Denver City Independent School District

Gravitt Junior High School

2025-2026 Campus Improvement Plan

Mission Statement

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

PLC development/implementation; Carnegie Math Curriculum; Lowman STAAR Focus materials - Training to support programs (i.e. Skyward, technology, data, RtI)

2-Classroom management practices training/support (to help with student achievement and learning environments). Capturing Kids Hearts, TIL, & 2 Words Character Development will help with classroom management/student relationship and learning environment focus.

3-Positive, Meaningful Parent Engagement

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

5-Safe, positive, friendly learning environments for teachers/students - the atmosphere/culture is what we can control

Demographics

Demographics Summary

William G. Gravitt Junior High serves 6th-8th grade students. BGJH is located within Denver City ISD in Denver City, Texas. The rural town of Denver City is located approximately 80 miles southwest of Lubbock, Texas. Denver City ISD is a 3A school district with approximately 1600 students in grades PK-12th. Gravitt JH serves around 330 students. It is comprised of 85% Hispanic population, 27% Bilingual Emergent, 63% Economically disadvantaged, 13% Special Education population, and 67% at-risk population

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

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

BGJH continues to honor low teacher to student classroom ratios. Attendance is about 94%.

Demographics Strengths

Our small rural town provides supportive community members and parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 28% of students identified as special education have met the state standard of Approaches or above on 6-8 STAAR in all subject areas for the 2023-2024 school year.
Root Cause: Revolving door of special education teachers due to lack of certified infrastructures and high quality instructional strategies.

Student Learning

Student Learning Summary

Students continue to struggle in reading/language arts and mathematics. Special interest and focus will be on writing across the curriculum through the use of TFAR along with requiring students to verbally answer classroom questions in complete sentences. We are using Lowman bellringers and MAP Testing in reading/language arts and mathematics. All core classes will be using Lowman bellringers to help with STAAR testing scores.

Student Learning Strengths

Students are making gains in reading/language arts and math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 38% of all students have met the state standard of Meets Grade Level or Above on 6-8 STAAR Math in the 2024-2025 school year.
Root Cause: Inconsistent use of Carnegie materials and limited familiarity with the redesigned STAAR rigor (including TFAR) has impacted Tier 1 instruction. Daily Lowman bellringers and STAAR vocabulary are used, but students who previously failed STAAR lack sufficient support. Teachers need a more user-friendly math curriculum to effectively address learning gaps.

Problem Statement 2 (Prioritized): 44% of students overall met the state standard of Meets Grade Level or Above on 6-8 STAAR ELA for the 2024-2025 school year. Only 43% of writing points were earned compared to 53% in reading.
Root Cause: Inconsistent implementation of HMH and TCMPC has created a need for professional development. Students lack targeted instruction in key reading skills, including citing evidence, comprehension, and open-ended responses. Those who previously failed STAAR are placed in remediation using IXL, but a new ELAR curriculum aligned to the STAAR redesign is needed to better support Tier I instruction.

Problem Statement 3: 41% of students overall met the state standard of meets grade level or above on 8th STAAR Science for the 2024-2025 school year. 27% of student overall met the state standard of meets grade level or above on 8th STAAR Social Studies for the 2024-2025 school year.
Root Cause: Lack of consistent implementation of TEKS Resource. Lack of opportunity for open ended response resulting in the need for TFAR usage. Science and Social Studies teachers will be using Lowman bellringers, students study sheets, and frequency charts to make sure students are focusing on the correct areas. Curriculum in these subjects has also been aligned to the TEKS Resource YAG.

School Processes & Programs

School Processes & Programs Summary

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

New Math Curriculum during 22.23 SY- Carnegie (Texas Lesson Study)

TEKS resource, Eduphoria, IXL, and TeacherMade are used for planning YAG, diagnostic purposes, and TIER II intervention.

We will continue to use Capturing Kids Hearts for the new school year. The social-emotional learning piece is very important in the life of a child, addressing the SEL should promote academic achievement as well. This will be achieved through 2 Words Character Development.

The campus is an older building, built in 1973. Updates are being made for a welcoming learning climate.

School Processes & Programs Strengths

Campus utilizes Google Classroom well. Teachers have implemented Capturing Kids Hearts and believe in what this can do in the classroom to promote student success.

Students compete well in both UIL academics and extra-curricular events (band/sports/ag).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers need the continued opportunity for guided professional development during PLCs .
Root Cause: PLC time was used to develop and understand curriculum. We will be moving towards using student assessment data and internalization of lessons prior to teaching. Low performance on STAAR redesign scores and lack of familiarity in TFAR, STAAR, Writing, TCMPC YAG and Adopted Curriculum.

Perceptions

Perceptions Summary

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

Perceptions Strengths

Focus on relationships (SEL)

Focus on growth and academic/extracurricular success with the Whatever It Takes mindset, we will also use 2 Words Character Development.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of certified teacher availability at the JH.
Root Cause: Desire to transition to the high school for coaching opportunities creates inconsistency in instruction results in repeat of professional development.

