

NORTH PLAINS OPPORTUNITY CENTER

Campus Improvement Plan

2014/2015

Expect Success

NORTH PLAINS OPPORTUNITY CENTER

Mission

North Plains Opportunity Center will provide academic excellence through collaboration with students, parents and the community.

Vision

North Plains Opportunity Center will promote Academic Excellence, while maintaining a highly competitive level in all areas of school related activities.

North Plains Opportunity Center will provide staff development to achieve Academic Excellence for all students.

North Plains Opportunity Center will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

North Plains Opportunity Center will create and maintain a safe learning environment.

Nondiscrimination Notice

NORTH PLAINS OPPORTUNITY CENTER 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.

NORTH PLAINS OPPORTUNITY CENTER Site Base

Name	Position
Clements, Carl	Principal
Francis, Amy	Classroom Teacher
Lewis, Becky	Student Service Coordinator
Mason, Shawn	Classroom Teacher
Riehl, Daina	Classroom Teacher
Tafoya, Carla	Assistant Principal
Wait, Holly	Classroom Teacher
Williams, Cecilia	Classroom Teacher

North Plain Opportunity Center Needs Assessment Su

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

Areas of strengths:

- 1. North Plains Opportunity Center 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.**
- 2. North Plains Opportunity Center provides an appropriate curriculum utilizing creative and innovative techniques in instructional technology.**
- 3. North Plains Opportunity Center has a well-defined behavioral standards to create a safe and orderly learning environment.**
- 4. North Plains Opportunity Center has policies in place to identify and serve At-risk students appropriately.**

Areas of Need:

- 1. North Plains Opportunity Center 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. North Plains Opportunity Center 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 though 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
 NORTH PLAINS OPPORTUNITY CENTER (171901002) - DUMAS ISD

Accountability Rating

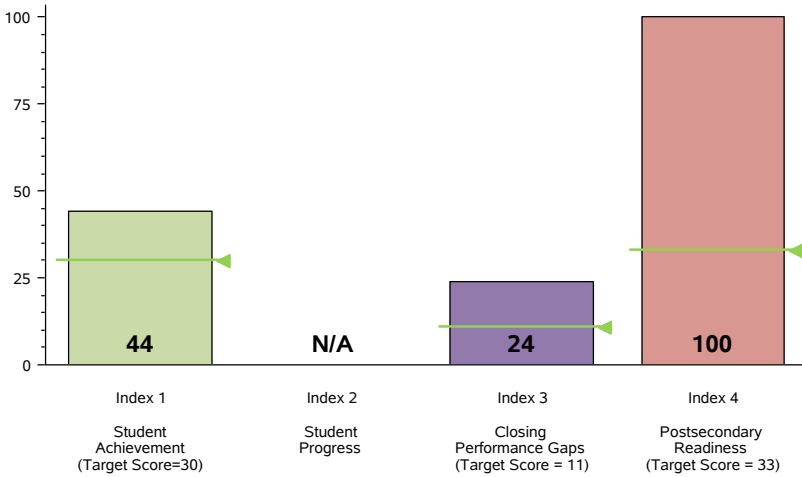
Met Alternative Standard

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

Distinction Designation

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

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%
Total	9 out of 11 = 82%

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
Local Funds	Local
FTEs	Other
State Compensatory	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.

NORTH PLAINS OPPORTUNITY CENTER

Goal 1. North Plains Opportunity Center will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Mini-assessments and benchmarks revised to address state assessments needs (Target Group: All) (NCLB: 1)	Lead Teacher, Principal, Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased scores on state assessments
2. Implementation of TEKs Resource System (Title I SW: 8) (Target Group: All) (NCLB: 1,2)	Lead Teacher, Principal, Secondary Curriculum Director	December and May	(L)Local Funds	Formative - Increase in state assessment scores

