

DUMAS JUNIOR HIGH

Campus Improvement Plan

2014/2015

DJHS=EPIC

(Energy, Passion, Involvement, Commitment)

YOU.....MAKE IT MATTER!

DUMAS JUNIOR HIGH

Mission

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

Vision

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

Nondiscrimination Notice

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

DUMAS JUNIOR HIGH Site Base

Name	Position
Armendariz, Penny	8-2 Classroom Teacher
Baxter, Jenetta	CATE Teacher
Baxter, Kurt	Principal
Beauchamp, Cuffy	Assistant Principal
Fox, Bobby	Parent
Futrell, Sabra	ELAR Teacher
Hatley, Lisa	Assistant Principal
Heaton, Sally	Curriculum Director
Jolly, Janelle	Social Studies Teacher
Skipworth, Kylene	Math Teacher
Smith, Kevin	Science Teacher
Stovall, Leighton	Community
Vaughan, Kristen	Special Education Teacher
Walden, Keri	Counselor

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY OF PRIORITY NEEDS

Demographics

Programs and materials to provide information to staff members to become more aware of the challenges facing ELL students.

Intervention strategies to meet the specific needs of ELL students.

Differentiation strategies to meet the needs of the diverse cultures at DJHS.

School Culture and Climate

Integration of diverse cultures and beliefs.

Curriculum, Instruction and Assessment

Plan for monitoring of curriculum by campus administration.

Activities and programs to prepare students for post graduation studies.

Monitoring of ESL, Sheltered Instruction, and Inclusion.

Monitoring of Special Education Inclusion.

PLC period for implementation of curriculum needs.

School Context and Organization

After school programs to service diverse sub groups.

Will disperse Snak Pak for Kids.

Student Achievement

Training for teachers on STAAR state assessments to better prepare students.

Strategies for sub-populations to meet the increasing targets.

Strategies and interventions for Economically Disadvantaged Students.

Teacher Quality

Trainings and opportunities for all teachers to be trained in SIOP.

All teachers will be Highly Qualified.

Family and Community Involvement

Develop strategies to make parents and community more aware of school happenings.

Develop strategies to encourage involvement of diverse cultures.

Technology

Plan for sharing and updating technology when needed.

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

Accountability Rating

Met Standard

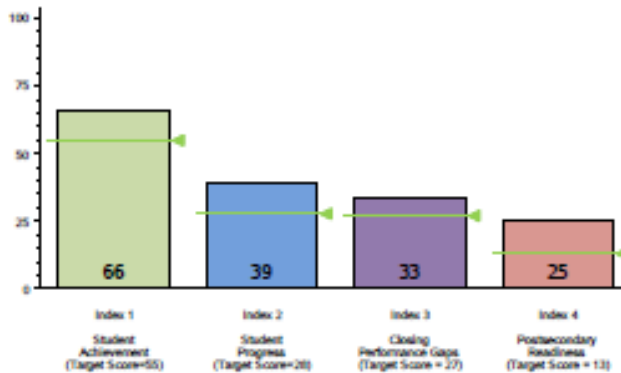
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation



Academic Achievement in Reading/ELA	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	NO DISTINCTION EARNED
Top 25 Percent Student Progress	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	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			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
Total	34 out of 46 = 74%

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

Resources

Resource	Source
Title III Bilingual / ESL	Federal
Local Funds	Local
State Compensatory	State
State ESL	State
State SpEd	State

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 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 JUNIOR HIGH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common formative assessments administered every 3 weeks and district curriculum based assessments administered once in the fall and once in the spring. (Title I SW: 8,10) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Summative - Increase in state assessment scores
2. Implementation of CScope (Title I SW: 1,4,8) (Target Group: All) (NCLB: 1,2)	Secondary Curriculum Director, Teacher(s)	December, May	(L)Local Funds	Summative - Increase in state assessment scores
3. Continue using Teaching Calendars which include B/ESL and GT strategies used and alignment of TEKS to the state assessment. (Target Group: All) (NCLB: 1)	Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Summative - Increase in state assessment scores
4. Department meetings will be conducted once per six weeks (Target Group: All) (NCLB: 1)	Core Subject Teachers, Secondary Curriculum Director, Teacher(s)	August to May	(L)Local Funds	Summative - Increase in state assessment scores
5. 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
6. Implementation of DMAC Assessment system for common formative assessments, district curriculum based assessments, and state assessment disaggregation. (Target Group: All)	Core Subject Teachers, Lead Teacher, Secondary Curriculum Director	November and May	(L)Local Funds	Summative - Increase in state assessment scores
7. Services for special needs students including: Life Skills, Resource, Inclusion (Target Group: SPED)	Special Services Director	December and May	(F)IDEA Formula - \$79,302	Summative - Increase in state assessment scores
8. Implementation of PLC meetings in core subject areas once per week (Target Group: All)	Core Subject Teachers	August to May	(L)Local Funds	Summative - Increase in state assessment scores
9. Lesson plans will be turned in to principal weekly to ensure alignment. (Target Group: All)	Assistant Superintendent for Instruction, Principal, Teacher(s)	All Year	(L)Local Funds	Summative - Turned in weekly

