

Denver City Independent School District

District Improvement Plan

2020-2021



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: July 13, 2020

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 2020-2021 school year, the demographic information is derived from the profile data based on EOY as of 5/8/2020. Student enrollment has declined over the past two years. Enrollment count confirms that 1676 students are enrolled and that the Hispanic population is the largest student group. The district predominantly has two student groups of Hispanic and White, with the Hispanic group being the largest. Our first week enrollment shows that we are down 66 students from the same period last year.

District Profile Data EOY 2019-2020 as of 5/8/2020

Campus Population	Number of Students	Population by Ethnicity	Number of Students
Dodson Primary	406	Hispanic	1379
Kelley Elementary	375	White	257
Gravitt Junior High	393	African American	9
Denver City High School	502	Two or More Races	14
		Asian	12
		American Indian	4
Total Population: 1703	Total as of May 8, 2020		

Special Programs	Number of Students	Gender
English as Second Language (ESL)	130	Males 859
Gifted & Talented Education	72	Females 817
Special Education	127	
Dyslexia/504	33	
At-Risk	974	
Title I	781	
CTE	536	

Demographics Strengths

Denver City Independent School District
Generated by Plan4Learning.com

- Denver City ISD has a low mobility rate.
- Approximately ninety-one percent of graduates graduate on the Foundation High School Program with Distinguished Levels of Achievement.
- Student Attendance Rates are above the region and state averages
- Male and Female population have relatively close percentage rates with Females at 48.75% and males at 51.25%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Denver City ISD has a shortage of certified Bilingual teachers and had to file a Bilingual Waiver. **Root Cause:** Obtaining a Bilingual Certification is a rigorous process requiring additional college credit hours beyond the teacher license requirements.

Problem Statement 2: English Learners across all subjects levels have a 57% Approaches performance, a 15% Meets performance, and a 3% Masters performance on all STAAR assessments. **Root Cause:** Need consistent implementation of EL strategies.

Problem Statement 3: ELPS training needs to be expanded across the district to ensure consistent implementation in all areas and at all grade levels. **Root Cause:** Lack of supports and instructional Strategies for EL's.

Student Learning

Student Learning Summary

Student Achievement Summary

For the 2019-2020 SY, Denver City ISD received an overall rating of *Not Rated: Declared a State of Distaster*. However, we will be using last year's data to help drive our instructional planning.

For 2018-2020 SY, Denver City ISD received a "B" rating in the A-F Accountability system. All campuses recieved an overall B with Gravitt Junior High receiving a C.

	DCISD	KELLEY/DODSON	GRAVITT JH	DCHS
STUDENT ACHIEVEMENT	86	72	76	88
SCHOOL PROGRESS	91	90	75	84
CLOSING THE GAPS	78	75	65	78

Student Performance Levels

There are four possible performance levels that represent how well students have learned grade level content.

- **Masters Grade Level:** Mastery of the course knowledge and skills is shown, and the student is on-track for college and career readiness.
- **Meets Grade Level:** Strong knowledge of course content; the student is prepared to progress to the next grade.
- **Approaches Grade Level:** Some knowledge of course content, but the student may be missing critical elements and require additional support in the coming year.
- **Did Not Meet Grade Level:** No basic understanding of course expectations is shown; the student may need significant support in the coming year.

Reading Achievement Percentages (Based on Approaches) (2018-2019)

Reading	All Students	Hispanic	White	Eco Dis	EL	SpEd
Grade 3	60	58	74	54	57	22
Grade 4	67	65	87	68	62	NA
Grade 5	87	85	95	82	59	43

Reading	All Students	Hispanic	White	Eco Dis	EL	SpEd
Grade 6	59	59	56	57	29	NA
Grade 7	77	76	181	76	50	14
Grade 8	90	90	94	87	53	33
English I	66	63	76	63	13	63
English II	70	69	76	72	11	NA

In the subject area of Reading, historical data over the past three years indicates the following: 3rd grade scores have fluctuated ranging from 65%, 71%, and 60%; 4th grade scores have fluctuated from 76%, 79% and 67%; 5th grade scores have fluctuated from 87%, 93% and 87%; 6th grade scores have fluctuated from 61%, 69% and 59%; 7th grade scores have fluctuated from 71%, 83% and 77%; 8th grade scores have consistently increased from 86%, 88% and 90%; English I scores have consistently increased from 61%, 62% and 65%; and English II scores have fluctuated from 73%, 67% and 70%. The overall percentages are decreasing for the district. Additionally, two areas of concern will continue to be addressed. These areas are the ELL and Special Ed student groups in all grades. Instructional strategies, alignment to TEKS and short cycle assessments to drive instruction and RtI in Language Arts will be our primary area of focus district wide for all student populations in grades K-8. 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. Students are assessed three times per year to measure growth and progress toward mastery of the standards.

