

# DUMAS HIGH SCHOOL

## Campus Improvement Plan

### 2014/2015

*Decisions Determine Destiny*

# 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
Boggs, Holli	Parent
Burton, Connie	Teacher
Davis, Roxanne	Teacher
Davis, Shane	Teacher
Foard, Cheryl	Teacher
Lamonica, Paul	Teacher
Ledbetter, Carol	Community
Legg, Kelly	Central Office
Rehkopf, Kristie	Counselor
Sykes, Lily	Teacher

# Dumas High School Needs Assessment Summary 2014-15

The major strengths and areas of need for the 2014-2015 school year, as identified by the needs assessment will be:

## Areas of strength

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**  
**2014 Accountability Summary**  
 DUMAS H S (171901001) - DUMAS ISD

**Accountability Rating**

**Met Standard**

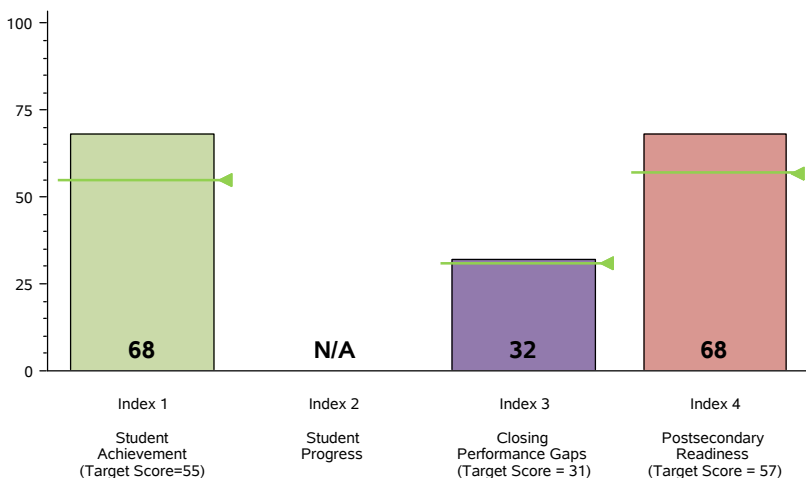
Met Standards on	Did Not Meet Standards on
- Student Achievement - Closing Performance Gaps - Postsecondary Readiness	- NONE

**Distinction Designation**



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

**Performance Index Report**



**Campus Demographics**

Campus Type	High School
Campus Size	1,136 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	57.2%
Percent English Language Learners	11.9%
Mobility Rate	14.7%

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,183	1,742	68
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	704	2,200	32
4 - Postsecondary Readiness			
STAAR Score	7.2		
Graduation Rate Score	24.6		
Graduation Plan Score	21.3		
Postsecondary Indicator Score	14.8		68

**System Safeguards**

**Number and Percent of Indicators Met**

Performance Rates	18 out of 25 = 72%
Participation Rates	12 out of 14 = 86%
Graduation Rates	5 out of 5 = 100%
<b>Total</b>	<b>35 out of 44 = 80%</b>

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

**TEXAS EDUCATION AGENCY**  
**2014 Accountability Summary**  
 NORTH PLAINS OPPORTUNITY CENTER (171901002) - DUMAS ISD

**Accountability Rating**

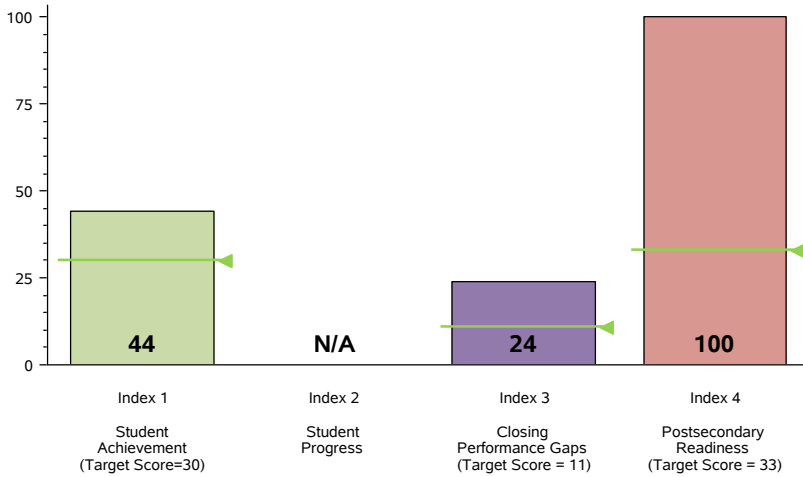
**Met Alternative Standard**

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

**Distinction Designation**

Academic Achievement in Reading/ELA <b>NOT ELIGIBLE</b>
Academic Achievement in Mathematics <b>NOT ELIGIBLE</b>
Academic Achievement in Science <b>NOT ELIGIBLE</b>
Academic Achievement in Social Studies <b>NOT ELIGIBLE</b>
Top 25 Percent Student Progress <b>NOT ELIGIBLE</b>
Top 25 Percent Closing Performance Gaps <b>NOT ELIGIBLE</b>
Postsecondary Readiness <b>NOT ELIGIBLE</b>

**Performance Index Report**



**Campus Demographics**

Campus Type	High School
Campus Size	61 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	73.8%
Percent English Language Learners	26.2%
Mobility Rate	93.3%

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	19	43	44
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	94	400	24
4 - Postsecondary Readiness			
STAAR Score	3.3		
Graduation Rate Score	75.0		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		100*

\* Includes bonus points that may have been added to the Index 4 Score.

