

Denver City Independent School District

District Improvement Plan

2021-2022



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: September 1, 2021

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 2021-2022 school year, the demographic information is derived from the profile data based on EOY as of 5/21/2021. Student enrollment increased for the spring of 2021, while prior years were in decline. Enrollment count confirms that 1724 students were enrolled in May 2021 as compared to 1638 students in October 2020 and 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 fifth week enrollment for the 2021-2022 SY shows that we are down 23 students as compared to the same enrollment period last year.

District Profile Data EOY 2020-2021 as of 5/21/2021

Campus Population	Number of Students
Dodson Primary	432
Kelley Elementary	365
Gravitt Junior High	419
Denver City High School	508
Total Population: 1724	Total as of May 21, 2021

Population by Ethnicity	Number of Students
Hispanic	1419
White	260
African American	12
Two or More Races	17
Asian	13
American Indian	3

Special Programs	Number of Students	Gender
English as Second Language (ESL)	329	Males 898
Gifted & Talented Education	94	Females 826
Special Education	155	
Dyslexia/504	37	
At-Risk	910	
Title I	797	
CTE	536	

Demographics Strengths

- 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 were 95.31% despite COVID and Asynchronous Instruction.
- Male and Female population have relatively close percentage rates with Females at 47.91% and males at 52.09%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Denver City ISD has a shortage of certified Bilingual teachers and has had to file a Bilingual Waivers for the past few years. **Root Cause:** Obtaining a Bilingual Certification is a rigorous process beyond the teacher license requirements. Additionally, the teacher has to be fluent/bilingual in another language other than English including speaking and writing.

Problem Statement 2: English Learners across all subjects levels have a 19% Meets performance, and a 6% Masters performance on all STAAR assessments. **Root Cause:** Need consistent implementation of EL strategies, Tier 1 Instruction fully aligned to the TEKS and ELPS, and data driven, targeted instruction through small group instruction.

Student Learning

Student Learning Summary

Student Achievement Summary

For the 2019-2020 SY and the 202-2021 SY, Denver City ISD received an overall rating of **Not Rated: Declared a State of Disaster**. Even though the STAAR assessment was administered for the 2020-2021 SY, there were no Student Achievement, School Progress or Closing the Gaps Achievement percentages/grades assigned. Only Raw Component Scores are available. Future performance standards have been advanced to using the "Meets Grade Level" as compared to prior years of "Approaches Grade Level."

For 2018-2019 SY, Denver City ISD received a "B" rating in the A-F Accountability system. All campuses received 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

2020-2021 Accountability Ratings Overall Summary - Raw Component Scores are as follows:

STUDENT ACHIEVEMENT Raw Component Score	DCISD	KELLEY/DODSON	GRAVITT JH	DCHS
STAAR Performance	38	36	33	50
College Career and Military Readiness	75	N/A	N/A	75
Graduation Rate	100	N/A	N/A	100

School Progress Raw Component	DCISD	KELLEY/DODSON	GRAVITT JH	DCHS
Academic Growth	N/A	N/A	N/A	N/A
Relative Performance	57	36	33	63

Closing the Gaps % of Indicators Met	DCISD	KELLEY/DODSON	GRAVITT JH	DCHS
Academic Achievement Status	6%	13%	0%	45%
Growth Status	N/A	N/A	N/A	N/A
Graduation Status	100%	N/A	N/A	100%
English Language Proficiency Status	100%	100%	100%	100%

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 Meets Grade Level) (2020-2021)

Reading	All Students	Hispanic	White	Eco Dis	EL	SpEd
Grade 3	20.88	19.15	28.57	16.9	3.57	11.11
Grade 4	27.27	27.91	22.73	27.27	22.22	15.38
Grade 5	37.61	32.65	66.67	28.57	30.43	6.25
Grade 6	19.35	16.5	38.89	15.91	12.12	0
Grade 7	42.42	40.87	57.14	31.65	9.09	11.11
Grade 8	34.38	33.33	35	25.32	8.7	0
English I	41.18	39.22	50	40	20	0
English II	60.94	58.04	78.57	50.65	10.53	40

