

NORTH PLAINS OPPORTUNITY CENTER

Campus Improvement Plan

2015/2016

Every Heart, Every Mind, Every Child, Every Day...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
Lewis, Becky	Student Service Coordinator
Mason, Shawn	Classroom Teacher
Powell, Cheryl	Classroom Teacher
Purcelley, Kali	Classroom Teacher
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.

Resources

Resource	Source
Carl Perkins	Federal
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 2015/2016 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.

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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 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
3. Tutorial program (Target Group: AtRisk) (NCLB: 1,2,5)	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.

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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
2. Science projects (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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.

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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 (Target Group: Dys) (NCLB: 1,5)	Special Services Director	May	(O)FTEs - 1, (S)State Compensatory - \$65,937	Formative - Increased reading state assessment scores among participants.
2. 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
3. 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

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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 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

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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 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)	PEIMS Coordinator, 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.

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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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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
2. 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.
3. 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
4. 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.
5. 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
6. 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.
7. 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
8. 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

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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

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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

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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)	Chief of Police, Principal	January and May	(L)Local Funds	Formative - Maintain safety of facilities
2. Maintain surveillance system for facilities (Target Group: All) (NCLB: 4)	Chief of Police, Principal	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

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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)	Chief of Police, Principal, 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)	Chief of Police	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 2015-16 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 2015-16 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 2015-16 4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2015-16 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	Asst. Supt. for Personnel, Asst. Supt. for Instruction, Instructional Coaches, and Campus Principals	Local Funds	Mentor assignments Mentor conference logs	August/November December/April/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

Campus Information

Campus Name:	North Plains Opportunity Center	
Campus Leadership Team Members:	Name	Position
	Carl Clements	Principal
	Becky Lewis	Student Service Coordinator
	Shawn Mason	Science Teacher
	Holly Wait	CTE Teacher
	Cecilia Williams	Social Studies Teacher
	Cheryl Powell	Math Teacher
	Kali Purcelley	English Teacher

Data Analysis Summary

Definition/Purpose	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.
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 1 Met?	Yes
Index score:	69
What are the trends in the index 1 data over time?	Test scores have continued to improve at NPOC.
What impact do the trends have on Index 1?	Index 1 Score has continued to rise over the last 3 years.
What other insights do the data reveal that impact student success?	Since the campus started Accelerated Instruction classes we have improved test scores.

Section 2: Student Progress

Index 2 Met?	N/A
Index score:	N/A
What are the trends in the index 2 data over time?	N/A
What impact do the trends have on Index 2?	N/A
What other insights do the data reveal that impact student success?	N/A

Section 3: Closing Performance Gaps

Index 3 Met?	Yes
Index score:	36
What are the trends in the index 3 data over time?	The two groups that are measured at NPOC are the Economically Disadvantaged and Hispanic population.
What impact do the trends have on Index 3?	These two groups make up the majority of the population at NPOC.
What other insights do the data reveal that impact student success?	NPOC must continue to work with students to increase performance in English and Math.

Section 4: Postsecondary Readiness

Index 4 Met?	Yes
Index score:	100

What are the trends in the index 4 data over time?	For the last two years NPOC has scored 100 in Postsecondary Readiness
What impact do the trends have on Index 4?	NPOC has changed the culture where kids know that graduating on the minimum plan is unacceptable and students now know that graduating from high school is not good enough.
What other insights do the data reveal that impact student success?	Students are being successful at NPOC
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?	NPOC missed one safeguard this year in performance,
What other insights do the data reveal that impact student success?	We have to increase English and Math scores.
Section 6: PBM	
In what program areas is the district staged for Performance Based Monitoring?	Bilingual/ESL and Special Education
If the campus is contributing to the district's PBM staging please explain. Enter your answer in the cell to the right.	