NORTH PLAINS OPPORTUNITY CENTER

Goal 1. North Plains Opportunity Center will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of Abydos writing process (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Lead Teacher, Secondary Curriculum Director	September and February	(L)Local Funds	Formative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction.
2. Tutorial program (Target Group: AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Lead Teacher, Principal, Teacher(s)	January and May	(L)Local Funds, (S)High School Allotment - \$17,168	Formative - Retention rate reduction, increased reading/language arts state assessment scores, increased graduation rate.
3. Science projects (i.e., Science Starters, C-Scope) (Target Group: All) (NCLB: 1,2,5)	Lead Teacher, Principal, Secondary Curriculum Director	January and May	(L)Local Funds	Formative - Increased science state and local assessment scores.
4. Supplemental intervention material provided for migrant students (Title I SW: 1,9,10) (Target Group: Migrant) (NCLB: 1,5)	Lead Teacher, Principal	January and May	(F)TIC Migrant - \$5,000	Formative - Increased migrant students' state assessment scores
5. Employ a full time math teacher. (Target Group: All) (NCLB: 1)	Principal	All Year	(S)State Compensatory	Formative - Increased math scores on local and state assessments.
6. Employ a full time science teacher (Target Group: All) (NCLB: 1)	Principal	All year	(O)FTEs, (S)State Compensatory	Formative - Student will be successful in local and state assessments.
7. Employ a full time ELA teacher. (Target Group: All) (NCLB: 1)	Principal	All year	(O)FTEs, (S)State Compensatory	Formative - Students will be successful in local and state assessments.
8. Employ a full time Social Study teacher (Target Group: All) (NCLB: 1)	Principal	All year	(O)FTEs, (S)State Compensatory	Formative - Students will be successful in local and state assessments.
9. Employ a teaching assistant (Target Group: All) (NCLB: 1)	Principal	All year	(O)FTEs, (S)State Compensatory	Formative - Student will be successful on local and state assessments.
10. Employ a full time Principal (Target Group: All) (NCLB: 1)	Assistant Superintendent for Personnel	All year	(O)FTEs, (S)State Compensatory	Formative - Students will be successful on local and state assessments.

NORTH PLAINS OPPORTUNITY CENTER

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Objective 2. North Plains Opportunity Center 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
11. Employ a full time CTE/Business teacher (Target Group: All) (NCLB: 1)	Principal	All year	(S)State Compensatory	Formative - Students will be college and career ready.

NORTH PLAINS OPPORTUNITY CENTER

Goal 1. North Plains Opportunity Center will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia and Lindamood Bell (Target Group: Dys) (NCLB: 1,5)	Assistant Principal(s), Special Services Director	May	(O)FTEs - 1, (S)State Compensatory - \$65,937	Formative - Increased reading state assessment scores among participants.
2. Sheltered instruction for LEP students (Target Group: ESL, LEP) (NCLB: 2)	Counselor(s), Lead Teacher, Principal	January and May	(F)Title III Bilingual / ESL - \$5,000, (L)Local Funds	Formative - Increased scores on LEP student state assessment
3. Special Education IEPs will be written using CLASS and TEKS and will utilize various sources to determine curriculum level (Target Group: SPED) (NCLB: 1,5)	Special Services Director	January and May	(L)Local Funds	Formative - Increased regular state assessment participants instead of alternative assessments
4. Step-by-step Inclusion methodologies for Special Education students (Title I SW: 2) (Target Group: SPED) (NCLB: 1,5)	Assistant Principal(s), Lead Teacher, Principal, Special Services Director	January and May	(F)IDEA Formula, (L)Local Funds	Formative - Increased scores on special education student state assessment scores

