Denver City Independent School District

Denver City High School

2022-2023 Campus Improvement Plan

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Denver City High School (DCHS) is 9-12 campus located in rural west Texas with a community population of approximately 4,707. There are a total of 508 students with a majority of the student population Hispanic. DCHS has an attendance rate of 96.79% and a graduation rate of 100%. Out of all graduates that enroll in Texas institute of higher education 83.7% complete their first year without remediation. Total staff on the campus is 43.3% professional staff. A majority of our staff has over 20 years teaching experience. DCHS serves an average class size of 20 students. Mobility rate is 7%. Parent and community expectations are high.

Demographics Strengths

Programs are in place to help at-risk students in demographic groups who continue to struggle academically. An alternative high school (Excalibur) is in place for students who are at-risk.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: All teachers teaching ELA are not ESL certified. **Root Cause:** There was not a district incentive to obtain ESL certification.

Problem Statement 2 (Prioritized): 42% of students met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC, missing the state target of 46% by 4%. 28% of ELs met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC, missing the state target of 40% by 12%. **Root Cause:** Student daily attendance was low and instructional gaps in the foundational math skills.

Problem Statement 3 (Prioritized): 50% of students have met the state standard of Meets Grade Level or Masters on STAAR EOC ELA for the 21.22 SY. 19% of ELs have met the state standard of Meets Grade Level or Masters on STAAR EOC ELA missing the state target of 29%. 3% of SPED met the state standard of Meets Grade Level or Masters on STAAR EOC ELA missing the state target of 19%. **Root Cause:** Lack of student daily attendance and low academic reading level upon entry into 9th grade. Lack of teacher understanding for the instructional strategies needed to meet linguistic needs of ELs.

Student Learning

Student Learning Summary

Student assessment results indicate the need to focus on all EOC tested subjects. Special emphasis is needed to focus on mathematics and ELA/Reading. Student assessment results indicate the need to focus on subgroup achievement particularly in all EOC tested subjects. Student assessment results indicate the need to focus on 9th & 10th grade performance on STAAR. Honors classes are needed for students to achieve Masters level.

College and Career Ready Grads	All Students
2021-2022	77%
2020-2021	75%
2019-2020	N/A
2018-2019	67.0
2016-2017	68.3
2015-2016	84.9

As a result of COVID-19, EOC scores decreased due to student and teacher attendance and COVID-19 guideline requirements resulting in educational deficits. The following supports are recommended to be continued for the 2022-2023 SY:

Accelerated Instruction Supports - HB4545 Tutor Funding, MindPlay Curriculum, Get More Math, Professional Development to teachers and administrators to support gap analysis. Professional Development on the new STAAR Redesign for both teachers and administrators. Lastly, being in a rural area we struggle to employ certified teachers, despite implementing various recruitment strategies.

 2021-2022 STAAR EOC

Biology - 61%

Social Studies - 71%

English - 50%

Math - 42%

Student Learning Strengths

<u>**2021-2022**</u>

Biology - 61%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 42% of students met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC, missing the state target of 46% by 4%. 28% of ELs met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC, missing the state target of 40% by 12%. **Root Cause:** Student daily attendance was low and instructional gaps in the foundational math skills.

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School Processes & Programs

School Processes & Programs Summary

DCHS 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 to ensure student mastery of the content.

Our district implements common Assessments as one measure to monitor students mastery of the learning as they progress toward state assessments. Our focus is on high quality instruction while emphasizing learning strategies necessary for success in the 21st century. It is our objective to provide a quality educational environment that motivates and inspires our students to go beyond what is simply required and expands learning opportunities as students become self-directed learners. In an effort to remove the pressure from high stakes testing, our district uses multiple measures of progress. Each campus designates the measures it uses in determining student learning, and some of those measures include 9-Weeks Assessments, TEKS Resource System, ACT/SAT, TSI, Imagine Learning (Edgenuity), to name a few. By using the data from multiple measures, teachers are able to respond quickly to students' educational needs. As we recognized the need to address our ELL population, we brought in training on the ELPS at our high school level. DCHS 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 and SuccessEd.

