

DUMAS JUNIOR HIGH

Campus Improvement Plan

2017/2018

YOU.....MAKE IT MATTER!

BRING THE H.E.A.T!
Honor, Effort, Attitude, Team

DUMAS JUNIOR HIGH

Mission

Dumas Junior High School will provide academic excellence through collaboration with students, parents and community.

Vision

Dumas Junior High School expects excellence from the school community, through energy, passion, involvement, and committment.

Nondiscrimination Notice

DUMAS JUNIOR HIGH 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.

DUMAS JUNIOR HIGH Site Base

Name	Position
Baxter, Kurt	Principal
Bonnert, Diana	Teacher
Cartrite, Kayla	Teacher
Cox, Brandon	Parent
Cox, Gayla	Teacher
Delacruz, Jennifer	Paraprofessional
Dobbins, Cindy	Special Education Teacher
Green, Wendy	Teacher
Grice, Ruth Ann	Instructional Coach
Hays, Silver	Teacher
Heaton, Sally	Curriculum Director
Mcdade, Karen	CATE Teacher
Mitchell, Tiffany	Teacher
Pingelton, Erin	Assistant Principal
Pingelton, Jerod	Community
Robertson, Evan	Counselor
Smith, Kevin	Science Teacher
Williams, Stan	Assistant Principal

Comprehensive Needs Assessment

DJHS 2017-2018

Demographics

Provide information to staff members to increase awareness of challenges facing students who are ELL.

Differentiation and intervention strategies to meet the specific needs of ELL students and Hispanic students.

Inclusion support and strategies to meet the specific needs of Special Education students.

Differentiation strategies to meet the needs of the diverse cultures of the district.

Promote attendance with recognition to maintain 96% or above in 7th and 8th grade.

Student Achievement

Training for teachers and administrators to prepare students for STAAR.

Strategies for sub-populations to meet the increasing standards, specifically Economically Disadvantaged, ELL, Hispanic and Special Ed students who do not meet Accountability requirements.

Strategies to address the gaps caused by realignment of TEKS.

School Culture and Climate

Integration of diverse cultures into all campus traditions.

Curriculum, Instruction and Assessment

Plan and implement more student-driven activities in the classroom.

Monitoring of curriculum by campus administration.

Closely monitor restructuring of 7th Grade ELAR department through Instructional Coach.

Monitoring of ELL, Hispanic and Special Education data, with focus on driving instruction to meet System Safeguards.

Implement instructional design for Pre-AP core subjects in preparation for AP classes.

Analysis of gaps created by realignment of TEKS.

Family and Community Involvement

Implement communication strategies to make parents and community more aware of school happenings.

Develop strategies to encourage involvement of diverse cultures in school happenings.

School Context and Organization

Continue phone tree and SchoolWay app to inform parents.

Technology

Plan for sharing and updating technology when needed.

Plan and practice for online STAAR testing.

TEXAS EDUCATION AGENCY

2017 Accountability Summary

DUMAS J H (171901041) - DUMAS ISD

Accountability Rating

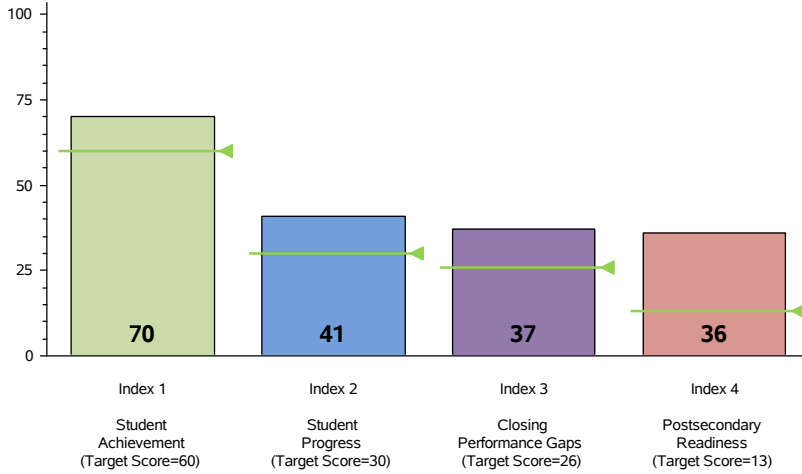
Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, 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.	