Math Achievement Percentages (Based on Approaches) (2018-2019)

Mathematics	All Students	Hispanic	White	Eco Dis	ELL	SpEd
Grade 3	65	64	74	61	71	22
Grade 4	73	72	93	75	77	17
Grade 5	92	92	95	90	82	86
Grade 6	72	69	84	69	48	NA
Grade 7	74	74	75	70	33	29
Grade 8	97	97	94	96	87	67
Algebra I	82	83	76	77	69	57

In the subject area of Mathematics, historical data over the past three years indicates the following: 3rd grade scores have fluctuated with an upswing 56%, 50% and 65%; 4th grade scores have fluctuated with an upswing from 59%, 62% and 73%; 5th grade scores have remained relative consistent from 92%, 93% and 92%; 6th grade scores have fluctuated with an upswing from 77%, 64% and 72%; 7th grade scores have fluctuated from 67%, 75% and 74%; 8th grade scores have fluctuated with an upswing from 95%, 90% and 97%; and Algebra I scores have fluctuated from 76%, 87% and 82%. The district has identified that there is an need for TEK aligned common assessments in grades K-5 in the area of math. Teachers didn't have a clear data system in order to guide instruction and RtI. 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.

Writing Achievement (Based on Approaches) (2018-2019)

Writing	All Students	Hispanic	White	Eco Dis	ELL	SpEd
Grade 4	57	56	80	62	50	NA
Grade 7	75	76	69	74	50	14

In the subject area of Writing, historical data over the past three years indicates the following: 4th grade scores have fluctuated from 58%, 53% and 57%; and 7th grade scores have fluctuated from 73%, 82% and 75%. Overall, we are below the state average for meeting grade level expectations in all areas of Language Arts Writing and Reading. As a district, all populations have reflected this assessment. Therefore, we will employ effective instructional strategies to include EL strategies as well as systematic interventions district wide to help meet instructional deficits.

Science Achievement (Based on Approaches) (2018-2019)

Science	All Students	Hispanic	White	Eco Dis	ELL	SpEd
Grade 5	78	78	85	74	41	14
Grade 8	84	83	94	76	47	33
Biology	96	95	100	96	81	100

In the subject area of Science, historical data over the past three years indicates the following: 5th grade scores have fluctuated from 87%, 77% and 78%, 8th grade scores have fluctuated with an upswing from 63%, 54% and 84%, and Biology scores have consistently increased from 85%, 92% and 96%. Two main areas of concern are noted. These areas are the EL and Special Ed student groups in both grades. We still remain below the state overall in both subgroups. In the Special Ed student group, the district experienced scores below the state in all grades where we had a student group. While these two groups were targeted for intervention in Science.

Social Studies Achievement (Based on Approaches) (2018-2019)

Social Studies	All Students	Hispanic	White	Eco Dis	ELL	SpEd
Grade 8	49	43				
U.S. History	92	91	95	88		

In the subject area of Social Studies, historical data over the past three years indicates the following: 8th grade scores have decreased from 50% to 49% while U.S. History scores decreased from 93% to 92%. All student groups in 8th grade are noted as performing below expectations. In U.S. History, only one group is noted as concerning, and that is the Special Education group. Close monitoring at both levels will be implemented, and training will be provided to address these deficits.

Post-Secondary Readiness (2019-2020 TBD)

College and Career Ready Grads	All Students	Hispanic	White	Eco Dis	SpEd	ELL
2018-2019	67.0	*	*	*	*	*
2016-2017	68.3	63.9	82.8	59.0	20.0	12.5
2015-2016	84.9	82.6	92.3	82.2	87.5	52.9

For the 2019-2020 school year, the DC High School campus has offered their first ACT School Day in an attempt to encourage college bound students to take the ACT. We anticipate a greater participation rate of the ACT as compared to prior years.

SAT/ACT Results	All Students	Hispanic	White	EcoDis	SpEd	ELL
2018-2019	22	*	*	*	*	*
2015-2016	24.6	16.2	40.0	23.8	*	*
2014-2015	15.6	7.4	27.8	7.7	*	*

Student Attendance

Attendance Rate	All Students	Hispanic	White	Eco Dis	SpEd	EL
2019-2020	95.7	95.74	95.42	95.34	95.42	96.07
2018-2019	95.91	96.12	96.5	96.6	94.74	96.12
2016-2017	96.7	96.7	96.5	96.6	95.1	96.9
2014-2015	96.6	96.7	96.1	96.6	95.2	97.0

Our district has set a goal of 97% attendance at all campuses and in the district.

