Denver City Independent School District

District Improvement Plan

2025-2026



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.

Value Statement

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

Needs Assessment Overview

Needs Assessment Overview Summary

DCISD Performance Objective Focuses:

- Implement mathematics curriculum Eureka & Carnegie with fidelity K-8 and Algebra 1
- Continue PLC curriculum planning and common planning periods
- Implementation of TFAR District Wide to include writing across the curriculum
- Participate district wide in all Interim Assessments
- Continue ELA supports and professional development: Small group, targeted instruction.
- Purchase and implement new Science Curriculum & TEKS

Demographics

Demographics Summary

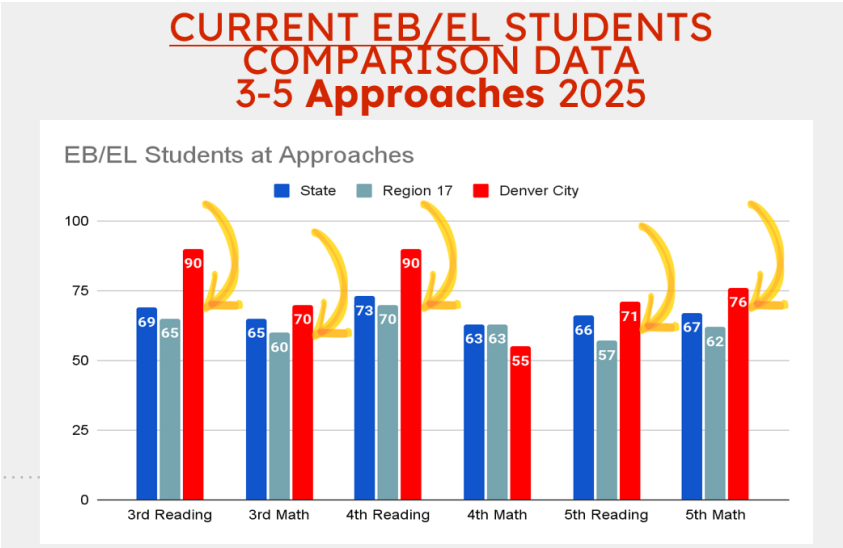
Denver City Independent School District serves students EE through 12th grade. Located in Denver City, Texas, the district is one of two in Yoakum County. With the improvement plan focusing on the 2025-2026 school year, the demographic information is derived from the profile data based on EOY. The district predominantly has two student groups of Hispanic and White, with the Hispanic group being the largest. Enrollment is based upon the 24-25 Summer PEIMS.

District Profile Data EOY 2024-2025 Summer PEIMS

Campus Population	Number of Students	Population by Ethnicity	Number of Students
Dodson Primary	347	Hispanic	1297
Kelley Elementary	318	White	184
Gravitt Junior High	328	African American	13
Denver City High School	524	Two or More Races	16
		Asian	11
Total Population: 1521	Total	American Indian	0

Special Programs	Number of Students	Gender	
Emergent Bilingual (EB)	394	Males	800
Gifted & Talented Education	118	Females	721
Special Education	204		
Section 504	120		
At-Risk/Intervention Indicator	572		
Title 1	669		

Demographics Strengths



Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 36% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2024-2025 school year.
Root Cause: Inconsistent fidelity of Tier 1 math resource implementation (Bluebonnet Math - formerly Eureka, Carnegie) and the lack of an aligned Algebra I curriculum, coupled with inconsistent remediation practices and limited teacher familiarity with the rigor of the STAAR redesign and TFAR usage, have hindered student achievement in mathematics. We need a universal assessment to show instructional deficits

Problem Statement 2 (Prioritized): 50% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 2024-2025 school year.
Root Cause: Foundational reading and writing instructional gaps, limited differentiated small-group instruction, and the need for ongoing professional development in literacy and STAAR redesign rigor (including TFAR use) have contributed to low student performance in ELA. We need a universal assessment to show instructional deficits K-12.

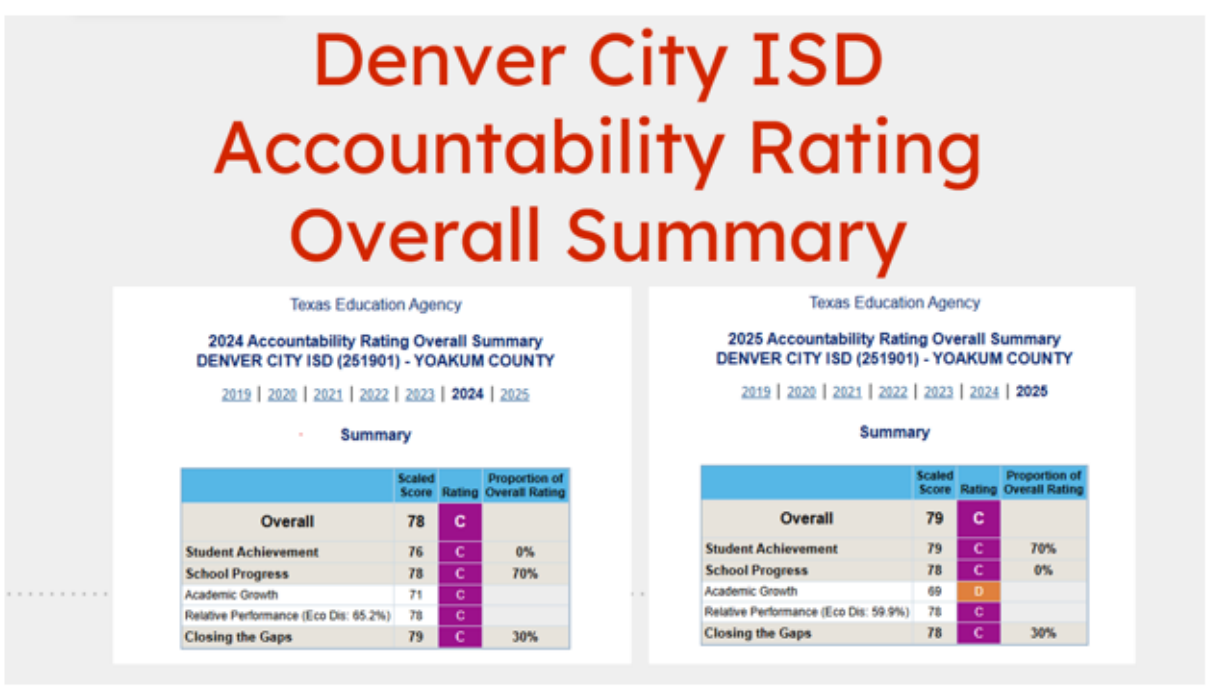
Problem Statement 3 (Prioritized): 37% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Science for the 2024-2025 school year.
Root Cause: Limited intentionality of science instruction in grades K-3, inconsistent implementation of a TEKS-aligned curriculum in K-8, and the absence of a universal science assessment system in K-10 have contributed to low student performance in Science.

