

DUMAS HIGH SCHOOL

Campus Improvement Plan

2013/2014

Expect Success

Date Reviewed:

Date Approved:

DUMAS HIGH SCHOOL

Mission

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

Vision

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

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

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

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

Nondiscrimination Notice

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

DUMAS HIGH SCHOOL Site Base

Name	Position
Allen, James	Business
Beesley, Brett	Principal
Burton, Connie	Teacher
Chumley, Keely	Assessment Analyst
Davis, Roxanne	Teacher
Davis, Shane	Teacher
Foard, Cheryl	Teacher
Lamonica, Paul	Teacher
Ledbetter, Carol	Community
Legg, Kelly	Central Office
Plunk, Michele	Parent
Sykes, Lily	Teacher

Dumas High School Needs Assessment Summary 2013-14

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

Areas of strengths:

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

Areas of Need:

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

The complete Needs Assessment Survey is on file at the Central Administration Office.

TEXAS EDUCATION AGENCY
2013 Accountability Summary
 DUMAS H S (171901001) - DUMAS ISD

Accountability Rating

Met Standard

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

Distinction Designation

Academic Achievement in Reading/ELA

Percent of Eligible Measures in Top Quartile
2 out of 7 = 29%

NO DISTINCTION EARNED

Academic Achievement in Mathematics

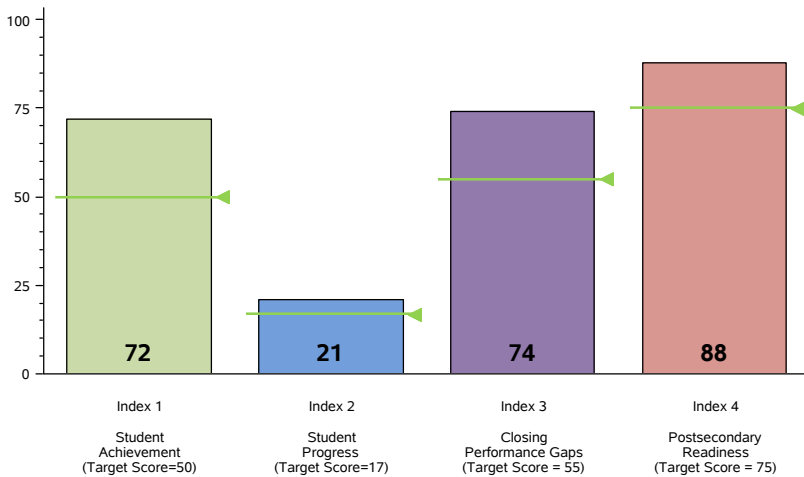
Percent of Eligible Measures in Top Quartile
3 out of 7 = 43%

DISTINCTION EARNED

Top 25 Percent Student Progress

NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	High School
Campus Size	1,147 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	58.8%
Percent English Language Learners	10.2%
Mobility Rate	15.3%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	2,912	4,033	72
2 - Student Progress	378	1,800	21
3 - Closing Performance Gaps	741	1,000	74
4 - Postsecondary Readiness	707.5	800	88

System Safeguards

Number and Percent of Indicators Met

Performance Rates	23 out of 35 = 66%
Participation Rates	14 out of 14 = 100%
Graduation Rates	5 out of 5 = 100%
Total	42 out of 54 = 78%

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
Carl Perkins	Federal
IDEA Formula	Federal
TIC Migrant	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Local Funds	Local
Dumas Education Foundation	Other
CTE	State
High School Allotment	State
State Compensatory	State
State SpEd	State

No Child Left Behind Performance Goals

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

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

DUMAS HIGH SCHOOL

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

Objective 1. Dumas High School will refine its 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 (Target Group: All) (NCLB: 1)	Lead Teacher, Principal, Secondary Curriculum Director	May 2014	(L)Local Funds	Formative - Increased scores on state assessments
2. Implementation of C-Scope (Target Group: All) (NCLB: 1,2)	Lead Teacher, Principal, Secondary Curriculum Director	December 2013 and May 2014	(L)Local Funds	Formative - Increase in state assessment scores