NORTH PLAINS OPPORTUNITY CENTER

Goal 1. North Plains Opportunity Center will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 4. North Plains Opportunity Center 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. Variety of computer, agriculture, business, health sciences, home economics and industrial technology classes for electives (Title I SW: 1) (Target Group: CTE) (NCLB: 1,5)	Counselor(s), Principal	January and May	(F)Carl Perkins, (L)Local Funds, (O)FTEs - 12, (S)CTE	Formative - Increased technical skill level of students
2. College prep activities: career day, counseling, ASVAB, military recruiting and two college days (Target Group: All) (NCLB: 5)	Counselor(s)	May	(L)Local Funds, (O)FTEs - 1	Formative - Increased student interest in post secondary education
3. College information disseminated by Career Counselor - higher ed requirements (admissions, financial opportunities), Texas Grant and Teach for Texas grant program and accelerated high school graduation (Target Group: All) (NCLB: 5)	Counselor(s)	May	(L)Local Funds, (O)FTEs - 1	Formative - Increased student interest in post secondary education
4. QUEST program for 9th-12th grade students who participate (Target Group: All) (NCLB: 5)	Counselor(s), Principal	May	(O)Dumas Education Foundation, (O)FTEs - 1	Formative - Increased student interest in post-secondary education
5. District will pay the cost of AP exams (Target Group: All, GT) (NCLB: 1,5)	Principal	August and May	(L)Local Funds	Formative - Increased number of AP exams taken
6. Transition coordinator to arrange post-secondary activities and experiences for special education students (Target Group: SPED) (NCLB: 5)	Special Services Director	August and May	(L)Local Funds, (O)FTEs - 1	Formative - Increased number of special education students accessing post-secondary opportunities
7. Virtual School Network to provide AP and Dual Credit courses, as well as regular classes not offered at DHS (Title I SW: 1,9) (Target Group: All) (NCLB: 5)	Counselor(s), Instructional Technology Coordinator	May	(L)Local Funds, (O)FTEs - 1	Formative - Increased student interest in post secondary education
8. Materials and programs provided to CTE classes for successful implementation of CTE guidelines (Target Group: CTE) (NCLB: 1,5)	Principal	January and May	(F)Carl Perkins - \$29,258	Formative - Increased enrollment in CTE courses

NORTH PLAINS OPPORTUNITY CENTER

Goal 1. North Plains Opportunity Center will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. North Plains Opportunity Center will provide smaller class sizes and self-paced curriculum for students desiring an alternate graduation path (Target Group: AtRisk) (NCLB: 5)	Assistant Principal(s), Counselor(s)	May	(S)State Compensatory	Formative - Increased completion rate
2. Disciplinary AEPs used as an alternative to expulsion so learning can continue (Target Group: AtRisk) (NCLB: 5)	Assistant Principal(s), Principal	January and May	(O)FTEs - 4.28, (S)State Compensatory	Formative - Decreased number of expulsions
3. Homebound instruction for students during post-natal care (Target Group: F, AtRisk) (NCLB: 1,5)	Assistant Principal(s), Counselor(s)	August and May	(S)State Compensatory - \$3,000	Formative - Increased academic gains for pregnant and parenting teens

NORTH PLAINS OPPORTUNITY CENTER

Goal 1. North Plains Opportunity Center will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 6. North Plains Opportunity Center 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. North Plains Opportunity Center will provide additional counseling services for at-risk and homeless students (Target Group: AtRisk) (NCLB: 4)	Counselor(s)	January and May	(L)Local Funds	Formative - Increased number of homeless and at-risk students served during the academic year
2. North Plains Opportunity Center will provide school supplies to homeless students (Target Group: ECD, AtRisk) (NCLB: 4)	Director of Student Services, Principal	January and May	(L)Local Funds	Formative - Increased number of homeless students attending and prepared for school
3. Employ a Student Service Coordinator (Target Group: All) (NCLB: 4,5)	Principal	All year	(S)State Compensatory	Formative - Increase the number of students that attend college.