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Scientifically based Reading Classes at grade 7 for all students (Addresses System Safeguards) (Title I SW: 9) (Target Group: All, AtRisk) (NCLB: 1)	Principal, Secondary Curriculum Director, Teacher(s)	August to May	(O)FTEs - 3, (S)State Compensatory - \$166,517	Summative - Increased reading scores on state assessment
2. Extended Day Program (Addresses System Safeguards) (Title I SW: 7,9,10) (Target Group: ECD, ESL, LEP, AtRisk) (NCLB: 1,2)	Principal, Teacher(s)	August to May	(L)Local Funds	Summative - Retention rate reduction, increased R/LA state assessment scores
3. Science Starters (Addresses System Safeguards) (Title I SW: 7,9) (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Secondary Curriculum Director	August and May	(L)Local Funds	Summative - Increase in 8th grade science state and local assessment scores
4. Use of scientifically based Abydos writing process (Addresses System Safeguards) (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Secondary Curriculum Director	September and February	(L)Local Funds	Summative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction
5. Science projects (i.e., Science Starters, Cscope)(Addresses System Safeguards) (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Core Subject Teachers, Secondary Curriculum Director	January and May	(L)Local Funds	Summative - Increased science state and local assessment scores.
6. Offer Pre-AP courses (Title I SW: 9,10) (Target Group: All, GT) (NCLB: 1,2,5)	Assistant Superintendent for Instruction, Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Summative - Increased student participation in challenging courses.
7. Supplemental intervention material provided for migrant students (Addresses System Safeguards) (Title I SW: 1,9,10) (Target Group: Migrant) (NCLB: 1,5)	Assistant Superintendent for Instruction	January and May	(L)Local Funds	Summative - Increased migrant students' state assessment scores
8. Provide scientifically based Power Math classes for students needing accelerated instruction who were on the bubble for the previous years math state assessment (Addresses System Safeguards) (Target Group: H, ECD, AtRisk) (NCLB: 1)	Assistant Superintendent for Instruction, Teacher(s)	January, May	(O)FTEs - 1, (S)State Compensatory - \$119,166	Summative - Increase in math state assessment scores

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Provide scientifically based ELA Academy classes for accelerated instruction for students that were on the bubble for the previous years Reading or Writing state assessment (Addresses System Safeguards) (Target Group: H, ECD, AtRisk) (NCLB: 1)	Core Subject Teachers, Counselor(s), Principal, Secondary Curriculum Director	August to May	(L)Local Funds	Summative - Increased scores on state assessments
10. Discovery Education Videostreaming will be used to provide digital resources to schools. (Target Group: All)	Teacher(s)	August to May	(L)Local Funds	Summative - Increased scores on state and local assessments
11. Videoconferencing will be used to provide virtual field trips and learning opportunities to students. (Target Group: All)	Instructional Technology Coordinator	August to May	(L)Local Funds	Summative - Increased state and local assessment scores.