DUMAS HIGH SCHOOL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of Abydos writing process (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Lead Teacher, Secondary Curriculum Director	September 2013 and February 2014	(L)Local Funds	Formative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction.
2. Tutorial program (Target Group: AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Lead Teacher, Principal, Teacher(s)	January and May 2014	(L)Local Funds, (S)High School Allotment	Formative - Retention rate reduction, increased reading/language arts state assessment scores, increased graduation rate.
3. Additional teacher units to provide smaller class size for ELA/Reading (Target Group: All) (NCLB: 1,2)	Lead Teacher, Principal	January and May 2014	(F)Title IIA Principal and Teacher Improvement, (O)FTEs - 2, (S)CTE	Formative - Increased reading levels and state assessment scores
4. Additional teacher units to provide smaller class size for math (Target Group: All) (NCLB: 1,2)	Principal	January and May 2014	(F)Title IIA Principal and Teacher Improvement, (O)FTEs - 2.5, (S)High School Allotment, (S)State Compensatory	Formative - Increased math state assessment scores.
5. Science projects (i.e., Science Starters, C-Scope) (Target Group: All) (NCLB: 1,2,5)	Lead Teacher, Principal, Secondary Curriculum Director	January and May 2014	(L)Local Funds	Formative - Increased science state and local assessment scores.
6. Offer dual credit and AP courses (Target Group: All, GT)	Counselor(s), Lead Teacher, Principal	August 2013 and May 2014	(L)Local Funds, (O)FTEs - 2.4, (S)High School Allotment - \$393,229	Formative - Increased student participation in challenging courses.
7. Supplemental intervention material provided for migrant students (Title I SW: 1,9,10) (Target Group: Migrant) (NCLB: 1,5)	Lead Teacher, Principal	January and May 2014	(F)TIC Migrant - \$5,000	Formative - Increased migrant students' state assessment scores

DUMAS HIGH SCHOOL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia and Lindamood Bell (Target Group: Dys) (NCLB: 1,5)	Assistant Principal(s), Special Services Director	May 2014	(O)FTEs - 1, (S)State Compensatory - \$65,937	Formative - Increased reading state assessment scores among participants.
2. Sheltered instruction for LEP students (Target Group: ESL, LEP) (NCLB: 2)	Counselor(s), Lead Teacher, Principal	January and May 2014	(F)Title III Bilingual / ESL, (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 (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. Step-by-step Inclusion methodologies for Special Education students (Target Group: SPED) (NCLB: 1,5)	Assistant Principal(s), Lead Teacher, Principal, Special Services Director	January and May 2014	(F)IDEA Formula, (L)Local Funds	Formative - Increased scores on special education student state assessment scores
5. Inclusion pilot project for high school students (Title I SW: 2) (Target Group: ECD, SPED, AtRisk) (NCLB: 1,5)	Assistant Principal(s), Counselor(s), Lead Teacher	January and May 2014	(L)Local Funds	Formative - Increased scores on special education students state assessment scores
6. Bilingual Transition and ESL classes with assistants (Target Group: ESL, LEP) (NCLB: 2)	Lead Teacher, Principal	January and May 2014	(L)Local Funds, (O)FTEs - 15, (S)State ESL - \$109,329	Formative - Increased scores on LEP student state assessment

DUMAS HIGH SCHOOL

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

Objective 4. Dumas High School will provide vocational/technical education and/or college preparatory classes in order to prepare students for their post secondary plans. Summative Evaluation: Class enrollment, college credits received

