

# DUMAS HIGH SCHOOL

## Campus Improvement Plan

### 2015/2016

*Decisions Determine Destiny*

Date Reviewed:

DMAC Solutions™

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Date Approved:

Oct 13, 2015 3:43 PM

# DUMAS HIGH SCHOOL

## **Mission**

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

## **Vision**

*Dumas High School will promote Academic Excellence, while maintaining a highly competitive level in all areas of school related activities.*

*Dumas High School will provide staff development to achieve Academic Excellence for all students.*

*Dumas High School will encourage community and parental involvement in the educational process of each student to foster the development of the total child.*

*Dumas High School will create and maintain a safe learning environment.*

### Nondiscrimination Notice

DUMAS HIGH SCHOOL 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.

# DHS Campus Council

Name	Position
Allen, James	Business
Beesley, Brett	Principal
Boggs, Holli	Parent
Burton, Connie	Teacher
Bussard, Aimee	Counselor
Davis, Shane	Teacher
Foard, Cheryl	Teacher
Graves, Jackie	Teacher
Ledbetter, Carol	Community
Legg, Kelly	Central Office
Pinon, Nallely	Teacher
Sheldon, Patricia	Teacher

# Dumas High School Needs Assessment Summary 2015-16

The major strengths and areas of need for the 2015-2016 school year, as identified by the needs assessment will be:

## Areas of strength

1. Dumas High School has developed communication options to promote accurate exchange of information with the community, parents, teachers, and students by using the phone tree in dual language and Parent Portal.
2. Dumas High School provides an appropriate curriculum utilizing creative and innovative techniques in instructional technology.
3. Dumas High School has a well-defined behavioral standards to create a safe and orderly learning environment.
4. Dumas High School has policies in place to identify and serve At-risk students appropriately.

## Areas of Need:

1. Dumas High School will provide offerings in the curriculum to meet the diverse needs of the students.
2. Staff development for the violence prevention and intervention as well as dating violence (DAVE) and bullying.
3. Dumas High School will put strategies in place to promote attendance so that the attendance rate will meet or exceed the exemplary rating standards for all students.
4. Students will be informed through career counseling about higher education opportunities, career opportunities, and encouraged to make informed course choices.

The complete Needs Assessment Survey is on file at the campus office.

# Resources

Resource	Source
Carl Perkins	Federal
IDEA Formula	Federal
Local Funds	Local
Dumas Education Foundation	Other
CTE	State
High School Allotment	State
State Compensatory	State
State ESL	State
State G/T	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 2015/2016 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.

# DUMAS HIGH SCHOOL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common formative assessments administered every three weeks and district curriculum-based assessments administered once in the fall and once in the spring. (Target Group: All) (NCLB: 1)	Core Subject Teachers, Lead Teacher, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increased scores on state assessments
2. Continuous use of TEKS Resource System (Target Group: All) (NCLB: 1,2)	Secondary Curriculum Director, Teacher(s)	August through May	(L)Local Funds	Formative - Increase in state assessment scores
3. Extensive defining of TEKS objectives (Target Group: All) (NCLB: 1,2)	Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increase in state assessment scores.
4. Continue use of DMAC Assessment system for common formative assessments, district curriculum based assessments and state assessment disaggregation. (Target Group: All)	Core Subject Teachers, Lead Teacher, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increase in state assessment scores.
6. Daily implementation of PLC meetings in core subjects. (Target Group: All)	Assistant Principal(s), Core Subject Teachers, Principal	August to May	(L)Local Funds	Formative - Increase in states assessment scores.

