

# DUMAS INTERMEDIATE SCHOOL

## **Campus Improvement Plan**

2013/2014

*Expect Success*

Date Reviewed: 10/28/13

Date Approved: 10/28/13

# DUMAS INTERMEDIATE SCHOOL

## **Mission**

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

## **Vision**

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

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

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

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

### Nondiscrimination Notice

DUMAS INTERMEDIATE 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.

# DUMAS INTERMEDIATE SCHOOL Site Base

| Name                 | Position            |
|----------------------|---------------------|
| Billenwillms, Sharon | Teacher             |
| Clark, Eric          | Teacher             |
| Deweese, Barbara     | Teacher             |
| Dillahunty, Aron     | Teacher             |
| Fox, Bobby           | Parent Rep.         |
| Hutcherson, Nicole   | Teacher             |
| Legg, Kelly          | District Rep.       |
| McKinney, Roberta    | Teacher             |
| Milbern, Carla       | Teacher             |
| Ostrum, Cari         | Auxillary           |
| Pingelton, Jerod     | Business Rep.       |
| Rhodes, Philip       | Principal           |
| Russwurm, Rick       | Community Rep.      |
| Stephenson, Tammy    | Teacher             |
| Strickland, Caynon   | Assistant Principal |
| Ward, Eva            | Teacher             |

# Dumas Intermediate School Needs Assessment Summary

The major strengths and areas of need for the 2013-2014 school year, as identified by the needs assessment will be:

## Areas of Strength:

1. Identify struggling students through mini-assessments/benchmarks
2. Belief that all students are capable of learning
3. Ensures teachers are qualified to teach in current teaching assignment
4. DIS will implement and continue using Quantum Learning strategies
5. Competitive pay
6. Availability of information to parents online
7. Implementation of Special Ed/ELL inclusion
8. Assessments created by subject area teachers
9. Effective use of teaming for student and parent contacts.
10. Vertical/Horizontal and Campus meetings

## Areas of Need:

1. Staff development in differentiated instruction for sub-groups
2. Rtl - Implementation/feedback
3. Provide frequent review sessions when new programs are implemented
4. Professional development in low achieving areas to improve performance - all assessments
5. Professional development for transition to the STAAR assessment
6. Equitable parent involvement
7. Greater access to technology.
8. Reteaching/Tutorial time
9. Bullying prevention strategies
10. Positive parent contacts/parent communication

**TEXAS EDUCATION AGENCY**  
**2013 Accountability Summary**  
 DUMAS INT (171901106) - DUMAS ISD

**Accountability Rating**

**Met Standard**

| Met Standards on  | Did Not Meet Standards on                                |
|---|--|
| <ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> </ul> | <ul style="list-style-type: none"> <li>- NONE</li> </ul> |

**Distinction Designation**

**Academic Achievement in Reading/ELA**

Percent of Eligible Measures in Top Quartile  
0 out of 2 = 0%

**NO DISTINCTION EARNED**

**Academic Achievement in Mathematics**

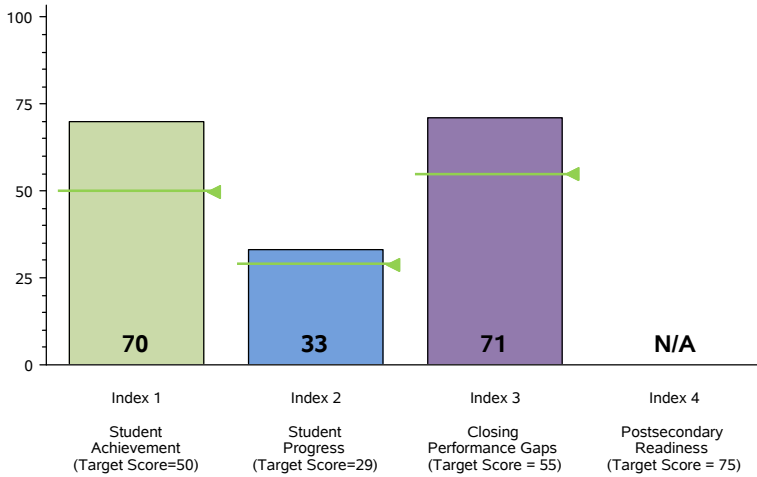
Percent of Eligible Measures in Top Quartile  
0 out of 2 = 0%

**NO DISTINCTION EARNED**

**Top 25 Percent Student Progress**

**NO DISTINCTION EARNED**

**Performance Index Report**



**Campus Demographics**

|                                    |               |
|------------------------------------|---------------|
| Campus Type                        | Middle School |
| Campus Size                        | 671 Students  |
| Grade Span                         | 05 - 06       |
| Percent Economically Disadvantaged | 72.0%         |
| Percent English Language Learners  | 16.5%         |
| Mobility Rate                      | 11.0%         |

**Performance Index Summary**

| Index                        | Points Earned | Maximum Points | Index Score |
|------------------------------|---------------|----------------|-------------|
| 1 - Student Achievement      | 1,080         | 1,547          | 70          |
| 2 - Student Progress         | 455           | 1,400          | 33          |
| 3 - Closing Performance Gaps | 423           | 600            | 71          |
| 4 - Postsecondary Readiness  | N/A           | N/A            | N/A         |

**System Safeguards**

**Number and Percent of Indicators Met**

|                     |                           |
|---------------------|---------------------------|
| Performance Rates   | 14 out of 19 = 74%        |
| Participation Rates | 14 out of 14 = 100%       |
| Graduation Rates    | N/A                       |
| <b>Total</b>        | <b>28 out of 33 = 85%</b> |

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

# Resources

| Resource                  | Source  |
|---------------------------|---------|
| IDEA Formula              | Federal |
| Title III Bilingual / ESL | Federal |
| Local Funds               | Local   |
| FTEs                      | Other   |
| State Compensatory        | State   |
| State ESL                 | 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 2013/2014 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 INTERMEDIATE SCHOOL

