

DUMAS JUNIOR HIGH

Campus Improvement Plan

2015/2016

DJHS=EPIC
(Energy, Passion, Involvement, Commitment)

YOU.....MAKE IT MATTER!

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

DUMAS JUNIOR HIGH

Mission

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

Vision

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

Nondiscrimination Notice

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

DUMAS JUNIOR HIGH Site Base

Name	Position
Baxter, Jenetta	CATE Teacher
Baxter, Kurt	Principal
Beauchamp, Cuffy	Assistant Principal
Boggs, Holli	Teacher
Cox, Gayla	Teacher
Fox, Bobby	Parent
Grice, Ruth Ann	Instructional Coach
Heaton, Sally	Curriculum Director
Mitchell, Tiffany	Teacher
Pingelton, Erin	Assistant Principal
Prince, Guyon	Teacher
Skipworth, Kylene	Math Teacher
Smith, Kevin	Science Teacher
Stovall, Leighton	Community
Vaughan, Kristen	Special Education Teacher
Walden, Keri	Counselor

DUMAS JUNIOR HIGH COMPREHENSIVE NEEDS ASSESSMENT SUMMARY OF PRIORITY NEEDS

1. Intervention strategies to meet the specific needs of ELL students
2. Differentiation strategies to meet the needs of the diverse cultures at DJHS
3. Implementation and monitoring of curriculum to ensure success for all sub-groups
4. Targeting ELL student achievement through effective sheltered instruction and ELL inclusion
5. Targeting Special Education student achievement through effective inclusion and co-teach models
6. Tutorials provided by Core-area teachers
7. Staff development in strategies/interventions/differentiated instruction for sub-groups (specifically ELLs)
8. Staff development in STAAR testing
9. Communicate school happenings and encourage equitable parent involvement
10. Greater access and implementation of campus technology

TEXAS EDUCATION AGENCY
2015 Accountability Summary
 DUMAS J H (171901041) - DUMAS ISD

Accountability Rating

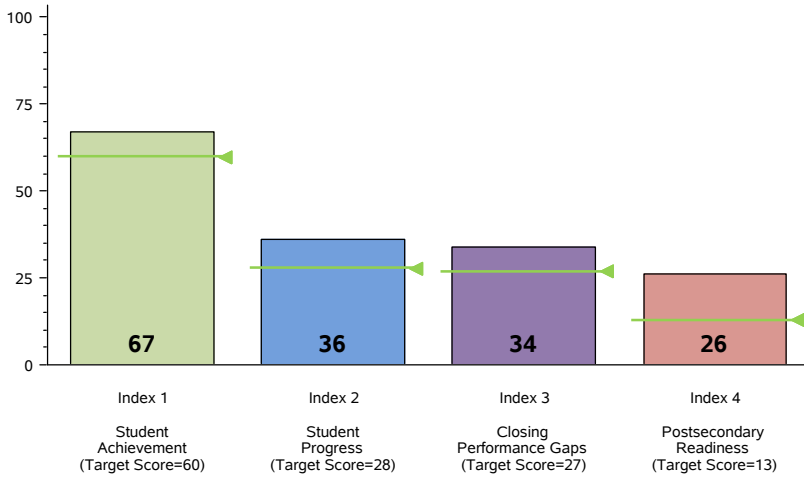
Met Standard

Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	Did Not Meet Standards on - NONE
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	NO DISTINCTION EARNED
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	NO DISTINCTION EARNED
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Middle School
Campus Size	638 Students
Grade Span	07 - 08
Percent Economically Disadvantaged	70.5
Percent English Language Learners	11.9
Mobility Rate	10.8

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	979	1,465	67
2 - Student Progress	427	1,200	36
3 - Closing Performance Gaps	670	2,000	34
4 - Postsecondary Readiness			
STAAR Score	26.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		26

State System Safeguards

Number and Percent of Indicators Met

Performance Rates	11 out of 23 = 48%
Participation Rates	9 out of 9 = 100%
Graduation Rates	N/A
Total	20 out of 32 = 63%