# DUMAS HIGH SCHOOL

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

**Objective 2.** Dumas 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. Continued use of Victoria Young's writing process (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Lead Teacher, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction.
2. Continuing use of before and after school tutorial program (Target Group: All, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Principal, Teacher(s)	August to May	(L)Local Funds	Formative - Increase in state assessment scores. Retention-rate reduction.
3. Science projects (i.e., Science Starters, TEKS Resource System, etc.) (Target Group: All) (NCLB: 1,2,5)	Lead Teacher, Secondary Curriculum Director	January and May	(L)Local Funds	Formative - Increased science state and local assessment scores.
4. Offer dual credit and AP courses. (Target Group: All, GT)	Assistant Superintendent for Instruction, Principal, Secondary Curriculum Director	August and May	(L)Local Funds, (S)High School Allotment	Formative - Increased student participation in challenging courses.
5. Enroll students who did not pass Algebra I EOC in Math Models for accelerated instruction prior to retesting. (Target Group: AtRisk, 10th)	Counselor(s)			Formative - Increased math state and local assessment scores.
6. Enroll 9th grade students who did not pass 8th grade STAAR Math in Pre-Algebra course. (Target Group: AtRisk, 9th)	Counselor(s)	August to May	(L)Local Funds	Formative -
7. Continued implementation of EOC classes and core subject academies for students not meeting Level II on state assessments. (Target Group: AtRisk, 10th, 11th, 12th)	Assistant Principal(s), Principal, Teacher(s)	October to April	(L)Local Funds	Formative - Increased state assessment scores.



# DUMAS HIGH SCHOOL

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

**Objective 3.** Dumas 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia and Lindamood Bell (Target Group: Dys) (NCLB: 1,5)	Assistant Principal(s), Special Services Director	August to May	(L)Local Funds	Formative - Increased reading state assessment scores among participants.
2. BRIDGE room implementation to support students who have previously struggled and been unsuccessful in the regular education classroom due to behavior/emotional/social maladjustment. (Target Group: SPED) (NCLB: 1,5)	Principal, Special Services Director, Teacher(s)	August to May	(S)State SpEd - \$20,511	Formative - Increased scores on special education students state assessment scores
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	September to May	(L)Local Funds	Formative - Increased scores on state assessment scores.
4. ACC Services for special needs students (Target Group: SPED) (NCLB: 1,3,5)	Special Services Director, Teacher(s)	August to May	(S)State SpEd - \$228,879	Formative - Increase in state assessment scores.
5. ESL classes with assistants (Target Group: ESL, LEP) (NCLB: 1,2,5)	Lead Teacher, Principal	August to May	(S)State ESL - \$119,666	Summative - Increased scores on LEP student state assessment
6. Special Ed inclusion staff will be in place to assist students in the classroom environment (Target Group: SPED)	Principal, Special Services Director, Teacher(s)	August to May	(F)IDEA Formula - \$75,829, (S)State SpEd - \$183,637	Summative - Improved performance in the classroom and on state assessment

# DUMAS HIGH SCHOOL

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

**Objective 4.** Dumas 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, college credits received

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Building Trades elective classes (Target Group: CTE) (NCLB: 1,5)	CTE Director, Principal, Teacher(s)	August to May	(S)CTE - \$70,923	Summative - Increased trade skills of students.
2. Variety of computer, agriculture, business, health sciences, home economics and industrial technology classes for electives (Target Group: CTE) (NCLB: 1,5)	Counselor(s), CTE Director, Principal, Teacher(s)	August to May	(S)CTE - \$525,710	Summative - Increased technical skill level of students
3. Materials and programs provided to CTE classes for successful implementation of CTE guidelines (Target Group: CTE) (NCLB: 1,5)	CTE Director, Principal, Teacher(s)	August to May	(F)Carl Perkins - \$37,008	Summative - Increased enrollment in CTE courses
4. PreAP, AP and Dual Credit course offerings (Target Group: All, GT) (NCLB: 1,5)	Counselor(s), Lead Teacher, Principal, Secondary Curriculum Director	August to May	(S)High School Allotment - \$289,513	Summative - Increased number of possible college credits upon graduation.
5. College prep activities: career day, counseling, ASVAB, military recruiting and two college days (Target Group: All) (NCLB: 5)	Counselor(s)	August to May		Summative - Increased student interest in post secondary education
6. College information disseminated by counselors - higher ed requirements (admissions, financial opportunities), Texas Grant and Teach for Texas grant program and accelerated high school graduation (Target Group: All) (NCLB: 5)	Counselor(s)	August to May	(L)Local Funds, (O)FTEs - 2	Formative - Increased student interest in post secondary education
7. QUEST program for 9th-12th grade students who participate (Target Group: All) (NCLB: 5)	Counselor(s), Principal	August to May	(O)Dumas Education Foundation	Summative - Increased student interest in post-secondary education
8. District will pay tuition for students in Dual Credit classes (Target Group: All, GT) (NCLB: 1,5)	Assistant Superintendent for Instruction, Counselor(s), Principal, Secondary Curriculum Director	August to May	(L)Local Funds, (O)Dumas Education Foundation	Summative - Increased enrollment in Dual Credit classes
9. District will pay the cost of AP exams (Target Group: All, GT) (NCLB: 1,5)	Assistant Superintendent for Instruction, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Summative - Increased number of AP exams taken
10. Transition coordinator to arrange post-secondary activities and experiences for special education students (Target Group: SPED) (NCLB: 5)	Special Services Director	August to May	(S)State SpEd - \$69,229	Summative - Increased number of special education students accessing post-secondary opportunities