Honors courses are offered at Denver City High School. Students have the opportunity to participate in AP exams, but few participate. 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 HS 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, Architecture and Construction, Manufacturing, Transportation, Distribution, and Logistics, Business Management and Administration, and Finance. DCHS collaborates with business and industry leaders to identify workforce needs to ensure the maximum employability of our graduates.

Denver City HS 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. We are also a Chomebook 1:1 campus.

School Processes & Programs Strengths

Denver City HS has a well-developed, proven RtI Model in place, and the process is supported by evidence-based interventions for struggling students.

Denver City HS utilizes College Bridge to promote TSI and college/career advancements.

The district provides 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.

DCHS students have multiple learning opportunities.

DCHS remains focused on strengthening the instructional core and building the capacity of its teachers and campus leadership.

Denver City HS is a Google Apps for Education district.

Denver City HS is a 1:1 campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 50% of students have met the state standard of Meets Grade Level or Masters on STAAR EOC ELA for the 21.22 SY. 19% of ELs have met the state standard of Meets Grade Level or Masters on STAAR EOC ELA missing the state target of 29%. 3% of SPED met the state standard of Meets Grade Level or Masters on STAAR EOC ELA missing the state target of 19%. **Root Cause:** Lack of student daily attendance and low academic reading level upon entry into 9th grade. Lack of teacher understanding for the instructional strategies needed to meet linguistic needs of ELs.

Problem Statement 2: With the increasing ELL population, our teachers need research based instruction strategies to effectively serve identified students in the content areas. **Root Cause:** Need ESL Certified teachers and training for both teachers and administrators on ELPS.

Problem Statement 3 (Prioritized): 42% of students met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC, missing the state target of 46% by 4%. 28% of ELs met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC, missing the state target of 40% by 12%. **Root Cause:** Student daily attendance was low and instructional gaps in the foundational math skills.

Perceptions

Perceptions Summary

DCHS recognizes and values 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 childrens' 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. DCISD held its second annual Back to School Fair on the DCHS campus in partnership with our local churches and businesses to provide school supplies and support to students through donations. The Lamb's Closet provides clothing items to students in need. Our local churches supports our campuses by honoring them with snacks during Teacher Appreciation Week.

Each campus and the district provide interpreters to ensure parents understand the information they are given as well as allowing them to communicate in their native language. Interpreters are provided at all meetings at the elementary levels. 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.

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.

DCHS partners with parents and the community through a variety of UIL and extra-curricular booster clubs and activities.

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.
- 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.
- Staff keep a watchful eye on bullying and address it when it occurs.

Priority Problem Statements

Problem Statement 2: 42% of students met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC, missing the state target of 46% by 4%. 28% of ELs met the state standard of Meets Grade Level or Above on the Alg 1 STAAR EOC, missing the state target of 40% by 12%.

Root Cause 2: Student daily attendance was low and instructional gaps in the foundational math skills.

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

Problem Statement 1: 50% of students have met the state standard of Meets Grade Level or Masters on STAAR EOC ELA for the 21.22 SY. 19% of ELs have met the state standard of Meets Grade Level or Masters on STAAR EOC ELA missing the state target of 29%. 3% of SPED met the state standard of Meets Grade Level or Masters on STAAR EOC ELA missing the state target of 19%.

Root Cause 1: Lack of student daily attendance and low academic reading level upon entry into 9th grade. Lack of teacher understanding for the instructional strategies needed to meet linguistic needs of ELs.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: DC High School will provide quality academic programs to all populations, including special education students, by conducting weekly PLC's as evidenced by agenda forms for each meeting, resulting in DCHS increasing STAAR percentiles in the following: (Special student populations included, but are not limited to, Male/Female, Hispanic, African-American, White, Economically Disadvantaged, At-Risk, Limited English Proficient, Gifted and Talented, Migrant, 504, Special Education eligible, and any other group considered at this time or any future time as having special needs.)

ELAR - 5%
Biology - 5%
Algebra - 5%
US History - 5%

High Priority

Evaluation Data Sources: Benchmark Assessments, PLC Data and Mindplay for Remediation in reading.