PBMAS Data Analysis Summary

Bilingual Students	15-16	16-17	17-18	18-19	19-20
Math	59.0	47.9	48.8	72.4	N/A
Writing	45.7	41.4	24.6	50	N/A

ESL Students	14-15	15-16	16-17	17-18	18-19	19-20
Math	68.8	62.2	64.1	55.0	70	N/A
Reading	68.8	48.6	48.7	50.0	51	N/A
Science	44.4	38.5	30.8/38.5/44.4	25.0/30.8/38.5	55	N/A
Social Studies	22.2	23.1	7.7/23.1/22.2	25.0/7.7/23.1	44	N/A
Writing	66.7	45.5	41.7	33.3/41.7/45.5	50	N/A
ELA (EOC)	54.2	33.3	22.5	28.9	51	N/A

Special Education Students	14-15	15-16	16-17	17-18	18-19	19-20
Math (3-8)	54.5	57.6	47.8	42.9	40.4	N/A
Science (3-8)	47.6	88.9	28.6	45	37.3	N/A
Writing (3-8)	50.0	25.0	28.6	35.9	46.7	N/A
ELA (EOC)	26.1	44.4	31.3	40.0	*	N/A

Due to COVID-19 there was no new data for the 2019-2020.

The DCISD Administrative Leadership Team met to analyze data based upon the Performance-Based Monitoring Analysis System report. Based on the analysis, the committee determined that our identified Bilingual students in grades 3-5 are not performing at the same level as the state on STAAR Mathematics and Writing. Our ESL students identified in grades 3-8 are not performing as well as the state on STAAR Math, Reading, and based upon a special analysis due to not having enough students to make a student group over three years data, in STAAR Writing, Science, and Social Studies. In addition, our LEP students are not performing as well as the state on the English Language Arts EOC Assessment. Data is represented in the above charts. In addition, the committee determined that the deficit is not exclusive to only ESL and Bilingual students. The deficit in

Language Arts is in all populations.

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.

Student Learning Strengths

- There is no new data for the 2019-2020 due to COVID-19. The details below are for use of planning.
- DCISD is showing progress in the Meets level performance in Math and Social Studies and Master's Level performance in Math, Science, and Social Studies.
- Kelley Elementary received a Distinction Designation
- Our student attendance rate is above the state and region rates.
- The average SAT scores are above the state and region for English Language Arts and Mathematics as well as ACT scores in Mathematics. ACT scores are equal to the state in All Subjects and Science, and scores are above the region in All Subjects, English Language Arts, Math, and Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Across the district, ELA/Reading STAAR performance had the second lowest percentage of students meeting the state grade level standard achievement with 41%. **Root Cause:** Lack of consistent implementation of data driven instruction for Tier 1 and Tier 2 student populations.

Problem Statement 2 (Prioritized): Across the district, ELA/Writing STAAR performance had the lowest percentage of students meeting the state grade level standard achievement with 29%. **Root Cause:** Inconsistent implementation of TEKS aligned lessons and the need for additional professional development in writing strategies.

Problem Statement 3: Based upon RDA, there was a decline in student performance by identified Special Education students in Language Arts. Identified Special Education students achieved 40% Approaches, 25% Meets and 9% Masters the state grade level standard. **Root Cause:** Lack of data driven instruction across all grade levels for purposes of intervention.

Problem Statement 4: English Learners across all subjects levels have a 57% Approaches performance, a 15% Meets performance, and a 3% Masters performance on all STAAR assessments. **Root Cause:** Need consistent implementation of EL strategies.

Problem Statement 5 (Prioritized): Stronger implementation of instruction more closely aligned to the standards, both in specificity of the content and in the cognitive level of the learning task. **Root Cause:** Lack of consistent use of TEKS Resource.

Problem Statement 6 (Prioritized): As a result of COVID-19, Asynchronous Instruction is now an option for families and instructional gaps are present. **Root Cause:** Lack of consistent instruction for virtual students and need for training for teachers.

Problem Statement 7: ELPS training needs to be expanded across the district to ensure consistent implementation in all areas and at all grade levels. **Root Cause:** Lack of supports and instructional Strategies for EL's.