# DUMAS HIGH SCHOOL

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

**Objective 5.** Dumas High School 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. Odyssey Lab will provide a computerized credit recovery option (Target Group: AtRisk) (NCLB: 5)	Counselor(s), Principal	August to May	(S)State Compensatory - \$22,004	Summative - Increased completion rate
2. Disciplinary AEP used as an alternative to expulsion so learning can continue (Target Group: AtRisk) (NCLB: 5)	Assistant Principal(s), Principal	August to May	(S)State Compensatory - \$75,601	Summative - Decreased number of expulsions
3. Homebound instruction for students during post-natal care (Target Group: F, AtRisk) (NCLB: 1,5)	Assistant Principal(s), Counselor(s)	August to May	(S)State Compensatory	Summative - Increased academic gains for pregnant and parenting teens
4. Math and Science Academy provided for entering 9th and 10th graders who failed Math and/or Science state assessments (Target Group: AtRisk) (NCLB: 1)	Counselor(s), Principal	May	(S)State Compensatory - \$11,713	Summative - Increased math and science state assessment scores

# DUMAS HIGH SCHOOL

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

**Objective 6.** Dumas 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 High School will provide additional counseling services for at-risk and homeless students (Target Group: AtRisk) (NCLB: 4)	Counselor(s)	August to May	(L)Local Funds	Summative - Increased number of homeless and at-risk students served during the academic year
2. Dumas High School will provide school supplies to homeless students (Target Group: ECD, AtRisk) (NCLB: 4)	Counselor(s), Principal	August to May	(L)Local Funds	Summative - Increased number of homeless students attending and prepared for school

# DUMAS HIGH SCHOOL

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

**Objective 7.** Dumas 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 High School will ensure all teachers and counselors receive training and/or updated training in G/T strategies (Target Group: GT) (NCLB: 3)	Principal	August to May	(L)Local Funds	Summative - 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)	Lead Teacher, Principal	August to May	(L)Local Funds	Summative - Increased effectiveness of G/T instruction

# DUMAS HIGH SCHOOL

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

**Objective 1.** Dumas High School will provide all 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 TPTR trainings with emphasis on instructional techniques and methodologies (Target Group: All) (NCLB: 3)	Assistant Principal(s), Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)	August to May	(L)Local Funds	Summative - Increased state assessment scores
2. Dumas High School will send all core staff to trainings about TEKS and state assessments (Target Group: All) (NCLB: 3)	Assistant Principal(s), Assistant Superintendent for Instruction, Principal, Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Summative - Increased state assessment scores
3. Attend ESC 16 for Curriculum and Instructional Services, TEKS Resource and Bilingual/ESL (Target Group: All, ESL, LEP) (NCLB: 3)	Assistant Principal(s), Assistant Superintendent for Instruction, Principal, Teacher(s)	August to May	(L)Local Funds	Summative - Increased state assessment scores.
4. DHS core teachers will attend Lead4ward workshops to learn how to use state assessment data (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction, Lead Teacher, Principal, Teacher(s)	October	(L)Local Funds	Summative - Increased scores on state assessments.
5. Special education modules covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc (Target Group: SPED) (NCLB: 3)	Special Services Director, Teacher(s)	October to March	(L)Local Funds	Summative - Better understanding of how special education and regular education work together.
6. New staff trained on student management system and other pertinent technology programs/topics (Target Group: All) (NCLB: 3)	Assistant Principal(s), Instructional Technology Coordinator, PEIMS Coordinator, Principal, Teacher(s)	September	(L)Local Funds	Summative - Increased accuracy of student attendance and grades
7. Technology modules (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator, Teacher(s)	October through April	(L)Local Funds	Formative - Increased ability of staff to use technology and become technologically literate.
8. Regional, state and local trainings for CTE teachers (Target Group: CTE) (NCLB: 3)	CTE Director, Teacher(s)	February, June, July	(F)Carl Perkins - \$14,360	Summative - Increased knowledge and skills of CTE staff
9. Campus mentoring program for first year teachers and teachers new to the district. (Target Group: All)	Assistant Principal(s), Principal	August to May	(L)Local Funds	Summative - Increased state assessment scores.