Problem Statement 4 (Prioritized): DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 2025-2026 school year due to a shortage of certified Bilingual teachers. In addition, there is a districtwide need for ESL-certified teachers.
Root Cause: The district faces a shortage of certified Bilingual and ESL teachers, particularly those proficient in both reading and writing instruction in Spanish. This shortage results from limited candidate availability in the region, challenges in recruiting and retaining qualified staff, and insufficient pipelines for teacher certification and professional development in bilingual and ESL education.

Student Learning

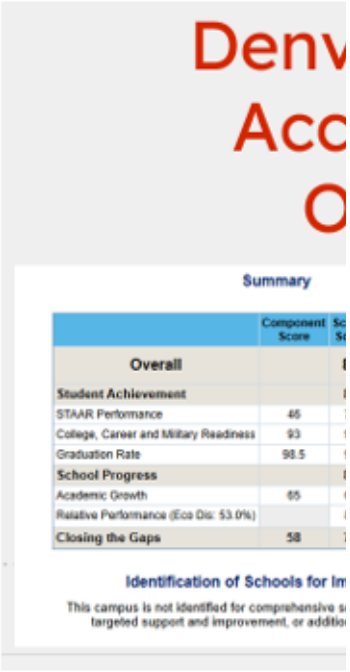
Student Learning Summary

Student Achievement Summary



	Scaled Score	Rating	Proportion of Overall Rating
Overall	78	C	
Student Achievement	76	C	0%
School Progress	78	C	70%
Academic Growth	71	C	
Relative Performance (Eco Dis: 65.2%)	78	C	
Closing the Gaps	79	C	30%

	Scaled Score	Rating	Proportion of Overall Rating
Overall	79	C	
Student Achievement	79	C	70%
School Progress	78	C	0%
Academic Growth	69	D	
Relative Performance (Eco Dis: 59.9%)	78	C	
Closing the Gaps	78	C	30%



	Component Score
Overall	
Student Achievement	
STAAR Performance	46
College, Career and Military Readiness	93
Graduation Rate	98.5
School Progress	
Academic Growth	65
Relative Performance (Eco Dis: 53.0%)	
Closing the Gaps	58

Dodson Primary Accountability Rating Overall Summary

This campus is paired with KELLEY EL (251901101)

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		87	B	
Student Achievement			Not Rated	0%
STAAR Performance				
College, Career and Military Readiness				
Graduation Rate				
School Progress			Not Rated	0%
Academic Growth			Not Rated	
Relative Performance (Eco Dis: 75.2%)			Not Rated	
Closing the Gaps			Not Rated	0%

Distinction Designations

This campus is not eligible for Distinction Designations.

This campus is paired with KELLEY EL (251901101)

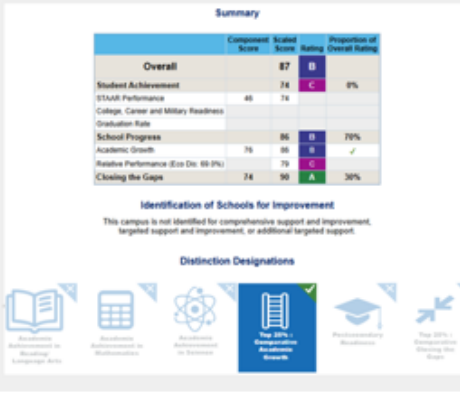
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		80	B	
Student Achievement			Not Rated	0%
STAAR Performance				
College, Career and Military Readiness				
Graduation Rate				
School Progress			Not Rated	0%
Academic Growth			Not Rated	
Relative Performance (Eco Dis: 69.2%)			Not Rated	
Closing the Gaps			Not Rated	0%

Distinction Designations

This campus is not eligible for Distinction Designations.

Kelley Accoun Over



Summary

Identification of Schools for Improvement

Distinction Designations

Bill Gravitt Junior High Accountability Rating Overall Summary

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		69	D	
Student Achievement		65	D	0%
STAAR Performance	35	65		
College, Career and Military Readiness				
Graduation Rate				
School Progress		69	D	70%
Academic Growth	58	65	D	
Relative Performance (Eco Dis: 70.3%)		69	D	✓
Closing the Gaps	34	70	C	30%

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		75	C	
Student Achievement		73	C	70%
STAAR Performance	41	73		
College, Career and Military Readiness				
Graduation Rate				
School Progress		73	C	0%
Academic Growth	63	73	C	✓
Relative Performance (Eco Dis: 58.6%)		72	C	
Closing the Gaps	56	79	C	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Denver Accou Ove

Summary

	Component Score	Scaled Score	Rating	Pr Ov
Overall		83	B	
Student Achievement		85	B	
STAAR Performance	46	74		
College, Career and Military Readiness	93	94		
Graduation Rate	98.5	90		
School Progress		84	B	
Academic Growth	65	65	D	
Relative Performance (Eco Dis: 53.0%)		84	B	
Closing the Gaps	58	77	C	