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Building Trades elective classes (Title I SW: 1) (Target Group: CTE) (NCLB: 1,5)	Counselor(s), Principal	January and May 2014	(O)FTEs - 2, (S)CTE - \$134,717	Formative - Increased trade skill of students.
2. Variety of computer, agriculture, business, health sciences, home economics and industrial technology classes for electives (Target Group: CTE) (NCLB: 1,5)	Counselor(s), Principal	January and May 2014	(F)Carl Perkins, (L)Local Funds, (O)FTEs - 12, (S)CTE - \$572,241	Formative - Increased technical skill level of students
3. PreAP, AP and Dual Credit course offerings (Target Group: All, GT) (NCLB: 1,5)	Counselor(s), Lead Teacher, Principal, Secondary Curriculum Director	May 2014	(L)Local Funds, (O)FTEs - 8, (S)High School Allotment - \$393,229	Formative - Increased number of possible college credits upon graduation.
4. College prep activities: career day, counseling, ASVAB, military recruiting and two college days (Target Group: All) (NCLB: 5)	Counselor(s)	May 2014	(L)Local Funds, (O)FTEs - 1	Formative - Increased student interest in post secondary education
5. College information disseminated by counselors - higher ed requirements (admissions, financial opportunities), Texas Grant and Teach for Texas grant program and accelerated high school graduation (Target Group: All) (NCLB: 5)	Counselor(s)	May 2014	(L)Local Funds, (O)FTEs - 1	Formative - Increased student interest in post secondary education
6. QUEST program for 9th-12th grade students who participate (Target Group: All) (NCLB: 5)	Counselor(s), Principal	May 2014	(O)Dumas Education Foundation, (O)FTEs - 1	Formative - Increased student interest in post-secondary education
7. District will pay tuition for students in Dual Credit classes (Title I SW: 1,10) (Target Group: All, GT) (NCLB: 1,5)	Counselor(s), Principal	August 2013 and May 2014	(L)Local Funds	Formative - Increased enrollment in Dual Credit classes
8. District will pay the cost of AP exams (Target Group: All, GT) (NCLB: 1,5)	Principal	August 2013 and May 2014	(L)Local Funds	Formative - Increased number of AP exams taken
9. Transition coordinator to arrange post-secondary activities and experiences for special education students (Target Group: SPED) (NCLB: 5)	Special Services Director	August 2013 and May 2014	(L)Local Funds, (O)FTEs - 1, (S)State SpEd	Formative - Increased number of special education students accessing post-secondary opportunities

DUMAS HIGH SCHOOL

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

Objective 4. Dumas High School will provide vocational/technical education and/or college preparatory classes in order to prepare students for their post secondary plans. Summative Evaluation: Class enrollment, college credits received

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Virtual School Network to provide AP and Dual Credit courses, as well as regular classes not offered at DHS (Target Group: All) (NCLB: 5)	Counselor(s), Instructional Technology Coordinator	May 2014	(L)Local Funds, (O)FTEs - 1	Formative - Increased student interest in post secondary education
11. Materials and programs provided to CTE classes for successful implementation of CTE guidelines (Target Group: CTE) (NCLB: 1,5)	Principal	January and May 2014	(F)Carl Perkins - \$29,258	Formative - Increased enrollment in CTE courses

DUMAS HIGH SCHOOL

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

Objective 5. Dumas High School will provide alternative learning environments and methods for those students whom the regular setting has proved unsuccessful. Summative evaluation: discipline records, attendance records, completion and dropout rates, state assessment results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. North Plains Opportunity Center will provide smaller class sizes and self-paced curriculum for students desiring an alternate graduation path (Target Group: AtRisk) (NCLB: 5)	Assistant Principal(s), Counselor(s)	May 2014	(S)State Compensatory	Formative - Increased completion rate
2. Odyssey Lab will provide a computerized credit recovery option (Target Group: AtRisk) (NCLB: 5)	Counselor(s), Principal	January and May 2014	(L)Local Funds, (O)FTEs - 1, (S)State Compensatory - \$24,536	Formative - Increased completion rate
3. Disciplinary AEPs used as an alternative to expulsion so learning can continue (Target Group: AtRisk) (NCLB: 5)	Assistant Principal(s), Principal	January and May 2014	(O)FTEs - 4.28, (S)State Compensatory - \$60,170	Formative - Decreased number of expulsions
4. Homebound instruction for students during post-natal care (Target Group: F, AtRisk) (NCLB: 1,5)	Assistant Principal(s), Counselor(s)	August 2013 and May 2014	(S)State Compensatory	Formative - Increased academic gains for pregnant and parenting teens
5. Math and Science Academy provided for entering 9th and 10th graders who failed Math and/or Science state assessments (Target Group: AtRisk) (NCLB: 1)	Counselor(s), Principal	August 2013 and May 2014	(O)FTEs - 2, (S)High School Allotment	Formative - Increased math and science state assessment scores

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

Objective 6. Dumas High School will increase the number of homeless and at-risk students successfully completing classes. Summative evaluation: grade reports, attendance reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dumas High School will provide additional counseling services for at-risk and homeless students (Target Group: AtRisk) (NCLB: 4)	Counselor(s)	January and May 2014	(L)Local Funds	Formative - Increased number of homeless and at-risk students served during the academic year
2. Dumas High School will provide school supplies to homeless students (Target Group: ECD, AtRisk) (NCLB: 4)	Director of Student Services, Principal	January and May 2014	(L)Local Funds	Formative - Increased number of homeless students attending and prepared for school