Distinction Designation

Academic Achievement in ELA/Reading
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NO DISTINCTION EARNED
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Middle School
Campus Size	668 Students
Grade Span	07 - 08
Percent Economically Disadvantaged	68.7
Percent English Language Learners	18.9
Mobility Rate	12.2
Percent Served by Special Education	12.1
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,528	2,178	70
2 - Student Progress	494	1,200	41
3 - Closing Performance Gaps	737	2,000	37
4 - Postsecondary Readiness			
STAAR Score	36.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		36

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	16 out of 33 = 48%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	30 out of 47 = 64%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

Resources

Resource	Source
IDEA Formula	Federal
Local Funds	Local
FTEs	Other
State Compensatory	State
State ESL	State
State SpEd	State

DUMAS JUNIOR HIGH

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

Objective 1. Dumas Junior High School will refine its Equity and Excellence Plan to continue to meet state and federal accountability standards. Summative Evaluation: State assessment results, TAPR, walk-thrus

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common formative assessments administered every 3 weeks and district curriculum based assessments administered once in the fall and once in the spring. (Target Group: All) (CSFs: 1,2)	Core Subject Teachers, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increase in state assessment scores
2. Implementation of TEKS Resource System. (Target Group: All) (CSFs: 1)	Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increase in state assessment scores
3. Continue using Focused Curriculum Guides, which include ESL, GT strategies used and alignment of TEKS to the state assessment. (Target Group: All) (CSFs: 1,4)	Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increase in state assessment scores
4. Implementation of DMAC Assessment system for common formative assessments, district curriculum based assessments, and state assessment data disaggregation using Quintiles. (Target Group: All)	Core Subject Teachers, Lead Teacher, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increase in state assessment scores
5. Implementation of PLC meetings in core subject areas once per week. (Target Group: All)	Core Subject Teachers, Instructional Coach	August to May	(L)Local Funds	Formative - Increase in state assessment scores
6. Restructure PLC Agenda to include extensive defining of TEKS objectives through Unwrapping TEKS, data review of 3-year trend of STAAR scores for tested TEKS, and Lead4Ward planning strategies. (Target Group: All)	Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increase in state assessment scores
7. Lesson plans will be turned in to principal weekly to ensure alignment. (Target Group: All)	Assistant Superintendent for Instruction, Principal, Teacher(s)	All Year	(L)Local Funds	Formative - Turned in weekly
8. ELAR staff development for reading and writing in the content areas, presented by Shona Rose from Region 16. (Addresses System Safeguards) (Target Group: All, H, ECD, LEP, SPED)	Core Subject Teachers	August	(L)Local Funds	Formative - Staff development hours in eduphoria!

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. ELAR and ESL staff development at Region 16 for Differentiated Instruction and Assessment for English Language Learners. (Addresses System Safeguards) (Target Group: All, H, LEP)	Core Subject Teachers, Elementary Curriculum Director, Instructional Coach, Secondary Curriculum Director	September	(L)Local Funds	Formative - Staff development documentation in eduphoria!
10. LEAD Teacher Book Study--Learning in the Fast Lane (Target Group: All, H, ECD, LEP, SPED)	Instructional Coach, Lead Teacher, Secondary Curriculum Director	October to May	(L)Local Funds	Formative - PLC documentation
11. Science and Social Studies will implement reading and writing in content area by writing 2 complete process papers (Expository). Periodic reports turned in to curriculum director. (Addresses System Safeguards) (Target Group: All, H, ECD, LEP, SPED)	Core Subject Teachers, Instructional Coach, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Reports to Curriculum director and Lesson Plans
12. "Note & Notice" staff development for content area (Math, Science, Social Studies) teachers, given by instructional coach. (Target Group: All, H, ECD, LEP, SPED)	Core Subject Teachers, Instructional Coach	October	(L)Local Funds	Formative - Sign-in sheets
13. Staff development for core areas at Region 16. Lead4Ward Instructional Planning series, and Knowledge is Power. (Target Group: All)	Assistant Principal(s), Instructional Coach, Lead Teacher, Principal, Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Sign-in sheets
14. Vanguard Teacher Academy that will improve instruction in core subject areas, resulting in an increase in student-centered, differentiated instruction. (Target Group: All)	Teacher(s)	August to May	(L)Local Funds	Formative - sign-in sheets showing completion of a year of academy

