

Denver City Independent School District
Gravitt Junior High School
2021-2022 Campus Improvement Plan

Mission Statement

Denver City ISD will foster a respectful, safe, & challenging environment that provides all students opportunities to discover their full potential and become lifelong learners in a global world.

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Comprehensive Needs Assessment

Needs Assessment Overview

1-Focus on Tier 1 and Tier 2 instruction to help with student achievement and for new teacher support. Focus on scope and sequence planning for each 9 weeks and how to interpret and read the data to help plan/deliver instruction and assess student learning along the way.

Training with programs/Training provided through ESC 17 support/Reading & Math focal areas/

2-Classroom management practices training/support (to help with student achievement and learning environments). 7 Mindsets will help with classroom management/student relationship and learning environment focus.

3-Positive, Meaningful Parent Engagement

4-Train to retain highly qualified staff members & provide productive, friendly, & safe learning environments for teacher.

5-Safe, positive, friendly learning environments for teachers/students (new Promethean panels, whiteboards, computers, and desks)

*Older buildings require updates; by strategically planning for updates each year we can become good stewards of district funds while providing the necessary updates to create safe, positive learning environments.

Demographics

Demographics Summary

William G. Gravitt Junior High serves 6th-8th grade students. BGJH is located within Denver City ISD in Denver City, Texas. The rural town of Denver City is located approximately 80 miles southwest of Lubbock, Texas. Denver City ISD is a 3A school district with approximately 1750 students in grades PK-12th. The junior high serves around 400 students. Around 83% Hispanic population, 22% LEP, 62.5% Economically disadvantaged, 10% special education population, 58% at-risk population

The rural location provides challenges with recruiting and retaining highly-qualified staff. Overall, the small community is very supportive of the school district and the students we serve.

Employment opportunities trend around farming, the oilfield, and school employment. Mostly middle income families to low income families are located within Denver City.

Demographics Strengths

Supportive community members and parents

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): STAAR results have been decreasing and targets are not being met. **Root Cause:** Root problem comes from inexperienced staff, difficulty retaining highly qualified staff, and insufficient training to support research-based best practices for Tier 1 instruction for new teachers (especially those going through alternative certification programs). Tier 2 instruction needs to be identified and targeted to move students to Tier 1.

Problem Statement 2 (Prioritized): LEP populations are increasing with few students exiting after several years of being serviced through our LEP program. **Root Cause:** All teachers need to understand how to serve the LEP population in their classroom by implementing more reading, writing, and speaking into class activities.

Student Learning

Student Learning Summary

All tested areas are showing a decline in academic achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR results have been decreasing and targets are not being met. **Root Cause:** Root problem comes from inexperienced staff, difficulty retaining highly qualified staff, and insufficient training to support research-based best practices for Tier 1 instruction for new teachers (especially those going through alternative certification programs). Tier 2 instruction needs to be identified and targeted to move students to Tier 1.

School Processes & Programs

School Processes & Programs Summary

Teachers use a variety of resources to help plan and instruct. Teachers use technology to deliver instruction (new Promethean boards, computers). Whiteboards are needed for practice and instruction.

TEKS resource, Eduphoria, iReady, Istation, and MindPlay are used for planning and diagnostic purposes.

Admin/Teachers use Eduphoria, Istation, iReady, and MindPlay to help pull data to track student progress.

SEL in the district will be provided by 7 Mindsets for the new school year. The social-emotional learning piece is very important in the life of a child. Addressing the SEL should promote academic achievement as well.

The campus is an older building, built in 1973. Updates are being made for a welcoming learning climate. Teachers and students will receive new desks and chairs which should create a more positive atmosphere for learning. Updating whiteboards and teacher computers should also help with the instruction and student learning outcomes.

School Processes & Programs Strengths

Campus utilizes Google Classroom well. Students compete well in both UIL academics and extra-curricular events (band/sports).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Programs/Curriculum for TIER 2 instruction is not understood well enough for teachers to make a strong impact. **Root Cause:** District/Campus needs to identify TIER 2 instruction models/curriculum and train teachers to instruct in this tier and how to read the data to track student progress. (HB 4545-need to look at schedules, curriculum, tutorial teachers)

Perceptions

Perceptions Summary

We believe that every student can grow and excel. Each child has unique talents and we want to cultivate every child. Whatever it takes is our motto and we strive to create a safe, positive learning environment for all students.

Perceptions Strengths

Focus on relationships (SEL)

Focus on growth and academic/extracurricular success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The learning environment does not come across as positive and welcoming. **Root Cause:** Outdated, broken, mismatched furniture, tables, chairs, computers have all added to a negative learning environment. Updating the learning environment will help student, parent, and teacher perceptions and create a positive learning environment. (New computers, desks, tables, Promethean boards).

Priority Problem Statements

Problem Statement 1: STAAR results have been decreasing and targets are not being met.