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

Objective 7. Dumas High School will implement its Gifted and Talented program for all identified students in such a manner to meet state and federal accountability standards. Summative evaluation: state assessment results, G/T roster

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dumas High School will ensure all teachers and counselors receive training and/or updated training in G/T strategies (Target Group: GT) (NCLB: 3)	Principal	May 2014	(L)Local Funds	Formative - Increased effectiveness of G/T instruction
2. Pre-AP and AP classes offered with differentiated instruction for G/T students (Target Group: GT) (NCLB: 1)	Lead Teacher, Principal	January and May 2014	(L)Local Funds	Formative - Increased effectiveness of G/T instruction

DUMAS HIGH SCHOOL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Contract with ESC 16 for TPTR trainings with emphasis on instructional techniques and methodologies (Target Group: All) (NCLB: 3)	Principal	January and May 2014	(F)Title IIA Principal and Teacher Improvement - \$1,500	Formative - Increased state assessment scores
2. Dumas High School will send all core staff to trainings about TEKS and state assessments (Target Group: All) (NCLB: 3)	Principal, Secondary Curriculum Director	January and May 2014	(F)Title IIA Principal and Teacher Improvement	Formative - Increased state assessment scores
3. Contract with ESC 16 for Curriculum and Instructional Services, C-Scope and Bilingual/ESL (Target Group: All, ESL, LEP) (NCLB: 3)	Principal	January and May 2014	(F)Title IIA Principal and Teacher Improvement, (S)State ESL	Formative - Increased state assessment scores.
4. Abydos refresher module (Target Group: All) (NCLB: 3)	Lead Teacher, Principal, Secondary Curriculum Director	October 2013	(L)Local Funds	Formative - Increased writing/ELA scores on state assessments
5. Fred Jones Positive Classroom Management refresher (Target Group: All) (NCLB: 3,4)	Assistant Principal(s), Lead Teacher	October 2013 and April 2014	(L)Local Funds	Formative - Decreased student office referrals
6. Sheltered Instruction module (Target Group: ESL, LEP) (NCLB: 3)	Lead Teacher, Principal	As scheduled	(L)Local Funds	Formative - Increased LEP students' scores on state assessments.
7. Quantum Learning training (Title I SW: 4) (Target Group: All) (NCLB: 3)	Principal	August 2013	(F)Title IIA Principal and Teacher Improvement - \$3,062.50	Formative - Increased scores on state assessments.
8. Special education modules covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc (Target Group: SPED) (NCLB: 3)	Assistant Principal(s), Principal	October 2013	(L)Local Funds	Formative - Better understanding of how special education and regular education work together.
9. New staff trained on student management system and other pertinent technology programs/topics (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator, Lead Teacher	October 2013	(L)Local Funds	Formative - Increased accuracy of student attendance and grades

DUMAS HIGH SCHOOL

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

Objective 1. Dumas High School will provide all 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. Technology modules (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator	As scheduled	(L)Local Funds	Formative - Increased ability of staff to use technology and become technologically literate.
11. Differentiation strategies for LEP students modules (Target Group: ESL, LEP) (NCLB: 3)	Lead Teacher, Principal	October 2013	(L)Local Funds	Formative - Increased awareness of LEP student needs
12. Margaret Kilgo Data-Driven Decision Making training (Title I SW: 4) (Target Group: All) (NCLB: 3)	Principal, Secondary Curriculum Director	October 2013	(F)Title IIA Principal and Teacher Improvement	Formative - Increased state assessment scores
13. Abydos trainers will attend the annual conference (Target Group: All) (NCLB: 3)	Principal, Secondary Curriculum Director	As scheduled	(L)Local Funds	Formative - Increased Reading/ELA scores on state assessments
14. TexTESOL/TABE State Conference (Target Group: ESL, LEP) (NCLB: 3)	Lead Teacher, Principal	As scheduled	(S)State ESL	Formative - Increased LEP students' scores on state assessments.
15. Regional, state and local migrant trainings (Target Group: Migrant) (NCLB: 3)	Principal	January and May 2014	(F)TIC Migrant	Formative - Increased migrant students' scores on state assessments
16. Highly qualified training and certification provided by the district for paraprofessionals (Target Group: All) (NCLB: 3)	Assistant Superintendent for Personnel, Principal	January and May 2014	(F)Title IIA Principal and Teacher Improvement	Formative - Increased number of paraprofessionals designated as highly qualified.
17. Materials and training available to aide teachers in becoming certified (Target Group: All) (NCLB: 3)	Principal	January and May 2014	(F)Title IIA Principal and Teacher Improvement	Formative - Increased number of teachers designated as highly qualified
18. Sheltered instruction training for teachers of ELL students (Target Group: ESL, LEP) (NCLB: 3)	Lead Teacher, Principal	January and May 2014	(L)Local Funds	Formative - Increased LEP students' state assessment scores
19. Regional, state and local trainings for CTE teachers (Target Group: CTE) (NCLB: 3)	Principal	January and May 2014	(F)Carl Perkins	Formative - Increased knowledge and skills of CTE staff