Priority Problem Statements

Problem Statement 1: 38% of all students have met the state standard of Meets Grade Level or Above on 6-8 STAAR Math in the 2024-2025 school year.

Root Cause 1: Inconsistent use of Carnegie materials and limited familiarity with the redesigned STAAR rigor (including TFAR) has impacted Tier 1 instruction. Daily Lowman bellringers and STAAR vocabulary are used, but students who previously failed STAAR lack sufficient support. Teachers need a more user-friendly math curriculum to effectively address learning gaps.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 44% of students overall met the state standard of Meets Grade Level or Above on 6-8 STAAR ELA for the 2024-2025 school year. Only 43% of writing points were earned compared to 53% in reading.

Root Cause 2: Inconsistent implementation of HMH and TCMPC has created a need for professional development. Students lack targeted instruction in key reading skills, including citing evidence, comprehension, and open-ended responses. Those who previously failed STAAR are placed in remediation using IXL, but a new ELAR curriculum aligned to the STAAR redesign is needed to better support Tier I instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 28% of students identified as special education have met the state standard of Approaches or above on 6-8 STAAR in all subject areas for the 2023-2024 school year.

Root Cause 3: Revolving door of special education teachers due to lack of certified infrastructures and high quality instructional strategies.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Teachers need the continued opportunity for guided professional development during PLCs .

Root Cause 4: PLC time was used to develop and understand curriculum. We will be moving towards using student assessment data and internalization of lessons prior to teaching. Low performance on STAAR redesign scores and lack of familiarity in TFAR, STAAR, Writing, TCMPC YAG and Adopted Curriculum.

Problem Statement 4 Areas: 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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 20, 2025

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

Performance Objective 1: Bill Gravitt Junior High will develop and implement PLCs that will focus on writing across the curriculum, RLA , math curriculum, vertical alignment, data & student sharing, and student learning outcomes. The goal is to increase the meets group in both RLA and math by 15%.

High Priority

Evaluation Data Sources: STAAR and MAP testing data, closing the GAPs data. Implementation of HQ RLA curriculum with HMH and TCMPC YAG. Math PLC meetings are centered on internalization of Carnegie lessons to support student learning and spiraling. Teacher walkthrough and observation data will be used to identify high leverage strategies that can be used in the classroom. Focus on implementation of PLC to increase collaboration and data driven instruction (agenda / student data).

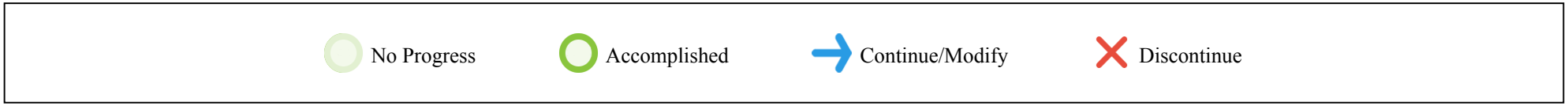
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Administrators received PLC training in order to implement effective PLCs at the campus. **Strategy's Expected Result/Impact:** Improved staff instructional practices which will enhance student academic performances. Student academic achievement will increase 15% on all State Assessments. **Staff Responsible for Monitoring:** Administration, Curriculum Director **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: In order to increase academic achievement for all students, including sub-groups, we will utilize adopted curriculum, universal screening, and diagnostic tools. BGJH will utilize MAP testing and IXL for diagnostic and progress measures for all students in Reading Language Arts and Mathematics. Teachers will individually conference with students to set growth goals throughout the year. **Strategy's Expected Result/Impact:** Academic improvement for ALL students and sub-groups, specifically targeting and monitoring progress in Reading and Mathematics. **Staff Responsible for Monitoring:** Administration, Curriculum Director, Reading Teachers, Math Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** IXL - 199 - General Fund - $7,441				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use of "Professional Learning Communities" (PLC) and implementation of PLC program throughout all subjects. Teachers will meet weekly as a department to discuss and development a vertically aligned curriculum. PLC groups will examine data to determine strength and weaknesses and how to address and adjust instruction for all students. **Strategy's Expected Result/Impact:** Math teachers will be able to focus on new curriculum development, lesson planning, and student data. RLA teachers will be able to collaborate together on lesson planning, student data and writing. Writing intervention will be spread to all subjects during PLC meetings. Science and Social Studies teachers will disaggregate 8th grade STAAR data and develop vertical alignment for 6th and 7th grade. **Staff Responsible for Monitoring:** Campus Administration, Department Heads, Teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: (LIP) Administrators will conduct a data analysis to identify special education students who are on the cusp of meeting approaches in order to provide targeted intervention. As evidenced by PLC agendas a student tracker created by administrators. **Strategy's Expected Result/Impact:** We will increase the number of students meeting the approaches level on the STAAR test. **Staff Responsible for Monitoring:** Cody Hogan, Stephanie Scott, and teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: (LIP) All staff will participate in Content Based Learning Instruction provided by ESC 17 in order to provide appropriate strategies for our EB/Special Education students. As evidenced by the sign in sheet, PLC agendas, and staff selection of strategy implementation.				


