Denver City Independent School District

Denver City High School

2025-2026 Campus Improvement Plan

Accountability Rating: B

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.

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4
Denver City High School — Needs Assessment Overview (based on 2023–24 TAPR) 4
Snapshot 4
Strengths 4
Areas of Need / Gaps 4
Priority needs to drive CIP/Plan4Learning goals 5
5
Demographics 6
Demographics Strengths – Denver City High School 8
Student Learning 10
School Processes & Programs 12
School Processes & Programs Summary – Denver City High School 12
Perceptions 14
Priority Problem Statements 15
Comprehensive Needs Assessment Data Documentation 16
Goals 19
Goal 1: The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards. 19
Goal 2: The District shall maintain a safe and orderly learning environment. 28
Goal 3: Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of the District. 31
Goal 4: The District shall recruit, hire, train, and retain a highly qualified staff. 33
Goal 5: The District shall exhibit excellence in financial and facility planning, management, and stewardship. 35
DCHS CAMPUS IMPROVEMENT COMMITTEE (CIC)25.26 37

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Denver City High School — Needs Assessment Overview (based on 2023–24 TAPR)

Snapshot

- **Graduates (Class counted in TAPR):** 134 graduates reported for the 2022–23 cohort year in the campus TAPR.
- **STAAR — Mathematics (All grades): ~72%** of students scored at *Approaches Grade Level or Above* in 2023–24 (TAPR table). This is a campus strength at the Approaches level but the TAPR shows steeper drop-offs at Meets/Masters levels.
- **College, Career, & Military Readiness (CCMR) / Postsecondary indicators:** The TAPR reports CCMR-related indicators (e.g., math/science advanced/dual credit and other CCR measures) that indicate room for growth (see campus CCMR tables). For example, Mathematics CCMR values are reported in the TAPR tables (e.g., ~50.8% listed for one CCMR math indicator in 2023).
- **Staffing & class size:** Student-teacher ratio ~13.9 students per teacher; total staff ~53 FTE and professional staff ~43.6 FTE. Campus leadership average years of experience appear low (principal average **~1.0 year**), which has implications for support and professional development planning.

Strengths

- Relatively strong Approaches-level math performance across tested grades (~72% Approaches). This is a useful foundation to build instructional interventions aimed at increased Meets/Masters performance.
- Manageable class sizes / low student:teacher ratio, which supports targeted small-group instruction and interventions.
- Complete TAPR documentation published and available on the district site (useful for transparency and attaching to CIP/Plan4Learning).

Areas of Need / Gaps

- Performance drop from Approaches → Meets/Masters. While a majority reach Approaches in some subjects, the percent at Meets and Masters is substantially lower (TAPR tables show reduced percentages at Meets/Masters levels). Focus should be on raising achievement from Approaches to Meets and Masters.
- CCMR outcomes need strengthening. Postsecondary indicators and course completion metrics (CCMR components) suggest opportunities to increase dual-credit, industry certification, and other CCR milestones for graduates.

- Subgroup performance & reporting limits. Small subgroup sizes cause some masking in TAPR reporting; nonetheless, where data are available, special education and economically disadvantaged students typically show lower outcomes — plan targeted supports and include localized data pulls to confirm specifics.

Priority needs to drive CIP/Plan4Learning goals

1. **Increase Meets/Masters performance in ELA and Mathematics** (move students from Approaches to Meets/Masters).
2. **Improve CCMR attainment** — increase dual credit enrollment/completion, industry certifications, and other CCR metrics.
3. **Targeted interventions for Special Ed / Econ Disadv / any low-performing subgroups** (use disaggregated campus data exports to set numeric targets).
4. **Build leadership capacity and teacher professional learning** (mentoring for new principal; targeted PD to increase instructional rigor and data literacy).
5. **Strengthen monitoring & documentation** within Plan4Learning: attach TAPR tables, use the CNA narrative to trace each strategy to specific TAPR metrics.

