

DUMAS ISD
District Improvement Plan
2016/2017

*Every Heart, Every Mind, Every Child, Every Day...
Expect Success*



Monty Hysinger
PO Box 615, Dumas, TX 79029
806-935-6461
monty.hysinger@dumasisd.org

DUMAS ISD

Mission

The District will provide academic excellence through collaboration with students, parents and the community.

Vision

The District will promote Academic Excellence, while maintaining a highly competitive level in all areas of school related activities.

The District will provide staff development to achieve Academic Excellence for all students.

The District will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

The District will create and maintain a safe learning environment.

Nondiscrimination Notice

DUMAS ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

DISD District Council

Name	Position
Allen, James	Community Member
Ames, Nikki	Teacher Representative
Angeles, Naomi	Parent Representative
Armendariz, Nicole	Teacher Representative
Baxter, Kurt	Administrator (Ex-Officio)
Beesley, Jacqueline	Community Member
Bishop, Sara	Parent Representative
Blanton, Cassie	Parent Representative
Boggs, Holli	Teacher Representative
Borron, Angie	Teacher Representative
Bussard, James	Special Services Director
Bussard, Lawrence	Community Member
Clark, Eric	Teacher Representative
Cox, Andrea	Administrator (Ex-Officio)
Cox, Brandon	Parent Representative
Crawford, Toni	At-Large Member
Davis, Jay	Parent Representative
Davis, Jenny	Teacher Representative
Fry, Vonda	Teacher Representative
Griffin, Marsha	Parent Representative
Guerra, Phil	Asst Supt for Personnel
Hart, Brenda	Teacher Representative
Hatley, Lisa	Elementary Curriculum Director
Heaton, Brian	Teacher Representative
Heaton, Sally	Secondary Curriculum Director
Higley, Polly	Teacher Representative
Hysinger, Monty	Superintendent
Keough, Michael	Director of Information Technology
Krebbs, Sherry	Parent Representative

DISD District Council

Name	Position
Ledbetter, Carol	Community Member
Legg, Kelly	Asst Supt for Instruction
Lewis, Greg	Asst Supt for Business
Mason, Gloria	Teacher Representative
Mason, Shawn	Teacher Representative
Mcdade, Karen	Teacher Representative
Mcdonald, Jason	Parent Representative
Murphy, Stacy	Teacher Representative
Newland, Elyse	Teacher Representative
Rhoades, Cindy	PEIMS Coordinator
Saenz, Geneva	Community Member
Salinas, Kim	Teacher Representative
Sanchez, David	Teacher Representative
Speck, Kathy	Community Member
Stroebel, Stan	Administrator (Ex-Officio)
Thomas, Kylene	Teacher Representative
Turner, Danielle	Parent Representative
Tyler, Karena	Teacher Representative

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Reduced class size at Priority Campus
Teacher/Student Ratios
Annual dropout rate/graduation rate
CTE program participation
Success rate of ELL Monitor students

Demographics Needs

High number of recent Asylee/Refugees
Over-representation of Special Education students
High number of newcomer ELLs
High percentage of Econ DisAdv
Declining student enrollment
Tracking and decision making for ELL and monitor students

Demographics Summary

The district has seen a decline in enrollment over the past couple of years however the percentage of Asylee/Refugee, ELL and Economically Disadvantaged students continues to hold steady.

According to 2016 PBMAS Data, there is an over-representation of special education students within the district

There is a short time frame to acclimate newcomer ELL and Asylee/Refugee students into school life, learn English and prepare for state assessments.

The majority of the student population (70%) is Economically Disadvantaged.

The district has a large population of ELL and Monitor students and systems are needed for tracking and decision making.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

Closing the gap between Econ DisAdv students and non-Econ DisAdv students
Systems in place (DMAC and Lead4ward) to provide for data disaggregation
LEP Year After Exit STAAR 3-8 Passing Rate
LEP STAAR EOC Passing Rate - Social Studies and Science
Title IA and Migrant students STAAR 3-8 and EOC passing rates

Student Achievement Needs

ELL and Asylee/Refugee students continue to struggle
High percentage of ELL students still scoring at a TELPAS Reading Beginning Proficiency level
High percentage of ELL students not progressing at least one proficiency level on TELPAS from year to year
ELL STAAR 3-8 Passing Rate
Title I, Part A STAAR 3-8 Passing Rate in Writing
SpEd STAAR 3-8 and EOC Passing Rates
Asian subgroup STAAR 3-8 and EOC Passing Rates in all subjects
LEP STAAR EOC Passing Rate - Mathematics and ELAR
All sub-groups meeting 100% system safeguards
Pre-K through Higher Education vision for students to become life-long learners
CTE LEP and CTE Special Ed STAAR EOC Passing Rates for English I and English II

Student Achievement Summary

Intervention strategies to accelerate the learning of Asylee/Refugee students and Asian students
High percentage of ELL students still scoring at a TELPAS Reading Beginning Proficiency level
High percentage of ELL students not progressing at least one proficiency level on TELPAS from year to year
Intervention strategies to accelerate the learning of ELL students
Support and interventions on Title I, Part A campuses to better serve students
Support and interventions for increased success on state assessments by Special Education students

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Support and interventions for all sub-groups to meet 100% of system safeguards

Pre-K through Higher Education vision for students to become life-long learners

Support and interventions for CTE students identified as LEP and/or Special Ed to increase EOC ELAR passing rates

School Culture and Climate

School Culture and Climate Strengths

Perception that the district provides a quality learning climate

Perception that students are safe at school

Perception that front office staff are helpful

Perception that facilities are well maintained and accessible to those with disabilities

Perception that community members are welcome to attend school events

Perception that the district is high quality and has high standards.

Perception that district employees are committed to student success

Satisfaction with the fine arts, wellness and PE programs

District promotes spirit, pride and moral

School Culture and Climate Needs

Perception that students are not treated fairly

Satisfaction of community regarding communication between the district and the community

Satisfaction with Second language programs

Parenting and Paternity Awareness curriculum for NPOC students

Curriculum and training to fully implement Relationships Under Construction program to meet the health and safety needs of 6th through 12th grade students.

School Culture and Climate Summary

Continue to strive for consistency and fairness in dealings with all students, staff and parents

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Continue implementation of a variety of means to get information regarding school events out to the public

Enhancement of second language programs

Implement the Parenting and Paternity Awareness (p.a.p.a.) curriculum at NPOC

Curriculum and training to fully implement Relationships Under Construction program to meet the health and safety needs of 6th through 12th grade students

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

First Year Teacher Academy

Implementation of Second Year Teacher Academy

Survey of staff to develop staff development plans

Eduphoria Appraise system to provide feedback to staff

Decrease in staff turnover rate at Priority campus

Staff Quality, Recruitment and Retention Needs

Support for teachers/paraprofessionals in need of passing certification exams

Recruitment of bilingual teachers

Retention of staff who commute

Formalized Mentoring program

Support for staff to receive training in up to date instructional strategies

Support for administration to help improve teacher performance

Staff Quality, Recruitment and Retention Summary

There is a need for additional support for teachers and paraprofessionals who are attempting to pass certification exams.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Continued recruitment efforts of bilingual teachers

Strategies to promote retention of staff who commute

Formalization of the campus mentor program as well as training for campus mentors

Provide training opportunities for staff to receive up to date instructional strategies to support student success

Support for administration to help improve teacher performance

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Continued implementation of Focused Curriculum Guides

Equity and Excellence Plan

Instructional Coaches on each campus

Horizontally aligned curriculum

Class schedules to maximize learning time

PLC process

Curriculum, Instruction and Assessment Needs

Vertically aligned curriculum

Common formative assessments aligned to curriculum, instruction and assessment and at appropriate level

Integration of technology into the classroom

Monitoring of the PLC process

Curriculum, Instruction and Assessment Summary

Collaboration among teachers to better vertically align curriculum and instruction

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Processes in place to ensure common formative assessments are aligned to the curriculum, instruction and assessment and at the appropriate rigor level

Support for staff to integrate technology into the classrooms

Monitoring processes in place to ensure continued success of the PLC model

Family and Community Involvement

Family and Community Involvement Strengths

Attendance of parents at District Council meetings

Language Line service

Parent conferences

School Health Advisory Committee

Booster Clubs and PTOs

Snack Pak 4Kids and Snack Shak involvement

Family and Community Involvement Needs

Communication with non-English parents who speak a language other than Spanish

Parent education regarding instructional strategies

Continued efforts to provide opportunities for engagement

Webpages need current, consistent and relevant information

Family and Community Involvement Summary

Communication with non-English parents who speak a language other than Spanish

Explore ways to increase parent education regarding instructional strategies

Continued efforts to provide opportunities for engagement

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

District Webpages need to be current, consistent and contain relevant information

School Context and Organization

School Context and Organization Strengths

District Staff Association
District Council
District Leadership Team
PLC process
Equity and Excellence Plan
Energy Management Plan
Asbestos Management Plan
Instructional Leadership Team

School Context and Organization Needs

Monitoring of PLC model
Reorganization within functions to be more efficient with less resources
Help in tracking compliance requirements for federal programs

School Context and Organization Summary

Procedures in place to ensure monitoring of PLC process
Reorganization within functions to be more efficient with less resources
Help in tracking compliance requirements for federal programs

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

Technology

Technology Strengths

- Projector/document camera in all classrooms
- Reorganization of DISD Technology department
- Help Desk for Technology Work Orders
- Chromebooks for DLT and ILT teams
- 96% of staff responses on DNA Survey considered themselves above average technology users
- 84% of staff responses on DNA Survey felt they had the technology tools available to be successful
- Mandatory 4 hours of technology training for professional employees
- Technology Day Conference

Technology Needs

- Technology used mainly in a whole group setting with little differentiation
- Technology used mainly at the teacher level instead of at the student level
- Continued trainings on technology and implementation in the classroom
- Updating of webpages
- Wireless capabilities across campuses
- Evaluation system in place for software programs

Technology Summary

- Technology used mainly in a whole group setting with little differentiation
- Technology used mainly at the teacher level instead of at the student level
- Continued trainings on technology and implementation in the classroom

Comprehensive Needs Assessment

Technology Summary (Continued)

Plan in place for updating of webpages

Investigate and plan for better wireless capabilities across campuses

Evaluation system in place for software programs

Comprehensive Needs Assessment Data Sources

Accountability Results
ACT/SAT Data
BrightBytes Results
Campus Schedules
Classroom Technology Needs
Community Demographics
Community Input
Course/Class Assignments
Decision Making Processes
Demographic Data
Disaggregated STAAR Data
Discipline Referrals
DISD Needs Assessment Survey of Staff
District Council Membership and Attendance
District Policies
DMAC Assessment Data
Drop-out Rates
Enrollment
Ethnicity
Expulsion/Suspension Records
Facilities Data
Failure Lists
Federal Program Guidelines
Focused Curriculum Guides
Gender
Graduation Records
Growth Projections
Highly Qualified Staff
Homeless Students
Language Line Service Usage
Maintenance Records
Master Schedules

Comprehensive Needs Assessment

Mobility Rates
Multi-Year Trends
Parent and Community Survey
Parent Participation
Parental Involvement Policy
PBM Risk Levels
PEIMS Reports
PLC Data
Professional Development Data
Program Support Services
Promotion/Retention Rates
Recruitment and Retention Strategies
Report Card Grades
Resource Allocations
Safe Schools Checklist
SCE Policy
Schedules for Student Support Services
Semester Exam Grades
Special Program Participation
Special Programs Evaluations
Special Student Populations
Staff Development
Staff Effectiveness and Student Achievement
Staff Mobility/Stability
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
State Assessment Data
Summary of Student Progress (not taking STAAR)
Support Structures
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates

Comprehensive Needs Assessment

Teacher-Student Ratios
Technology Plan
TEKS Resource System
TELPAS Results

TEXAS EDUCATION AGENCY 2016 Accountability Summary DUMAS ISD (171901)

Accountability Rating

Met Standard

Met Standards on

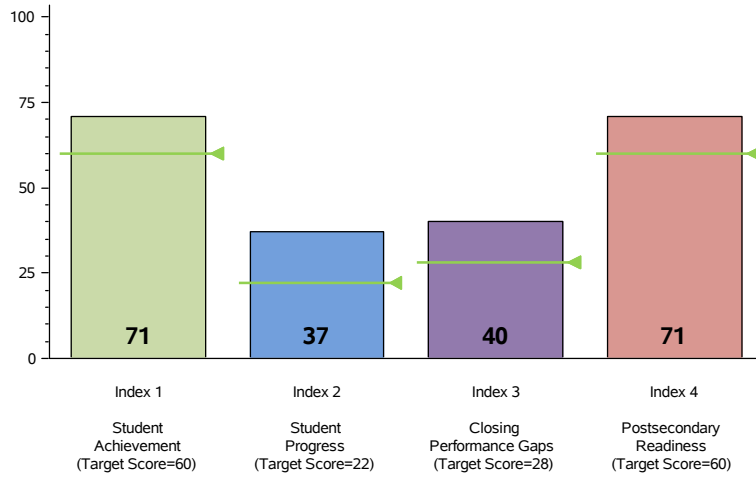
- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Performance Index Report



Distinction Designation

Postsecondary Readiness

Percent of Eligible Measures in Top Quartile
2 out of 16 = 13%

NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	5,042	7,053	71
2 - Student Progress	592	1,600	37
3 - Closing Performance Gaps	1,031	2,600	40
4 - Postsecondary Readiness			
STAAR Score	8.4		
Graduation Rate Score	24.7		
Graduation Plan Score	22.6		
Postsecondary Component Score	14.9		71

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	24 out of 36 = 67%
Participation Rates	17 out of 17 = 100%
Graduation Rates	4 out of 4 = 100%
Met Federal Limits on Alternative Assessments	0 out of 1 = 0%
Total	45 out of 58 = 78%

For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/account/2016/index.html>

Resources

Resource	Source
Carl Perkins	Federal
Head Start	Federal
IDEA Formula	Federal
IDEA Preschool	Federal
TIC Migrant	Federal
Title IA	Federal
Title IA Priority and Focus Grant	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Title VI - Rural and Low Income	Federal
Local Funds	Local
Dumas Education Foundation	Other
FTEs	Other
CTE	State
High School Allotment	State
State Compensatory	State
State ESL	State
State G/T	State
State PreK	State
State SpEd	State

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

Accountability Requirements

School Improvement

The district Met Standard for state accountability in 2015-2016 but missed System Safeguards in 13 Performance Rates.

Goal for 2016-2017

The goal for 2016-2017 is to meet 100% of the system safeguards as set forth by the 2017 accountability system.

Action Plan for 2016-2017

The district will utilize the strategies outlined in the District Improvement Plan Goals, Objectives and Strategies to improve student performance in all areas.

Criteria

Met Standard/Missed System Safeguards - applies to LEAs that met state accountability but missed one or more system safeguards.

Requirements

The LEA must establish a District Leadership Team and engage in the Texas Accountability Intervention System (TAIS) that results in a targeted Improvement Plan that addresses missed system safeguards.

DUMAS ISD

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 1. The District will refine its Equity and Excellence Plan to continue to meet state and federal accountability standards and 100% system safeguards. Summative Evaluation: State assessment results, System Safeguards Reports, TAPR, walk-thrus

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common assessments and benchmarks revised to address state assessments needs (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Secondary Curriculum Director	September and May	(L)Local Funds	Formative - Increased scores on state assessments
2. Implementation of TEKS Resource System (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Secondary Curriculum Director	September and May	(L)Local Funds	Formative - Increase in state assessment scores
3. Implementation of DMAC Assessment system for common assessments, benchmarks, and state assessment disaggregation. (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Secondary Curriculum Director	September and May	(L)Local Funds	Formative - Increase in state assessment scores
4. Implementation of Focused Curriculum Guides in all core subjects at all grade levels. (Target Group: All) (NCLB: 1,2,5)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Secondary Curriculum Director	September, January and May	(L)Local Funds	Formative - Increase in state assessment scores
5. Utilization of STAAR Test Maker in the creation of common assessments and benchmarks. (Target Group: All) (NCLB: 1)	Assistant Superintendent for Instruction, Elementary Curriculum Director	February and May	(L)Local Funds	Formative - Increased state assessment scores.
6. Staar4ward system utilized to provide assistance and professional development opportunities for management and leadership. (Target Group: All) (NCLB: 1)	Assistant Superintendent for Instruction, Principal	May	(L)Local Funds	Formative - Increased effectiveness in management personnel
7. The district will utilize an online system to track compliance with federal requirements. (Target Group: All) (NCLB: 1)	Assistant Superintendent for Instruction, Principal	May	(F)Title IA - \$5,350	Formative - 100% compliance with all federal requirements

DUMAS ISD

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 2. The District will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards and 100% system safeguard targets, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results and System Safeguard Reports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading Recovery Program for 1st grade at-risk students who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year (Target Group: AtRisk) (NCLB: 1)	Reading Recovery Coordinator	January and May	(F)Title IA - \$79,945, (O)FTEs - 10, (S)State Compensatory - \$566,844	Formative - Increased reading proficiency among participants
2. Instructional Coaches will provide support and trainings to teachers to increase the level of instruction on each campus. (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction	Each reporting period	(L)Local Funds	Formative - Increased State Assessments scores
3. Provide a seamless transition from second grade early literacy to third grade state assessments (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director	August and May	(L)Local Funds	Formative - Increased reading proficiency as measured by second grade local testing and third grade state assessments.
4. Additional teacher units to provide smaller class size for Priority designated campus (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction	January and May	(F)Title IIA Principal and Teacher Improvement - \$126,370, (O)FTEs - 2	Formative - Increased state assessment scores
5. Science projects (i.e., Science Starters, TEKS Resource System) (Target Group: All) (NCLB: 1,2,5)	Secondary Curriculum Director	January and May	(L)Local Funds	Formative - Increased science state and local assessment scores.
6. Software programs, online programs, and textbook resources to enhance classroom instruction and interventions. (Target Group: All) (NCLB: 1,2,5)	Elementary Curriculum Director, Instructional Technology Coordinator, Secondary Curriculum Director	January and May	(L)Local Funds	Formative - Increased state and local assessment scores
7. Supplemental intervention material provided for migrant students (Target Group: Migrant) (NCLB: 1,5)	Assistant Superintendent for Instruction	January and May	(F)TIC Migrant - \$100	Formative - Increased migrant students' state assessment scores
8. Transfer requests by current teachers and placement of new teachers will be reviewed by the Assistant Superintendent for Personnel to ensure high quality teachers are placed in higher need schools and programs first. Emphasis is placed on providing stability at the Priority Progress and Focus Progress campuses. (Target Group: AtRisk) (NCLB: 3)	Assistant Superintendent for Personnel	August and May	(L)Local Funds	Formative - Increased student state assessment scores