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

**Objective 1.** Dumas Intermediate School will refine its Eight Step Process to continue to meet state and federal accountability standards. Summative Evaluation: State assessment results, AEIS, walk-thrus

| Activity/Strategy  | Person(s) Responsible  | Timeline              | Resources      | Evaluation  |
|--|--|-----------------------|----------------|---|
| 1. Mini-assessments and benchmarks revised during LEAD teacher retreats to address the TEKS (Target Group: All) (NCLB: 1)                                    | Core Subject Teachers, Principal   | Aug. 2013 to May 2014 | (L)Local Funds | Summative - Increased scores on state assessments |
| 2. Implementation of CScope. (Target Group: All) (NCLB: 1,2)   | Lead Teacher, Secondary Curriculum Director                                    | Aug. 2013 to May 2014 | (L)Local Funds | Summative - Increase in state assessment scores   |
| 3. Continue using Teaching Calendars which include B/ESL and GT strategies used and alignment of TEKS to the state assessment. (Target Group: All) (NCLB: 1) | Lead Teacher, Principal, Teacher(s)  | Aug. 2013 to May 2014 | (L)Local Funds | Summative - Increase in state assessment scores   |
| 4. Professional Learning Community meetings will be conducted weekly. (Target Group: All) (NCLB: 1)  | Core Subject Teachers, Lead Teacher, Secondary Curriculum Director, Teacher(s) | Aug. 2013 to May 2014 | (L)Local Funds | Summative - Increase in state assessment scores   |
| 5. Extensive defining of TEKS objectives. (Target Group: All) (NCLB: 1,2)  | Lead Teacher, Secondary Curriculum Director                                    | Aug. 2013 to May 2014 | (L)Local Funds | Summative - Increase in state assessment scores   |



# DUMAS INTERMEDIATE SCHOOL

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

**Objective 2.** Dumas Intermediate 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. Scientifically based Reading Classes at grade 5 and 6 for all students (Target Group: All, AtRisk) (NCLB: 1) | Elementary Curriculum Director, Principal, Secondary Curriculum Director, Teacher(s) | Aug. 2013 to May 2014 | (L)Local Funds                          | Summative - Increased reading scores on state assessment   |
| 2. Provide study hall (Target Group: All) (NCLB: 1)   | Principal, Teacher(s)  | Aug. 2013 to May 2014 | (F)IDEA Formula - \$15,482, (O)FTEs - 1 | Summative - Retention rate reduction, increased state assessment scores  |
| 3. After-School Academic Clubs (Target Group: All) (NCLB: 1)  | Core Subject Teachers, Principal, Teacher(s)   | Aug. 2013 to May 2014 | (L)Local Funds                          | Summative - Increase commended rate in ELA, Math, & Science  |
| 4. Use of scientifically based Abydos writing process (Target Group: All) (NCLB: 1,2)                           | Core Subject Teachers, Secondary Curriculum Director                                 | Aug. 2013 to May 2014 | (L)Local Funds                          | Summative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction |
| 5. Science projects (i.e., Education City, Cscope) (Target Group: All) (NCLB: 1,2,5)                            | Secondary Curriculum Director, Teacher(s)  | Aug. 2013 to May 2014 | (L)Local Funds                          | Summative - Increased science state and local assessment scores.   |
| 6. Offer Pre-AP course in 6th Math & Reading (Target Group: All, GT) (NCLB: 1,2,5)                              | Assistant Superintendent for Instruction, Principal, Secondary Curriculum Director   | Aug. 2013 to May 2014 | (L)Local Funds                          | Summative - Increased student participation in challenging courses.  |
| 7. Supplemental intervention material provided for migrant students (Target Group: Migrant) (NCLB: 1,5)         | Assistant Superintendent for Instruction   | Aug. 2013 to May 2014 | (L)Local Funds                          | Summative - Increased migrant students' state assessment scores  |
| 8. Provide math fact drill every day using Flashmasters (Target Group: All) (NCLB: 1)                           | Principal, Teacher(s)  | Aug. 2013 to May 2014 | (L)Local Funds                          | Summative - Increase in math state assessment scores   |

# DUMAS INTERMEDIATE SCHOOL

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

**Objective 3.** Dumas Intermediate 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, AEIS.

| Activity/Strategy  | Person(s) Responsible  | Timeline              | Resources   | Evaluation   |
|--|--|-----------------------|---|--|
| 1. Dyslexia program for identified students - Lexia and Lindamood Bell (Scientifically based) (Target Group: Dys) (NCLB: 1,5)  | Special Services Director  | Aug. 2013 to May 2014 | (O)FTEs - 1, (S)State Compensatory - \$28,114, (S)State SpEd - \$28,072   | Summative - Increased reading state assessment scores among participants.                      |
| 2. Sheltered instruction for LEP students (Target Group: ESL, LEP) (NCLB: 2)   | Assistant Superintendent for Instruction, Core Subject Teachers, Principal, Secondary Curriculum Director  | Aug. 2013 to May 2014 | (O)FTEs - 2, (S)State ESL - \$122,873   | Summative - Increased scores on LEP student state assessment                                   |
| 3. Special Education IEPs will be written using e-sped and TEKS and will utilize various sources to determine curriculum level (Scientifically based) (Target Group: SPED) (NCLB: 1,5) | Principal, Special Services Director, Teacher(s)   | Aug. 2013 to May 2014 | (O)FTEs - 3.1, (S)State SpEd - \$168,310  | Summative - Increased regular state assessment participants instead of alternative assessments |
| 4. Step-by-step Scientifically Based Inclusion methodologies for Special Education students as well as a content mastery room for mastery. (Target Group: SPED) (NCLB: 1,5)            | Principal, Special Services Director, Teacher(s)   | Aug. 2013 to May 2014 | (F)IDEA Formula - \$62,201, (L)Local Funds, (O)FTEs - 6, (S)State Compensatory - \$20,773, (S)State SpEd - \$40,232 | Summative - Increased scores on special education student state assessment scores              |
| 5. ESL and sheltered ESL classes with assistants (Target Group: ESL, LEP) (NCLB: 2)  | Assistant Superintendent for Instruction, Core Subject Teachers, Secondary Curriculum Director, Teacher(s) | Aug. 2013 to May 2014 | (F)Title III Bilingual / ESL - \$15,921, (O)FTEs - 1  | Summative - Increased scores on LEP student state assessment                                   |
| 6. ESL inclusion for all ESL students who have completed at least one year in the ELS resource setting (Target Group: ESL, LEP) (NCLB: 2)  | Principal, Secondary Curriculum Director, Teacher(s)   | Aug. 2013 to May 2014 | (F)Title III Bilingual / ESL - \$35,282, (O)FTEs - 2  | Summative - Increased reading state assessment scores among participants                       |
| 7. Scientifically based Rosetta Stone program for lower performing ESL students (Target Group: ESL, LEP) (NCLB: 2)   | Assistant Superintendent for Instruction, Principal, Teacher(s)  | Aug. 2013 to May 2014 | (L)Local Funds, (O)FTEs   | Summative - Increased reading state assessment scores among participants                       |
| 8. Remediation programs for LEP students (Target Group: ESL, LEP) (NCLB: 2)  | Principal, Teacher(s)  | Aug. 2013 to May 2014 | (L)Local Funds, (O)FTEs, (S)State ESL   | Summative - Increased reading state assessment scores among participants                       |