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia and Lindamood Bell (Scientifically based) (Title I SW: 9) (Target Group: Dys) (NCLB: 1,5)	Special Services Director	August to May	(L)Local Funds	Summative - Increased reading state assessment scores among participants.
2. Sheltered instruction for LEP students (Addresses System Safeguards) (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Core Subject Teachers, Principal, Secondary Curriculum Director	January, May	(L)Local Funds	Summative - 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 (Scientifically based) (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)	Principal, Special Services Director, Teacher(s)	January, May	(L)Local Funds	Summative - Increased regular state assessment participants instead of alternative assessments
4. Step-by-step Scientifically Based Inclusion methodologies for Special Education students (Title I SW: 2,9,10) (Target Group: SPED) (NCLB: 1,5)	Principal, Special Services Director, Teacher(s)	August to May	(F)IDEA Formula, (L)Local Funds, (S)State SpEd - \$257,265	Summative - Increased scores on special education student state assessment scores
5. ESL and sheltered ESL classes with assistants (Addresses System Safeguards) (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Core Subject Teachers, Secondary Curriculum Director, Teacher(s)	January, May	(F)Title III Bilingual / ESL - \$21,139, (O)FTEs - 4, (S)State Compensatory - \$58,202, (S)State ESL - \$77,536	Summative - Increased scores on LEP student state assessment
6. ESL inclusion for all ESL students who have completed one year in the ESL resource setting (Addresses System Safeguards) (Target Group: ESL, LEP) (NCLB: 2)	Principal, Teacher(s)	August to May	(L)Local Funds	Summative - Increased reading state assessment scores among participants
7. Scientifically based Rosetta Stone program for lower performing ESL students (Addresses System Safeguards) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Principal, Teacher(s)	August to May	(L)Local Funds	Summative - Increased reading state assessment scores among participants
8. Remediation programs for LEP students (Addresses System Safeguards) (Target Group: ESL, LEP) (NCLB: 2)	Principal, Teacher(s)	August to May	(L)Local Funds	Summative - Increased reading state assessment scores among participants

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Inclusion for all Special Education students who fit the inclusion model for least restrictive environment. (Title I SW: 3) (Target Group: SPED) (NCLB: 1)	Assistant Superintendent for Instruction, Core Subject Teachers, Principal, Secondary Curriculum Director	January, May	(O)FTEs - 8, (S)State SpEd - \$320,803	Summative - Increased scores on state assessment
10. Life Skills for all Special Education students who fit the Life Skills model for least restrictive environment. (Target Group: SPED) (NCLB: 4)	Assistant Superintendent for Instruction, Principal, Special Services Director	January, May	(O)FTEs - 4, (S)State SpEd - \$102,886	Summative - Increased scores on state assessment
11. A speech therapist will be provided for all students who qualify for such services. (Target Group: SPED) (NCLB: 4)	Principal, Special Services Director	January, May	(O)FTEs - 0.15, (S)State SpEd - \$11,858	Summative - Increased verbal communication among participants
12. Visually Impaired support for identified students (Target Group: SPED)	Special Services Director	December, May	(F)IDEA Formula	Summative - Increased state assessment scores
13. Auditory Impaired support for identified students (Target Group: SPED)	Special Services Director	December, May	(L)Local Funds	Summative - Increased state assessment scores
14. Double blocked classes for students who qualify for Success Math and Success Reading. (Target Group: SPED)	Special Services Director, Teacher(s)	August to May	(L)Local Funds	Summative - Increased STAAR performance.
15. PEP (Peers Empowering Peers) Program to promote inclusion of severely handicapped students. (Target Group: All, SPED)	Assistant Principal(s), Teacher(s)	August to May	(L)Local Funds	Summative - Increased student integration

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. IStation Technology will be used to screen all students in grades seven and eight three times per year (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director, Teacher(s)	September, January, May	(L)Local Funds	Summative - Increased state assessment scores
2. Continued use of Tier II and Tier III interventions with support from Rtl teachers and asistants (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Secondary Curriculum Director, Special Services Director, Teacher(s)	September, January, May	(L)Local Funds, (O)FTEs - 0.6, (S)State Compensatory - \$41,676	Summative - Increased state assessment scores
3. Continued implementation of campus level Impact Teams (Title I SW: 9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director, Teacher(s)	January, May	(L)Local Funds	Summative - Decreased number of students referred for special education testing.
4. Continue implementation of local Rtl Guidelines (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Secondary Curriculum Director, Special Services Director, Teacher(s)	September, January and May	(L)Local Funds	Summative - Increased ability of Impact Teams to meet student needs
5. The Language! Intervention will be used for Tier III students by trained personnel (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Special Services Director	Each grading period	(L)Local Funds	Summative - Increased benchmark scores
6. Use of mobile carts to provide Rtl programs to students (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director, Teacher(s)	September, January, May	(L)Local Funds	Summative - Increased state assessment scores
7. Renaissance universal screener for ELAR and math. (Target Group: All)	Teacher(s)	Three times a year	(L)Local Funds	Summative - Increase in state assessment scores.