Identification of Schools for Improvement

This campus is not identified for comprehensive support and impr targeted support and improvement, or additional targeted sup

Student Performance Levels

All 3-5 STAAR PERFORMANCE DATA 2025

Grade & Subject	Did Not Meet	Approaches & Above	Meets & Above	Masters
3rd Grade Reading	16% (-5)	84% (+5)	47% (-3)	10% (-9)
3rd Grade Math	37% (+10)	63% (-10)	36% (-4)	13% (-1)
4th Grade Reading	8% (-3)	92% (+3)	61% (+4)	29% (-1)
4th Grade Math	36% (+1)	64% (-1)	37% (+1)	15% (+3)
5th Grade Reading	20% (-4)	80% (+4)	66% (+15)	34% (+15)
5th Grade Math	23% (=)	77% (=)	43% (-6)	17% (-3)

Data Source: Cambium

All 6-8 STAAR PERFORMANCE

Grade & Subject	Did Not Meet	Approaches & Above	M
6th Grade Reading	33% (+5)	67% (-5)	42
6th Grade Math	36% (-22)	64% (+22)	25
7th Grade Reading	30% (=)	70% (=)	36
7th Grade Math	51% (+6)	49% (-6)	23
8th Grade Reading	16% (-10)	84% (+10)	54
8th Grade Math	19% (-9)	81% (+9)	65
8th Grade Science	25% (-15)	75% (+15)	41
8th Grade Soc. Studies	47% (-6)	53% (+6)	27

ALL STAAR EOC PERFORMANCE DATA Spring 2025

Subject	Did Not Meet	Approaches & Above	Meets	Masters
English I	42% (-1)	58% (+1)	45% (+2)	4% (-4)
English II	40% (+18)	60% (-18)	45% (-21)	5% (+2)
Algebra I	33% (+2)	67% (-2)	26% (-2)	12% (-4)
Biology	13% (+3)	87% (-3)	55% (+15)	8% (+2)
US History	7% (+3)	93% (-3)	67% (+6)	24% (-2)

Data source: Cambium

Reading Language Arts

The Reading Language Arts percentage of students performing on grade level will be addressed across grade levels. Special emphasis will continue in our lower grades implementing high yield instructional strategies to include the following: 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 with our primary area of focus district wide still being for all student populations in grades K-8. Data driven, differentiated instruction in grades PK-5 will continue 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 K-5 with the use of NWEA Reading Fluency. All students in grades District wide, writing across the curriculum in preparation for the new STAAR redesign questions will occur through the use of TFAR where appropriate. Additionally, universal Bell Ringers are being implemented in RLA for grades 3-8 in order to chart student progress. The 2025-2026 is the advent year for NWEA Map Growth which will assess students K-10 in ELAR three times a year to ensure academic growth.

Mathematics

The district has identified low overall percentages of all students on performing on grade level in Mathematics across the district as well as the state. The 2025-2026 school year is the advent year for NWEA Map Growth assessment in math. This data will be used to identify student RIT scores and chart individual growth goals. We will begin our fourth year with Carnegie mathematics curriculum implementation in grades 6-8. This will be our first year to implement Bluebonnet Math, formerly known as Eureka. In order to further measure student progress and identify instructional gaps, grades K-9 will use IXL as progress monitoring and as the accelerated instruction platform for all students and students who have failed a STAAR math assessment. 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.

Science

In the subject area of Science, historical data over the past years indicates the following: With the exception of Biology, over 50% of students are not performing on grade level across all populations. Two main areas of concern are noted. These areas are the EL and Special Ed student groups in all grades. We have purchased new science curriculum for grades K-12. Particular interest is in 5th grade science. Through the use of IXL and MAP Growth, we will be able to monitor student progress and identify instructional deficits.

Social Studies Achievement

In the subject area of Social Studies, historical data over the past years indicates the following: Overall, US History has the highest percentages of students performing on Meets Grade Level of 67% 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 through the use of IXL. Lowman supplemental curriculum has been purchased to support the adopted curriculum. We are needing new curriculum to support the STAAR Redesign assessment.

Post-Secondary Readiness

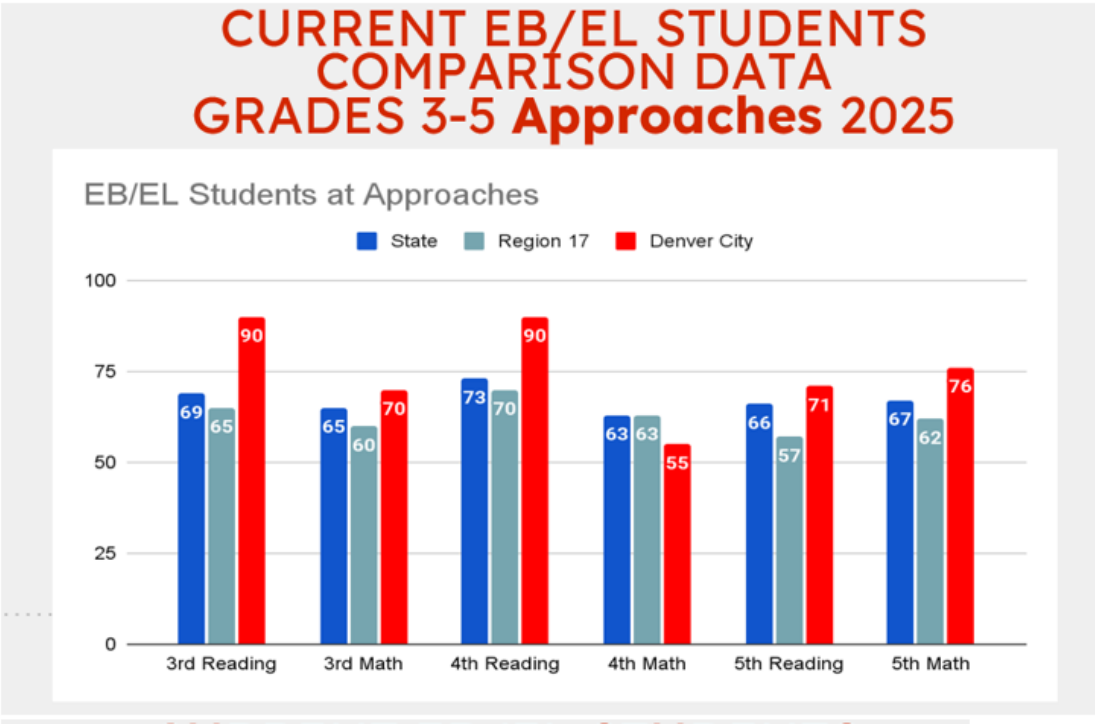
College and Career Ready Grads	All Students
2024-2025	100.0
2023-2024	100.0
2022-2023	98.0
2021-2022	77.0