# DUMAS INTERMEDIATE SCHOOL

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

**Objective 4.** Dumas Intermediate School will provide intensive interventions and remediations for students below the 10% range as measured by school-wide common assessment probes. Summative Evaluation: state assessment results, AEIS.

| Activity/Strategy  | Person(s) Responsible  | Timeline              | Resources   | Evaluation   |
|--|--|-----------------------|---|--|
| 1. Technology will be used to screen all students in grades five and six three times per year (Target Group: AtRisk) (NCLB: 1,2,5) | Principal, Special Services Director, Teacher(s)   | Aug. 2013 to May 2014 | (L)Local Funds  | Summative - Increased state assessment scores                                    |
| 2. Continued use of Tier II and Tier III interventions with support from Rtl teachers (Target Group: AtRisk) (NCLB: 1,2,5)         | Principal, Secondary Curriculum Director, Special Services Director, Teacher(s)              | Aug. 2013 to May 2014 | (L)Local Funds, (O)FTEs - 1, (S)State SpEd - \$48,689 | Summative - Increased state assessment scores                                    |
| 3. Continued implementation of campus level Impact Teams (Target Group: AtRisk) (NCLB: 1,2,5)                                      | Assistant Principal(s), Special Services Director, Teacher(s)                                | Aug. 2013 to May 2014 | (L)Local Funds  | Summative - Decreased number of students referred for special education testing. |
| 4. Continue implementation of local Rtl Guidelines (Target Group: AtRisk) (NCLB: 1,2,5)  | Assistant Principal(s), Secondary Curriculum Director, Special Services Director, Teacher(s) | Aug. 2012 to May 2013 | (O)FTEs, (S)State Compensatory, (S)State SpEd         | Summative - Increased ability of Impact Teams to meet student needs              |
| 5. The Language! Intervention will be used for Tier III students by trained personnel (Target Group: AtRisk) (NCLB: 1,2,5)         | Special Services Director  | Each grading period   | (O)FTEs, (S)State Compensatory                        | Summative - Increased benchmark scores   |
| 6. Use of mobile carts to provide Rtl programs to students (Target Group: AtRisk) (NCLB: 1,2,5)                                    | Principal, Special Services Director, Teacher(s)   | Aug. 2013 to May 2014 | (L)Local Funds  | Summative - Increased state assessment scores                                    |

# DUMAS INTERMEDIATE SCHOOL

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

**Objective 5.** Dumas Intermediate 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. Disciplinary AEPs used as an alternative to expulsion so learning can continue (Target Group: AtRisk) (NCLB: 5)  | Assistant Principal(s), Principal, Superintendent, Teacher(s) | Aug. 2013 to May 2014 | (O)FTEs - 0.96, (S)State Compensatory - \$55,129 | Summative - Decreased number of expulsions                            |
| 2. Homebound instruction for students during post-natal care (Target Group: AtRisk) (NCLB: 1,5)   | Counselor(s), Secondary Curriculum Director                   | Aug. 2013 to May 2014 | (S)State Compensatory                            | Summative - Increased academic gains for pregnant and parenting teens |
| 3. Pull out Rtl classes provided for all 5th grade students who failed the 2013 Math and/or Reading TAKS (Target Group: AtRisk) (NCLB: 1,5)   | Secondary Curriculum Director                                 | Aug. 2013 to May 2014 | (O)FTEs, (S)State Compensatory, (S)State SpEd    | Summative - Increased math and reading state assessment scores        |
| 4. Rtl Math and Reading Classes added to bridge gaps and help identify students that may require special education intervention (Target Group: AtRisk) (NCLB: 1,5)  | Special Services Director                                     | Aug. 2013 to May 2014 | (L)Local Funds                                   | Summative - Increased results on student assessments                  |
| 5. Disciplinary ISS provides an alternative learning environment for disruptive students (Target Group: AtRisk) (NCLB: 4)   | Assistant Principal(s), Principal, Teacher(s)                 | Aug. 2013 to May 2014 | (L)Local Funds                                   | Summative - Decrease the number of office referrals                   |
| 6. Dumas Intermediate School will provide 9th period tutorials during advisory period for all students who are not performing at a satisfactory level in any core subject. (Target Group: AtRisk) (NCLB: 1,5) | Assistant Principal(s), Principal, Teacher(s)                 | Every three weeks     | (L)Local Funds                                   | Summative - Increased performance in core academic classes            |

# DUMAS INTERMEDIATE SCHOOL

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

**Objective 6.** Dumas Intermediate 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 Intermediate School will provide additional counseling services for at-risk and homeless students (Target Group: AtRisk) (NCLB: 4) | Assistant Superintendent for Instruction, Counselor(s), Director of Student Services, Principal, Secondary Curriculum Director | Aug. 2013 to May 2014 | (L)Local Funds | Summative - Increased number of homeless and at-risk students served during the academic year |
| 2. Dumas Intermediate School will provide school supplies to homeless students (Target Group: AtRisk) (NCLB: 4)                             | Assistant Principal(s), Counselor(s), Director of Student Services, Principal, Teacher(s)                                      | Aug. 2013 to May 2014 | (L)Local Funds | Summative - Increased number of homeless students attending and prepared for school           |
| 3. Dumas Intermediate School will provide homebound services for students during post-natal care (Target Group: AtRisk) (NCLB: 4)           | Assistant Principal(s), Counselor(s), Teacher(s)   | Aug. 2013 to May 2014 | (L)Local Funds | Summative - Increased academic gains for pregnant and parenting teens.                        |
| 4. Dumas Intermediate School will provide a school nurse. (Target Group: All, AtRisk) (NCLB: 4)   | Principal  | Aug. 2013 to May 2014 | (L)Local Funds | Summative - Increased academic gains  |

# DUMAS INTERMEDIATE SCHOOL

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

**Objective 7.** Dumas Intermediate 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 Intermediate School will ensure all teachers and counselors receive training and/or updated training in G/T strategies (Target Group: GT) (NCLB: 3) | Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s) | Aug. 2013 to May 2014 | (L)Local Funds | Summative - Increased effectiveness of G/T instruction |
| 2. Pre-AP classes offered with differentiated instruction for G/T students (Target Group: GT) (NCLB: 1)  | Assistant Superintendent for Instruction, Teacher(s)                          | Aug. 2013 to May 2014 | (L)Local Funds | Summative - Increased effectiveness of G/T instruction |
| 3. Robotics offered to G/T students (Target Group: GT) (NCLB: 1)   | Assistant Superintendent for Instruction, Principal, Teacher(s)               | Aug. 2013 to May 2014 | (L)Local Funds | Summative - Increased effectiveness of G/T instruction |