Root Cause 1: Root problem comes from inexperienced staff, difficulty retaining highly qualified staff, and insufficient training to support research-based best practices for Tier 1 instruction for new teachers (especially those going through alternative certification programs). Tier 2 instruction needs to be identified and targeted to move students to Tier 1.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Programs/Curriculum for TIER 2 instruction is not understood well enough for teachers to make a strong impact.

Root Cause 2: District/Campus needs to identify TIER 2 instruction models/curriculum and train teachers to instruct in this tier and how to read the data to track student progress. (HB 4545-need to look at schedules, curriculum, tutorial teachers)

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: LEP populations are increasing with few students exiting after several years of being serviced through our LEP program.

Root Cause 3: All teachers need to understand how to serve the LEP population in their classroom by implementing more reading, writing, and speaking into class activities.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The learning environment does not come across as positive and welcoming.

Root Cause 4: Outdated, broken, mismatched furniture, tables, chairs, computers have all added to a negative learning environment. Updating the learning environment will help student, parent, and teacher perceptions and create a positive learning environment. (New computers, desks, tables, Promethean boards).

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
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments 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 rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, 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.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Bill Gravitt Junior High will provide an appropriate instructional environment to ensure that all students who take the Math, Reading, Science, and Social Studies state assessments meet the increased state accountability standards. Student academic achievement will increase 10% on all State Assessments.

Targeted or ESF High Priority

Evaluation Data Sources: Professional development, student academic grades, student nine-week assessments, student academic performance on state-mandated test. Teacher evaluations and observations.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be provided the opportunity to attend workshops to learn new ways to approach teaching in successful ways. All teachers received Kagan training at start up (researched based instructional strategies). All teachers will be allowed to attend at least 3 professional development workshops during the school year and MUST attend 4 PD during the summer months. Strategy's Expected Result/Impact: Improved staff instructional practices which will enhance student academic performances. Student academic achievement will increase 10% on all State Assessments. Staff Responsible for Monitoring: Administration, Curriculum Director Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: RtI programs (MindPlay / Istation / iReady / Moby Max / Print material) - 199 - General Fund, Region 17 - Planning / Sequencing Support for ELAR - 199 - General Fund, Additional Region 17 training for ESL certification training - 199 - State Bilingual/ESL - \$2,000	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: In order to increase academic achievement for all students, including sub-groups, we will utilize adopted curriculum, universal screening, and diagnostic tools. BGJH will utilize Istation and MindPlay for diagnostic and progress measures for all students in Reading Language Arts. BGJH will utilize iReady as a diagnostic tool in mathematics. Strategy's Expected Result/Impact: Academic improvement for ALL students and sub-groups, specifically targeting and monitoring progress in Reading and Mathematics. Staff Responsible for Monitoring: Administration, Curriculum Director, Reading Teachers, Math Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: i-Ready Software for Math - 410 - State Textbook Fund - \$14,500, Istation - 199 - General Fund - \$3,825	Formative		
	Nov	Jan	Mar





Strategy 3 Details	Formative Reviews		
Strategy 3: Continued use of "Professional Learning Communities" (PLC) and implementation of PLC program throughout the core areas. Math, Science, Social Studies, and Reading Language Arts teachers will meet frequently as a department to discuss and development a vertically aligned curriculum. PLC groups will examine data to determine strength and weaknesses of curriculum and instruction. Strategy's Expected Result/Impact: All students will show academic progress. PLC meetings will focus on TEKS covered during each nine-weeks, specifically targeting highly tested TEKS. Student will show improvement in these highly tested TEKS on the state mandated test. Staff Responsible for Monitoring: Campus Administration, Department Heads, Core teachers. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: BGJH will implement a new "Social Emotional Learning" program called "7Mindsets". All students will receive 30 minutes a week of SEL through 7 Mindsets. Strategy's Expected Result/Impact: To develop and effectively apply the knowledge, attitudes, and skills needed to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships. Staff Responsible for Monitoring: Administration, Counselor, All Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Character Strong Curriculum - 199 - General Fund - \$2,249	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: BGJH will purchase additional Chromebooks as to maintain a 1:1 ratio for all student learners. Strategy's Expected Result/Impact: Additional electronic devices will ensure all student learners have access to all digital resources and instruction; therefore, improving academic performance of all students. Staff Responsible for Monitoring: Administration, IT Department Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: BGJH will identify high quality supplemental material to support RtI for HB 4545 instructional time. Strategy's Expected Result/Impact: Students unsuccessful on STAAR last year will show improvement by at least 10% on STAAR this year. Staff Responsible for Monitoring: Admin, Curriculum Director, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Targeted Support Strategy	Formative		
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Goal 2: The District shall maintain a safe and orderly learning environment.

Performance Objective 1: Bill Gravitt Junior High will create a positive and welcoming learning environment for all students and staff.