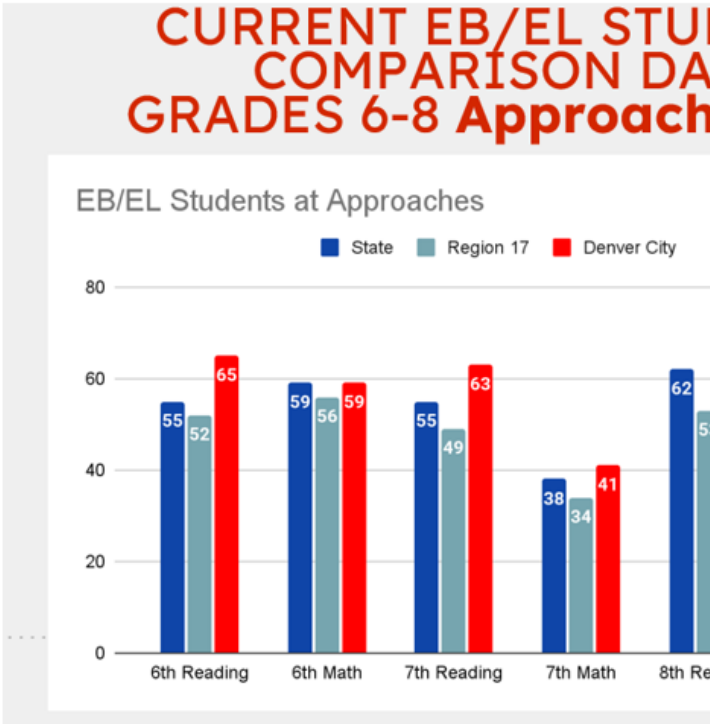
We have seen an increase in student percentage for College and Career Ready Grads. We attribute this to the participation in College Bridge. We will continue participation in this program.

Student Attendance

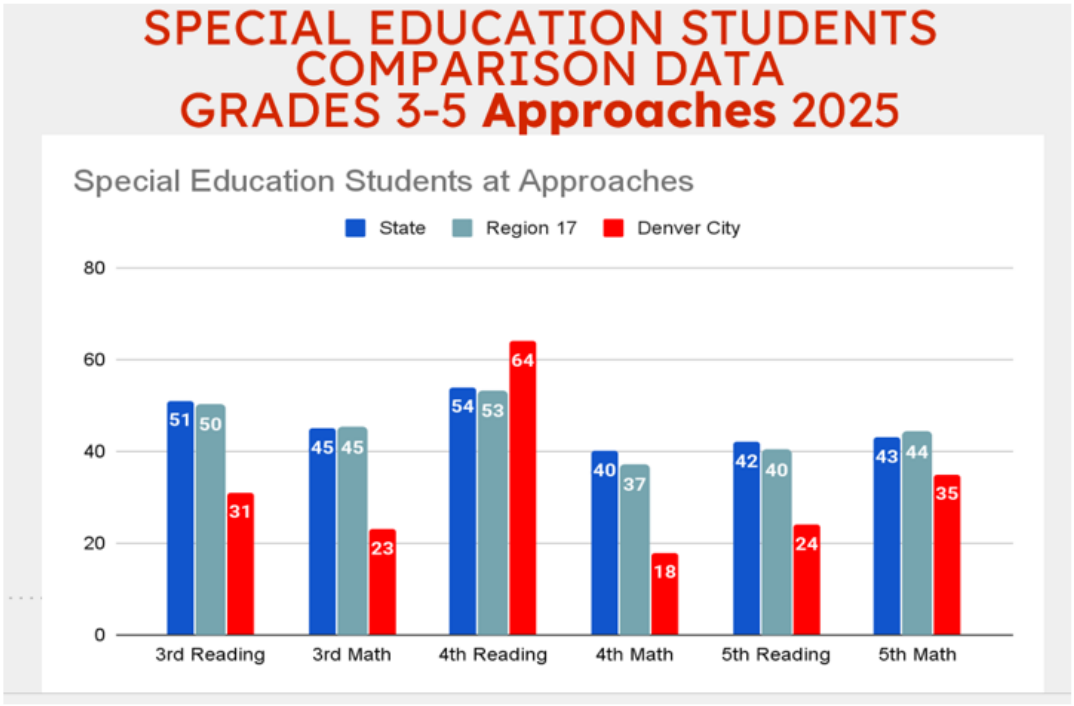
Attendance	
2023-2024	**94.3**
2023-2024	**94.07**
2022-2023	**94.5**
2021-2022	**94.04**