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Objective 2. Dumas Junior High School will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Extended Day Program (Addresses System Safeguards) (Target Group: ECD, ESL, LEP, AtRisk)	Principal, Teacher(s)	August to May	(L)Local Funds	Formative - Retention rate reduction, increased R/LA state assessment scores
2. TAME Trailblazers bus to spark interest in science careers. (Addresses System Safeguards) (Target Group: All, H, ECD, LEP, SPED)	Core Subject Teachers	September	(L)Local Funds	Formative - Increase in 8th grade science state and local assessment scores
3. Use of scientifically based Empowering Writers writing process (Addresses System Safeguards) (Target Group: All)	Core Subject Teachers, Instructional Coach, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction
4. Science projects (Addresses System Safeguards) (Target Group: All)	Core Subject Teachers, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increased science state and local assessment scores.
5. Science Starters (Addresses System Safeguards) (Target Group: All, H, ECD, LEP, SPED)	Instructional Coach, Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Lesson Plans
6. Science "Defined STEM" software for Pre-AP classes. Focus on project-based learning. (Target Group: 8th)	Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increase in state assessment scores
7. Provide Pre-AP courses (Target Group: All, GT)	Assistant Superintendent for Instruction, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increased student participation in challenging courses.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Provide scientifically-based Power Math classes to address at-risk students who 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. (Addresses System Safeguards) (Target Group: H, ECD, LEP, SPED, AtRisk, 504)	Assistant Superintendent for Instruction, Core Subject Teachers, Counselor(s), Principal, Teacher(s)	August to May	(O)FTEs - 2.01, (S)State Compensatory - \$132,630	Formative - Increase in math state assessment scores
9. Provide scientifically-based ELAR Academy classes for to address at-risk students who 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. (Addresses System Safeguards) (Target Group: H, ECD, ESL, LEP, SPED, AtRisk, 504)	Assistant Superintendent for Instruction, Core Subject Teachers, Counselor(s), Principal, Teacher(s)	August to May	(O)FTEs - 1, (S)State Compensatory - \$61,683	Formative - Increased scores on state assessments
10. Discovery Education Videostreaming will be used to provide digital resources to schools. (Target Group: All)	Teacher(s)	August to May	(L)Local Funds	Formative - Increased scores on state and local assessments
11. Videoconferencing will be available for teachers to provide virtual field trips and learning opportunities to students. (Target Group: All)	Instructional Technology Coordinator	August to May	(L)Local Funds	Formative - Increased state and local assessment scores.
12. ELAR Teachers will use strategies to build comprehension: Note & Notice, Where's the Beef, What's the Beef. (Target Group: All)	Teacher(s)	August to May	(L)Local Funds	Formative - Increased scores on local and state assessments

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
13. Teachers will use online tools to plan active and engaging instruction: Wizer, Kahoot, Ted Talks, Brain Pop, Flocabulary, Google Classroom, and others. (Target Group: All)	Teacher(s)	August to May	(L)Local Funds	Formative - Increased scores on state and local assessments