Demographics

Demographics Summary

Denver City High School Campus Profile

Denver City High School (DCHS) is a comprehensive public high school serving students in grades 9–12 in Denver City, a rural community in West Texas with a population of approximately 4,707. The campus enrollment stands at 500 students.

DCHS demonstrates strong academic performance indicators, evidenced by an attendance rate of 96.79% and a graduation rate of 100%. Of graduates enrolling in Texas institutions of higher education, 83.7% complete their first year without the need for remediation, underscoring the campus's effectiveness in preparing students for postsecondary success.

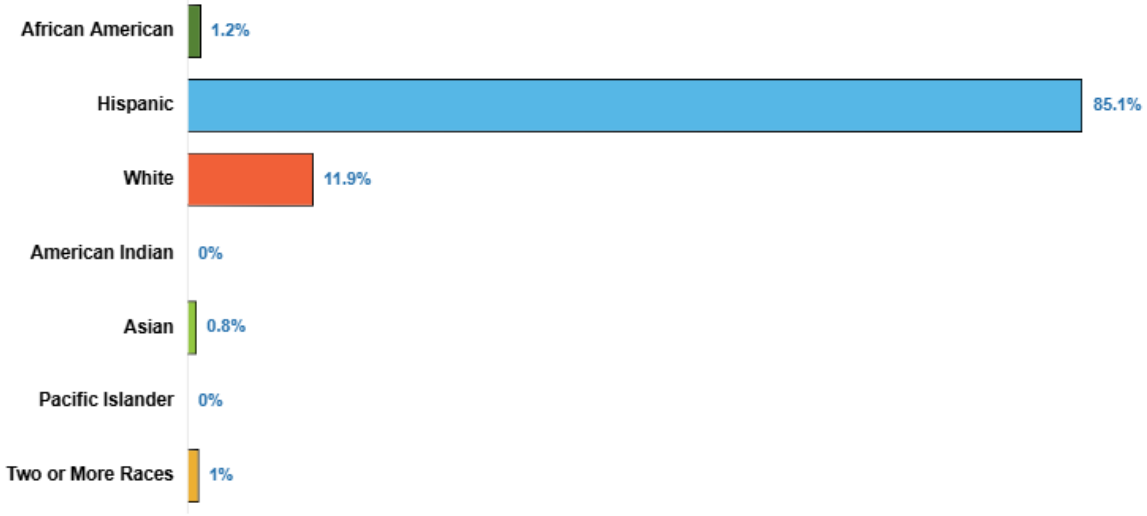
The instructional staff comprises 43.3% professional educators, with a significant proportion possessing over 20 years of classroom experience. This depth of professional expertise contributes to maintaining an average class size of 20 students, which facilitates individualized instruction and fosters strong teacher-student relationships. The 7% mobility rate further supports continuity in student learning.

High levels of parental and community engagement, coupled with elevated expectations for student achievement, contribute to a culture of academic rigor and continuous improvement at Denver City High School.

