to a fully aligned K-8 math curriculum to support Tier 1 instruction through conceptual learning. Lack of consistent implementation of EL strategies and data driven, targeted instruction through small group instruction. Need continued PD in writing across content in preparation of new STAAR redesign. Lack of ESL certified teachers in all content areas.

Problem Statement 2 (Prioritized): 49% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 21.22 SY. 12% of SPED students met the state standard, having missed the state target of 19% by 7%. **Root Cause:** Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor.

Problem Statement 3 (Prioritized): DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 21.22SY as a result of a shortage of certified Bilingual teachers. In addition, there is a shortage of ESL certified teachers at the junior high and high school. We are at risk having to file ESL waivers at both campuses. **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. There is no incentive from the district for teachers to acquire their ESL certification.

Student Learning

Student Learning Summary

Student Achievement Summary

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

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

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

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) (2021-2022)

2020-2021 ELA Meets or Above	3rd	4th	5th	6th	7th	8th	Eng I	Eng II
All Students	22.99%	27.45%	38.74%	19.30%	44%	34.15%	46.08%	60.16%
Economic Disadvantage	18.06%	26.87%	29.07%	14.12%	36.59%	25.97%	42.86%	48.72%
Hispanic	20.99%	28.92%	32.98%	16.33%	42.73%	34.34%	42.86%	56.48%
White	40%	17.65%	76.92%	42.86%	53.85%	27.78%	72.73%	84.62%
Currently Emergent Bilingual	7.41%	24%	36.67%	10%	10%	9.09%	17.65%	11.11%
Special Ed Indicator	11.11%	7.69%	6.25%	0%	11.11%	0%	0%	25%

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%
Economic Disadvantage	31.58%	41.56%	50%	26.60%	37.78%	68.29%	32.95%	52.94%
Hispanic	34.78%	41.86%	56.18%	26.47%	42.86%	71.43%	44.74%	57.39%
White	57.89%	66.67%	64.71%	69.23%	78.57%	78.57%	55%	81.82%
Currently Emergent Bilingual	19.23%	37.04%	53.57%	27.78%	35.29%	40%	10.71%	19.23%
Special Ed Indicator	0%	0%	15.38%	5.88%	0%	11.11%	0%	0%

When reviewing ELA/Reading data across grade levels, we demonstrated growth in all grade levels of reading with the exception for Eng II EOC. Additionally, growth was demonstrated across all grade levels for our Emergent Bilingual/EL learners. An area of concern having not demonstrated growth is within our special population of special education in reading with the exception of grade 5th, 6th and 8th. **Areas of growth in the 21.22SY 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.

Math Achievement Percentages (Based on Meets Grade Level) (2021-2022)

2020-2021 Math Meets or Above	3rd	4th	5th	6th	7th	8th	Alg 1
All Students	22.99%	33.33%	51.35%	21.05%	30.40%	30.08%	36.36%
Economic Disadvantage	20.83%	28.36%	45.35%	14.12%	21.95%	23.38%	26.67%
Hispanic	22.22%	32.53%	46.81%	16.33%	29.09%	30.30%	34.09%
White	40%	35.29%	84.62%	57.14%	46.15%	27.78%	54.55%
Currently Emergent Bilingual	7.41%	33.33%	43.33%	6.67%	5%	18.18%	16.67%
Special Ed Indicator	11.11%	15.38%	12.50%	0%	0%	0%	0%

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%
Economic Disadvantage	28.95%	15.58%	52.86%	26.60%	18.89%	41.46%	29.07%
Hispanic	30.43%	18.60%	58.43%	26.47%	22.86%	47.32%	42.20%
White	68.42%	16.67%	41.18%	76.92%	57.14%	50%	36.84%
Currently Emergent Bilingual	23.08%	14.81%	53.57%	30.56%	17.65%	20%	24%
Special Ed Indicator	0%	0%	23.08%	5.88%	0%	11.11%	0%

When reviewing Math STAAR data, academic growth has occurred in all grade levels with the exception of 4th and 7th grades. Despite the growth, the district has identified low overall percentages of all students on performing on grade level across the district. The district has identified the need for a new curriculum that will fully align grades K-8 with the TEKS and provide assessment to determine student mastery. The district has purchased Eureka and Carnegie mathematics curriculum.

In order to further measure student progress and identify instructional gaps, grades K-8 now uses iReady 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 21.22SY as compared to 20.21 SY are indicated as columns highlighted in green.