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 is providing 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 instruction while emphasizing learning strategies necessary for success in the 21st century. It is our objective to provide a quality educational environment that motivates and inspires our students to go beyond what is simply required and expands learning opportunities as students become self-directed learners. In an effort to remove the pressure from high stakes testing, our district uses multiple measures of progress. Each campus designates the measures it uses in determining student learning, and some of those measures include Istation, 9-Weeks Assessments, TEKS Resource System, ACT/SAT, TSI, Imagine Math, Istation and Moby Max as well as classroom work and assessments to name a few. By using the data from multiple measures, teachers are able to respond quickly to students' educational needs.

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 does not allow common planning periods; therefore, it is more difficult for teachers to participate in PLCs. In addition, with both campuses sharing coaches, it is more difficult to find a common time when teachers can meet to discuss student performance and progress, however, Junior High has created a schedule once per six weeks to allow teachers to participate in PLCs. As we recognized the need to address our EL population, we brought in training on the ELPS at all levels. We also trained teachers in Sheltered Instruction and presented the ESL Academy to certify additional teachers to work with our EL students. We will continue to bring training to address the needs of our students.

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 Imagine Math, iReady, Moby Max, Foundations, Edgenuity, and Istation.

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.

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. 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 at Gravitt JH, Kelley Elementary and Dodson Primary where Chromebooks are the device selected. All apps and content are managed through our IT department. Our goal is to be 1:1 with Chromebooks so all students have the opportunity to use technology as a platform for learning content in every classroom and from home should the need arise.

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 a reading interventionist position at Dodson Primary to help close the instructional gaps.
- The district is providing the TEKS Resource System to align the curriculum.
- The curriculum, instruction, and assessment program focus on the needs of all students.
- All campuses have the support of a Curriculum Director.
- Teachers are supported through a wide variety of ongoing professional development opportunities.
- Through Eduphoria and Success Ed, teachers have timely access to student leaning data that informs instruction.
- DCISD students have multiple learning opportunities.
- DCISD remains focused on strengthening the instructional core and building the capacity of its teachers and campus leadership.
- Professional Learning Communities are being implemented at all campuses.
- Denver City ISD is a Google Apps for Education district.
- Three of the four campuses are 1:1 on Chromebook devices. We have funds set in motion to purchase Chromebooks by the end of the 2020-2021 SY.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 2 (Prioritized): As a result of COVID-19, Asynchronous Instruction is now an option for families and instructional gaps are present. **Root Cause:** Lack of consistent instruction for virtual students and need for training for teachers.

Problem Statement 3 (Prioritized): Stronger implementation of instruction more closely aligned to the standards, both in specificity of the content and in the cognitive level of the learning task . **Root Cause:** Lack of consistent use of TEKS Resource.

Problem Statement 4: Denver City ISD has a shortage of certified Bilingual teachers and had to file a Bilingual Waiver. **Root Cause:** Obtaining a Bilingual Certification is a rigorous process requiring additional college credit hours beyond the teacher license requirements.

Problem Statement 5: ELPS training needs to be expanded across the district to ensure consistent implementation in all areas and at all grade levels. **Root Cause:** Lack of supports and instructional Strategies for EL's.

Problem Statement 6: Based upon RDA, there was a decline in student performance by identified Special Education students in Language Arts. Identified Special Education students achieved 40% Approaches, 25% Meets and 9% Masters the state grade level standard. **Root Cause:** Lack of data driven instruction across all grade levels for purposes of intervention.

Problem Statement 7 (Prioritized): Across the district, ELA/Writing STAAR performance had the lowest percentage of students meeting the state grade level standard

achievement with 29%. **Root Cause:** Inconsistent implementation of TEKS aligned lessons and the need for additional professional development in writing strategies.

Problem Statement 8 (Prioritized): Across the district, ELA/Reading STAAR performance had the second lowest percentage of students meeting the state grade level standard achievement with 41%. **Root Cause:** Lack of consistent implementation of data driven instruction for Tier 1 and Tier 2 student populations.

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 District Site-Based Decision Making Committee. 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. Trinity Baptist Church holds an annual carnival to provide school supplies to deserving students, and Oxy Permian holds a school supply drive. The Lamb's Closet provides clothing items to students in need. First Baptist Church 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 COVID-19 and the need to offer Asynchronous Instruction to our community, parent surveys were sent to gain information from parents in relation to their needs and preferences regarding virtual instruction. Overall, 91% of students chose to attend school in the face-to-face setting as opposed to the Asynchronous Instruction Model.

Traditionally, student surveys are also presented annually so the district can analyze information from the students' perception. With the unprecedented occurrence of COVID-19, students were not polled. 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 Site-Based Decision Making Committee 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.
- Students perceptions indicate that they are pleased to attend school in DCISD.
- 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: Cyber bullying from outside the school is interfering with the daily instructional processes. **Root Cause:** Lack of training for students in regards to Cyber Bullying and David's Law.