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

Objective 3. Dumas Junior High School will promote highly effective instruction for LEP and SpEd students to increase performance to a level commensurate with state and federal standards. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Special Education IEPs will be written using eSped and TEKS, and IEPs will use various sources to determine curriculum level (Scientifically based)(Addresses System Safeguards) (Target Group: SPED)	Principal, Special Services Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increased success and participation in regular state assessment.
2. Stetson & Associates Step-by-step Scientifically Based Inclusion methodologies for Special Education students. (Addresses System Safeguards) (Target Group: SPED)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel, Principal, Special Services Director, Teacher(s)	August to May	(F)IDEA Formula - \$45,058, (O)FTEs - 4, (S)State SpEd - \$39,065	Formative - Increased scores on special education student state assessment scores
3. Resource classes (Success Math and Success Reading) to serve students with special needs (Addresses System Safeguards) (Target Group: SPED)	Principal, Special Services Director, Teacher(s)	August to May	(O)FTEs - 4, (S)State SpEd - \$230,866	Formative - Increase in state assessment scores and progress
4. Stetson & Associates Step-by-Step Scientifically-Based Inclusion methodologies also used for scheduling ELL students. (Addresses System Safeguards) (Target Group: ESL, LEP)	Counselor(s), Teacher(s)	August to May	(L)Local Funds	Formative - Increased scores and progress in state assessments.
5. Sheltered instruction for LEP students provided in ESL resource setting. (Addresses System Safeguards) (Target Group: ESL, LEP)	Assistant Superintendent for Instruction, Core Subject Teachers, Principal, Secondary Curriculum Director	January, May	(L)Local Funds	Formative - Increased scores and progress on state assessment
6. ESL inclusion for all ESL students who have completed one year in the ESL resource setting (Addresses System Safeguards) (Target Group: ESL, LEP)	Principal, Teacher(s)	August to May	(O)FTEs - 1, (S)State ESL - \$20,920	Formative - Increased reading state assessment scores among participants
7. Language Lab class for language development using scientifically based DynEd program for qualifying ESL students (Addresses System Safeguards) (Target Group: ESL, LEP)	Assistant Superintendent for Instruction, Principal, Teacher(s)	October to May	(L)Local Funds	Formative - Increased reading state assessment scores among participants
8. Remediation programs for LEP students (Addresses System Safeguards) (Target Group: ESL, LEP)	Principal, Teacher(s)	August to May	(L)Local Funds	Formative - Increased reading state assessment scores among participants

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Objective 3. Dumas Junior High School will promote highly effective instruction for LEP and SpEd students to increase performance to a level commensurate with state and federal standards. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. ESL Committee developed to promote effective instruction for LEP students (Addresses System Safeguards)) (Target Group: ESL, LEP)	Instructional Coach, Principal, Teacher(s)	October to May	(L)Local Funds	Formative - Increased scores and progress on state assessments for ELL students
10. Scholastic Action magazine for spiraling lessons. (Addresses System Safeguards) (Target Group: All, H, ECD, LEP, SPED, AtRisk)	Instructional Coach, Principal, Secondary Curriculum Director, Teacher(s)	May	(L)Local Funds	Formative - Increased state assessment scores and progress
11. Promotion of technological applications that aid in communication with our non-English speaking students (Say Hi, Google Translate) (Addresses System Safeguards) (Target Group: LEP)	Teacher(s)	January, May	(L)Local Funds	Formative - Increase in ELL scores and progress on state assessments
12. Alternative Curriculum Classroom (ACC) for all Special Education students who fit the ACC model for least restrictive environment. (Target Group: SPED)	Assistant Superintendent for Instruction, Principal, Special Services Director	January, May	(O)FTEs - 4.98, (S)State SpEd - \$158,426	Formative - Increased scores on state assessment
13. Dyslexia intervention (Take Flight) for identified students (Target Group: Dys)	Special Services Director	August to May	(L)Local Funds	Formative - Increased state assessment scores in Reading and Writing among participants.
14. A speech therapist will be provided for all students who qualify for such services. (Target Group: SPED)	Principal, Special Services Director	January, May	(O)FTEs - 0.33, (S)State SpEd - \$22,439	Formative - Increased verbal communication among participants
15. Visually Impaired support for identified students (Target Group: SPED)	Special Services Director	August to May	(L)Local Funds	Formative - Increased state assessment scores
16. Auditorily Impaired support for identified students (Target Group: SPED)	Special Services Director	December, May	(L)Local Funds	Formative - Increased state assessment scores
17. PEP (Peers Empowering Peers) Program to promote inclusion of severely handicapped students (Target Group: All, SPED)	Assistant Principal(s), Teacher(s)	August to May	(L)Local Funds	Formative - Increased student integration
18. Behavior Adjustment Classroom (BAC) for students with special needs. (Target Group: SPED)	Special Services Director	August to May	(O)FTEs - 2, (S)State SpEd - \$90,645	Formative - Decrease in behaviors resulting in BAC placement