# DUMAS INTERMEDIATE SCHOOL

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

**Objective 1.** Dumas Intermediate School will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records, CScope and bilingual/ESL contracts

| Activity/Strategy   | Person(s) Responsible  | Timeline                | Resources      | Evaluation   |
|---|--|-------------------------|----------------|--|
| 1. Contract with ESC 16 for TPTR trainings with emphasis on instructional techniques and methodologies (Target Group: All) (NCLB: 3)                                | Assistant Principal(s), Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)  | Aug. 2013 to May 2014   | (L)Local Funds | Summative - Increased state assessment scores  |
| 2. Dumas Intermediate 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, Counselor(s), Elementary Curriculum Director, Principal, Secondary Curriculum Director, Teacher(s) | Aug. 2013 to May 2014   | (L)Local Funds | Summative - Increased state assessment scores  |
| 3. Contract with ESC 16 for Curriculum and Instructional Services, CScope and Bilingual/ESL (Target Group: All, ESL, LEP) (NCLB: 3)                                 | Assistant Principal(s), Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)  | Aug. 2013 to May 2014   | (L)Local Funds | Summative - Increased state assessment scores.   |
| 4. Abydos refresher module (Target Group: All) (NCLB: 3)  | Principal, Secondary Curriculum Director, Teacher(s)   | June 2013               | (L)Local Funds | Summative - Increased writing/ELA scores on state assessments                                  |
| 5. Fred Jones Positive Classroom Management refresher (Target Group: All) (NCLB: 3,4)   | Assistant Superintendent for Instruction, Assistant Superintendent for Personnel   | April 2013              | (L)Local Funds | Summative - Decreased student office referrals   |
| 6. Shurley Method module (Target Group: All) (NCLB: 3)  | Secondary Curriculum Director  | 2013                    | (L)Local Funds | Summative - Increased writing/ELA scores on state assessments.                                 |
| 7. Sheltered Instruction module (Target Group: ESL, LEP) (NCLB: 3)  | Assistant Superintendent for Instruction   | 2013                    | (L)Local Funds | Summative - Increased LEP students' scores on state assessments.                               |
| 8. Quantum Learning training (Target Group: All) (NCLB: 3)  | Assistant Superintendent for Instruction   | August 2013 to May 2014 | (L)Local Funds | Summative - Increased scores on state assessments.   |
| 9. Special education modules covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc (Target Group: SPED) (NCLB: 3) | Special Services Director  | September 2013          | (L)Local Funds | Summative - Better understanding of how special education and regular education work together. |

# DUMAS INTERMEDIATE SCHOOL

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

**Objective 1.** Dumas Intermediate School will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records, CScope and bilingual/ESL contracts

| Activity/Strategy  | Person(s) Responsible  | Timeline                    | Resources                       | Evaluation  |
|--|--|-----------------------------|---------------------------------|---|
| 10. New staff trained on student management system and other pertinent technology programs/topics (Target Group: All) (NCLB: 3)                                  | Director of Student Services, Instructional Technology Coordinator | September 2013              | (L)Local Funds                  | Summative - Increased accuracy of student attendance and grades                               |
| 11. Technology modules (Target Group: All) (NCLB: 3)   | Instructional Technology Coordinator                               | October 2012 and April 2013 | (L)Local Funds                  | Summative - Increased ability of staff to use technology and become technologically literate. |
| 12. Differentiation strategies for LEP students modules (Target Group: ESL, LEP) (NCLB: 3)   | Assistant Superintendent for Instruction                           | 2013                        | (L)Local Funds                  | Summative - Increased awareness of LEP student needs  |
| 13. Margaret Kilgo Data-Driven Decision Making training (Target Group: All) (NCLB: 3)  | Assistant Superintendent for Instruction                           | October 2012                | (L)Local Funds                  | Summative - Increased state assessment scores   |
| 14. Sharon Azar training in building schedules to accommodate LEP, Special Education, and RtI targeted students (Target Group: ESL, LEP, SPED, AtRisk) (NCLB: 3) | Special Services Director  | May 2013                    | (F)IDEA Formula, (L)Local Funds | Summative - Schedules to include diverse and disabled learners                                |
| 15. Abydos trainers will attend the annual conference (Target Group: All) (NCLB: 3)  | Secondary Curriculum Director                                      | As scheduled                | (L)Local Funds                  | Summative - Increased Reading/ELA scores on state assessments                                 |
| 16. TexTESOL/TABE State Conference (Target Group: ESL, LEP) (NCLB: 3)  | Assistant Superintendent for Instruction                           | As scheduled                | (S)State ESL                    | Summative - Increased LEP students' scores on state assessments.                              |
| 17. Regional, state and local migrant trainings (Target Group: Migrant) (NCLB: 3)  | Assistant Superintendent for Instruction                           | January and May 2013        | (L)Local Funds                  | Summative - Increased migrant students' scores on state assessments                           |
| 18. Highly qualified training and certification provided by the district for paraprofessionals (Target Group: All) (NCLB: 3)                                     | Assistant Superintendent for Personnel                             | January and May 2013        | (L)Local Funds                  | Summative - Increased number of paraprofessionals designated as highly qualified.             |
| 19. Materials and training available to aide teachers in becoming certified (Target Group: All) (NCLB: 3)  | Assistant Superintendent for Personnel                             | January and May 2013        | (L)Local Funds                  | Summative - Increased number of teachers designated as highly qualified                       |



# DUMAS INTERMEDIATE SCHOOL

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

**Objective 1.** Dumas Intermediate School will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records, CScope and bilingual/ESL contracts

| Activity/Strategy  | Person(s) Responsible                    | Timeline             | Resources      | Evaluation  |
|--|--|----------------------|----------------|---|
| 20. Sheltered instruction training for teachers of ELL students (Target Group: ESL, LEP) (NCLB: 3) | Assistant Superintendent for Instruction | January and May 2012 | (L)Local Funds | Summative - Increased LEP students' state assessment scores |
| 21. Regional, state and local trainings for CTE teachers (Target Group: CTE) (NCLB: 3)             | Assistant Superintendent for Instruction | 2013-2014            | (L)Local Funds | Summative - Increased knowledge and skills of CTE staff     |