DUMAS HIGH SCHOOL

Goal 3. Dumas High School will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Objective 1. Dumas High School will provide translation services for non-English speaking parents to improve communication and parent involvement. Summative Evaluation: sign-in sheets and contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dumas High School will employ a Spanish interpreter/translator/ancillary examiner for special needs students (Target Group: SPED) (NCLB: 4)	Special Services Director	August 2013 and May 2014	(F)IDEA Formula, (O)FTEs - 1	Formative - Increased parent attendance and involvement at ARDs
2. Dumas High School will designate at least one person per campus to be the official interpreter/translator for parent conferences, meetings, etc. (Target Group: ESL, LEP) (NCLB: 4)	Principal	August 2013 and May 2014	(L)Local Funds	Formative - Increased parental involvement on campuses
3. Dumas High School will use a telephone translation system for languages where a translator is not available on site (Target Group: ESL, LEP) (NCLB: 4)	Principal	Monthly	(F)Title III Bilingual / ESL	Formative - Increased parent involvement on campuses
4. Dumas High School will employ a Burmese translator (Target Group: ESL, Migrant, LEP) (NCLB: 4)	Principal	August 2013 and May 2014	(O)FTEs - 1, (S)State ESL - \$33,673	Formative - Increased parent involvement on campuses

DUMAS HIGH SCHOOL

Goal 3. Dumas High School will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Objective 2. Dumas High School will promote attendance at parent teacher conferences and other school activities. Summative evaluation: sign-in sheets, parent/teacher conference schedules

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dumas High School will provide opportunities for parent involvement through meetings, programs, materials, etc (Target Group: All) (NCLB: 4)	Principal	January and May 2014	(F)Title IA	Formative - Increased parental involvement

DUMAS HIGH SCHOOL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety reviews of each facility (Target Group: All) (NCLB: 4)	Principal, School Police Chief	January and May 2014	(L)Local Funds	Formative - Maintain safety of facilities
2. Maintain surveillance system for facilities (Target Group: All) (NCLB: 4)	Principal, School Police Chief	November 2013	(L)Local Funds	Formative - Maintain safety of facilities
3. CPI Trainings (Target Group: All) (NCLB: 4)	Special Services Director	October 2013	(F)IDEA Formula	Formative - Better understanding of conflict resolution

DUMAS HIGH SCHOOL

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

Objective 2. Dumas High School will implement the Character 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 (Target Group: All) (NCLB: 4)	Counselor(s), 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 (Target Group: All) (NCLB: 4)	Counselor(s), Principal	January and May 2014	(L)Local Funds	Formative - Decreased student conflicts and increased student responsibility
3. Dating Violence program (Target Group: All) (NCLB: 4)	Secondary Curriculum Director, Teacher(s)	February 2014	(L)Local Funds	Formative - Increased student awareness
4. Bullying lessons (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	February 2014	(L)Local Funds	Formative - Increased student awareness
5. Bullying awareness education included in yearly internet safety education program (Target Group: All) (NCLB: 4)	Instructional Technology Coordinator, Principal, Teacher(s)	January and May 2014	(L)Local Funds	Formative - Increased student awareness