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Objective 4. Dumas Junior High School will provide intensive interventions and remediations for students below the 10% range as identified by STAAR and Renaissance benchmark testing. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Renaissance Learning will be used to screen all students in grades seven and eight three times per year in the areas of ELAR and Math (Target Group: AtRisk)	Principal, Special Services Director, Teacher(s)	September, January, May	(L)Local Funds	Formative - Increased state assessment scores
2. Continue implementation of local Rtl Guidelines (Target Group: AtRisk)	Principal, Secondary Curriculum Director, Special Services Director, Teacher(s)	September, January and May	(L)Local Funds	Formative - Increased ability of Impact Teams to meet student needs
3. Continued implementation of campus level Impact (Rtl) Team to monitor intervention (Target Group: AtRisk)	Principal, Special Services Director, Teacher(s)	All Year	(L)Local Funds	Formative - Decreased number of students referred for special education testing.
4. The Language! Intervention will be available for use with Tier III students by trained personnel (Target Group: AtRisk)	Principal, Special Services Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increased benchmark scores
5. Use of mobile carts (laptops and tablets) to provide intervention programs to students in need of Rtl (Target Group: AtRisk)	Principal, Special Services Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increased state assessment scores

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Objective 5. Dumas Junior High School will provide vocational/technical education and/or college preparatory classes in order to prepare students for their post secondary plans. Summative Evaluation: Class enrollment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Industrial Arts elective classes (Target Group: All, CTE)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January, May	(L)Local Funds	Formative - Increased trade skills of students
2. Principles of Information Technology A and Principles of Information Technology B offered for elective credit (Target Group: All, CTE)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January, May	(L)Local Funds	Formative - Increased technical skill level of students
3. PreAP course offerings (Target Group: All, GT)	Principal, Secondary Curriculum Director, Teacher(s)	All Year	(L)Local Funds	Formative - Increased number of possible college credits upon graduation
4. College prep activities; Counseling (Target Group: All)	Principal, Secondary Curriculum Director, Teacher(s)	May	(L)Local Funds	Formative - Increased student interest in post secondary education
5. Transition coordinator to arrange post-secondary activities and experiences for special education students (Target Group: SPED)	Principal, Special Services Director, Teacher(s)	August, May	(L)Local Funds	Formative - Increased number of special education students accessing post-secondary opportunities
6. Careers and College Prep instruction in Skills for Living elective. (Target Group: All)	Teacher(s)	August to May	(L)Local Funds	Formative - Increased student interest in post-secondary education

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

Objective 6. Dumas Junior High School will provide alternative learning environments and methods for students who are unsuccessful in the regular setting. Summative evaluation: discipline records, attendance records, completion and dropout rates, state assessment results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Academic Management Plan is in place to help students correct behavior. (Target Group: All)	Assistant Principal(s), Teacher(s)	All Year	(L)Local Funds	Formative - Decrease the number of office referrals
2. 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: All, AtRisk)	Assistant Principal(s), Principal, Superintendent, Teacher(s)	August to May	(O)FTEs - 1.53, (S)State Compensatory - \$61,742	Formative - Decreased number of expulsions
3. Disciplinary ISS provides an alternative learning environment for disruptive students (Target Group: AtRisk)	Assistant Principal(s), Principal, Teacher(s)	August to May	(L)Local Funds	Formative - Decrease the number of office referrals
4. Provide tutorials at lunch, before school, and/or after school for students in all core subjects. (Addresses System Safeguards) (Target Group: All, AtRisk)	Assistant Principal(s), Principal, Teacher(s)	All Year	(L)Local Funds	Formative - Increased performance in core academic classes
5. Homebound instruction for students during post-natal care (Target Group: AtRisk)	Counselor(s), Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increased academic gains for pregnant and parenting teens

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Objective 7. Dumas Junior High School 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 Junior High School will provide a school nurse. (Target Group: All, AtRisk)	Principal	August to May	(L)Local Funds	Formative - Increased academic gains
2. Dumas Junior High School coordinates with Snak Pak for Kids to help provide food to qualifying students on the weekends. (Target Group: AtRisk)	Principal	All Year	(L)Local Funds	Formative - Improved attendance and class performance
3. Dumas Junior High School will provide additional counseling services for at-risk and homeless students. (Target Group: AtRisk)	Assistant Superintendent for Instruction, Counselor(s), PEIMS Coordinator, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increased number of homeless and at-risk students served during the academic year
4. Dumas Junior High School will provide school supplies to homeless students. (Target Group: AtRisk)	Assistant Principal(s), Counselor(s), PEIMS Coordinator, Principal, Teacher(s)	August to May	(L)Local Funds	Formative - Increased number of homeless students attending and prepared for school
5. Dumas Junior High School will provide homebound services for students during post-natal care. (Target Group: AtRisk)	Assistant Principal(s), Counselor(s), Teacher(s)	August to May	(L)Local Funds	Formative - Increased academic gains for pregnant and parenting teens