Total Student Enrollment

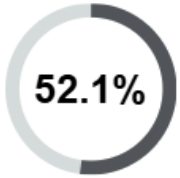
511

Student Enrollment by Race/Ethnicity



Student Enrollment by Type

Economically Disadvantaged



Special Education

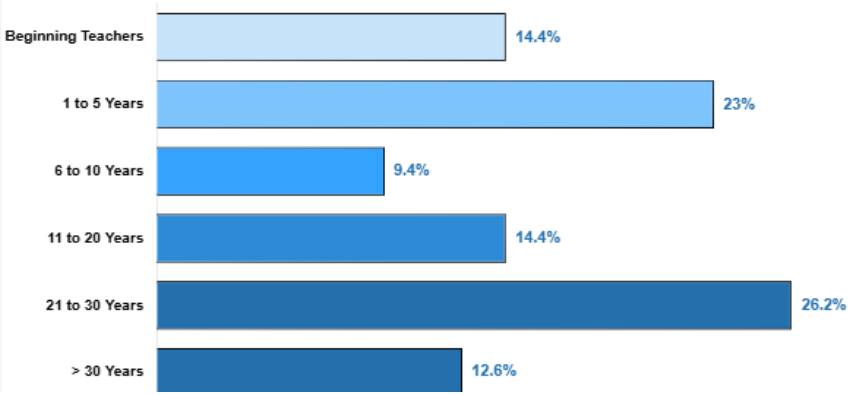


Emergent Bilingual/English Learners

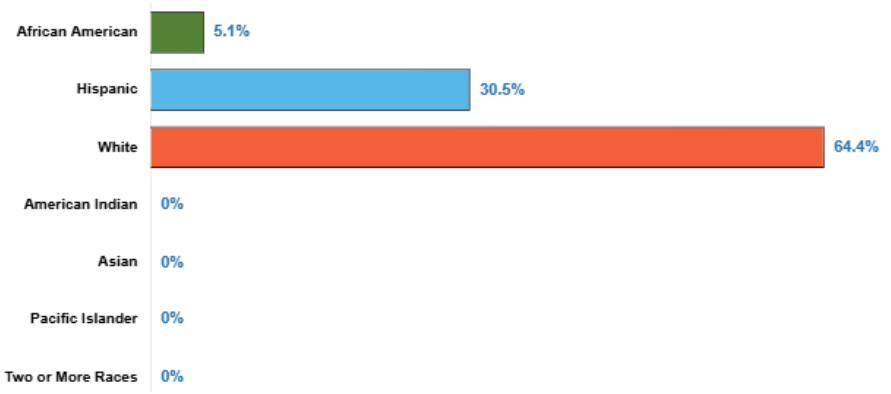


Number of Students Per Teacher	Number of Full-time Staff	Number of Full-time Teachers	Average Teacher Salary
13.7	48.2	37.4	$63,016

Teachers by Years of Experience



Teachers by Race/Ethnicity



Demographics Strengths

Demographics Strengths – Denver City High School

- Stable Enrollment – Enrollment remains steady at approximately 508 students, with manageable class sizes that support individualized instruction and relationship-building.
- Low Mobility Rate – The campus maintains a 7% mobility rate, providing continuity of instruction and stability in student learning.
- High Attendance Rate – Student attendance is strong at 96.79%, which is above the state average and reflects high levels of engagement.
- Strong Graduation Outcomes – The campus reports a 100% graduation rate for the most recent year, indicating that nearly all students persist through to completion.
- Experienced and Stable Staff – A majority of the teaching staff has 20+ years of classroom experience, and the overall teacher-student ratio is favorable, promoting strong instructional capacity.
- Community and Family Engagement – Parent and community expectations for academic achievement are high, and there is strong support for student success.
- Diverse Student Population – With a student body that is majority Hispanic, the campus provides opportunities for cultural awareness, bilingualism, and inclusivity, which

enrich the learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): STAAR End-of-Course results indicate that a substantial proportion of students are not meeting grade-level expectations in high school core content areas--particularly in Algebra I and English (I & II). This shortfall undermines college and workforce readiness, particularly for economically disadvantaged and emergent bilingual students, and must be prioritized in the coming year.
Root Cause: Limited access to targeted, data-driven interventions, coupled with inconsistent alignment between curriculum, instruction, and assessment in Algebra I and English I/II, has contributed to gaps in foundational literacy and numeracy skills. These factors reduce students' ability to meet grade-level expectations on STAAR End-of-Course assessments and hinder full readiness for postsecondary success.

Student Learning

Student Learning Summary

Performance on STAAR End-of-Course assessments highlights areas for targeted improvement. While the majority of students achieve at the *Approaches Grade Level* standard, fewer students reach the *Meets* or *Masters* levels, particularly in Algebra I, English I and II, and U.S. History. For example, in English I, over half of the students met the Approaches standard, but less than 40% reached Meets, and only 6% achieved Masters. Similarly, in mathematics, approximately 72% of students scored Approaches or higher, yet less than half reached Meets, and fewer than one in five attained Masters. These gaps suggest that while many students demonstrate basic proficiency, a significant number are not yet on track for postsecondary academic rigor.