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

Performance Objective 2: DC High School will provide quality tutoring and remediation for HB4545 in the summer and during the school year as needed as an elective offering as evidenced by STAAR scores increasing in the following percentages:

ELAR - 5%
Biology - 5%
Algebra - 5%
US History - 5%

    Evaluation Data Sources: Mindplay, TFAR, and STAAR Released Tests

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

Performance Objective 1: The HS will ensure the implementation of Standard Response Protocol with fidelity by documented drills each quarter.

    High Priority

    Evaluation Data Sources: CrisisGo

Strategy 1 Details	Formative Reviews		
Strategy 1: All drills will be conducted using the SRP toolkit	**Formative**		
Strategy's Expected Result/Impact: 100% utilization of SRP for all drills, monthly	**Nov**	**Jan**	**Mar**
0% No Progress 100% 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: Ensure an open invitation for stakeholders to attend high school fall festival, open house, helping with UIL, take part in SBDM, cultural and heritage celebrations, school sponsored activities with GT, Special education, bilingual, ESL, and at-risk students, and parent teacher conferences through the use of School Messenger and Facebook.

Evaluation Data Sources: School calendar of stakeholders involvement and sign in sheets at school functions to be completed by May, 2022.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide opportunities for parents to be involved in the educational process of their child with an emphasis on EL population.	**Formative**		
Strategy's Expected Result/Impact: Collection of photographs and sign in sheets	**Nov**	**Jan**	**Mar**
Obtain sheets for stakeholder participation within the different school related activities that are offered at the high school. When sign in sheets are not a feasible option, then photographs will be utilized. **Staff Responsible for Monitoring:** Campus Secretary			
0% No Progress 100% 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 2: Increase parent engagement and notification on student progress through the use of school messenger, Skyward for Parents and email.

> **Evaluation Data Sources:** ARD participation, using school reach to communicate to parents, sending state assessment results, family access through skyward for parents, High school Facebook page, teacher notes, telephone calls to encourage student progress and encourage attendance.

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

Performance Objective 1: Denver City High School will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success as evidenced by PEIMS data according years of experience and attendance.

    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: Denver City High School will attend job fairs at colleges and universities to recruit highly qualified staff.	**Formative**		
Strategy's Expected Result/Impact: Highly qualified staff will improve academic success.	**Nov**	**Jan**	**Mar**
Administrators will attend no less 2 job fairs. **Staff Responsible for Monitoring:** Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: DCHS will develop and train ALL personnel with most newly adopted methods and strategies in the educational field. DCHS will use the Regional Service Center and other sources to bring in professional development for staff.	**Formative**		
Strategy's Expected Result/Impact: All staff will continuously enhance their knowledge base and stay updated on latest teaching methods/strategies. This will improve overall academic success of students. As evidenced by certificates in eduphoria. **Staff Responsible for Monitoring:** Administrators, Curriculum Director, Staff	**Nov**	**Jan**	**Mar**

    0% No Progress   **100%** Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 2: Promote and encourage Health and Wellness with staff as evidenced by 80% participation of staff.

    Evaluation Data Sources: Step Challenge Data

Strategy 1 Details			Formative Reviews		
Strategy 1: Promote and encourage Health and overall school morale. Wellness with staff by accomplishing individual step goals			**Formative**		
Strategy's Expected Result/Impact: Weekly notices will be issued from the office as to individual progress as well as team progress			**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: step challenge data					
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue					

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

Performance Objective 1: DCHS will put systems in place so that the facilities are properly managed on a consistent basis. Work order and technology requests will be submitted through Eduphoria with 100% fidelity. Extra-curricular facility activities will be scheduled through the principal.

Evaluation Data Sources: Eduphoria Work Orders
Principal Emails

Strategy 1 Details	Formative Reviews		
Strategy 1: All DCHS staff will enter Euphoria reports to maintain an efficient and effective physical plant	**Formative**		
Strategy's Expected Result/Impact: Campus will have maintenance and technology issues reported in eduphoria with 100% of reports	**Nov**	**Jan**	**Mar**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 2: Increase student daily attendance by implementing "Attendance Fall Brawl" as evidenced by 97% each quarter.

    Evaluation Data Sources: Monthly Attendance Reports