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Objective 8. Dumas Junior High School 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 Junior High School will ensure all teachers and counselors receive training and/or updated training in G/T strategies. (Target Group: GT)	Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)	May	(L)Local Funds	Formative - Increased effectiveness of G/T instruction as seen in increased assessment scores and progress
2. Pre-AP classes offered with differentiated instruction for G/T students (Target Group: GT)	Assistant Superintendent for Instruction, Teacher(s)	January and May	(L)Local Funds	Formative - Increased effectiveness of G/T instruction as seen in assessment scores and progress
3. Variety of field trips provided to give G/T students experiences in career-oriented areas. (Valero, Moore County Hospital District). (Target Group: GT)	G/T Coordinator, Principal	Fall, Spring	(L)Local Funds	Formative - Student feedback

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Objective 9. Dumas Junior High School will promote a healthy and active lifestyle to our students and faculty. Summative evaluation: Wellness program reports and awards; fitnessgram reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fitnessgram results will be analyzed and the Healthy and Wise program will be fully implemented in grades 7 and 8 (Target Group: All)	Principal, Teacher(s)	May	(L)Local Funds	Formative - Improved health awareness
2. Training and programs related to healthy eating and physical activity will be promoted to staff (Target Group: All)	Principal, Teacher(s)	May	(L)Local Funds	Formative - Improved health and awareness
3. 7th and 8th grades will participate in at least thirty minutes of physical activity Mon. through Fri. for a minimum of two semesters. (Target Group: All)	Principal, Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Improved health and awareness
4. Providing scheduled opportunity for 7th grade males in athletics to eat breakfast from the cafeteria. (Target Group: M)	Food Service Director, Principal, Teacher(s)	Monthly	(L)Local Funds	Formative - Improved scores and progress of 7th grade male athletes
5. Incentives for students to eat breakfast in the cafeteria. (Target Group: All, ECD, AtRisk)	Principal	All year	(L)Local Funds	Summative - Increased student performance on state assessments

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Goal 2. Dumas Junior High School will provide staff development to achieve academic excellence for all students.

Objective 1. Dumas Junior High School will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attend ESC 16 for trainings with emphasis on instructional techniques and methodologies (Target Group: All)	Assistant Principal(s), Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)	August to May	(L)Local Funds	Formative - Increased state assessment scores
2. Attend ESC 16 for support and training in Curriculum and Instructional Services, TEKS Resource System and Bilingual/ESL. (Addresses System Safeguards) (Target Group: All, ESL, LEP)	Assistant Superintendent for Instruction, Instructional Coach, Principal, Teacher(s)	August to May	(L)Local Funds	Formative - Increased state assessment scores.
3. Training opportunities at Region 16 to assist teachers in using differentiation strategies for ELL students (Addresses System Safeguards) (Target Group: ESL, LEP)	Assistant Superintendent for Instruction, Teacher(s)	August to May	(L)Local Funds	Formative - Increased awareness of ELL student needs
4. Dumas Junior High School will send all core staff to trainings about TEKS and state assessments (Target Group: All)	Assistant Superintendent for Instruction, Principal, Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increased state assessment scores
5. New staff trained on student management system and other pertinent technology programs/topics (Target Group: All)	Assistant Principal(s), Instructional Technology Coordinator, PEIMS Coordinator, Principal, Teacher(s)	October	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
6. Technology training hours to assist teachers in implementing technology in the classroom. (Target Group: All)	Instructional Technology Coordinator, Teacher(s)	August to May	(L)Local Funds	Formative - Increased ability of staff to use technology and become technologically literate.
7. Campus mentoring program for first year teachers. (Target Group: All)	Instructional Coach, Principal	August to May	(L)Local Funds	Formative - Increased state assessment scores.
8. PLC support will be provided through workshops, book studies, staff meetings, etc. (Addresses System Safeguards) (Target Group: All)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Continuing	(L)Local Funds	Formative - Staff sign in sheets
9. Staff members will use eduphoria! to log all staff development. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	All Year	(L)Local Funds	Formative - Staff Development Logged

DUMAS JUNIOR HIGH

Goal 2. Dumas Junior High School will provide staff development to achieve academic excellence for all students.