**System Safeguards**

**Number and Percent of Indicators Met**

Performance Rates	2 out of 4 = 50%
Participation Rates	4 out of 4 = 100%
Graduation Rates	3 out of 3 = 100%
<b>Total</b>	<b>9 out of 11 = 82%</b>

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

**TEXAS EDUCATION AGENCY**  
**2014 Accountability Summary**  
 DUMAS J H (171901041) - DUMAS ISD

**Accountability Rating**

**Met Standard**

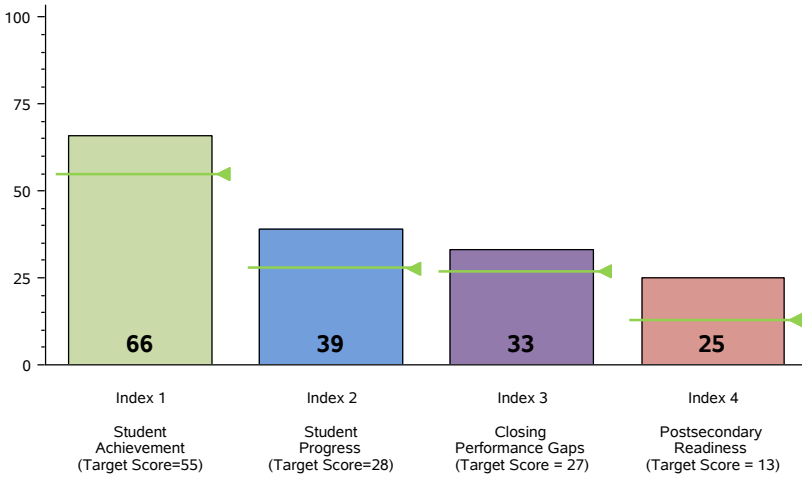
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>

**Distinction Designation**



Academic Achievement in Reading/ELA <b>NO DISTINCTION EARNED</b>
Academic Achievement in Mathematics <b>NO DISTINCTION EARNED</b>
Academic Achievement in Science <b>NO DISTINCTION EARNED</b>
Academic Achievement in Social Studies <b>NO DISTINCTION EARNED</b>
Top 25 Percent Student Progress <b>DISTINCTION EARNED</b>
Top 25 Percent Closing Performance Gaps <b>NO DISTINCTION EARNED</b>
Postsecondary Readiness <b>NO DISTINCTION EARNED</b>

**Performance Index Report**



**Campus Demographics**

Campus Type	Middle School
Campus Size	635 Students
Grade Span	07 - 08
Percent Economically Disadvantaged	64.4%
Percent English Language Learners	13.2%
Mobility Rate	8.8%

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,383	2,084	66
2 - Student Progress	927	2,400	39
3 - Closing Performance Gaps	661	2,000	33
4 - Postsecondary Readiness			
STAAR Score	25.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		25

**System Safeguards**

**Number and Percent of Indicators Met**

Performance Rates	20 out of 32 = 63%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>34 out of 46 = 74%</b>

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

**TEXAS EDUCATION AGENCY**  
**2014 Accountability Summary**  
 CACTUS EL (171901101) - DUMAS ISD

**Accountability Rating**

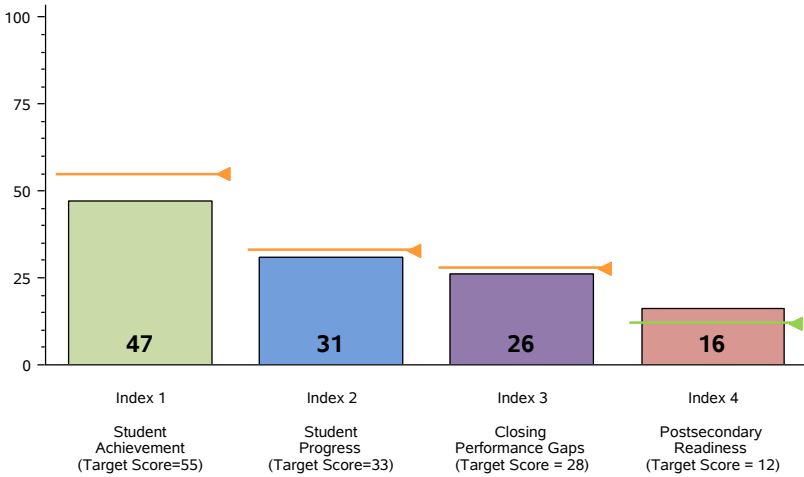
**Improvement Required**

**Distinction Designation**

Met Standards on	Did Not Meet Standards on
- Postsecondary Readiness	- Student Achievement
	- Student Progress
	- Closing Performance Gaps

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

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary
Campus Size	394 Students
Grade Span	PK - 04
Percent Economically Disadvantaged	87.8%
Percent English Language Learners	77.9%
Mobility Rate	19.7%

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	137	293	47
2 - Student Progress	372	1,200	31
3 - Closing Performance Gaps	158	600	26
4 - Postsecondary Readiness			
STAAR Score	16.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		16