DUMAS HIGH SCHOOL

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

Objective 3. Dumas High School will provide a systematic 9-12 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, UIL drug testing reports, fire department schedule, incident reports, sweep reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each core K-12 teacher will teach 1 lesson from the DAVE curriculum each year (Target Group: All) (NCLB: 4)	Principal, School Police Chief, Secondary Curriculum Director	January and May 2014	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Random drug testing for UIL participants (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal	Ongoing	(L)Local Funds	Formative - Decreased substance abuse
3. Interquest Canines will perform random campus sweeps at DHS and DJHS. Available to elementaries and DIS when requested. (Target Group: All) (NCLB: 4)	School Police Chief	Twice monthly	(L)Local Funds	Formative - Decreased substance abuse and number of illegal items brought to school
4. DAEP will be monitored for overrepresentation of ED, SpEd, LEP and ethnic groups (Target Group: AtRisk) (NCLB: 4)	Assistant Principal(s), Counselor(s), Special Services Director	January and May 2014	(L)Local Funds	Formative - Decreased overrepresentation rates
5. Attendance rates, drop out rates, graduation rates, and recidivism rates for students in DAEP will be monitored. (Target Group: AtRisk) (NCLB: 5)	Assistant Superintendent for Instruction	January and May 2014	(L)Local Funds	Formative - Decreased drop out and recidivism rates. Increased graduation and attendance rates.
6. Each core K-12 teacher will teach two internet safety lessons each year (Target Group: All) (NCLB: 4)	Core Subject Teachers, Instructional Technology Coordinator, Principal	August 2013 and May 2014	(L)Local Funds	Formative - Increased student awareness

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/>

MIGRANT “PRIORITY FOR SERVICES” ACTION PLAN

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

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

Migrant Program Activities - High School

Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the school district, (1) determine individual needs for instructional and support services, (2) identify available resources to address said needs, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.

Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed TAKS in any content area are accessing local, intrastate, and interstate opportunities available for summer TAKS remediation.

Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.

Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the Texas Assessment of Knowledge and Skills (TAKS) are accessing local, intrastate and interstate opportunities available for summer TAKS remediation.

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

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

**HIGH SCHOOL ALLOTMENT
Annual Performance Goals
2013– 2014**

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

Percentage of students graduating from high school:

	Class of 2010	Class of 2011
Graduated	91.3%	97.4%
Received GED	0.4%	0.0%
Continued HS	7.8%	2.6%
Dropped Out	0.4%	0.0%

2. Increase percentage of students enrolled in advanced courses/dual credit courses to 14%

Enrollment in advanced courses/dual credit courses:

2009-10	2010-11
14.1%	17.7%

3. Increase percentage of students successfully graduating Recommended High School Program or Distinguished Program to 85%

Percentage of students successfully graduating Recommended High School Program or Distinguished Program:

	Class of 2010	Class of 2011
Minimum Program	33	62
Recommended/Distinguished	184	166
Percentage Recommended or Distinguished	84.8%	72.8%

4. Increase percentage of students who achieved the higher education readiness component qualifying score on English Language Arts to 64%

Percentage of students who achieved the higher education readiness component qualifying score on English Language Arts (required scale score is 2200 with a 3 on the written composition):

	Class of 2011	Class of 2012
Percentage	61%	61%

5. Increase the percentage of students who achieved the higher education readiness component qualifying score on Math to 68%

Percentage of students who achieved the higher education readiness component qualifying score on Math (required scale score is 2200):

	Class of 2011	Class of 2012
Percentage	59%	67%

LEA Name:	Dumas ISD
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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?	Attendance, Rigor Rate, Interventions - areas of improvement
What impact do the trends have on Index 1?	We must intervene if we are looking for improvement
What other insights do the data reveal that impact student success?	Our attendance and discipline policies are strenghts
Section 2: Student Progress	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 2 data over time?	Vertical alignment and Rigor Rate
What impact do the trends have on Index 2?	8th grade to high school alignment and Local assesments
What other insights do the data reveal that impact student success?	Provide professional devlopment in sheltered instruction
Section 3: Closing Performance Gaps	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 3 data over time?	Not many effective forms of intervention offered
What impact do the trends have on Index 3?	Need to offer within school day
What other insights do the data reveal that impact student success?	Instructional material - good, Delivery and rigor rate - improve

LEA Name:	Dumas ISD
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Data Analysis Summary

Section 4: Postsecondary Readiness	
Index met?	
What are the trends in the index 4 data over time?	Must know our students individually
What impact do the trends have on Index 4?	Show students the importance of post secondary education
What other insights do the data reveal that impact student success?	Prove to teachers and community that this is K-12 approach
Section 5: System Safeguards	
Were system safeguards missed for Performance?	Yes
Were system safeguards missed for Participation?	No
Were system safeguards missed for Graduation?	No
What are the trends in the System Safeguard data over time?	Must improve ELL instruction and writing scores
What other insights do the data reveal that impact student success?	We need to research schools that have better scores for ideas for improvement
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.	