# DUMAS HIGH SCHOOL

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

**Objective 1.** Dumas High School will provide all 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. PLC support will be provided through instructional coach, workshops, book studies, staff meetings, etc.	Assistant Principal(s), Principal, Teacher(s)	On going	(L)Local Funds	Summative - Staff sign-in sheets
11. Eduphoria! will be used to log all staff development. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	School year	(L)Local Funds	Summative - Staff Development logged

# DUMAS HIGH SCHOOL

**Goal 3.** Dumas 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 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 High School will designate one person to be the official interpreter/translator for parent conferences, meetings, etc. (Target Group: ESL, LEP) (NCLB: 4)	Principal, Superintendent	August to May	(L)Local Funds	Summative - Increased parental involvement on campuses
2. Dumas High School 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, Principal	Monthly	(L)Local Funds	Summative - Increased parent involvement on campuses
3. Dumas High School will employ a Burmese translator (Target Group: ESL, LEP) (NCLB: 4)	Principal	August to May	(S)State ESL - \$35,185	Summative - Increased parent involvement on campuses



# DUMAS HIGH SCHOOL

- Goal 3.** Dumas 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 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. Dumas High School will provide opportunities for parent involvement through meetings, programs, materials, etc (Target Group: All) (NCLB: 4)	Assistant Principal(s), Assistant Superintendent for Instruction, Principal, Teacher(s)	August to May	(L)Local Funds	Formative - Increased parental involvement
2. Fish Camp (9th Grade Orientation) (Target Group: All, 9th)	Assistant Principal(s), Principal, Teacher(s)	August	(L)Local Funds	Formative - Increased parent involvement.
3. Open House (Target Group: All, 9th, 10th, 11th, 12th)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	October	(L)Local Funds	Formative - Increased parent involvement.
4. Phone tree for reminders and attendance alerts. (Target Group: All) (NCLB: 4,5)	Assistant Principal(s)	August to May	(L)Local Funds	Formative - Phone tree reports.

# DUMAS HIGH SCHOOL

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

**Objective 1.** Dumas 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) (NCLB: 4)	Operations Director, Principal, Teacher(s)	January, 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	(L)Local Funds	Formative - Maintain safety of facilities
3. CPI Trainings (Target Group: All) (NCLB: 4)	Assistant Principal(s), Special Services Director, Teacher(s)	October	(L)Local Funds	Formative - Better understanding of conflict resolution
4. Elevator to assist disabled or injured students, faculty and others needing access to upper floor. (Target Group: All)	Operations Director	On going	(L)Local Funds	Formative - Fire Code

# DUMAS HIGH SCHOOL

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

**Objective 2.** Dumas High School will implement the character education through use of varying curricula, as well as Character Counts and Quantum Learning Eight Keys for Success. Summative evaluation: lesson plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dating Violence Education (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Secondary Curriculum Director, Teacher(s)	February	(L)Local Funds	Formative - Increased student awareness
2. Bullying awareness education (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Teacher(s)	On going	(L)Local Funds	Formative - Increased student awareness
3. Internet safety education program, including lessons focused on cyber-bullying (Target Group: All) (NCLB: 4)	Assistant Principal(s), Instructional Technology Coordinator, Principal, Teacher(s)	September-May	(L)Local Funds	Formative - Increased student awareness