**System Safeguards**

**Number and Percent of Indicators Met**

Performance Rates	0 out of 14 = 0%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>10 out of 24 = 42%</b>

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>



**TEXAS EDUCATION AGENCY**  
**2014 Accountability Summary**  
MORNINGSIDE EL (171901102) - DUMAS ISD

**Accountability Rating**

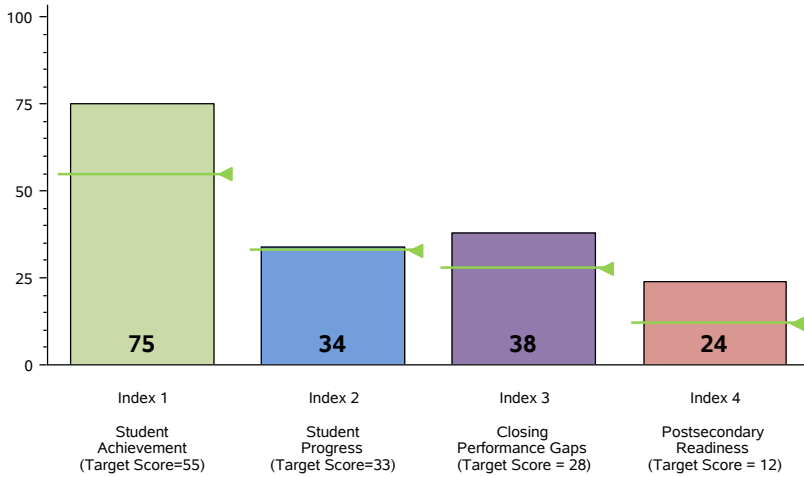
**Met Standard**

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

**Distinction Designation**

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

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary
Campus Size	416 Students
Grade Span	EE - 04
Percent Economically Disadvantaged	71.2%
Percent English Language Learners	33.7%
Mobility Rate	18.4%

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	236	314	75
2 - Student Progress	275	800	34
3 - Closing Performance Gaps	452	1,200	38
4 - Postsecondary Readiness			
STAAR Score	24.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		24

**System Safeguards**

**Number and Percent of Indicators Met**

Performance Rates	11 out of 11 = 100%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>23 out of 23 = 100%</b>

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

**TEXAS EDUCATION AGENCY**  
**2014 Accountability Summary**  
HILLCREST EL (171901103) - DUMAS ISD

**Accountability Rating**

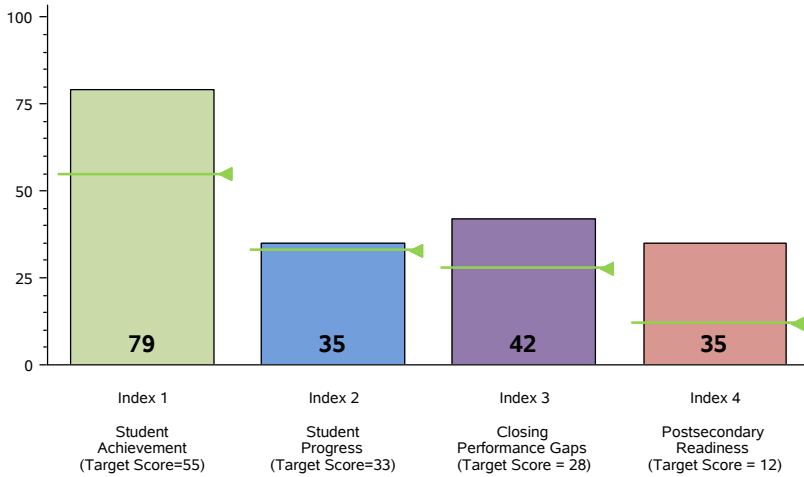
**Met Standard**

**Distinction Designation**

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

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

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary
Campus Size	331 Students
Grade Span	KG - 04
Percent Economically Disadvantaged	38.4%
Percent English Language Learners	9.4%
Mobility Rate	10.5%

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	242	308	79
2 - Student Progress	420	1,200	35
3 - Closing Performance Gaps	415	1,000	42
4 - Postsecondary Readiness			
STAAR Score	35.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		35

**System Safeguards**

**Number and Percent of Indicators Met**

Performance Rates	10 out of 10 = 100%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>18 out of 18 = 100%</b>

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

**TEXAS EDUCATION AGENCY**  
**2014 Accountability Summary**  
 SUNSET EL (171901104) - DUMAS ISD

**Accountability Rating**

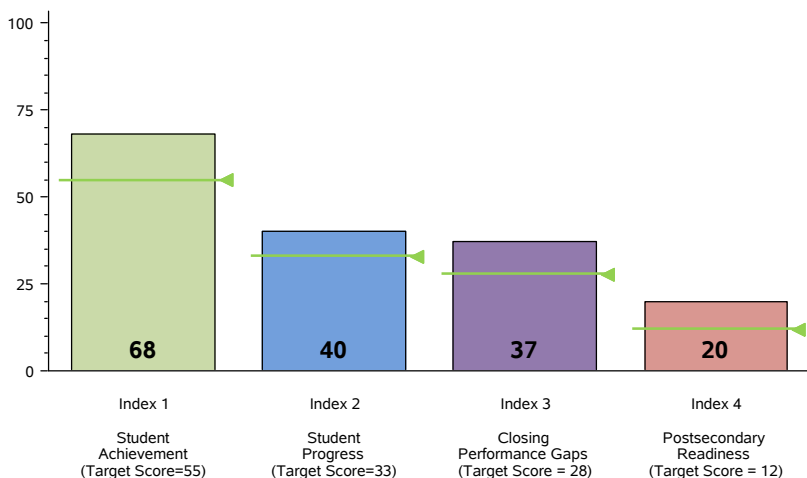
**Met Standard**

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

**Distinction Designation**

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

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary
Campus Size	442 Students
Grade Span	PK - 04
Percent Economically Disadvantaged	87.6%
Percent English Language Learners	49.3%
Mobility Rate	20.2%