NORTH PLAINS OPPORTUNITY CENTER

Goal 1. North Plains Opportunity Center will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 7. North Plains Opportunity Center 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. North Plains Opportunity Center will ensure all teachers and counselors receive training and/or updated training in G/T strategies (Target Group: GT) (NCLB: 3)	Principal	May	(L)Local Funds	Formative - Increased effectiveness of G/T instruction

NORTH PLAINS OPPORTUNITY CENTER

Goal 2. North Plains Opportunity Center will provide staff development to achieve academic excellence for all students.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Contract with ESC 16 for TPTR trainings with emphasis on instructional techniques and methodologies (Target Group: All) (NCLB: 3)	Principal	January and May	(F)Title IIA Principal and Teacher Improvement - \$1,500	Formative - Increased state assessment scores
2. North Plains Opportunity Center will send all core staff to trainings about TEKS and state assessments (Target Group: All) (NCLB: 3)	Principal, Secondary Curriculum Director	January and May	(F)Title IIA Principal and Teacher Improvement	Formative - Increased state assessment scores
3. Contract with ESC 16 for Curriculum and Instructional Services, TEKS resources and Bilingual/ESL (Target Group: All, ESL, LEP) (NCLB: 3)	Principal	January and May	(F)Title IIA Principal and Teacher Improvement, (S)State ESL	Formative - Increased state assessment scores.
4. Sheltered Instruction module (Target Group: ESL, LEP) (NCLB: 3)	Lead Teacher, Principal	October	(L)Local Funds	Formative - Increased LEP students' scores on state assessments.
5. Special education modules covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc (Target Group: SPED) (NCLB: 3)	Assistant Principal(s), Principal	October	(L)Local Funds	Formative - Better understanding of how special education and regular education work together.
6. New staff trained on student management system and other pertinent technology programs/topics (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator, Lead Teacher	October	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
7. Technology modules (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator	October and April	(L)Local Funds	Formative - Increased ability of staff to use technology and become technologically literate.
8. Differentiation strategies for LEP students modules (Target Group: ESL, LEP) (NCLB: 3)	Lead Teacher, Principal	October	(L)Local Funds	Formative - Increased awareness of LEP student needs
9. Regional, state and local migrant trainings (Target Group: Migrant) (NCLB: 3)	Principal	January and May	(F)TIC Migrant	Formative - Increased migrant students' scores on state assessments
10. Highly qualified training and certification provided by the district for paraprofessionals (Target Group: All) (NCLB: 3)	Assistant Superintendent for Personnel, Principal	January and May	(F)Title IIA Principal and Teacher Improvement	Formative - Increased number of paraprofessionals designated as highly qualified.

NORTH PLAINS OPPORTUNITY CENTER

Goal 2. North Plains Opportunity Center will provide staff development to achieve academic excellence for all students.

Objective 1. North Plains Opportunity Center 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. Materials and training available to aide teachers in becoming certified (Target Group: All) (NCLB: 3)	Principal	January and May	(F)Title IIA Principal and Teacher Improvement	Formative - Increased number of teachers designated as highly qualified
12. Sheltered instruction training for teachers of ELL students (Target Group: ESL, LEP) (NCLB: 3)	Lead Teacher, Principal	January and May	(L)Local Funds	Formative - Increased LEP students' state assessment scores
13. Regional, state and local trainings for CTE teachers (Target Group: CTE) (NCLB: 3)	Principal	January and May	(F)Carl Perkins - \$12,000	Formative - Increased knowledge and skills of CTE staff

NORTH PLAINS OPPORTUNITY CENTER

Goal 3. North Plains Opportunity Center will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Objective 1. North Plains Opportunity Center 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. North Plains Opportunity Center will employ a Spanish interpreter/translator/ancillary examiner for special needs students (Target Group: SPED) (NCLB: 4)	Special Services Director	August and May	(F)IDEA Formula, (O)FTEs - 1	Formative - Increased parent attendance and involvement at ARDs
2. North Plains Opportunity Center will designate at least one person per campus to be the official interpreter/translator for parent conferences, meetings, etc. (Target Group: ESL, LEP) (NCLB: 4)	Principal	August and May	(L)Local Funds	Formative - Increased parental involvement on campuses
3. North Plains Opportunity Center will use a telephone translation system for languages where a translator is not available on site (Target Group: ESL, LEP) (NCLB: 4)	Principal	Monthly	(F)Title III Bilingual / ESL	Formative - Increased parent involvement on campuses