DUMAS ISD

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 2. The District will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards and 100% system safeguard targets, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results and System Safeguard Reports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Intervention materials and activities for low performing sub-groups at the Priority Progress campus - Cactus Elementary (Target Group: H, ECD, ESL, LEP, SPED, AtRisk) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director	December and May	(F)Title IA Priority and Focus Grant - \$12,000	Formative - Increase in sub-group state assessment scores
10. Digital resources such as Discovery Education Videostreaming available to classrooms. (Target Group: All) (NCLB: 1)	Instructional Technology Coordinator	December and May	(L)Local Funds	Formative - Increased state and local assessment scores.
11. K-12 Videoconferencing contract with ESC 16 to provide virtual field trips and learning opportunities to students. (Target Group: All) (NCLB: 1)	Instructional Technology Coordinator	December and May	(L)Local Funds	Formative - Increased state and local assessment scores
12. Intervention materials for low performing sub-groups at the Focus Progress campus - Sunset Elementary (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director	December and May	(F)Title IA Priority and Focus Grant - \$20,000	Formative - Increased state assessment scores
13. Intervention materials for Title IA served campuses. (Target Group: All)	Assistant Superintendent for Instruction	December and May	(F)Title IA - \$14,338	Formative - Increased state assessment scores on Title IA designated campuses
14. Extended day and extended year activities to provide support and intervention to struggling learners. (Target Group: AtRisk)	Assistant Superintendent for Instruction	December, March, June	(F)Title VI - Rural and Low Income - \$35,000	Formative - Increased state assessment scores
15. Supplemental intervention material provided to help support the educational system. (Target Group: All) (NCLB: 1,2,4,5)	Assistant Superintendent for Instruction	December and May	(F)Title VI - Rural and Low Income - \$44,818.25	Formative - Increased State Assessment scores
16. Implementation of Writers Workshop within elementary ELAR classrooms. (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Instructional Coach	December and May	(L)Local Funds	Formative - Increased reading and writing state assessment scores
17. Continued implementation of the PLC process at all campuses. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Superintendent for Instruction, Principal	December and May	(L)Local Funds	Formative - Increased state assessment scores

DUMAS ISD

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 2. The District will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards and 100% system safeguard targets, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results and System Safeguard Reports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
18. Implementation of Empowering Writers (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Secondary Curriculum Director	December and May	(L)Local Funds	Formative - Increased ELAR state assessment scores for essays and short answer responses
19. Contract with ESC 16 to provide the TEKS Resource System to teachers. (Target Group: All) (NCLB: 1,2,3,5)	Assistant Superintendent for Instruction	December and May	(F)Title IIA Principal and Teacher Improvement - \$8,280	Formative - Increased state assessment scores
20. Math Academy provided at DHS for students who have not performed satisfactorily on the Algebra 1 EOC (Target Group: AtRisk) (NCLB: 5)	Assistant Superintendent for Instruction, Secondary Curriculum Director	December and May	(L)Local Funds	Formative - Increased Algebra 1 EOC state assessment scores
21. Corrective Math and Corrective Reading classes provided for students who have not performed satisfactorily on an assessment instrument (Target Group: AtRisk) (NCLB: 1)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Secondary Curriculum Director	December and May	(F)Title IA - \$116,690, (O)FTEs - 4, (S)State Compensatory - \$131,613	Formative - Increased state assessment scores in Reading and Math
22. ELAR and Math Intervention classes provided for 7th and 8th grade students who failed the state assessment (Target Group: AtRisk) (NCLB: 1,5)	Secondary Curriculum Director	May	(O)FTEs - 4, (S)State Compensatory - \$228,851	Formative - Increased math and reading state assessment scores
23. Reasoning Mind STAAR Readiness program for 3rd and 4th grade students to meet 100% system safeguards. Summative - Reasoning Mind reports, common formative assessments (Target Group: All) (NCLB: 1)	Assistant Superintendent for Instruction	May	(L)Local Funds	Formative - 100% system safeguards met in grades 3 and 4
24. Full day fourth grade assistant for Priority campus (Target Group: 2nd)	Assistant Superintendent for Instruction, Elementary Curriculum Director	May	(F)Title IA - \$22,243, (O)FTEs - 1	Formative - Increased student progress on second grade testing
25. Full day assistant assigned to all grade levels to help with intervention at the Focus campus (Target Group: All) (NCLB: 1)	Assistant Superintendent for Instruction	Dec and May	(S)State Compensatory - \$17,040	Formative - Increased assessment scores

DUMAS ISD

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 3. The District will promote highly effective instruction for ELL and SpEd students to increase performance to a level commensurate with state and federal standards and 100% System Safeguard targets. Summative Evaluation: state assessment results, System Safeguard Reports, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia Interventions for identified at risk students, Dyslexia Intervention Program (DIP) and Take Flight (Target Group: Dys) (NCLB: 1,5)	Special Services Director	May	(O)FTEs - 2, (S)State Compensatory - \$128,754	Formative - Increased reading state assessment scores among participants
2. Sheltered instruction for ELL students (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Elementary Curriculum Director	January and May	(L)Local Funds	Formative - Increased scores on LEP student state assessment
3. Special Education IEPs will be written using eSpEd and TEKS and will utilize various sources to determine curriculum level (Target Group: SPED) (NCLB: 1,5)	Special Services Director	January and May	(L)Local Funds	Formative - Increased regular state assessment participants instead of alternative assessments
4. Step-by-step Inclusion methodologies for Special Education students (Target Group: SPED) (NCLB: 1,5)	Special Services Director	January and May	(L)Local Funds	Formative - Increased scores on special education student state assessment scores
5. Bilingual Transition and ESL classes with assistants (Target Group: ESL, LEP) (NCLB: 2)	Elementary Curriculum Director	January and May	(F)Title IA - \$216,582, (F)Title III Bilingual / ESL - \$90,742, (O)FTEs - 18, (S)State ESL - \$475,950	Formative - Increased scores on LEP student state assessment
6. Summer school activities for ELL students to maintain progress throughout the summer. (Target Group: ESL, LEP) (NCLB: 2)	Elementary Curriculum Director	August and May	(L)Local Funds	Formative - Increased state assessment scores for ELL students.
7. DynEd intervention program for identified ELL students and classes (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction	December and May	(F)Title III Bilingual / ESL - \$6,000	Formative - Increased state assessment scores for ELL students
8. Speech Services including: Speech Therapist and Speech Pathologist (Target Group: SPED) (NCLB: 1)	Special Services Director	December and May	(O)FTEs - 5, (S)State SpEd - \$346,291	Formative - Decreased number of students requiring speech services
9. Visually Impaired support for identified students (Target Group: SPED) (NCLB: 1)	Special Services Director	December and May	(O)FTEs - 1, (S)State SpEd - \$33,310	Formative - Increased state assessment scores
10. Behavior personnel for students in need of extensive behavior support, interventions and plans. (Target Group: SPED) (NCLB: 1)	Special Services Director	December and May	(O)FTEs - 4, (S)State SpEd - \$179,340	Formative - Decreased behavior interventions

DUMAS ISD

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 3. The District will promote highly effective instruction for ELL and SpEd students to increase performance to a level commensurate with state and federal standards and 100% System Safeguard targets. Summative Evaluation: state assessment results, System Safeguard Reports, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Special Services identification and assessment provided for proper placement of identified students. (Target Group: SPED) (NCLB: 1)	Special Services Director	December and May	(F)IDEA Formula - \$297,584, (O)FTEs - 7, (S)State SpEd - \$132,085	Formative - Increased proper placement and identification of students
12. Bilingual classes for identified students. (Target Group: ESL, LEP) (NCLB: 1,2)	Elementary Curriculum Director	December and May	(O)FTEs - 0.4, (S)State ESL - \$23,739	Formative - Increased state assessment scores
13. All staff will follow TEA participation requirements for alternative assessments. Continued professional development will be provided as needed. (Target Group: SPED) (NCLB: 1)	Special Services Director	December, April, and August	(L)Local Funds	Formative - Meeting the Federal Limits on Alternative Assessments Safeguard
14. Services for special needs students including: Alternate Curriculum Classroom, Resource, and Inclusion (Target Group: SPED) (NCLB: 1)	Special Services Director	December and May	(F)IDEA Formula - \$485,198, (O)FTEs - 59.94, (S)State SpEd - \$1,657,814	Formative - Increased state assessment scores
15. Licensed Specialist in School Psychology will provide support and examinations to students. LSSP will also provide support to campuses for behavior management plans and issues. (Target Group: SPED, AtRisk) (NCLB: 1,4)	Special Services Director	December and May	(O)FTEs - 1, (S)State SpEd - \$68,928	Formative - Decreased behavior interventions
16. Ellevation program utilized to track and better serve current and monitor ELL students (Target Group: ESL) (NCLB: 2)	Elementary Curriculum Director	December and May	(F)Title III Bilingual / ESL - \$13,000	Formative - Increased proper placement and identification of ELL students

DUMAS ISD

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 4. The District will provide intensive interventions and remediations for students below the 10% range as measured by Rtl Benchmarking Assessments. Summative Evaluation: state assessment results, TAPR, assessment graphs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Universal Screener will be used to screen all students in grades kindergarten through eleven at least three times per year (Target Group: AtRisk) (NCLB: 1,2,5)	Special Services Director	September, January, and May	(L)Local Funds	Formative - Increased state assessment scores and STAR 360 Assessments
2. Continued use of Tier II and Tier III interventions with support from teachers, Rtl specialists and assistants (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Secondary Curriculum Director, Special Services Director	May	(F)Title IA - \$43,809, (L)Local Funds, (O)FTEs - 5.33, (S)State Compensatory - \$78,285	Formative - Increased state assessment scores and STAR 360 Assessments
3. Continued implementation of campus level Rtl Teams. Rtl and PBS trainings will be provided to campus level staff. (Target Group: AtRisk) (NCLB: 1,2,5)	Special Services Director	January and May	(L)Local Funds	Formative - Decreased number of students referred for special education testing.
4. Continue implementation of local Rtl Guidelines (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Secondary Curriculum Director, Special Services Director	May	(L)Local Funds	Formative - Increased ability of Impact Teams to meet student needs
5. Academic and behavioral interventions will be used for Tier III students (Target Group: AtRisk) (NCLB: 1,2,5)	Special Services Director	Each grading period	(L)Local Funds	Formative - Increased STAR 360 Assessments
6. Technology utilized to provide computer based interventions to students (Target Group: AtRisk) (NCLB: 1,2,5)	Special Services Director	May	(L)Local Funds	Formative - Increased state assessment scores
7. ELAR and Math Instructional Coaches will provide 1.5 hours per school day of Rtl intervention at the elementary campuses. (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director, Instructional Coach, Principal	December and May	(L)Local Funds	Formative - Increased state assessment scores
8. ELAR and Math Instructional Coaches will assist classroom teachers on appropriate classroom interventions for Tier I. (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director, Instructional Coach, Principal	December and May	(L)Local Funds	Formative - Increased state assessment scores and decreased special education referrals

DUMAS ISD

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 5. The District will promote early learning to ensure school readiness. Summative Evaluation: TPRI, Observation Survey

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Full day kindergarten with assistants (Target Group: All) (NCLB: 1,2,5)	Assistant Superintendent for Personnel, Elementary Curriculum Director	May	(F)Title IA - \$42,432, (O)FTEs - 7, (S)State Compensatory - \$89,940	Formative - Increased student progress on kindergarten testing
2. PPCD Class for eligible students (Target Group: SPED) (NCLB: 1)	Special Services Director	May	(F)IDEA Preschool - \$16,391, (O)FTEs - 4, (S)State SpEd - \$138,794	Formative - Student progress by IEP gains
3. Community will be notified of PK classes through flyers and media (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, PEIMS Coordinator	May	(L)Local Funds	Formative - Increased interest in PK classes
4. Transition activities for entering Kindergarteners at elementaries (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director	August	(L)Local Funds	Formative - Decreased anxiety of kindergarten students and their parents
5. PK Unit with assistants (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director	May	(F)Title IA - \$66,556, (O)FTEs - 4.96, (S)State PreK - \$193,014	Formative - Student progress on Kindergarten testing
6. Full day first grade assistant for Priority campus (Target Group: PRE K) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director	May	(F)Title IA - \$23,037, (O)FTEs - 1	Formative - Increased student progress on first grade testing
8. Home Based Stepping Stones class provided to identified Migrant eligible children. (Target Group: Migrant) (NCLB: 1,4)	Assistant Superintendent for Instruction	December and May	(F)TIC Migrant - \$75	Formative - Increased student readiness for kindergarten
9. Partnership with ESC 16 to provide Headstart services at Morningside Elementary. This partnership allows for an inclusion option for PPCD students. (Target Group: PRE K) (NCLB: 1)	Superintendent	December and May	(F)Head Start - \$113,898, (F)Title IA - \$50,409, (L)Local Funds, (O)FTEs - 4	Formative - Increased student readiness for kindergarten

DUMAS ISD

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 6. The District will provide vocational/technical education and/or college preparatory classes in order to prepare students for their post secondary plans.
Summative Evaluation: Class enrollment, college credits received

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Building Trades elective classes (Target Group: CTE) (NCLB: 1,5)	Assistant Superintendent for Instruction	May	(L)Local Funds	Formative - Increased trade skill of students.
2. Variety of computer, agriculture, business, health sciences, home economics and industrial technology classes for electives (Target Group: CTE) (NCLB: 1,5)	Assistant Superintendent for Instruction	May	(O)FTEs - 10.16, (S)CTE - \$695,896	Formative - Increased technical skill level of students
3. PreAP, AP and Dual Credit course offerings (Target Group: All, GT) (NCLB: 1,5)	Secondary Curriculum Director	May	(O)FTEs - 6.08, (S)High School Allotment - \$409,260	Formative - Increased number of possible college credits upon graduation
4. College prep activities: career day, counseling, ASVAB, military recruiting and two college days (Target Group: All) (NCLB: 5)	Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased student interest in post secondary education
5. College information disseminated by Career Counselor - higher ed requirements (admissions, financial opportunities), Texas Grant and Teach for Texas grant program and accelerated high school graduation (Target Group: All) (NCLB: 5)	Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased student interest in post secondary education
6. QUEST program for 9th-12th grade students who participate (Target Group: All) (NCLB: 5)	Superintendent	May	(O)Dumas Education Foundation	Formative - Increased student interest in postsecondary education
7. District will pay tuition for students in Dual Credit classes (Target Group: All, GT) (NCLB: 1,5)	Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased enrollment in Dual Credit classes
8. District will pay the cost of AP exams (Target Group: All, GT) (NCLB: 1,5)	Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased number of AP exams taken
9. Staff to provide transition services for post-secondary activities and experiences for special education students (Target Group: SPED) (NCLB: 5)	Special Services Director	May	(L)Local Funds	Formative - Increased number of special education students accessing post-secondary opportunities
10. Materials and programs provided to CTE classes for successful implementation of CTE guidelines (Target Group: CTE) (NCLB: 1,5)	Assistant Superintendent for Instruction	May	(F)Carl Perkins - \$31,269, (L)Local Funds	Formative - Increased enrollment in CTE courses

DUMAS ISD

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 6. The District will provide vocational/technical education and/or college preparatory classes in order to prepare students for their post secondary plans.
Summative Evaluation: Class enrollment, college credits received

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. District will pay for state affiliation for FFA members. (Target Group: CTE) (NCLB: 1)	Assistant Superintendent for Instruction	May	(F)Carl Perkins - \$604	Formative - Increased enrollment in FFA program
12. Student Services Coordinator to provide assistance to secondary at risk students. (Target Group: AtRisk) (NCLB: 4,5)	Assistant Superintendent for Instruction	December and May	(O)FTEs - 1, (S)State Compensatory - \$79,713	Formative - Decreased drop out rate
13. Membership in the Texas Panhandle P-16 Council to promote student success, Pre-K through higher education (Target Group: All) (NCLB: 1,2,5)	Assistant Superintendent for Instruction, Principal	January and May	(F)Title VI - Rural and Low Income - \$1,062.75	Formative - Increased number of students continuing on to higher education institutes

DUMAS ISD

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 7. The District will provide alternative learning environments and methods for those students whom the regular setting has proved unsuccessful.
Summative evaluation: discipline records, attendance records, completion and dropout rates, state assessment results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. North Plains Opportunity Center will provide smaller class sizes and self-paced curriculum for at-risk students desiring an alternate graduation path. Students are identified at-risk according to at least one of the 13 At-Risk Indicators. (Target Group: AtRisk) (NCLB: 5)	Superintendent	May	(O)FTEs - 7, (S)State Compensatory - \$382,967	Formative - Increased completion rate and reduction in drop out rate
2. Odyssey Lab will provide a computerized credit recovery option at Dumas High School for students in grade 9, 10, 11, or 12 who did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester. (Target Group: AtRisk) (NCLB: 5)	Assistant Superintendent for Instruction, Secondary Curriculum Director	May	(L)Local Funds, (O)FTEs - 1, (S)State Compensatory - \$22,508	Formative - Increased completion rate and reduction in drop out rate
3. Disciplinary AEPs used as an alternative to expulsion so learning can continue for students who have been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year. (Target Group: AtRisk) (NCLB: 5)	Superintendent	May	(O)FTEs - 2.88, (S)State Compensatory - \$110,531	Formative - Decreased number of expulsions
4. Summer school activities for students at risk in Kindergarten through second grade reading. (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director	May	(L)Local Funds	Formative - Increased reading proficiency among participants
5. Homebound instruction for students during post-natal care (Target Group: AtRisk) (NCLB: 1,5)	Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased academic gains for pregnant and parenting teens
7. Edgenuity will provide a computerized credit recovery option for NPOC students (Target Group: AtRisk) (NCLB: 1,5)	Assistant Superintendent for Instruction, Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased completion rate. Reduction in drop out rate

DUMAS ISD

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 8. The District will increase the number of homeless and at-risk students successfully completing classes. Summative evaluation: grade reports, attendance reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dumas ISD will provide additional counseling services for at-risk and homeless students (Target Group: AtRisk) (NCLB: 4)	Assistant Superintendent for Instruction, PEIMS Coordinator	May	(F)Title IA - \$77, (L)Local Funds	Formative - Increased number of homeless and at-risk students served during the academic year
2. Dumas ISD will provide school supplies to homeless students (Target Group: AtRisk) (NCLB: 4)	PEIMS Coordinator	May	(L)Local Funds	Formative - Increased number of homeless students attending and prepared for school

DUMAS ISD

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 9. The District will implement its Gifted and Talented program for all identified students in such a manner to meet state and federal accountability standards. Summative evaluation: state assessment results, G/T roster

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dumas ISD will ensure all teachers and counselors receive training and/or updated training in G/T strategies (Target Group: GT) (NCLB: 3)	Assistant Superintendent for Instruction	May	(L)Local Funds	Formative - Increased effectiveness of G/T instruction
2. Pre-AP and AP classes offered with differentiated instruction for G/T students (Target Group: GT) (NCLB: 1)	Assistant Superintendent for Instruction	May	(L)Local Funds	Formative - Increased effectiveness of G/T instruction
3. Services provided to gifted/talented students at all campuses (Target Group: GT) (NCLB: 1)	Assistant Superintendent for Instruction	May	(L)Local Funds, (O)FTEs - 2, (S)State G/T - \$129,277	Formative - Increased percentage of students scoring at the commended level

DUMAS ISD

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 10. The district will establish a system of joint responsibility with state and local child welfare agencies to ensure the educational stability of students in foster care.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with the Texas Department of Family and Protective Services (DFPS) to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged, and funded.	Assistant Superintendent for Business, Assistant Superintendent for Instruction, PEIMS Coordinator, Superintendent	December		Formative - Development of regulation FFC-R2
2. Designation of PEIMS Coordinator as the District Foster Care Liaison in the TEA AskTED system.	Assistant Superintendent for Business	December		Formative - AskTED system reflects PEIMS Coordinator as District Foster Care Liaison.
3. District and all Title IA campuses will follow the guidelines and requirements set forth in regulation FFC-R2 and FFC-R2 Exhibit in regard to transportation of students in foster care.	PEIMS Coordinator, Superintendent	December		Formative - Increased educational stability of students in foster care.