# DUMAS HIGH SCHOOL

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

**Objective 3.** Dumas High School will provide a systematic 9-12 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 teacher will teach one lesson from the DAVE curriculum each year (Target Group: All) (NCLB: 4)	Assistant Principal(s), Chief of Police, Principal, Secondary Curriculum Director, Teacher(s)	By May	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Random drug testing for UIL participants (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal	Ongoing	(L)Local Funds	Formative - Decreased substance abuse
3. Interquest Canines will perform random campus sweeps at DHS. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Chief of Police, Principal	Twice monthly	(L)Local Funds	Formative - Decreased substance abuse and number of illegal items brought to school
4. DAEP will be monitored for overrepresentation of ED, SpEd, LEP and ethnic groups (Target Group: AtRisk) (NCLB: 4)	Assistant Principal(s), Assistant Superintendent for Instruction, Principal, Special Services Director	August to May	(L)Local Funds	Formative - Decreased overrepresentation rates
5. Attendance rates, drop out rates, graduation rates, and recidivism rates for students in DAEP will be monitored. (Target Group: AtRisk) (NCLB: 5)	Assistant Principal(s), Principal	January, May	(L)Local Funds	Formative - Decreased drop out and recidivism rates. Increased graduation and attendance rates.
6. Each teacher will teach two internet safety lessons each year (Target Group: All) (NCLB: 4)	Instructional Technology Coordinator, Principal, Teacher(s)	August and May	(L)Local Funds	Formative - Increased student awareness

## At Risk Guidelines

Dumas ISD has adopted the thirteen criteria delineated in TEC §29.081 as the criteria used in identifying students who are eligible to receive intensive, supplemental services.

A student at risk of dropping out of school includes each student who is under 21 years of age and who as per Section 29.081 of TEC:

- A. is in prekindergarten, 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;
- B. 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.
- C. was not advanced from one grade level to the next for one or more school years;
- D. 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 (refer to appendix 1 for 110% chart);
- E. is pregnant or is a parent;
- F. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year.
- G. has been expelled in accordance with Section 37.007 during the preceding or current school year;
- H. is currently on parole, probation, deferred prosecution or other conditional release;
- I. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- J. is a student of limited English proficiency, as defined by Section 29.052;
- K. 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;
- L. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- M. 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.

# **MIGRANT “PRIORITY FOR SERVICES” ACTION PLAN**

As part of the ongoing effort to meet the needs of Migrant students who are identified as “priority for services” students the district will adopt a plan of action to serve those students. The plan of action will include the following:

- NGS “Priority for Services” reports will be run at the beginning of the school year and each six week period thereafter. Each campus will be given the report to share with the staff as needed.
- All MEP students will be identified in PEIMS. At the beginning of the school year and each eight week period thereafter, the MEP and PEIMS reports will be compared for accuracy.
- Programs that serve “Priority for Services” students will be documented with the names of those participating.
- The academic progress of students identified as “Priority for Services” will be tracked each six week reporting period.
- Periodic home visits will be made to update parents on the academic progress of their children. Visits will be made based upon most needed.
- Campus principals and appropriate campus staff, along with parents, will be provided with updates from NGS “Priority for Services” reports.

## Migrant Program Activities - High School

**Migrant Services Coordination:** Within the first grading period of the school year that the child who is eligible for migrant services is in the school district, (1) determine individual needs for instructional and support services, (2) identify available resources to address said needs, (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 Services Coordination:** Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed TAKS in any content area are accessing local, intrastate, and interstate opportunities available for summer TAKS remediation.

**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.

**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 Texas Assessment of Knowledge and Skills (TAKS) are accessing local, intrastate and interstate opportunities available for summer TAKS remediation.

**Out-of-School Youth:** Based on identified needs, coordinate with appropriate school staff and other local, state, and federally-funded entities to provide services to out-of-school migrant youth.

**HIGH SCHOOL ALLOTMENT  
Annual Performance Goals  
2015– 2016**

1. Increase percentage of students graduating from high school to 98%

Percentage of students graduating from high school:

	<b>Class of 2012</b>	<b>Class of 2013</b>
Graduated	98.3%	96.6%
Received GED	0.4%	0.4%
Continued HS	0.9%	2.6%
Dropped Out	0.4%	0.4%

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

Enrollment in advanced courses/dual credit courses:

<b>2011-12</b>	<b>2012-13</b>
17.3%	17.8%

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:

	<b>Class of 2012</b>	<b>Class of 2013</b>
<b>Percentage Recommended or Distinguished</b>	70.6%	77.0%

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):