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
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 JUNIOR HIGH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common formative assessments administered every 3 weeks and district curriculum based assessments administered once in the fall and once in the spring. (Title I SW: 8,10) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increase in state assessment scores
2. Implementation of TEKS Resource System (Title I SW: 1,4,8) (Target Group: All) (NCLB: 1,2)	Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increase in state assessment scores
3. Continue using Teaching Calendars which include Bil/ESL and GT strategies used and alignment of TEKS to the state assessment. (Target Group: All) (NCLB: 1)	Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increase in state assessment scores
4. Extensive defining of TEKS objectives. (Target Group: All) (NCLB: 1,2)	Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increase in state assessment scores
5. Implementation of DMAC Assessment system for common formative assessments, district curriculum based assessments, and state assessment disaggregation. (Target Group: All)	Core Subject Teachers, Lead Teacher, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increase in state assessment scores
6. Implementation of PLC meetings in core subject areas once per week (Target Group: All)	Core Subject Teachers	August to May	(L)Local Funds	Formative - Increase in state assessment scores
7. Lesson plans will be turned in to principal weekly to ensure alignment. (Target Group: All)	Assistant Superintendent for Instruction, Principal, Teacher(s)	All Year	(L)Local Funds	Formative - Turned in weekly

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Extended Day Program (Addresses System Safeguards) (Target Group: ECD, ESL, LEP, AtRisk) (NCLB: 1,2)	Principal, Teacher(s)	August to May	(L)Local Funds	Formative - Retention rate reduction, increased R/LA state assessment scores
2. Science Starters (Addresses System Safeguards) (Target Group: All, ESL, LEP) (NCLB: 1,2)	Core Subject Teachers, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increase in 8th grade science state and local assessment scores
3. Use of scientifically based Empowering Writers writing process (Addresses System Safeguards) (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Instructional Coach, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction
4. Science projects (i.e., Science Starters, TEKS Resource System)(Addresses System Safeguards) (Target Group: All) (NCLB: 1,2,5)	Core Subject Teachers, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increased science state and local assessment scores.
5. Offer Pre-AP courses (Target Group: All, GT) (NCLB: 1,2,5)	Assistant Superintendent for Instruction, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increased student participation in challenging courses.
6. Provide scientifically based Power Math classes for students needing accelerated instruction who were on the bubble for the previous years math state assessment (Addresses System Safeguards) (Target Group: ECD, ESL, LEP, AtRisk) (NCLB: 1,5)	Assistant Superintendent for Instruction, Teacher(s)	August to May	(O)FTEs - 1.71, (S)State Compensatory - \$110,454	Formative - Increase in math state assessment scores
7. Provide scientifically based ELAR Academy classes for accelerated instruction for students that were on the bubble for the previous year's Reading or Writing state assessment (Addresses System Safeguards) (Target Group: ECD, ESL, LEP, AtRisk) (NCLB: 1,2,5)	Core Subject Teachers, Counselor(s), Principal, Secondary Curriculum Director	August to May	(O)FTEs - 2, (S)State Compensatory - \$109,672	Formative - Increased scores on state assessments
8. Discovery Education Videostreaming will be used to provide digital resources to schools. (Target Group: All) (NCLB: 1)	Teacher(s)	August to May	(L)Local Funds	Formative - Increased scores on state and local assessments
9. Videoconferencing will be used to provide virtual field trips and learning opportunities to students. (Target Group: All) (NCLB: 1)	Instructional Technology Coordinator	August to May	(L)Local Funds	Formative - Increased state and local assessment scores.