DUMAS ISD

Goal 2. Dumas ISD will provide staff development to achieve academic excellence for all students.

Objective 1. The District will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records, ESC 16 Contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Contract with ESC 16 for TPTR trainings with emphasis on instructional techniques and methodologies (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	May	(F)Title IIA Principal and Teacher Improvement - \$12,000	Formative - Increased state assessment scores
2. Dumas ISD will send and/or provide all core staff to trainings about TEKS and state assessments (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Secondary Curriculum Director	May	(F)Title IA - \$33,400, (F)Title IIA Principal and Teacher Improvement - \$1,100, (F)Title VI - Rural and Low Income - \$10,000	Formative - Increased state assessment scores
3. Contract with ESC 16 for Curriculum and Instructional Services and Bilingual/ESL (Target Group: All, ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	May	(F)Title IIA Principal and Teacher Improvement - \$13,053, (S)State ESL - \$7,500	Formative - Increased state assessment scores
4. Strategies for ELL Students trainings (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	May	(F)Title III Bilingual / ESL - \$9,151, (L)Local Funds	Formative - Increased LEP students' scores on state assessments
5. Continued Special education professional development covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc (Target Group: SPED) (NCLB: 3)	Special Services Director	May	(L)Local Funds	Formative - Better understanding of how special education and regular education work together
6. Instructional strategies trainings provided by Instructional Coaches to support rigorous classroom instruction (Target Group: All) (NCLB: 3)	Elementary Curriculum Director	May	(L)Local Funds	Formative - 100% of system safeguards met
7. New staff trained on student management system and other pertinent technology programs/topics (Target Group: All) (NCLB: 3)	PEIMS Coordinator, Principal	October and August	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
8. Technology online and face-to-face modules (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator	May	(L)Local Funds	Formative - Increased ability of staff to use technology and become technologically literate
9. Regional, state and local migrant trainings (Target Group: Migrant) (NCLB: 3)	Assistant Superintendent for Instruction	As scheduled	(F)TIC Migrant - \$8,750	Formative - Increased migrant students' scores on state assessments
10. Highly qualified training and certification provided by the district for paraprofessionals (Target Group: All) (NCLB: 3)	Assistant Superintendent for Personnel	August and May	(L)Local Funds	Formative - Increased number of paraprofessionals designated as highly qualified.

DUMAS ISD

Goal 2. Dumas ISD will provide staff development to achieve academic excellence for all students.

Objective 1. The District will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records, ESC 16 Contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Materials and training available to aide teachers in becoming certified (Target Group: All) (NCLB: 3)	Assistant Superintendent for Personnel	May	(L)Local Funds	Formative - Increased number of teachers designated as highly qualified
12. Regional, state and local trainings for CTE teachers (Target Group: CTE) (NCLB: 3)	Assistant Superintendent for Instruction	As scheduled	(F)Carl Perkins - \$12,750	Formative - Increased knowledge and skills of CTE staff
13. Professional development activities for areas of school improvement. (Target Group: All) (NCLB: 1,3)	Assistant Superintendent for Instruction	December and May	(F)Title IA Priority and Focus Grant - \$7,262	Formative - Increased state assessment scores
14. Required school improvement meetings and trainings (Target Group: All) (NCLB: 1)	Assistant Superintendent for Instruction	May	(L)Local Funds	Formative - Increased effectiveness of implementing school improvement requirements.
15. Contract with ESC 16 to provide technical assistance and professional development opportunities for management and leadership. (Target Group: All) (NCLB: 3,4)	Assistant Superintendent for Instruction	May	(L)Local Funds	Formative - Increased effectiveness in management personnel
16. District will provide Eduphoria service to staff to register for and track professional development activities (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	December and May	(F)Title IA - \$7,920	Formative - Increased number of staff tracking their professional development
17. Professional development activities to target areas of need at Title IA served campuses (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	December and May	(F)Title IA - \$28,676	Formative - Increased state assessment scores at Title IA served campuses
18. Instruction in balanced literacy will be provided to all teachers in the first and second years of teaching grades K, 1 and 2 (Target Group: All, K, 1st, 2nd) (NCLB: 1,3)	Elementary Curriculum Director	As scheduled	(L)Local Funds	Formative - Increased proficiency and retention of new teachers
19. Support for administration to help improve teacher performance (Target Group: All) (NCLB: 3)	Assistant Superintendent for Personnel, Principal	December and May	(F)Title VI - Rural and Low Income - \$1,100	Formative - Improved teacher performance and documentation

DUMAS ISD

Goal 3. Dumas ISD will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Objective 1. The District will provide translation services for non-English speaking parents to improve communication and parent involvement. Summative Evaluation: sign-in sheets and contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dumas ISD will employ a Spanish interpreter/translator/ancillary examiner for special needs students (Target Group: SPED) (NCLB: 4)	Special Services Director	May	(O)FTEs - 1, (S)State SpEd - \$25,122	Formative - Increased parent attendance and involvement at ARDs
2. Dumas ISD will designate at least one person per campus to be the official interpreter/translator for parent conferences, meetings, etc. (Target Group: ESL, LEP) (NCLB: 4)	Superintendent	May	(L)Local Funds	Formative - Increased parental involvement on campuses
3. Dumas ISD will use a telephone translation system for languages where a translator is not available on site (Target Group: ESL, LEP) (NCLB: 4)	Assistant Superintendent for Instruction	Monthly	(F)Title III Bilingual / ESL - \$1,000	Formative - Increased parent involvement on campuses
4. Dumas ISD will employ Burmese translators to assist Burmese students (Target Group: ESL, Migrant, LEP) (NCLB: 4)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel	May	(O)FTEs - 2, (S)State ESL - \$67,142	Formative - Increased parent involvement on campuses

DUMAS ISD

Goal 3. Dumas ISD will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Objective 2. The District will promote attendance at parent teacher conferences and other school activities. Summative evaluation: sign-in sheets, parent/teacher conference schedules

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Headstart and PreK through 2nd grade teachers will meet with parents to review report cards and discuss student needs (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director	Fall	(L)Local Funds	Formative - Increased parental involvement
2. 3rd - 4th grade teachers will meet with parents to review report cards and student needs (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director	Fall	(L)Local Funds	Formative - Increased parental involvement
3. Back to School Nights (Target Group: All) (NCLB: 4)	Superintendent	August	(L)Local Funds	Formative - Increased parental involvement
4. Open Houses (Target Group: All) (NCLB: 4)	Superintendent	Fall	(L)Local Funds	Formative - Increased parental involvement
5. Dumas ISD will provide opportunities for parent involvement through meetings, programs, materials, etc (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction	May	(F)Title IA - \$384	Formative - Increased parental involvement
6. Campus parent involvement activities to engage parents in their child's learning (Target Group: All) (NCLB: 1)	Assistant Superintendent for Instruction	May	(F)Title IA - \$7,302	Formative - Increased number of parents actively participating in school events
7. Migrant recruiter to help meet the needs of identified migrant students (Target Group: Migrant) (NCLB: 1)	Assistant Superintendent for Instruction	May	(F)TIC Migrant - \$19,849, (O)FTEs - 0.5	Formative - Increased involvement of identified migrant families
8. Electronic communication with parents and community provided through MySchoolWay, Facebook, Twitter, DISD Homepage, and Google Events calendars posted to the DISD Homepage (Target Group: All) (NCLB: 4)	Superintendent	December and May	(L)Local Funds	Formative - Increased involvement by parents and community

DUMAS ISD

Goal 4. Dumas ISD will create and maintain a safe learning environment.

Objective 1. The District will maintain its facilities and train staff in order to provide a safe learning environment. Summative evaluation: sign-in sheets, maintenance records, accident reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety reviews of each facility (Target Group: All) (NCLB: 4)	Operations Director	May	(L)Local Funds	Formative - Maintain safety of facilities
2. Maintain surveillance system for facilities (Target Group: All) (NCLB: 4)	Chief of Police, Superintendent	November and May	(L)Local Funds	Formative - Maintain safety of facilities
3. CPI Trainings (Target Group: All) (NCLB: 4)	Special Services Director	October	(L)Local Funds	Formative - Better understanding of conflict resolution
4. Implement Asbestos Management Plan as directed by the Operations Director (Target Group: All) (NCLB: 4)	Operations Director	December and May	(L)Local Funds	Formative - Maintain safety of facilities
5. Implementation of the Concussion Management Protocol for student-athletes (Target Group: All) (NCLB: 4)	Athletics Director, Superintendent	Ongoing	(L)Local Funds	Formative - Successful implementation of protocol

DUMAS ISD

Goal 4. Dumas ISD will create and maintain a safe learning environment.

Objective 2. The District will implement the Character Counts character education curricula in conjunction with the Quantum Learning Eight Keys for Success.
Summative evaluation: lesson plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Character Counts activities addressing topics including conflict resolution, self-esteem, suicide prevention and violence education (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction	May	(L)Local Funds	Formative - Decreased student conflicts and increased student responsibility
2. Dating Violence program (Target Group: All) (NCLB: 4)	Secondary Curriculum Director	February and May	(L)Local Funds	Formative - Increased student awareness
3. Bullying lessons (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction	February and May	(L)Local Funds	Formative - Increased student awareness
4. Bullying awareness resources posted to district webpage (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction	May	(L)Local Funds	Formative - Increased student awareness
5. CPR Awareness provided to High School Biology classes and Grade 11 students (Target Group: 9th, 10th, 11th) (NCLB: 4)	Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased student awareness
6. Training and implementation of the Relationships Under Construction curriculum to help prevent students from dropping out of school (Target Group: All, AtRisk) (NCLB: 5)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Secondary Curriculum Director	January and May	(F)Title VI - Rural and Low Income - \$2,447.44	Formative - Full implementation of the Relationships Under Construction curriculum

DUMAS ISD

Goal 4. Dumas ISD will create and maintain a safe learning environment.

Objective 3. The District will provide a systematic K-12 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, UIL drug testing reports, fire department schedule, incident reports, sweep reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each core K-12 teacher will teach 1 lesson from the DAVE curriculum each year (Target Group: All) (NCLB: 4)	Chief of Police, Secondary Curriculum Director	May	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Random drug testing for UIL participants (Target Group: All) (NCLB: 4)	Chief of Police	Ongoing	(L)Local Funds	Formative - Decreased substance abuse
3. Firehouse 2-4-6, provided by Dumas Fire Department (Target Group: All) (NCLB: 4)	Superintendent	May	(L)Local Funds	Formative - Increased understanding by students of fire safety
4. Interquest canines will provide information to all 6th graders on the danger of drug abuse (Target Group: All) (NCLB: 4)	Chief of Police, Secondary Curriculum Director	Red Ribbon Week	(L)Local Funds	Formative - Decreased substance abuse
5. Interquest Canines will perform random campus sweeps at DHS, NPOC and DJHS. Available to elementaries and DIS when requested (Target Group: All) (NCLB: 4)	Chief of Police, Secondary Curriculum Director	Twice monthly	(L)Local Funds	Formative - Decreased substance abuse and number of illegal items brought to school
6. DAEP will be monitored for overrepresentation of ED, SpEd, LEP and ethnic groups (Target Group: AtRisk) (NCLB: 4)	Assistant Superintendent for Instruction, Special Services Director	January and May	(L)Local Funds	Formative - Decreased overrepresentation rates
7. Attendance rates, drop out rates, graduation rates, and recidivism rates for students in DAEP will be monitored (Target Group: AtRisk) (NCLB: 5)	Assistant Superintendent for Instruction	January and May	(L)Local Funds	Formative - Decreased drop out and recidivism rates. Increased graduation and attendance rates
8. Each core K-12 teacher will teach two internet safety lessons each year (Target Group: All) (NCLB: 4)	Instructional Technology Coordinator	May	(L)Local Funds	Formative - Increased student awareness
9. District Management Plan as outlined in FFI (Local); FFH (Local); and FFG (Exhibit) will be implemented at each campus. These policies provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Chief of Police, Counselor(s), Principal, Superintendent, Teacher(s)	May	(L)Local Funds	Formative - Increased staff and student awareness

DUMAS ISD

Goal 4. Dumas ISD will create and maintain a safe learning environment.

Objective 3. The District will provide a systematic K-12 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, UIL drug testing reports, fire department schedule, incident reports, sweep reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. The district and campuses will follow the guidelines set forth in Board Policy FFH Local in regard to Dating Violence. (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Chief of Police, Counselor(s), Principal, Superintendent, Teacher(s)	May	(L)Local Funds	Formative - Increased awareness by students and staff of dating violence
11. The district and campus staff will follow the guidelines and requirements set forth in Board Policy in regard to sexual abuse and other maltreatment of children. The policies that address these issues are: FFG (Legal); FFG (Exhibit); GRA (Legal); GRA (Local); DH (Local) and DH (Exhibit)and DMA (Legal). (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Chief of Police, Counselor(s), Principal, Superintendent, Teacher(s)	May	(L)Local Funds	Formative - Increased awareness by staff and students
12. All campus staff and students will follow the guidelines and requirements set forth in the Acceptable Use policy in regards to district technologies or personally owned devices while on campuses. (Target Group: All) (NCLB: 4)	Information Technology Director, Superintendent	Dec and May	(L)Local Funds	Formative - Decreased violations of Acceptable Use Policy
13. Implement the Parenting and Paternity Awareness (p.a.p.a.) curriculum at NPOC (Target Group: AtRisk) (NCLB: 4)	Assistant Superintendent for Instruction, Principal	January and May	(F)Title VI - Rural and Low Income	Formative - Increased awareness of parenting and paternity issues and strategies

2016-2017 Region 16 Migrant SSA Member District Migrant Education Plan

Dumas ISD

Goal Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.									
Objective All identified Migrant students will receive services according to high priority.									
Required Program Activities	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
	a. ID&R: Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students.	Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records, Recruiter Training Certificate	Considerable Progress <input checked="" type="checkbox"/> Some Progress _____ No Progress _____ Discontinue _____	<input checked="" type="checkbox"/>	Accomplished? Yes <input checked="" type="checkbox"/> No _____	
	b. ID&R: Conduct ID&R activities as outlined in the ID&R plan in the Texas Manual for the Identification and Recruitment of Migrant Children.	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records	Considerable Progress <input checked="" type="checkbox"/> Some Progress _____ No Progress _____ Discontinue _____	<input checked="" type="checkbox"/>	Accomplished? Yes <input checked="" type="checkbox"/> No _____	
	c. NGS: Beginning July 1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the Manual for New Generation System (NGS) Data Management Requirements.	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	NGS Reports and records	Considerable Progress _____ Some Progress <input checked="" type="checkbox"/> No Progress _____ Discontinue _____	<input checked="" type="checkbox"/>	Accomplished? Yes <input checked="" type="checkbox"/> No _____	
	d. Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls; August 22-June 2	Student Performance Log, copies of referral letters, NGS Supplemental Program Services report	Considerable Progress <input checked="" type="checkbox"/> Some Progress _____ No Progress _____ Discontinue _____	<input checked="" type="checkbox"/>	Accomplished? Yes <input checked="" type="checkbox"/> No _____	
	e. Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress _____ Some Progress <input checked="" type="checkbox"/> No Progress _____ Discontinue _____	<input checked="" type="checkbox"/>	Accomplished? Yes <input checked="" type="checkbox"/> No _____	
	f. Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	NGS Partial Credit Report, NGS Not-on-time for Graduation Report, NGS Student Graduation Plan, Student Performance Log, NGS list of Recommended Courses, NGS Supplemental Program Services report, documentation of credit consolidation and proper course placement	Considerable Progress _____ Some Progress <input checked="" type="checkbox"/> No Progress _____ Discontinue _____	<input checked="" type="checkbox"/>	Accomplished? Yes <input checked="" type="checkbox"/> No _____	
	g. Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.	Migrant Coordinator, Administrator, Counselor		July 1 through June 30	Student Performance Log, Migrant Middle School Survey	Considerable Progress _____ Some Progress <input checked="" type="checkbox"/> No Progress _____ Discontinue _____	<input checked="" type="checkbox"/>	Accomplished? Yes <input checked="" type="checkbox"/> No _____	
	h. Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor		July 1 through June 30; parent letter within first six weeks of student's enrollment	Student Performance Log, Copy of dated parent letter, recipient list, home visit log	Considerable Progress <input checked="" type="checkbox"/> Some Progress _____ No Progress _____ Discontinue _____	<input checked="" type="checkbox"/>	Accomplished? Yes <input checked="" type="checkbox"/> No _____	