# DUMAS INTERMEDIATE SCHOOL

**Goal 3.** Dumas Intermediate 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 Intermediate 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 Intermediate school will employ a Spanish interpreter/translator/ancillary examiner for special needs students (Target Group: SPED) (NCLB: 4)   | Special Services Director  | August 2013 and May 2014 | (F)IDEA Formula                                 | Summative - Increased parent attendance and involvement at ARDs |
| 2. Dumas Intermediate School will designate at least one person per campus to be the official interpreter/translator for parent conferences, meetings, etc. (Target Group: ESL, LEP) (NCLB: 4) | Superintendent   | August 2013 and May 2014 | (L)Local Funds                                  | Summative - Increased parental involvement on campuses          |
| 3. Dumas Intermediate 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   | Monthly                  | (F)Title III Bilingual / ESL,<br>(L)Local Funds | Summative - Increased parent involvement on campuses            |
| 4. Dumas Intermediate School will employ a Burmese translator. (Target Group: ESL, Migrant, LEP) (NCLB: 4)   | Assistant Superintendent for Instruction, Assistant Superintendent for Personnel | August 2012 and May 2013 | (F)Title III Bilingual / ESL                    | Summative - Increased parent involvement on campuses            |

# DUMAS INTERMEDIATE SCHOOL

**Goal 3.** Dumas Intermediate 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 Intermediate 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. 5th and 6th grade teachers will meet with parents to review report cards and discuss student needs of students who failed the STAAR test. (Target Group: All) (NCLB: 4)           | Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal | Fall 2013               | (L)Local Funds | Summative - Increased parental involvement |
| 2. 5th and 6th grade teachers' academic teaming period affords parents the opportunity to meet with their child's 5 core academic teachers at one time (Target Group: All) (NCLB: 4) | Principal, Secondary Curriculum Director  | January and May 2014    | (L)Local Funds | Summative - Increased parental involvement |
| 3. Back to School Nights (Title I SW: 6) (Target Group: All) (NCLB: 4)   | Principal, Superintendent   | August 2013             | (L)Local Funds | Summative - Increased parental involvement |
| 4. Open Houses (Target Group: All) (NCLB: 4)   | Superintendent  | Fall 2013               | (L)Local Funds | Summative - Increased parental involvement |
| 5. Dumas Intermediate School will provide opportunities for parent involvement through meetings, programs, materials, etc (Target Group: All) (NCLB: 4)                              | Assistant Superintendent for Instruction, Principal                                 | August 2013 to May 2014 | (L)Local Funds | Summative - Increased parental involvement |

# DUMAS INTERMEDIATE SCHOOL

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

**Objective 1.** Dumas Intermediate 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)     | Director of Maintenance and Transportation | January and May 2014 | (L)Local Funds | Summative - Maintain safety of facilities               |
| 2. Maintain surveillance system for facilities (Target Group: All) (NCLB: 4) | School Police Chief, Superintendent        | November 2013        | (L)Local Funds | Summative - Maintain safety of facilities               |
| 3. CPI Trainings (Target Group: All) (NCLB: 4)                               | Special Services Director                  | October 2013         | (L)Local Funds | Summative - Better understanding of conflict resolution |

# DUMAS INTERMEDIATE SCHOOL

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

**Objective 2.** Dumas Intermediate 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 materials are available to students and teachers (Target Group: All) (NCLB: 4)   | Assistant Superintendent for Instruction                                 | August 2013          | (L)Local Funds | Summative - Successful continuance of program                                |
| 2. Character Counts activities addressing topics including conflict resolution, bullying, self-esteem, suicide prevention and violence education (Target Group: All) (NCLB: 4) | Assistant Superintendent for Instruction, Principal                      | January and May 2014 | (L)Local Funds | Summative - Decreased student conflicts and increased student responsibility |
| 3. Dating Violence program for 6th grade students (Target Group: All) (NCLB: 4)  | Secondary Curriculum Director  | February 2014        | (L)Local Funds | Summative - Increased student awareness                                      |
| 4. Bullying lessons and assembly (Target Group: All) (NCLB: 4)   | Assistant Superintendent for Instruction, Principal, School Police Chief | Fall 2014            | (L)Local Funds | Summative - Increased student awareness                                      |
| 5. Bullying awareness education included in yearly internet safety education program (Target Group: All) (NCLB: 4)   | Instructional Technology Coordinator                                     | January and May 2014 | (L)Local Funds | Summative - Increased student awareness                                      |

# DUMAS INTERMEDIATE SCHOOL

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

**Objective 3.** Dumas Intermediate School will provide a systematic program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, fire department schedule, incident reports, sweep reports

| Activity/Strategy  | Person(s) Responsible   | Timeline                 | Resources      | Evaluation  |
|--|---|--------------------------|----------------|---|
| 1. Each student will receive lessons from the DAVE curriculum each year (Target Group: All) (NCLB: 4)  | School Police Chief, Secondary Curriculum Director                  | January and May 2014     | (L)Local Funds | Summative - Decreased substance abuse and violent incidents                                     |
| 2. Interquest Canines will perform random campus sweeps at Dumas Intermediate School. (Target Group: All) (NCLB: 4)                                  | School Police Chief, Secondary Curriculum Director                  | As requested             | (L)Local Funds | Summative - Decreased 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) (NCLB: 4)                                 | Assistant Superintendent for Instruction, Special Services Director | January and May 2014     | (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) (NCLB: 5) | Assistant Superintendent for Instruction                            | January and May 2014     | (L)Local Funds | Summative - Decreased drop out and recidivism rates. Increased graduation and attendance rates. |
| 5. Each student will receive two internet safety lessons each year (Target Group: All) (NCLB: 4)   | Instructional Technology Coordinator                                | August 2013 and May 2014 | (L)Local Funds | Summative - Increased student awareness   |



## Migrant Program Activities - Intermediate and Junior High

**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.

**Middle School Students:** Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.

**Middle School Students:** Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.

**Middle School Students:** Provide presentation/information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. Presentation/information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.

**Middle School Students:** Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.

**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.



# **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.

## 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/>

# Dumas ISD Highly Qualified Teacher Plan 2013-14

|  |   |   |                        |   |                                      |
|--|---|---|------------------------|---|--------------------------------------|
| <b>Goal</b>  | Highly Qualified Staff: All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.  |   |                        |   |                                      |
| <b>Performance Measure</b>   | 1. Maintain the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of 2013-14<br>2. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by the end of 2013-14<br>3. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by the end of 2013-14<br>4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2013-14<br>5. Ensure low-income students and minority students are not taught at a higher rate than other student groups by inexperienced, out-of-field, or non-highly qualified teachers<br>6. Attract and retain highly qualified teachers.<br>7. Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner. |   |                        |   |                                      |
| <b>Summative Evaluation</b>  | Personnel files, highly qualified worksheets, and principal attestations  |   |                        |   |                                      |
| <b>Strategy/Activity</b>   | <b>Population</b>   | <b>Person Responsible</b>   | <b>Budget/Resource</b> | <b>Formative Assessment</b>   | <b>Timeline</b>                      |
| Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.  | All Staff Members   | Assistant Superintendent for Personnel                                      | Local Funds            | Number of positions posted<br>Number of applications completed                | September, November<br>March-May     |
| Establish an effective teacher mentoring system in order to retain highly qualified staff.   | All Teachers  | Assistant Superintendent for Personnel , Mentor Teachers, Campus Principals | Local Funds            | Mentor assignments<br>Mentor conference logs                                  | August/November<br>December/Apri/May |
| Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.   | All Teachers  | Assistant Superintendent for Personnel                                      | Local Funds            | Personnel files<br>Teacher interviews   | July/August                          |
| Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified. Teachers will be notified every two months about testing dates and records will be reviewed after test results are given. | All Teachers  | Assistant Superintendent for Personnel, Campus Principal                    | Local Funds            | Number of teachers in ACPs<br>Personnel files                                 | August/January<br>Every 2 months     |
| Analyze staffing procedures at the affected Campuses and look at ways to ensure strategies to reduce the gap of inexperienced teachers at high minority/poverty campuses.  | All Staff Members   | Assistant Superintendent for Personnel, Campus Principal                    | Local Funds            | Staffing procedures<br>Number of HQ teachers at high poverty/minority schools | May                                  |