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	202	299	68
2 - Student Progress	481	1,200	40
3 - Closing Performance Gaps	222	600	37
4 - Postsecondary Readiness			
STAAR Score	20.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		20

**System Safeguards**

Number and Percent of Indicators Met	
Performance Rates	11 out of 11 = 100%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>19 out of 19 = 100%</b>

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

**TEXAS EDUCATION AGENCY**  
**2014 Accountability Summary**  
 GREEN ACRES EL (171901105) - DUMAS ISD

**Accountability Rating**

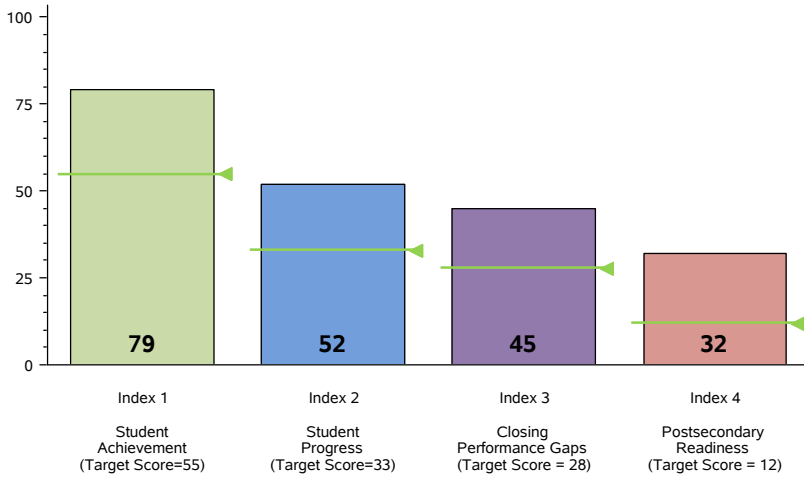
**Met Standard**

**Distinction Designation**

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

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

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary
Campus Size	511 Students
Grade Span	PK - 04
Percent Economically Disadvantaged	78.3%
Percent English Language Learners	44.0%
Mobility Rate	17.4%

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	311	395	79
2 - Student Progress	618	1,200	52
3 - Closing Performance Gaps	272	600	45
4 - Postsecondary Readiness			
STAAR Score	32.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		32

**System Safeguards**

**Number and Percent of Indicators Met**

Performance Rates	11 out of 11 = 100%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>19 out of 19 = 100%</b>

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

**TEXAS EDUCATION AGENCY**  
**2014 Accountability Summary**  
 DUMAS INT (171901106) - DUMAS ISD

**Accountability Rating**

**Met Standard**

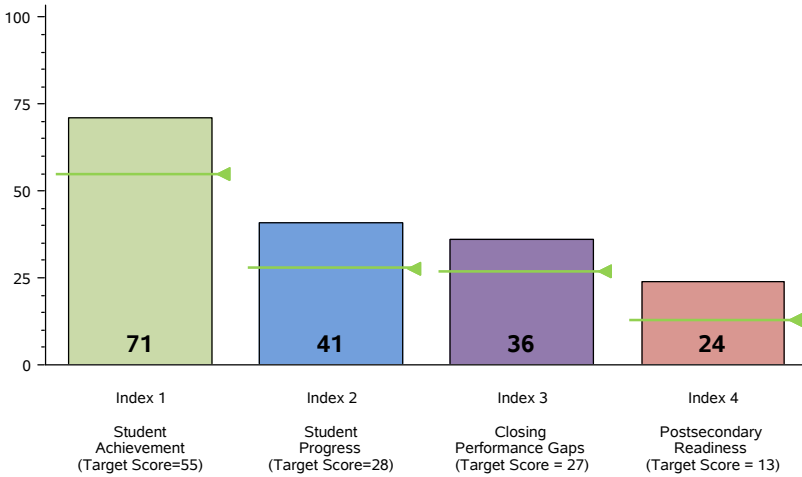
Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE

**Distinction Designation**



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

**Performance Index Report**



**Campus Demographics**

Campus Type	Middle School
Campus Size	666 Students
Grade Span	05 - 06
Percent Economically Disadvantaged	74.3%
Percent English Language Learners	21.9%
Mobility Rate	10.6%

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,138	1,598	71
2 - Student Progress	981	2,400	41
3 - Closing Performance Gaps	433	1,200	36
4 - Postsecondary Readiness			
STAAR Score	24.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		24

**System Safeguards**

**Number and Percent of Indicators Met**

Performance Rates	15 out of 20 = 75%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>29 out of 34 = 85%</b>

