

**DUMAS INTERMEDIATE SCHOOL**  
**Campus Improvement Plan**  
**2015/2016**

*Together We Can*

# 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
Brewer, Jill	Teacher
Clark, Eric	Teacher
Cruz, Rebeca	Assistant Principal
Deweese, Barbara	Teacher
Hollis, Troy	Teacher
Hutcherson, Nicole	Instructional Coach
Legg, Kelly	District Rep.
Malone, Amber	Parent Rep.
Mckinney, Roberta	Teacher
Olivas, Delana	Teacher
Ostrom, Cari	Auxillary
Pingelton, Jerod	Business Rep.
Rhodes, Philip	Principal
Russwurm, Rick	Community Rep.
Stephenson, Tammy	Teacher
Strickland, Caynon	Assistant Principal

# Dumas Intermediate School 2015-16 Needs Assessment

## Dumas Intermediate School Needs Assessment Summary

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

### **Areas of Strength:**

1. Identify struggling students through common formative assessments.
2. Weekly PLC (Professional Learning Community) meetings
3. Disaggregated data that drives instruction.
4. DIS will implement and continue using Quantum Learning strategies
5. Implementation of Special Ed/ELL inclusion with co-taught classes.
6. Assessments created by subject area teachers during PLC meetings
7. Effective use of conference periods for student and parent contacts.
8. Implementation of SRA Corrective Reading and SRA Number Worlds for intervention.

### **Areas of Need:**

1. Staff development in differentiated instruction for sub-groups
2. Rtl - Implementation/feedback to teachers
3. Provide frequent review sessions when new programs are implemented
4. Professional development in low achieving areas - specifically special education and ESL.
5. Equitable parent involvement
6. Greater access to technology.
7. Reduction of student/teacher ratio.

# TEXAS EDUCATION AGENCY

## 2015 Accountability Summary

### DUMAS INT (171901106) - DUMAS ISD

### Accountability Rating

**Met Standard**

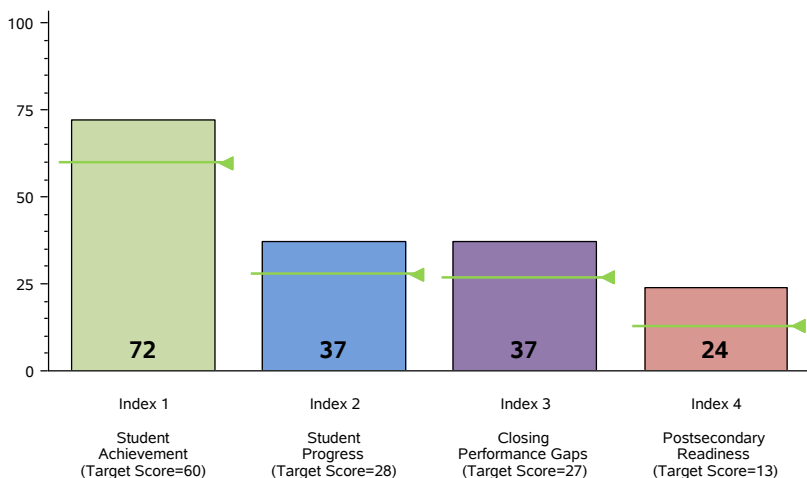
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

### Distinction Designation



Academic Achievement in Reading/ELA	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NOT ELIGIBLE
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

### Performance Index Report



### Campus Demographics

Campus Type	Middle School
Campus Size	678 Students
Grade Span	05 - 06
Percent Economically Disadvantaged	77.3
Percent English Language Learners	24.5
Mobility Rate	9.9

### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	672	929	72
2 - Student Progress	440	1,200	37
3 - Closing Performance Gaps	372	1,000	37
4 - Postsecondary Readiness			
STAAR Score	23.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		24

### State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	8 out of 12 = 67%
Participation Rates	7 out of 7 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>15 out of 19 = 79%</b>