|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Data Analysis Summary

|   |  |
|---|--|
| <b>Is this a district submission or campus submission?</b>          | <b>Campus</b>  |
| <b>Is your district staged in PBM?</b>                              | <b>Yes</b>   |
| <b>Definition/Purpose:</b>  | <i>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.</i> |
| <b>Summary of findings</b>  | <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.</b>  |
| <b>Section 1: Student Achievement</b>                               |  |
| Index met?  | Yes, at Phase-In Level II  |
| What are the trends in the index 1 data over time?                  | ELL and Special Education students were not at a satisfactory passing rate in science. English Language Learners, including our Asian population, were not at a satisfactory passing level.  |
| What impact do the trends have on Index 1?                          | Their lack of meeting the target safeguard percentage brings down the entire school percentage.  |
| What other insights do the data reveal that impact student success? | The strategies that we implement for the ELL, Special Education, and Asian students will help all of our students.   |
| <b>Section 2: Student Progress</b>                                  |  |
| Index met?  | Yes, at Phase-In Level II  |
| What are the trends in the index 2 data over time?                  | Not enough of our students were making adequate yearly student progress resulting in a low overall index 2 score.  |
| What impact do the trends have on Index 2?                          | While we met the index, we were very close to missing index 2.   |
| What other insights do the data reveal that impact student success? | We need to ensure that all subgroups are making one year's growth.   |
| <b>Section 3: Closing Performance Gaps</b>                          |  |
| Index met?  | Yes, at Phase-In Level II  |
| What are the trends in the index 3 data over time?                  | Our English Language Learners, especially our Asian population, need to perform at a level equivalent to all of our other subgroups.   |
| What impact do the trends have on Index 3?                          | Our Asian subgroup could widen the performance gap in this index.  |
| What other insights do the data reveal that impact student success? | There should not be a discrepancy between any of our subgroups.  |

|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Data Analysis Summary

|   |  |
|---|--|
| <b>Section 4: Postsecondary Readiness</b>   |  |
| Index met?  |  |
| What are the trends in the index 4 data over time?  | We had very low performance in this index, even though it was not measured this year.  |
| What impact do the trends have on Index 4?  | We need to increase the rigor in the classroom to ensure that more students achieve Level III Advanced on the STAAR test.                          |
| What other insights do the data reveal that impact student success?   | We will miss this index if our student scores do not drastically improve.  |
| <b>Section 5: System Safeguards</b>   |  |
| Were system safeguards missed for Performance?  | Yes  |
| Were system safeguards missed for Participation?  | No   |
| Were system safeguards missed for Graduation?   | No   |
| What are the trends in the System Safeguard data over time?   | The trend is that our ELL and Asian students will continue to improve as we implement new language strategies.                                     |
| What other insights do the data reveal that impact student success?   | The strategies that will be implemented to help the ELL, Special Ed, and Asian students will have increased benefit to all students in the school. |
| <b>Section 6: PBM</b>   |  |
| In what program areas is the district staged?   | Bilingual Education  |
| If the campus is contributing to the district's PBM staging please explain. Enter your answer in the cell to the right. |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |

|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Data Analysis Summary

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

|   |  |
|---|--|
| <b>Definition/Purpose:</b>  | <i>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.</i> |
| <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>  | ELL students lack the necessary academic vocabulary in order to be successful in english/language arts classes.  |
| <b>Need 2:</b>  | Special education students and ELL students lack real-world experiences that are necessary for success in science.   |
| <b>Need 3:</b>  | Math fact skills as well as mathmatics vocabulary are lacking in our ELL students.   |
| <b>Need 4:</b>  |  |
| <b>Need 5:</b>  |  |

**\*\*\* Important Notice! Upon completion of the Improvement Plan, please complete Attestation Statement at the bottom of this tab!\*\*\***

|   |  |
|---|--|
| <b>Need:</b>  | ELL students lack the necessary academic vocabulary in order to be successful in english/language arts classes.          |
| <b>Index:</b>   | 1  |
| <b>Critical Success Factor:</b>   | Improve Academic Performance   |
| <b>Annual Goal:</b>   | Increase ELL passing rate on STAAR reading for the 2013-2014 school year.  |
| <b>Strategy:</b>  | Provide repetition of essential concepts.  |
| <b>How will addressing this need impact the index/CSF or major system identified?</b> | This will give our students the opportunity to be exposed to academic vocabulary that pertains to reading/language arts. |



|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

ad 1

|  |  |
|--|--|
| <b>Cell applies only to district submissions</b> |  |
| Cell applies only to district submissions        |  |
| Cell applies only to district submissions        |  |