Disaggregated data further reveal achievement gaps among emergent bilingual students, economically disadvantaged students, and students receiving special education services, who consistently score below the overall student population. In some cases, fewer than one in three emergent bilingual students are meeting grade-level standards, underscoring the need for more robust instructional strategies that support language acquisition and content mastery simultaneously.

Overall, the TAPR data portrays a high school with a strong foundation of success in graduation, CCMR, and student engagement, but with clear instructional challenges in advancing students from “Approaches” to higher levels of mastery. Closing these gaps will require a focus on data-driven instruction, targeted interventions, and enhanced support for subpopulations, ensuring that all students at DCHS graduate not only on time but also fully prepared for college, career, and beyond.

Student Learning Strengths

Student Learning Strengths – Denver City High School

- High Graduation and Completion Rates – DCHS maintains a 97% four-year graduation rate and a 0% dropout rate, exceeding state averages and reflecting strong student persistence and completion.
- College, Career, and Military Readiness (CCMR) – Over 93% of graduates meet CCMR indicators, demonstrating that the majority of students are prepared for postsecondary pathways.
- Attendance and Engagement – DCHS reports a strong attendance rate of 96.79%, supporting consistent learning opportunities and engagement.
- Advanced Coursework and Dual Enrollment – Students have access to dual credit and advanced academic opportunities, which strengthen postsecondary readiness.
- Approaches Level Performance on STAAR – The majority of students consistently achieve at least the *Approaches Grade Level* standard across tested areas, indicating foundational proficiency.
- Experienced Educator Workforce – The campus benefits from a highly experienced teaching staff, with the majority having 20+ years of teaching experience, which supports instructional quality.
- Small Class Sizes – With an average class size of approximately 20 students, teachers are able to build strong relationships and provide individualized support.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR End-of-Course results indicate that a substantial proportion of students are not meeting grade-level expectations in high school core content areas--particularly in Algebra I and English (I & II). This shortfall undermines college and workforce readiness, particularly for economically disadvantaged and emergent bilingual students, and must be prioritized in the coming year.
Root Cause: Limited access to targeted, data-driven interventions, coupled with inconsistent alignment between curriculum, instruction, and assessment in Algebra I and English I/II, has contributed to gaps in foundational literacy and numeracy skills. These factors reduce students' ability to meet grade-level expectations on STAAR End-of-Course assessments and hinder full readiness for postsecondary success.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary – Denver City High School

Denver City High School ensures the full implementation of the Texas Essential Knowledge and Skills (TEKS) across all content areas. Teachers of core courses are expected to implement the TEKS with fidelity to eliminate gaps in the curriculum, while all instructional staff are held accountable for aligning their teaching to TEKS standards. The campus maintains a focus on delivering high-quality instruction to ensure student mastery and success in all subject areas.

To monitor student progress, DCHS and the district utilize common assessments, along with multiple measures of learning. These include 6-Week Assessments, MAP Growth benchmark data, TFAR, TEKS Resource System, ACT/SAT, TSI, and Imagine Learning (Edgenuity), among others. By analyzing data from multiple sources, teachers can respond promptly to student needs and provide targeted instructional support, thereby reducing reliance on high-stakes testing as the sole indicator of learning.

In addressing the diverse learning needs of students, DCHS provides a comprehensive array of special programs. Students identified with special needs are served through programs such as Dyslexia, Section 504, Gifted and Talented, English as a Second Language (ESL), Bilingual Education, and Special Education, with progress monitored through platforms such as Eduphoria and SuccessEd. Training on English Language Proficiency Standards (ELPS) has been implemented to support the achievement of emergent bilingual students.

Denver City High School offers Honors courses and a variety of dual credit opportunities through South Plains College for qualifying students. In addition, the campus provides Career and Technology Education (CTE) programs that allow students to earn industry-level certifications in areas such as Agriculture, Food, and Natural Resources; Manufacturing; Distribution; Business Management and Administration; and Finance. DCHS collaborates with local business and industry leaders to align workforce training with employment opportunities, ensuring that graduates are prepared for meaningful careers.