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/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 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 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 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 and benchmarks revised during LEAD teacher retreats to address the TEKS and state assessment needs (Title I SW: 1,2,8,10) (Title I TA: 1,2) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increased scores on state assessments
2. Implementation of TEKS Resource System. (Title I SW: 1,2,4,8) (Title I TA: 2,3,8) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Lead Teacher, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increase in state assessment scores
3. Continue using Teaching Calendars which include ESL, Special Ed and GT strategies used and alignment of TEKS to the state assessment. (Title I SW: 2) (Title I TA: 3,8) (Target Group: All) (NCLB: 1)	Lead Teacher, Principal, Special Services Director, Teacher(s)	December and May	(L)Local Funds, (O)FTEs - 2, (S)State SpEd - \$112,231	Formative - Increase in state assessment scores
4. Professional Learning Community meetings will be conducted weekly with DMAC data disaggregation. (Title I SW: 1,2,8,9,10) (Title I TA: 1,3) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Lead Teacher, Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increase in state assessment scores
5. Extensive defining of TEKS objectives during PLC meetings. (Title I SW: 1,2,4,8,10) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Instructional Coach, Lead Teacher, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - 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. Class time increased from 44 to 69 minutes in all core classes. (Title I SW: 2,9) (Title I TA: 1,2,4) (Target Group: All, AtRisk) (NCLB: 1,2,3,4,5)	Elementary Curriculum Director, Principal, Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increased reading scores on state assessment
2. Provide study hall for 5th grade students. (Title I SW: 1) (Title I TA: 2) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	August to May	(L)Local Funds, (O)FTEs - 2, (S)State Compensatory - \$15,969	Summative - Retention rate reduction, increased state assessment scores
3. After-School Academic Clubs (Title I SW: 1) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Principal, Teacher(s)	August to May	(L)Local Funds	Formative - Increase level 3 advanced rating in ELA, Math, & Science
4. Utilizing the writing process in all subject areas (Title I SW: 1,2) (Title I TA: 4) (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Secondary Curriculum Director	August to May	(L)Local Funds	Summative - Increased writing skills
5. Science labs, projects, and field trips to the Don Harrington Discovery Center (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5)	Elementary Curriculum Director, Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increased science state and local assessment scores.
6. Offer Pre-AP course in 6th Math & Reading (Title I SW: 1,2,10) (Title I TA: 4) (Target Group: All, GT) (NCLB: 1,2,5)	Assistant Superintendent for Instruction, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Summative - Increased student participation in challenging courses.
7. Provide math fact drill every day using Flashmasters (Title I SW: 1) (Title I TA: 4) (Target Group: All) (NCLB: 1,2)	Principal, Teacher(s)	August to May	(L)Local Funds	Summative - Increase in math state assessment scores
8. Students requiring extra assistance will be placed in SRA Corrective Reading and/or SRA Number Worlds (Title I SW: 1,2,9) (Target Group: All) (NCLB: 1,2)	Teacher(s)	August to May	(L)Local Funds, (O)FTEs - 4, (S)State Compensatory - \$247,129	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 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia and Lindamood Bell (Scientifically based) (Title I SW: 1,9) (Title I TA: 1,3,8) (Target Group: Dys) (NCLB: 1,2,5)	Special Services Director	August to May	(L)Local Funds	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	August to May	(O)FTEs - 1, (S)State ESL - \$59,820	Formative - 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) (Title I SW: 6,9) (Target Group: SPED) (NCLB: 1,5)	Principal, Special Services Director, Teacher(s)	August to May	(F)IDEA Formula - \$59,710, (O)FTEs - 2, (S)State SpEd - \$59,334	Formative - Increased regular state assessment participants instead of alternative assessments
4. Step-by-step Scientifically Based Inclusion methodologies for Special Education students. (Title I SW: 2,9) (Title I TA: 3) (Target Group: SPED) (NCLB: 1,2,5)	Principal, Special Services Director, Teacher(s)	August to May	(F)IDEA Formula - \$45,122, (L)Local Funds, (O)FTEs - 4, (S)State SpEd - \$37,825	Summative - Increased scores on special education student state assessment scores
5. ESL and sheltered ESL classes with assistants (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Core Subject Teachers, Secondary Curriculum Director, Teacher(s)	August to May	(F)Title III Bilingual / ESL - \$16,199, (O)FTEs - 1	Formative - Increased scores on LEP student state assessment
6. ESL inclusion for all ESL students who have completed at least one year in the ESL resource setting (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Principal, Secondary Curriculum Director, Teacher(s)	August to May	(F)Title III Bilingual / ESL - \$7,706, (O)FTEs - 0.5	Formative - Increased reading state assessment scores among participants
7. Remediation programs for LEP students (Title I SW: 3,9) (Target Group: ESL, LEP) (NCLB: 2)	Principal, Teacher(s)	August to May	(L)Local Funds, (O)FTEs - 1, (S)State ESL - \$20,741	Formative - Increased reading state assessment scores among participants
8. Alternative Curriculum Class for qualifying students (Title I TA: 8) (Target Group: SPED) (NCLB: 1,4)	Special Services Director, Teacher(s)	August to May	(F)IDEA Formula - \$24,659, (O)FTEs - 4, (S)State SpEd - \$109,078	Summative - Increased ability to learn life skills
9. Speech therapy will be provided for qualifying students (Target Group: SPED) (NCLB: 1)	Special Services Director, Teacher(s)	August to May	(O)FTEs - 0.33, (S)State SpEd - \$23,390	Formative - Increased speech fluency