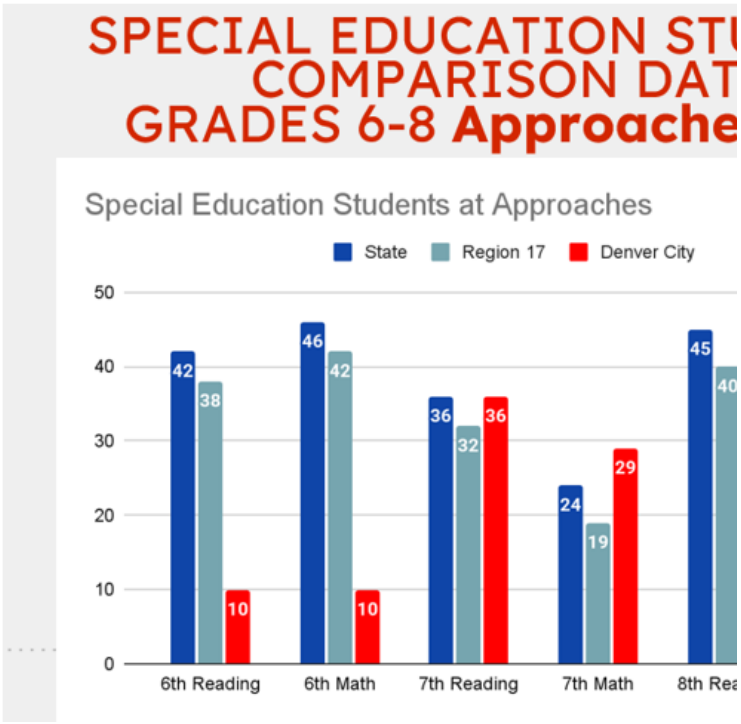
Emergent Bilingual/English Language Students





Special Education Students





Results Driven Accountability 23-24

RDA- Results Driven Accountability

Performance Level Summary by Each Program Area

2024 Performance Level Counts									
	0, 0 SA, 0RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	Report Only	SD, SD RP
BE/ESL/EB	15	2	1	1		*3*	*5*	*3*	
OSP	4					*5*	*1*	*2*	
SPED	9	1	1	3	2	*4*	*2*	*10*	

Determination Level	
BE/ESL/EB	Meets Requirements (DL 1)
OSP	Meets Requirements (DL 1)
SPED	Needs Assistance (DL 2)

The DCISD Administrative Leadership Team met to analyze the STAAR data. Based on the analysis, the committee determined that in the area of SPED, we wanted to continue to be very aware of the Performance Level of SPED Total Disciplinary Removals Rate for ages 3-21. 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.

The committee agreed to continue to utilize the new curriculum purchased last year to create alignment across all core areas. For the area of math, Ascend is the adopted curriculum and Vizzle is for all other subjects. This will continue this year.

Student Learning Strengths

There was a drop of 1% in Closing the Gaps. We believe with the use of NWEA Map Growth across the district and setting individual student growth goals, student progress will be more closely monitored and instructional deficits will be more quickly identified for purposes of intervention.

Denver City ISD Accountability Rating Overall Summary

Texas Education Agency

2024 Accountability Rating Overall Summary
DENVER CITY ISD (251901) - YOAKUM COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | **2024** | 2025

Summary

	Scaled Score	Rating	Proportion of Overall Rating
Overall	**78**	**C**	
Student Achievement	76	C	0%
School Progress	78	C	70%
Academic Growth	71	C	
Relative Performance (Eco Dis: 65.2%)	78	C	
Closing the Gaps	79	C	30%

Texas Education Agency

2025 Accountability Rating Overall Summary
DENVER CITY ISD (251901) - YOAKUM COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | **2025**

Summary

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 36% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2024-2025 school year.
Root Cause: Inconsistent fidelity of Tier 1 math resource implementation (Bluebonnet Math - formerly Eureka, Carnegie) and the lack of an aligned Algebra I curriculum, coupled with inconsistent remediation practices and limited teacher familiarity with the rigor of the STAAR redesign and TFAR usage, have hindered student achievement in mathematics. We need a universal assessment to show instructional deficits

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Root Cause: Foundational reading and writing instructional gaps, limited differentiated small-group instruction, and the need for ongoing professional development in literacy and

STAAR redesign rigor (including TFAR use) have contributed to low student performance in ELA. We need a universal assessment to show instructional deficits K-12.

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Root Cause: The district faces a shortage of certified Bilingual and ESL teachers, particularly those proficient in both reading and writing instruction in Spanish. This shortage results from limited candidate availability in the region, challenges in recruiting and retaining qualified staff, and insufficient pipelines for teacher certification and professional development in bilingual and ESL education.

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 provided 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. Training will be offered to teachers in August 2025 for the newest updated changes to TCMPC and Bluebonnet Math.

Campuses have the option to use either benchmarks or 6-Weeks Assessments as a measure of progress toward state assessments. Our focus remains on high quality, differentiated instruction while emphasizing learning strategies necessary for success. 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 NWEA Reading Fluency for reading, 9-Weeks Assessments, TCMPC K-12, Bluebonnet Math K-5, Carnegie math 6-8, ACT/SAT, TSI, IXL for math, reading, science and social studies progress monitoring K-11, Ascend math for SPED, Vizzle curriculum SPED, IXL, as well as classroom work and assessments to name a few. Closing the Gaps instructionally in reading is being monitored and differentiated by NWEA Reading Fluency. By using the data from multiple measures, teachers are able to respond quickly to students' educational need through differentiated, small group instruction. For the 25-26 SY, TFAR will be used at campuses to ensure familiarity with the Cambium platform to support the STAAR Redesign in addition to each campus will participate in the TEA Interim Assessment.

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 now allows for common planning/ PLC's. Gravitt and the high school have aligned their bell schedules to accommodate the sharing of staff. As we recognized the need to address our EL population, we have brought in training on the ELPS as well as Content Based Language Instruction. We will continue to bring training to address the needs of our students as our teaching staff changes.

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 Fundations, Edgenuity, IXL and NWEA Reading Fluency. Additionally, in order to create ease and consistency in the RTI process for referrals to SIT, all campuses use the newly revised SIT process and templates.