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Data Analysis Summary

LEA Name:	Dumas ISD
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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:	To provide an intervention time within the school day
Need 2:	To earn a Distinction in Reading/ELA by improving AP course completion rate from Q2 to Q1
Need 3:	To raise Index 2 Student Progress score by improving the number of students that exceed growth.
Need 4:	
Need 5:	

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

Need:	To provide an intervention time within the school day
Index:	1
Critical Success Factor:	Improve Academic Performance
Annual Goal:	To raise Asian passing percentage from 22% to 50%. To raise Hispanic writing passing percentage from 45% to 70%. To raise ELL passing percentage from 30% to 50%.
Strategy:	Improved Rigor

LEA Name:	Dumas ISD
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Needs Assessment Summary and Improvement Plan

How will addressing this need impact the index/CSF or major system identified?	this need with improved classroom rigor and individualized instruction coupled with in-school interventions will raise our our passing percentage to 50.	
Cell applies only to district submissions		
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LEA Name:	Dumas ISD
Campus Name:	Dumas High School

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 1? Improved rigor Provide Intervention time within the school day	Q2 Goal: Get score for each sub-pop to 30%.		Q3 Goal: Get scores for each sub-pop to 40%		Q4 Goal: Get scores for each sub-pop to 50%		
	Interventions:		Interventions:		Interventions:		
	1)	Identify Students - prepare intervention strategies	1)	Implement and modify strategies	1)	Implement and modify strategies	
	2)	Look at past interventions	2)	Use assessment data to drive modifications to interventions	2)	Use assessment data to drive modifications to interventions	
	3)	Prepare individualized plan	3)		3)		
	4)		4)		4)		
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?			
1)	Common assessment data	1)	Common assessment data	1)	Common assessment data		
2)		2)		2)			
3)		3)		3)			
4)		4)		4)			
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?				Are you on track to meet the annual goal?			
Describe the data or evidence used to determine if the goal will or won't be met.				data or evidence used to determine if the goal will or won't be met.			
What, if any, adjustments must be made in order to meet the annual goal?				What, if any, adjustments must be made in order to meet the annual goal?			

LEA Name:	Dumas ISD
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Needs Assessment Summary and Improvement Plan

Need:	To earn a Distinction in Reading/ELA by improving AP course completion rate from Q2 to Q1
Index:	N/A
Critical Success Factor:	Quality Data to Drive Instruction
Annual Goal:	50
Strategy:	Identification
How will addressing this need impact the index and CSF identified?	We will become aware of student coding and ensure we are preparing our students for success beyond high school.

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Interventions by Quarter

Need 2

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? Identification Improve Rigor Follow Through		Q2 Goal: Lose less than 3% of enrollees		Q3 Goal: Lose less than 3% of enrollees		Q4 Goal: Lose less than 3% of enrollees		
		Interventions:		Interventions:		Interventions:		
		1) Identify Students - prepare intervention strategies	1) Implement and modify strategies	1) Use assessment data to drive modifications to interventions	1) Implement and modify strategies	1) Use assessment data to drive modifications to interventions	2) Use assessment data to drive modifications to interventions	
		2) Look at past interventions	2) Prepare individualized plan	3)	2)	3)	3)	
		3) Prepare individualized plan	4)	4)	3)	4)	4)	
		4)			4)			
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		
	1) Common assessment data	1) Common assessment data	1) Common assessment data	1) Common assessment data	1) Common assessment data	2)		
	2)	2)	2)	2)	2)	3)		
	3)	3)	3)	3)	3)	4)		
	4)	4)	4)	4)	4)			

LEA Name:	Dumas ISD
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Needs Assessment Summary and Improvement Plan

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

Need:	Progress score by improving the number of students that exceed
Index:	2
Critical Success Factor:	Improve Academic Performance
Annual Goal:	50
Strategy:	Instruction
How will addressing this need impact the index and CSF identified?	By identifying our student's score and preparing them for the knowledge base that will allow them to exceed the previous year's growth.