# 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.

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 (Title I SW: 2,9) (Target Group: All, AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increased state assessment scores
2. Continued use of Tier II and Tier III interventions with support from Rtl teachers (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Secondary Curriculum Director, Special Services Director, Teacher(s)	Aug. 2013 to May 2014	(L)Local Funds	Formative - 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)	August to May	(L)Local Funds	Formative - Decreased number of students referred for special education testing.
4. Continue implementation of local Rtl Guidelines (Target Group: AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Secondary Curriculum Director, Special Services Director, Teacher(s)	Aug. 2012 to May 2013	(L)Local Funds	Formative - Increased ability of Impact Teams to meet student needs
5. Use of mobile carts to assist Rtl programs to students (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director, Teacher(s)	August to May	(L)Local Funds	Formative - 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, 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)	August to May	(L)Local Funds	Formative - Decreased number of expulsions
2. Homebound instruction for students during post-natal care (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,5)	Counselor(s), Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increased academic gains for pregnant and parenting teens
3. Rtl classes provided for all 5th and 6th grade students who failed the 2015 Math and/or Reading STAAR (Target Group: AtRisk) (NCLB: 1,5)	Elementary Curriculum Director	August to May	(S)State Compensatory	Formative - 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	August to May	(L)Local Funds	Formative - 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)	August to May	(L)Local Funds	Formative - Decrease the number of office referrals
6. Dumas Intermediate School will provide additional science review and reteach during social studies classes for all 5th grade students. (Title I SW: 1) (Target Group: All, AtRisk) (NCLB: 1)	Assistant Principal(s), Principal, Teacher(s)	August to May	(L)Local Funds	Formative - Increased performance on state assessment in science

# 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), PEIMS Coordinator, Principal	August to May	(L)Local Funds	Formative - 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), PEIMS Coordinator, Principal, Teacher(s)	August to May	(L)Local Funds	Formative - 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)	August to May	(L)Local Funds	Formative - Increased academic gains for pregnant and parenting teens.
4. Dumas Intermediate School will provide a school nurse. (Target Group: All, AtRisk) (NCLB: 4)	Assistant Superintendent for Personnel, Principal	August to May	(L)Local Funds	Formative - 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)	August to May	(L)Local Funds	Formative - 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, Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increased effectiveness of G/T instruction
3. Engineering offered to G/T students (Target Group: GT) (NCLB: 1)	Assistant Superintendent for Instruction, Principal, Teacher(s)	August to May	(L)Local Funds	Formative - 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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Trainings with emphasis on instructional techniques and methodologies. (Title I SW: 3,5) (Title I TA: 4,5,6) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	August to May	(L)Local Funds	Summative - Increased state assessment scores
2. Dumas Intermediate School will send all core staff to trainings about TEKS and state assessments (Title I TA: 6) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Assistant Superintendent for Instruction, Counselor(s), Elementary Curriculum Director, Principal, Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Summative - Increased state assessment scores
3. Special education trainings covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc (Title I SW: 3,4,5,9) (Title I TA: 6,8) (Target Group: SPED) (NCLB: 3)	Special Services Director	September	(L)Local Funds	Summative - Better understanding of how special education and regular education work together.
4. New staff trained on student management system and other pertinent technology programs/topics (Title I SW: 3,10) (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator, PEIMS Coordinator	September 2013	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
5. Sheltered instruction training for teachers of ELL students (Title I TA: 5,6) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	January and May	(L)Local Funds	Summative - Increased LEP students' state assessment scores