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

# Resources

Resource	Source
Carl Perkins	Federal
IDEA Formula	Federal
Local Funds	Local
CTE	State
High School Allotment	State
State ESL	State
State SpEd	State

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2014/2015 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 Equity and Excellence Plan to continue to meet state and federal accountability standards. Summative Evaluation: State assessment results, walk-thrus

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common formative assessments administered every 3 weeks and district curriculum based assessments administered once in the fall and once in the spring. (Target Group: All) (NCLB: 1)	Core Subject Teachers, Lead Teacher, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Summative - Increased scores on state assessments
2. Continuing use of C-Scope (Target Group: All) (NCLB: 1,2)	Secondary Curriculum Director, Teacher(s)	December and May	(L)Local Funds	Summative - Increase in state assessment scores
3. Extensive defining of TEKS objectives (Target Group: All) (NCLB: 1,2)	Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Summative - Increase in state assessment scores.
4. Continue use of DMAC Assessment system for common formative assessments, district curriculum based assessments and state assessment disaggregation. (Target Group: All)	Core Subject Teachers, Lead Teacher, Secondary Curriculum Director	August to May	(L)Local Funds	Summative - Increase in state assessment scores.
5. Services for special needs students: including Life Skills and Resource (Target Group: SPED)	Special Services Director	December and May	(F)IDEA Formula	Summative - Increase in state assessment scores.
6. Implementation of PLC meetings in core subject areas once per week. (Target Group: All)	Assistant Principal(s), Core Subject Teachers, Principal	August to May	(L)Local Funds	Summative - Increase in states 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. Continued use of scientifically-based Abydos writing process (Addresses System Safeguards) (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Lead Teacher, Secondary Curriculum Director	August to May	(L)Local Funds	Summative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction.
2. Continuing use of before and after school tutorial program (Target Group: All, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Principal, Teacher(s)	August to May	(L)Local Funds, (S)High School Allotment	Summative - Increase in state assessment scores. Retention-rate reduction.
3. Additional teacher units to provide smaller class size for ELA/Reading (Addresses System Safeguards) (Target Group: All) (NCLB: 1,2)	Principal	August to May	(F)Title IIA Principal and Teacher Improvement, (O)FTEs	Summative - 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	(F)Title IIA Principal and Teacher Improvement, (O)FTEs - 2.5, (S)High School Allotment, (S)State Compensatory	Summative - Increased math state assessment scores.
5. Science projects (i.e., Science Starters, C-Scope) (Addresses system safeguards) (Target Group: All) (NCLB: 1,2,5)	Lead Teacher, Secondary Curriculum Director	January and May	(L)Local Funds	Summative - Increased science state and local assessment scores.
6. Offer dual credit and AP courses. (Target Group: All, GT)	Assistant Superintendent for Instruction, Principal, Secondary Curriculum Director	August and May	(L)Local Funds, (S)High School Allotment	Summative - 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)	Assistant Superintendent for Instruction	January and May	(F)TIC Migrant - \$5,000	Summative - Increased migrant students' state assessment scores
8. Enroll students who did not pass Algebra I EOC in Math Models for accelerated instruction prior to retesting. (Target Group: All)			(O)FTEs	Summative - Increased math state and local assessment scores.
9. Continued implementation of intervention period during school day. (Target Group: All, AtRisk)	Assistant Principal(s), Principal, Teacher(s)	October to April	(L)Local Funds	Summative - Increased 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.

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	August to May	(O)FTEs - 1, (S)State Compensatory - \$65,937	Summative - Increased reading state assessment scores among participants.
2. BRIDGE room implementation to support students who have previously struggled and been unsuccessful in the regular education classroom due to behavior/emotional/social maladjustment. (Target Group: ECD, SPED, AtRisk) (NCLB: 1,5)	Principal, Special Services Director	August to May	(S)State SpEd - \$86,501	Summative - Increased scores on special education students state assessment scores
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	September to May	(L)Local Funds	Summative - Increased scores on state assessment scores.
4. Sheltered instruction techniques to assist LEP students (Target Group: ESL, LEP) (NCLB: 2)	Counselor(s), Lead Teacher, Principal	August to May	(F)Title III Bilingual / ESL, (L)Local Funds	Summative - Increased scores on LEP student state assessment
5. Bilingual Transition and ESL classes with assistants (Target Group: ESL, LEP) (NCLB: 2)	Lead Teacher, Principal	August to May	(L)Local Funds, (O)FTEs - 15, (S)State ESL - \$109,329	Summative - 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 (Target Group: CTE) (NCLB: 1,5)	CTE Director, Principal, Teacher(s)	August to May	(O)FTEs - 2, (S)CTE - \$132,919	Summative - Increased trade skills 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), CTE Director, Principal, Teacher(s)	August to May	(F)Carl Perkins, (L)Local Funds, (O)FTEs - 12, (S)CTE - \$631,832	Summative - 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	August to May	(L)Local Funds, (O)FTEs - 8, (S)High School Allotment - \$540,336	Summative - 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)	September to May	(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)	August to May	(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	August to May	(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 (Target Group: All, GT) (NCLB: 1,5)	Assistant Superintendent for Instruction, Counselor(s), Principal, Secondary Curriculum Director	August to May	(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)	Assistant Superintendent for Instruction, Principal, Secondary Curriculum Director	August to May	(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 to May	(L)Local Funds, (O)FTEs - 1, (S)State SpEd - \$67,620	Summative - Increased number of special education students accessing post-secondary opportunities
10. Virtual School Network to provide courses not offered at DHS (Target Group: All) (NCLB: 5)	Counselor(s), Instructional Technology Coordinator	August to May	(L)Local Funds, (O)FTEs - 1	Formative - Increased graduation percentages

