

GREEN ACRES ELEMENTARY

Campus Improvement Plan

2013/2014

Expect Success

Date Reviewed: 10/23/13

Date Approved: 10/28/13

GREEN ACRES ELEMENTARY

Mission

Green Acres Elementary will provide academic excellence through collaboration with students, parents, and the community.

Vision

Green Acres Elementary will promote Academic Excellence, while maintaining a highly competitive level in all areas of school related activities.

Green Acres Elementary will provide staff development to achieve Academic Excellence for all students.

Green Acres Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Green Acres Elementary will create and maintain a safe learning environment.

Nondiscrimination Notice

GREEN ACRES ELEMENTARY 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.

GREEN ACRES ELEMENTARY Site Base

Name	Position
Bussard, James	District Representative
Carranza, Dorothy	Business Representative
Cox, Andrea	Assistant Principal
Dutcher, Val	Teacher
Glassey, Jackie	Teacher
Guerra, Traci	Teacher
Jenkins, Deidre	Teacher
Jones, Sue	Librarian
Montoya, Abby	Parent Representative
Norris, Heather	Teacher
Reyna, Dora	Community Representative
Walker, Kimberly	Teacher
Wilson, Sharla	Principal

NCLB Comprehensive Needs Assessment Summary of Priority Needs

Demographics

Need parent support in making education a top priority for children.

School Culture and Climate

Continue teaching good traits of character and citizenship.

Curriculum, Instruction and Assessment

Need staff development opportunities to assure understanding of curriculum and new TEKS.

School Context & Organization

Need more communication between teachers and Campus Council.

Need more communication between classroom teachers and special programs (such as ESL, Content Mastery, Resource, etc.)

Student Achievement

Need staff development opportunities for all personnel to meet the diverse needs of students - special ed, LEP, migrant, GT, and at-risk.

Teacher Quality

Recruiting and retaining highly qualified teachers.

Family & Community Involvement

Parent involvement.

Communication with parents.

Technology

Need technology training.

TEXAS EDUCATION AGENCY
2013 Accountability Summary
 GREEN ACRES EL (171901105) - DUMAS ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps	- NONE

Distinction Designation

Academic Achievement in Reading/ELA

Percent of Eligible Measures in Top Quartile
 1 out of 4 = 25%

NO DISTINCTION EARNED

Academic Achievement in Mathematics

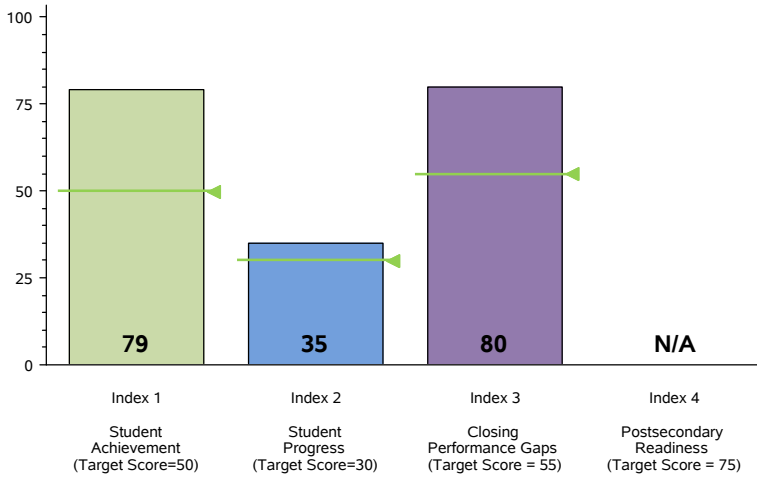
Percent of Eligible Measures in Top Quartile
 0 out of 2 = 0%

NO DISTINCTION EARNED

Top 25 Percent Student Progress

NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	513 Students
Grade Span	PK - 04
Percent Economically Disadvantaged	79.9%
Percent English Language Learners	37.6%
Mobility Rate	18.8%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	246	312	79
2 - Student Progress	277	800	35
3 - Closing Performance Gaps	480	600	80
4 - Postsecondary Readiness	N/A	N/A	N/A

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	9 out of 9 = 100%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
Total	17 out of 17 = 100%

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

Resources

Resource	Source
IDEA Formula	Federal
Title IA	Federal
Local Funds	Local
Dumas Education Foundation	Other
FTEs	Other
State Compensatory	State
State ESL	State
State PreK	State
State SpEd	State

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2013/2014 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