In the subject area of Reading, historical data over the past years indicates the following: There has been a fluctuation of scores across all grade levels in reading with the most recent year resulting in a decline with the exception of English II. English I scores have consistently increased in Approaches from 61%, 62%, 65% and then slightly declined with 61%. English II scores have also fluctuated in Approaches from 73%, 67%, 70% and then remarkably increased to the highest Approaches percentages of 74%. This was a 4% increase in student performance despite the challenges of COVID. Ultimately, when reviewing the data from the lens of Meets, we are well below the state average and need to continue to make improvements across all special populations and grade levels. 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 (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 are our primary area of focus district wide for all student populations in grades K-8. Data driven, differentiated instruction in grades PK-5 are 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.

For the 2021-2022 SY, in order to meet the requirements for the Commissioner's List of Approved Prekindergarten Assessment Instruments, DCISD will use CIRCLE as the tool to evaluate student progress and learning to guide instruction and remediation in multiple domains of development including reading, writing, math, health-wellness and language communication. This will mark the baseline year for HB3 Early Literacy progress measures. Additionally, to meet the requirement for Kindergarten assessment, TXKEA will be administered and utilized in conjunction with iStation for Kindergarten literacy.

Math Achievement Percentages (Based on Meets Grade Level) (2020-2021)

Mathematics	All Students	Hispanic	White	Eco Dis	EL	SpEd
Grade 3	21.98	21.95	28.75	21.13	7.14	11.11
Grade 4	35.45	45.45	32.56	30.99	34.62	23.08
Grade 5	51.28	47.96	73.33	44.05	43.48	18.75
Grade 6	20.97	16.5	50	14.77	6.06	0
Grade 7	28.79	27.83	42.86	18.99	4.55	0
Grade 8	30.47	29.41	35	25.32	17.39	0
Algebra I	37.04	35.87	40	29.51	21.43	0

In the subject area of Mathematics, historical data over the past three years indicates the following: 3rd grade scores have fluctuated in Approaches with 56%, 50%, 65% and a decline of 49%; 4th grade Approaches scores have fluctuated from 59%, 62%, 73% and 62%; 5th grade scores have remained relative consistent in Approaches from 92%, 93%, 92% and 80%; 6th grade scores in Approaches have fluctuated 77%, 64%, 72% and 56%; 7th grade scores have fluctuated from 67%, 75%, 74% and 53%; 8th grade scores have fluctuated with 95%, 90%, 97% and 59%; and Algebra I scores have fluctuated from 76%, 87%, 82% and ending with an upswing of 88.89%. This was a 6% increase in growth despite the COVID conditions. The district has identified that there is a need for TEKS aligned common assessments in grades K-5 in the area of math. A clearly written pacing guide aligned to the YAG in TEKS Resource has been created this summer. In order to 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.

Writing Achievement (Based on Meets Grade Level) (2020-2021)

Writing	All Students	Hispanic	White	Eco Dis	EL	SpEd
Grade 4	27.03	29.89	13.64	25	11.11	7.69
Grade 7	30.3	28.7	50	32.78	4.55	0

In the subject area of Writing, historical data over the past three years indicates the following: 4th grade scores in Approaches have fluctuated from 58%, 53%, 57% and 55%; and 7th grade scores in Approaches have fluctuated from 73%, 82%, 75% and 64%. 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 and writing is the area of greatest deficit. Therefore, we will employ effective instructional strategies to include EL strategies as well as systematic interventions district wide to help meet instructional deficits. Professional development over writing across the content areas was begun this summer and continued to all teachers in grades K-12. We have identified writing prompts, bell ringers and have incorporated writing into reading in order to meet the TEA guidelines and TEKS.

Science Achievement (Based on Meets Grade Level) (2020-2021)

Science	All Students	Hispanic	White	Eco Dis	EL	SpEd
Grade 5	23.93	18.37	60	19.05	17.39	6.25
Grade 8	39.06	36.27	50	31.65	26.09	11.11
Biology	60.71	60	68.75	58.21	35.29	0

In the subject area of Science, historical data over the past years indicates the following: 5th grade scores have fluctuated from 87%, 77%, 78%, and 64.96%; 8th grade scores have fluctuated from 63%, 54%, 84% and 68.75%, and Biology scores have increased and then fluctuated from 85%, 92%, 96% and 89.29%. 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.