Problem Statement 2: Increased 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 1: Across the district, ELA/Writing STAAR performance had the lowest percentage of students meeting the state grade level standard achievement with 29%.

Root Cause 1: Inconsistent implementation of TEKS aligned lessons and the need for additional professional development in writing strategies.

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

Problem Statement 2: Stronger implementation of instruction more closely aligned to the standards, both in specificity of the content and in the cognitive level of the learning task .

Root Cause 2: Lack of consistent use of TEKS Resource.

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

Problem Statement 3: As a result of COVID-19, Asynchronous Instruction is now an option for families and instructional gaps are present.

Root Cause 3: Lack of consistent instruction for virtual students and need for training for teachers.

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

Problem Statement 4: Across the district, ELA/Reading STAAR performance had the second lowest percentage of students meeting the state grade level standard achievement with 41%.

Root Cause 4: Lack of consistent implementation of data driven instruction for Tier 1 and Tier 2 student populations.

Problem Statement 4 Areas: Student Learning - 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
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data

- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Dyslexia 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 4, 2020

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

Performance Objective 1: Through the use of TEKS Resources and district curriculum along with strategies and 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

Summative Evaluation: None

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. Strategy's Expected Result/Impact: Increased passing rate common assessments. Staff Responsible for Monitoring: Curriculum Director Principals Teachers Title I Schoolwide Elements: 2.5 Problem Statements: Student Learning 1, 5 - District Processes & Programs 3, 8 Funding Sources: Eduphoria - 199 - General Fund - \$8,321.50	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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: Curriculum Director Principals Problem Statements: Student Learning 5, 6 - District Processes & Programs 2, 3 Funding Sources: TEKS Resource System Interlocal Agreement - 199 - General Fund - \$10,240	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

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. Strategy's Expected Result/Impact: Provide professional development for Foundations 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%. Staff Responsible for Monitoring: Principals Curriculum Director Teachers Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 1, 2 - District Processes & Programs 7, 8 Funding Sources: Foundations Professional Development for grades K-3 - 255 - Title II, Part A, TPTR - \$2,356, Foundations Phonics Program - 410 - State Textbook Fund, Istation ISIP - 410 - State Textbook Fund - \$5,195	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. Strategy's Expected Result/Impact: Instructional strategies learned in professional development will be evidenced in lesson plans, walk-throughs and teacher appraisals. Staff Responsible for Monitoring: Curriculum Director Principals Problem Statements: Student Learning 1, 2, 5, 6 - District Processes & Programs 2, 3, 7, 8 Funding Sources: ESC 17 Curriculum Contract - 255 - Title II, Part A, TPTR - \$22,500	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide professional development opportunities for principals through attendance at the ESC17 Principal's Academy and Instructional Leaders to increase the effectiveness as the campus instructional leadership teams. Strategy's Expected Result/Impact: Administrative weekly meetings will occur at each campus as evidenced by their weekly agendas and notes. As a result, PLC's will occur no less than once a month to review data. Staff Responsible for Monitoring: Superintendent Curriculum Director Federal Programs Director Principals Problem Statements: Student Learning 5, 6 - District Processes & Programs 2, 3 Funding Sources: ESC17 Principal Academy Contract - 255 - Title II, Part A, TPTR - \$2,400	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6: 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. Strategy's Expected Result/Impact: 100% of parents will have access regarding student grades and progress in Skyward Family Access. Staff Responsible for Monitoring: Teachers Problem Statements: Student Learning 6 - District Processes & Programs 2 Funding Sources: Skyward/Student Gradebook Family Access - 199 - General Fund - \$15,361.06	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide PLC curriculum study sessions for Pre-K to 8th 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 Istation. 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. Staff Responsible for Monitoring: Curriculum Director Principals Teachers Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Student Learning 1, 2, 5, 6 - District Processes & Programs 2, 3, 7, 8	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Across the district, ELA/Reading STAAR performance had the second lowest percentage of students meeting the state grade level standard achievement with 41%. Root Cause: Lack of consistent implementation of data driven instruction for Tier 1 and Tier 2 student populations.
Problem Statement 2: Across the district, ELA/Writing STAAR performance had the lowest percentage of students meeting the state grade level standard achievement with 29%. Root Cause: Inconsistent implementation of TEKS aligned lessons and the need for additional professional development in writing strategies.
Problem Statement 5: Stronger implementation of instruction more closely aligned to the standards, both in specificity of the content and in the cognitive level of the learning task . Root Cause: Lack of consistent use of TEKS Resource.
Problem Statement 6: As a result of COVID-19, Asynchronous Instruction is now an option for families and instructional gaps are present. Root Cause: Lack of consistent instruction for virtual students and need for training for teachers.
District Processes & Programs
Problem Statement 1: As a result of COVID-19, Asynchronous Instruction is now an option for families and instructional gaps are present. Root Cause: Lack of consistent instruction for virtual students and need for training for teachers.
Problem Statement 2: Stronger implementation of instruction more closely aligned to the standards, both in specificity of the content and in the cognitive level of the learning task . Root Cause: Lack of consistent use of TEKS Resource.
Problem Statement 6: Across the district, ELA/Writing STAAR performance had the lowest percentage of students meeting the state grade level standard achievement with 29%. Root Cause: Inconsistent implementation of TEKS aligned lessons and the need for additional professional development in writing strategies.