Title IA Schoolwide Components

Components of Schoolwide Program: Title I, Part A does not have to pay for the 10 components in a schoolwide program, but a school with a schoolwide program must include these components in its school. The schoolwide program must:

1. Be based on a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards.
2. Engage in schoolwide reform strategies.
3. Provide instruction by highly qualified professional staff.
4. Provide for high quality and on-going professional development for teachers and paraprofessionals, parents, principals, and other staff to enable all children in the schoolwide program to meet the state's student performance standards.
5. Include strategies to attract high-quality highly qualified teachers to high-need schools.
6. Include strategies to increase parent involvement such as family literacy services.
7. Use strategies for assisting children in transition from early childhood programs to public elementary schools.
8. Include teachers in the decisions regarding the use of assessments to provide information on and to improve the achievement of individual students.
9. Ensure that students who experience difficulty mastering any of the state's standards will be provided with effective, timely additional assistance.
10. Coordinate and integrate Federal, State, and local services.

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Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Mini-assessments and benchmarks revised to address state assessments needs (Title I SW: 8,10) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal	May 2014	(L)Local Funds	Formative - Increased scores on state assessments
2. Implementation of CScope (Title I SW: 1,4,8) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal	December 2013 and May 2014	(L)Local Funds	Formative - Increase in state assessment scores
3. Services for special needs students including: resource, content mastery, and speech (Title I SW: 3,5) (Target Group: SPED) (NCLB: 1)	Principal, Special Services Director	Dec 2013 to May 2014	(F)IDEA Formula - \$91,574, (O)FTEs - 4.5, (S)State SpEd - \$93,329	Formative - Increased state assessment scores

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Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 2. Green Acres Elementary 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. Reading Recovery Program for 1st grade at-risk students (Title I SW: 5,9) (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	January and May 2014	(O)FTEs - 2, (S)State Compensatory - \$107,655	Formative - Increased reading proficiency among participants
2. Balanced Literacy with Literacy Coordinators (Title I SW: 5,7,9,10) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal, Teacher(s)	Each reporting period	(O)FTEs - 1, (S)State Compensatory - \$55,835	Formative - Increased reading proficiency as measured by second grade local assessments and third grade state assessments.
3. Provide a seamless transition from second grade early literacy to third grade state assessments (Title I SW: 7,9) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal, Teacher(s)	August 2013 and May 2014	(L)Local Funds	Formative - Increased reading proficiency as measured by second grade local testing and third grade state assessments.
4. Use of Abydos writing process (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal, Teacher(s)	September 2013 and February 2014	(L)Local Funds	Formative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction.
5. Tutorial program (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal, Teacher(s)	January and May 2014	(L)Local Funds	Formative - Retention rate reduction, increased reading/language arts state assessment scores.
6. Science projects (i.e., Science Starters, Cscope) (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal, Teacher(s)	January and May 2014	(L)Local Funds	Formative - Increased science state and local assessment scores.
7. Shake-n-Learn multi-sensory system to help at-risk students (Title I SW: 9) (Target Group: All, AtRisk) (NCLB: 1,2)	Assistant Principal(s), Elementary Curriculum Director, Principal, Teacher(s)	January and May 2014	(L)Local Funds	Formative - Increased science state and local assessment scores.
8. Study Island (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Elementary Curriculum Director, Instructional Technology Coordinator, Principal, Secondary Curriculum Director, Teacher(s)	January and May 2014	(L)Local Funds	Formative - Increased state and local assessment scores

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Objective 2. Green Acres Elementary 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
9. Science Lab use: (minimum expectations): K - once a semester; 1st & 2nd - once a six weeks; 3rd - 18 per year**; 4th - 35 per year**; **As many labs as possible should be done in the science lab. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Elementary Curriculum Director, Principal, Teacher(s)	Jan & May 2014	(L)Local Funds	Formative - Increase in science local assessment scores
10. Freaky Fridays - once a six weeks (Title I SW: 1) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Elementary Curriculum Director, Principal, Teacher(s)	Jan & May 2014	(L)Local Funds	Formative - Increase in science local assessment scores
11. Teachers will focus on higher-level thinking skills in daily lessons (Title I SW: 1) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Elementary Curriculum Director, Principal, Teacher(s)	Jan & May 2014	(L)Local Funds	Formative - Increase in all assessment scores
12. Power of Retelling (Title I SW: 1) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	Jan & May 2014	(L)Local Funds	Formative - Increase in all assessment scores