Objective 1. Dumas Junior High School will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. District-provided First-Year and Second-Year Teacher Academies. (Target Group: All)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel, Instructional Coach, Principal, Secondary Curriculum Director, Teacher(s)	May	(L)Local Funds	Formative - Teacher retention and increased state assessment scores.
11. Region 16--Lead4Ward 4-part Leadership Series focuses on Planning, Instruction, Implementing STAAR rigor to meet state standards. (Addresses System Safeguards) (Target Group: All)	Assistant Principal(s), Instructional Coach, Lead Teacher, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increased scores on local and state assessments
12. Region 16 3-part series Knowledge is POWER! will aid the campus in using data to drive instruction in preparation for STAAR testing. (Target Group: All)	Instructional Coach, Secondary Curriculum Director	January to March	(L)Local Funds	Formative - Increase scores on local and state assessments

DUMAS JUNIOR HIGH

- Goal 3.** Dumas Junior High School will encourage community and parental involvement in the educational process of each student to foster the development of the total child.
- Objective 1.** Dumas Junior High School 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 Junior High School will designate at least one person to be the official interpreter/translator for parent conferences, meetings, etc. (Target Group: ESL, LEP)	Assistant Superintendent for Personnel	August to May	(L)Local Funds	Formative - Increased parental involvement on campuses
2. Dumas Junior High School will use a telephone translation system for languages where a translator is not available on site (Target Group: ESL, LEP)	Assistant Superintendent for Instruction	Monthly	(L)Local Funds	Formative - Increased parent involvement on campuses
3. Dumas Junior High School will employ a Burmese translator. (Addresses System Safeguards) (Target Group: ESL, Migrant, LEP)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel	August to May	(O)FTEs - 1, (S)State ESL - \$31,794	Formative - Increased parent involvement on campuses
4. Dumas Junior High School will provide Spanish and Burmese interpreters at all student orientation meetings. (Target Group: ESL, LEP)	Principal, Superintendent	August	(L)Local Funds	Formative - Increase parental involvement

DUMAS JUNIOR HIGH

- Goal 3.** Dumas Junior High School will encourage community and parental involvement in the educational process of each student to foster the development of the total child.
- Objective 2.** Dumas Junior High School 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. 7th and 8th grade teachers will meet with parents to review report cards and discuss needs of students who failed the STAAR test. (Target Group: All, AtRisk)	Assistant Principal(s), Assistant Superintendent for Instruction, Principal, Secondary Curriculum Director, Teacher(s)	Fall, Spring	(L)Local Funds	Formative - Increased parental involvement
2. Back to School Nights for students to get schedules, meet the teachers, and tour the campus. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Superintendent, Teacher(s)	August	(L)Local Funds	Formative - Increased parental involvement
3. Open House (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	End of first semester	(L)Local Funds	Formative - Increased parental involvement
4. Dumas Junior High School will provide opportunities for parent involvement through meetings, programs, materials, etc (Target Group: All)	Assistant Principal(s), Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)	Continuing	(L)Local Funds	Formative - Increased parental involvement
5. Junior High parents partner with athletics in feeding sport teams each week prior to loading buses for out of town games. (Target Group: All)	Principal	All year	(L)Local Funds	Formative - Increased parent involvement
6. Electronic Phone Tree for school-wide reminders and announcements (Target Group: All)	Assistant Principal(s), Principal	Continuing	(L)Local Funds	Formative - Phone Tree Reports
7. Parent Portal available and promoted so parents can stay informed about students and their progress. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	May	(L)Local Funds	Formative - Increased parent involvement

DUMAS JUNIOR HIGH

Goal 4. Dumas Junior High School will create and maintain a safe learning environment.