Technology integration is a key focus at DCHS. The campus is a Google Apps for Education district and a 1:1 Chromebook campus, with each student receiving a free, CIPA-compliant Google account. Technology specialists support teachers in using Google Classroom and the Google Apps Suite to enhance instruction and digital learning opportunities.

Overall, DCHS emphasizes a rigorous, student-centered educational environment that promotes mastery of content, supports diverse learners, integrates technology, and prepares students for postsecondary success and workforce readiness.

School Processes & Programs Strengths

School Processes & Programs Strengths – Denver City High School

- TEKS Implementation – Core courses are delivered with fidelity to the Texas Essential Knowledge and Skills (TEKS), ensuring consistent curriculum coverage and alignment across content areas.
- Data-Driven Instruction – Use of multiple assessment measures, including 9-Weeks Assessments, TFAR, TEKS Resource System, ACT/SAT, TSI, and Imagine Learning (Edgenuity), allows teachers to monitor student mastery and respond quickly to instructional needs.
- Support for Diverse Learners – Special programs such as Dyslexia, Section 504, Gifted and Talented, ESL, Bilingual Education, and Special Education ensure that all students' learning needs are addressed. Progress is monitored through Eduphoria and SuccessEd.
- Advanced Coursework Opportunities – DCHS offers Honors courses and multiple dual credit opportunities through South Plains College, promoting College, Career, and

Military Readiness (CCMR).

- Career and Technical Education (CTE) – Students can earn industry-level certifications in Agriculture, Manufacturing, Distribution, Business, and Finance. Partnerships with local business and industry align coursework with workforce needs.
- Technology Integration – The campus is a 1:1 Chromebook campus and a Google Apps for Education district, with technology specialists supporting teachers in implementing Google Classroom and digital learning tools.
- Focus on High-Quality Instruction – Teachers are trained to provide rigorous, student-centered instruction while incorporating learning strategies necessary for 21st-century success.
- Comprehensive Progress Monitoring – Multiple measures of student learning reduce reliance on high-stakes testing and provide a well-rounded view of student progress.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): STAAR End-of-Course results indicate that a substantial proportion of students are not meeting grade-level expectations in high school core content areas--particularly in Algebra I and English (I & II). This shortfall undermines college and workforce readiness, particularly for economically disadvantaged and emergent bilingual students, and must be prioritized in the coming year.
Root Cause: Limited access to targeted, data-driven interventions, coupled with inconsistent alignment between curriculum, instruction, and assessment in Algebra I and English I/II, has contributed to gaps in foundational literacy and numeracy skills. These factors reduce students' ability to meet grade-level expectations on STAAR End-of-Course assessments and hinder full readiness for postsecondary success.

Problem Statement 2 (Prioritized): Teachers with CDL's are being removed from instructional setting in order to be utilized to run daily bus routes as a result of CDL driver shortage.
Root Cause: State wide bus driver shortage as a result of the level of mechanical knowledge of the bus engine required.

Perceptions

Perceptions Summary

DCHS recognizes and values the role parents play as partners in their child's education, and we work to build positive relationships that contribute to student success. Parents, guardians and community members are welcomed on campus and encouraged to participate in their childrens' education. Community members and parents are active participants in the Educational Improvement Council (EIC). SBDM membership is working toward reflecting the ethnicity and socio-economic makeup of the district. Parents and community members also sit on the District Language Proficiency Assessment Committee as well as campus SBDM committees. The District and campuses maintain an open door policy to encourage parents to become involved.

Parent involvement is sometimes limited by language or educational barriers. DCISD holds an annual Back to School Fair on the DCHS campus in partnership with our local churches and businesses to provide school supplies and support to students through donations. The Lamb's Closet provides clothing items to students in need.