2016-2017 Region 16 Migrant SSA Member District Migrant Education Plan

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
						Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No	Yes No
i. Middle School Students: Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. The presentation or information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.	Migrant Coordinator, Administrator	Migrant Brochures, Migrant Informational Video	August	Agendas, presentation handouts, sign-in sheets	Considerable Progress Some Progress No Progress Discontinue	_____ <input checked="" type="checkbox"/> _____ _____	Accomplished? Yes No	_____ <input checked="" type="checkbox"/> _____
j. Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.	Migrant Coordinator, Administrator	Migrant Middle School letter	within first six weeks of student's enrollment	Copy of dated parent letter, recipient list, Meeting notice, Agenda, sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	_____ <input checked="" type="checkbox"/> _____ _____	Accomplished? Yes No	_____ <input checked="" type="checkbox"/> _____
k. Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress Some Progress No Progress Discontinue	_____ <input checked="" type="checkbox"/> _____ _____	Accomplished? Yes No	_____ <input checked="" type="checkbox"/> _____
l. Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.)	Migrant Coordinator, Administrator		Within first 60 days of school year after entering school district	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, NGS record	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> _____ _____ _____	Accomplished? Yes No	_____ <input checked="" type="checkbox"/> _____
m. District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration.	Migrant Coordinator, Migrant Counselor, Administrator		March 1 through October 1	Procedures Manual, documentation of dissemination	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> _____ _____ _____	Accomplished? Yes No	_____ <input checked="" type="checkbox"/> _____
n. Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs.	Migrant Coordinator, Migrant Counselor		May 1 through September 1	Student Performance Log, TMIP referral documentation, letter, email or phone call log to receiving states' summer migrant program staff	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> _____ _____ _____	Accomplished? Yes No	_____ <input checked="" type="checkbox"/> _____
o. Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.	NGS Data Specialist, Migrant Coordinator		March 1 through June 1	Name of summer contact person encoded on NGS	Considerable Progress Some Progress No Progress Discontinue	_____ _____ <input checked="" type="checkbox"/> _____	Accomplished? Yes No	_____ _____ <input checked="" type="checkbox"/> _____
p. Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist		July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> _____ _____ _____	Accomplished? Yes No	_____ <input checked="" type="checkbox"/> _____
q. Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program.	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator		April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	_____ _____ <input checked="" type="checkbox"/> _____	Accomplished? Yes No	_____ _____ <input checked="" type="checkbox"/> _____
r. PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code.	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator	Pink Copy of COE	July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress Some Progress No Progress Discontinue	_____ <input checked="" type="checkbox"/> _____ _____	Accomplished? Yes No	_____ <input checked="" type="checkbox"/> _____

Required Program Activities

2016-2017 Region 16 Migrant SSA Member District Migrant Education Plan

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
						Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No	
<i>Graduation Plan Support</i> --Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including to (1) develop individualized migrant student action plans, (2) provide leadership for coordination of services, (3) monitor course completion for PFS students with late entry and/or early withdrawal, (4) review district policies and procedures concerning students with late entry and/or early withdrawal, (5) intervene on behalf of students whose concerns put their academic success at risk, and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship opportunities and financial aid.	Migrant Counselor	Reg 16 SSA MEP funds	August 1 through June 30	Individualized migrant student action plans, district plan outlining procedures for late entry and or early withdrawal; agendas from migrant parent meetings, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<i>Credit Accrual</i> --Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's Migrant Student Graduation Enhancement Program; and (2) use of equipment, space and support staff necessary for successful completion of course work. MEP funding is allowable only where migrant students cannot be served by other available resources.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Student Performance Log, NGS Credit Reports, Student transcript, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Supplemental Instruction--Tutoring in core content areas during the regular school day	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2016, March 2017, April 2017	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2017	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2016, March 2017, April 2017	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<i>The Close Up Washington Experience</i> is a multiple-day event that provides the opportunity for migrant students to experience United States government in action. Students gain leadership skills and are encouraged to return home and participate in their communities. Migrant students will better understand their role as citizens. Students will submit an application and once selected will take an online course to help prepare them for the experience. During the trip, students will network with other migrant students from across the region and together they will form the Migrant Student Leadership Team for the following school year.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Fall 2016-- application Winter 2016-2017--online course Summer 2017--trip	Applications, Online Coursework, Agendas, presentiaon handouts, sign-in sheets	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<i>High School Leadership Retreat</i> -- Conduct a two day workshop for migrant high school students to enrich and expand their leadership skills. They will participate in a Ropes Course which will enhance their team-building skills and encourage bonding. A panel of professionals with migrant roots will address the issues migrant students are facing and help them access resources and mentoring opportunities. Students will have a college experience at WTAMU. Students are encouraged to get acquainted with and network with other migrant students from across the region.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	October 2016	Agendas, presentiaon handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<i>College Tours</i> -Expose migrant students to various post-secondary educational possibilities and allow them to gain greater understanding of the admissions, financial aid and College Assistance Migrant Program (CAMP) services firsthand through visits with these various departments at actual college and university campuses.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Summer 2017	Applications, Online Coursework, Agendas, presentiaon handouts, sign-in sheets	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<i>College and Career Fair</i> -Expose migrant students to various career options and learn the paths after high school graduation to attain selected career of interest.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Summer 2017	Agendas, presentiaon handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>

Supplemental Program Activities--Secondary High School (Grades 9-12)

2016-2017 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Summative Review	
							Jan	June
Supplemental Program Activities--Middle School (Grades 6-8)	Supplemental Instruction--Tutoring in Core Content Areas during the Regular School Day	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress <input checked="" type="checkbox"/> Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes <input checked="" type="checkbox"/> No _____	
	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2017	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue <input checked="" type="checkbox"/>	Accomplished? Yes _____ No <input checked="" type="checkbox"/>	
	Supplemental Instruction--Statewide student assessment Tutorials during the regular school day	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress <input checked="" type="checkbox"/> Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes <input checked="" type="checkbox"/> No _____	
	<i>School and Social Engagement</i> --Conduct a full-day retreat or half-day workshop for migrant middle school students aimed at developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and nonacademically related issues they may face.	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor	Reg 16 SSA MEP funds	March 2017	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress <input checked="" type="checkbox"/> Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes <input checked="" type="checkbox"/> No _____	
Supplemental Program Activities--Elementary School (Grades 1-6)	Supplemental Instruction--Tutoring in Core Content Areas during the Regular School Day	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress <input checked="" type="checkbox"/> Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes <input checked="" type="checkbox"/> No _____	
	Supplemental Instruction-- Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2017	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue <input checked="" type="checkbox"/>	Accomplished? Yes _____ No <input checked="" type="checkbox"/>	
	Supplemental Instruction--Statewide student assessment Tutorials during the regular school day	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress <input checked="" type="checkbox"/> Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes <input checked="" type="checkbox"/> No _____	
	<i>Health and Safety Day for grades 3-5</i> -- One day event focusing on health and safety issues. Students will receive information about food safety/nutrition, dental prevention, fire safety, drug/alcohol awareness, sun safety/hand washing, resources using technology and social health. This event meets the health area of concern with MEP OME. Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student's ability to succeed in school.	Migrant Coordinator, Administrator, Counselor, R16 Education Speciliast	Reg 16 SSA MEP funds	May 2017	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress <input checked="" type="checkbox"/> Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No <input checked="" type="checkbox"/>	

2016-2017 Region 16 Migrant SSA Member District Migrant Education Plan

Supplemental Program Activities-- Early Childhood School Readiness Program (EE-K)	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
		<i>Supplemental Instruction</i> --Home Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer center-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources. Name of program: A Bright Beginnings	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	August 25-May 30	A Bright Beginnings inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No
Supplemental Program Activities-- Support Services	<i>Identified Needs for Academic and Nonacademic Support Services</i> --School Supplies	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Administrator, Counselor	MEP funds	July 1 through June 30	School Supply list, NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Identified Needs for Academic and Nonacademic Support Services</i> --Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Administrator, Counselor, Region 16 Education Specialist	MEP funds	July 1 through June 30	NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education</i> -- Transportation to and from Parent Involvement and PAC meetings	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Administrator, Counselor, Region 16 Education Specialist	MEP funds	July 1 through June 30	NGS Supplemental Program Services report, Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	<i>Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education</i> -- Registration for State and/or National workshops and conferences.	Migrant Coordinator, Administrator, R16 Education Specialist	MEP funds	July 1 through June 30	Registration form, Certificate of Attendance, Conference Agenda, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	<i>Other: Snacks and Meals for migrant students participating in off campus migrant activities</i> -- When students participate in SSA sponsored activities that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g.--Leadership conferences, STAAR Burst, Health and Safety Day, etc.)	Migrant Interventionist, Migrant Youth Specialist, Migrant Counselor	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. District identified Recruiters and Eligibility Reviewers will complete on-line Identification and Recruitment (ID&R) training offered through Project Share.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	___ _X___ ___ ___	___ _X___ ___ ___	___X___ ___ ___ ___	Accomplished Yes No	___X___ ___ ___
OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Meet with all district ID&R staff (eligibility reviewers, recruiters and clerks) to brainstorm and plan recruitment strategies to include in ID&R Plan.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, staff assignments, calendar	Considerable Prog. Some Progress No Progress Discontinue	___X___ ___ ___ ___	___X___ ___ ___ ___	___X___ ___ ___ ___	Accomplished Yes No	___X___ ___ ___
B. Finalize all forms, documents and logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	MEP administrators, recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, handouts	Considerable Prog. Some Progress No Progress Discontinue	___X___ ___ ___ ___	___X___ ___ ___ ___	___X___ ___ ___ ___	Accomplished Yes No	___X___ ___ ___
C. Make recruiter assignments, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar, TEA Agricultural Map	staff assignments, contact log, list of local farmers/agribusiness contacts, utility contacts, social services contacts	Considerable Prog. Some Progress No Progress Discontinue	___X___ ___ ___ ___	___X___ ___ ___ ___	___X___ ___ ___ ___	Accomplished Yes No	___X___ ___ ___
D. Conduct ID&R for Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration, etc. Targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Share copies of COEs with appropriate entities as listed on COE.	MEP recruiters	Throughout the year. Make initial outreach efforts by Sept. 30	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, COEs, Supplemental Documentation Form, completed family surveys	Considerable Prog. Some Progress No Progress Discontinue	___ _X___ ___ ___	___ _X___ ___ ___	___X___ ___ ___ ___	Accomplished Yes No	___X___ ___ ___

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
continued					Formative Evaluation Review				Summative Review	
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
E. Conduct Annual Initial Contact for Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Share copies of COEs with appropriate entities as listed on COE.	MEP recruiters	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, Family COE Report, COEs, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	_X_ ____ ____ ____	_X_ ____ ____ ____	_X_ ____ ____ ____	Accomplished Yes No	_X_ ____ ____
F. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and Coe Supplemental Documentation Form to eligibility reviewer for review.	MEP recruiters	Within 3 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	_X_ ____ ____ ____	_X_ ____ ____ ____	_X_ ____ ____ ____	Accomplished Yes No	_X_ ____ ____
G. Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	MEP eligibility reviewers	Within 5 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Copies of COEs, Supplemental Documentation Form, Eligibility Reviewer signature	Considerable Prog. Some Progress No Progress Discontinue	_X_ ____ ____ ____	_X_ ____ ____ ____	_X_ ____ ____ ____	Accomplished Yes No	_X_ ____ ____
H. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	MEP recruiters	Sept 1-Nov 1 ~~~~~ ~~~~~ Also for 2-yr-olds turning 3, after 3rd birthday.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Residency Verification entry made on all COEs, contact log, Residency Verification entry on NGS	Considerable Prog. Some Progress No Progress Discontinue	____ _X_ ____ ____	____ _X_ ____ ____	_X_ ____ ____ ____	Accomplished Yes No	_X_ ____ ____
I. Coordinate with Region 16 Out of School Youth Recruiter to identify OSY within the LEA's boundaries.	MEP recruiters	Throughout the year.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ _X_ ____ ____	____ _X_ ____ ____	_X_ ____ ____ ____	Accomplished Yes No	_X_ ____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> X <u> </u> _____ _____ _____	<u> </u> X <u> </u> _____ _____ _____	<u> </u> X <u> </u> _____ _____ _____	Accomplished Yes No	<u> </u> X <u> </u> _____ _____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	_____ <u> </u> X <u> </u> _____ _____	_____ <u> </u> X <u> </u> _____ _____	<u> </u> X <u> </u> _____ _____ _____	Accomplished Yes No	<u> </u> X <u> </u> _____ _____
OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.										
Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children, back of COEs	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> X <u> </u> _____ _____ _____	<u> </u> X <u> </u> _____ _____ _____	<u> </u> X <u> </u> _____ _____ _____	Accomplished Yes No	<u> </u> X <u> </u> _____ _____
OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> X <u> </u> _____ _____ _____	<u> </u> X <u> </u> _____ _____ _____	<u> </u> X <u> </u> _____ _____ _____	Accomplished Yes No	<u> </u> X <u> </u> _____ _____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
continued					Formative Evaluation Review				Summative Review	
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
B. Forward COEs with more than one required comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Eligibility reviewers, MEP administrators, and ESC MEP contact when appropriate	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children	COEs, Supplemental Documentation forms, contact logs	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> X <u> </u> _____ _____ _____	<u> </u> X <u> </u> _____ _____ _____	<u> </u> X <u> </u> _____ _____ _____	Accomplished Yes No	<u> </u> X <u> </u> _____ _____
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	As needed throughout the year	Texas Manual for ID&R of Migrant Children, ESC staff	email/phone contact log of communication between ESC and district contacts	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> _____ <u> </u> X <u> </u> _____ _____	<u> </u> _____ <u> </u> X <u> </u> _____ _____	<u> </u> X <u> </u> _____ _____ _____	Accomplished Yes No	<u> </u> X <u> </u> _____ _____
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	All MEP staff	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children, COEs	COEs, Supplemental Documentation forms	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> X <u> </u> _____ _____ _____	<u> </u> X <u> </u> _____ _____ _____	<u> </u> X <u> </u> _____ _____ _____	Accomplished Yes No	<u> </u> X <u> </u> _____ _____
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instruction set forth by TEA.	ESC, MEP staff	January-June	Texas Manual for ID&R of Migrant Children, COEs	COEs, Supplemental Documentation forms, Eligibility Validation forms, contact log of re-interviews	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> _____ <u> </u> X <u> </u> _____ _____	<u> </u> _____ <u> </u> X <u> </u> _____ _____	<u> </u> X <u> </u> _____ _____ _____	Accomplished Yes No	<u> </u> X <u> </u> _____ _____
OBJECTIVE VI Region 16 MEP SSA member districts will evaluate their MEP.										
					Formative Evaluation Review				Summative Review	
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> _____ <u> </u> _____ <u> </u> X <u> </u> _____ _____	<u> </u> _____ <u> </u> _____ <u> </u> X <u> </u> _____ _____	<u> </u> X <u> </u> _____ _____ _____	Accomplished Yes No	<u> </u> X <u> </u> _____ _____

**REGION 16 SSA Priority for Services Action Plan
2016-2017**

OBJECTIVE: Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.										
GOAL: To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.										
School Success Determinants: passing coursework, earning credits, advancing grade levels, passing state standardized tests, attending school regularly					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Ensure that Migrant Priority for Services (PFS) Student Reports are run monthly. District superintendent or migrant recruiter will notify Region 16 Education Service Center Migrant Coordinator if migrant PFS student reports are not received in the district by the 20th of each month.	Region 16 Education Service Center NGS Data Specialists, District Administrator	During the first week of each month during the program year	Texas MEP NGS Implementation Guidelines for School Districts and ESCs	Monthly migrant PFS student reports on file in superintendent's office and each campus office in order to target services appropriately to migrant PFS students for improved academic performance.	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> <u> X</u> <u> </u> <u> </u>	<u> </u> <u> X</u> <u> </u> <u> </u>	<u> X</u> <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> X</u> <u> </u> <u> </u> <u> </u>
B. Provide a list of migrant priority for service (PFS) students to principal(s) and appropriate campus staff.	NGS Data Specialist, Migrant Service Coordinator	During the first week of each month during the program year	Texas MEP NGS Implementation Guidelines for School Districts and ESCs	Log indicating dissemination of reports	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> <u> X</u> <u> </u> <u> </u>	<u> </u> <u> X</u> <u> </u> <u> </u>	<u> X</u> <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> X</u> <u> </u> <u> </u> <u> </u>
C. Review the academic status of each PFS student after each six-week grade reporting period. In consultation with campus administrator(s), counselor(s) and classroom teacher(s) a migrant individualized education plan (MIEP) will be developed for each PFS student not meeting or at risk of not meeting all academic standards.	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	Every six weeks immediately following the posting of grades	Texas Migrant Education Program Guidance, Section D	Three week progress reports, six week report cards, IEP with date of consultation and signatures of participants	Considerable Prog. Some Progress No Progress Discontinue	<u> X</u> <u> </u> <u> </u> <u> </u>	<u> X</u> <u> </u> <u> </u> <u> </u>	<u> X</u> <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> X</u> <u> </u> <u> </u> <u> </u>
D. Include services/strategies/interventions by non-migrant-funded programs in the MIEP of each PFS student.	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	Every three weeks immediately following the posting of grades	Texas Migrant Education Program Guidance, Section D	MIEP documenting services provided by any federal, state or local programs (i.e. TIA, TIII, Homeless, B/ESL, Free & Reduced Lunch, SCE)	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> <u> X</u> <u> </u> <u> </u>	<u> </u> <u> X</u> <u> </u> <u> </u>	<u> X</u> <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> X</u> <u> </u> <u> </u> <u> </u>
E. Migrant Priority for Service (PFS) students will be given first consideration for all supplementary MEP funded services provided.	Migrant coordinator, migrant counselor, migrant interventionist	Ongoing throughout the year as services or activities are conducted.	Texas Migrant Education Program Guidance, Section D	MIEP, request forms document PFS eligibility of student	Considerable Prog. Some Progress No Progress Discontinue	<u> X</u> <u> </u> <u> </u> <u> </u>	<u> X</u> <u> </u> <u> </u> <u> </u>	<u> X</u> <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> X</u> <u> </u> <u> </u> <u> </u>