Objective 1. Dumas Junior High School 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)	Operations Director, Principal, Teacher(s)	January, May	(L)Local Funds	Formative - Maintain safety of facilities
2. Maintain surveillance system for facilities (Target Group: All)	Chief of Police, Superintendent	November	(L)Local Funds	Formative - Maintain safety of facilities
3. Handle with Care Trainings (Target Group: All)	Special Services Director	October	(L)Local Funds	Formative - Better understanding of conflict resolution
4. Elevator to assist disabled or injured students, faculty or other people needing access to the upper level. (Target Group: All)	Operations Director	Continuing	(L)Local Funds	Formative - Fire Code
5. Stairs marked with reflective and gripping strips for visually impaired students. (Target Group: SPED)	Assistant Principal(s)	Continuing	(L)Local Funds	Formative - Condition of strips.
6. Required trainings in areas such as Sexual Harassment, Bloodborne Pathogens, Conflict Resolution, Dating Violence, and Food Allergies through online videos available on eduhero.net. (Target Group: All)	Principal, Teacher(s)	September	(L)Local Funds	Summative - Teacher checklists and certificates
7. Active Shooter training (Target Group: All)	Chief of Police	October	(L)Local Funds	Formative - Sign-in sheets

DUMAS JUNIOR HIGH

Goal 4. Dumas Junior High School will create and maintain a safe learning environment.

Objective 2. Dumas Junior High School will implement the Character Counts character education curricula in conjunction with the Quantum Learning Eight Keys for Success. Summative evaluation: lesson plans, advisory lessons

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Character Counts and Eight Keys of Excellence activities addressing topics including conflict resolution, self-esteem, suicide prevention and violence education (Target Group: All)	Assistant Principal(s), Assistant Superintendent for Instruction, Principal, Teacher(s)	August to May	(L)Local Funds	Formative - Decreased student conflicts and increased student responsibility
2. Dating Violence program (Target Group: All)	Assistant Principal(s), Principal, Secondary Curriculum Director, Teacher(s)	February	(L)Local Funds	Formative - Increased student awareness
3. Bullying awareness education included in yearly internet safety education program (Target Group: All)	Instructional Technology Coordinator, Principal, Teacher(s)	January, May	(L)Local Funds	Formative - Increased student awareness
4. Internet safety lessons provided to all students by the Dumas Police Department (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Fall	(L)Local Funds	Formative - School safety
5. School-wide anti-bullying program presented by Keith Deltano. (Target Group: All)	Principal	December	(L)Local Funds	Formative - Increase student awareness, resulting in decreased complaints of bullying

DUMAS JUNIOR HIGH

Goal 4. Dumas Junior High School will create and maintain a safe learning environment.

Objective 3. Dumas Junior High School will provide a systematic 7-8 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. All students will receive 1 lesson from the DAVE curriculum each year (Target Group: All)	Assistant Principal(s), Chief of Police, Principal, Secondary Curriculum Director, Teacher(s)	May	(L)Local Funds	Summative - Decreased documentation of substance abuse and violent incidents
2. Interquest Canines will perform random campus sweeps at Dumas Junior High School. (Target Group: All)	Assistant Principal(s), Chief of Police, Principal, Secondary Curriculum Director	Twice monthly	(L)Local Funds	Summative - Decreased documentation of substance abuse and number of illegal items brought to school
3. DAEP will be monitored for overrepresentation of ED, SpEd, LEP and ethnic groups (Target Group: AtRisk)	Assistant Principal(s), Assistant Superintendent for Instruction, Principal, Special Services Director	January, May	(L)Local Funds	Summative - Decreased overrepresentation rates
4. Attendance rates, drop out rates, graduation rates, and recidivism rates for students in DAEP will be monitored. (Target Group: AtRisk)	Assistant Superintendent for Instruction, Principal	January, May	(L)Local Funds	Summative - Decreased drop out and recidivism rates. Increased graduation and attendance rates.
5. All students will receive two internet safety lessons each year. (Target Group: All)	Instructional Technology Coordinator, Principal, Teacher(s)	August, May	(L)Local Funds	Summative - Increased student awareness and decreased incidents of technology violations
6. Each student will receive lessons from the Relationships Under Construction curriculum each year through partnership with CareNet. (Target Group: All)	Secondary Curriculum Director, Teacher(s)	January	(L)Local Funds	Formative - Lesson Plans

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/>