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia and Lindamood Bell and Dyslexia Intervention Program (DIP) (Title I SW: 9) (Target Group: Dys) (NCLB: 1,5)	Special Services Director	August to May	(L)Local Funds	Formative - Increased reading state assessment scores among participants.
2. Sheltered instruction for LEP students (Addresses System Safeguards) (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Core Subject Teachers, Principal, Secondary Curriculum Director	January, May	(L)Local Funds	Formative - Increased scores on LEP student state assessment
3. Special Education IEPs will be written using eSped and TEKS, and IEPs will use various sources to determine curriculum level (Scientifically based) (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)	Principal, Special Services Director, Teacher(s)	January, May	(L)Local Funds	Formative - Increased regular state assessment participants instead of alternative assessments
4. Stetson & Associates Step-by-step Scientifically Based Inclusion methodologies for Special Education students (Title I SW: 2,9,10) (Target Group: SPED) (NCLB: 1,5)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel, Principal, Special Services Director, Teacher(s)	August to May	(F)IDEA Formula - \$38,239, (O)FTEs - 6, (S)State SpEd - \$156,800.50	Formative - Increased scores on special education student state assessment scores
5. ESL and sheltered ESL classes with instructional assistants (Addresses System Safeguards) (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	(O)FTEs - 1, (S)State ESL - \$39,686.50	Formative - Increased scores on LEP student state assessment
6. ESL inclusion for all ESL students who have completed one year in the ESL resource setting (Addresses System Safeguards) (Target Group: ESL, LEP) (NCLB: 2)	Principal, Teacher(s)	August to May	(O)FTEs - 1, (S)State ESL - \$39,686.50	Formative - Increased reading state assessment scores among participants
7. Language Lab class for language development using scientifically based DynEd program for qualifying ESL students (Addresses System Safeguards) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Principal, Teacher(s)	October to May	(L)Local Funds	Formative - Increased reading state assessment scores among participants
8. Remediation programs for LEP students (Addresses System Safeguards) (Target Group: ESL, LEP) (NCLB: 2)	Principal, Teacher(s)	August to May	(L)Local Funds	Formative - Increased reading state assessment scores among participants

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Alternative Curriculum Classroom (ACC) for all Special Education students who fit the ACC model for least restrictive environment. (Target Group: SPED) (NCLB: 4)	Assistant Superintendent for Instruction, Principal, Special Services Director	January, May	(F)IDEA Formula - \$26,717, (O)FTEs - 2.98, (S)State SpEd - \$82,716	Formative - Increased scores on state assessment
10. A speech therapist will be provided for all students who qualify for such services. (Target Group: SPED) (NCLB: 4)	Principal, Special Services Director	January, May	(O)FTEs - 0.33, (S)State SpEd - \$23,314	Formative - Increased verbal communication among participants
11. Visually Impaired support for identified students (Target Group: SPED)	Special Services Director	August to May	(L)Local Funds	Formative - Increased state assessment scores
12. Auditory Impaired support for identified students (Target Group: SPED)	Special Services Director	December, May	(L)Local Funds	Formative - Increased state assessment scores
13. PEP (Peers Empowering Peers) Program to promote inclusion of severely handicapped students. (Target Group: All, SPED) (NCLB: 4)	Assistant Principal(s), Teacher(s)	August to May	(L)Local Funds	Formative - Increased student integration
14. Resource classes (Success Math and Success Reading) to serve special needs students. (Target Group: SPED)	Principal, Special Services Director, Teacher(s)	August to May	(O)FTEs - 2, (S)State SpEd - \$113,122.50	Formative - Increase in state assessment scores

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

Objective 4. Dumas Junior High School will provide intensive interventions and remediations for students below the 10% range as measured by Rtl Benchmark Assessments. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Renaissance Learning will be used to screen all students in grades seven and eight three times per year in the areas of ELAR and Math (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director, Teacher(s)	September, January, May	(L)Local Funds	Formative - Increased state assessment scores
2. Continued implementation of campus level Impact (Rtl) Team to monitor intervention (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director, Teacher(s)	All Year	(L)Local Funds	Formative - Decreased number of students referred for special education testing.
3. Continue implementation of local Rtl Guidelines (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Secondary Curriculum Director, Special Services Director, Teacher(s)	September, January and May	(L)Local Funds	Formative - Increased ability of Impact Teams to meet student needs
4. The Language! Intervention will be available for use with Tier III students by trained personnel (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increased benchmark scores
5. Use of mobile carts (laptops and tablets) to provide intervention programs to students in need of Rtl (Target Group: AtRisk) (NCLB: 1,5)	Principal, Special Services Director, Teacher(s)	August to May	(L)Local Funds	Formative - Increased state assessment scores