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 undergone changes in order to meet the TEA regulations and guidelines. We 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. Honors courses are offered at Denver City High School. 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. DCISD has recently employed a new position of Director of District Innovations to help create more CTE opportunities for our students and district.

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. We are 1:1 Chromebooks at for grades K-12 district wide. All apps and content are managed through our IT department.

DCISD recognized the need for Social Emotional Learning Support for students. We have a Student Support Specialist to help with the overall counseling responsibilities district wide for all students in the area of mental health.

With the advent of the 2022-2023 SY, DCISD has taken a special interest in ensuring continued safety procedures and heightened protocols for overall student and staff safety. Routine meetings for safety have occurred including the SHAC committee to create an environment that is safe and current with all safety protocols.

District Processes & Programs Strengths

- Denver City ISD has continued reading interventionist positions at both Dodson Primary and Kelley Elementary to help close the instructional gaps. There are now two at Dodson and one at Kelley. The second position at Kelley is posted and we are hoping for a qualified applicant.
- Denver City ISD has created remedial courses at Gravitt JH utilizing IXL to help close the instructional gaps.
- Denver City ISD has received a grant for Strong Foundations Implementation and Strong Foundations Learning for Bluebonnet Math in grades K-5.
- The district is continuing to support the TCMPC system to align the curriculum.
- DCISD has purchased new math curriculum K-5.
- DCISD has purchased new CTE curriculum.
- The curriculum, instruction, and assessment program focus on the needs of all students.
- Teachers are supported through a wide variety of ongoing professional development opportunities.
- Through T-FAR, Eduphoria and Success Ed, teachers have timely access to student leaning data that informs instruction.
- DCISD remains focused on strengthening the instructional core and building the capacity of its teachers and campus leadership.
- Professional Learning Communities are 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): 36% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2024-2025 school year.
Root Cause: Inconsistent fidelity of Tier 1 math resource implementation (Bluebonnet Math - formerly Eureka, Carnegie) and the lack of an aligned Algebra I curriculum, coupled with inconsistent remediation practices and limited teacher familiarity with the rigor of the STAAR redesign and TFAR usage, have hindered student achievement in mathematics. We need a universal assessment to show instructional deficits

Problem Statement 2 (Prioritized): 50% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 2024-2025 school year.
Root Cause: Foundational reading and writing instructional gaps, limited differentiated small-group instruction, and the need for ongoing professional development in literacy and STAAR redesign rigor (including TFAR use) have contributed to low student performance in ELA. We need a universal assessment to show instructional deficits K-12.

Problem Statement 3 (Prioritized): 37% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Science for the 2024-2025 school year.
Root Cause: Limited intentionality of science instruction in grades K-3, inconsistent implementation of a TEKS-aligned curriculum in K-8, and the absence of a universal science assessment system in K-10 have contributed to low student performance in Science.

Problem Statement 4 (Prioritized): DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 2025-2026 school year due to a shortage of certified Bilingual teachers. In addition, there is a districtwide need for ESL-certified teachers.
Root Cause: The district faces a shortage of certified Bilingual and ESL teachers, particularly those proficient in both reading and writing instruction in Spanish. This shortage results from limited candidate availability in the region, challenges in recruiting and retaining qualified staff, and insufficient pipelines for teacher certification and professional development in bilingual and ESL education.

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). 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. 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. DCISD held its third 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 supports our campuses by honoring them with snacks during Teacher Appreciation Week.

Each campus and the district provide interpreters to ensure parents understand the information they are given as well as allowing them to communicate in their native language. Interpreters are provided at all meetings at the elementary levels. Parent Conferences are held as needed or requested on all campuses, and Dodson and Kelley hold a Parent Conference annually with all parents. Additionally, as an outreach to parents, the district and campuses have Facebook and utilize the district website to communicate with parents and the community. We also enlist 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.

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.
- 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: More students are needing clinical, social emotional support.
Root Cause: Trauma resulting from the COVID pandemic has increased student anxiety and social emotional challenges. Lack of access to clinical experienced health providers in the mental health field is needed for our students. Lack of access to frequent social emotional support for our teachers and students result in increased social/emotional challenges.

Problem Statement 2: 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.

Problem Statement 3 (Prioritized): 36% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2024-2025 school year.
Root Cause: Inconsistent fidelity of Tier 1 math resource implementation (Bluebonnet Math - formerly Eureka, Carnegie) and the lack of an aligned Algebra I curriculum, coupled with inconsistent remediation practices and limited teacher familiarity with the rigor of the STAAR redesign and TFAR usage, have hindered student achievement in mathematics. We need a universal assessment to show instructional deficits

Problem Statement 4 (Prioritized): 50% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 2024-2025 school year.
Root Cause: Foundational reading and writing instructional gaps, limited differentiated small-group instruction, and the need for ongoing professional development in literacy and STAAR redesign rigor (including TFAR use) have contributed to low student performance in ELA. We need a universal assessment to show instructional deficits K-12.

Problem Statement 5 (Prioritized): 37% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Science for the 2024-2025 school year.
Root Cause: Limited intentionality of science instruction in grades K-3, inconsistent implementation of a TEKS-aligned curriculum in K-8, and the absence of a universal science assessment system in K-10 have contributed to low student performance in Science.

Problem Statement 6 (Prioritized): DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 2025-2026 school year due to a shortage of certified Bilingual teachers. In addition, there is a districtwide need for ESL-certified teachers.
Root Cause: The district faces a shortage of certified Bilingual and ESL teachers, particularly those proficient in both reading and writing instruction in Spanish. This shortage results from limited candidate availability in the region, challenges in recruiting and retaining qualified staff, and insufficient pipelines for teacher certification and professional development in bilingual and ESL education.

Priority Problem Statements

Problem Statement 1: 36% of all students have met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Math in the 2024-2025 school year.