NORTH PLAINS OPPORTUNITY CENTER

Goal 3. North Plains Opportunity Center will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Objective 2. North Plains Opportunity Center 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. North Plains Opportunity Center will provide opportunities for parent involvement through meetings, programs, materials, etc (Target Group: All) (NCLB: 4)	Principal	January and May	(F)Title IA - \$352	Formative - Increased parental involvement

NORTH PLAINS OPPORTUNITY CENTER

Goal 4. North Plains Opportunity Center will create and maintain a safe learning environment.

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

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

NORTH PLAINS OPPORTUNITY CENTER

Goal 4. North Plains Opportunity Center will create and maintain a safe learning environment.

Objective 2. North Plains Opportunity Center will implement the Character Counts character education curricula in conjunction with the Quantum Learning Eight Keys for Success. Summative evaluation: lesson plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Character Counts materials for each campus (Target Group: All) (NCLB: 4)	Counselor(s), Principal	August	(L)Local Funds	Formative - Successful continuance of program
2. Character Counts activities addressing topics including conflict resolution, self-esteem, suicide prevention and violence education (Target Group: All) (NCLB: 4)	Counselor(s), Principal	January and May	(L)Local Funds	Formative - Decreased student conflicts and increased student responsibility
3. Dating Violence program (Target Group: All) (NCLB: 4)	Secondary Curriculum Director, Teacher(s)	February	(L)Local Funds	Formative - Increased student awareness
4. Bullying lessons (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	February	(L)Local Funds	Formative - Increased student awareness
5. Bullying awareness education included in yearly internet safety education program (Target Group: All) (NCLB: 4)	Instructional Technology Coordinator, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased student awareness

NORTH PLAINS OPPORTUNITY CENTER

Goal 4. North Plains Opportunity Center will create and maintain a safe learning environment.

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

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

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.

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

LEA Name:	Dumas ISD
Campus Name:	North Plains Opportunity Center

Data Analysis Summary

Is this a district submission or campus submission?	Campus
Is your district staged in PBM?	Yes
Definition/Purpose:	<i>Data analysis and review of student level data conducted by the intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.</i>
Summary of findings	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the basis for the needs assessment process.
Section 1: Student Achievement	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 1 data over time?	Increase of students who did not meet standard (55%) in Reading and Math, but students were more successful in Science and Social Studies.
What impact do the trends have on Index 1?	Students were not prepared for post secondary readiness. All subjects and All Students impact Index 1.
What other insights do the data reveal that impact student success?	Need to individualize instruction and create accelerated learning opportunities for students. As an AEC, all core subjects are important, and students need to perform well on TAKS and STAAR EOC. Improvement of 14 points above required Index score for AEC.
Section 2: Student Progress	
Index met?	Yes, at Alternative Education Accountability
What are the trends in the index 2 data over time?	We have a high mobility rate, so it is difficult to track students.
What impact do the trends have on Index 2?	It is difficult to assess the progress of students without accurate and reliable data.
What other insights do the data reveal that impact student success?	Students entering NPOC are at deficit credits and run a high risk of not graduating unless student progress is monitored daily: attendance credits earned, STAAR EOC or TAKS passing rates.
Section 3: Closing Performance Gaps	
Index met?	Yes, at Alternative Education Accountability
What are the trends in the index 3 data over time?	Difficult to analyze trends of economically disadvantaged because of the different at-risk students entering NPOC throughout the academic year; success in 2014 with 13 points above required Index score for AEC.
What impact do the trends have on Index 3?	Expectations for students to move beyond pass/fail and move to advanced performance.
What other insights do the data reveal that impact student success?	Awareness of not only the Economically Disadvantaged subgroup being successful, but all students important to perform well on the assessed subjects.