# 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 designate at least one person per campus to be the official interpreter/translator for parent conferences, meetings, etc. (Title I SW: 6) (Title I TA: 7) (Target Group: ESL, LEP) (NCLB: 4)	Assistant Superintendent for Personnel	August to May	(L)Local Funds	Summative - Increased parental involvement on campuses
2. Dumas Intermediate School will use a telephone translation system for languages where a translator is not available on site (Title I SW: 6) (Title I TA: 7) (Target Group: ESL, LEP) (NCLB: 4)	Assistant Superintendent for Instruction	Monthly	(L)Local Funds	Summative - Increased parent involvement on campuses
3. Dumas Intermediate School will employ a Burmese translator. (Title I SW: 6) (Title I TA: 7) (Target Group: ESL, Migrant, LEP) (NCLB: 4)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel	August to May	(F)Title III Bilingual / ESL - \$7,706, (O)FTEs - 0.5	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. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal	October & February	(L)Local Funds	Formative - Increased parental involvement
2. 5th and 6th grade teachers' conference period affords parents the opportunity to meet with their child's teachers. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Secondary Curriculum Director	January and May	(L)Local Funds	Formative - Increased parental involvement
3. Back to School Nights (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Superintendent	August	(L)Local Funds	Formative - Increased parental involvement
4. Open Houses (Target Group: All) (NCLB: 4)	Superintendent	Fall 2013	(L)Local Funds	Formative - Increased parental involvement
5. Dumas Intermediate School will provide opportunities for parent involvement through meetings, programs, materials, etc (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal	August to May	(L)Local Funds	Formative - 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 facility 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 the facility. (Target Group: All) (NCLB: 4)	Operations Director	January and 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)	Special Services Director	October	(L)Local Funds	Formative - 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	(L)Local Funds	Formative - 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	(L)Local Funds	Formative - Decreased student conflicts and increased student responsibility
3. Dating Violence program for 6th grade students (Target Group: All) (NCLB: 4)	Secondary Curriculum Director, Teacher(s)	February	(L)Local Funds	Formative - Increased student awareness
4. Bullying lessons and assembly (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Chief of Police, Principal	September	(L)Local Funds	Formative - 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	(L)Local Funds	Formative - 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 Worth the Wait curriculum each year (Target Group: All) (NCLB: 4)	Chief of Police, Secondary Curriculum Director	May	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Interquest Canines will perform random campus sweeps at Dumas Intermediate School. (Target Group: All) (NCLB: 4)	Chief of Police, Secondary Curriculum Director	As requested	(L)Local Funds	Formative - 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	(L)Local Funds	Formative - 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	Formative - 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	May	(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 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.

# Dumas ISD Highly Qualified Teacher Plan

<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 2014-15 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 2014-15 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 2014-15 4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2014-15 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 6. Attract and retain highly qualified teachers. 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 Number of applications completed	September, November 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 Mentor conference logs	August/November 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 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 Personnel files	August/January 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 Number of HQ teachers at high poverty/minority schools	May



## Campus Information

<b>Campus Name:</b>	Dumas Intermediate School - Dumas ISD	
<b>Campus Leadership Team Members:</b>	<b>Name</b>	<b>Position</b>
	Delana Olivas	5th ELAR Teacher
	Cynthia Helms	5th Math Teacher
	Roberta McKinney	5th Science Teacher
	Sarah Redus	6th ELAR Teacher
	Kylene Thomas	6th Math Teacher
	Wendy Rhodes	6th Science Teacher
	Amber Malone	Parent Representative
	Jarod Pingelton	Business Representative
	Caynon Strickland	Assistant Principal
	Rebeca Cruz	Assistant Principal
	Nicole Hutcherson	Instructional Coach
Philip Rhodes	Principal	

## 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:	72
What are the trends in the index 1 data over time?	Special Education students were not at a satisfactory passing rate on any of their tests. Our ELL students were not satisfactory in science and our Asian students were not satisfactory in Reading.
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 Special Education, ELL, and Asian students will help all of our students.

### Section 2: Student Progress

Index 2 Met?	<b>Yes</b>
Index score:	37
What are the trends in the index 2 data over time?	We are continuing to improve in closing the student achievement gaps and have all students receive at least one year's improvement in all areas.
What impact do the trends have on Index 2?	By continuing to have all of our students meet one year's growth, we will eventually raise all other areas as well.
What other insights do the data reveal that impact student success?	Our data shows that our students continue to improve with time. We believe that time is a critical factor in student success.