Science Achievement (Based on Meets Grade Level) (2021-2022)

2020-2021 Science Meets or Above	5th	8th	Bio	2021-2022 Science Meets or Above	5th	8th	Bio
All Students	24.32%	39.02%	63.37%	All Students	40.74%	46.88%	62.04%
Economic Disadvantage	20.93%	29.87%	57.14%	Economic Disadvantage	32.86%	39.02%	50%
Hispanic	18.09%	37.37%	61.80%	Hispanic	38.20%	45.54%	59.46%
White	69.23%	44.44%	75%	White	47.06%	64.29%	75%
Currently Emergent Bilingual	20%	27.27%	33.33%	Currently Emergent Bilingual	32.14%	25%	31.03%
Special Ed Indicator	6.25%	10%	0%	Special Ed Indicator	15.38%	0%	20%

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) (2021-2022)

In the subject area of Social Studies, historical data over the past years indicates the following: 8th grade scores have decreased from 50%, 49% and 45.3%; while U.S. History scores decreased from 93%, 92% and 91.8%. 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.

2021-2022 Social Studies Meets or Above	8th	USEOC
All Students	18.75%	72.66%
Economic Disadvantage	12.20%	63.41%
Hispanic	16.96%	69.09%
White	35.71%	93.33%
Currently Emergent Bilingual	5%	29.41%
Special Ed Indicator	0%	40%

Post-Secondary Readiness (2021-2022)

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

College and Career Ready Grads	All Students
2018-2019	67.0

For the 2019-2020 school year, the DC High School campus has offered their second SAT School Day in an attempt to encourage college bound students to take the SAT. 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
2021-2022	94.04
2020-2021	95.3
2019-2020	95.7
2018-2019	95.91

PBMAS/RDA Data Analysis Summary

Bilingual Students	17-18	18-19	19-20	20-21
Math	48.8	72.4	N/A	N/A
Writing	24.6	50	N/A	N/A

ESL Students	17-18	18-19	19-20	20-21
Math	55.0	70	N/A	40.0
Reading	50.0	51	N/A	37.5
Science	25.0/30.8/38.5	55	N/A	50.0
Social Studies	25.0/7.7/23.1	44	N/A	9.1
Writing	33.3/41.7/45.5	50	N/A	27.3
ELA (EOC)	28.9	51	N/A	66.7

Special Education Students	15-16	16-17	17-18	18-19	19-20	20-21
Math (3-8)	57.6	47.8	42.9	40.4	N/A	31.5
Science (3-8)	88.9	28.6	45	37.3	N/A	30.8

Special Education Students	15-16	16-17	17-18	18-19	19-20	20-21
Writing (3-8)	25.0	28.6	35.9	46.7	N/A	25.0
ELA (EOC)	44.4	31.3	40.0	*	N/A	35.3

RDA will be released later this year for the 2022-2023 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 was brought in last year and will continue this year.

Student Learning Strengths

After analyzing the Closing the Gaps for the district, below are our findings in Student Learning Strengths:

2021-2022 English Language Arts Strengths	DCISD	STATE	% Exceeded
All	49%	44%	5%
Hispanic	47%	37%	10%
English Learners	35%	29%	6%

2021-2022 Graduation Rate Status Strengths	DCISD	STATE	% Exceeded
All	97%	90%	7%

2021-2022 School Quality Status Strengths	DCISD	STATE	% Exceeded
% Students Meeting CCMR	76%	47%	29%
Hispanic	75%	41%	34%
Economic Disadv.	79%	39%	40%
SPED Continuously Enrolled	79%	50%	29%

2021-2022 English Language Prof. Status Strengths	DCISD	STATE	% Exceeded
All	39%	36%	3%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 39% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2022 school year. **Root Cause:** Lack of access to fully aligned instructional materials to support Tier 1 instruction in math grades K-8 containing rigor and conceptual learning strategies. Lack of access to consistent, differentiated remediation and conceptual instruction.

Problem Statement 2 (Prioritized): 49% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 21.22 SY. 12% of SPED students met the state standard, having missed the state target of 19% by 7%. **Root Cause:** Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor.

Problem Statement 3 (Prioritized): 29% of ELs met the state standard of Meets Grade Level or Above on all subjects on STAAR for the 21.22 SY. 31% of ELs met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC math, having missed the state target of 40% by 9%. **Root Cause:** Lack of access to a fully aligned K-8 math curriculum to support Tier 1 instruction through conceptual learning. Lack of consistent implementation of EL strategies and data driven, targeted instruction through small group instruction. Need continued PD in writing across content in preparation of new STAAR redesign. Lack of ESL certified teachers in all content areas.

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 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. 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, iReady 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.

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.