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 student attendance
Need 2:	Improve student test score on STAAR EOCs
Need 3:	Increase the number of students that are graduating on the RHSP
Need 4:	
Need 5:	

Need 1:	Increase student attendance
Index(es) Addressed:	1,3,4
Critical Success Factor:	Increase the use of Quality Data to Drive Instruction, Increasing Learning Time.
Annual Goal:	Maintain Student attendance at North Plains Opportunity Center at or above 95%
Strategy:	Continue with infrastructures at NPOC to place an emphasis on student attendance in the 2015-2016 academic year.
How will addressing this need impact the index/CSF or major system identified?	Administration and teacher will continually emphasize to students the correlation between attendance to school and improved student achievement.

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?	1. Daily contacting parents immediately during 1st period for non-attendance.	Q2 Goal:	95% attendance	Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		Daily contacting parents when students miss.					
		Utilize School Messenger Phone Tree to communicate and document student					
		Communicate to parents Texas Compulsory Attendance Laws					
		Reward students for perfect attendance.					
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
		Attendance reports					
		School Messenger Phone Tree logs					
		Documentation on recommended student to Texas Compulsory Attendance Laws					
		List of student with perfect attendance per week.					

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:	Improve student test score on STAAR EOCs
Index(es) Addressed:	1,3,4
Critical Success Factor:	Increase the Use of Quality Data to Drive Instruction, Increase Learning Time.
Annual Goal:	All Student at NPOC will meet campus target scores for STAAR EOCs: ELA 1 & 2 65%, Algebra 1 65%, Biology 100%, US History 80%
Strategy:	to Increase Academic Learning time in the classrooms and provide perscriptive Instructional Accelerated Learning for students who have been unsuccessful in EOCs.

<p>How will addressing this need impact the index/CSF or major system identified?</p>	<p>Effective Analysis tool to analyze student data to create data-driven instructional lessons and packets, and monitor student progress daily.</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>Q2 Goal:</p>	<p>All Student at NPOC will meet campus target scores for STAAR EOCs: ELA 1 & 2 65%, Algebra 1 65%, Biology 100%, US History 80%</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>Administration will provide supplemental materials and resources in STAAR assessed</p>					
		<p>Administration will provide professional development opportunities for all teachers</p>					
		<p>Teacher understand content TEKS and STAAR EOC reporting categories.</p>					
		<p>Teacher will actively monitor student progress and provide feedback</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>Documentation of requested and purchased material and resources.</p>					
		<p>Schedule of professional development sessions at the District, ESC 16, or out-of -</p>					
		<p>Professional development on subject TEKS and STAAR EOC data.</p>					

		Documentated administrative walkthroughs.		
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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 the number of students that are graduating on the RHSP
Index(es) Addressed:	1,3,4
Critical Success Factor:	Increase the Use of Quality Data to Drive Instruction, Increasing Learning Time

Annual Goal:	Continue to increase the number of NPOC students graduating under the RHSP above 80%.
Strategy:	Create a climate where graduating from high school with RHSP is cause for celebration.
How will addressing this need impact the index/CSF or major system identified?	Using Data-Driven Instruction, Increasing Learning Time, and monitoring student performance will greatly increase the opportunity for students to graduate from high school on the RHSP.

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		Q2 Goal:	More than 80% of student will graduate on the RHSP	Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		Administrative pre-counseling conference with parents and students prior to					
		Administration will place students graduation plan under the RHSP					
		Administration will articulate the importance of RHSP to parents, students, and staff					

address Need 1?		Teachers will create opportunities for student learning and credit recovery.		
		What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
		Daily intake forms		
		Student credit audit sheet		
		Documented weekly PLC meeting to discuss student progress		
		In-House student assessment review by principal		

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

Interventions by Quarter

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

End of Quarter Reporting

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

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:	0
Index(es) Addressed:	
Critical Success Factor:	
Annual Goal:	
Strategy:	

How will addressing this need impact the index/CSF or major system identified?	
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Interventions by Quarter

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

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End of Quarter Reporting

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