# 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
11. Materials and programs provided to CTE classes for successful implementation of CTE guidelines (Target Group: CTE) (NCLB: 1,5)	CTE Director, Principal, Teacher(s)	August to May	(F)Carl Perkins - \$29,258	Summative - 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)	August to May	(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	August to May	(L)Local Funds, (O)FTEs - 1, (S)State Compensatory - \$25,203	Summative - Increased completion rate
3. Disciplinary AEP used as an alternative to expulsion so learning can continue (Target Group: AtRisk) (NCLB: 5)	Assistant Principal(s), Principal	August to May	(O)FTEs - 2.5, (S)State Compensatory - \$75,601	Summative - 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 to May	(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	May	(O)FTEs - 2, (S)High School Allotment	Formative - Increased math and science 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 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)	August to May	(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) (NCLB: 4)	Director of Student Services, Principal	August to May	(L)Local Funds	Formative - Increased number of homeless students attending and prepared for 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 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	August to May	(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. Attend ESC 16 for TPTR trainings with emphasis on instructional techniques and methodologies (Target Group: All) (NCLB: 3)	Assistant Principal(s), Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)	August to May	(F)Title IIA Principal and Teacher Improvement - \$1,500	Summative - 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)	Assistant Principal(s), Assistant Superintendent for Instruction, Principal, Secondary Curriculum Director, Teacher(s)	August to May	(F)Title IIA Principal and Teacher Improvement	Summative - Increased state assessment scores
3. Attend ESC 16 for Curriculum and Instructional Services, CScope and Bilingual/ESL (Target Group: All, ESL, LEP) (NCLB: 3)	Assistant Principal(s), Assistant Superintendent for Instruction, Principal, Teacher(s)	August to May	(F)Title IIA Principal and Teacher Improvement, (S)State ESL	Summative - Increased state assessment scores.
4. Abydos refresher module (Target Group: All) (NCLB: 3)	Lead Teacher, Principal, Secondary Curriculum Director, Teacher(s)	October	(L)Local Funds	Summative - Increased writing/ELA scores on state assessments
5. Sheltered Instruction module (Addresses System Safeguards) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction, Principal, Teacher(s)	October	(L)Local Funds	Summative - Increased LEP students' scores on state assessments.
6. Special education modules covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc (Target Group: SPED) (NCLB: 3)	Special Services Director, Teacher(s)	October	(L)Local Funds	Summative - Better understanding of how special education and regular education work together.
7. New staff trained on student management system and other pertinent technology programs/topics (Target Group: All) (NCLB: 3)	Assistant Principal(s), Director of Student Services, Instructional Technology Coordinator, Principal, Teacher(s)	October	(L)Local Funds	Summative - Increased accuracy of student attendance and grades
8. Technology modules (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator, Teacher(s)	October, April	(L)Local Funds	Summative - Increased ability of staff to use technology and become technologically literate.
9. Differentiation strategies for LEP students modules (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction, Teacher(s)	October	(L)Local Funds	Summative - Increased awareness of LEP student needs
10. Margaret Kilgo Data-Driven Decision Making training (Title I SW: 4) (Target Group: All) (NCLB: 3)	Principal, Secondary Curriculum Director, Teacher(s)	October	(F)Title IIA Principal and Teacher Improvement	Summative - Increased state assessment scores



# 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
11. Abydos trainers will attend the annual conference (Target Group: All) (NCLB: 3)	Secondary Curriculum Director, Teacher(s)	As scheduled	(L)Local Funds	Summative - Increased Reading/ELA scores on state assessments
12. Regional, state and local migrant trainings (Target Group: Migrant) (NCLB: 3)	Assistant Superintendent for Instruction, Principal, Teacher(s)	As scheduled	(F)TIC Migrant	Summative - Increased migrant students' scores on state assessments
13. Highly qualified training and certification provided by the district for paraprofessionals (Target Group: All) (NCLB: 3)	Assistant Superintendent for Personnel, Teacher(s)	January and May	(L)Local Funds	Summative - Increased number of paraprofessionals designated as highly qualified.
14. Sheltered instruction training for teachers of ELL students (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction, Teacher(s)	January and May	(L)Local Funds	Summative - Increased LEP students' state assessment scores
15. Regional, state and local trainings for CTE teachers (Target Group: CTE) (NCLB: 3)	CTE Director, Teacher(s)	January and May 2014	(F)Carl Perkins	Summative - Increased knowledge and skills of CTE staff
16. Campus mentoring program for first year teachers and teachers new to the district. (Target Group: All)	Assistant Principal(s), Principal	August to May	(L)Local Funds	Summative - Increased state assessment scores.
17. PLC support will be provided through instructional coach, workshops, book studies, staff meetings, etc.	Assistant Principal(s), Principal, Teacher(s)	On going	(L)Local Funds	Summative - Staff sign-in sheets
18. Eduphorial will be used to log all staff development. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	School year	(L)Local Funds	Summative - Staff Development logged