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Building Trades elective classes (Target Group: All, CTE) (NCLB: 1,5)	Assistant Superintendent for Instruction, Principal, Teacher(s)	August to May	(L)Local Funds	Formative - Increased trade skill of students.
2. Principles of Information Technology A and Principles of Information Technology B offered for elective credit (Target Group: All, CTE) (NCLB: 1,5)	Assistant Superintendent for Instruction, Principal, Teacher(s)	August to May	(L)Local Funds	Formative - Increased technical skill level of students
3. PreAP course offerings (Target Group: All, GT) (NCLB: 1,5)	Principal, Secondary Curriculum Director, Teacher(s)	All Year	(L)Local Funds	Formative - Increased number of possible college credits upon graduation.
4. College prep activities; Counseling (Title I SW: 1,10) (Target Group: All) (NCLB: 5)	Principal, Secondary Curriculum Director, Teacher(s)	May	(L)Local Funds	Formative - Increased student interest in post secondary education
5. Transition coordinator to arrange post-secondary activities and experiences for special education students (Title I SW: 1,10) (Target Group: SPED) (NCLB: 5)	Principal, Special Services Director, Teacher(s)	August, May	(L)Local Funds	Formative - Increased number of special education students accessing post-secondary opportunities

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

Objective 6. Dumas Junior High School will provide alternative learning environments and methods for 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: All, AtRisk) (NCLB: 5)	Assistant Principal(s), Principal, Superintendent, Teacher(s)	August to May	(O)FTEs - 1.54, (S)State Compensatory - \$58,426	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. RtI Math and Reading Classes added to bridge gaps and help identify students that may require special education intervention (Addresses System Safeguards) (Target Group: AtRisk) (NCLB: 1,5)	Assistant Superintendent for Instruction, Principal, Teacher(s)	August to May	(O)FTEs - 0.96, (S)State Compensatory - \$53,526	Formative - Increased math and reading state assessment scores
4. 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
5. Provide tutorials at lunch, before school, and/or after school for students in all core subjects. (Addresses System Safeguards) (Target Group: All, AtRisk) (NCLB: 1,5)	Assistant Principal(s), Principal, Teacher(s)	All Year	(L)Local Funds	Formative - Increased performance in core academic classes
6. Academic Management Plan is in place to help students correct behavior. (Target Group: All)	Assistant Principal(s), Teacher(s)	All Year	(L)Local Funds	Formative - Decrease the number of office referrals

DUMAS JUNIOR HIGH

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

Objective 7. Dumas Junior High School will increase the number of homeless and at-risk students successfully completing classes. Summative evaluation: grade reports, attendance reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dumas Junior High School will provide additional counseling services for at-risk and homeless students. (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s), PEIMS Coordinator, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Formative - Increased number of homeless and at-risk students served during the academic year
2. Dumas Junior High School will provide school supplies to homeless students. (Title I SW: 9) (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 Junior High 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 Junior High School will provide a school nurse. (Target Group: All, AtRisk) (NCLB: 4)	Principal	August to May	(L)Local Funds	Formative - Increased academic gains
5. Dumas Junior High School coordinates with Snak Pak for Kids to help provide food to qualifying students on the weekends. (Target Group: AtRisk)	Principal	All Year	(L)Local Funds	Formative - Improved attendance and class performance

DUMAS JUNIOR HIGH

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

Objective 8. Dumas Junior High School will implement its Gifted and Talented program for all identified students in such a manner to meet state and federal accountability standards. Summative evaluation: state assessment results, G/T roster