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Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 3. Green Acres Elementary will promote highly effective instruction for LEP and SpEd students to increase performance to a level commensurate with state and federal standards. Summative Evaluation: state assessment results, AEIS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia and Lindamood Bell (Title I SW: 9) (Target Group: Dys) (NCLB: 1,5)	Special Services Director	May 2014	(L)Local Funds	Formative - Increased reading state assessment scores among participants.
2. Sheltered instruction for LEP students (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Secondary Curriculum Director	January and May 2014	(L)Local Funds	Formative - Increased scores on LEP student state assessment
3. Special Education IEPs will be written using eSped and TEKS and will utilize various sources to determine curriculum level (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)	Special Services Director	January and May 2014	(L)Local Funds	Formative - Increased regular state assessment participants instead of alternative assessments
4. Shake-n-Learn multi-sensory system to help LEP students (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Elementary Curriculum Director, Principal, Teacher(s)	January and May 2014	(L)Local Funds	Formative - Increased science state and local assessment scores
5. Step-by-step Inclusion methodologies for Special Education students (Title I SW: 2,9,10) (Target Group: SPED) (NCLB: 1,5)	Special Services Director	January and May 2014	(L)Local Funds	Formative - Increased scores on special education student state assessment scores
6. Bilingual Transition and ESL classes with assistants (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May 2014	(F)Title IA - \$73,551, (O)FTEs - 2.12, (S)State ESL - \$22,691	Formative - Increased scores on LEP student state assessment

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Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 4. Green Acres Elementary will provide intensive interventions and remediations for students below the 10% range as measured by Rtl Benchmarking Assessments. Summative Evaluation: state assessment results, AEIS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. I-station technology will be used to screen all students in grades kindergarten through four three times per year (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director, Teacher(s)	September 2013, January 2014, and May 2014	(L)Local Funds	Formative - Increased state assessment scores
2. Continued use of Tier II and Tier III interventions with support from Rtl teachers and assistants (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Elementary Curriculum Director, Principal, Special Services Director	September 2013, January 2014 and May 2014	(F)Title IA - \$21,797, (L)Local Funds, (O)FTEs - 1	Formative - Increased state assessment scores
3. Continued implementation of campus level Impact Teams (Title I SW: 9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Principal, Special Services Director	January and May 2014	(L)Local Funds	Formative - Decreased number of students referred for special education testing.
4. Continue implementation of local Rtl Guidelines (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Elementary Curriculum Director, Principal, Special Services Director	September 2013, January 2014 and May 2014	(L)Local Funds	Formative - Increased ability of Impact Teams to meet student needs
5. The Language! Intervention will be used for Tier III students by trained personnel (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Principal, Special Services Director	Each grading period	(L)Local Funds, (O)FTEs - 0.5, (S)State Compensatory - \$35,646	Formative - Increased AimsWeb scores
6. Use of mobile carts to provide Rtl programs to students (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Principal, Special Services Director	September 2013, January 2014 and May 2014	(L)Local Funds	Formative - Increased state assessment scores

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Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 5. Green Acres Elementary will promote early learning to ensure school readiness. Summative Evaluation: TPRI, Observation Survey, District Assessment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Full day kindergarten with assistants (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Assistant Superintendent for Personnel, Elementary Curriculum Director, Principal	May 2014	(F)Title IA - \$38,010, (O)FTEs - 2	Formative - Increased student progress on kindergarten testing.
2. Migrant student eligibility for medical assistance and school supplies when needed (Title I SW: 9) (Target Group: Migrant) (NCLB: 1,5)	Assistant Superintendent for Instruction, Principal, Teacher(s)	September 2013 and May 2014	(L)Local Funds	Formative - Increased attendance and readiness among migrant students
3. Community will be notified of PK classes through flyers and media (Title I SW: 6) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Director of Student Services, Principal, Teacher(s)	May 2014	(L)Local Funds	Formative - Increased interest in PK classes
4. Transition activities for entering Kindergarteners at elementaries (Title I SW: 7) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	August 2013 and May 2014	(L)Local Funds	Formative - Decreased anxiety of kindergarten students and their parents
5. PK Unit with teachers and assistants to prepare young students for Kindergarten (Title I SW: 10) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal	January and May 2014	(F)Title IA - \$40,968, (O)FTEs - 4, (S)State PreK - \$102,398	Formative - Student progress on Kindergarten testing.