LEA Name:	Dumas ISD
Campus Name:	North Plains Opportunity Center

Data Analysis Summary

Section 4: Postsecondary Readiness	
Index met?	N/A, Yes
What are the trends in the index 4 data over time?	Key trends are the emphasis on attendance, EOCT STAAR, Graduation Rate, Graduation Plans, and moving all students toward college readiness.
What impact do the trends have on Index 4?	We need to prepare students better for postsecondary opportunities (college readiness) and RHSP.
What other insights do the data reveal that impact student success?	We are decreasing the number of students graduating under the minimum plan, and increasing students graduating under the RHSP. A postsecondary emphasis.
Section 5: System Safeguards	
Were system safeguards missed for Performance?	Yes
Were system safeguards missed for Participation?	No
Were system safeguards missed for Graduation?	No
What are the trends in the System Safeguard data over time?	Need to articulate the importance of passing the December EOCs under Reading (ELA I & II) and Mathematics (Algebra I) for students enrolled at NPOC.
What other insights do the data reveal that impact student success?	Awareness of subgroups and their success in the core subjects. NPOC needs to continue to ensure students graduate with a RHSP.
Section 6: PBM	
In what program areas is the district staged?	Bilingual Education
If the campus is contributing to the district's PBM staging please explain. Enter your answer in the cell to the right.	

LEA Name:	Dumas ISD
Campus Name:	North Plains Opportunity Center

Needs Assessment Summary and Improvement Plan

Definition/Purpose:	<p><i>After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</i></p>
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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:	Improve student attendance rate
Need 2:	Increase student scores on EOC tests.
Need 3:	Increase the number of students that graduate on the RHSP to 100%
Need 4:	
Need 5:	

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

Need:	Improve student attendance rate
Index:	1, 3, 4
Critical Success Factor:	School Climate, Quality Data to Drive Instruction, Increased Learning Time
Annual Goal:	Contacting 95% Students/Parents when a student is not present at school, the day of the absence. Students will immediately have a conference with Principal upon return to NPOC.
Strategy:	

LEA Name:	Dumas ISD
Campus Name:	North Plains Opportunity Center

Needs Assessment Summary and Improvement Plan

How will addressing this need impact the Indeny/CSF or major system Identified?	We will have improved students achievement because students are attending classes. It will improve accountability of students and teachers for learning.		

Cell applies only to district submissions

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LEA Name:	Dumas ISD
Campus Name:	North Plains Opportunity Center

Needs Assessment Summary and Improvement Plan

Interventions by Quarter

Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
<p>Need 1</p> <p>To date, what actions have been taken to address Need 1?</p> <p>Students have been made aware of new expectations that they must attend school daily. Principal and staff make contact with parents and students daily. Making instruction a focus on campus. The District dress code has been enforced on campus. Campus Instructional Leadership Team has been established.</p>	<p>Q2 Goal: 95% school attendance</p> <p>Interventions:</p> <ol style="list-style-type: none"> 1) Personal contact logs. 2) Phone tree 3) Pursue Compulsory Attendance laws 4) Find positive rewards for student attendance. 	<p>Q3 Goal: 95% School attendance</p> <p>Interventions:</p> <ol style="list-style-type: none"> 1) Utilization of guided table to recapitulate student learning due to absences 2) Acknowledging student attendance each and every period at the start of class. 3) Personal contact logs. 4) Phone tree 	<p>Q4 Goal: 95% School attendance</p> <p>Interventions:</p> <ol style="list-style-type: none"> 1) Students will recognize the correlation between student achievement and daily attendance. 2) Parent involvement in ensuring student attend NPOC daily. 3) Personal contact logs. 4) Phone tree
<p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> 1) Attendance Reports 2) Staff Personal contact logs. 3) Make a list of students that achieve 100% attendance every month and to be recognized. 4) Phone tree reports. 	<p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> 1) Attendance Reports 2) Staff Personal contact logs. 3) Make a list of students that achieve 100% attendance every month and to be recognized. 4) Phone tree reports. 	<p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> 1) Attendance Reports 2) Staff Personal contact logs. 3) Make a list of students that achieve 100% attendance every month and to be recognized. 4) Phone tree reports. 	<p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> 1) Attendance Reports 2) Staff Personal contact logs. 3) Make a list of students that achieve 100% attendance every month and to be recognized. 4) Phone tree reports.