Problem Statement 7: Across the district, ELA/Reading STAAR performance had the second lowest percentage of students meeting the state grade level standard achievement with 41%. **Root Cause:** Lack of consistent implementation of data driven instruction for Tier 1 and Tier 2 student populations.

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

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

Summative Evaluation: None

Strategy 1: Implement evidence-based interventions, instructional strategies, and differentiation for all students. Provide an aligned curriculum through TEKS Resource System. Strategy's Expected Result/Impact: Lesson planning will be designed using the TEKS Resource Scope and Sequence as evidenced in their lesson plans. Staff Responsible for Monitoring: Curriculum Director Federal Programs Director Principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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. Strategy's Expected Result/Impact: Increased number of Bilingual and ESL certified staff by 10 points. Staff Responsible for Monitoring: Curriculum Director Federal Programs Director Principals Funding Sources: ESC17 Trainings and SBEC TExES Exams - 263 - Title III, LEP - \$1,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use Title III and local funds to provide paraprofessionals who provide instructional supports in an inclusion setting for EL and Special Education students. Strategy's Expected Result/Impact: 100% of identified Bilingual/ESL students will have support in the core academic areas as evidenced through the campus inclusion/intervention schedules. Staff Responsible for Monitoring: Federal Programs Director Funding Sources: Human Capital - 263 - Title III, LEP	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Provide professional development opportunities to enable teachers to provide instructional supports and differentiation. Strategy's Expected Result/Impact: Differentiation will be evidenced through student grouping and strategies observed in the classroom walk-throughs and appraisals. Staff Responsible for Monitoring: Curriculum Director Principals Teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 1, 2 - District Processes & Programs 7, 8 Funding Sources: Siedletz Training - 263 - Title III, LEP - \$5,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 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 Federal Programs Director Curriculum Director Business Manager Funding Sources: Edgenuity Software - 199 - General Fund - \$34,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Across the district, ELA/Reading STAAR performance had the second lowest percentage of students meeting the state grade level standard achievement with 41%. **Root Cause:** Lack of consistent implementation of data driven instruction for Tier 1 and Tier 2 student populations.

Problem Statement 2: Across the district, ELA/Writing STAAR performance had the lowest percentage of students meeting the state grade level standard achievement with 29%. **Root Cause:** Inconsistent implementation of TEKS aligned lessons and the need for additional professional development in writing strategies.

District Processes & Programs

Problem Statement 6: Across the district, ELA/Writing STAAR performance had the lowest percentage of students meeting the state grade level standard achievement with 29%. **Root Cause:** Inconsistent implementation of TEKS aligned lessons and the need for additional professional development in writing strategies.

Problem Statement 7: Across the district, ELA/Reading STAAR performance had the second lowest percentage of students meeting the state grade level standard achievement with 41%. **Root Cause:** Lack of consistent implementation of data driven instruction for Tier 1 and Tier 2 student populations.