# 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)	Principal, Special Services Director	August to May	(F)IDEA Formula, (O)FTEs - 1	Summative - 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, Superintendent	August to May	(L)Local Funds	Summative - 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)	Assistant Superintendent for Instruction, Principal	Monthly	(F)Title III Bilingual / ESL	Summative - Increased parent involvement on campuses
4. Dumas High School will employ a Burmese translator (Target Group: ESL, Migrant, LEP) (NCLB: 4)	Principal	August to May	(O)FTEs - 1, (S)State ESL - \$34,517	Summative - 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)	Assistant Principal(s), Assistant Superintendent for Instruction, Principal, Teacher(s)	August to May	(F)Title IA	Summative - Increased parental involvement
2. Fish Camp (9th Grade Orientation) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August	(L)Local Funds	Summative - Increased parent involvement.
3. Open House (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	September		Summative - Increased parent involvement.
4. Phone tree for reminders and attendance alerts. (Target Group: All)	Assistant Principal(s)	August to May	(L)Local Funds	Summative - Phone tree reports.

# 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)	Director of Maintenance and Transportation, Principal, Teacher(s)	January, May	(L)Local Funds	Summative - Maintain safety of facilities
2. Maintain surveillance system for facilities (Target Group: All) (NCLB: 4)	School Police Chief, Superintendent	November	(L)Local Funds	Summative - Maintain safety of facilities
3. CPI Trainings (Target Group: All) (NCLB: 4)	Assistant Principal(s), Special Services Director, Teacher(s)	October	(F)IDEA Formula	Summative - Better understanding of conflict resolution
4. Elevator to assist disabled or injured students, faculty and others needing access to upper floor. (Target Group: All)	Director of Maintenance and Transportation	On going	(L)Local Funds	Summative - Fire Code

# 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 education through use of varying curricula, as well as Quantum Learning Eight Keys for Success.  
Summative evaluation: lesson plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dating Violence Education (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Secondary Curriculum Director, Teacher(s)	February	(L)Local Funds	Summative - Increased student awareness
2. Bullying awareness education (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Teacher(s)	On going	(L)Local Funds	Summative - Increased student awareness
3. Internet safety education program, including lessons focused on cyber-bullying (Target Group: All) (NCLB: 4)	Assistant Principal(s), Instructional Technology Coordinator, Principal, Teacher(s)	September-May	(L)Local Funds	Summative - 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)	Assistant Principal(s), Principal, School Police Chief, Secondary Curriculum Director, Teacher(s)	By May	(L)Local Funds	Summative - 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	Summative - 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)	Assistant Principal(s), Principal, School Police Chief	Twice monthly	(L)Local Funds	Summative - 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), Assistant Superintendent for Instruction, Principal, Special Services Director	August to May	(L)Local Funds	Summative - 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 Principal(s), Assistant Superintendent for Instruction, Principal	January, May	(L)Local Funds	Summative - 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)	Instructional Technology Coordinator, Principal, Teacher(s)	August and May	(L)Local Funds	Summative - Increased student awareness

## At Risk Guidelines

Dumas ISD has adopted the thirteen criteria delineated in TEC §29.081 as the criteria used in identifying students who are eligible to receive intensive, supplemental services.

A student at risk of dropping out of school includes each student who is under 21 years of age and who as per Section 29.081 of TEC:

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

# **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

<b>Goal</b>	Highly Qualified Staff: All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.				
<b>Performance Measure</b>	1. Maintain the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of 2014-15				
	2. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by the end of 2014-15				
	3. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by the end of 2014-15				
	4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2014-15				
	5. Ensure low-income students and minority students are not taught at a higher rate than other student groups by inexperienced, out-of-field, or non-highly qualified teachers				
	6. Attract and retain highly qualified teachers.				
	7. Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.				
<b>Summative Evaluation</b>	Personnel files, highly qualified worksheets, and principal attestations				
<b>Strategy/Activity</b>	<b>Population</b>	<b>Person Responsible</b>	<b>Budget/Resource</b>	<b>Formative Assessment</b>	<b>Timeline</b>
Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Assistant Superintendent for Personnel	Local Funds	Number of positions posted Number of applications completed	September, November March-May
Establish an effective teacher mentoring system in order to retain highly qualified staff.	All Teachers	Assistant Superintendent for Personnel , Mentor Teachers, Campus Principals	Local Funds	Mentor assignments Mentor conference logs	August/November December/Apri/May
Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	All Teachers	Assistant Superintendent for Personnel	Local Funds	Personnel files Teacher interviews	July/August
Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified. Teachers will be notified every two months about testing dates and records will be reviewed after test results are given.	All Teachers	Assistant Superintendent for Personnel, Campus Principal	Local Funds	Number of teachers in ACPs Personnel files	August/January Every 2 months
Analyze staffing procedures at the affected Campuses and look at ways to ensure strategies to reduce the gap of inexperienced teachers at high minority/poverty campuses.	All Staff Members	Assistant Superintendent for Personnel, Campus Principal	Local Funds	Staffing procedures Number of HQ teachers at high poverty/minority schools	May

