

Denver City Independent School District

Dodson Primary

2021-2022 Campus Improvement Plan

Mission Statement

Dodson Primary will provide a school environment that supports all students ability to grow socially, emotionally, and academically according to their individual needs.

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.

Value Statement

Dodson Primary is driven by the belief that every child has the ability to learn at his/her own rate to be "college success ready".

Dodson Primary is driven by the belief that children learn best when school and parents partner through open communication and mutual respect for diversity for the growth of students.

Every child matters.

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Comprehensive Needs Assessment

Revised/Approved: August 30, 2021

Demographics

Demographics Summary

Dodson Primary is a PreK-2nd grade Title 1 campus with 420 students enrolled as of 5/20/21. Our campus is located in a small West Texas community that is primarily petroleum based. Denver City, TX is located approximately 85 miles south of Lubbock, TX and approximately 30 miles from the New Mexico border. Our student enrollment is based on the economic status of the oil and gas industry. Dodson Primary is a relatively new campus, we are beginning our 8th year as a stand alone campus. Dodson Primary is approximately 83% Hispanic, 2% Black African, .88% Asian, and 12.5 White

We have a very active PTO and we work hard to engage all of our parents, families, and community members. We host events throughout the school year to foster parent involvement as well as to provide training for families as to how to best help their children continue to learn at home.

Demographics Strengths

Our student-teacher ratio is approximately 17:1. Our campus attributes achievement to a strong partnership with parents and a focus on high quality education and an administration and school board who are committed to quality education for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Dodson Primary has had shortage of certified Bilingual teachers and had to file a Bilingual Waiver every year to support our English Learners. **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.

Student Learning

Student Learning Summary

Students are below grade level in ELAR and Mathematics for the same reasons. Last year, teachers were using state adopted curriculum inconsistently, supplementing with resources that are not research based, and are not utilizing small group instruction consistently or effectively.

This year we have planned PD on phonics and reading/writing instruction. We have worked with teachers and ESC 17 professionals to craft pacing guides for ELAR and mathematics that coordinate TEKS resource system and state adopted curriculum. We are bringing training on Rigby readers to improve small group instruction, and have brought in training from iReady to help teachers target gaps and group students for small group instruction.

We have 2 full time reading interventionists who work with Tier 2-3 students on targeted skill deficits and work with teachers to help them target where students need in class intervention. We have also placed dedicated time in the daily schedule for small group instruction in math and ELAR. Additionally, the Tier 2 interventionist is an instructional coach.

Intervention is provided by a Biligual Certified interventionist to all EL newcomer students as well as Tier 3 students who are not served through SPED or 504 Dyslexia.

Writing across the curriculum is a focus for not only the district, but Dodson Primary as is reflected in the Master Schedule. Writing prompts were identified within the adopted curriculum and embedded into the pacing guide. The district also supported writing by providing two journals per students across the district.

Small group instruction and RTI are an emphasis for instruction for the 21.22 SY. The Master Schedule has been created to identify intentional times for RTI and small group instruction in order to allow for students to receive intervention outside of the prime instructional times.

Teachers will all be receiving laptop computers to better access the district approved online curriculum (HMH Into Reading, TEKS Resource System, Go Math, Istation, iReady) and each classroom will receive an updated Promethean board to help enhance student learning. Classrooms will receive new whiteboards and furniture to help facilitate daily small group instruction.

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.

Student Learning Strengths

Dodson Primary is now a 1:1 Chromebook campus for grades K-2. PK has Ipads.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 50% of students in grades K-2 are below grade level in reading and writing as evidenced by Istation EOY assessment results **Root Cause:** Curriculum not used with fidelity Instruction not aligned to state standards Inconsistent use of small group instruction

Problem Statement 2 (Prioritized): 60% of students in grades K-2 are below grade level in mathematics as evidenced by iReady EOY assessment results **Root Cause:** curriculum not used with fidelity Instruction not aligned to state standards Inconsistent use of small group instruction

School Processes & Programs

School Processes & Programs Summary

Implementation of COVID cleaning protocols are continuing.