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Needs Assessment Summary and Improvement Plan

Interventions by Quarter

Need 3

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
To date, what actions have been taken to address Need 3? Improve Rigor		Q2 Goal:	Look at pre-assessment data to ensure student is at previous level	Q3 Goal:	Look at pre-assessment data to ensure student is above previous level	Q4 Goal:	Look at pre-assessment data to ensure student is maintaining level
		Interventions:		Interventions:		Interventions:	
		1)	Identify Students - prepare intervention strategies	1)	Implement and modify strategies	1)	Implement and modify strategies
		2)	Look at past interventions	2)	Use assessment data to drive modifications to interventions	2)	Use assessment data to drive modifications to interventions
		3)	Prepare individualized plan	3)		3)	
		4)		4)		4)	
	What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		
	1)	Common assessment data	1)	Common assessment data	1)	Common assessment data	
	2)		2)		2)		
	3)		3)		3)		
	4)		4)		4)		

End of Quarter Reporting

Q1 Report	Q2 Report		Q3 Report		Q4 Report	
	Are you on track to meet the annual goal?		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?	

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Needs Assessment Summary and Improvement Plan

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

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Interventions by Quarter

		Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
		To date, what actions have been taken to address Need 4?		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Need 4				Interventions:		Interventions:		Interventions:	
	1)			1)		1)		1)	
	2)			2)		2)		2)	
	3)			3)		3)		3)	
	4)			4)		4)		4)	
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
	1)			1)		1)		1)	
	2)			2)		2)		2)	
	3)			3)		3)		3)	
	4)			4)		4)		4)	

LEA Name:	Dumas ISD
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Needs Assessment Summary and Improvement Plan

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

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

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LEA Name:	Dumas ISD
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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)	
Need 5	To date, what actions have been taken to address Need 5?	Q2 Goal:		Q3 Goal:		Q4 Goal:	
	Improve Rigor	Interventions:		Interventions:		Interventions:	
		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
		4)		4)		4)	
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
	4)		4)		4)		
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
	Are you on track to meet the annual goal?			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
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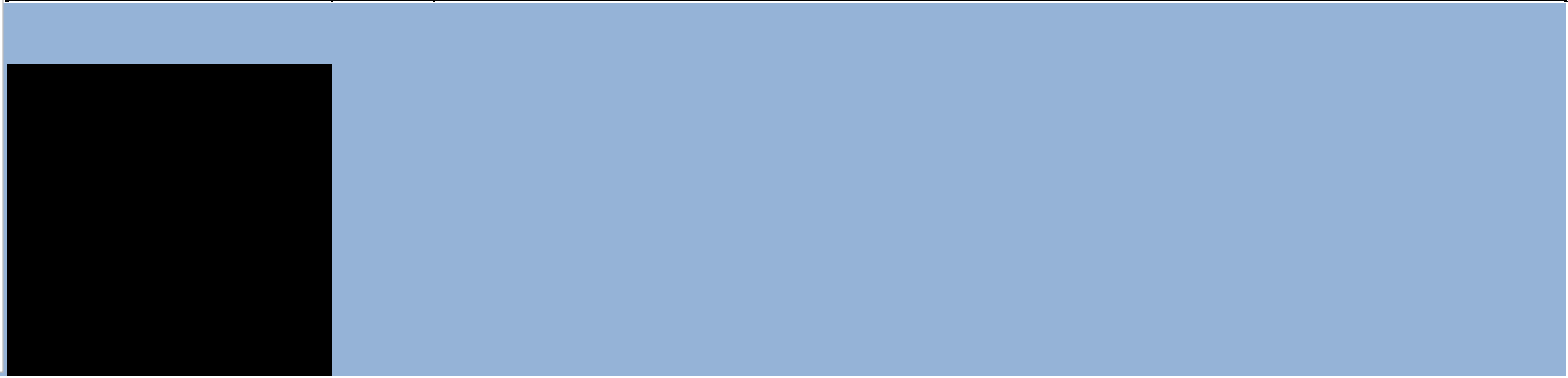
Needs Assessment Summary and Improvement Plan

Need 6



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Needs Assessment Summary and Improvement Plan



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Needs Assessment Summary and Improvement Plan

Need 7



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Need 8



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Need 9

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Needs Assessment Summary and Improvement Plan



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Needs Assessment Summary and Improvement Plan

Need 10



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