End of Quarter Reporting

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

LEA Name:	Dumas ISD
Campus Name:	North Plains Opportunity Center

Needs Assessment Summary and Improvement Plan

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

LEA Name:	Dumas ISD
Campus Name:	North Plains Opportunity Center

Needs Assessment Summary and Improvement Plan

Need:	Increase student scores on EOC tests.
Index:	1, 4
Critical Success Factor:	Teacher Quality, Improve Academic Performance
Annual Goal:	Students will meet state standards in all subject areas
Strategy:	Provide Professional Development to all teachers, provide supplemental material and resources to all teachers in EOC tested subjects. Monitor the instructional practices of students who are struggling with assessments.
How will addressing this need impact the Index and CSF identified?	By increasing students scores on the EOC tests we will have increased teacher quality and improved academic performance. This will also increase our rating in index 1 and index 4.

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Interventions by Quarter

Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
<p>NPOC has started PLCs in all core classes, teachers have been given numerous professional development opportunities over increasing student performance, and students who have been unsuccessful in a EOC test have been placed in accelerated instruction classes.</p>	<p>NPOC will meet state standards in the December administration of the STAAR EOCs. 72% in ELA I, 73% in ELA II, 86% in Algebra I, 93% in Biology, and 92% in U.S. History.</p> <p>Q2 Goal: history.</p> <p>Interventions:</p> <ol style="list-style-type: none"> 1) Provide instructional focus on Readiness Standards 2) All students who have in unsuccessful in EOCs will receive accelerated instruction. 3) Teachers will actively monitor student progress and provide feedback. 4) Provide professional development opportunities for all teachers. 	<p>NPOC will meet state standards in the Spring Administration of the STAAR EOCs. 72% in ELA I, 73% in ELA II, 86% in Algebra I, 93% in Biology, and 92% in U.S. History.</p> <p>Q3 Goal: 93% in Biology, and 92% in U.S. History.</p> <p>Interventions:</p> <ol style="list-style-type: none"> 1) Higher Level Thinking Skills Documented on Teacher lesson plans. 2) Staff will utilize student data to drive instruction. 3) Monitoring of instructional practices, identifying struggling students, analyzing data, and developing an action plan. 4) All students who have in unsuccessful in EOCs will receive accelerated instruction. 	<p>NPOC will Meet meet standards in the Spring Administration of the STAAR EOCs. 72% in ELA I, 73% in ELA II, 86% in Algebra I, 93% in Biology, and 92% in U.S. History.</p> <p>Q4 Goal: Algebra I, 93% in Biology, and 92% in U.S. History.</p> <p>Interventions:</p> <ol style="list-style-type: none"> 1) Students will demonstrate higher level thinking skills. 2) Invite community members to speak to students at weekly assemblies. 3) Cross curriculum instruction throughout the school. 4) All students who have in unsuccessful in EOCs will receive accelerated instruction.
<p>To date, what actions have been taken to address Need 2?</p>	<p>What data will be collected to monitor interventions?</p>	<p>What data will be collected to monitor interventions?</p>	<p>What data will be collected to monitor interventions?</p>