### Section 3: Closing Performance Gaps

Index 3 Met?	<b>Yes</b>
Index score:	37
What are the trends in the index 3 data over time?	Our English Language Learners, especially our Asian population, will 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?	We will need more intensive intervention with our English Language Learners, especially the Asian population, than we we will with other groups.
<b>Section 4: Postsecondary Readiness</b>	
Index 4 Met?	<b>Yes</b>
Index score:	24
What are the trends in the index 4 data over time?	While we were satisfactory in this level, we still want this index to have a higher percentage.
What impact do the trends have on Index 4?	When we have greater success in this index we will be more adequately preparing our students for advanced classes and college readiness.
What other insights do the data reveal that impact student success?	The strategies that are implemented to help these students will also be beneficial for all groups.
<b>Section 5: System Safeguards</b>	
Were system safeguards missed for Performance?	<b>Yes</b>
Were system safeguards missed for Participation?	<b>No</b>
Were system safeguards missed for Graduation?	<b>n/a</b>
What are the trends in the System Safeguard data over time?	ELL students have improved, but slowly. Special Education students did not perform well last year, so we made very large changes to that department.
What other insights do the data reveal that impact student success?	We are always looking to improve our results with our Special Education students. Through consultation with our Special Education Director and others we have implemented some changes that we believe will be beneficial.
<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>	Special education and ESL students need inclusion classes with additional time and support in order to achieve success in reading.
<b>Need 2:</b>	Additional class time is needed in order to thoroughly cover the TEKS to the depth and complexity that is necessary in math.
<b>Need 3:</b>	Professional development is necessary in reading and science in order to implement best practices at the correct rigor. Reading and science need additional class time.
<b>Need 4:</b>	
<b>Need 5:</b>	

<b>Need 1:</b>	Special education and ESL students need inclusion classes with additional time and support in order to achieve success in reading.
<b>Index(es) Addressed:</b>	1,2,&3
<b>Critical Success Factor:</b>	Increased fluency in reading; broader vocabulary; understanding the essential elements of a story
<b>Annual Goal:</b>	Increase Asian and Special Education STAAR passing rate by 10% in 2016.
<b>Strategy:</b>	Inclusion classes with support, increased class time, best practices as established through professional development and PLCs.
<b>How will addressing this need impact the index/CSF or major system identified?</b>	Inclusion classes will ensure grade-level TEKS, increased class time will increase fluency and retention.

### 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>	Develop calendar for the year that addresses all TEKS. Attend professional development on Figure 19 and best practices. Restructure classes so all students receive 2 periods of reading per day. Provide inclusion classes with support for all special education students.	<b>Q2 Goal:</b>	<b>50% of reading teacher's lesson plans will contain Figure 19 information and best practices shared through PLC.</b>	<b>Q3 Goal:</b>	<b>75% of reading teacher's lesson plans will contain Figure 19 information and best practices shared through PLC.</b>	<b>Q4 Goal:</b>	<b>55% of the student work that is sampled will demonstrate mastery of Figure 19 information.</b>
		<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>	
		Administrator assisted PLC meetings with shared best practices.		Administrator assisted PLC meetings with shared best practices.		Administrator assisted PLC meetings with shared best practices.	
		Longer reading periods for each student. Additional resource reading class for special		Longer reading periods for each student. Additional resource reading class for special		Longer reading periods for each student. Additional resource reading class for special	
		Targeted tutorials with intensive intervention		Targeted tutorials with intensive intervention		Targeted tutorials with intensive intervention	
		Co-Taught and/or in-class support for all special ed students.		Co-Taught and/or in-class support for all special ed students.		Co-Taught and/or in-class support for all special ed students.	
		<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>	
		PLC agenda and notes.		PLC agenda and notes.		PLC agenda and notes.	
		Lesson plans with Figure 19 information.		Lesson plans with Figure 19 information.		Lesson plans with Figure 19 information.	
		Tutorial attendance sheets.		Tutorial attendance sheets.		Tutorial attendance sheets.	
		SRA Corrective Reading Reports		SRA Corrective Reading Reports		SRA Corrective Reading Reports	

### 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>	Additional class time is needed in order to thoroughly cover the TEKS to the depth and complexity that is necessary in math.
<b>Index(es) Addressed:</b>	1,2,&3
<b>Critical Success Factor:</b>	Math number sense, problem-solving ability, increased math vocabulary.
<b>Annual Goal:</b>	60% of special education students will pass the STAAR math test.
<b>Strategy:</b>	Increased math instructional time, more intensive math interventions, increased teacher professional development and sharing.