Social Studies Achievement (Based on Meets Grade Level) (2020-2021)

Social Studies	All Students	Hispanic	White	Eco Dis	EL	SpEd
Grade 8	10.16	8.82	20	7.59	0	0
U.S. History	75.49	70.24	100	63.83	23.08	75

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.

Post-Secondary Readiness (2020-2021)

College and Career Ready Grads	All Students	Hispanic	White	Eco Dis	SpEd	EL
2020-2021	61.0	*	*	*	*	*

College and Career Ready Grads	All Students	Hispanic	White	Eco Dis	SpEd	EL
2018-2019	67.0	*	*	*	*	*
2016-2017	68.3	63.9	82.8	59.0	20.0	12.5

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

Student Attendance

Attendance Rate	All Students	Hispanic	White	Eco Dis	SpEd	EL
2020-2021	95.3	95.24	95.68	94.75	94.30	95.34
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

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

PBMAS/RDA Data Analysis Summary

Bilingual Students	15-16	16-17	17-18	18-19	19-20	20-21
Math	59.0	47.9	48.8	72.4	N/A	TBD
Writing	45.7	41.4	24.6	50	N/A	TBD

ESL Students	15-16	16-17	17-18	18-19	19-20	20-21
Math	62.2	64.1	55.0	70	N/A	TBD
Reading	48.6	48.7	50.0	51	N/A	TBD
Science	38.5	30.8/38.5/44.4	25.0/30.8/38.5	55	N/A	TBD

ESL Students	15-16	16-17	17-18	18-19	19-20	20-21
Social Studies	23.1	7.7/23.1/22.2	25.0/7.7/23.1	44	N/A	TBD
Writing	45.5	41.7	33.3/41.7/45.5	50	N/A	TBD
ELA (EOC)	33.3	22.5	28.9	51	N/A	TBD

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	TBD
Science (3-8)	88.9	28.6	45	37.3	N/A	TBD
Writing (3-8)	25.0	28.6	35.9	46.7	N/A	TBD
ELA (EOC)	44.4	31.3	40.0	*	N/A	TBD

Due to COVID-19 there was no new data for the 2019-2020. RDA will be released later this year 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.

Student Learning Strengths

- English II EOC showed progress despite the pandemic COVID conditions. There was an increase from 70% to 74.22% in the area of Approaches Grade Level with an overall 4.22% growth.
- US History EOC has the highest percentage of students performing as Meets Grade Level of 75% across the district.
- Algebra I EOC showed progress despite the pandemic COVID conditions. They increased from 82% to 88.89% for a 6% growth in the area of Approaches Grade Level.
- In the area of Closing the Gaps in CCMR: DCISD met targets and exceeded the state average of School Quality Status for all areas with the exception of non-continuously enrolled SPED. All students meeting CCMR for DCISD was 73% with the state target of 47% resulting in a 26% difference.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Across the district, ELA/Writing STAAR performance has the lowest percentage of students meeting the state grade level standard achievement with 30%. This was a 1% increase as compared to 18-19. **Root Cause:** Writing is not being taught consistently in content areas other than the specified writing course. Writing needs to be taught across content areas and teachers need training on how to successfully implement writing in alignment with his/her content. Additionally, writing is needing to be integrated into the reading curriculum.

Problem Statement 2 (Prioritized): Across the district, ELA/Reading STAAR performance had the third lowest percentage of students meeting the state grade level standard achievement with 37%. **Root Cause:** Inconsistent or lack of targeted, data driven differentiated instruction for all tiers. Daily, small group instruction is needed for all students. Progress needs monitoring to determine effectiveness of intervention, strategies, individual student progress and overall classroom progress. Additional interventionist needed at Dodson, Kelley and JH.

Problem Statement 3 (Prioritized): Across the district, Mathematics has the second lowest percentage of students performing Meets Grade Level on the STAAR assessment with only 33%. **Root Cause:** Inconsistent use of TEKS Resource YAG, TEKS Resource assessments and monitoring of math TEKS progress and mastery by student and classroom. A consistent tool of measurement is needed for grades K-8.