Need 2

LEA Name:	Dumas ISD
Campus Name:	North Plains Opportunity Center

Needs Assessment Summary and Improvement Plan

	<ul style="list-style-type: none"> 1) Principal walkthrough documentation/PDAS 2) PSP Support Walkthrough forms 3) Monthly agenda/topics for Professional Development 4) Teachers will turn in monthly assessment data at PLC meetings 	<ul style="list-style-type: none"> 1) Principal walkthrough documentation/PDAS 2) PSP Support Walkthrough forms 3) Monthly agenda/topics for Professional Development 4) Teachers will turn in monthly assessment data at PLC meetings 	<ul style="list-style-type: none"> 1) Principal walkthrough documentation/PDAS 2) PSP Support Walkthrough forms 3) Monthly agenda/topics for Professional Development 4) Teachers will turn in monthly assessment data at PLC meetings
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LEA Name:	Dumas ISD
Campus Name:	North Plains Opportunity Center

Needs Assessment Summary and Improvement Plan

End of Quarter Reporting				
Q1 Report	Q2 Report	Q3 Report	Q4 Report	
Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	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.	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?	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:	Increase the number of students that graduate on the RHSP to 100%
Index:	4
Critical Success Factor:	School Climate
Annual Goal:	Increase the number of students that are on RHSP to 100%
Strategy:	Immediate student placement into RHSP upon enrolling at NPOC. Required LOTE credits upon student enrollment at NPOC to place student in RHSP.
How will addressing this need impact the Index and CSF identified?	By raising the expectation for students to be on the RHSP with campus counseling and guidance.

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LEA Name:	Dumas ISD
Campus Name:	North Plains Opportunity Center

Needs Assessment Summary and Improvement Plan

Interventions by Quarter			
Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
<p>Q1 Report</p> <p>At intake process, Principal and Student Services Coordinator will conference with student/parent on RHSP. Student Service Coordinator will audit students credits and determine classes needed at NPOC to complete RHSP. Principal to meet with all students every morning to discuss career options at breakfast.</p>	<p>Q2 Goal: Increase the number of students that are on RHSP to 100%</p> <p>Interventions:</p> <ol style="list-style-type: none"> At intake change students from minimum 1) to RHSP. Counselor will have credit audits ever 6 weeks. Assessment monitoring of subgroups At intake enroll 100% of students on RHSP <p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> Daily intake forms. Student credit audit sheet Weekly PLC meetings to discuss student progress In house student assessment reviews by principal 	<p>Q3 Goal: Increase the number of students that are on RHSP to 100%</p> <p>Interventions:</p> <ol style="list-style-type: none"> Students are required LOTE credits upon enrollment to NPOC. Teachers understand types of graduation plans. Teachers understand graduation requirements. Posting of credits earned by students in cafeteria. <p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> Daily intake forms. Student credit audit sheet Weekly PLC meetings to discuss student progress In house student assessment reviews by principal 	<p>Q4 Goal: Increase the number of students that are on RHSP to 100%</p> <p>Interventions:</p> <ol style="list-style-type: none"> Create opportunities for student learning and credit recovery to regain credits. Students graduate under the RHSP Invite community members to talk about the importance of graduating from high school. Posting of credits earned by students in cafeteria. <p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> Daily intake forms. Student credit audit sheet Weekly PLC meetings to discuss student progress In house student assessment reviews by principal
End of Quarter Reporting			
<p>Q1 Report</p> <p>Are you on track to meet the annual goal?</p> <p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Q2 Report</p> <p>Are you on track to meet the annual goal?</p> <p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Q3 Report</p> <p>Are you on track to meet the annual goal?</p> <p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Q4 Report</p> <p>Are you on track to meet the annual goal?</p> <p>Describe the data or evidence used to determine if the goal will or won't be met.</p>

Need 3

LEA Name:	Dumas ISD
Campus Name:	North Plains Opportunity Center

Needs Assessment Summary and Improvement Plan

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