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

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

Summative Evaluation: None

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: Curriculum Director Counselors PEIMS Coordinators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Promote advanced and dual credit courses through communication of benefits and early foundational preparation for course entry through success on TSI, ACT, SAT or EOC. Strategy's Expected Result/Impact: Increased number of College and Career Ready Graduate Rates on TAPR and Domain 3 Staff Responsible for Monitoring: Principals Curriculum Director Counselors Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide career counseling and career interest inventories for all students at the secondary level. Strategy's Expected Result/Impact: Completed counseling logs; graduation plans, and inventory results Staff Responsible for Monitoring: Counselors Principals Curriculum Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Introduce endorsements in the Junior High to inform students and parents of options, guidance opportunities, and the benefits of graduating with an endorsement. Maintain procedures for the pursuit of endorsements by all students. Strategy's Expected Result/Impact: Increased number of students seeking endorsements on PEIMS reports Staff Responsible for Monitoring: Principals Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5: 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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Denver City ISD will ensure that secondary students' teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, 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. Staff Responsible for Monitoring: Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: DCISD is a Google adopted district requiring all teacher to utilize Google Classroom features in preparation to transitioning to temporary on-line instruction as response to COVID-19. Strategy's Expected Result/Impact: Teachers will utilize Google Classroom for Bell Ringers and Exit Tickets. Staff Responsible for Monitoring: Teachers Principals Curriculum Directors IT Department	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: By implementing strategies to improve the performance of student groups identified under the Results Driven Accountability using the Effective Schools Framework and through periodic monitoring of those students groups throughout the year, identified students will increase their performance on STAAR and STAAR Alternate 2 by 10%.





System safeguards will be addressed in all identified areas.

HB3 Goal

Evaluation Data Sources: STAAR, STAAR Alternate 2, TELPAS

Summative Evaluation: None

Strategy 1: RDA Targeted Improvement Plans will specifically address English Language Arts Reading and Writing data driven instruction. Strategy's Expected Result/Impact: Campuses in grades K-8 will use Istation with fidelity as evidenced in their montly progress monitoring reports to reach 85% proficiency campus wide. Staff Responsible for Monitoring: Teachers Principals Curriculum Director/DCSI Federal Programs Director Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 1 - District Processes & Programs 8 Funding Sources: Istation ISIP and Learning - 410 - State Textbook Fund - \$12,845	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
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Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Across the district, ELA/Reading STAAR performance had the second lowest percentage of students meeting the state grade level standard achievement with 41%. Root Cause: Lack of consistent implementation of data driven instruction for Tier 1 and Tier 2 student populations.
District Processes & Programs
Problem Statement 7: Across the district, ELA/Reading STAAR performance had the second lowest percentage of students meeting the state grade level standard achievement with 41%. Root Cause: Lack of consistent implementation of data driven instruction for Tier 1 and Tier 2 student populations.

Goal 2: The District shall maintain a safe and orderly 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

Summative Evaluation: None








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. Professional Development Sign-In Sheets will document training. Staff Responsible for Monitoring: Principals Safety Coordinator	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

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

Performance Objective 2: DCISD has increased health and safety standards as a result of COVID-19 to include increased sanitization, Personal Protective Equipment and increased student educational materials to reduce contamination.

Evaluation Data Sources: Budgetary expenditures and numbers of infections.

Summative Evaluation: None

Strategy 1: Purchase additional Chromebooks with the intent to become a one to one district in order to support Asynchronous Instruction as well as temporary online instruction in the event of a closure. Strategy's Expected Result/Impact: Students will have the needed equipment to support continuous instruction. Staff Responsible for Monitoring: Technology Director, Principals and Curriculum Director Problem Statements: Student Learning 6 - District Processes & Programs 2 Funding Sources: Chromebooks - 199 - General Fund - \$70,000, Additional Chromebooks to be funded locally - 199 - General Fund - \$50,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 0%	 0%	 0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 6: As a result of COVID-19, Asynchronous Instruction is now an option for families and instructional gaps are present. Root Cause: Lack of consistent instruction for virtual students and need for training for teachers.
District Processes & Programs
Problem Statement 1: As a result of COVID-19, Asynchronous Instruction is now an option for families and instructional gaps are present. Root Cause: Lack of consistent instruction for virtual students and need for training for teachers.





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 and promote campus activities to increase parental/community involvement by 20%.

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

Summative Evaluation: None

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 volunteers evidenced by sign-in sheets or School Check-In Staff Responsible for Monitoring: Principals Counselors Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Dodson Primary and Kelley Elementary will solicit parental involvement through personal invitations to participate and serve on campus committees. Parents will assist these Title I campuses in developing and completing Title I program parent compacts and parental involvement policies. Strategy's Expected Result/Impact: The number of parents serving on committees will increase by 10% Staff Responsible for Monitoring: Principals Funding Sources: - 211 - Title I, Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The District and all campuses will utilize multiple modalities to communicate with parents including but not limited to notes, Facebook, newspaper announcements, Family Access, School Messenger, and Crisis Go. Strategy's Expected Result/Impact: Communication with parents will improve as evidenced by the parent surveys conducted at each campus. Staff Responsible for Monitoring: Principals Director of Operations	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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, and Discovery Land Preschool. 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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5: Campus counselors will 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 Federal Programs Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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Goal 4: The District shall recruit, hire, train, and retain a highly qualified staff.