	<b>Class of 2012</b>	<b>Class of 2013</b>
<b>Percentage</b>	62%	63%

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):

	<b>Class of 2012</b>	<b>Class of 2013</b>
<b>Percentage</b>	61%	67%



# Campus Information

<b>Campus Name:</b>	Dumas High School	
<b>Campus Leadership Team Members:</b>	<b>Name</b>	<b>Position</b>
	Brett Beesley	Principal
	Cody Strickland	Assistant Principal
	Keely Chumley	Assistant Principal
	Aaron Dunnam	Assistant Principal
	Nikole Foote	Instructional Coach
	JoAnn Gift	Counselor
	Nissa Dunnam	Counselor
	Kim Rousser	Counselor
	Aimee Bussard	Counselor
	Karena Tyler	Quest Coordinator
	Vanessa Bednorz	Testing Coordinator

## Data Analysis Summary

<b>Definition/Purpose</b>	Data analysis and review of student level data conducted by the intervention team [Texas Education Code (TEC) §39.106 (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.
<b>Summary of findings</b>	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 basis for the needs assessment process.

### Section 1: Student Achievement

Index 1 Met?	<b>yes</b>
Index score:	70
What are the trends in the index 1 data over time?	We were 68 last year and 72 two years ago. The trend is that we are stagnant and need to start growing.
What impact do the trends have on Index 1?	The trend shows us that we are not making gains.
What other insights do the data reveal that impact student success?	We are well above the state minimum. Y

### Section 2: Student Progress

Index 2 Met?	<b>yes</b>
Index score:	17
What are the trends in the index 2 data over time?	The trend show us that our Hispanic and Asian populations continue to be the lowest performing.
What impact do the trends have on Index 2?	We are changing instrucionally to accommodate.
What other insights do the data reveal that impact student success?	We feel like if we are meeting our ELL and Eco Dis students the rest will take care of itself.

### Section 3: Closing Performance Gaps

Index 3 Met?	<b>yes</b>
Index score:	40
What are the trends in the index 3 data over time?	We made good gains in index 3.
What impact do the trends have on Index 3?	The impact shows us that what we are doing is working.
What other insights do the data reveal that impact student success?	We are closing gaps at DHS.

### Section 4: Postsecondary Readiness

Index 4 Met?	<b>yes</b>
Index score:	74

What are the trends in the index 4 data over time?	The trends shows us that our students are underperforming on college readiness exams.
What impact do the trends have on Index 4?	The impact shows us that we need to increase rigor in upper level courses here at DHS.
What other insights do the data reveal that impact student success?	We are working to improve our attendance percentage.
<b>Section 5: System Safeguards</b>	
Were system safeguards missed for Performance?	<b>Eco Dis, SpEd, EII</b>
Were system safeguards missed for Participation?	<b>na</b>
Were system safeguards missed for Graduation?	<b>na</b>
What are the trends in the System Safeguard data over time?	We continue to have the same issues.
What other insights do the data reveal that impact student success?	We continue to have the same issues.
<b>Section 6: PBM</b>	
In what program areas is the district staged for Performance Based Monitoring?	Bilingual/ESL and Special Education
If the campus is contributing to the district's PBM staging please explain. Enter your answer in the cell to the right.	

## Needs Assessment Summary and Improvement Plan

<b>Definition/Purpose</b>	After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.
<b>Identified and Prioritized Needs:</b> It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard or PBM indicator and ensure those are your prioritized needs.	
<b>Need 1:</b>	Improve all ELA scores to the state average
<b>Need 2:</b>	Improve special education EOC scores by 25%
<b>Need 3:</b>	Improve ELL and EcoDis EOC scores by 25%
<b>Need 4:</b>	
<b>Need 5:</b>	

<b>Need 1:</b>	Improve all ELA scores to the state average
<b>Index(es) Addressed:</b>	Index 1&2
<b>Critical Success Factor:</b>	Rigorous classroom instruction and assessment at EOC level
<b>Annual Goal:</b>	Be at the state average by testin
<b>Strategy:</b>	Continued improvement of research based instructional strategies in all classrooms.
<b>How will addressing this need impact the index/CSF or major system identified?</b>	Should raise our EOC scores to that of the state average