|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

Net

| 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? |  | <b>Q2 Goal:</b>  | Increase ELL passing rate on STAAR reading for the 2013-2014 school year.         | <b>Q3 Goal:</b>  | Increase ELL passing rate on STAAR reading for the 2013-2014 school year.         | <b>Q4 Goal:</b>  | Increase ELL passing rate on STAAR reading for the 2013-2014 school year.         |
|  |  | <b>Interventions:</b>  |   | <b>Interventions:</b>  |   | <b>Interventions:</b>  |   |
|  |  | 1)   | All core classes will have a focused Question of the day in class.                | 1)   | All core classes will have a focused Question of the day in class.                | 1)   | All core classes will have a focused Question of the day in class.                |
|  |  | 2)   | Students will have to answer the Question of the day upon exiting class each day. | 2)   | Students will have to answer the Question of the day upon exiting class each day. | 2)   | Students will have to answer the Question of the day upon exiting class each day. |
|  |  | 3)   | Every five days the students will be assessed on the previous 5-8 QOD.            | 3)   | Every five days the students will be assessed on the previous 5-8 QOD.            | 3)   | Every five days the students will be assessed on the previous 5-8 QOD.            |
|  | 4)   | Students who do not perform at 70% on the assessment will have tutorials that week on the missed concept(s). | 4)  | Students who do not perform at 70% on the assessment will have tutorials that week on the missed concept(s). | 4)  | Students who do not perform at 70% on the assessment will have tutorials that week on the missed concept(s). |   |
|  | <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>                      |  |   |
|  | 1)   | lesson plans/ 5 day assessment scores  | 1)  | lesson plans/ 5 day assessment scores  | 1)  | lesson plans/ 5 day assessment scores  |   |
|  | 2)   | lesson plans/ 5 day assessment scores  | 2)  | lesson plans/ 5 day assessment scores  | 2)  | lesson plans/ 5 day assessment scores  |   |
|  | 3)   | lesson plans/ 5 day assessment scores  | 3)  | lesson plans/ 5 day assessment scores  | 3)  | lesson plans/ 5 day assessment scores  |   |
|  | 4)   | lesson plans/ 5 day assessment scores  | 4)  | lesson plans/ 5 day assessment scores  | 4)  | lesson plans/ 5 day assessment scores  |   |

### End of Quarter Reporting

| Q1 Report   | Q2 Report | Q3 Report  | Q4 Report |
|---|-----------|--|-----------|
| 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. |           | 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? |           |

|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

|   |  |
|---|--|
| <b>Need:</b>  | Special education students and ELL students lack real-world experiences that are necessary for success in science. |
| <b>Index:</b>   | 1  |
| <b>Critical Success Factor:</b>   | Improve Academic Performance   |
| <b>Annual Goal:</b>   | Increased passing rate on the STAAR science for ELL and Sp Ed.   |
| <b>Strategy:</b>  | Provide access to more hands-on activities.  |
| <b>How will addressing this need impact the index and CSF identified?</b> | Students will enjoy science and be more motivated to learn it.   |

**Cell applies only to district submissions**

|   |
|---|
| Cell applies only to district submissions |
| Cell applies only to district submissions |

### Interventions by Quarter

**Need 2**

| 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 address Need 2?</b> |    | <b>Q2 Goal:</b>  | Increased passing rate on the STAAR science for ELL and Sp Ed.                        | <b>Q3 Goal:</b>  | Increased passing rate on the STAAR science for ELL and Sp Ed.                        | <b>Q4 Goal:</b>  | Increased passing rate on the STAAR science for ELL and Sp Ed.                        |
|   |    | <b>Interventions:</b>  |   | <b>Interventions:</b>  |   | <b>Interventions:</b>  |   |
|   |    | 1)   | Each grade will participate in two field trips to the Discovery Center.               | 1)   | Each grade will participate in two field trips to the Discovery Center.               | 1)   | Each grade will participate in two field trips to the Discovery Center.               |
|   |    | 2)   | Science classes will use video conferences to bring outside experiences to the class. | 2)   | Science classes will use video conferences to bring outside experiences to the class. | 2)   | Science classes will use video conferences to bring outside experiences to the class. |
|   |    | 3)   | Our students will participate in additional field trips and experiements.             | 3)   | Our students will participate in additional field trips and experiements.             | 3)   | Our students will participate in additional field trips and experiements.             |
|   |    | 4)   | Teachers will use virtual field trips in the classroom.                               | 4)   | Teachers will use virtual field trips in the classroom.                               | 4)   | Teachers will use virtual field trips in the classroom.                               |
|   |    | <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> |   |
|   | 1) | lesson plans/assessment scores                               |   | 1)   | lesson plans/assessment scores  | 1)   | lesson plans/assessment scores  |
|   | 2) | lesson plans/assessment scores                               |   | 2)   | lesson plans/assessment scores  | 2)   | lesson plans/assessment scores  |
|   | 3) | lesson plans/assessment scores                               |   | 3)   | lesson plans/assessment scores  | 3)   | lesson plans/assessment scores  |
|   | 4) | lesson plans/assessment scores                               |   | 4)   | lesson plans/assessment scores  | 4)   | lesson plans/assessment scores  |

|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

| End of Quarter Reporting |   |  |   |  |   |  |
|--------------------------|---|--|---|--|---|--|
| Q1 Report                | 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:</b>  | Math fact skills as well as mathematics vocabulary are lacking in our ELL students.                |
| <b>Index:</b>   | 1  |
| <b>Critical Success Factor:</b>   | Improve Academic Performance   |
| <b>Annual Goal:</b>   | rate on the STAAR math for the 2013-2014 school year.  |
| <b>Strategy:</b>  | Provide daily math fact practice and exposure to math vocabulary.                                  |
| <b>How will addressing this need impact the index and CSF identified?</b> | The students will be more fluent while working math word problems and not make math fact mistakes. |

**Cell applies only to district submissions**

|                     |                    |
|---------------------|--------------------|
| <b>LEA Name:</b>    | Dumas ISD          |
| <b>Campus Name:</b> | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

|  |  |
|--|--|
| <b>Cell applies only to district submissions</b> |  |
| <b>Cell applies only to district submissions</b> |  |

|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

### Interventions by Quarter

Need 3

| 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 3? |  | <b>Q2 Goal:</b>  | Increase our ELL passing rate on the STAAR math for the 2013-2014 school year. | <b>Q3 Goal:</b>  | Increase our ELL passing rate on the STAAR math for the 2013-2014 school year. | <b>Q4 Goal:</b>  | Increase our ELL passing rate on the STAAR math for the 2013-2014 school year. |
|  | <b>Interventions:</b>  |  | <b>Interventions:</b>  |  | <b>Interventions:</b>  |  |  |
|  | 1)   | All students will practice math facts daily using the Flashmasters.  | 1)   | All students will practice math facts daily using the Flashmasters.  | 1)   | All students will practice math facts daily using the Flashmasters.  |  |
|  | 2)   | All students will be screened three times a year to identify the students with the greatest deficiency in math.                      | 2)   | All students will be screened three times a year to identify the students with the greatest deficiency in math.                      | 2)   | All students will be screened three times a year to identify the students with the greatest deficiency in math.                      |  |
|  | 3)   | Teachers will also use a Question of the Day to focus instruction and require a successful correct answer at the end of instruction. | 3)   | Teachers will also use a Question of the Day to focus instruction and require a successful correct answer at the end of instruction. | 3)   | Teachers will also use a Question of the Day to focus instruction and require a successful correct answer at the end of instruction. |  |
|  | 4)   | Prescriptive weekly tutorials addressing the missed questions from the five-day assessment.  | 4)   | Prescriptive weekly tutorials addressing the missed questions from the five-day assessment.  | 4)   | Prescriptive weekly tutorials addressing the missed questions from the five-day assessment.  |  |
|  | <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>                   |  |  |
| 1)   | lesson plans/assessments                                     | 1)   | lesson plans/assessments   | 1)   | lesson plans/assessments   |  |  |
| 2)   | lesson plans/assessments                                     | 2)   | lesson plans/assessments   | 2)   | lesson plans/assessments   |  |  |
| 3)   | lesson plans/assessments                                     | 3)   | lesson plans/assessments   | 3)   | lesson plans/assessments   |  |  |
| 4)   | lesson plans/assessments                                     | 4)   | lesson plans/assessments   | 4)   | lesson plans/assessments   |  |  |