Priority Problem Statements

Problem Statement 1: 60% of students in grades K-2 are below grade level in mathematics as evidenced by iReady EOY assessment results

Root Cause 1: curriculum not used with fidelity Instruction not aligned to state standards Inconsistent use of small group instruction

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 50% of students in grades K-2 are below grade level in reading and writing as evidenced by Istation EOY assessment results

Root Cause 2: Curriculum not used with fidelity Instruction not aligned to state standards Inconsistent use of small group instruction

Problem Statement 2 Areas: Student Learning

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- STEM/STEAM data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- TTESS data

Goals

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

Performance Objective 1: READING AND WRITING SKILLS: Through the consistent use of HMH Into Reading, TEKS Resource System, and Foundations phonics curriculum we will increase percentage of on grade level K-2 students by end of year to 80% as evidenced by Istation EOY ISIP assessment.

HB3 Goal

Evaluation Data Sources: iStation assessments
HMH / TEKS Resource Unit Assessments
Foundations Unit Tests

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional development will be provided on creating TEKS based pacing guides for ELAR in grades K-2 to ensure that research based best practices are being used in both large and small group instruction daily. Strategy's Expected Result/Impact: Percentage of students on grade level will increase to 80% Staff Responsible for Monitoring: Michelle Horton Elizabeth Calk Classroom Teachers	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional development will be provided for teachers to ensure that TEKS Resource System lessons are being taught with fidelity, and that iReady assessments and lessons are used to differentiate and reach all students. Strategy's Expected Result/Impact: Percentage of students on grade level will increase to 80% Staff Responsible for Monitoring: Michelle Horton Elizabeth Calk Classroom Teachers	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% 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: MATH SKILLS: Through the consistent use of TEKS resource system lessons and iReady resources, we will increase the percentage of on grade level students in grades K-2 by end of year to 80%.

Evaluation Data Sources: Go Math Texas
TEKS Resource System lessons/Tests
iReady Benchmark Assessments/Lessons

Strategy 1 Details	Formative Reviews		
Strategy 1: Daily math instruction including large and small group with an emphasis on math facts, Go Math TX, and Standards-Based grading with the use of manipulatives. Strategy's Expected Result/Impact: Improve student knowledge and fluency of math facts and basic math skills. Increase the number of students participating in Math Fact Fun Run/challenge. Staff Responsible for Monitoring: Michelle Horton Elizabeth Calk Heidi Moore Math Teachers	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide accelerated instruction for identified students at-risk, 504, Sped, ELL and GT through small group, tiered instruction to support 3rd grade STAAR. Strategy's Expected Result/Impact: Improve math skills and performance on standards-based 9 week assessments and Go Math Texas assessments. Staff Responsible for Monitoring: Angie Sutton Elizabeth Calk Heidi Moore Math Teachers Interventionists	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Customized professional development opportunities through Region 17, webinars, Google classroom, swap meets and conferences. Strategy's Expected Result/Impact: Staff's continued learning and growth has a direct impact on student success and learning. Staff Responsible for Monitoring: Superintendent Taunya Campbell Cathy Guetersloh Michelle Horton Elizabeth Calk	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Technology integration as a support and extension to instruction. Strategy's Expected Result/Impact: Student engagement increases and provide differentiation for identified students. Staff Responsible for Monitoring: Elizabeth Calk Math Teachers	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% 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: PRE-KINDERGARTEN: PreK students will participate in full day PreK and 75% of students will demonstrate mastery of Texas PK Guidelines as evidenced by CIRCLE assessment results, iStation EOY assessments, and SAAVAS Unit Assessments using 21-22 as a baseline year.