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dumas Junior High School will ensure all teachers and counselors receive training and/or updated training in G/T strategies. (Title I SW: 4,10) (Target Group: GT) (NCLB: 3)	Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)	May	(L)Local Funds	Formative - Increased effectiveness of G/T instruction
2. Pre-AP classes offered with differentiated instruction for G/T students (Title I SW: 10) (Target Group: GT) (NCLB: 1)	Assistant Superintendent for Instruction, Teacher(s)	January and May	(L)Local Funds	Formative - Increased effectiveness of G/T instruction
3. Variety of field trips provided to give students experiences in career-oriented areas. (Valero, Moore County Hospital District). (Target Group: GT)	Principal	Fall, Spring	(L)Local Funds	Formative - Student feedback

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fitnessgram results will be analyzed and the Healthy and Wise program will be fully implemented in grades 7 and 8 (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	May	(L)Local Funds	Formative - Improved health awareness
2. Training and programs related to healthy eating and physical activity will be promoted to staff (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	May	(L)Local Funds	Formative - Improved health and awareness
3. 7th and 8th grades will participate in at least thirty minutes of physical activity Mon. through Fri. for a minimum of two semesters. (Target Group: All) (NCLB: 4)	Principal, Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Formative - Improved health and awareness

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

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

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

DUMAS JUNIOR HIGH

- Goal 3.** Dumas Junior High School will encourage community and parental involvement in the educational process of each student to foster the development of the total child.
- Objective 1.** Dumas Junior High School will provide translation services for non-English speaking parents to improve communication and parent involvement.
Summative Evaluation: sign-in sheets and contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dumas Junior High School will designate at least one person to be the official interpreter/translator for parent conferences, meetings, etc. (Target Group: ESL, LEP) (NCLB: 4,5)	Assistant Superintendent for Personnel	August to May	(L)Local Funds	Formative - Increased parental involvement on campuses
2. Dumas Junior High School will use a telephone translation system for languages where a translator is not available on site (Target Group: ESL, LEP) (NCLB: 4,5)	Assistant Superintendent for Instruction	Monthly	(L)Local Funds	Formative - Increased parent involvement on campuses
3. Dumas Junior High School will employ a Burmese translator. (Addresses System Safeguards) (Target Group: ESL, Migrant, LEP) (NCLB: 4)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel	August to May	(O)FTEs - 1, (S)State ESL - \$30,577	Formative - Increased parent involvement on campuses
4. Dumas Junior High School will provide Spanish and Burmese interpreters at all student orientation meetings. (Target Group: ESL, LEP) (NCLB: 4)	Principal, Superintendent	August	(L)Local Funds	Formative - Increase parental involvement

DUMAS JUNIOR HIGH

- Goal 3.** Dumas Junior High School will encourage community and parental involvement in the educational process of each student to foster the development of the total child.
- Objective 2.** Dumas Junior High School will promote attendance at parent teacher conferences and other school activities. Summative evaluation: sign-in sheets, parent/teacher conference schedules

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 7th and 8th grade teachers will meet with parents to review report cards and discuss needs of students who failed the STAAR test. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Assistant Superintendent for Instruction, Principal, Secondary Curriculum Director, Teacher(s)	Fall, Spring	(L)Local Funds	Formative - Increased parental involvement
2. Back to School Nights for students go get schedules, meet the teachers, and tour the campus. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal, Superintendent, Teacher(s)	August	(L)Local Funds	Formative - Increased parental involvement
3. Open House (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	End of first semester	(L)Local Funds	Formative - Increased parental involvement
4. Dumas Junior High School will provide opportunities for parent involvement through meetings, programs, materials, etc (Target Group: All) (NCLB: 4)	Assistant Principal(s), Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)	Continuing	(L)Local Funds	Formative - Increased parental involvement
5. Electronic Phone Tree for school-wide reminders and announcements (Target Group: All)	Assistant Principal(s), Principal	Continuing	(L)Local Funds	Formative - Phone Tree Reports