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Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 6. Green Acres Elementary 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. Summer school activities for students not discontinuing from Reading Recovery (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director, Principal	January and May 2014	(L)Local Funds, (S)State Compensatory	Formative - Increased reading proficiency among participants

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Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 7. Green Acres Elementary 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. Green Acres Elementary will provide additional counseling services for at-risk and homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	Assistant Superintendent for Instruction, Director of Student Services, Principal	January and May 2014	(F)Title IA , (L)Local Funds	Formative - Increased number of homeless and at-risk students served during the academic year
2. Green Acres Elementary will provide school supplies to homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	Director of Student Services	January and May 2014	(L)Local Funds	Formative - Increased number of homeless students attending and prepared for school

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Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 8. Green Acres Elementary 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. Green Acres Elementary 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	May 2014	(L)Local Funds	Formative - Increased effectiveness of G/T instruction
2. Send letters to parents to inform them about the referral process for GT students (Title I SW: 1) (Target Group: All, GT) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	Spring 2014	(L)Local Funds	Formative - Increased awareness among parents about the GT program

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Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 9. All students at Green Acres Elementary will participate in coordinated and evaluated moderate to vigorous physical activity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students (PreK-4th grade) will participate in moderate to vigorous physical activity for a minimum of 135 minutes weekly. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	Jan & May 2014	(L)Local Funds	Formative - Increased physical fitness of all students
2. All students in grades 3-4 will participate in Fitnessgram. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	April 2014	(L)Local Funds	Formative - Increased physical fitness of 3rd-4th students
3. CATCH (Coordinated Approach to Child Health) will be fully implemented in grades K-4. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	Jan & May 2014	(L)Local Funds	Formative - Increased physical fitness of all students

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Goal 2. Green Acres Elementary will provide staff development to achieve academic excellence for all students.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Contract with ESC 16 for TPTR trainings with emphasis on instructional techniques and methodologies (Title I SW: 1,4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	January and May 2014	(L)Local Funds	Formative - Increased state assessment scores
2. Green Acres Elementary will send all core staff to trainings about TEKS and state assessments (Title I SW: 1,4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal	January and May 2014	(L)Local Funds	Formative - Increased state assessment scores
3. Contract with ESC 16 for Curriculum and Instructional Services, CScope and Bilingual/ESL (Title I SW: 1,4) (Target Group: All, ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	January and May 2014	(L)Local Funds	Formative - Increased state assessment scores.
4. Abydos refresher module (Title I SW: 4) (Target Group: All) (NCLB: 3)	Secondary Curriculum Director	October 2013	(L)Local Funds	Formative - Increased writing/ELA scores on state assessments
5. Fred Jones Positive Classroom Management refresher (Title I SW: 4) (Target Group: All) (NCLB: 3,4)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel	October 2013 and April 2014	(L)Local Funds	Formative - Decreased student office referrals
6. Sheltered Instruction module (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	October 2013	(L)Local Funds	Formative - Increased LEP students' scores on state assessments.
7. Quantum Learning training (Title I SW: 4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	August 2013 and May 2014	(F)Title IA School Improvement	Formative - Increased scores on state assessments.
8. Special education modules covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc. (Title I SW: 4) (Target Group: SPED) (NCLB: 3)	Special Services Director	October 2013	(L)Local Funds	Formative - Better understanding of how special education and regular education work together.
9. Balanced literacy trainings (Title I SW: 4) (Target Group: All) (NCLB: 3)	Elementary Curriculum Director, Principal	January and May 2014	(L)Local Funds	Formative - Increased writing and reading scores on state assessments.

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Goal 2. Green Acres Elementary will provide staff development to achieve academic excellence for all students.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. New staff trained on student management system and other pertinent technology programs/topics (Title I SW: 4) (Target Group: All) (NCLB: 3)	Director of Student Services, Instructional Technology Coordinator	October 2013	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
11. Technology modules (Title I SW: 4) (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator	October 2013 and April 2014	(L)Local Funds	Formative - Increased ability of staff to use technology and become technologically literate.
12. Differentiation strategies for LEP students modules (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	October 2013	(L)Local Funds	Formative - Increased awareness of LEP student needs
13. Margaret Kilgo Data-Driven Decision Making training (Title I SW: 4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	October 2013	(L)Local Funds	Formative - Increased state assessment scores
14. Abydos trainers will attend the annual conference (Title I SW: 4) (Target Group: All) (NCLB: 3)	Secondary Curriculum Director	As scheduled	(L)Local Funds	Formative - Increased Reading/ELA scores on state assessments
15. Sheltered instruction training for teachers of ELL students (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	January and May 2014	(L)Local Funds	Formative - Increased LEP students' state assessment scores
16. Math state conference (Title I SW: 3,4) (Target Group: All) (NCLB: 1,3)	Assistant Superintendent for Instruction, Principal	August 2013 to May 2014	(L)Local Funds	Formative - Increased state assessment scores