### Interventions by Quarter

Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
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<b>To date, what actions have been taken to address Need 1?</b>	Training in Empowering Writers, Restructuring of English Department, PLCs, Inclusion, Instructional Coach	<b>Q2 Goal:</b>	<b>EOC scores at 50%</b>	<b>Q3 Goal:</b>	<b>EOC scores at 60%</b>	<b>Q4 Goal:</b>	<b>Eoc scores at 70%</b>
		<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>	
		Better understanding of the TEKS		Better understanding of the TEKS		Better understanding of the TEKS	
		Increased rigor in the classroom		Increased rigor in the classroom		Increased rigor in the classroom	
		Better teaching strategies with PLCs		Better teaching strategies with PLCs		Better teaching strategies with PLCs	
		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>	
		Common Assessment		Common Assessment		Common Assessment	
		Teacher Formative Assessments		Teacher Formative Assessments		Teacher Formative Assessments	

### End of Quarter Reporting

Q2 Report		Q3 Report		Q4 Report	
<b>Are you on track to meet the annual goal?</b>		<b>Are you on track to meet the annual goal?</b>		<b>Are you on track to meet the annual goal?</b>	

<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>		<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>		<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>	
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>		<b>What, if any, adjustments must be made in order to meet the annual goal?</b>		<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	

<b>Need 2:</b>	Improve special education EOC scores by 25%
<b>Index(es) Addressed:</b>	Index 1 & 2
<b>Critical Success Factor:</b>	Execution on the implementation of Inclusion
<b>Annual Goal:</b>	Raise our SpEd score by 25%
<b>Strategy:</b>	Put SpEd students in the GenEd classroom with inclusion supprt

How will addressing this need impact the index/CSF or major system identified?	Increase our Sped performance in Index 1&2
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**Interventions by Quarter**

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
To date, what actions have been taken to address Need 1?	Stetson and Associates trained staff on Inclusion process that was fully implemented and supported	Q2 Goal:	Improve by 15%	Q3 Goal:	Improve by 20%	Q4 Goal:	Improve by 25%
		<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>	
		Better understanding of the TEKS		Better understanding of the TEKS		Better understanding of the TEKS	
		Increased rigor in the classroom		Increased rigor in the classroom		Increased rigor in the classroom	
		Better teaching strategies with PLCs		Better teaching strategies with PLCs		Better teaching strategies with PLCs	
		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>	
		Common Assessment		Common Assessment		Common Assessment	
		Teacher Formative Assessments		Teacher Formative Assessments		Teacher Formative Assessments	



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### End of Quarter Reporting

Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

<b>Need 3:</b>	Improve ELL and EcoDis EOC scores by 25%
<b>Index(es) Addressed:</b>	Index 1,2,3,4
<b>Critical Success Factor:</b>	Teacher recognition of students testing history and provide interventions

<b>Annual Goal:</b>	Improve scores by 25%
<b>Strategy:</b>	Daily planning in PLCs
<b>How will addressing this need impact the index/CSF or major system identified?</b>	Improve Index 3

### Interventions by Quarter

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
<b>To date, what actions have been taken to</b>	Training by Solution Tree followed by a staff book study over Learning by doing full-time	<b>Q2 Goal:</b>	<b>Improve by 15%</b>	<b>Q3 Goal:</b>	<b>Improve by 20%</b>	<b>Q4 Goal:</b>	<b>Improve by 25%</b>
		<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>	
		Better understanding of the TEKS		Better understanding of the TEKS		Better understanding of the TEKS	
		Increased rigor in the classroom		Increased rigor in the classroom		Increased rigor in the classroom	
		Better teaching strategies with PLCs		Better teaching strategies with PLCs		Better teaching strategies with PLCs	

<b>address Need 1?</b>	Over Learning by doing, full-time Instructional Coach			
		<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>
		Common Assessment	Common Assessment	Common Assessment
		Teacher Formative Assessments	Teacher Formative Assessments	Teacher Formative Assessments

### End of Quarter Reporting

Q2 Report		Q3 Report		Q4 Report	
<b>Are you on track to meet the annual goal?</b>		<b>Are you on track to meet the annual goal?</b>		<b>Are you on track to meet the annual goal?</b>	
<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>		<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>		<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>	
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>		<b>What, if any, adjustments must be made in order to meet the annual goal?</b>		<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	