**REGION 16 SSA Priority for Services Action Plan
2016-2017**

OBJECTIVE: Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.										
GOAL: To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.										
School Success Determinants: passing coursework, earning credits, advancing grade levels, passing state standardized tests, attending school regularly					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
F. Focus services on PFS students according to MIEPs	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	Every three weeks immediately following the posting of grades	Texas Migrant Education Program Guidance, Section D	Monthly service log/time and effort reflecting service(s) and time spent with PFS students	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> <u> X</u> <u> </u> <u> </u>	<u> </u> <u> X</u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u> <u> X</u>	Accomplished Yes No	<u> </u> <u> X</u> <u> </u> <u> </u>
G. Migrant Interventionists will review PFS list on a monthly basis to determine migrant students for targeted instructional support focusing on PFS students unable to meet Statewide Student Assessment criteria.	Migrant Interventionist	Once each month; ongoing throughout year as necessary	Title I, Part C, Consolidated Federal Application, PS3103 High, Middle and Elementary School Supplemental Instruction Strategies	Migrant Interventionists' tracking form	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> <u> X</u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> </u> <u> </u> <u> X</u> <u> </u>
H. Insure coordination of services to meet the needs of migrant students by facilitating access of services to community entities/agencies	Migrant service coordinator	Ongoing throughout the year	Texas Migrant Education Program Guidance, Section D and Section E	log documenting phone calls, home visits, etc.	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> <u> X</u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> </u> <u> </u> <u> </u> <u> </u>
I. Conduct home visits to parents of PFS students to notify of PFS criteria and update on student's progress.	Migrant service coordinator, Migrant School Home community liaison, recruiter	Ongoing throughout the year; at a minimum of one per semester	Texas Migrant Education Program Guidance, Section D	phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, MIEP, etc.)	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> </u> <u> </u> <u> </u> <u> </u>
J. Monitor all migrant student academic achievement with particular focus on migrant PFS student progress. Disaggregate data to determine and target achievement gaps between migrant and non-migrant students. Utilize data to target services and develop student MIEPs.	Campus and district administrators, counselors, teachers, migrant service coordinator, migrant counselor	Ongoing throughout the year	Title I, Part C Program Specific Provisions and Assurances	Data disaggregation and comparisons, MIEPs	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> </u> <u> </u> <u> </u> <u> </u>

At-Risk Criteria

Student Eligibility Criteria:

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless*, as defined by 42. U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

***Homeless students**, as defined by 42. U.S.C. Section 11302, and its subsequent amendments-

- 1) The term "homeless" or "homeless individual or homeless person" includes-an individual who lacks a fixed, regular, and adequate nighttime residence; and
- 2) an individual who has a primary nighttime residence that is
 - a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
 - b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
 - c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.

At-Risk Criteria (continued)

Student Eligibility Using Local Criteria

School Districts may use local criteria for identifying “students at risk of dropping out of school” as long as:

- The number of students identified and served with SCE funds is limited to 10% of the number of students who received SCE services from the district using the state criteria during the preceding school year and
- The local criteria have been approved by the local board of trustees.

For more SCE Update information, please visit: <http://www.tea.state.tx.us/stcomped/>

**HIGH SCHOOL ALLOTMENT
Annual Performance Goals
2016 – 2017**

1. Maintain percentage of students graduating from high school at 98%

Percentage of students graduating from high school:

	Class of 2013	Class of 2014
Graduated	96.6%	98.8%
Received GED	0.4%	0.4%
Continued HS	2.6%	0.8%
Dropped Out	0.4%	0.0%

2. Increase percentage of students enrolled in advanced courses/dual credit courses to 18%

Enrollment in advanced courses/dual credit courses:

2012-13	2013-14
17.8%	17.3%

3. Increase percentage of students successfully graduating Recommended High School Program or Distinguished Program to 80%

Percentage of students successfully graduating Recommended High School Program or Distinguished Program:

	Class of 2013	Class of 2014
Percentage Recommended or Distinguished	77.0%	78.8%

4. Increase percentage of students who achieved the higher education readiness component qualifying score on English Language Arts to 64%

Percentage of students who achieved the higher education readiness component qualifying score on English Language Arts (required scale score is 2200 with a 3 on the written composition):

	Class of 2013	Class of 2014
Percentage	63%	61%

5. Increase the percentage of students who achieved the higher education readiness component qualifying score on Math to 68%

Percentage of students who achieved the higher education readiness component qualifying score on Math (required scale score is 2200):

	Class of 2013	Class of 2014
Percentage	67%	53%

**HIGH SCHOOL ALLOTMENT
Annual Performance Goals
2016 – 2017**

1. Maintain percentage of students graduating from high school at 98%

Percentage of students graduating from high school:

	Class of 2013	Class of 2014
Graduated	96.6%	98.8%
Received GED	0.4%	0.4%
Continued HS	2.6%	0.8%
Dropped Out	0.4%	0.0%

2. Increase percentage of students enrolled in advanced courses/dual credit courses to 18%

Enrollment in advanced courses/dual credit courses:

2012-13	2013-14
17.8%	17.3%

3. Increase percentage of students successfully graduating Recommended High School Program or Distinguished Program to 80%

Percentage of students successfully graduating Recommended High School Program or Distinguished Program:

	Class of 2013	Class of 2014
Percentage Recommended or Distinguished	77.0%	78.8%

4. Increase percentage of students who achieved the higher education readiness component qualifying score on English Language Arts to 64%

Percentage of students who achieved the higher education readiness component qualifying score on English Language Arts (required scale score is 2200 with a 3 on the written composition):

	Class of 2013	Class of 2014
Percentage	63%	61%

5. Increase the percentage of students who achieved the higher education readiness component qualifying score on Math to 68%

Percentage of students who achieved the higher education readiness component qualifying score on Math (required scale score is 2200):

	Class of 2013	Class of 2014
Percentage	67%	53%

** Once information specific to your campus or district is entered below it will be populated onto each of the other tabs within this workbook.*

Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
Region 16	171901	Dumas	N/A	N/A

Date of Public Hearing for Targeted Improvement Plan:	Date Targeted Improvement Plan Approved by Board:
N/A	N/A

District Coordinator of School Improvement (DCSI):	Professional Service Provider (PSP) Name:
Kelly Legg	N/A

District/Campus Leadership Team (DLT/CLT) Members:		
Sally Heaton	Lisa Hatley	James Bussard
Monty Hysinger	Brett Beesley	Carl Clements
Kurt Baxter	Philip Rhodes	TJ Funderburg
Stan Stroebel	Stephanie Schilling	Kelly Carrell
Andrea Cox		

Intervention Identification					
Performance-Based Monitoring Accountability System (PBMAS):	Improvement Required (IR):	Texas Title I Priority School (TTIPS):	Priority:	Focus:	If a campus is paired with your campus/district, please enter the name the campus below.
Yes	No	No	No	No	<Enter campus name here.>

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 16	171901	Dumas	N/A	N/A

DISTRICT - Data Analysis Summary

Instructions:	Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis helps inform your district in the completion of the targeted improvement plan as required by your district staging identification. The data analysis is divided into six sections. Please answer Section I- General Questions as it will help you determine the remaining questions required for the district data analysis process. All districts will complete sections I, V, and VI, however; the remaining sections are based on your district response to Section I. Please note, when going through the data analysis process, there are no sections that should be answered in isolation. Each section plays a critical role in this process. If you have any questions throughout this process, please contact your TEA/TCOSS support specialist.
Definition/Purpose:	Data analysis and review of student level data conducted by your district leadership team [Texas Education Code (TEC) §39.102-104 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

Section I - General Questions

Is your district identified as <i>Improvement Required</i> in the state accountability system?	No	<i>Responses to these questions have been populated from the Contact-Intervention Information Tab</i>
Did your district receive performance levels of 2 or 3 on indicators for any of the four program areas on the Performance-Based Monitoring Analysis System (PBMAS) report?	Yes	
Does your district serve students with disabilities who reside in a Residential Facility (RF)?	No	

Section II - Index Questions

(If your district is not rated Improvement Required, move to Section III)

Index 1 - Student Achievement	Did your district meet standard for Index 1?	Yes, with an index score greater than 5 points above target										
	<p style="color: red; font-size: small;"><i>If your district Index 1 score was 5 points above index target, you do not need to answer this question*.</i></p> <p>Which student group(s) is(are) in greatest need of improvement? (Reminder: System safeguards data can help with this analysis.) * See help box for score details.</p>	Student Group	Content Area									
		African American	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics
		Hispanic	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics
		White	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics
		American Indian	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics
		Asian	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics
		Pacific Islander	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics
		Two or More Races	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics
		Economically Disadvantaged	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics
Special Education		<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics	
English Language Learners	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics		
<Provide any additional information here.>												
	Did your district meet standard for Index 2?	Yes										

Index 2 - Student Progress	<p><i>If your district met Index 2 target, then you do not need to answer this question.</i></p> <p>If your district missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth?</p> <p>(Reminder: Consider the exceeded progress component as well as made progress when answering.)</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races
	<p><i>If your district met Index 2 target, then you do not need to answer this question.</i></p> <p>If your district missed Index 2 target, which student group(s) contributed to missing the Index 2 target?</p>	<input type="checkbox"/> Students who failed in 2015 and failed in 2016 <input type="checkbox"/> Students who passed in 2015 and passed in 2016 <input type="checkbox"/> Students who were at Level III performance in 2015 and scored a Level II performance in 2016 <input type="checkbox"/> Other
	<Provide any additional information here.>	
Index 3 - Closing Achievement Gaps	Did your district meet standard for Index 3? <i>*see help box for score details</i>	Yes, index score more than two points above index target (Non-AEA – 31 or higher, AEA – 14 or higher)
	<p><i>If your district Index 3 score was more than two points above the index target, then you do not need to answer this question.</i></p> <p>Which student group(s), other than economically disadvantaged, was(were) measured for your district in Index 3?</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races
	Which two ethnic/race student groups will be measured in Index 3 in the 2017 rating?	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races
<Provide any additional information here>		
Index 4 - Postsecondary Readiness	Did your district meet standard for Index 4? <i>*see help box for score details</i>	Yes, with a non-AEA index score greater than 2 points above target
	<p><i>If your non-AEA district index 4 score was more than 2 points above the index 4 target, then you do not need to answer this question.</i></p> <p><i>If your AEA district Index 4 score was more than 5 points above the index 4 target, then you do not need to answer this question.</i></p> <p>Which component(s) of Index 4 contributed to your district missing Index 4?</p>	<input type="checkbox"/> STAAR component-student performance at or above Level II, Final <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator
	<Provide any additional information here.>	

Section III - PBMAS Questions

(If your district is not assigned a stage based on PBMAS, move to Section IV)

Which program areas have student performance indicators identified as an area of concern?
<input checked="" type="checkbox"/> BE/ESL <input checked="" type="checkbox"/> CTE <input type="checkbox"/> NCLB (Title I, Part A, or Migrant) <input checked="" type="checkbox"/> Special Education
What campus/es is/are contributing to student performance indicators with a performance level of 2 or 3?
All campuses within the district are contributing factors to student performance indicators with a performance level of 2 or 3.
In which program area(s) has the graduation rate been identified as an area of concern?
<input type="checkbox"/> BE/ESL <input type="checkbox"/> CTE <input type="checkbox"/> NCLB (Title I, Part A, or Migrant) <input type="checkbox"/> Special Education

In which program area(s) has the dropout rate been identified as an area of concern?

- BE/ESL
 CTE
 NCLB (Title I, Part A, or Migrant)
 Special Education

In reviewing the summary page of your PBMAS report, what patterns and trends across program areas, including correlations between PBMAS areas of concern and your system safeguards, does the data reveal?

Although there has been growth and signs of improvement with the 1st-3rd year ELL students, the 4 plus students are making less progress. These students are out of exemption status and count toward accountability therefore having a negative effect in several areas. Expectations and motivational strategies for these students need to be increased. ELL, Asian, SpEd and Eco Dis were the lowest areas with regards to STAAR performance. In the area of CTE, the number of CTE coded students has drastically increased due to HB5 and endorsements which has caused this category to be targeted. The CTE student groups reflect the same data as the LEP and all student groups.

What does your longitudinal PBMAS data from the past two years reveal when compared to your current year's report?

The district has made gains in the area of language acquisition. The number of students scoring Beginning on TELPAS has shown a significant decrease. In addition, the number of students progressing a level on TELPAS has shown marked increase. In the area of ESL STAAR 3-8 and ESL STAAR EOC passing rates, there has been an increase in the percentage of ESL students passing. The Early Childhood program will need to be addressed to accommodate the needs of SpEd students. STAAR performance is a growing concern, instructional practices will need to be addressed. There was not enough CTE data to compare due to the low number of student's last year.

Section IV - Residential Facility (RF) Questions

(If your district is not staged in Special Education and does not serve RF students, move to Section V)

What patterns and trends does the student-level data reveal for each required investigatory topic?

<Enter text>

How is individualized decision-making affected by the identified patterns and trends?

<Enter text>

Based on the data, what are the strengths or weaknesses of the district's support for students with disabilities residing in RFs?

<Enter text>

Section V - Support Systems/Critical Success Factors (CSFs):

The questions above highlight the overall performance of the district in relation to the State's indexes and PBMAS indicators. The performance of the district as measured by the indexes, PBMAS indicators, and/or RF data is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success or needs of the district as measured by the State's accountability system, PBMAS indicators, and RF data, **please identify the data sources used when reviewing the district's processes organized by each Support System and/or CSF.**

Support Systems

Capacity and Resources	Communication	Processes/Procedures	Organizational Structure
Budgets for Professional Development Staffing patterns on campuses Implementation of Professional Development Staffing of SpEd teachers on campuses Professional development to improve instruction in all areas for all subgroups Staffing of CTE teachers	District Leadership Team discussions PLC communications Feedback from teachers and support staff Inclusion of SpEd teachers in PLCs Feedback from campus CTE Coordinator and CTE teachers	LPAC procedures Scheduling of ELL students Methods to improve scheduling of SpEd students Improvement of instructional practices Methods to provide the continuum of services with in the Early Childhood Program Methods for tracking academic progress of CTE, CTE/LEP and CTE/SpEd students	Staffing patterns on campuses Role of ESL teacher on the campus level Role of SpEd teacher - including them in instructional meetings Role of CTE teachers - including them in instructional meetings Methods to improve scheduling of SpEd students Methods to improve availability of SpEd staff to reach more students Methods to improve instruction Methods to provide the continuum of services with in the Early Childhood Program

CSFs

(For possible data sources, see the [CSF Data Sources](#) document)

Academic Performance	STAAR/EOC Results TELPAS Results Graduation Rates Performance Based Monitoring Reports System Safeguard Data AMAO Data District/Campus Accountability Reports
Use of Quality Data to Drive Instruction	STAAR/EOC Results Data Management Systems (DMAC) Feedback from walkthroughs AMAO Data District/Campus Accountability Reports
Leadership Effectiveness	STAAR/EOC Results Professional Development Plans
Increased Learning Time	Master Schedule Tutorial time - intervention or enrichment PLC time allowed Minutes of instructional time per day Amount of extended minutes offered
Family and Community Engagement	Number of modes of communication used to inform families how to support their student's academic growth Number of languages in which parent communication is provided
School Climate	Teacher retention rate PEIMS data Community involvement and support Campus cleanliness Walk-through observations Discipline data
Teacher Quality	STAAR/EOC results Classroom observations Increased student performance Professional development hours and implementation Failure rates Discipline referrals

Section VI - Identification of Problem Statements:

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the district should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process the district will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

Which Index(es) does this	The passing rates of ELL students on STAAR 3-8 and STAAR EOC assessments is not increasing at a significant enough rate.						
		Student Group	Content Area				
	<input type="checkbox"/> Not Applicable	African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
		Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
White		<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	

Problem Statement 1: <i>Districts may also connect this problem statement to missed/targeted system safeguard(s).</i>	problem statement address?	<input checked="" type="checkbox"/> Index 1: Student Achievement	American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
		<input checked="" type="checkbox"/> Index 2: Student Progress	Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
		<input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps	Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
		<input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Special Education	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			English Language Learners	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics
	Which PBMAS indicators and/or RF data does this problem statement address?	Bilingual/ESL Indicator - ESL STAAR 3-8 Passing Rate (Reading, Science, Social Studies, Writing) Bilingual/ESL Indicator - LEP STAAR EOC Passing Rate (Math, ELAR) CTE Indicator - CTE LEP STAAR EOC Passing Rate (ELAR)						

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 16	171901	Dumas	N/A	N/A

Needs Assessment Summary and Improvement Plan

Definition / Purpose:	<p>After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:</p> <p>Step 1: Clarify and prioritize problem statements Step 2: Establish the purpose of assessing root causes and establish the team Step 3: Gather data Step 4: Review data analysis Step 5: Root cause analysis</p> <p>The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</p>
------------------------------	---

Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	The passing rates of ELL students on STAAR 3-8 and STAAR EOC assessments is not increasing at a significant enough rate.	is occurring because of Root Cause #1	Root Cause 1:	Sheltered instruction strategies need to be embedded in lessons and student progress monitoring systems in place to respond to ELL student needs.
	PS 2:	The percentage of ELL students who have been in US schools 5 or more years and still scoring Beginning or Intermediate on TELPAS is not decreasing at a significant enough rate.	is occurring because of Root Cause #2	Root Cause 2:	Teachers need additional support on how to understand and implement the TELPAS Proficiency Level Descriptors in the delivery of their instruction for all ELL students.
	PS 3:	The passing rate on STAAR EOC ELAR is not increasing at a significant enough rate for ELL, CTE, Special Education, and Economically Disadvantaged students.	is occurring because of Root Cause #3	Root Cause 3:	Teachers need additional support to understand the ELAR process in terms of writing.
	PS 4:	The passing rate on STAAR EOC Algebra I for ELL and CTE students are below the state targets.	is occurring because of Root Cause #4	Root Cause 4:	Students lack intervention time at the high school level to close achievement gaps.
	PS 5:	The passing rate of SpED students on STAAR 3-8 assessments has improved from previous year but not at a sufficient enough rate.	is occurring because of Root Cause #5	Root Cause 5:	Differentiated Instructional strategies will need to be continually monitored in order for SpED students to be successful.
	PS 6:	The passing rate of SpED students on STAAR EOC assessments has increased but not at a significant enough rate.	is occurring because of Root Cause #6	Root Cause 6:	Differentiated Instructional strategies will need to be incorporated into lessons and student progress continually monitored in order for SpED students to be successful.
	PS 7:	Early Childhood SpED students need to be more included in the General Education Program. (Inclusive School Practices) This area has improved from previous year and needs to continue to improve.	is occurring because of Root Cause #7	Root Cause 7:	A General Education Early Childhood Program was developed on the campus of the Special Education Early Childhood Program. The district needs to continually monitor this and make adjustments accordingly.
	PS 8:	The STAAR Alt 2 participation rate has increased from previous years.	is occurring because of Root Cause #8	Root Cause 8:	The district has had an increase in enrollment and evaluation of students who qualify for STAAR ALT 2.
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

Identified and Prioritized Root Causes:

It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system.