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Building Trades elective classes (Title I SW: 1,9) (Target Group: CTE) (NCLB: 1,5)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January, May	(L)Local Funds, (O)FTEs - 1	Summative - Increased trade skill of students.
2. Principals of Information Systems I and Principals of Information Systems II offered for elective credit (Title I SW: 1,9) (Target Group: CTE) (NCLB: 1,5)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January, May	(F)Carl Perkins, (L)Local Funds, (O)FTEs - 2, (S)CTE	Summative - Increased technical skill level of students
3. PreAP course offerings (Title I SW: 1,9) (Target Group: All, GT) (NCLB: 1,5)	Principal, Secondary Curriculum Director, Teacher(s)	May	(L)Local Funds	Summative - Increased number of possible college credits upon graduation.
4. College prep activities: Advisory Activities, Counseling (Title I SW: 1,10) (Target Group: All) (NCLB: 5)	Principal, Secondary Curriculum Director, Teacher(s)	May	(L)Local Funds	Summative - Increased student interest in post secondary education
5. Transition coordinator to arrange post-secondary activities and experiences for special education students (Title I SW: 1,10) (Target Group: SPED) (NCLB: 5)	Principal, Special Services Director, Teacher(s)	August, May	(L)Local Funds	Summative - Increased number of special education students accessing post-secondary opportunities

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

Objective 6. Dumas Junior High School will provide alternative learning environments and methods for those students whom the regular setting has proved unsuccessful. Summative evaluation: discipline records, attendance records, completion and dropout rates, state assessment results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disciplinary AEPs used as an alternative to expulsion so learning can continue (Title I SW: 9) (Target Group: AtRisk) (NCLB: 5)	Assistant Principal(s), Principal, Superintendent, Teacher(s)	January, May	(O)FTEs - 1.46, (S)State Compensatory - \$58,611	Summative - Decreased number of expulsions
2. Homebound instruction for students during post-natal care (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,5)	Counselor(s), Secondary Curriculum Director	August to May	(L)Local Funds	Summative - Increased academic gains for pregnant and parenting teens
3. Power Math and ELAR Academy classes provided for 7th and 8th grade students. (Addresses System Safeguards) (Title I SW: 2,9) (Target Group: AtRisk) (NCLB: 1,5)	Secondary Curriculum Director	August, May	(O)FTEs - 1, (S)State Compensatory - \$119,166	Summative - Increased math and reading state assessment scores
4. RtI Math and Reading Classes added to bridge gaps and help identify students that may require special education intervention (Addresses System Safeguards) (Target Group: AtRisk)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January, May	(L)Local Funds	Summative - Increased math and reading state assessment scores
5. Disciplinary ISS provides an alternative learning environment for disruptive students (Target Group: AtRisk) (NCLB: 4)	Assistant Principal(s), Principal, Teacher(s)	August to May	(L)Local Funds	Summative - Decrease the number of office referrals
6. Dumas Junior High School will provide 10th period tutorials for all students who are not performing at an eighty percent or better level in all core subjects. (Addresses System Safeguards) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Principal, Teacher(s)	Every three weeks	(L)Local Funds	Summative - Increased performance in core academic classes
7. Academic Management Plan is in place to help students correct behavior. (Target Group: All)	Assistant Principal(s), Teacher(s)	All Year	(L)Local Funds	Summative - Office Referrals

DUMAS JUNIOR HIGH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dumas Junior High School will provide additional counseling services for at-risk and homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s), Director of Student Services, Principal, Secondary Curriculum Director	January, May	(L)Local Funds	Summative - Increased number of homeless and at-risk students served during the academic year
2. Dumas Junior High School will provide school supplies to homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	Assistant Principal(s), Counselor(s), Director of Student Services, Principal, Teacher(s)	August to May	(L)Local Funds	Summative - Increased number of homeless students attending and prepared for school
3. Dumas Junior High School will provide homebound services for students during post-natal care (Target Group: AtRisk) (NCLB: 4)	Assistant Principal(s), Counselor(s), Teacher(s)	August to May	(L)Local Funds	Summative - Increased academic gains for pregnant and parenting teens.
4. Dumas Junior High School will provide a school nurse. (Target Group: All, AtRisk) (NCLB: 4)	Principal	August to May	(L)Local Funds	Summative - Increased academic gains
5. Dumas Junior High School coordinates with Snak Pak for Kids to help provide food to qualifying students on the weekends. (Target Group: AtRisk)	Principal	All Year	(L)Local Funds	Summative - Snak Paks are picked up.