Problem Statement 4: English Learners across all subjects levels have a 19% Meets performance, and a 6% Masters performance on all STAAR assessments. **Root Cause:** Need consistent implementation of EL strategies, Tier 1 Instruction fully aligned to the TEKS and ELPS, and data driven, targeted instruction through small group instruction.

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. 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, ACT/SAT, TSI, iReady for math K-8, Get More Math 3-12, Moby Max as well as classroom work and assessments to name a few. Closing the Gaps instructionally in reading is being monitored and differentiated by MindPlay. By using the data from multiple measures, teachers are able to respond quickly to students' educational needs.

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 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. Additionally, in order to create ease and consistency in the RTI process for referrals to SIT, the templates and process for referral has been revised.

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-K. All apps and content are managed through our IT department. We have met our goal last year to become a 1:1 student device district.

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.

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.
- The curriculum, instruction, and assessment program focus on the needs of all students.
- All campuses have the support of a Curriculum Director.
- Teachers are supported through a wide variety of ongoing professional development opportunities.
- Through Eduphoria and Success Ed, teachers have timely access to student learning data that informs instruction.
- 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.
- We are a 1:1 Chromebook/device district.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Across the district, ELA/Writing STAAR performance has the lowest percentage of students meeting the state grade level standard achievement with 30%. This was a 1% increase as compared to 18-19. **Root Cause:** Writing is not being taught consistently in content areas other than the specified writing course. Writing needs to be taught across content areas and teachers need training on how to successfully implement writing in alignment with his/her content. Additionally, writing is needing to be integrated into the reading curriculum.

Problem Statement 2 (Prioritized): Across the district, ELA/Reading STAAR performance had the third lowest percentage of students meeting the state grade level standard achievement with 37%. **Root Cause:** Inconsistent or lack of targeted, data driven differentiated instruction for all tiers. Daily, small group instruction is needed for all students. Progress needs monitoring to determine effectiveness of intervention, strategies, individual student progress and overall classroom progress. Additional interventionist needed at Dodson, Kelley and JH.

Problem Statement 3 (Prioritized): Across the district, Mathematics has the second lowest percentage of students performing Meets Grade Level on the STAAR assessment with only 33%. **Root Cause:** Inconsistent use of TEKS Resource YAG, TEKS Resource assessments and monitoring of math TEKS progress and mastery by student and classroom. A consistent tool of measurement is needed for grades K-8.

Problem Statement 4: Denver City ISD has a shortage of certified Bilingual teachers and has had to file a Bilingual Waivers for the past few years. **Root Cause:** Obtaining a Bilingual Certification is a rigorous process beyond the teacher license requirements. Additionally, the teacher has to be fluent/bilingual in another language other than English including speaking and writing.

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 first 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 support 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 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 (Prioritized): As a result of the COVID pandemic, students are needing more social emotional support. DCISD needs curriculum and a student support specialist. **Root Cause:** Clinical experience in the mental health field is needed for our students. Additionally, curriculum for all students is needed to help support the social emotional challenges resulting from the COVID pandemic.

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 has the lowest percentage of students meeting the state grade level standard achievement with 30%. This was a 1% increase as compared to 18-19.

Root Cause 1: Writing is not being taught consistently in content areas other than the specified writing course. Writing needs to be taught across content areas and teachers need training on how to successfully implement writing in alignment with his/her content. Additionally, writing is needing to be integrated into the reading curriculum.

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

Problem Statement 2: Across the district, ELA/Reading STAAR performance had the third lowest percentage of students meeting the state grade level standard achievement with 37%.

Root Cause 2: Inconsistent or lack of targeted, data driven differentiated instruction for all tiers. Daily, small group instruction is needed for all students. Progress needs monitoring to determine effectiveness of intervention, strategies, individual student progress and overall classroom progress. Additional interventionist needed at Dodson, Kelley and JH.

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

Problem Statement 3: Across the district, Mathematics has the second lowest percentage of students performing Meets Grade Level on the STAAR assessment with only 33%.