Root Cause 1: Inconsistent fidelity of Tier 1 math resource implementation (Bluebonnet Math - formerly Eureka, Carnegie) and the lack of an aligned Algebra I curriculum, coupled with inconsistent remediation practices and limited teacher familiarity with the rigor of the STAAR redesign and TFAR usage, have hindered student achievement in mathematics. We need a universal assessment to show instructional deficits

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

Problem Statement 2: 50% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC ELA for the 2024-2025 school year.

Root Cause 2: Foundational reading and writing instructional gaps, limited differentiated small-group instruction, and the need for ongoing professional development in literacy and STAAR redesign rigor (including TFAR use) have contributed to low student performance in ELA. We need a universal assessment to show instructional deficits K-12.

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

Problem Statement 3: 37% of overall students met the state standard of Meets Grade Level or Above on 3-8 STAAR/EOC Science for the 2024-2025 school year.

Root Cause 3: Limited intentionality of science instruction in grades K-3, inconsistent implementation of a TEKS-aligned curriculum in K-8, and the absence of a universal science assessment system in K-10 have contributed to low student performance in Science.

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

Problem Statement 4: DCISD will file Bilingual Waivers for Dodson Primary and Kelley Elementary for the 2025-2026 school year due to a shortage of certified Bilingual teachers. In addition, there is a districtwide need for ESL-certified teachers.

Root Cause 4: The district faces a shortage of certified Bilingual and ESL teachers, particularly those proficient in both reading and writing instruction in Spanish. This shortage results from limited candidate availability in the region, challenges in recruiting and retaining qualified staff, and insufficient pipelines for teacher certification and professional development in bilingual and ESL education.

Problem Statement 4 Areas: Demographics - Student Learning - District Processes & Programs - 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 and accountability 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- School safety data

Employee Data

- Teacher/Student Ratio
- 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: October 21, 2025

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing all students to grow and meet their highest academic potential.

Performance Objective 1: Through the use of district adopted curriculum, TCMPC and district supported 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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Analyze assessment data by mastery of student expectations in all student groups using MAP Growth Fluency, IXL, Eduphoria, Lowman Bell Ringers, and TFAR interim assessment 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 for interim assessments and common assessments. **Staff Responsible for Monitoring:** Principals Teachers **Funding Sources:** Eduphoria - 199 - General Fund - $9,700				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to provide and implement TCMPC 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, pacing guides, 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 - $9,930				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to implement the Fundations 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 **Funding Sources:** Fundations Phonics Program - PK-3 - 410 - State Textbook Fund, Istation ISIP - Grades K-8 - 410 - State Textbook Fund - $12,845, ESC Curriculum Interlocal Agreement - 199 - General Fund - $15,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide professional development for core content areas throughout the school year and in the summer to include strategies that develop and strengthen the instructional core including, but not limited to, development of content area literacy; rigorous, well aligned content; differentiated instruction; and instructional strategies for writing. **Strategy's Expected Result/Impact:** Instructional strategies learned in professional development will be evidenced in lesson plans, walk-throughs and teacher appraisals. **Staff Responsible for Monitoring:** Chief Academic Officer Principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Conduct weekly PLC's curriculum study sessions for Pre-K to 12th grade teachers, special education teachers, and EL teachers for each 6-week grading period to plan vertically and review pacing of standards and data derived from Bluebonnet Math, Carnegie, Reading Fluency, Lowman Bell Ringers, IXL and common assessments in both math and ELAR. **Strategy's Expected Result/Impact:** Increased Reading Fluency and Map Growth 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 **Results Driven Accountability**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Build 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 Reading Fluency scores to be 80% on grade level. **Staff Responsible for Monitoring:** Principal Teachers Interventionists Chief Academic Officer **Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing all students to grow and meet their highest academic potential.

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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 through the addition of an ESL stipend and increase in Bilingual Stipend. **Strategy's Expected Result/Impact:** Reduce the number of Bilingual Waivers and increase the number of ESL certified teachers. **Staff Responsible for Monitoring:** Chief Academic Officer Director of District Operations (Director of Federal Programs) Principals **Results Driven Accountability** **Funding Sources:** ESC17 Trainings and SBEC TExES Exams - 263 - Title III, LEP - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Director of District Operations (Director of Federal Programs) Chief Academic Office (Bilingual Director) **Results Driven Accountability** **Funding Sources:** Human Capital - Bilingual Instructional Assistant - 263 - Title III, LEP - $31,832				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 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 Director of District Operations (Director of Federal Programs) Chief Academic Officer Chief Financial Officer **Funding Sources:** Edgenuity Software - 199 - General Fund - $34,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing all students to grow and meet their highest academic potential.

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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Promote advanced and dual credit courses through communication of benefits and early foundational preparation for course entry through success on College Bridge, 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing all students to grow and meet their highest academic potential.

Performance Objective 4: DCISD will increase the 32% of Meets Grade Level or Above on 3-8 STAAR and EOC Math by 10% as a result of implementation of Bluebonnet Math & Carnegie curriculum with fidelity as evidenced by PLC's, lesson plans and walk-throughs.

HB3 Goal

Evaluation Data Sources: Bluebonnet Math assessments, Carnegie assessments, IXL, MAP Growth

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campuses in grades 1-8 will participate in weekly PLC's to support curriculum implementation of Eureka and Carnegie. **Strategy's Expected Result/Impact:** Revised Master Schedules will be created for common planning. Curriculum implementation with fidelity through the use of Data driven, differentiated instruction that will occur during small group, teacher table instruction as evidenced through walkthroughs, lesson plans, and T-FAR assessments. **Staff Responsible for Monitoring:** Principals and math teachers.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The District shall provide a safe and secure learning environment.

Performance Objective 1: DCISD utilizes 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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. EOP Plans will be updated at each campus. **Staff Responsible for Monitoring:** Principals CTE Director of Innovation				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: The District shall provide a safe and secure learning environment.