Each campus and the district provide interpreters to ensure parents understand the information they are given as well as allowing them to communicate in their native language. Interpreters are provided at all meetings at the elementary levels. As an outreach to parents, the district and campuses have Facebook and utilize the district website to communicate with parents and the community. We also enlist Crisis Go and School Messenger as tools for communicating with parents.

As a result of ESSER, parents, students and the community were polled for input on how to most effectively utilize the ESSER funds. Identified areas included: technology, classroom materials/furniture and Social Emotional Support for students.

DCISD is dedicated to student safety. Denver City ISD has offered an anonymous method to report bullying for many years through Stay Alert. In addition, campus administrators investigate all reports of bullying and report their findings to parents. Campuses also have additional means of reporting bullying at the campus level. Overall, students hold a strong connection to school and are pleased attending DCISD.

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

Perceptions Strengths

- Numerous partnerships are available for community organizations and parents to demonstrate support of students and staff.
- Community partnerships provide school supplies to families in need.
- The Denver City ISD Educational Improvement Council includes parents, business representatives, and community members.
- All LPAC Committees include a Bilingual/ESL parent.
- Interpreters are included for all programs and meetings.
- Staff keep a watchful eye on bullying and address it when it occurs.

Priority Problem Statements

Problem Statement 1: STAAR End-of-Course results indicate that a substantial proportion of students are not meeting grade-level expectations in high school core content areas--particularly in Algebra I and English (I & II). This shortfall undermines college and workforce readiness, particularly for economically disadvantaged and emergent bilingual students, and must be prioritized in the coming year.

Root Cause 1: Limited access to targeted, data-driven interventions, coupled with inconsistent alignment between curriculum, instruction, and assessment in Algebra I and English I/II, has contributed to gaps in foundational literacy and numeracy skills. These factors reduce students' ability to meet grade-level expectations on STAAR End-of-Course assessments and hinder full readiness for postsecondary success.

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

Problem Statement 2: Teachers with CDL's are being removed from instructional setting in order to be utilized to run daily bus routes as a result of CDL driver shortage.

Root Cause 2: State wide bus driver shortage as a result of the level of mechanical knowledge of the bus engine required.

Problem Statement 2 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Revised/Approved: May 22, 2026

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

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

High Priority

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implementation of TFAR across the subject areas to include mandatory interim assessments. **Strategy's Expected Result/Impact:** We will increase student performance by at least 15% from Approaches to Meets. **Staff Responsible for Monitoring:** Teachers, administration	Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will administer no less than one bell ringer and one exit ticket per week, using TFAR. In addition, teachers will administer one full assessment per nine weeks in the TFAR platform. **Strategy's Expected Result/Impact:** STAAR scores will increase across subjects a minimum of 15%. **Staff Responsible for Monitoring:** Teachers, administrators	Considerable			

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: DC High School will provide quality tutoring and remediation for HB4545/HB1416 in the summer and during the school year as needed as an elective offering as evidenced by STAAR scores increasing in the following percentages:

EOC ENG 1 - 23% EL
EOC ENG 1 - 13% SPED
EOC ENG 2 - 10% EL
EOC ENG 2 - 0% SPED
Biology - 19% EL
Biology - 13% SPED
Algebra - 20% EL
Algebra - 13% SPED
US History - 36% EL
US History - 0% SPED

High Priority

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

Summative Evaluation: Significant progress made toward meeting Objective

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

Performance Objective 3: Students reading and writing at/above grade level as measured by the meets grade level standard on STAAR EOC for English I and English II will increase 3% annually. MAP Growth scores will increase 3% with each benchmark.