Root Cause 3: Inconsistent use of TEKS Resource YAG, TEKS Resource assessments and monitoring of math TEKS progress and mastery by student and classroom. A consistent tool of measurement is needed for grades K-8.

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

Problem Statement 4: As a result of the COVID pandemic, students are needing more social emotional support. DCISD needs curriculum and a student support specialist.

Root Cause 4: Clinical experience in the mental health field is needed for our students. Additionally, curriculum for all students is needed to help support the social emotional challenges resulting from the COVID pandemic.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM 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: September 1, 2021

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze Common Assessments (CBAs) and/or Benchmark data by mastery of student expectations in all student groups using Eduphoria 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: Chief Academic Officer Teachers Title I Schoolwide Elements: 2.5 Funding Sources: Eduphoria - 199 - General Fund - \$9,700	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to provide and implement TEKS Resource System as a viable, aligned curriculum and provide professional development opportunities in implementation through ESC17. Provide high quality, evidence-based supplemental curricular resources in all core subjects. Strategy's Expected Result/Impact: Lesson Plans, walk-throughs, and teacher appraisals will reflect lessons implementation being fully aligned to the TEKS. Staff Responsible for Monitoring: Chief Academic Officer Principals Funding Sources: TEKS Resource System Interlocal Agreement - 199 - General Fund - \$9,995	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
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 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%. Staff Responsible for Monitoring: Principals Chief Academic Officer Teachers Title I Schoolwide Elements: 2.4 Funding Sources: Professional Development HMH - Rigby Readers - K-5 - 255 - Title II, Part A, TPTR - \$0, Foundations Phonics Program - PK-3 - 410 - State Textbook Fund, Istation ISIP - Grades K-8 - 410 - State Textbook Fund - \$12,845, ESC Interlocal Agreement Foundational Literacy and Numeracy and Multi-Tiered System of Supports - 255 - Title II, Part A, TPTR - \$4,600	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
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: Chief Academic Officer Principals Funding Sources: ESC 17 Curriculum Contract - 255 - Title II, Part A, TPTR - 255 - \$22,960	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
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. 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 and Principals Funding Sources: Skyward/Student Gradebook Family Access - 199 - General Fund - 6299 - \$15,361.06	Formative		
	Nov	Jan	Mar

Strategy 6 Details	Formative Reviews		
Strategy 6: Conduct 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 Istation, iReady, MindPlay and common assessments in both math and ELAR. Strategy's Expected Result/Impact: Increased Istation percentages of students on grade level as a result of interventions provided within the classroom by the classroom teacher. These interventions will be determined in the PLC time as a result of data analysis. Increased EOC percentage on students meeting grade level. Staff Responsible for Monitoring: Chief Academic Officer Principals Teachers Title I Schoolwide Elements: 2.4, 2.5	Formative		
	Nov	Jan	Mar
Strategy 7 Details	Formative Reviews		
Strategy 7: Revise master schedules to reflect RTI and Small Group Instruction to support intervention and differentiated instruction in grades K-5. Strategy's Expected Result/Impact: Increased iStation scores to be 80% on grade level. Increase iReady scores to be 80% on grade level. Staff Responsible for Monitoring: Principal Teachers Interventionists Chief Academic Officer Funding Sources: iReady (Math Program) K-8 - 410 - State Textbook Fund - \$29,000	Formative		
	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Goal 1: The District shall provide an aligned, rigorous curriculum, preparing 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase the number and capacity of Bilingual and ESL certified teachers who serve ELs by allowing them to attend ESL Academies offered locally and at ESC17 to increase the number of Bilingual and ESL certified teachers in Denver City ISD and ensure a provision of funds to reimburse teachers for the cost of the Bilingual or ESL TExES Supplemental Exam once certification has been added. Strategy's Expected Result/Impact: Reduce the number of Bilingual Waivers. Staff Responsible for Monitoring: Chief Academic Officer Assistant Superintendent of District Operations (Director of Federal Programs) Principals Funding Sources: ESC17 Trainings and SBEC TExES Exams - 263 - Title III, LEP - \$1,000	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Use Title III and local funds to fund paraprofessionals who provide instructional supports in an inclusion setting for EL and Special Education students. Strategy's Expected Result/Impact: 100% of identified Bilingual/EL students will have support in the core academic areas as evidenced through the campus inclusion/intervention schedules. Staff Responsible for Monitoring: Assistant Superintendent of District Operations (Director of Federal Programs) Chief Academic Office (Bilingual Director) Funding Sources: Human Capital - 263 - Title III, LEP	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development opportunities to enable teachers to implement instructional supports for intervention and differentiation. Strategy's Expected Result/Impact: Differentiation will be evidenced through small group instruction observed in the classroom walk-throughs and appraisals. Staff Responsible for Monitoring: Chief Academic Officer Principals Teachers Title I Schoolwide Elements: 2.4, 2.6	Formative		
	Nov	Jan	Mar