If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.

***** Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.*****

Attestation Statement: By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

Problem Statement 1:	The passing rates of ELL students on STAAR 3-8 and STAAR EOC assessments is not increasing at a significant enough rate.	Annual Goal:	The average passing rate for ELL students on the STAAR 3-8 and STAAR EOC assessments will be at the System Safeguard target of 60.
Root Cause 1:	Sheltered instruction strategies need to be embedded in lessons and student progress monitoring systems in place to respond to ELL student needs.	Strategy:	Implement the PLC process with a focus on instruction, planning and delivery, and monitoring student progress using common assessments to adjust instruction to meet the needs of ELL students.
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		How will addressing this root cause impact the index/indicator/CSF? The monitoring of ELL students will increase the level of academic performance as well as increase the level of proficiency in teaching ELL strategies.

Interventions by Quarter							
Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	ELPS strategies will be incorporated into and implemented through the Focused Curriculum Guides that are utilized by core content teachers.	Q2 Goal:	100% of core content PLCs will include discussions and review of FCGs and incorporated ELPS.	Q3 Goal:	All ELL students will demonstrate a 10 percentage point increase in percent passing on all common formative assessments	Q4 Goal:	60% of all ELL students will meet or exceed progress on STAAR 3-8 and STAAR EOC assessments
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Revision of Focused Curriculum Guides (FCG)	1)	Identify strategies for teachers to utilize when planning and delivering differentiated instruction	1)	Monitor the effectiveness of strategies for differentiated instruction	1)	Monitor the effectiveness of strategies for differentiated instruction
2)	Analyze prior year's assessment data to guide placement of ELPS within the FCGs	2)	Establish PLC norms for review of FCGs and ELPS	2)	Continue to monitor PLCs	2)	Continue to monitor PLCs
3)	Revise placement of ELPS into FCGs	3)	Analyze campus and district assessments to guide interventions for ELL students	3)	Analyze campus and district assessments to guide interventions for ELL students	3)	Analyze campus and district assessments to guide interventions for all ELL students
4)	Identify and incorporate key academic vocabulary into FCG	4)	Continue to deliver common formative assessments to identify areas of needs for ELL students	4)	Continue to deliver common formative assessments to identify areas of needs for ELL students	4)	Develop list of ELL students in need of intense intervention
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Completed FCGs	1)	Documentation of strategies provided to core content teachers	1)	Lesson plans and classroom observations	1)	Lesson plans and classroom observations
2)	Assessment trend reports	2)	PLC schedule and agendas	2)	PLC agendas and minutes	2)	PLC agendas and minutes
3)	Completed FCGs with ELPS included	3)	Campus and district assessment data	3)	Campus and district assessment data	3)	Campus and district assessment data
4)	Completed FCGs with Academic Vocabulary included	4)	Common formative assessment schedule and results by sub-group	4)	Common formative assessment schedule and results by sub-group	4)	List of ELL students

End of Quarter Reporting

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 16	District Number: 171901	District Name: Dumas	Campus Number: N/A	Campus Name: N/A
--	---	----------------------------	-------------------------	-----------------------	---------------------

Needs Assessment Summary and Improvement Plan

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	No, but Made Some Progress	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Campus PLCs and district ILT meetings have focused on revising FCGs and discussions concerning improvement of ELL students	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	ELL students are showing progress but still have concerns	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Progress Made, but Behind Schedule	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	None needed	What, if any, adjustments must be made in order to meet the annual goal?	Continue PLC discussions and focus data on ELL student improvements	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.	<Enter text>					

Problem Statement 2:	The percentage of ELL students who have been in US schools 5 or more years and still scoring Beginning or Intermediate on TELPAS is not decreasing at a significant enough rate.	Annual Goal:	The percentage of ELL students who have been in US schools 5 or more years and still scoring Beginning on TELPAS will decrease to 7.5%.
-----------------------------	--	---------------------	---

Root Cause 2:	Teachers need additional support on how to understand and implement the TELPAS Proficiency Level Descriptors in the delivery of their instruction for all ELL students.	Strategy:	Teachers will incorporate the use of ELPS and PLDs in all of their classroom instructional planning and delivery.
----------------------	---	------------------	---

Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
----------------------	---

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	By implementing a district-wide strategic plan for teachers and raters, teachers will be more proficient as raters by creating a deeper understanding of the proficiency level descriptors and the monitoring of student progress of English acquisition as measured by TELPAS. As teachers become proficient in rating and monitoring student progress, students in US multiple years will also show progress, impacting all CSFs, indexes, and PBMS BE/ESL indicator 9.
---	--	--	---

Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	Disaggregation of 2015-2016 TELPAS results	Q2 Goal:	Organize a committee to develop a district wide plan for monitoring the progress in the domains as measured by TELPAS	Q3 Goal:	Implement a professional development plan on the TELPAS Assessment	Q4 Goal:	Creation of targeted instructional plans for the 2017-2018 school year
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	TELPAS results disaggregation by ELL Campus Coordinators and Instructional Coaches	1)	Develop a district wide plan to practice rating students using the Proficiency Level Descriptors (PLD)	1)	Train all teachers and instructional support staff on the TELPAS components	1)	Review the TELPAS results to identify patterns and trends and create targeted instructional plans to close gaps
2)	Inform general education teachers of ELL student's 2016 TELPAS rating	2)	Provide teachers with support for developing language proficiency in the classroom	2)	Provide TELPAS rater training for all teachers and staff that teach ELL students	2)	Share targeted instructional plans with District and Instructional Leadership teams
3)		3)	Ensure that students are practicing for the online TELPAS test	3)	Provide teachers with training on the TELPAS-STAAR relationship as it pertains to the ELL Progress Measure and STAAR Progress Measure	3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	TELPAS Results	1)	District wide plan to practice rating	1)	Sign in sheets and agendas	1)	Targeted Instructional Plans
2)	List of student results	2)	Walk through forms and feedback	2)		2)	Sign in sheets and agendas
3)		3)	PLC schedule and agendas	3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Select

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 16	District Number: 171901	District Name: Dumas	Campus Number: N/A	Campus Name: N/A
--	---	----------------------------	-------------------------	-----------------------	---------------------

Needs Assessment Summary and Improvement Plan

Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Monitoring and implementation completed by Elementary Curriculum Director and Instructional Coaches	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Monitoring and implementation completed by Elementary Curriculum Director and Instructional Coaches	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Right on Target	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	None needed	What, if any, adjustments must be made in order to meet the annual goal?	None needed	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>					

Problem Statement 3:	The passing rate on STAAR EOC ELAR is not increasing at a significant enough rate for ELL, CTE, Special Education, and Economically Disadvantaged students.	Annual Goal:	The passing rate on the STAAR EOC English Language Arts for all subgroups will meet the state system safeguard target.
Root Cause 3:	Teachers need additional support to understand the ELAR process in terms of writing.	Strategy:	Participate in the TEA Writing Pilot with ESC 16 and West Texas A&M University
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	By participating in the TEA Writing Pilot, ELAR teachers will receive training on the use of the writing continuum in writing instruction which will increase students academic achievement in ELAR.

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	Complete Pilot District Training and first timed writing sample collection	Q2 Goal:	Analysis of data and revision of process if necessary	Q3 Goal:	Completion of papers utilizing the writing process	Q4 Goal:	Completion of Final Times Writing Sample Collection and Rating and Holistic Scoring of Instructional Portfolios.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Participate in Pilot District Training	1)	Analyze data from the timed writing rubrics	1)	Continued training for ELAR teachers on the writing process	1)	Complete second timed writing
2)	Participate in rubric development	2)	Begin process of completing 3 papers utilizing the writing process learned in training	2)	Students and teachers work through the writing process to complete a final product and collect evidence of the writing process.	2)	Complete process samples
3)	Students complete first timed writing sample within first 3 weeks of school	3)	Collaborate with other core subjects for writing process strategies	3)	Continue development of student instructional portfolios	3)	Complete Student Instructional Portfolios
4)		4)	Begin construction of student instructional portfolios	4)		4)	Revisions and considerations for Year 2 Pilot
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Certificates of training	1)	Rubric data	1)	Agendas and sign in sheets	1)	Completed Timed Writings
2)	Writing Rubric	2)	Papers written utilizing the writing process	2)	Student final products	2)	Completed Process Samples
3)	Completed Timed Writing Samples	3)	PLC agendas and sign in sheets	3)	Student Instructional Portfolios	3)	Completed Student Instructional Portfolios
4)		4)	Student Instructional Portfolios	4)		4)	Meeting agenda and minutes

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Monitoring and implementation completed by Secondary Curriculum Director, Instructional Coach, English department head and ESC 16 Specialist	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Monitoring and implementation completed by Secondary Curriculum Director, Instructional Coach, English department head and ESC 16 Specialist	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Right on Target	Did you meet your annual goal?	Select

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 16	District Number: 171901	District Name: Dumas	Campus Number: N/A	Campus Name: N/A
--	---	----------------------------	-------------------------	-----------------------	---------------------

Needs Assessment Summary and Improvement Plan

What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	None needed	What, if any, adjustments must be made in order to meet the annual goal?	None needed	<Enter any additional information here>
--	---	--	-------------	--	-------------	---

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
---	--------------	--	---	---	--	--------------

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
--	--------------

Problem Statement 4: The passing rate on STAAR EOC Algebra I for ELL and CTE students are below the state targets.	Annual Goal: The passing rate on the STAAR EOC Algebra I for all subgroups will meet the state system safeguard target.
Root Cause 4: Students lack intervention time at the high school level to close achievement gaps.	Strategy: Students in need of assistance will be provided an intervention program to close their achievement gap.

Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
----------------------	---

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF? The increased intervention time and program will increase the level of academic performance as well as decrease the achievement gap in all struggling students.
---	---	---

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	Students identified and placed in appropriate intervention program and/or class.	Q2 Goal:	Analysis of data and revision of intervention if necessary	Q3 Goal:	Analysis of data and revision of intervention if necessary	Q4 Goal:	15 percentage point increase in number of ELL and CTE students passing the STAAR EOC Algebra I assessment
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Identification of eighth and ninth grade students in need of intervention in Algebra I	1)	Students participate in Think through Math program to meet their individual needs	1)	Students participate in Think through Math program to meet their individual needs	1)	Students continue to participate in Think through Math program to meet their individual needs
2)	Placement of identified students in either Demon Strong or MAPS class	2)	Increased formal writing in math classes to improve thinking skills	2)	Increased formal writing in math classes to improve thinking skills	2)	Increased formal writing in math classes to improve thinking skills
3)	Teachers unpack the Algebra I TEKS and realign the curriculum	3)	Teachers analyze formative and summative assessments, as well as the common formative assessments during PLCs	3)	Teachers analyze formative and summative assessments, as well as the common formative assessments during PLCs	3)	Teachers analyze formative and summative assessments, as well as the common formative assessments during PLCs
4)		4)	Revise students intervention plans as needed based on data analysis	4)	Revise students intervention plans as needed based on data analysis	4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Assessment and academic data	1)	Think through Math reports	1)	Think through Math reports	1)	Think through Math reports
2)	Class schedules	2)	Formal writing samples	2)	Formal writing samples	2)	Formal writing samples
3)	Copy of realigned curriculum	3)	Assessment data	3)	Assessment data	3)	Assessment data
4)		4)	Revisd student intervention plans	4)	Revisd student intervention plans	4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Monitoring and implementation completed by Secondary Curriculum Director, Instructional Coach, and Math department head	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Monitoring and implementation completed by Secondary Curriculum Director, Instructional Coach, and Math department head	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	None needed	What, if any, adjustments must be made in order to meet the annual goal?	None needed	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th	<Enter text>	If you did meet your annual goal, to what do you attribute your success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround	Please provide additional information for the selection of	<Enter text>
---	--------------	---	--	--	--	--------------

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 16	District Number: 171901	District Name: Dumas	Campus Number: N/A	Campus Name: N/A
--	---	----------------------------	-------------------------	-----------------------	---------------------

Needs Assessment Summary and Improvement Plan

quarter status of this annual goal.	SLING HEAD	If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> Training <input type="checkbox"/> Other	Other or for any selected elements.	SLING HEAD
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.		<Enter text>				

Problem Statement 5:	The passing rate of SpED students on STAAR 3-8 assessments has improved from previous year but not at a sufficient enough rate.	Annual Goal:	The passing percentage for SpED students on STAAR assessments in grades 3-8 to increase by 10 percentage points.
-----------------------------	---	---------------------	--

Root Cause 5:	Differentiated Instructional strategies will need to be continually monitored in order for SpED students to be successful.	Strategy:	Differentiated instruction strategies have been incorporated through campus trainings and PLCs and monitored through classroom walkthroughs.
----------------------	--	------------------	--

Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
----------------------	--

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF? The monitoring of differentiated instruction strategies will increase the level of academic performance in SpED students.
---	--	---

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
--	--	--------------------	--	---------------	--	-----------------------	--

Q1 Goal:	Review STAAR scores from spring 2016 and PBMAS report to identify improvements made and areas still in need of improvement	Q2 Goal:	Staff teaching SpED students (GenEd and SpED) that need training will be trained in differentiated instruction strategies and teaching strategies will be continually monitored.	Q3 Goal:	Administrators will monitor instructional strategies through PLCs and teacher walkthroughs/evaluations.	Q4 Goal:	Increased CFA and STAAR results. SpED Director will follow-up with campus principals to create supports for the 2017-18 school year.
-----------------	--	-----------------	--	-----------------	---	-----------------	--

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Make necessary adjustments to classroom instruction to continue improvement on assessments and STAAR	1)	Set up trainings through Region 16 for staff in need of training	1)	Conduct campus walk throughs/evaluations	1)	Collaborate and develop support plans for upcoming year
2)	Identify training needs	2)		2)	Discuss teaching strategies within PLC. Discussions should include strategies that have been successful as well as unsuccessful.	2)	Increased STAAR scores
3)		3)		3)		3)	
4)		4)		4)		4)	

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	STAAR results	1)	Training schedules	1)	Data collected from walk-throughs	1)	Meeting agendas and minutes
2)	PLC agendas and minutes	2)	Traning/PLC sign in sheets and agendas	2)	Sign in sheets and meeting agendas	2)	Data collection
3)	Campus, Staff, and Principal visits	3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	No, but Made Some Progress	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	We have run into some scheduling issues with Region 16. But with the help of our Instructional Leadership Team (ILT), we have been able to offer support to all teachers in the area of differentiated instruction.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Some progress is being made here with a focus on bettering instruction of all students during PLC meetings.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Progress Made, but Behind Schedule	Are you on track to meet the annual goal?	Progress Made, but Behind Schedule	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	Our ILT and curriculum department are conducting a book study over Acceleration, Intervention and Remediation. In planning for the 2017-2018 school year, the curriculum department is planning to focus on differentiation.	What, if any, adjustments must be made in order to meet the annual goal?	Progress is being made. We have seen better test results at particular campuses.	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.		<Enter text>				

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 16	District Number: 171901	District Name: Dumas	Campus Number: N/A	Campus Name: N/A
--	---	----------------------------	-------------------------	-----------------------	---------------------

Needs Assessment Summary and Improvement Plan

Problem Statement 6:	The passing rate of SpED students on STAAR EOC assessments has increased but not at a significant enough rate.	Annual Goal:	The passing percentage for SpED students on STAAR EOC to increase by 10 percentage points.
Root Cause 6:	Differentiated Instructional strategies will need to be incorporated into lessons and student progress continually monitored in order for SpED students to be successful.	Strategy:	Differentiated instruction strategies have been incorporated through campus trainings and PLCs and monitored through classroom walkthroughs.
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	The monitoring of differentiated instruction strategies will increase the level of academic performance in SpED students.