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, iReady, 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 now 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 a well-developed, proven RtI Model in place, and the process is supported by evidence-based interventions for struggling students.
- Denver City ISD has added 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 added a reading interventionist at Gravitt JH to help close the instructional gaps.
- The district is continuing to support the TEKS Resource System to align the curriculum.
- DCISD has purchased new math curriculum for grades K-8.
- 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 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): 39% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2022 school year. **Root Cause:** Lack of access to fully aligned instructional materials to support Tier 1 instruction in math grades K-8 containing rigor and conceptual learning strategies. Lack of access to consistent, differentiated remediation and conceptual instruction.

Problem Statement 2 (Prioritized): 49% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 21.22 SY. 12% of SPED

students met the state standard, having missed the state target of 19% by 7%. **Root Cause:** Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor.

Problem Statement 3 (Prioritized): 29% of ELs met the state standard of Meets Grade Level or Above on all subjects on STAAR for the 21.22 SY. 31% of ELs met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC math, having missed the state target of 40% by 9%. **Root Cause:** Lack of access to a fully aligned K-8 math curriculum to support Tier 1 instruction through conceptual learning. Lack of consistent implementation of EL strategies and data driven, targeted instruction through small group instruction. Need continued PD in writing across content in preparation of new STAAR redesign. Lack of ESL certified teachers in all content areas.

Problem Statement 4 (Prioritized): DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 21.22SY as a result of a shortage of certified Bilingual teachers. In addition, there is a shortage of ESL certified teachers at the junior high and high school. We are at risk having to file ESL waivers at both campuses. **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. There is no incentive from the district for teachers to acquire their ESL certification.

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. Parenting classes are offered weekly, and childcare is provided to encourage parent participation. These sessions cover a variety of topics requested by parents. 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 2021-2022 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 as a result of COVID pandemic. **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.

Priority Problem Statements

Problem Statement 3: 29% of ELs met the state standard of Meets Grade Level or Above on all subjects on STAAR for the 21.22 SY. 31% of ELs met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC math, having missed the state target of 40% by 9%.

Root Cause 3: Lack of access to a fully aligned K-8 math curriculum to support Tier 1 instruction through conceptual learning. Lack of consistent implementation of EL strategies and data driven, targeted instruction through small group instruction. Need continued PD in writing across content in preparation of new STAAR redesign. Lack of ESL certified teachers in all content areas.

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

Problem Statement 1: 39% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2022 school year.

Root Cause 1: Lack of access to fully aligned instructional materials to support Tier 1 instruction in math grades K-8 containing rigor and conceptual learning strategies. Lack of access to consistent, differentiated remediation and conceptual instruction.

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

Problem Statement 2: 49% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 21.22 SY. 12% of SPED students met the state standard, having missed the state target of 19% by 7%.

Root Cause 2: Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor.

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

Problem Statement 4: DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 21.22SY as a result of a shortage of certified Bilingual teachers. In addition, there is a shortage of ESL certified teachers at the junior high and high school. We are at risk having to file ESL waivers at both campuses.

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. There is no incentive from the district for teachers to acquire their ESL certification.

Problem Statement 4 Areas: Demographics - District 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
- 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
- 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
- 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) 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
- School safety data

Employee Data

- 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: August 15, 2022

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		
<p>Strategy 1: Analyze Common Assessments (CBAs) and/or Benchmark data by mastery of student expectations in all student groups using Eduphoria reports to determine areas for reteaching and providing assistance to students. Staff will provide immediate targeted intervention to accelerate learning for all identified students.</p> <p>Strategy's Expected Result/Impact: Increased passing rate common assessments.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Teachers</p> <p>Funding Sources: Eduphoria - 199 - General Fund - \$9,700</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Lesson Plans, walk-throughs, and teacher appraisals will reflect lessons implementation being fully aligned to the TEKS.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Principals</p> <p>Funding Sources: TEKS Resource System Interlocal Agreement - 199 - General Fund - \$9,840</p>	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>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>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>Funding Sources: Skyward/Student Gradebook Family Access - 199 - General Fund - 6299 - \$15,361.06</p>	Formative		
	Nov	Jan	Mar