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

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

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

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

Objective 9. Dumas Junior High School will promote a healthy and active lifestyle to our students and faculty.

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

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

Objective 1. Dumas Junior High School will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records, 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 (Title I SW: 1,4) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)	January and May	(F)Title IIA Principal and Teacher Improvement - \$1,500	Summative - Increased state assessment scores
2. Dumas Junior High School will send all core staff to trainings about TEKS and state assessments (Title I SW: 1,4) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Assistant Superintendent for Instruction, Counselor(s), Principal, Secondary Curriculum Director, Teacher(s)	January, May	(F)Title IIA Principal and Teacher Improvement - \$1,000	Summative - Increased state assessment scores
3. Attend ESC 16 for Curriculum and Instructional Services, CScope and Bilingual/ESL (Title I SW: 1,4) (Target Group: All, ESL, LEP) (NCLB: 3)	Assistant Principal(s), Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)	January, May	(F)Title IIA Principal and Teacher Improvement - \$2,400	Summative - Increased state assessment scores.
4. Abydos refresher module (Title I SW: 4) (Target Group: All) (NCLB: 3)	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) (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction, 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 (Title I SW: 4) (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 (Title I SW: 4) (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 (Title I SW: 4) (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 (Addresses System Safeguards) (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction, Teacher(s)	October	(L)Local Funds	Summative - Increased awareness of LEP student needs

DUMAS JUNIOR HIGH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Margaret Kilgo Data-Driven Decision Making training (Title I SW: 4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction, Teacher(s)	October	(F)Title IIA Principal and Teacher Improvement - \$875	Summative - Increased state assessment scores
11. Abydos trainers will attend the annual conference (Title I SW: 4) (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 (Title I SW: 4) (Target Group: Migrant) (NCLB: 3)	Assistant Superintendent for Instruction, Teacher(s)	As scheduled	(L)Local Funds	Summative - Increased migrant students' scores on state assessments
13. Attend highly qualified training and certification provided by the district for paraprofessionals (Title I SW: 4) (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 (Addresses System Safeguards) (Title I SW: 4) (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. Teachers will attend the state math and the state science conferences (Target Group: All) (NCLB: 1)	Assistant Superintendent for Instruction, Principal	As scheduled	(F)Title IIA Principal and Teacher Improvement - \$2,000	Summative - Increased state assessment scores
16. Campus mentoring program for first year teachers. (Title I SW: 3,4) (Target Group: All) (NCLB: 1,3)	Principal	August to May	(L)Local Funds	Summative - Formative: Increased state assessment scores.
17. PLC support will be provided through workshops, book studies, staff meetings, etc. (Addresses System Safeguards) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Continuing	(L)Local Funds	Summative - Staff sign in sheets
18. Eduphoria! Will be used to log all staff development. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	All Year	(L)Local Funds	Summative - Staff Development Logged

DUMAS JUNIOR HIGH

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dumas Junior High school will employ a Spanish interpreter/translator/ancillary examiner for special needs students (Address System Safeguards) (Title I SW: 6) (Target Group: SPED) (NCLB: 4)	Principal, Special Services Director	August, May	(F)IDEA Formula, (O)FTEs - 1	Summative - Increased parent attendance and involvement at ARDs
2. Dumas Junior High School will designate at least one person per campus to be the official interpreter/translator for parent conferences, meetings, etc. (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Superintendent	August and May	(L)Local Funds	Summative - Increased parental involvement on campuses
3. Dumas Junior High School will use a telephone translation system for languages where a translator is not available on site (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Assistant Superintendent for Instruction, Principal	Monthly	(F)Title III Bilingual / ESL - \$500	Summative - Increased parent involvement on campuses
4. Dumas Junior High School will employ a Burmese translator. (Addresses System Safeguards) (Title I SW: 6) (Target Group: ESL, Migrant, LEP) (NCLB: 4)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel, Principal	August and May	(L)Local Funds - \$29,909, (O)FTEs - 1	Summative - Increased parent involvement on campuses
5. Dumas Junior High School will provide translators at all student orientation meetings. One in Spanish and one in Burmese. (Target Group: ESL, LEP) (NCLB: 4)	Principal, Superintendent	August	(L)Local Funds	Summative - Increase parental involvement