No Progress
Accomplished
Continue/Modify
Discontinue

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

Performance Objective 1: Bill Gravitt Junior High will create a school culture that is positive, encouraging and supportive of learning for all students and staff.

High Priority

Evaluation Data Sources: Implementation of Capturing Kids Hearts, 2 Words Character Development, and weekly positive phone calls. Evidence gathered through lesson plan documentation of weekly positive phone calls, social contracts, and student & staff survey. We will also be using 2 Words Character Development during WIT period.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Capturing Kids Heart implementation will create a positive school culture for staff and students as evidenced by class contracts. **Strategy's Expected Result/Impact:** The positive, welcoming environment will promote student learning. **Staff Responsible for Monitoring:** Admin, Director of Operations **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Bill Gravitt Junior High will take a proactive approach to ensure that stakeholders will be full partners with educators in the education of BGJH students.

Evaluation Data Sources: Documentation of phone call, copy of notices sent to parents, EIC minutes, parent sign-in sheets, progress reports & report cards, Skyward access, and Facebook page information. Title III parent meetings (sign in lists).

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: BGJH will encourage parental involvement through the following organizational events and social platforms: acadmemic and extra-curricluar (FFA, sports, band, Stuco). Faculty and staff will utilize technology, such as email, Remind, Facebook, and SportsU, to communicate with parents about student academics and extracurricular events. **Strategy's Expected Result/Impact:** Improvement of student academic and extracurricular events through positive parent participation. **Staff Responsible for Monitoring:** Administration, Faculty, Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Support new teachers (new teacher training, mentors, feedback). Create a positive environment to work.
Teacher surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: BGJH will employ personnel based upon application processes, reference checks, and a thorough interview will be conducted with qualified applicants. **Strategy's Expected Result/Impact:** Only highly qualified staff will be employed via hiring processes established. **Staff Responsible for Monitoring:** Administration, Hiring committees **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: BGJH will retain staff by providing positive reinforcement and recognizing faculty/staff accomplishments. BGJH will recognize employees who exhibit dedication to their craft by awarding "Employee of the Month" and awarding them with our "Horseshoe brand" for the month. Birthday celebrations are held monthly. Administration will help facilitate camaraderie by providing faculty lunches and breakfast occasionally. **Strategy's Expected Result/Impact:** Faculty turnover rate will decrease. **Staff Responsible for Monitoring:** Administration, Counselor, Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All first year teachers at BGJH will attend "New Teacher Academy" provided through Region 17 ESC. Additionally, all new teachers to the campus/district will be assigned an experienced teacher who will help with procedures and development of quality instruction. **Strategy's Expected Result/Impact:** The provided support will help to retain high quality teachers and decrease the amount of turnover. **Staff Responsible for Monitoring:** Administration, Curriculum Director, veteran teaching staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Year 1 New Teacher Academy at ESC 17 - 255 - Title II, Part A, TPTR - $2,812.50				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: BGJH will provided Professional Development for our Science teachers in grades 6-8. **Strategy's Expected Result/Impact:** The provided professional development on site from the ESC, will assist all 3 science teachers in desegregating the TEKS and developing vertical alignment to ensure students scores increase on the 8th grade STAAR. **Staff Responsible for Monitoring:** Administration, Curriculum Director, Science Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: (LIP) All ELAR staff including aides, special education teachers, and administrators will attend a training over ECR/SCR writing strategies. **Strategy's Expected Result/Impact:** The provided professional development, on site, provided by ESC 17 will assist all ELAR staff in understanding the TEA rubric and create continuity in instructional terminology so that all special education and regular education instruction will be uniform as evidenced by TFAR practice prompts. **Staff Responsible for Monitoring:** Cody Hogan, Stephanie Scott, and teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Denver City ISD shall exhibit excellence in financial and facility planning, management and stewardship.

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

Evaluation Data Sources: Collaborative PLC meetings where instructional strategies are shared; Capturing Kids Hearts and 2 Words Character Development for SEL of both employees & students; financial resources to help support campus safety.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will be provided training/workshops through the use of local service center-cooperatives in which the district participates. Local training will be provided by staff (teachers, counselors, directors, technology, administrators) who are experts in their fields. Administration will provide immediate feedback and guidance to enhance instructional practices. **Strategy's Expected Result/Impact:** Teacher instructional practices will be enhance through professional development, therefore, improving student academic performance. **Staff Responsible for Monitoring:** Faculty, Staff, Administration, Director of Curriculum **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Texas Lesson Studies will be used to help promote understanding and implementation of our new math Carnegie curriculum. **Strategy's Expected Result/Impact:** The use of HQ curriculum will help teacher's instructional practices and enhance student academic performances in all domains. **Staff Responsible for Monitoring:** Administration, Math Teachers, Director of Curriculum **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Administrators received PLC training in order to implement effective PLCs at the campus.

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	IXL		$7,441.00
				Sub-Total	$7,441.00

255 - Title II, Part A, TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	3	Year 1 New Teacher Academy at ESC 17		$2,812.50
				Sub-Total	$2,812.50