High Priority

Evaluation Data Sources: STAAR EOC, Benchmark Assessments, MAP Growth Data, PLC Data,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Transition to an accelerated instructional model for English I that will allow students to test twice a year. **Strategy's Expected Result/Impact:** Increase the amount of students that pass the EOC English I test. **Staff Responsible for Monitoring:** Principal, ELA Department Chair, & ELA teachers. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue the use of differentiated academic programs/strategies in the ELAR classroom to create an environment where students are engaged in the learning process. **Strategy's Expected Result/Impact:** Increase the amount of students that pass the EOC English I and English II test **Staff Responsible for Monitoring:** Principal, ELA Department Chair, & ELA teachers. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize Lead4ward professional development and strategies **Strategy's Expected Result/Impact:** Increase the amount of students that pass the EOC English I and English II test. **Staff Responsible for Monitoring:** Principal, ELA Department Chair, & ELA teachers. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

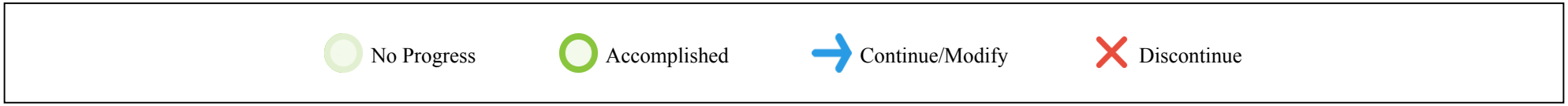
Performance Objective 4: Mathematics: Students mathematically at/above grade level as measured by the meets grade level standard on STAAR EOC Algebra I will increase 3% annually.

Evaluation Data Sources: STAAR EOC results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Transition to an accelerated instructional model for Algebra I that will allow students to test twice a year. **Strategy's Expected Result/Impact:** Increase the amount of students that pass the Algebra I EOC test. **Staff Responsible for Monitoring:** Principal, Math Department Chair, & Math teachers. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue the use of differentiated academic programs/strategies in the Math classroom to create an environment where students are engaged in the learning process. **Strategy's Expected Result/Impact:** Increase the amount of students that pass the Algebra I EOC test. **Staff Responsible for Monitoring:** Principal, Math Department Chair, & Math teachers. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize Lead4ward professional development and strategies. **Strategy's Expected Result/Impact:** Increase the amount of students that pass the Algebra I EOC test. **Staff Responsible for Monitoring:** Principal, Math Department Chair, & Math teachers. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				


No Progress
Accomplished
Continue/Modify
Discontinue

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

Performance Objective 5: Graduation Rate: Graduates that meet the criteria for CCMR as measured by Domain I: Student Achievement will increase 3% annually.

Evaluation Data Sources: Domain I: Student Achievement (CCMR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Advanced Academics/Dual Credit Courses, DCHS CTE and Texas College Bridge. **Strategy's Expected Result/Impact:** Meet or exceed CCMR goal **Staff Responsible for Monitoring:** Coordinator for CTE/CCMR & Campus Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Counselor - Student Direct Services: Senior Advising (PGP and Endorsement Plans) **Strategy's Expected Result/Impact:** Meet or exceed CCMR goal **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 6: Special Education: Students receiving special education services reading at or above grade level as measured by the approaches grade level standard on the STAAR EOC for English I and English II will increase 3% annually.

Evaluation Data Sources: Domain I: Student Achievement (STAAR EOC)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will receive inclusion support. **Strategy's Expected Result/Impact:** Meet or exceed literacy goal for Special Education students. **Staff Responsible for Monitoring:** : Director of Special Education & Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 7: Special Programs: Students in special programs will score at or above grade level as measured by the meets grade level standard on the STAAR EOC for Algebra I, English I, and English II will increase 3% annually.

Evaluation Data Sources: Domain II: Student Growth (STAAR EOC) (Gifted and Talented, Emergent Bilingual, Dyslexia and At-Risk)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitoring specific sub populations for academic growth through the use of formative and summative assessments. **Strategy's Expected Result/Impact:** Meet or exceed literacy and math goals for all special population students. **Staff Responsible for Monitoring:** Campus Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

High Priority

Evaluation Data Sources: CrisisGo

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All drills will be conducted using the SRP toolkit **Strategy's Expected Result/Impact:** 100% utilization of SRP for all drills, monthly				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Safe and Secure Schools: Ensure safe and efficient facilities with sufficient instructional space for all staff and students where learning is the top priority.