DUMAS JUNIOR HIGH

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 7th and 8th grade teachers will meet with parents to review report cards and discuss needs of students who failed the STAAR test. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Assistant Superintendent for Instruction, Principal, Secondary Curriculum Director, Teacher(s)	Fall, Spring	(L)Local Funds	Summative - Increased parental involvement
2. 7th - 8th grade teachers' academic teaming period affords parents the opportunity to meet with their child's core academic teachers at one time (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Secondary Curriculum Director, Teacher(s)	January, May	(L)Local Funds, (O)FTEs - 3.21	Summative - Increased parental involvement
3. Back to School Nights (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal, Superintendent, Teacher(s)	August	(L)Local Funds	Summative - Increased parental involvement
4. Open Houses (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal, Superintendent, Teacher(s)	Fall	(L)Local Funds	Summative - Increased parental involvement
5. Dumas Junior High School will provide opportunities for parent involvement through meetings, programs, materials, etc (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)	January, May	(L)Local Funds	Summative - Increased parental involvement
6. Phone Tree for reminders (Target Group: All)	Assistant Principal(s)	Continuing	(L)Local Funds	Summative - Phone Tree Reports

DUMAS JUNIOR HIGH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety reviews of each facility (Target Group: All) (NCLB: 4)	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 (Title I SW: 1) (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 or other people needing access to the upper level. (Target Group: All)	Director of Maintenance and Transportation	Continuing	(L)Local Funds	Summative - Fire Code
5. Stairs marked with reflective and gripping strips for visually impaired students. (Target Group: SPED)	Assistant Principal(s)	Continuing	(L)Local Funds	Summative - Condition of strips.

DUMAS JUNIOR HIGH

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

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

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

DUMAS JUNIOR HIGH

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

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

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

Migrant Program Activities - Intermediate and Junior High

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

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

Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.

Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.

Middle School Students: Provide presentation/information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. Presentation/information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.

Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.

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

MIGRANT “PRIORITY FOR SERVICES” ACTION PLAN

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

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

At Risk Guidelines

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

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

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

Dumas ISD Highly Qualified Teacher Plan

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 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.				
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

Needs Assessment Summary and Improvement Plan

Definition/Purpose	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.
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:	Increase in 8th grade social studies scores among all students.
Need 2:	Increase in 7th grade reading scores among all students.
Need 3:	Increase in 8th grade science scores among all students.
Need 4:	Continued improvement in ELL reading and math scores.
Need 5:	Increase in STAAR test scores among special education students in the areas of reading and math.

Need 1:	Increase in 8th grade social studies scores among all students.
Index(es) Addressed:	
Critical Success Factor:	Social Studies scores will increase.
Annual Goal:	25% increase in all students and 23% increase in Economically Disadvantaged students in 8th grade social scores on the STAAR test .
Strategy:	Cross curricular activities to address social studies curriculum. This includes social studies activities being implemented in Principles of Technology, Speech, and Music classes. The secondary curriculum director along with the junior high principal and assistant principals attend all PLC meetings.
How will addressing this need impact the index/CSF or major system identified?	By promoting social studies in a wide variety areas, all students will realize the value of social studies.

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?	Cross curricular activities have been implemented in reading, computer, speech, art, and music electives to help with the gaps in social studies knowledge. The I-Station program also has social studies information throughout it. Students receiving ELA Academy and Power Math Interventions are also receiving social studies help through these interventions.	Q2 Goal:	Increase in social studies scores among all students.	Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		Cross Curricular Activities					
		Extended Day Tutorials					
		Enrichment Opportunities					
		PLC					
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
		Common Formative Assessments					
		Common Based Assessments					
		Student Self Monitoring of Growth					

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?	

Need 2:	Increase in 7th grade reading scores among all students.
Index(es) Addressed:	
Critical Success Factor:	7th grade reading scores will improve.
Annual Goal:	21% increase in all students and 14% increase in Economically Disadvantaged on 7th grade reading scores on the STAAR test.
Strategy:	Integration of 7th ELAReading and ELAWriting. All 7th grade students are double blocked. The Istation screener is used to identify lower performing students. These students are then placed in ELA academy if the need is identified.