Performance Objective 2: 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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 provides a Student Support Specialist. **Strategy's Expected Result/Impact:** 100% of campus personnel will complete the mandatory TEA trainings through the Vector platform including suicide awareness/prevention, bullying/cyber bullying, ethics, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse. **Staff Responsible for Monitoring:** Superintendent Principals Counselors Student Support Specialist **Funding Sources:** ESC Counselor Solution Group Interlocal Agreement - 199 - General Fund - $2,400				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **Strategy's Expected Result/Impact:** 100% of campus personnel will complete the mandatory TEA training through the use of Vector including suicide awareness/prevention, bullying/cyber bullying, ethics, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse through the use of Vector. **Staff Responsible for Monitoring:** Human Resource Director Principals Counselors				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **Strategy's Expected Result/Impact:** 100% of campus personnel will complete the mandatory TEA training through Vector including suicide awareness/prevention, bullying/cyber bullying, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse **Staff Responsible for Monitoring:** Chief Academic Officer Principals Counselors **Funding Sources:** ESC Network Infastructure Technology - 199 - General Fund - $17,124.41				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The district will implement the coordinated school health plan and encourage healthy and active lifestyle choices (SHAC) through a coordinated effort with the police department, sheriff's department, principals, EMS, and community members. Present findings of Safety Audit to administrators and SHAC committee and seek input into addressing identified needs. **Strategy's Expected Result/Impact:** Meeting Minutes, Agendas, and Sign-In Sheets will verify attendance **Staff Responsible for Monitoring:** CTE Director of Innovation (Director of Federal Programs) SHAC Committee				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide professional development support that provides a framework for sharing a wide range of foundation-level behavior strategies and prevention-based school wide, classroom, and individual interventions including Handle with Care for appropriate staff. **Strategy's Expected Result/Impact:** Completion of required trainings will de-escalate the number of behavioral escalations **Staff Responsible for Monitoring:** Director of Federal Programs Director of District Operations (Director of Federal Programs) SPED Director **Funding Sources:** Handle with Care Training - 313 - IDEA B, Formula SSA				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The district will adhere to the policy of no tolerance for dating violence and will ensure that the school environment is free from dating violence through the following means: Adhere to policy FFH, report all infractions immediately to the appropriate authorities, including parental notification of said incident and immediate notification of the parent if the student as an alleged victim or perpetrator of dating violence by the campus administrator. Teachers, staff, students and parents of grades 6-12 will receive appropriate training/instructional materials, including provide counseling to affected students. **Strategy's Expected Result/Impact:** No tolerance of dating violence will de-escalate the number of behavioral escalations **Staff Responsible for Monitoring:** Superintendent Director of Federal Programs Chief Academic Officer Counselors Principals of grades 6-12				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The District shall provide a safe and secure learning environment.

Performance Objective 3: DCISD will employ two school resource officers to ensure student and staff safety.

Evaluation Data Sources: SRO job description is outlined in the Policies section.

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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The district will provide guidance to parents to ensure a smooth transition from early childhood programs into Kindergarten. **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 Director of District Operations (Director of Federal Programs)				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: The District shall recruit, hire, develop 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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: DCISD will engage in the T-TESS evaluation process to support a system of continuous improvement to 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: The District shall exhibit continuous 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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Superintendent Chief Academic Officer Chief Financial Officer Human Resource Director Director of Operations CTE Director of Innovation/Federal Programs Director **Funding Sources:** Accountability Compliance and EGrant Management - 211 - Title I, Part A - $15,000, School Finance - 199 - General Fund - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The district will support the upkeep and sustainability of facilities and resources, by submitting necessary work orders, in a timely manner, in regards to areas, such as, but not limited to: technology, grounds and fields, playground equipment, common areas, classrooms, reception areas, restrooms, parking lots, ADA compliance standards, etc. **Strategy's Expected Result/Impact:** 100% of all work orders submitted will be addressed and/or completed in a timely fashion **Staff Responsible for Monitoring:** Director of District Operations Director of Technology Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: DCISD will provide administrative programs to support student achievement, promote teacher effectiveness, assist in recruiting and hiring effective teachers, and provide quality feedback including but not limited to Skyward, Eduphoria, Success Ed, AESOP, Survey Monkey, TCMPC, 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:** Human Resources Director Director of District Operations Chief Financial Officer Chief Academic Officer **Funding Sources:** SuccessED - 199 - General Fund - $9,821.75, Plan 4 Learning (806 Technologies) - 199 - General Fund - $2,000, Texas Student Data System (TSDS) - 199 - General Fund - $9,181				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Superintendent Chief Financial Officer Director of Operations Chief Academic Officer Human Resources Director				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Mindplay - Edgenuity - STAAR Accelerated Instruction Class Sections

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

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		$9,930.00
1	1	3	ESC Curriculum Interlocal Agreement		$15,000.00
1	1	5	Skyward/Student Gradebook Family Access	6299	$15,361.06
1	2	3	Edgenuity Software		$34,000.00
1	3	4	Region 17 Counselors Solutions Group Interlocal Agreement		$2,000.00
2	2	1	ESC Counselor Solution Group Interlocal Agreement		$2,400.00
2	2	3	ESC Network Infastructure Technology		$17,124.41
5	1	1	School Finance		$2,000.00
5	1	3	Texas Student Data System (TSDS)		$9,181.00
5	1	3	SuccessED		$9,821.75
5	1	3	Plan 4 Learning (806 Technologies)		$2,000.00
				Sub-Total	$128,518.22

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**
4	1	1	ESC17 Contracts		$0.00
				Sub-Total	$0.00

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 - Bilingual Instructional Assistant		$31,832.00

263 - Title III, LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$32,832.00

313 - IDEA B, Formula SSA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	5	Handle with Care 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
				Sub-Total	$12,845.00