Strategy 6 Details	Formative Reviews		
<p>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, iReady, MindPlay and common assessments in both math and ELAR.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Principals Teachers</p> <p>Results Driven Accountability</p>	Formative		
	Nov	Jan	Mar
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Revise master schedules to reflect RTI and Small Group Instruction to support intervention and differentiated instruction in grades K-5.</p> <p>Strategy's Expected Result/Impact: Increased iStation scores to be 80% on grade level. Increase iReady scores to be 80% on grade level.</p> <p>Staff Responsible for Monitoring: Principal Teachers Interventionists Chief Academic Officer</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2 - District Processes & Programs 1, 2</p> <p>Funding Sources: iReady (Math Program) K-8 - 410 - State Textbook Fund - \$29,000</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: 49% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 21.22 SY. 12% of SPED students met the state standard, having missed the state target of 19% by 7%. Root Cause: Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor.</p>
Student Learning
<p>Problem Statement 1: 39% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2022 school year. Root Cause: Lack of access to fully aligned instructional materials to support Tier 1 instruction in math grades K-8 containing rigor and conceptual learning strategies. Lack of access to consistent, differentiated remediation and conceptual instruction.</p>

Student Learning

Problem Statement 2: 49% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 21.22 SY. 12% of SPED students met the state standard, having missed the state target of 19% by 7%. **Root Cause:** Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor.

District Processes & Programs

Problem Statement 1: 39% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2022 school year. **Root Cause:** Lack of access to fully aligned instructional materials to support Tier 1 instruction in math grades K-8 containing rigor and conceptual learning strategies. Lack of access to consistent, differentiated remediation and conceptual instruction.

Problem Statement 2: 49% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 21.22 SY. 12% of SPED students met the state standard, having missed the state target of 19% by 7%. **Root Cause:** Foundational reading instructional gaps needing targeted, data driven instruction through differentiated small group instruction. Continued need of professional development to address differentiated instruction, foundational reading and writing to meet new STAAR Redesign rigor.





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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Reduce the number of Bilingual Waivers and increase the number of ESL certified teachers.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Assistant Superintendent of District Operations (Director of Federal Programs) Principals</p> <p>Results Driven Accountability</p> <p>Funding Sources: ESC17 Trainings and SBEC TExES Exams - 263 - Title III, LEP - \$1,000</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of District Operations (Director of Federal Programs) Chief Academic Office (Bilingual Director)</p> <p>Results Driven Accountability</p> <p>Funding Sources: Human Capital - 263 - Title III, LEP</p>	Formative		
	Nov	Jan	Mar





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide Edgenuity Learning System for credit recovery to provide an alternative route for at-risk students to graduate on track.</p> <p>Strategy's Expected Result/Impact: 100% of students will graduate on track.</p> <p>Staff Responsible for Monitoring: Teacher Principal Assistant Superintendent of District Operations (Director of Federal Programs) Chief Academic Officer Chief Financial Officer</p> <p>Funding Sources: Edgenuity Software - 199 - General Fund - \$34,000</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 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		
<p>Strategy 1: Denver City ISD will promote CTE programs and ensure accurate coding of students enrolled in a coherent sequence of CTE courses.</p> <p>Strategy's Expected Result/Impact: Increased number of College and Career Ready Graduates on TAPR and Domain 3</p> <p>Staff Responsible for Monitoring: Principals Chief Academic Officer Counselors PEIMS Coordinators</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased number of College and Career Ready Graduate Rates on TAPR and Domain 3 and seeking endorsements.</p> <p>Staff Responsible for Monitoring: Principals Curriculum Director Chief Academic Officer</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: The number of graduates will maintain a 100% graduation rate through monitoring data, attendance, and graduation plans</p> <p>Staff Responsible for Monitoring: Principals Counselors Excalibur Teacher Teachers</p>	Formative		
	Nov	Jan	Mar





Strategy 4 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselors HS Principal</p> <p>Funding Sources: Region 17 Counselors Solutions Group Interlocal Agreement - 199 - General Fund - \$2,000</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 39% of Meets Grade Level or Above on 3-8 STAAR and EOC Math by 10% as a result of the newly adopted math curriculum Eureka and Carnegie.

HB3 Goal





Evaluation Data Sources: iReady, Eureka assessments, Carnegie assessments, TFAR

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principals and math teachers.</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: DCISD has adopted 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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Monthly drills will be conducted following the SRP and common language as evidenced by observation and drill reports.</p> <p>Staff Responsible for Monitoring: Principals Assistant Superintendent of District Operations</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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		
<p>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 will provide a Student Support Specialist.</p> <p>Strategy's Expected Result/Impact: 100% of campus personnel will complete the mandatory TEA training including suicide awareness/prevention, bullying/cyber bullying, ethics, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Principals Counselors Student Support Specialist</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: 100% of campus personnel will complete the mandatory TEA training including suicide awareness/prevention, bullying/cyber bullying, ethics, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Principals Counselors</p>	Formative		
	Nov	Jan	Mar





Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: 100% of campus personnel will complete the mandatory TEA training including suicide awareness/prevention, bullying/cyber bullying, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Principals Counselors</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Meeting Minutes, Agendas, and Sign-In Sheets will verify attendance</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of District Operations SHAC Committee</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Completion of required trainings will de-escalate the number of behavioral escalations</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of District Operations (Director of Federal Programs) Chief Academic Officer SPED Director</p> <p>Funding Sources: Handle with Care Training - 313 - IDEA B, Formula SSA</p>	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 style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased percentage of parent engagement evidenced by sign-in sheets, School Check-In, and overall participation.</p> <p>Staff Responsible for Monitoring: Principals Counselors Teachers</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The district will provide guidance to parents to ensure a smooth transition from early childhood programs such as Pre-K, Head Start, The Learning Center, Stepping Stones and Discovery Land Preschool.</p> <p>Strategy's Expected Result/Impact: 100% of students entering Kindergarten will be met with individually by their teachers as evidenced by sign in sheets.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: 100% of students identified as homeless under McKinney Vento will receive services to meet their individual needs.</p> <p>Staff Responsible for Monitoring: Counselors Principals Homelessness Liaison Assistant Superintendent of District Operations (Director of Federal Programs)</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: PD certificates will indicate staff have attended required training</p> <p>Staff Responsible for Monitoring: Principals Chief Academic Officer</p> <p>Funding Sources: ESC17 Contracts - 255 - Title II, Part A, TPTR</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: DCISD will engage in the T-TESS evaluation process, including walkthrough data, to inform the training, appraisal, and professional development of teachers and campus administrators.</p> <p>Strategy's Expected Result/Impact: Annual appraisal calendar approved by the Board of Education</p> <p>Staff Responsible for Monitoring: Principals Chief Academic Officer</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principals Chief Academic Officer</p>	Formative		
	Nov	Jan	Mar





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: DCISD will support teachers in grades K-3 in obtaining the Reading Academy certification requirement in order to meet the HB3 requirement.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Superintendent Principal Chief Academic Officer</p> <p>Funding Sources: Reading Academy for All K-3 Teachers - \$400 per teacher - 211 - Title I, Part A - \$3,200</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of District Operations (Director of Federal Programs) Chief Financial Officer Chief Academic Officer</p> <p>Funding Sources: Accountability Compliance and EGrant Management - 211 - Title I, Part A - \$15,000, School Finance - 199 - General Fund - \$2,000</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: 100% of all work orders submitted will be addressed and/or completed in a timely fashion</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of District Operations Director of Technology Principals</p>	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased productivity of administrators to ensure more time in classrooms and time for coaching teachers</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of District Operations (Director of Federal Programs) Chief Financial Officer Chief Academic Officer</p> <p>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</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Identify inefficiencies and generate new ideas to improve efficiency through internal audits.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of District Operations (Director of Federal Programs) Chief Financial Officer Chief Academic Officer</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Eduphoria		\$9,700.00
1	1	2	TEKS Resource System Interlocal Agreement		\$9,840.00
1	1	5	Skyward/Student Gradebook Family Access	6299	\$15,361.06
1	2	3	Edgenuity Software		\$34,000.00
1	3	4	Region 17 Counselors Solutions Group Interlocal Agreement		\$2,000.00
5	1	1	School Finance		\$2,000.00
5	1	3	Texas Student Data System (TSDS)		\$8,483.00
5	1	3	SuccessED		\$9,821.75
5	1	3	Plan 4 Learning (806 Technologies)		\$2,000.00
Sub-Total					\$93,205.81
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	Reading Academy for All K-3 Teachers - \$400 per teacher		\$3,200.00
5	1	1	Accountability Compliance and EGrant Management		\$15,000.00
Sub-Total					\$18,200.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Professional Development HMH - Rigby Readers - K-5		\$0.00
1	1	3	ESC Interlocal Agreement Foundational Literacy and Numeracy and Multi-Tiered System of Supports		\$4,600.00
1	1	4	ESC 17 Curriculum Contract	255	\$15,700.00
4	1	1	ESC17 Contracts		\$0.00
Sub-Total					\$20,300.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESC17 Trainings and SBEC TExES Exams		\$1,000.00
1	2	2	Human Capital		\$0.00

263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$1,000.00
313 - IDEA B, Formula SSA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	Handle with Care Training		\$0.00
Sub-Total					\$0.00
410 - State Textbook Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Fundations Phonics Program - PK-3		\$0.00
1	1	3	Istation ISIP - Grades K-8		\$12,845.00
1	1	7	iReady (Math Program) K-8		\$29,000.00
Sub-Total					\$41,845.00

Addendums