How will addressing this need impact the index/CSF or major system identified?	Providing a link between writing and reading will help students realize the importance of reading and writing.
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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?	All seventh grade students will have two ELAR classes. One class will have an emphasis in reading and the other in writing but reading and writing will be done in both periods.	Q2 Goal:	Increase in 7th grade reading scores among all students.	Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		Double blocked ELAR classes					
		Extended Day Tutorials					
		Enrichment Activities					
		I-Station Screener/Progress Monitor					
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
		Common Formative Assessments					
		Common Based Assessments					
		Student Self Monitoring of Growth					

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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?	

Need 3:	Increase in 8th grade science scores among all students.
Index(es) Addressed:	
Critical Success Factor:	Increase in 8th grade science scores.

Annual Goal:	18% increase in all students and 16% increase among Economically Disadvantaged students in 8th grade science scores on the STAAR test among all students.
Strategy:	Chrome books and online resources will be used to make science more available to the students.
How will addressing this need impact the index/CSF or major system identified?	Using technology to integrate science will create more opportunities for students to experience science.

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	Science Starters, hands on activities and project based instruction are being used in science to connect science to life and spark interest in science among the students. Cross	Q2 Goal:	Increase in 8th grade science scores among all students.	Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		Cross Curricular Activities					
		Extended Day Tutorials					
		Enrichment Opportunities					

address Need 1?	curricular activities have also been implemented. ELAR classes and Math classes have also implemented activities to assist in the area of science.	PLC		
		What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
		Common Formative Assessments		
		Common Based Assessments		
		Student Self Monitoring of Growth		

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?	

Need 4:	Continued improvement in ELL reading and math scores.
Index(es) Addressed:	
Critical Success Factor:	ELL students need to be at the 55% pass rate in Reading and Math.
Annual Goal:	55% rate for ELL students in reading and math.
Strategy:	Identify ELL students in need of supplemental instruction, extended day tutorials, and enrichment.
How will addressing this need impact the index/CSF or major system identified?	Gains will continue to be seen in these areas.

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?	ELL students, particularly Economically Disadvantaged, are being targeted for extended day tutorials, enrichment, and mentoring opportunities to help build relationships among this population. Encourage the participation of ELL, Economically Disadvantaged, and particularly Asian students in extracurricular activities. Currently 19 out of 29 Asian students participate in extra curricular activities.	Q2 Goal:	Continued Improvement in ELL Reading and Math Scores.	Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		Promote extracurricular activities.					
		Extended Day Tutorials (Round Robin)					
		Enrichment Opportunities					
		Mentoring Activities					
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
		Common Formative Assessments					
		District Assessments					
		Student Self Monitoring of Growth					

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?	

Need 5:	Increase in STAAR test scores among special education students in the areas of reading and math.
Index(es) Addressed:	
Critical Success Factor:	Special Education students need to meet the 55% passing rate in math and reading.
Annual Goal:	55% passing on the STAAR test in reading and math among Special Education students.
Strategy:	Using double blocked classes, including Success classes, to provide additional assistance.

<p>How will addressing this need impact the index/CSF or major system identified?</p>	<p>Gains will be seen in the area of Special Education.</p>
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Interventions by Quarter

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
<p>To date, what actions have been taken to address Need 1?</p>	<p>All students who previously took the STAAR modified have been double blocked with a regular math and reading class as well as with a Success reading and math class. Special Education students also have the opportunity to participate in Academic Lab. Special Education accommodations are monitored.</p>	<p>Q2 Goal:</p>		<p>Q3 Goal:</p>		<p>Q4 Goal:</p>	
		<p align="center">Interventions:</p>		<p align="center">Interventions:</p>		<p align="center">Interventions:</p>	
		<p>Double Blocked ELAR and Math classes</p>					
		<p>Accommodations are monitored.</p>					
		<p>Academic Lab</p>					
		<p>SpEd teachers in PLC</p>					
		<p align="center">What data will be collected to monitor interventions?</p>		<p align="center">What data will be collected to monitor interventions?</p>		<p align="center">What data will be collected to monitor interventions?</p>	
		<p>Common Formative Assessments</p>					
		<p>Common Based Assessments</p>					
		<p>Student Self Monitoring of Growth</p>					

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End of Quarter Reporting

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