Evaluation Data Sources: Safe and Secure Schools: Ensure safe and efficient facilities with sufficient instructional space for all staff and students where learning is the top priority.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1:1 School Officer to Campus Ratio **Strategy's Expected Result/Impact:** Meet safe and secure school goal **Staff Responsible for Monitoring:** Assistant Principal for Discipline, Attendance, and Student Safety. **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement Crisis.Go - District Emergency Operations Plan (EOP) **Strategy's Expected Result/Impact:** Meet safe and secure school goal **Staff Responsible for Monitoring:** Assistant Principal for Discipline, Attendance, and Student Safety. **ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: Student Welfare and Abuse Prevention: Meet or exceed federal and TEA standards for bullying, dating violence, and suicide prevention.

Evaluation Data Sources: Safe and Supportive Schools Program PEIMS Data CH 21 Discipline PEIMS Data EOP Audit Review Mental Health Referrals (Social Worker, CPS) Annual Compliance Training Completion (Vector Training)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Social and Emotional Learning Curriculum, Conflict Resolution/Discipline Management Program (EQ Curriculum) **Strategy's Expected Result/Impact:** Meet or exceed safe and secure schools goal **Staff Responsible for Monitoring:** Campus Principal **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Participate in Mental Health and Crisis Intervention : Staff Development and Program Training **Strategy's Expected Result/Impact:** Meet or exceed safe and secure schools goal **Staff Responsible for Monitoring:** Campus Principal and Counselors **ESF Levers:** 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: Ensure an open invitation for stakeholders to attend high school fall festival, open house, helping with UIL, take part in SBDM, cultural and heritage celebrations, school sponsored activities with GT, Special education, bilingual, ESL, and at-risk students, and parent teacher conferences through the use of School Messenger and Facebook.

Evaluation Data Sources: School calendar of stakeholders involvement and sign in sheets at school functions to be completed by May, 2023.

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

Performance Objective 2: Increase parent engagement and notification on student progress through the use of school messenger, Skyward for Parents and email.

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

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Denver City High School will attend job fairs at colleges and universities to recruit highly qualified staff. **Strategy's Expected Result/Impact:** Highly qualified staff will improve academic success. Administrators will attend no less 2 job fairs. **Staff Responsible for Monitoring:** Administrators				

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

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Step Challenge Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Promote and encourage Health and overall school morale. Wellness with staff by accomplishing individual step goals **Strategy's Expected Result/Impact:** Weekly notices will be issued from the office as to individual progress as well as team progress **Staff Responsible for Monitoring:** step challenge data				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Eduphoria Work Orders
Principal Emails

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All DCHS staff will enter Euphoria reports to maintain an efficient and effective physical plant **Strategy's Expected Result/Impact:** Campus will have maintenance and technology issues reported in eduphoria with 100% of reports				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Increase student daily attendance by implementing "Attendance Competition" as evidenced by 97% each quarter. Theme will change each quarter.

Evaluation Data Sources: Monthly Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the attendance committee to develop an incentive program to increase daily attendance. **Strategy's Expected Result/Impact:** Assistant Principal for Discipline, Attendance, and Student Safety. **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize truancy courts to enforce state attendance mandates. **Strategy's Expected Result/Impact:** Increase ADA **Staff Responsible for Monitoring:** Assistant Principal for Discipline, Attendance, and Student Safety. **ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

DCHS CAMPUS IMPROVEMENT COMMITTEE (CIC)25.26

Committee Role	Name	Position
Campus Administrator	Chris Brattain	Principal
Campus Administrator	Brad Irons	Dean of Students
Classroom Teacher	Leslie McLaurin	Classroom Teacher
Classroom Teacher	Stacie Decker-Robles	Classroom Teacher
Classroom Teacher	Kala Parker	Classroom Teacher
Classroom Teacher	Cole McLeroy	Classroom Teacher
District Representative	Doug Duncan	Athletic Director
Classroom Teacher	David Delgado	Classroom Teacher
Classroom Teacher	Megan David	Classroom Teacher
Classroom Teacher	Jesse Flores	Classroom Teacher