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Goal 3. Green Acres Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Objective 1. Green Acres Elementary 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. Green Acres Elementary will designate at least one person per campus to be the official interpreter/translator for parent conferences, meetings, etc. (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Principal, Superintendent	August 2013 and May 2014	(L)Local Funds	Formative - Increased parental involvement on campuses
2. Green Acres Elementary will use a telephone translation system for languages where a translator is not available on site (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Assistant Superintendent for Instruction, Principal	Monthly	(F)Title III Bilingual / ESL	Formative - Increased parent involvement on campuses

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Goal 3. Green Acres Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Objective 2. Green Acres Elementary 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. PK - 2nd grade teachers will meet with parents to review report cards and discuss student needs (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	Fall 2013	(L)Local Funds	Formative - Increased parental involvement
2. 3rd - 4th grade teachers will meet with parents to review report cards and student needs (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	Fall 2013	(L)Local Funds	Formative - Increased parental involvement
3. Back to School Night (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Superintendent	September 2013	(L)Local Funds	Formative - Increased parental involvement
4. Open House (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Superintendent	Fall 2013	(L)Local Funds	Formative - Increased parental involvement
5. Green Acres Elementary will provide opportunities for parent involvement through meetings, programs, materials, etc (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May 2014	(F)Title IA - \$1,765	Formative - Increased parental involvement

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Goal 4. Green Acres Elementary will create and maintain a safe learning environment.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety reviews of each facility (Target Group: All) (NCLB: 4)	Director of Maintenance and Transportation	January and May 2014	(L)Local Funds	Formative - Maintain safety of facilities
2. Maintain surveillance system for facilities (Target Group: All) (NCLB: 4)	School Police Chief, Superintendent	November 2013	(L)Local Funds	Formative - Maintain safety of facilities
3. CPI Trainings (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal, Special Services Director	August 2013	(F)IDEA Formula	Formative - Better understanding of conflict resolution
4. Conduct a student assembly to convey expectations and discipline procedures (Title I SW: 1) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Principal	August 2013	(L)Local Funds	Formative - Increased awareness of students for safety issues

GREEN ACRES ELEMENTARY

Goal 4. Green Acres Elementary will create and maintain a safe learning environment.

Objective 2. Green Acres Elementary will implement the Character Counts character education curricula in conjunction with the Quantum Learning Eight Keys for Success. Summative evaluation: lesson plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Character Counts materials for each campus (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Principal	August 2013	(L)Local Funds	Formative - Successful continuance of program
2. Character Counts activities addressing topics including conflict resolution, self-esteem, suicide prevention and violence education (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May 2014	(L)Local Funds	Formative - Decreased student conflicts and increased student responsibility
3. Bullying lessons (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)	February 2014	(L)Local Funds	Formative - Increased student awareness
4. Bullying awareness education included in yearly internet safety education program (Title I SW: 1) (Target Group: All) (NCLB: 4)	Counselor(s), Instructional Technology Coordinator, Principal, Teacher(s)	January and May 2014	(L)Local Funds	Formative - Increased student awareness
5. Students receive Wilson WOWS for demonstrating outstanding behavior or academic work (Title I SW: 1) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	Jan & May 2014	(L)Local Funds	Formative - Increased student pride and outstanding behavior

GREEN ACRES ELEMENTARY

Goal 4. Green Acres Elementary will create and maintain a safe learning environment.