### End of Quarter Reporting

| Q1 Report   | 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?          |  |

|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

|  |  |
|--|--|
| Need:  |  |
| Index:   |  |
| Critical Success Factor:   |  |
| Annual Goal:   |  |
| Strategy:  |  |
| How will addressing this need impact the index and CSF identified? |  |

**Cell applies only to district submissions**

Cell applies only to district submissions

Cell applies only to district submissions

### Interventions by Quarter

| Need 4 |  | 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 4? |  | Q2 Goal:  |  | Q3 Goal:  |  | Q4 Goal:  |  |
|        |  |  |  | Interventions:  |  | Interventions:  |  | Interventions:  |  |
|        |  |  |  | 1)  |  | 1)  |  | 1)  |  |
|        |  |  |  | 2)  |  | 2)  |  | 2)  |  |
|        |  |  |  | 3)  |  | 3)  |  | 3)  |  |
|        |  |  |  | 4)  |  | 4)  |  | 4)  |  |
|        |  |  |  | What data will be collected to monitor interventions? |  | What data will be collected to monitor interventions? |  | What data will be collected to monitor interventions? |  |
|        |  |  |  | 1)  |  | 1)  |  | 1)  |  |
|        |  |  |  | 2)  |  | 2)  |  | 2)  |  |
|        |  |  |  | 3)  |  | 3)  |  | 3)  |  |
|        |  |  |  | 4)  |  | 4)  |  | 4)  |  |

|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

| End of Quarter Reporting |   |  |   |  |   |  |
|--------------------------|---|--|---|--|---|--|
| Q1 Report                | 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?          |  |

|  |  |
|--|--|
| Need:  |  |
| Index:   |  |
| Critical Success Factor:   |  |
| Annual Goal:   |  |
| Strategy:  |  |
| How will addressing this need impact the index and CSF identified? |  |

**Cell applies only to district submissions**

Cell applies only to district submissions

Cell applies only to district submissions



|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

| Interventions by Quarter |   |   |  |   |  |   |  |
|--------------------------|---|---|--|---|--|---|--|
| Q1 (July, Aug, Sept)     |   | Q2 (Oct, Nov, Dec)                                    |  | Q3 (Jan, Feb, Mar)                                    |  | Q4 (Apr, May, June)                                   |  |
| <b>Need 5</b>            | To date, what actions have been taken to address Need 5?                          | Q2 Goal:  |  | Q3 Goal:  |  | Q4 Goal:  |  |
|                          |   | Interventions:  |  | Interventions:  |  | Interventions:  |  |
|                          |   | 1)  |  | 1)  |  | 1)  |  |
|                          |   | 2)  |  | 2)  |  | 2)  |  |
|                          |   | 3)  |  | 3)  |  | 3)  |  |
|                          |   | 4)  |  | 4)  |  | 4)  |  |
|                          |   | What data will be collected to monitor interventions? |  | What data will be collected to monitor interventions? |  | What data will be collected to monitor interventions? |  |
|                          |   | 1)  |  | 1)  |  | 1)  |  |
|                          |   | 2)  |  | 2)  |  | 2)  |  |
|                          |   | 3)  |  | 3)  |  | 3)  |  |
| 4)                       |   | 4)  |  | 4)  |  |   |  |
| End of Quarter Reporting |   |   |  |   |  |   |  |
| Q1 Report                |   | Q2 Report   |  | Q3 Report   |  | Q4 Report   |  |
|                          | 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. |   |  |   |  |   |  |
|                          | What, if any, adjustments must be made in order to meet the annual goal?          |   |  |   |  |   |  |

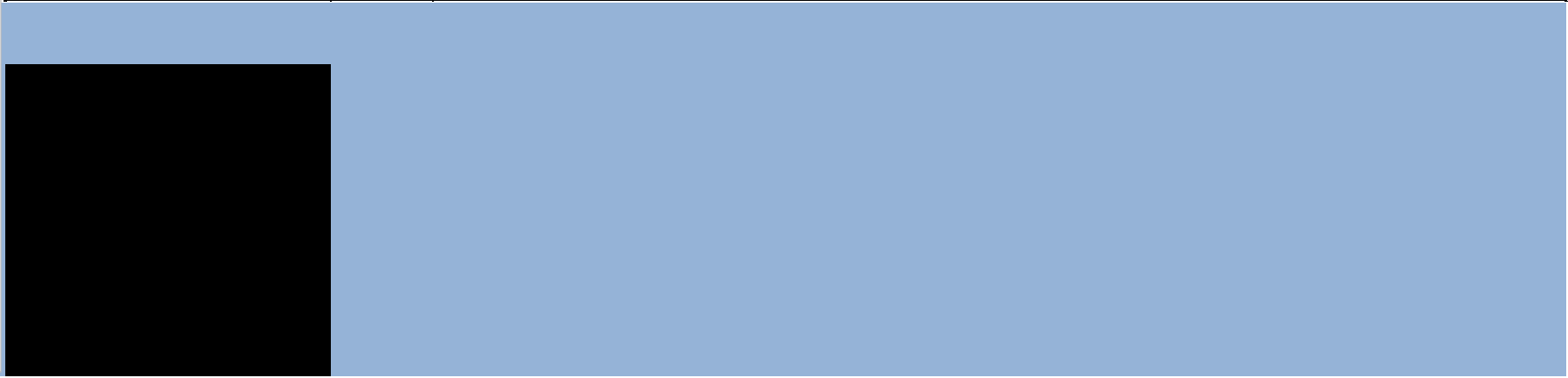
|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

|               |  |
|---------------|--|
| <b>Need 6</b> |  |
|---------------|--|

|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan



|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

Need 7



|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

Need 8



|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

---

Need 9

|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

---



|              |                    |
|--------------|--------------------|
| LEA Name:    | Dumas ISD          |
| Campus Name: | Dumas Intermediate |

## Needs Assessment Summary and Improvement Plan

Need 10



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