HB3 Goal

Evaluation Data Sources: SAAVAS unit assessments
CIRCLE Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide PreK instruction for students meeting eligibility requirements through a balanced instructional curriculum. Strategy's Expected Result/Impact: Encourage active involvement and experiences in learning through a variety of activities, materials, and authentic field trip experiences. Staff Responsible for Monitoring: Michelle Horton Elizabeth Calk PreK Teachers Paraprofessional Support	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase community knowledge of eligibility requirements through Back to School Bash, parent meetings, visits from community (Discovery Land, Stepping Stones, Head Start) and roundup. Strategy's Expected Result/Impact: Identify prospective eligible 4 yr old's through communication to the community in both English and Spanish. Staff Responsible for Monitoring: Elizabeth Calk PreK Teachers Paraprofessional Support Office Staff	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Parent involvement Strategy's Expected Result/Impact: Increase parental involvement through a variety of activities such as Back to School Bash, Family Christmas Reading Night, Mother's Day Makeovers, etc. Staff Responsible for Monitoring: Michelle Horton Elizabeth Calk PreK Teachers Paraprofessional Support	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Transition from home, Head Start, Discovery Land, Stepping Stones, or other day care situations to PreK and the school setting through a tour as they view the school and meet the teachers. Strategy's Expected Result/Impact: Students will have a smooth transition into the school setting and become familiar with the PreK staff prior to entering school. Staff Responsible for Monitoring: Elizabeth Calk Michelle Horton PreK Teachers Paraprofessional Support Title I Schoolwide Elements: 2.4	Formative		
	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue
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Goal 1: The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

Performance Objective 4: Classrooms will receive updated technology (Promethean Boards, teacher laptops) and classroom resources (desks, chairs, whiteboards) to allow teachers better access to curriculum, and to provide an environment conducive to small group targeted instruction. These items will help facilitate learning and will allow progress toward our goal of 80% on grade level in ELAR and Mathematics.

Evaluation Data Sources: Usage reports from HMH Into Reading

iReady Usage reports

iStation Usage Reports

Classroom observations

PLCs

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

Performance Objective 5: For the 2021-2022 SY, in order to meet the requirements for the Commissioner's List of Approved Prekindergarten Assessment Instruments, Dodson Primary 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. 2021-2022 is baseline year for data.

Evaluation Data Sources: TXKEA
CIRCLA





Strategy 1 Details	Formative Reviews		
Strategy 1: Implement TXKEA for Kindergarten students and CIRCLE for Prekindergarten students with 100% fidelity. Strategy's Expected Result/Impact: All students in Kindergarten and Prekindergarten will be assessed according to TEA guidelines with 100% fidelity in order to establish a baseline data point. Staff Responsible for Monitoring: Principals Teachers Chief Academic Officer	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 1: Dodson Primary will use the Capturing Kid's Hearts program to build meaningful relationships with students and help them learn to process and manage their feelings and behavior as well as becoming responsible for their choices and consequences.

Evaluation Data Sources: Classroom Social Contracts
 Consistent use of the 4 Important Questions
 Consistent Campus procedures for hallways, cafeteria, playground
 Discipline Referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: Positive team building relationships through houses with an emphasis on responsibility, empathy, generosity, benevolence, optimism and problem solving. Strategy's Expected Result/Impact: Increase student understanding of character traits and moving from an individualistic mindset to a team mindset. Staff Responsible for Monitoring: Michelle Horton Elizabeth Calk Heidi Moore All Staff Members	Formative		
	Nov	Jan	Mar

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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: FAMILY INVOLVEMENT: provide opportunities for parents and community members to be actively involved in the educational experience by building positive relationships to increase attendance and academic success.