Objective 3. Green Acres Elementary will provide a systematic K-4 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, UIL drug testing reports, fire department schedule, incident reports, sweep reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each core K-4 teacher will teach 1 lesson from the DAVE curriculum each year (Title I SW: 9) (Target Group: All) (NCLB: 4)	Elementary Curriculum Director, Principal, School Police Chief, Teacher(s)	January and May 2014	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Firehouse 2-3-4, provided by Dumas Fire Department (Target Group: All) (NCLB: 4)	Principal, Superintendent	May 2014	(L)Local Funds	Formative - Increased understanding by students of fire safety
3. Interquest Canines will perform random campus sweeps at DHS and DJHS. Available to Green Acres when requested. (Target Group: All) (NCLB: 4)	Principal, School Police Chief	Twice monthly	(L)Local Funds	Formative - Decreased substance abuse and number of illegal items brought to school
4. Each core K-4 teacher will teach two internet safety lessons each year (Title I SW: 9) (Target Group: All) (NCLB: 4)	Instructional Technology Coordinator, Principal, Teacher(s)	August 2013 and May 2014	(L)Local Funds	Formative - Increased student awareness
5. Red Ribbon Week - emphasis on all students being drug-free (Title I SW: 1) (Target Group: All) (NCLB: 1,4)	Elementary Curriculum Director, Principal, School Police Chief, Teacher(s)	October 2013	(L)Local Funds	Formative - Increased student awareness of the dangers of drugs
6. Green Acres will practice safety drills as required (Title I SW: 1) (Target Group: All) (NCLB: 1,4)	Principal, School Police Chief, Teacher(s)	Jan & May 2014	(L)Local Funds	Formative - Increased efficiency during drills
7. All students will be trained on safety in the science lab (Title I SW: 1) (Target Group: All) (NCLB: 4)	Elementary Curriculum Director, Principal, Teacher(s)	August 2013	(L)Local Funds	Formative - Increased student awareness of need for safety in science lab
8. Ident-A-Kid services of America will come to Green Acres to fingerprint and take pictures of students upon parent request (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal, School Police Chief	April 2014	(L)Local Funds	Formative - Increased safety for students

Migrant Program Activities - Elementary

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.

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.

Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs and, to the extent possible, coordinate or provide services to meet the identified needs.

MIGRANT “PRIORITY FOR SERVICES” ACTION PLAN

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

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

At-Risk Criteria

Student Eligibility Criteria:

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless*, as defined by 42. U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

***Homeless students**, as defined by 42. U.S.C. Section 11302, and its subsequent amendments-

- 1) The term "homeless" or "homeless individual or homeless person" includes-an individual who lacks a fixed, regular, and adequate nighttime residence; and
- 2) an individual who has a primary nighttime residence that is
 - a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
 - b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
 - c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.

At-Risk Criteria (continued)

Student Eligibility Using Local Criteria

School Districts may use local criteria for identifying “students at risk of dropping out of school” as long as:

- The number of students identified and served with SCE funds is limited to 10% of the number of students who received SCE services from the district using the state criteria during the preceding school year and
- The local criteria have been approved by the local board of trustees.

For more SCE Update information, please visit: <http://www.tea.state.tx.us/stcomped/>

Dumas ISD Highly Qualified Teacher Plan 2013-14

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 2013-14				
	2. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by the end of 2013-14				
	3. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by the end of 2013-14				
	4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2013-14				
	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	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

LEA Name:	Dumas ISD
Campus Name:	Green Acres Elementary

Data Analysis Summary

Is this a district submission or campus submission?	Campus
Is your district staged in PBM?	Yes
Definition/Purpose:	<i>Data analysis and review of student level data conducted by the intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.</i>
Summary of findings	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 met?	Yes, at Phase-In Level II
What are the trends in the index 1 data over time?	Average scores but huge gaps between met standard and advanced performance
What impact do the trends have on Index 1?	Scores kept us from getting a distinction -- need all students to improve their scores
What other insights do the data reveal that impact student success?	Special ed students and ELL students need special attention
Section 2: Student Progress	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 2 data over time?	Low average scores but huge gaps between met standard and advanced performance
What impact do the trends have on Index 2?	The only groups that count for us are Hispanic and All students
What other insights do the data reveal that impact student success?	Target more students to receive advanced performance
Section 3: Closing Performance Gaps	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 3 data over time?	We have above-average scores, but we want to improve economically disadvantaged student scores
What impact do the trends have on Index 3?	This is a large portion of our population, and we need to improve these scores
What other insights do the data reveal that impact student success?	Target more students to receive advanced performance

LEA Name:	Dumas ISD
Campus Name:	Green Acres Elementary

Data Analysis Summary

Section 4: Postsecondary Readiness	
Index met?	
What are the trends in the index 4 data over time?	
What impact do the trends have on Index 4?	
What other insights do the data reveal that impact student success?	
Section 5: System Safeguards	
Were system safeguards missed for Performance?	No
Were system safeguards missed for Participation?	No
Were system safeguards missed for Graduation?	No
What are the trends in the System Safeguard data over time?	Special ed scores are our lowest group
What other insights do the data reveal that impact student success?	Our scores are above average, but we will continue to strive for higher scores as the standard increases.
Section 6: PBM	
In what program areas is the district staged?	Bilingual Education
If the campus is contributing to the district's PBM staging please explain. Enter your answer in the cell to the right.	We will continue to work to improve our scores and concentrate on advanced performance scores. We will look carefully at attendance percentages.