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

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

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

Strategy 4 Details	Formative Reviews		
Strategy 4: Denver City ISD will ensure that secondary students' teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, FAFSA, HB5, the TEXAS grant program, the Teach for Texas grant program, and the need for students to make informed curriculum choices to be prepared for success beyond high school. Strategy's Expected Result/Impact: All students in grades 8-12 will complete a career inventory at least once during these grades. All 8th grade students will receive counseling in graduation requirements and will complete their Personal Graduation Plan. Students in grades 9-11 will complete their course selection and maintain their individual graduation plans in addition to completing the FAFSA or exemption. Staff Responsible for Monitoring: Counselors HS Principal Funding Sources: Region 17 Counselors Solutions Group Interlocal Agreement - 199 - General Fund - \$2,000	Formative		
	Nov	Jan	Mar



No Progress



Accomplished



Continue/Modify



Discontinue

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

Strategy 1 Details	Formative Reviews		
Strategy 1: All campuses will utilize the universal SRP for purposes of lockdown, lockout, evacuate, shelter, hold and reunify in order to create a universal language in the event of an emergency or situation requiring the above procedures. Strategy's Expected Result/Impact: Monthly drills will be conducted following the SRP and common language as evidenced by observation and drill reports. Staff Responsible for Monitoring: Principals Assistant Superintendent of District Operations	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

Performance Objective 2: Increase health and safety standards as a result of COVID-19.

Evaluation Data Sources: Budgetary expenditures and numbers of infections.





Strategy 1 Details	Formative Reviews		
Strategy 1: Continue safety and cleaning protocols. Strategy's Expected Result/Impact: Continue Face to Face instruction while lessening illness related to exposure. Staff Responsible for Monitoring: Assistant Superintendent of District Operations Superintendent Nurses	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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

Performance Objective 3: 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		
Strategy 4: The district will implement the coordinated school health plan and encourage healthy and active lifestyle choices (SHAC) through a coordinated effort with the police department, sheriff's department, principals, EMS, and community members. Present findings of Safety Audit to administrators and SHAC committee and seek input into addressing identified needs. Strategy's Expected Result/Impact: Meeting Minutes, Agendas, and Sign-In Sheets will verify attendance Staff Responsible for Monitoring: Assistant Superintendent of District Operations SHAC Committee	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide professional development support that provides a framework for sharing a wide range of foundation-level behavior strategies and prevention-based school wide, classroom, and individual interventions (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: Assistant Superintendent of District Operations (Director of Federal Programs) Chief Academic Officer Funding Sources: TBSI Training - 313 - IDEA B, Formula SSA	Formative		
	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

Performance Objective 1: Denver City ISD will form partnerships with parents and stakeholders in the community.

