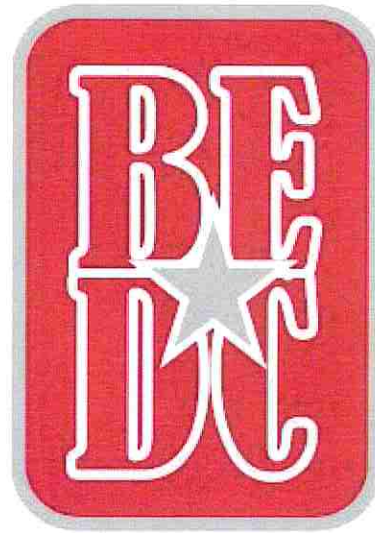


# **Denver City Independent School District**

## **Dodson Primary**

### **2024-2025 Campus Improvement Plan**



# Mission Statement

Dodson Primary will provide a school environment that supports all students ability to grow socially, emotionally, and academically according to their individual needs.

## 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

Dodson Primary is driven by the belief that every child has the ability to learn at his/her own rate to be "college success ready".

Dodson Primary is driven by the belief that children learn best when school and parents partner through open communication and mutual respect for diversity for the growth of students.

Every child matters.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Dodson Primary is a PreK-2nd grade Title 1 campus with 343 students enrolled as of 9/1/23. At this time we are 90% Hispanic with a large percentage of students qualifying for bilingual/ESL services.

We have a very active PTO and we work hard to engage all of our parents, families, and community members. We host events throughout the school year to foster parent involvement as well as to provide training for families as to how to best help their children continue to learn at home.

### Demographics Strengths

Our campus attributes achievement to a strong partnership with parents and a focus on high quality education and an administration and school board who are committed to quality education for all students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Dodson Primary has had shortage of certified Bilingual teachers and had to file a Bilingual Waiver every year to support our English Learners. **Root Cause:** Obtaining a Bilingual Certification is a rigorous process beyond the teacher license requirements. Additionally, the teacher has to be fluent/bilingual in another language other than English including speaking and writing.

**Problem Statement 2:** Low attendance in grades PK/K. **Root Cause:** Parents do not see PK/K as truly instructional grade levels.

# Student Learning

## Student Learning Summary

Students are below grade in Mathematics in grades K-2. Last year, teachers were using state adopted curriculum inconsistently, heavily supplementing with resources that were not research based.

This year we are participating in a Lesson Study with ESC 17 and implementing Eureka Math Texas curriculum. We have structured PLC's to support teacher implementation, and will be collaborating with ESC 17 to ensure fidelity. Each classroom has a scheduled teaching assistant in their room during small group time to ensure that each student receives targeted instruction.

To ensure student growth in ELAR, 3 full time reading interventionist, and one part time interventionist work with Tier 2-3 students on targeted skill deficits and work with teachers to help them target where students need in class intervention. We have also placed dedicated time in the daily schedule for small group instruction in ELAR.

Intervention is provided by a Bilingual Certified interventionist to all EL newcomer students as well as Tier 3 students who are not served through SPED or 504 Dyslexia.

Small group instruction and RTI are an emphasis for instruction for the 21.22 SY. The Master Schedule has been created to identify intentional times for RTI and small group instruction in order to allow for students to receive intervention outside of the prime instructional times. Each teacher has an interventionist working in their classroom during scheduled RTI time.

Teachers all have laptop computers to better access the district approved online curriculum (HMH Into Reading, TEKS Resource System, Eureka Math, Istation, Zearn) and each classroom has an updated Promethean board to help enhance student learning.

For the 2023-24 SY, in order to meet the requirements for the Commissioner's List of Approved Prekindergarten Assessment Instruments, DCISD will use CIRCLE as the tool to evaluate student progress and learning to guide instruction and remediation in multiple domains of development including reading, writing, math, health-wellness and language communication. This will mark the baseline year for HB3 Early Literacy progress measures. Additionally, to meet the requirement for Kindergarten assessment, TXKEA will be administered and utilized in conjunction with Istation for Kindergarten literacy.

## Student Learning Strengths

Dodson Primary is a 1:1 Chromebook campus for grades K-2. We are 1:1 with iPads in Pk.