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	Review EOC scores from spring 2016 and PBMAS report to identify improvements made and areas still in need of improvement	Q2 Goal:	Staff teaching SpED students (GenEd and SpED) that need training will be trained in differentiated instruction strategies and teaching strategies will be continually monitored.	Q3 Goal:	Administrators will monitor instructional strategies through PLCs and teacher walkthroughs/evaluations.	Q4 Goal:	Increased CFA and STAAR results. SpED Director will follow-up with campus principals to create supports for the 2017-18 school year.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Make necessary adjustments to classroom instruction to continue improvement on assessments and EOC	1)	Set up trainings through Region 16 for staff in need of training	1)	Conduct campus walk throughs/evaluations	1)	Increased STAAR scores
2)	Identify training needs	2)		2)	Discuss teaching strategies within PLC. Discussions should include strategies that have been successful as well as unsuccessful.	2)	Collaborate and develop support plans for upcoming year
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	EOC results	1)	Training schedules	1)	Conduct campus walk throughs/evaluations	1)	Meeting agendas and minutes
2)	PLC agendas and minutes	2)	Training/PLC agendas and meeting minutes	2)	Discuss teaching strategies within PLC. Discussions should include strategies that have been successful as well as unsuccessful.	2)	Data collection
3)	Campus, Staff, and Principal visits	3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	No, but Made Some Progress	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	We have run into some scheduling issues with Region 16. But with the help of our Instructional Leadership Team (ILT), we have been able to offer support to all teachers in the area of differentiated instruction.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Some progress is being made here with a focus on bettering instruction of all students during PLC meetings.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Progress Made, but Behind Schedule	Are you on track to meet the annual goal?	Progress Made, but Behind Schedule	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	Our ILT and curriculum department are conducting a book study over Acceleration, Intervention and Remediation. In planning for the 2017-2018 school year, the curriculum department is planning to focus on differentiation.	What, if any, adjustments must be made in order to meet the annual goal?	Progress is being made. We have seen better test results at particular campuses.	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>				

Problem Statement 7:	Early Childhood SpED students need to be more included in the General Education Program. (Inclusive School Practices) This area has improved from previous year and needs to continue to improve.	Annual Goal:	The district will continue its effort to provide the continuum of services to SpED students in Early Childhood Program.
Root Cause 7:	A General Education Early Childhood Program was developed on the campus of the Special Education Early Childhood Program. The district needs to continually monitor this and make adjustments accordingly.	Strategy:	Exploring the possibilities of offering more opportunities for Special Education students to be educated with their non-disable peers. (ex. Head Start)
Index Number:	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction		

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 16	District Number: 171901	District Name: Dumas	Campus Number: N/A	Campus Name: N/A
--	---	----------------------------	-------------------------	-----------------------	---------------------

Needs Assessment Summary and Improvement Plan

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF? The District will be able to offer the continuum of services to SpED students in the Early Childhood Program.
---	---	---

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	Monitor and adjust enrollment numbers to the additional section of Head Start. Assess data on improvement (increase in services and students served) from previous year.	Q2 Goal:	Identify other possible solutions to the root cause	Q3 Goal:	Identify student needs and if additional staff will be needed	Q4 Goal:	Prepare for the 2017-2018 school year.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Work with Region 16 on the number of disabled students qualifying for Head Start.	1)	Identify campus and classroom availability throughout the district	1)	Continue to identify SpED students and monitor the number of students qualifying for Early Childhood Program	1)	Determine if the Early Childhood Services needs to branch out to other campuses
2)	Identify any possible candidates who may not have enrolled in the spring.	2)		2)	Based on need, determine if any additional staff would be needed	2)	Make any necessary arrangements
3)		3)		3)	Work with Early Childhood Intervention (ECI) on identifying children that may qualify for the program earlier and monitor their progress	3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Enrollment numbers	1)	Campus and classroom visits	1)	Communication with ECI regarding students being referred to the school district.	1)	ECI referrals
2)	Classroom numbers	2)		2)		2)	Enrollment
3)	PBMAS report	3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	The district is adding 2 additional sections of Headstart at Cactus Elementary	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	The additional sections of Headstart will serve 3 year olds and 4 year olds	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	None needed	What, if any, adjustments must be made in order to meet the annual goal?	None needed	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements. <Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>				

Problem Statement 8:	The STAAR Alt 2 participation rate has increased from previous years.	Annual Goal:	Students who are taking STAAR ALT 2 are accurately meeting testing criteria
Root Cause 8:	The district has had an increase in enrollment and evaluation of students who qualify for STAAR ALT 2.	Strategy:	Analyze student participation criteria with ARD committee members
Index Number:	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF? The number of students taking STAAR ALT 2 should decrease.
---	--	--

Interventions by Quarter

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 16	District Number: 171901	District Name: Dumas	Campus Number: N/A	Campus Name: N/A
--	---	----------------------------	-------------------------	-----------------------	---------------------

Needs Assessment Summary and Improvement Plan

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	Identify the number of increased tests given in 2015-16 school year compared to previous years.	Q2 Goal:	Identify possible solutions to root cause	Q3 Goal:	Make necessary testing changes through ARD	Q4 Goal:	Follow up on number of students eligible for STAAR ALT 2
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Review number of students who took STAAR ALT	1)	Review STAAR ALT 2 criteria with staff	1)	Review all students taking STAAR ALT 2 and their qualifications	1)	Check number of students eligible enrolled
2)	Review qualification criteria for STAAR ALT	2)		2)		2)	Explore the possibility of students taking STAAR online and being successful.
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Review ARD documents from 2015-16 school year	1)	Review ARD documents in ESPED	1)	Review STAAR ALT 2 eligibility forms and ARD documents in ESPED	1)	Review STAAR ALT 2 eligibility forms and ARD documents in ESPED
2)	Review district testing list from 2015-16 school year	2)		2)		2)	Review students in TxIES and ESPED who are eligible for Special Education services
3)		3)		3)		3)	Explore STAAR online accommodations and analyze if students have access to the accommodations are could they be successful using them.
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	No, but Made Some Progress	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	STAAR ALT 2 requirements were reviewed with Diagnostic	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	STAAR ALT 2 eligibility is reviewed in ARD meetings.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	We have seen an increase in student enrollment for ACC cl	What, if any, adjustments must be made in order to meet the annual goal?	Testing adjustments have been made but we continue	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>					

Problem Statement 9:		Annual Goal:	<Enter text>
Root Cause 9:		Strategy:	<Enter text>
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	

DUMAS ISD

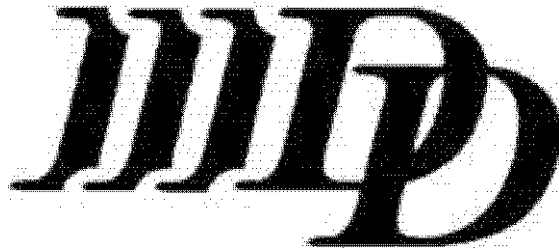
District Improvement Plan

2016/2017

Evaluation

*Every Heart, Every Mind, Every Child,
Every Day...*

Expect Success



Monty Hysinger

PO Box 615, Dumas, TX 79029

806-935-6461

monty.hysinger@dumasisd.org

Date Reviewed: 5/18/2017

Date Approved: 5/18/2017

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 1. The District will refine its Equity and Excellence Plan to continue to meet state and federal accountability standards and 100% system safeguards. Summative Evaluation: State assessment results, System Safeguards Reports, TAPR, walk-thrus

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
1. Common assessments and benchmarks revised to address state assessments needs (Target Group: All) (NCLB: 1)	Formative - Increased scores on state assessments	Yes	Yes
2. Implementation of TEKS Resource System (Target Group: All) (NCLB: 1,2)	Formative - Increase in state assessment scores	Yes	Yes
3. Implementation of DMAC Assessment system for common assessments, benchmarks, and state assessment disaggregation. (Target Group: All) (NCLB: 1,2)	Formative - Increase in state assessment scores	Yes	Yes
4. Implementation of Focused Curriculum Guides in all core subjects at all grade levels. (Target Group: All) (NCLB: 1,2,5)	Formative - Increase in state assessment scores	Yes	Yes
5. Utilization of STAR Test Maker in the creation of common assessments and benchmarks. (Target Group: All) (NCLB: 1)	Formative - Increased state assessment scores.	Yes	Yes
6. Staar4ward system utilized to provide assistance and professional development opportunities for management and leadership. (Target Group: All) (NCLB: 1)	Formative - Increased effectiveness in management personnel	Yes	Yes
7. The district will utilize an online system to track compliance with federal requirements. (Target Group: All) (NCLB: 1)	Formative - 100% compliance with all federal requirements	No – In the process of implementing	Yes – used current methods to ensure compliance

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 2. The District will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards and 100% system safeguard targets, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results and System Safeguard Reports.

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
1. Reading Recovery Program for 1st grade at-risk students who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year (Target Group: At Risk) (NCLB: 1)	Formative - Increased reading proficiency among participants	Yes	Yes
2. Instructional Coaches will provide support and trainings to teachers to increase the level of instruction on each campus. (Target Group: All) (NCLB: 1,2)	Formative - Increased State Assessments scores	Yes	Yes
3. Provide a seamless transition from second grade early literacy to third grade state assessments (Target Group: All) (NCLB: 1,2)	Formative - Increased reading proficiency as measured by second grade local testing and third grade state assessments.	Yes	Yes
4. Additional teacher units to provide smaller class size for Priority designated campus (Target Group: All) (NCLB: 1,2)	Formative - Increased state assessment scores	Yes	Yes
5. Science projects (i.e., Science Starters, TEKS Resource System) (Target Group: All) (NCLB: 1,2,5)	Formative - Increased science state and local assessment scores.	Yes	Yes
6. Software programs, online programs, and textbook resources to enhance classroom instruction and interventions. (Target Group: All) (NCLB: 1,2,5)	Formative - Increased state and local assessment scores	Yes	Yes
7. Supplemental intervention material provided for migrant students (Target Group: Migrant) (NCLB: 1,5)	Formative - Increased migrant students' state assessment scores	Yes	Yes
8. Transfer requests by current teachers and placement of new teachers will be reviewed by the Assistant Superintendent for Personnel to ensure high quality teachers are placed in higher need schools and programs first. Emphasis is placed on providing stability at the Priority Progress and Focus Progress campuses. (Target Group: AtRisk) (NCLB: 3)	Formative - Increased student state assessment scores	Yes	Yes

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 2. The District will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards and 100% system safeguard targets, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results and System Safeguard Reports.

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
9. Intervention materials and activities for low performing sub-groups at the Priority Progress campus - Cactus Elementary (Target Group: H, ECD, ESL, LEP, SPED, At Risk) (NCLB:1,2)	Formative - Increase in sub-group state assessment scores	Yes	Yes
10. Digital resources such as Discovery Education Videostreaming available to classrooms. (Target Group: All) (NCLB: 1)	Formative - Increased state and local assessment scores.	Yes	Yes
11. K-12 Videoconferencing contract with ESC 16to provide virtual field trips and learning opportunities to students. (Target Group: All) (NCLB: 1)	Formative - Increased state and local assessment scores	Yes	Yes
12. Intervention materials for low performing sub-groups at the Focus Progress campus - Sunset Elementary (Target Group: All) (NCLB: 1,2)	Formative - Increased state assessment scores	Yes	Yes
13. Intervention materials for Title IA served campuses. (Target Group: All)	Formative - Increased state assessment scores on Title IA designated campuses	Yes	Yes
14. Extended day and extended year activities to provide support and intervention to struggling learners. (Target Group: At Risk)	Formative - Increased state assessment scores	Yes	Yes
15. Supplemental intervention material provided to help support the educational system. (Target Group: All) (NCLB: 1,2,4,5)	Formative - Increased State Assessment scores	Yes	Yes
16. Implementation of Writers Workshop within elementary ELAR classrooms. (Target Group: All) (NCLB: 1,2)	Formative - Increased reading and writing state assessment scores	Yes	Yes
17. Continued implementation of the PLC process at all campuses. (Target Group: All)	Formative - Increased state assessment scores	Yes	Yes

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 2. The District will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards and 100% system safeguard targets, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results and System Safeguard Reports.

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
18. Implementation of Empowering Writers (Target Group: All) (NCLB: 1,2)	Formative - Increased ELAR state assessment scores for essays and short answer responses	Yes	Yes
19. Contract with ESC 16 to provide the TEKS Resource System to teachers. (Target Group: All) (NCLB: 1,2,3,5)	Formative - Increased state assessment scores	Yes	Yes
20. Math Academy provided at DHS for students who have not performed satisfactorily on the Algebra 1 EOC (Target Group: AtRisk) (NCLB: 5)	Formative - Increased Algebra 1 EOC state assessment scores	Yes	Yes
21. Corrective Math and Corrective Reading classes provided for students who have not performed satisfactorily on an assessment instrument (Target Group: AtRisk) (NCLB: 1)	Formative - Increased state assessment scores in Reading and Math	Yes	Yes
22. ELAR and Math Intervention classes provided for 7th and 8th grade students who failed the state assessment (Target Group: AtRisk) (NCLB: 1,5)	Formative - Increased math and reading state assessment scores	Yes	Yes
23. Reasoning Mind STAAR Readiness program for 3rd and 4th grade students to meet 100% system safeguards. Summative - Reasoning Mind reports, common formative assessments (Target Group: All) (NCLB: 1)	Formative - 100% system safeguards met in grades 3 and 4	Yes	Yes
24. Full day fourth grade assistant for Priority campus (Target Group: 2nd)	Formative - Increased student progress on second grade testing	Yes	Yes
25. Full day assistant assigned to all grade levels to help with intervention at the Focus campus (Target Group: All) (NCLB: 1)	Formative - Increased assessment scores	Yes	Yes

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 3. The District will promote highly effective instruction for ELL and SpEd students to increase performance to a level commensurate with state and federal standards and 100% System Safeguard targets. Summative Evaluation: state assessment results, System Safeguard Reports, TAPR.

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
1. Dyslexia Interventions for identified at risk students, Dyslexia Intervention Program (DIP) and Take Flight (Target Group: Dys) (NCLB: 1,5)	Formative - Increased reading state assessment scores among participants	Yes	Yes
2. Sheltered instruction for ELL students (Target Group: ESL, LEP) (NCLB: 2)	Formative - Increased scores on LEP student state assessment	Yes	Yes
3. Special Education IEPs will be written using eSped and TEKS and will utilize various sources to determine curriculum level (Target Group: SPED) (NCLB: 1,5)	Formative - Increased regular state assessment participants instead of alternative assessments	Yes	Yes
4. Step-by-step Inclusion methodologies for Special Education students (Target Group: SPED) (NCLB: 1,5)	Formative - Increased scores on special education student state assessment scores	Yes	Yes
5. Bilingual Transition and ESL classes with assistants (Target Group: ESL, LEP) (NCLB: 2)	Formative - Increased scores on LEP student state assessment	Yes	Yes
6. Summer school activities for ELL students to maintain progress throughout the summer. (Target Group: ESL, LEP) (NCLB: 2)	Formative - Increased state assessment scores for ELL students.	Yes	Yes
7. DynEd intervention program for identified ELL students and classes (Target Group: ESL, LEP) (NCLB: 2)	Formative - Increased state assessment scores for ELL students	Yes	Yes
8. Speech Services including: Speech Therapist and Speech Pathologist (Target Group: SPED) (NCLB: 1)	Formative - Decreased number of students requiring speech services	Yes	Yes
9. Visually Impaired support for identified students (Target Group: SPED) (NCLB: 1)	Formative - Increased state assessment scores	Yes	Yes
10. Behavior personnel for students in need of extensive behavior support, interventions and plans. (Target Group: SPED) (NCLB: 1)	Formative - Decreased behavior interventions	Yes	Yes

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 3. The District will promote highly effective instruction for ELL and SpEd students to increase performance to a level commensurate with state and federal standards and 100% System Safeguard targets. Summative Evaluation: state assessment results, System Safeguard Reports, TAPR.

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
11. Special Services identification and assessment provided for proper placement of identified students. (Target Group: SPED) (NCLB: 1)	Formative - Increased proper placement and identification of students	Yes	Yes
12. Bilingual classes for identified students. (Target Group: ESL, LEP) (NCLB: 1,2)	Formative - Increased state assessment scores	Yes	Yes
13. All staff will follow TEA participation requirements for alternative assessments. Continued professional development will be provided as needed. (Target Group: SPED) (NCLB: 1)	Formative - Meeting the Federal Limits on Alternative Assessments Safeguard	Yes	Yes
14. Services for special needs students including: Alternate Curriculum Classroom, Resource, and Inclusion (Target Group: SPED) (NCLB: 1)	Formative - Increased state assessment scores	Yes	Yes
15. Licensed Specialist in School Psychology will provide support and examinations to students. LSSP will also provide support to campuses for behavior management plans and issues. (Target Group: SPED, AtRisk) (NCLB: 1,4)	Formative - Decreased behavior interventions	Yes	Yes
16. Ellevation program utilized to track and better serve current and monitor ELL students (Target Group: ESL) (NCLB: 2)	Formative - Increased proper placement and identification of ELL students	Yes	Yes

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 4. The District will provide intensive interventions and remediation for students below the 10% range as measured by Rtl Benchmarking Assessments. Summative Evaluation: state assessment results, TAPR, assessment graphs.