DUMAS JUNIOR HIGH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety reviews of each facility (Target Group: All) (NCLB: 4)	Operations Director, Principal, Teacher(s)	January, May	(L)Local Funds	Formative - Maintain safety of facilities
2. Maintain surveillance system for facilities (Target Group: All) (NCLB: 4)	Chief of Police, Superintendent	November	(L)Local Funds	Formative - Maintain safety of facilities
3. CPI Trainings (Target Group: All) (NCLB: 4)	Assistant Principal(s), Special Services Director, Teacher(s)	October	(L)Local Funds	Formative - Better understanding of conflict resolution
4. Elevator to assist disabled or injured students, faculty or other people needing access to the upper level. (Target Group: All) (NCLB: 4)	Operations Director	Continuing	(L)Local Funds	Formative - Fire Code
5. Stairs marked with reflective and gripping strips for visually impaired students. (Target Group: SPED) (NCLB: 4)	Assistant Principal(s)	Continuing	(L)Local Funds	Formative - Condition of strips.

DUMAS JUNIOR HIGH

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

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

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

DUMAS JUNIOR HIGH

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

Objective 3. Dumas Junior High School will provide a systematic 7-8 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, UIL drug testing reports, fire department schedule, incident reports, sweep reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will receive 1 lesson from the DAVE curriculum each year (Title I SW: 9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Chief of Police, Principal, Secondary Curriculum Director, Teacher(s)	Fall	(L)Local Funds	Summative - Decreased substance abuse and violent incidents
2. Interquest Canines will perform random campus sweeps at Dumas Junior High School. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Chief of Police, Principal, Secondary Curriculum Director	Twice monthly	(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 Principal(s), Assistant Superintendent for Instruction, Principal, Special Services Director	January, May	(L)Local Funds	Summative - Decreased overrepresentation rates
4. Attendance rates, drop out rates, graduation rates, and recidivism rates for students in DAEP will be monitored. (Target Group: AtRisk) (NCLB: 5)	Assistant Superintendent for Instruction, Principal	January, May	(L)Local Funds	Summative - Decreased drop out and recidivism rates. Increased graduation and attendance rates.
5. All students will receive two internet safety lessons each year. (Title I SW: 9) (Target Group: All) (NCLB: 4)	Instructional Technology Coordinator, Principal, Teacher(s)	August, May	(L)Local Funds	Formative - Increased student awareness
6. Each student will receive lessons from the Worth the Wait curriculum each year. (Target Group: All) (NCLB: 4)	Chief of Police, Secondary Curriculum Director, Teacher(s)	May	(L)Local Funds	Formative - Lesson Plans

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

Goal	Highly Qualified Staff: All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.				
Performance Measure	1. Maintain the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of 2015-16				
	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 2015-16				
	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 2015-16				
	4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2015-16				
	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.				
Summative Evaluation	Personnel files, highly qualified worksheets, and principal attestations				
Strategy/Activity	Population	Person Responsible	Budget/Resource	Formative Assessment	Timeline
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	Asst. Supt. for Personnel, Asst. Supt. for Instruction, Instructional Coaches, and Campus Principals	Local Funds	Mentor assignments Mentor conference logs	August/November December/April/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

Campus Name:	DUMAS JUNIOR HIGH SCHOOL	
Campus Leadership Team Members:	Name	Position
	Kurt Baxter	Principal
	Erin Pingelton	Assistant Principal
	Cuffy Beauchamp	Assistant Principal
	Sally Heaton/Ruth Ann Grice	Curriculum Director/Instructional Coach
	Keri Walden	Counselor
	Holli Boggs	ELAR Teacher
	Kristen Vaughan	Special Education Teacher
	Kylene Skipworth	Math Teacher
	Guyon Prince	ELAR Teacher
	Kevin Smith	Science Teacher
	Tiffany Mitchell	Social Studies Teacher
Jenetta Baxter	CATE Teacher	