60% of K-2 Students were on grade level in ELAR as evidenced by Istation assessments at EOY 2023-24

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Grade levels K-2 are below 70% Tier 1 based on iStation Isip assessments. **Root Cause:** Ineffective RTI small group instruction 1/2 time intervention staff - unable to meet needs of students PLC's not focused on high yield strategies

**Problem Statement 2 (Prioritized):** 60% of students in grades K-2 are not on grade level as evidenced through Eureka Math End of Module Assessments **Root Cause:** Curriculum is much more rigorous than teachers/students are accustomed to Gaps in student learning due to ineffective curriculum from past years

# School Processes & Programs

## School Processes & Programs Summary

Implementation of COVID cleaning protocols are continuing.

# Priority Problem Statements

**Problem Statement 1:** 60% of students in grades K-2 are not on grade level as evidenced through Eureka Math End of Module Assessments

**Root Cause 1:** Curriculum is much more rigorous than teachers/students are accustomed to Gaps in student learning due to ineffective curriculum from past years

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Grade levels K-2 are below 70% Tier 1 based on iStation Isip assessments.

**Root Cause 2:** Ineffective RTI small group instruction 1/2 time intervention staff - unable to meet needs of students PLC's not focused on high yield strategies

**Problem Statement 2 Areas:** Student Learning



# 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
- 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
- Effective Schools Framework data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data

# Goals

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

**Performance Objective 1: READING AND WRITING SKILLS:** Through the consistent use of HMH Into Reading, and Foundations phonics curriculum we will increase percentage of on grade level K-2 students by end of year to 80% as evidenced by Istation EOY ISIP assessment.

## HB3 Goal

**Evaluation Data Sources:** iStation Assessments  
HMH /Unit Assessments  
Foundations Unit Tests

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Weekly assessments delivered in Kindergarten at the teacher table based on TEKS/Skills taught for the week. <b>Strategy's Expected Result/Impact:</b> Teachers will have current data weekly to better create groups for appropriate differentiated instruction to ensure that there are no gaps in instruction. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Through the use of weekly PLC's each grade level will work collaboratively to look at student progress and determine how best to implement techniques and TEKS based activities. <b>Strategy's Expected Result/Impact:</b> Student mastery of ELAR TEKS will improve Teachers will become more adept at diagnosing student deficits correctly and efficiently <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Interventionists	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

**Performance Objective 2: MATH SKILLS:** Through the consistent use of TEKS resource system, Eureka Math Texas lessons and Zearn resources, we will increase the percentage of on grade level students in grades K-2 by end of year to 80%.

**Evaluation Data Sources:** Eureka Math Texas Edition  
TEKS Resource System lessons/Tests  
Zearn Lessons





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Participate in ESC 17 Eureka Math Lesson Study. <b>Strategy's Expected Result/Impact:</b> Teachers and admin will gain a greater understanding of the curriculum and as a result be able to implement it with fidelity. <b>Staff Responsible for Monitoring:</b> Curriculum Director Principal Assistant Principal Teachers	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 2nd Grade will implement Eureka assessments in the TFAR platform to ensure accurate data collection, and to better inform teachers of gaps in student learning. <b>Strategy's Expected Result/Impact:</b> 2nd Grade students will be at 70% on grade level at EOY 2023/24 <b>Staff Responsible for Monitoring:</b> Teachers	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

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

**Performance Objective 3: PRE-KINDERGARTEN:** PreK students will participate in full day PreK and 75% of students will demonstrate mastery of Texas PK Guidelines as evidenced by CIRCLE assessment results, and SAAVAS Unit Assessments using 21-22 as a baseline year.

**HB3 Goal**

**Evaluation Data Sources:** SAAVAS unit assessments  
CIRCLE Assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide PreK instruction for students meeting eligibility requirements through a balanced instructional curriculum. <b>Strategy's Expected Result/Impact:</b> Encourage active involvement and experiences in learning through a variety of activities, materials, and authentic field trip experiences. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal PreK Teachers Paraprofessional Support	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Parent involvement <b>Strategy's Expected Result/Impact:</b> Increase parental involvement through a variety of activities that are intentional in purpose such as teaching appropriate read aloud strategies, demonstration of phonics instruction, importance of daily attendance, appropriate structured play <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal PreK Teachers Paraprofessional Support	Formative		
	Nov	Jan	Mar
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

**Performance Objective 4:** For the 2023-24 SY, in order to meet the requirements for the Commissioner's List of Approved Prekindergarten Assessment Instruments, Dodson Primary will use CIRCLE as the tool to evaluate student progress and learning to guide instruction and remediation in multiple domains of development including reading, writing, math, health-wellness and language communication. This will mark the baseline year for HB3 Early Literacy progress measures. Additionally, to meet the requirement for Kindergarten assessment, mClass will be administered and utilized in conjunction with Istation for Kindergarten literacy.