LEA Name:	Dumas ISD
Campus Name:	Green Acres Elementary

Data Analysis Summary

LEA Name:	Dumas ISD
Campus Name:	Green Acres Elementary

Needs Assessment Summary and Improvement Plan

Definition/Purpose:	<i>After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</i>
Identified and Prioritized Needs: 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.	
Need 1:	Teachers struggle to find enrichment time for average and above-average students.
Need 2:	Inconsistent attendance leads to lack of education.
Need 3:	Lack of prior knowledge for ELLs, Special Ed, and Economically Disadvantaged students prohibit their success in school.
Need 4:	
Need 5:	

LEA Name:	Dumas ISD
Campus Name:	Green Acres Elementary

Needs Assessment Summary and Improvement Plan

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

Need:	Teachers struggle to find enrichment time for average and above-average students.
Index:	2
Critical Success Factor:	Improve Academic Performance
Annual Goal:	Increase advanced performance percentage by 2% on the STAAR test in the 2013-2014 school year.
Strategy:	Implement enrichment time during PLC's.
How will addressing this need impact the index/CSF or major system identified?	This will give our students the needed enrichment time.

Cell applies only to district submissions

Cell applies only to district submissions

Cell applies only to district submissions

LEA Name:	Dumas ISD
Campus Name:	Green Acres Elementary

Needs Assessment Summary and Improvement Plan

Need 1

Interventions by Quarter									
Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)			
To date, what actions have been taken to address Need 1?		Q2 Goal:	Increase advanced performance percentage by 2% on the STAAR test in the 2013-2014 school year.	Q3 Goal:	Increase advanced performance percentage by 2% on the STAAR test in the 2013-2014 school year.	Q4 Goal:	Increase advanced performance percentage by 2% on the STAAR test in the 2013-2014 school year.		
	Interventions:			Interventions:			Interventions:		
			1)	P.E. teacher will lead a group in ready bodies, ready minds.			1)	P.E. teacher will lead a group in ready bodies, ready minds.	
			2)	Music teacher will lead a group in rhythm, dance, and theater.			2)	Music teacher will lead a group in rhythm, dance, and theater.	
			3)	Two-three assistants will lead a group in art activities.			3)	Two-three assistants will lead a group in art activities.	
			4)	Two-three assistants will lead a group in higher level thinking activities.			4)	Two-three assistants will lead a group in higher level thinking activities.	
	What data will be collected to monitor interventions?			What data will be collected to monitor interventions?			What data will be collected to monitor interventions?		
		1)	Lesson plans and completed projects			1)	Lesson plans and completed projects		
		2)	Lesson plans and completed projects			2)	Lesson plans and completed projects		
		3)	Lesson plans and completed projects			3)	Lesson plans and completed projects		
		4)	Lesson plans and completed projects			4)	Lesson plans and completed projects		

End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
	Are you on track to meet the annual goal?			Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
	Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
	What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

LEA Name:	Dumas ISD
Campus Name:	Green Acres Elementary

Needs Assessment Summary and Improvement Plan

Need:	Inconsistent attendance leads to lack of education.
Index:	1
Critical Success Factor:	Increased Learning Time
Annual Goal:	Increase attendance rate by 2% in the 2013-2014 school year.
Strategy:	Implement a good attendance program.
How will addressing this need impact the index and CSF identified?	Students will be motivated to attend school.