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

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

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

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

Evaluation Data Sources: Equity Plan





Strategy 1 Details	Formative Reviews		
Strategy 1: The district will recognize that faculty/staff is a valuable resource and will provide professional development opportunities such as ESC 17, online, and face-to-face training opportunities identified through T TESS and district needs. Strategy's Expected Result/Impact: PD certificates will indicate staff have attended required training Staff Responsible for Monitoring: Principals Chief Academic Officer Funding Sources: ESC17 Contracts - 255 - Title II, Part A, TPTR	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: DCISD will engage in the T-TESS evaluation process, including walkthrough data, to inform the training, appraisal, and professional development of teachers and campus administrators. Strategy's Expected Result/Impact: Annual appraisal calendar approved by the Board of Education Staff Responsible for Monitoring: Principals Chief Academic Officer	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus Principals will assign new teachers (two years or less) a mentor to guide and assist them as they gain experience so all students have equitable access to excellent education and ensure that first year teachers attend the Region 17 First Year Teacher trainings. Strategy's Expected Result/Impact: Mentors will provide monthly documentation of meeting with new teachers and all first year teachers will attend the Region 17 First Year Teacher Academy. Staff Responsible for Monitoring: Principals Chief Academic Officer	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: DCISD will support teachers in grades K-3 in obtaining the Reading Academy certification requirement in order to meet the HB3 requirement. Strategy's Expected Result/Impact: All teachers K-3 will have the Reading Academy certification by SY 2023. Enhanced learning on teacher certification for the Science of Teaching Reading. Staff Responsible for Monitoring: Superintendent Principal Chief Academic Officer Funding Sources: Reading Academy for All K-3 Teachers - \$400 per teacher - 211 - Title I, Part A - \$3,200	Formative		
	Nov	Jan	Mar
<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 1: DCISD will implement systems that align with the school's vision and promote collaboration for improved student learning .

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

Strategy 1 Details		Formative Reviews		
Strategy 1: In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal, state, and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources. Strategy's Expected Result/Impact: Maintain Federal and state compliance in accordance with EDGAR, meet budget thresholds and meet 100% of comparability and MOE standards Staff Responsible for Monitoring: Assistant Superintendent of District Operations (Director of Federal Programs) Chief Financial Officer Chief Academic Officer Funding Sources: School Finance - 199 - General Fund - \$2,000, Accountability Compliance and EGrant Management - 211 - Title I, Part A - \$15,000		Formative		
		Nov	Jan	Mar
Strategy 2 Details		Formative Reviews		
Strategy 2: The district will support the upkeep and sustainability of facilities and resources, by submitting necessary work orders, in a timely manner, in regards to areas, such as, but not limited to: technology, grounds and fields, playground equipment, common areas, classrooms, reception areas, restrooms, parking lots, ADA compliance standards, etc. Strategy's Expected Result/Impact: 100% of all work orders submitted will be addressed and/or completed in a timely fashion Staff Responsible for Monitoring: Assistant Superintendent of District Operations Director of Technology Principals		Formative		
		Nov	Jan	Mar
Strategy 3 Details		Formative Reviews		
Strategy 3: DCISD will provide administrative programs to support student achievement, promote teacher effectiveness, assist in recruiting and hiring effective teachers, and provide quality feedback including but not limited to Skyward, Eduphoria, Success Ed, AESOP, Survey Monkey, TEKS Resource System, Plan4Learning, etc. Strategy's Expected Result/Impact: Increased productivity of administrators to ensure more time in classrooms and time for coaching teachers Staff Responsible for Monitoring: Assistant Superintendent of District Operations (Director of Federal Programs) Chief Financial Officer Chief Academic Officer Funding Sources: Texas Student Data System (TSDS) - 199 - General Fund - \$8,483, SuccessED - 199 - General Fund - \$9,821.75, Plan 4 Learning (806 Technologies) - 199 - General Fund - \$2,000		Formative		
		Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Identify inefficiencies and generate new ideas to improve efficiency through internal audits. Strategy's Expected Result/Impact: Identify and implement new ideas and systems that address inefficiencies in regards to areas such as, but not limited to purchasing, travel, technology and cash management. This process will allow our staff that is closest to the work identify gains that can be made through a change in operations. Staff Responsible for Monitoring: Assistant Superintendent of District Operations (Director of Federal Programs) Chief Financial Officer Chief Academic Officer	Formative		
	Nov	Jan	Mar
<div>  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		\$9,700.00
1	1	2	TEKS Resource System Interlocal Agreement		\$9,995.00
1	1	5	Skyward/Student Gradebook Family Access	6299	\$15,361.06
1	2	4	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					\$93,360.81
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	\$22,960.00
4	1	1	ESC17 Contracts		\$0.00
Sub-Total					\$27,560.00
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	3	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 - 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
Grand Total					\$181,965.81