**HB3 Goal**

**Evaluation Data Sources:** mCLASS  
CIRCLE

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement mCLASS for Kindergarten students and CIRCLE for Prekindergarten students with 100% fidelity. <b>Strategy's Expected Result/Impact:</b> All students in Kindergarten and Prekindergarten will be assessed according to TEA guidelines with 100% fidelity in order to establish a baseline data point. <b>Staff Responsible for Monitoring:</b> Principals Teachers Chief Academic Officer	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>			



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

**Performance Objective 5:** Dodson Primary will monitor the progress of all at risk students (Emergent Bilingual, low performance on reading assessment, retainees-except those by parent request, children of incarcerated parents, children placed in foster care by CPS) each grading period and will provide interventions as necessary for academics and social emotional well being. Monitoring will be at 4-5 week intervals.

**Evaluation Data Sources:** mCLASS Assessment  
CIRCLE Assessment

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

**Performance Objective 1:** Dodson Primary will participate in safety drills concurrent with state regulations as evidenced by campus drill calendar. We will provide continuous training as legislation is updated.

**Evaluation Data Sources:** School Resource Officers  
Principals  
Assistant Principals  
Assistant Superintendent of Maintenance and Transportation

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

**Performance Objective 2:** Dodson Primary will have systems in place to efficiently and effectively communicate emergency information to staff

**Evaluation Data Sources:** School Resource Officers

Principals

Assistant Principals

Assistant Superintendent of Maintenance and Transportation



**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:** Dodson Primary will create intentional, authentic opportunities for parents and families to participate in their children's education. These events will focus on the importance of early education and school attendance. Dodson will host no fewer than 2 events per semester.

**Evaluation Data Sources:** PreK Parent Academy  
 Foundations Information Night  
 Family Reading Events  
 Family Math Events  
 Holiday celebrations  
 PTO

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Promote student successes, schedules, positive school activities and celebrations through Facebook, Skyward emails, notes home in English and Spanish and home visits <b>Strategy's Expected Result/Impact:</b> Increase parental involvement and participation as partners in student success. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal All Staff Members	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide opportunities for parents as partners through Lunch and Learn, Title 1 meeting, Back to School Bash, Family Christmas Reading Night, Thanksgiving Meal, Splash Day, and classroom parties/celebrations. <b>Strategy's Expected Result/Impact:</b> Increase positive relationships between school and parents in the educational process while increasing the importance of attendance, participation and support. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal All Staff Members	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Phone calls to parents and home visits. <b>Strategy's Expected Result/Impact:</b> Decrease excessive absences by positively informing parents of the importance of attendance and alerting parents with phone calls and/or home visits when absences become excessive. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal All Staff Members	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Title I parent/teacher conferences with School/Home Compact. <b>Strategy's Expected Result/Impact:</b> Parents will understand the student achievements goals being set in Istation and Eureka Math <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal All Staff Members	Formative		
	Nov	Jan	Mar

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

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

**Performance Objective 1:** In an effort to certify teachers in the areas of Bilingual and ESL the district has implemented an initiative to include practice software for educator certification, compensation for teacher time, and reimbursement for testing attempts.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers having a waiver filed will pursue the Bilingual/ESL certification program. In addition, all bilingual teachers and teachers of ESL will be ELPS trained.  <b>Strategy's Expected Result/Impact:</b> One newly certified Bilingual teacher a year. <b>Staff Responsible for Monitoring:</b> Principal Chief Academic Officer  <b>Funding Sources:</b> Bilingual - Certify Teacher -Software, testing attempt reimbursement - Title III - \$2,000	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>			

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

**Performance Objective 1:** Dodson Primary will work to provide education for parents in regard to student attendance and it's impact on district finance.

**Evaluation Data Sources:** Principal  
Assistant Principal

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Dodson Primary will host PK & Kindergarten Parent Academy meetings monthly to address many components of parent involvement. Attendance and it's importance will be on every agenda.  <b>Strategy's Expected Result/Impact:</b> Parents will understand when students should miss school for illness, the importance of being here as often as possible, and attendance time for the campus.  <b>Staff Responsible for Monitoring:</b> PEIMS Clerk/Attendance Secretary Principal Assistant Principal	Formative		
	Nov	Jan	Mar
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			