Cell applies only to district submissions

Cell applies only to district submissions

Cell applies only to district submissions

LEA Name:	Dumas ISD
Campus Name:	Green Acres Elementary

Needs Assessment Summary and Improvement Plan

Interventions by Quarter

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
To date, what actions have been taken to address Need 2?		Q2 Goal:	Increase attendance rate by 2% in the 2013-2014 school year.	Q3 Goal:	Increase attendance rate by 2% in the 2013-2014 school year.	Q4 Goal:	Increase attendance rate by 2% in the 2013-2014 school year.
		Interventions:		Interventions:		Interventions:	
		1)	Each classroom will have a special poster to hang outside their door every day that all students are present that day.	1)	Each classroom will have a special poster to hang outside their door every day that all students are present that day.	1)	Each classroom will have a special poster to hang outside their door every day that all students are present that day.
		2)	Have a good attendance celebration at the end of each six weeks for all students who have 1 or 0 absences for the six weeks period.	2)	Have a good attendance celebration at the end of each six weeks for all students who have 1 or 0 absences for the six weeks period.	2)	Have a good attendance celebration at the end of each six weeks for all students who have 1 or 0 absences for the six weeks period.
		3)	Post a display chart of each grade level's attendance percentage at the end of each six weeks.	3)	Post a display chart of each grade level's attendance percentage at the end of each six weeks.	3)	Post a display chart of each grade level's attendance percentage at the end of each six weeks.
		4)	Give perfect attendance certificates during the Awards Assemblies at the end of the year.	4)	Give perfect attendance certificates during the Awards Assemblies at the end of the year.	4)	Give perfect attendance certificates during the Awards Assemblies at the end of the year.
	What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		
	1)	Posters seen outside classrooms for 100% attendance that day.	1)	Posters seen outside classrooms for 100% attendance that day.	1)	Posters seen outside classrooms for 100% attendance that day.	
	2)	Celebrations held at the end of the six weeks.	2)	Celebrations held at the end of the six weeks.	2)	Celebrations held at the end of the six weeks.	
	3)	Charts displayed at the end of the six weeks.	3)	Charts displayed at the end of the six weeks.	3)	Charts displayed at the end of the six weeks.	
	4)	Certificates given at the end of the year.	4)	Certificates given at the end of the year.	4)	Certificates given at the end of the year.	

End of Quarter Reporting

Q1 Report	Q2 Report		Q3 Report		Q4 Report	
	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	

Need 2

LEA Name:	Dumas ISD
Campus Name:	Green Acres Elementary

Needs Assessment Summary and Improvement Plan

[Redacted]	What, if any, adjustments must be made in order to meet the annual goal?	[Redacted]	What, if any, adjustments must be made in order to meet the annual goal?	[Redacted]	What, if any, adjustments must be made in order to meet the annual goal?	[Redacted]
[Redacted]						

LEA Name:	Dumas ISD
Campus Name:	Green Acres Elementary

Needs Assessment Summary and Improvement Plan

Need:	Lack of prior knowledge for ELLs, Special Ed, and Economically Disadvantaged students prohibit their success in school.
Index:	2
Critical Success Factor:	Improve Academic Performance
Annual Goal:	Increase the number of ELL's, Special Ed, and Economically Disadvantaged students meeting the passing standard by 1% on the STAAR test in the 2013-2014 school year.
Strategy:	Expose students to real-life situations.
How will addressing this need impact the index and CSF identified?	Students will connect varied experiences to their educational need.

Cell applies only to district submissions
Cell applies only to district submissions
Cell applies only to district submissions

LEA Name:	Dumas ISD
Campus Name:	Green Acres Elementary

Needs Assessment Summary and Improvement Plan

Need 3

Interventions by Quarter							
Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
To date, what actions have been taken to address Need 3?		Q2 Goal:	Increase the number of ELL's, Special Ed, and Economically Disadvantaged students meeting the passing standard by 1% on the STAAR test in the 2013-2014 school year.	Q3 Goal:	Increase the number of ELL's, Special Ed, and Economically Disadvantaged students meeting the passing standard by 1% on the STAAR test in the 2013-2014 school year.	Q4 Goal:	Increase the number of ELL's, Special Ed, and Economically Disadvantaged students meeting the passing standard by 1% on the STAAR test in the 2013-2014 school year.
		Interventions:		Interventions:		Interventions:	
		1)	Each grade level will take two field trips to the Discovery Center. While out, teachers will point out and discuss visible points of interest.	1)	Each grade level will take two field trips to the Discovery Center. While out, teachers will point out and discuss visible points of interest.	1)	Each grade level will take two field trips to the Discovery Center. While out, teachers will point out and discuss visible points of interest.
		2)	Teachers will use virtual field trips and video conferences.	2)	Teachers will use virtual field trips and video conferences.	2)	Teachers will use virtual field trips and video conferences.
		3)	Teachers will use Discovery Streaming.	3)	Teachers will use Discovery Streaming.	3)	Teachers will use Discovery Streaming.
4)	ESL teachers will use the DynEd computer vocabulary program.	4)	ESL teachers will use the DynEd computer vocabulary program.	4)	ESL teachers will use the DynEd computer vocabulary program.		
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
		1)	Lesson plans	1)	Lesson plans	1)	Lesson plans
		2)	Lesson plans	2)	Lesson plans	2)	Lesson plans
		3)	Lesson plans	3)	Lesson plans	3)	Lesson plans
		4)	Lesson plans	4)	Lesson plans	4)	Lesson plans

End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
	Are you on track to meet the annual goal?			Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
	Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
	What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

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