<p><b>How will addressing this need impact the index/CSF or major system identified?</b></p>	<p>More instructional time for retention of concepts, increased number sense, more efficient class time.</p>
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**Interventions by Quarter**

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
<p><b>To date, what actions have been taken to address Need 1?</b></p>	<p>We have changed the schedule to include a power math class as well as math intervention during study hall. The students do Flashmaster number sense practice daily during their social studies class.</p>	<p><b>Q2 Goal:</b></p>	<p>50% of teacher lesson plans will be aligned and contain best practices as shared through PLC meetings.</p>	<p><b>Q3 Goal:</b></p>	<p>75% of teacher lesson plans will be aligned and contain best practices as shared through PLC meetings.</p>	<p><b>Q4 Goal:</b></p>	<p>75% of all student work will show mastery of the TEKS due to alignment and best practices.</p>
		<p align="center"><b>Interventions:</b></p>		<p align="center"><b>Interventions:</b></p>		<p align="center"><b>Interventions:</b></p>	
		<p>SRA corrective math class plus additional class time.</p>		<p>SRA corrective math class plus additional class time.</p>		<p>SRA corrective math class plus additional class time.</p>	
		<p>Flashmaster number sense practice during social studies bell work.</p>		<p>Flashmaster number sense practice during social studies bell work.</p>		<p>Flashmaster number sense practice during social studies bell work.</p>	
		<p>Targeted tutorials with intensive intervention.</p>		<p>Targeted tutorials with intensive intervention.</p>		<p>Targeted tutorials with intensive intervention.</p>	
		<p align="center"><b>What data will be collected to monitor interventions?</b></p>		<p align="center"><b>What data will be collected to monitor interventions?</b></p>		<p align="center"><b>What data will be collected to monitor interventions?</b></p>	
		<p>Lesson plans including best practices as shared through PLC meetings.</p>		<p>Lesson plans including best practices as shared through PLC meetings.</p>		<p>Lesson plans including best practices as shared through PLC meetings.</p>	
		<p>Weekly reports on flashmasters given to math teachers.</p>		<p>Weekly reports on flashmasters given to math teachers.</p>		<p>Weekly reports on flashmasters given to math teachers.</p>	
		<p>Tutorial attendance sheets.</p>		<p>Tutorial attendance sheets.</p>		<p>Tutorial attendance sheets.</p>	



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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>	Professional development is necessary in reading and science in order to implement best practices at the correct rigor. Reading and science need additional class time.
<b>Index(es) Addressed:</b>	1,2,&3
<b>Critical Success Factor:</b>	Increased scientific vocabulary, critical-thinking skills, and processing skills.

<b>Annual Goal:</b>	Increase ELL and special ed passing rate on STAAR science by 10% in 2016.
<b>Strategy:</b>	Professional development targeting best practice instructional strategies along with increased time.
<b>How will addressing this need impact the index/CSF or major system identified?</b>	All students will raise their scientific vocabulary, critical-thinking skills, and processing skills.

### 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>	An additional period was added that is devoted to science reteach and vocabulary as well as enrichment. Teachers created an	<b>Q2 Goal:</b>	50% of teacher lesson plans will be aligned and contain best practices as shared through PLC meetings.	<b>Q3 Goal:</b>	75% of teacher lesson plans will be aligned and contain best practices as shared through PLC meetings.	<b>Q4 Goal:</b>	75% of all student work will show mastery of the TEKS due to alignment and best practices.
		<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>	
		Additional science period for reteach, vocabulary and lab write ups.		Additional science period for reteach, vocabulary and lab write ups.		Additional science period for reteach, vocabulary and lab write ups.	
		Professional Development training for all science teachers - (CAST meeting)		Professional Development		Professional Development	
		PLC Meetings - sharing best practices		PLC Meetings - sharing best practices		PLC Meetings - sharing best practices	

<b>address Need 1?</b>	instructional calendar and PLC meeting time to discuss best instructional practices.	Targeted Tutorials/Enrichment (DHDC)	Targeted Tutorials/Enrichment (DHDC)	Targeted Tutorials/Enrichment (DHDC)
		<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>
		Lesson Plans	Lesson Plans	Lesson Plans
		Notes from conference	Region 16 ESC	Region 16 ESC
		PLC Notes	PLC Notes	PLC Notes
		Tutorial Attendance Sheets	Tutorial Attendance Sheets	Tutorial Attendance Sheets

### 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?	