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
1. Universal Screener will be used to screen all students in grades kindergarten through eleven at least three times per year (Target Group: AtRisk) (NCLB: 1,2,5)	Formative - Increased state assessment scores and STAR 360 Assessments	Yes	Yes
2. Continued use of Tier II and Tier III interventions with support from teachers, Rtl specialists and assistants (Target Group: AtRisk) (NCLB: 1,2,5)	Formative - Increased state assessment scores and STAR 360 Assessments	Yes	Yes
3. Continued implementation of campus level Rtl Teams. Rtl and PBS trainings will be provided to campus level staff. (Target Group: AtRisk) (NCLB: 1,2,5)	Formative - Decreased number of students referred for special education testing.	Yes	Yes
4. Continue implementation of local Rtl Guidelines (Target Group: AtRisk) (NCLB: 1,2,5)	Formative - Increased ability of Impact Teams to meet student needs	Yes	Yes
5. Academic and behavioral interventions will be used for Tier III students (Target Group: AtRisk) (NCLB: 1,2,5)	Formative - Increased STAR 360 Assessments	Yes	Yes
6. Technology utilized to provide computer based interventions to students (Target Group: AtRisk) (NCLB: 1,2,5)	Formative - Increased state assessment scores	Yes	Yes
7. ELAR and Math Instructional Coaches will provide 1.5 hours per school day of Rtl intervention at the elementary campuses. (Target Group: AtRisk) (NCLB: 1)	Formative - Increased state assessment scores	Yes	Yes
8. ELAR and Math Instructional Coaches will assist classroom teachers on appropriate classroom interventions for Tier I. (Target Group: AtRisk) (NCLB: 1)	Formative - Increased state assessment scores and decreased special education referrals	Yes	Yes

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 5. The District will promote early learning to ensure school readiness. Summative Evaluation: TPRI, Observation Survey

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
1. Full day kindergarten with assistants (Target Group: All) (NCLB: 1,2,5)	Formative - Increased student progress on kindergarten testing	Yes	Yes
2. PPCD Class for eligible students (Target Group: SPED) (NCLB: 1)	Formative - Student progress by IEP gains	Yes	Yes
3. Community will be notified of PK classes through flyers and media (Target Group: All) (NCLB: 1,2)	Formative - Increased interest in PK classes	Yes	Yes
4. Transition activities for entering Kindergarteners at elementaries (Target Group: All) (NCLB: 1,2)	Formative - Decreased anxiety of kindergarten students and their parents	Yes	Yes
5. PK Unit with assistants (Target Group: All) (NCLB: 1,2)	Formative - Student progress on Kindergarten testing	Yes	Yes
6. Full day first grade assistant for Priority campus (Target Group: PRE K) (NCLB: 1,2)	Formative - Increased student progress on first grade testing	Yes	Yes
8. Home Based Stepping Stones class provided to identified Migrant eligible children. (Target Group: Migrant) (NCLB: 1,4)	Formative - Increased student readiness for kindergarten	Yes	Yes
9. Partnership with ESC 16 to provide Headstart services at Morningside Elementary. This partnership allows for an inclusion option for PPCD students. (Target Group: PRE K) (NCLB: 1)	Formative - Increased student readiness for kindergarten	Yes	Yes

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 6. The District will provide vocational/technical education and/or college preparatory classes in order to prepare students for their post-secondary plans. Summative Evaluation: Class enrollment, college credits received

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
1. Building Trades elective classes (Target Group: CTE) (NCLB: 1,5)	Formative - Increased trade skill of students.	Yes	Yes
2. Variety of computer, agriculture, business, health sciences, home economics and industrial technology classes for electives (Target Group: CTE) (NCLB: 1,5)	Formative - Increased technical skill level of students	Yes	Yes
3. PreAP, AP and Dual Credit course offerings (Target Group: All, GT) (NCLB: 1,5)	Formative - Increased number of possible college credits upon graduation	Yes	Yes
4. College prep activities: career day, counseling, ASVAB, military recruiting and two college days (Target Group: All) (NCLB: 5)	Formative - Increased student interest in post-secondary education	Yes	Yes
5. College information disseminated by Career Counselor - higher ed requirements (admissions, financial opportunities), Texas Grant and Teach for Texas grant program and accelerated high school graduation (Target Group: All) (NCLB: 5)	Formative - Increased student interest in post-secondary education	Yes	Yes
6. QUEST program for 9th-12th grade students who participate (Target Group: All) (NCLB: 5)	Formative - Increased student interest in postsecondary education	Yes	Yes
7. District will pay tuition for students in Dual Credit classes (Target Group: All, GT) (NCLB: 1,5)	Formative - Increased enrollment in Dual Credit classes	Yes	Yes
8. District will pay the cost of AP exams (Target Group: All, GT) (NCLB: 1,5)	Formative - Increased number of AP exams taken	Yes	Yes
9. Staff to provide transition services for post-secondary activities and experiences for special education students (Target Group: SPED) (NCLB: 5)	Formative - Increased number of special education students accessing post-secondary opportunities	Yes	Yes
10. Materials and programs provided to CTE classes for successful implementation of CTE guidelines (Target Group: CTE) (NCLB: 1,5)	Formative - Increased enrollment in CTE courses	Yes	Yes

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 6. The District will provide vocational/technical education and/or college preparatory classes in order to prepare students for their post-secondary plans. Summative Evaluation: Class enrollment, college credits received

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
11. District will pay for state affiliation for FFA members. (Target Group: CTE) (NCLB: 1)	Formative -Increased enrollment in FFA program	Yes	Yes
12. Student Services Coordinator to provide assistance to secondary at risk students. (Target Group: AtRisk) (NCLB: 4,5)	Formative - Decreased dropout rate	Yes	Yes
13. Membership in the Texas Panhandle P-16 Council to promote student success, Pre-K through higher education (Target Group: All) (NCLB: 1,2,5)	Formative - Increased number of students continuing on to higher education institutes	Yes	Yes

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 7. The District will provide alternative learning environments and methods for those students whom the regular setting has proved unsuccessful. Summative evaluation: discipline records, attendance records, completion and dropout rates, state assessment results

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
1. North Plains Opportunity Center will provide smaller class sizes and self-paced curriculum for at-risk students desiring an alternate graduation path. Students are identified at-risk according to at least one of the 13 At-Risk Indicators. (Target Group: AtRisk) (NCLB: 5)	Formative - Increased completion rate and reduction in dropout rate	Yes	Yes
2. Odyssey Lab will provide a computerized credit recovery option at Dumas High School for students in grade 9, 10, 11, or 12 who did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester. (Target Group: AtRisk) (NCLB: 5)	Formative - Increased completion rate and reduction in dropout rate	Yes	Yes
3. Disciplinary AEPs used as an alternative to expulsion so learning can continue for students who have been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year. (Target Group: AtRisk) (NCLB: 5)	Formative - Decreased number of expulsions	Yes	Yes
4. Summer school activities for students at risk in Kindergarten through second grade reading. (Target Group: AtRisk) (NCLB: 1)	Formative - Increased reading proficiency among participants	Yes	Yes
5. Homebound instruction for students during post-natal care (Target Group: AtRisk) (NCLB: 1,5)	Formative - Increased academic gains for pregnant and parenting teens	Yes	Yes
7. Edgenuity will provide a computerized credit recovery option for NPOC students (Target Group: AtRisk) (NCLB: 1,5)	Formative - Increased completion rate. Reduction in dropout rate	Yes	Yes

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 8. The District will increase the number of homeless and at-risk students successfully completing classes.

Summative evaluation: grade reports, attendance reports

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
1. Dumas ISD will provide additional counseling services for at-risk and homeless students (Target Group: AtRisk) (NCLB: 4)	Formative - Increased number of homeless and at-risk students served during the academic year	Yes	Yes
2. Dumas ISD will provide school supplies to homeless students (Target Group: AtRisk) (NCLB: 4)	Formative - Increased number of homeless students attending and prepared for school	Yes	Yes

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 9. The District will implement its Gifted and Talented program for all identified students in such a manner to meet state and federal accountability standards. Summative evaluation: state assessment results, G/T roster

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
1. Dumas ISD will ensure all teachers and counselors receive training and/or updated training in <i>G/T</i> strategies (Target Group: GT) (NCLB: 3)	Formative - Increased effectiveness of G/T instruction	Yes	Yes
2. Pre-AP and AP classes offered with differentiated instruction for <i>G/T</i> students (Target Group: GT) (NCLB: 1)	Formative - Increased effectiveness of G/T instruction	Yes	Yes
3. Services provided to gifted/talented students at all campuses (Target Group: GT) (NCLB: 1)	Formative - Increased percentage of students scoring at the commended level	Yes	Yes

Goal 1. Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 10. The district will establish a system of joint responsibility with state and local child welfare agencies to ensure the educational stability of students in foster care.

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
1. Collaborate with the Texas Department of Family and Protective Services (DFPS) to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged, and funded.	Formative - Development of regulation FFC-R2	Yes	Yes
2. Designation of PEIMS Coordinator as the District Foster Care Liaison in the TEA AskTED system.	Formative - AskTED system reflects PEIMS Coordinator as District Foster Care Liaison.	Yes	Yes
3. District and all Title IA campuses will follow the guidelines and requirements set forth in regulation FFC-R2 and FFC-R2 Exhibit in regard to transportation of students in foster care.	Formative - Increased educational stability of students in foster care.	Yes	Yes

Goal 2. Dumas ISD will provide staff development to achieve academic excellence for all students.

Objective 1. The District will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records, ESC 16 Contracts

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
1. Contract with ESC 16 for TPTR trainings with emphasis on instructional techniques and methodologies (Target Group: All) (NCLB: 3)	Formative - Increased state assessment scores	Yes	Yes
2. Dumas ISD will send and/or provide all core staff to trainings about TEKS and state assessments (Target Group: All) (NCLB: 3)	Formative - Increased state assessment scores	Yes	Yes
3. Contract with ESC 16 for Curriculum and Instructional Services and Bilingual/ESL (Target Group: All, ESL, LEP) (NCLB: 3)	Formative - Increased state assessment scores	Yes	Yes
4. Strategies for ELL Students trainings (Target Group: ESL, LEP) (NCLB: 3)	Formative - Increased LEP students' scores on state assessments	Yes	Yes
5. Continued Special education professional development covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc (Target Group: SPED) (NCLB: 3)	Formative - Better understanding of how special education and regular education work together	Yes	Yes
6. Instructional strategies trainings provided by Instructional Coaches to support rigorous classroom instruction (Target Group: All) (NCLB: 3)	Formative - 100% of system safeguards met	Yes	Yes
7. New staff trained on student management system and other pertinent technology programs/topics (Target Group: All) (NCLB: 3)	Formative - Increased accuracy of student attendance and grades	Yes	Yes
8. Technology online and face-to-face modules (Target Group: All) (NCLB: 3)	Formative - Increased ability of staff to use technology and become technologically literate	Yes	Yes
9. Regional, state and local migrant trainings (Target Group: Migrant) (NCLB: 3)	Formative - Increased migrant students' scores on state assessments	Yes	Yes
10. Highly qualified training and certification provided by the district for paraprofessionals (Target Group: All) (NCLB: 3)	Formative - Increased number of paraprofessionals designated as highly qualified.	Yes	Yes

Goal 2. Dumas ISD will provide staff development to achieve academic excellence for all students.

Objective 1. The District will provide all core academic teachers with the opportunity to participate in staff development.

Summative evaluation: workshop certificates, staff development records, ESC 16 Contracts

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
11. Materials and training available to aide teachers in becoming certified (Target Group: All) (NCLB: 3)	Formative - Increased number of teachers designated as highly qualified	Yes	Yes
12. Regional, state and local trainings for CTE teachers (Target Group: CTE) (NCLB: 3)	Formative - Increased knowledge and skills of CTE staff	Yes	Yes
13. Professional development activities for areas of school improvement. (Target Group: All) (NCLB: 1,3)	Formative - Increased state assessment scores	Yes	Yes
14. Required school improvement meetings and trainings (Target Group: All) (NCLB: 1)	Formative - Increased effectiveness of implementing school improvement requirements.	Yes	Yes
15. Contract with ESC 16 to provide technical assistance and professional development opportunities for management and leadership. (Target Group: All) (NCLB: 3,4)	Formative - Increased effectiveness in management personnel	Yes	Yes
16. District will provide Eduphoria service to staff to register for and track professional development activities (Target Group: All) (NCLB: 3)	Formative - Increased number of staff tracking their professional development	Yes	Yes
17. Professional development activities to target areas of need at Title IA served campuses (Target Group: All) (NCLB: 3)	Formative - Increased state assessment scores at Title IA served campuses	Yes	Yes
18. Instruction in balanced literacy will be provided to all teachers in the first and second years of teaching grades K, 1 and 2 (Target Group: All, K, 1st, 2nd) (NCLB: 1,3)	Formative - Increased proficiency and retention of new teachers	Yes	Yes
19. Support for administration to help improve teacher performance (Target Group: All) (NCLB: 3)	Formative - Improved teacher performance and documentation	Yes	Yes

Goal 3. Dumas ISD will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Objective 1. The District will provide translation services for non-English speaking parents to improve communication and parent involvement. Summative Evaluation: sign-in sheets and contracts

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
1. Dumas ISD will employ a Spanish interpreter/translator/ancillary examiner for special needs students (Target Group: SPED) (NCLB: 4)	Formative - Increased parent attendance and involvement at ARDs	Yes	Yes
2. Dumas ISD will designate at least one person per campus to be the official interpreter/translator for parent conferences, meetings, etc. (Target Group: ESL, LEP) (NCLB: 4)	Formative - Increased parental involvement on campuses	Yes	Yes
3. Dumas ISD will use a telephone translation system for languages where a translator is not available on site (Target Group: ESL, LEP) (NCLB: 4)	Formative - Increased parent involvement on campuses	Yes	Yes
4. Dumas ISD will employ Burmese translators to assist Burmese students (Target Group: ESL, Migrant, LEP) (NCLB: 4)	Formative - Increased parent involvement on campuses	Yes	Yes

Goal 3. Dumas ISD will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Objective 2. The District will promote attendance at parent teacher conferences and other school activities. Summative evaluation: sign-in sheets, parent/teacher conference schedules

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
1. Headstart and PreK through 2nd grade teachers will meet with parents to review report cards and discuss student needs (Target Group: All) (NCLB: 4)	Formative - Increased parental involvement	Yes	Yes
2. 3rd - 4th grade teachers will meet with parents to review report cards and student needs (Target Group: All) (NCLB: 4)	Formative - Increased parental involvement	Yes	Yes
3. Back to School Nights (Target Group: All) (NCLB: 4)	Formative - Increased parental involvement	Yes	Yes
4. Open Houses (Target Group: All) (NCLB: 4)	Formative - Increased parental involvement	Yes	Yes
5. Dumas ISD will provide opportunities for parent involvement through meetings, programs, materials, etc (Target Group: All) (NCLB: 4)	Formative - Increased parental involvement	Yes	Yes
6. Campus parent involvement activities to engage parents in their child's learning (Target Group: All) (NCLB: 1)	Formative - Increased number of parents actively participating in school events	Yes	Yes
7. Migrant recruiter to help meet the needs of identified migrant students (Target Group: Migrant) (NCLB: 1)	Formative - Increased involvement of identified migrant families	Yes	Yes
8. Electronic communication with parents and community provided through MySchoolWay, Facebook, Twitter, DISD Homepage, and Google Events calendars posted to the DISD Homepage (Target Group: All) (NCLB: 4)	Formative - Increased involvement by parents and community	Yes	Yes

Goal 4. Dumas ISD will create and maintain a safe learning environment.

Objective 1. The District will maintain its facilities and train staff in order to provide a safe learning environment. Summative evaluation: sign-in sheets, maintenance records, accident reports

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
1. Conduct safety reviews of each facility (Target Group: All) (NCLB: 4)	Formative - Maintain safety of facilities	Yes	Yes
2. Maintain surveillance system for facilities (Target Group: All) (NCLB: 4)	Formative - Maintain safety of facilities	Yes	Yes
3. CPI Trainings (Target Group: All) (NCLB: 4)	Formative - Better understanding of conflict resolution	Yes	Yes
4. Implement Asbestos Management Plan as directed by the Operations Director (Target Group: All) (NCLB: 4)	Formative - Maintain safety of facilities	Yes	Yes
5. Implementation of the Concussion Management Protocol for student-athletes (Target Group: All) (NCLB: 4)	Formative - Successful implementation of protocol	Yes	Yes

Goal 4. Dumas ISD will create and maintain a safe learning environment.

Objective 2. The District will implement the Character Counts character education curricula in conjunction with the Quantum Learning Eight Keys for Success. Summative evaluation: lesson plans

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished?
1. Character Counts activities addressing topics including conflict resolution, self-esteem, suicide prevention and violence education (Target Group: All) (NCLB: 4)	Formative - Decreased student conflicts and increased student responsibility	Yes	Yes
2. Dating Violence program (Target Group: All) (NCLB: 4)	Formative - Increased student awareness	Yes	Yes
3. Bullying lessons (Target Group: All) (NCLB: 4)	Formative - Increased student awareness	Yes	Yes
4. Bullying awareness resources posted to district webpage (Target Group: All) (NCLB: 4)	Formative - Increased student awareness	Yes	Yes
5. CPR Awareness provided to High School Biology classes and Grade 11 students (Target Group: 9th, 10th, 11th) (NCLB: 4)	Formative - Increased student awareness	Yes	Yes
6. Training and implementation of the Relationships Under Construction curriculum to help prevent students from dropping out of school (Target Group: All, AtRisk) (NCLB: 5)	Formative - Full implementation of the Relationships Under Construction curriculum	Yes	Yes

Goal 4. Dumas ISD will create and maintain a safe learning environment.

Objective 3. The District will provide a systematic K-12 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, UIL drug testing reports, fire department schedule, incident reports, sweep reports

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
1. Each core K-12 teacher will teach 1 lesson from the DAVE curriculum each year (Target Group: All) (NCLB: 4)	Formative - Decreased substance abuse and violent incidents	Yes	Yes
2. Random drug testing for UIL participants (Target Group: All) (NCLB: 4)	Formative - Decreased substance abuse	Yes	Yes
3. Firehouse 2-4-6, provided by Dumas Fire Department (Target Group: All) (NCLB: 4)	Formative - Increased understanding by students of fire safety	Yes	Yes
4. Interquest canines will provide information to all 6th graders on the danger of drug abuse (Target Group: All) (NCLB: 4)	Formative - Decreased substance abuse	Yes	Yes
5. Interquest Canines will perform random campus sweeps at DHS, NPOC and DJHS. Available to elementaries and DIS when requested (Target Group: All) (NCLB: 4)	Formative - Decreased substance abuse and number of illegal items brought to school	Yes	Yes
6. DAEP will be monitored for overrepresentation of ED, SpEd, LEP and ethnic groups (Target Group: AtRisk) (NCLB: 4)	Formative - Decreased overrepresentation rates	Yes	Yes
7. Attendance rates, dropout rates, graduation rates, and recidivism rates for students in DAEP will be monitored (Target Group: AtRisk) (NCLB: 5)	Formative - Decreased drop out and recidivism rates. Increased graduation and attendance rates	Yes	Yes
8. Each core K-12 teacher will teach two internet safety lessons each year (Target Group: All) (NCLB: 4)	Formative - Increased student awareness	Yes	Yes
9. District Management Plan as outlined in FFI (Local); FFH (Local); and FFG (Exhibit) will be implemented at each campus. These policies provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. (Target Group: All) (NCLB: 4)	Formative - Increased staff and student awareness	Yes	Yes

Goal 4. Dumas ISD will create and maintain a safe learning environment.

Objective 3. The District will provide a systematic K-12 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, UIL drug testing reports, fire department schedule, incident reports, sweep reports

Activity/Strategy	Evaluation	Was the Strategy Completed? Yes/No	Was the evaluation criteria accomplished? Yes/No
10. The district and campuses will follow the guidelines set forth in Board Policy FFH Local in regard to Dating Violence. (Target Group: All) (NCLB: 4)	Formative - Increased awareness by students and staff of dating violence	Yes	Yes
11. The district and campus staff will follow the guidelines and requirements set forth in Board Policy in regard to sexual abuse and other maltreatment of children. The policies that address these issues are: FFG (Legal); FFG (Exhibit); GRA (Legal); GRA (Local); DH (Local) and DH (Exhibit)and DMA (Legal). (Target Group: All) (NCLB: 4)	Formative - Increased awareness by staff and students	Yes	Yes
12. All campus staff and students will follow the guidelines and requirements set forth in the Acceptable Use policy in regards to district technologies or personally owned devices while on campuses. (Target Group: All) (NCLB: 4)	Formative - Decreased violations of Acceptable Use Policy	Yes	Yes
13. Implement the Parenting and Paternity Awareness (p.a.p.a.) curriculum at NPOC (Target Group: AtRisk) (NCLB: 4)	Formative - Increased awareness of parenting and paternity issues and strategies	Yes	Yes