**HIGH SCHOOL ALLOTMENT  
Annual Performance Goals  
2014– 2015**

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

Percentage of students graduating from high school:

	<b>Class of 2011</b>	<b>Class of 2012</b>
Graduated	97.4%	98.3%
Received GED	0.0%	0.4%
Continued HS	2.6%	0.9%
Dropped Out	0.0%	0.4%

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

Enrollment in advanced courses/dual credit courses:

<b>2010-11</b>	<b>2011-12</b>
17.7%	17.3%

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:

	<b>Class of 2011</b>	<b>Class of 2012</b>
<b>Minimum Program</b>	62	83
<b>Recommended/Distinguished</b>	166	166
<b>Percentage Recommended or Distinguished</b>	72.8%	66.7%

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):

	<b>Class of 2011</b>	<b>Class of 2012</b>
<b>Percentage</b>	61%	62%

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):

	<b>Class of 2011</b>	<b>Class of 2012</b>
<b>Percentage</b>	64%	61%

## Needs Assessment Summary and Improvement Plan

<b>Definition/Purpose</b>	After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.
<b>Identified and Prioritized Needs:</b> It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard or PBM indicator and ensure those are your prioritized needs.	
<b>Need 1:</b>	Improve Index 3 score
<b>Need 2:</b>	Improve ELA performance in all reporting categories
<b>Need 3:</b>	Improve Eco Dis and Sped performance in reading
<b>Need 4:</b>	
<b>Need 5:</b>	

<b>Need 1:</b>	Improve Index 3 score
<b>Index(es) Addressed:</b>	1 and 3
<b>Critical Success Factor:</b>	Every student receives one full year's growth
<b>Annual Goal:</b>	25% increase in Index 3 score
<b>Strategy:</b>	Tracking student performance. Providing enrichment opportunities to higher performing students
<b>How will addressing this need impact the index/CSF or major system identified?</b>	

### Interventions by Quarter

Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
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<b>To date, what actions have been taken to address Need 1?</b>	Identifying students. Tracking students. Developing a test history for each student.	<b>Q2 Goal:</b>	<b>DMAC scores showing 25% of students achieving level 3 performace gains.</b>	<b>Q3 Goal:</b>		<b>Q4 Goal:</b>	
		<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>	
		Enrichment during Intervention Time					
		Increased rigor in the classroom					
		Better teaching strategies with PLCs					
		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>	
		Common Assessment					
		Teacher Formative Assessments					

### End of Quarter Reporting

Q2 Report		Q3 Report		Q4 Report	
<b>Are you on track to meet the annual goal?</b>		<b>Are you on track to meet the annual goal?</b>		<b>Are you on track to meet the annual goal?</b>	

<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>		<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>		<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>	
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>		<b>What, if any, adjustments must be made in order to meet the annual goal?</b>		<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	

<b>Need 2:</b>	Improve ELA performance in all reporting categories
<b>Index(es) Addressed:</b>	1 and 3
<b>Critical Success Factor:</b>	Overall students percent passing to 75%
<b>Annual Goal:</b>	75% students are successful on EOCs
<b>Strategy:</b>	Restructured curriculum, Better aligned instruction

How will addressing this need impact the index/CSF or major system 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 1?	Restructured yearly calendar	Q2 Goal:	Overall score of 65% in DMAC	Q3 Goal:		Q4 Goal:	
		<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>	
		Appropriate/prescriptive intervention during Intervention Time					
		Increased rigor in the classroom					
		Better teaching strategies with PLCs					
		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>	
		Common Assessment					
		Teacher Formative Assessments					



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### End of Quarter Reporting

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

<b>Need 3:</b>	Improve Eco Dis and Sped performance in reading
<b>Index(es) Addressed:</b>	3
<b>Critical Success Factor:</b>	Overall students percent passing to 75%

<b>Annual Goal:</b>	75% students are successful on EOCs
<b>Strategy:</b>	Restructured curriculum, Better aligned instruction, Better identification of student needs
<b>How will addressing this need impact the index/CSF or major system identified?</b>	

### Interventions by Quarter

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
<b>To date, what actions have been taken to</b>		<b>Q2 Goal:</b>	Overall score of 50% in DMAC	<b>Q3 Goal:</b>		<b>Q4 Goal:</b>	
		<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>	
		Appropriate/prescriptive intervention during Intervention Time					
		Increased rigor in the classroom					
		Better teaching strategies with PLCs					

address Need 1?				
		<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>
		Common Assessment		
		Teacher Formative Assessments		

### End of Quarter Reporting

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

Need 4:	0
Index(es) Addressed:	
Critical Success Factor:	
Annual Goal:	
Strategy:	
How will addressing this need impact the index/CSF or major system identified?	

**Interventions by Quarter**

Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
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To date, what actions have been taken to address Need 1?		Q2 Goal:		Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		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?	

### End of Quarter Reporting

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

<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>		<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>		<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>	
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>		<b>What, if any, adjustments must be made in order to meet the annual goal?</b>		<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	

<b>Need 5:</b>	0
<b>Index(es) Addressed:</b>	
<b>Critical Success Factor:</b>	
<b>Annual Goal:</b>	
<b>Strategy:</b>	

How will addressing this need impact the index/CSF or major system 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 1?		Q2 Goal:		Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		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?	

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### End of Quarter Reporting

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