Evaluation Data Sources: Family Christmas Reading Night

Splash Day

Student Success Initiative Attendance

Facebook





Teacher created Remind groups

PTO

Back to School Bash

Lunch & Learn

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote student successes, schedules, positive school activities and celebrations through Facebook, Classroom Remind, notes home in English and Spanish and Principal's popping in for home visits. Strategy's Expected Result/Impact: Increase parental involvement and participation as partners in student success. Staff Responsible for Monitoring: Michelle Horton Elizabeth Calk All Staff Members	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for parents as partners through Lunch and Learn, Title 1 meeting, Back to School Bash, Family Christmas Reading Night, Thanksgiving Meal, Splash Day, and classroom parties/celebrations. Strategy's Expected Result/Impact: Increase positive relationships between school and parents in the educational process while increasing the importance of attendance, participation and support. Staff Responsible for Monitoring: Michelle Horton Elizabeth Calk All Staff Members Title I Schoolwide Elements: 3.2	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Phone calls to parents and home visits. Strategy's Expected Result/Impact: Decrease excessive absences by positively informing parents of the importance of attendance and alerting parents with phone calls and/or home visits when absences become excessive. Staff Responsible for Monitoring: Michelle Horton Elizabeth Calk All Staff Members Title I Schoolwide Elements: 3.2	Formative		
	Nov	Jan	Mar

Strategy 4 Details		Formative Reviews		
Strategy 4: Title I parent/teacher conferences with School/Home Compact. Strategy's Expected Result/Impact: Parents will understand the student achievements goals being set in Istation and iReady. Staff Responsible for Monitoring: Michelle Horton Elizabeth Calk All Staff Members Title I Schoolwide Elements: 3.2		Formative		
		Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 1: In an effort to certify teachers in the areas of Bilingual and ESL the district will implementing an initiative to include practice software for educator certification, compensation for teacher time, and reimbursement for testing attempts.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers having a waiver filed will pursue the Bilingual certification program. In addition, all bilingual teachers will be ELPS trained. Strategy's Expected Result/Impact: One newly certified Bilingual teacher a year. Staff Responsible for Monitoring: Elizabeth Calk Michelle Horton Taunya Campbell Funding Sources: Bilingual - Certify Teacher -Software, testing attempt reimbursement - Title III - \$2,000	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>			

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A review of our data found that all grades were significantly below grade level in ELAR. Upon disaggregation of data we deduced that teachers were not using state adopted curriculum with fidelity, nor were they implementing the Foundations phonics curriculum with fidelity. We planned for professional development for all ELAR teachers in appropriate implementation of the state adopted curriculum, training on new ELAR TEKS, and training on Foundations during the summer of 2020. We also saw the need for a reading interventionist to work with small groups of students on targeted skills identified by their ISIP assessments.

We also noticed we did not have an assessment tool for Math that aligned with state standards save teacher created tests. We purchased iReady software so that we can have an accurate picture of where students are in regard to their learning and teachers can target their instruction to minimize gaps.

In addition, we struggle finding enough certified bilingual teachers. We have provided training to help current teachers become certified, and have actively sought teachers with this certification.

Lastly, we needed targeted, small group intervention for students identified as at risk. We determined that we would need a Tier 3 Reading Interventionist to serve our lowest performing populations and students who do not qualify for special programs or 504 dyslexia.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed by the Dodson Primary leadership team comprised of the required stakeholders and extended into the EIC as per the DOI.

2.2: Regular monitoring and revision

Monitoring of the CIP occurs three times and students progress occurs monthly.

2.3: Available to parents and community in an understandable format and language

The information is shared to stakeholders through the quarterly EIC as per the DOI.

2.4: Opportunities for all children to meet State standards

All students have opportunities to meet State standards through the alignment of instruction/curriculum with TEKS Resources and through the differentiated small group instruction that occurs daily for every students.

2.6: Address needs of all students, particularly at-risk

A Tier 3 Interventionist was hired to address our student at-risk population. Additionally RTI time is embedded in the master schedule for daily differentiated instruction.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Family Engagement Policy is available on the DCISD website as well as is shared with parents on the first parent engagement night.

3.2: Offer flexible number of parent involvement meetings

Parents unable to attend the parent involvement meetings are invited to schedule meetings with the classroom teacher as needed.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Pamela Hightower	Reading Interventionist/Instructional Co	Title I Reading Interventionist	Full Time
Phyllis Dial	Title I Reading Interventionist	Title I	Full Time

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Bilingual - Certify Teacher -Software, testing attempt reimbursement		\$2,000.00
Sub-Total					\$2,000.00
Grand Total					\$2,000.00