Performance Objective 1: Denver City ISD will ensure that all students, regardless of their backgrounds, have equitable access to an excellent education through the recruitment and hiring of teachers and principals who are highly effective 100% of the time.

Evaluation Data Sources: Equity Plan

Summative Evaluation: None

Strategy 1: DCISD will recruit and retain highly effective teachers who are aligned to the district vision by implementation of the Equity Plan. The plan will include a review of staffing guidelines including experience, alignment to student teacher ratio, alignment of staffing to support C&I programs, alignment of human capital to serve the most needy of students with equitable ratios. Strategy's Expected Result/Impact: Equity Plan will be updated annually and will demonstrate equitable access to excellent education Staff Responsible for Monitoring: Federal Programs Director Curriculum Director Principals Funding Sources: ESC17 Human Resources Contract - 199 - General Fund	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers of GT, including Pre-AP students, will receive the appropriate amount of professional development (30 hours initial training, 6 hour annual update). District administrators will adhere to the "Campus Responsibilities for GT Services." An annual review will be implemented. Strategy's Expected Result/Impact: 100% of GT/AP teachers will receive thirty initial hours of PD and a 6 hour annual update evidenced by certificates uploaded into Eduphoria. Staff Responsible for Monitoring: Curriculum Director Principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 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 Curriculum Director Funding Sources: ESC17 Contracts - 255 - Title II, Part A, TPTR	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will meet regularly during PLCs/Data Digs to articulate learning goals based upon the curriculum, to analyze student 9-Weeks Assessment data, to evaluate student work, and to plan engaging instruction. Strategy's Expected Result/Impact: PLC agendas and notes will serve as evidence. Staff Responsible for Monitoring: Teachers Principals Curriculum Director Federal Programs Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5: 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. Strategy's Expected Result/Impact: Annual appraisal calendar approved by the Board of Education Staff Responsible for Monitoring: Principals Curriculum Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: 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. Strategy's Expected Result/Impact: Mentors will provide monthly documentation of meeting with new teachers Staff Responsible for Monitoring: Principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: 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, SBDM Minutes, Sign-In Sheets

Summative Evaluation: None

<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.</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: Curriculum Director Principals Counselors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<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: Curriculum Director Principals Counselors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<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: Curriculum Director Principals Counselors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





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: Director of Operations SHAC Committee	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 (Nonviolent Crisis Intervention-TBSI) Strategy's Expected Result/Impact: Completion of required trainings will de-escalate the number of behavioral escalations Staff Responsible for Monitoring: Federal Programs Director Funding Sources: TBSI Training - 313 - IDEA B, Formula SSA	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide Worth the Wait curriculum to Junior High students and training for Junior High teachers. Strategy's Expected Result/Impact: Student participation and feedback through student surveys Staff Responsible for Monitoring: Curriculum Director Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 2: 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

Summative Evaluation: None

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: Federal Programs Director Business Manager	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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: Director of Operations Director of Technology Principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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: Business Manager Curriculum Director Federal Programs Director Director of Operations Funding Sources: SuccessED - 199 - General Fund - \$9,821.75, Plan 4 Learning (806 Technologies) - 199 - General Fund - \$2,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Eduphoria		\$8,321.50
1	1	2	TEKS Resource System Interlocal Agreement		\$10,240.00
1	1	6	Skyward/Student Gradebook Family Access		\$15,361.06
1	2	5	Edgenuity Software		\$34,000.00
2	2	1	Chromebooks		\$70,000.00
2	2	1	Additional Chromebooks to be funded locally		\$50,000.00
4	1	1	ESC17 Human Resources Contract		\$0.00
5	2	3	SuccessED		\$9,821.75
5	2	3	Plan 4 Learning (806 Technologies)		\$2,000.00
Sub-Total					\$199,744.31
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
Sub-Total					\$0.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Foundations Professional Development for grades K-3		\$2,356.00
1	1	4	ESC 17 Curriculum Contract		\$22,500.00
1	1	5	ESC17 Principal Academy Contract		\$2,400.00
4	1	3	ESC17 Contracts		\$0.00
Sub-Total					\$27,256.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	ESC17 Trainings and SBEC TExES Exams		\$1,000.00
1	2	3	Human Capital		\$0.00
1	2	4	Siedletz Training		\$5,000.00

263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$6,000.00
313 - IDEA B, Formula SSA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5	TBSI 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		\$0.00
1	1	3	Istation ISIP		\$5,195.00
1	4	1	Istation ISIP and Learning		\$12,845.00
Sub-Total					\$18,040.00
Grand Total					\$251,040.31

Addendums