Targeted or ESF High Priority





Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Updating BGJH furniture and facilities will help promote a positive, welcoming learning environment. Strategy's Expected Result/Impact: The positive, welcoming environment will promote student learning. Staff Responsible for Monitoring: Admin, Director of Operations ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: New laptops, Promethean boards, and whiteboards for teachers to use in classrooms. Strategy's Expected Result/Impact: Increased student engagement in learning and teacher morale. Staff Responsible for Monitoring: Director of Operations, Administration, Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
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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: Bill Gravitt Junior High will take a proactive approach to ensure that stakeholders will be full partners with educators in the education of BGJH students.





Evaluation Data Sources: Documentation, copy of notices sent to parents, EIC minutes, parent sign-in sheets, progress reports & report cards, Skyward access, and Facebook page information.

Strategy 1 Details	Formative Reviews		
Strategy 1: BGJH will encourage parental involvement through the following organizational events: athletics, band, cheerleading, FFA, UIL academics, and Student Council. Faculty and staff will utilize technology, such as email, Remind, Facebook, and SportsU, to communicate with parents about student academics and extracurricular events. Strategy's Expected Result/Impact: Improvement of student academic and extracurricular events through positive parent participation. Staff Responsible for Monitoring: Administration, Faculty, Staff Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: BGJH will maintain communication with parents and community members through the use of multiple media sources such as: school messenger, local newspaper, report cards, Skyward family access, teacher notes, emails, telephone calls, Facebook page, Google classroom, and district website. Strategy's Expected Result/Impact: Communication between school and parents/community will improve; therefore, allowing more involvement and increasing ownership of all stakeholders in students education. Staff Responsible for Monitoring: Administration, Faculty, Staff, Technology Department Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
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Goal 4: The District shall recruit, hire, train, and retain a highly qualified staff.

Performance Objective 1: Bill Gravitt Junior High will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.





Evaluation Data Sources: Attendance records of job fairs, resume's and applications, workshop and training certificates, turnover rate percentages.

Strategy 1 Details	Formative Reviews		
Strategy 1: BGJH will employ personnel based upon application processes, reference checks, and a thorough interview will be conducted with qualified applicants. Strategy's Expected Result/Impact: Only highly qualified staff will be employed via hiring processes established. Staff Responsible for Monitoring: Administration, Hiring committees TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: BGJH will retain staff by providing positive reinforcement and recognizing faculty/staff accomplishments. BGJH will recognize employees who exhibit dedication to their craft by awarding "Employee of the Month" and awarding them with our "Horseshoe brand" for the month. Birthday celebrations are held monthly. Administration will help facilitate camaraderie by providing faculty lunches and breakfast occasionally. Strategy's Expected Result/Impact: Faculty turnover rate will decrease. Staff Responsible for Monitoring: Administration, Counselor, Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: All first year teachers at BGJH will attend "New Teacher Academy" provided through Region 17 ESC. Additionally, all new teachers to the campus/district will be assigned an experienced teacher who will help with procedures and development of quality instruction. Strategy's Expected Result/Impact: The provided support will help to retain high quality teachers and decrease the amount of turnover. Staff Responsible for Monitoring: Administration, Curriculum Director, veteran teaching staff Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Year 1 New Teacher Academy at ESC 17 - 255 - Title II, Part A, TPTR - \$2,812.50	Formative		
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Goal 5: Denver City ISD shall exhibit excellence in financial and facility planning, management and stewardship.

Performance Objective 1: Bill Gravitt Junior High will provide highly developed instructional practices, improved student performances, both academic and extracurricular, and maintain campus/facilities integrity while being financially efficient and resourceful of appropriated funds.

Evaluation Data Sources: Certificates of accomplishments, budget expenses,

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be provided training/workshops through the use of local service center-cooperatives in which the district participates. Local training will be provided by staff (teachers, counselors, directors, technology, administrators) who are experts in their fields. Administration will provide immediate feedback and guidance to enhance instructional practices. Strategy's Expected Result/Impact: Teacher instructional practices will be enhance through professional development, therefore, improving student academic performance. Staff Responsible for Monitoring: Faculty, Staff, Administration, Director of Curriculum Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers and students will be provided with the most up-to-date curriculum and programs available. Administration, along with the technology department, will ensure that all programs are being utilized to the fullest extent. Programs which are not cost efficient or not being utilized will be removed. Strategy's Expected Result/Impact: The use of specialized programs will help teacher's instructional practices and enhance student academic performances in all domains. Staff Responsible for Monitoring: Administration, IT Department, Director of Curriculum Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	Formative		
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Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	RtI programs (MindPlay / Istation / iReady / Moby Max / Print material)		\$0.00
1	1	1	Region 17 - Planning / Sequencing Support for ELAR		\$0.00
1	1	2	Istation		\$3,825.00
1	1	4	Character Strong Curriculum		\$2,249.00
Sub-Total					\$6,074.00
199 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Additional Region 17 training for ESL certification training		\$2,000.00
Sub-Total					\$2,000.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Year 1 New Teacher Academy at ESC 17		\$2,812.50
Sub-Total					\$2,812.50
410 - State Textbook Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	i-Ready Software for Math		\$14,500.00
Sub-Total					\$14,500.00
Grand Total					\$25,386.50