

**DUMAS ISD**  
**District Improvement Plan**  
**2014/2015**

*Expect Success*

Dumas ISD  
PO Box 615, Dumas, TX 79029  
806-935-6461

Date Reviewed: 10/23/14

Date Approved: 10/27/14

# DUMAS ISD

## **Mission**

*The District will provide academic excellence through collaboration with students, parents and the community.*

## **Vision**

*The District will promote Academic Excellence, while maintaining a highly competitive level in all areas of school related activities.*

*The District will provide staff development to achieve Academic Excellence for all students.*

*The District will encourage community and parental involvement in the educational process of each student to foster the development of the total child.*

*The District will create and maintain a safe learning environment.*

### Nondiscrimination Notice

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

# DUMAS ISD Site Base

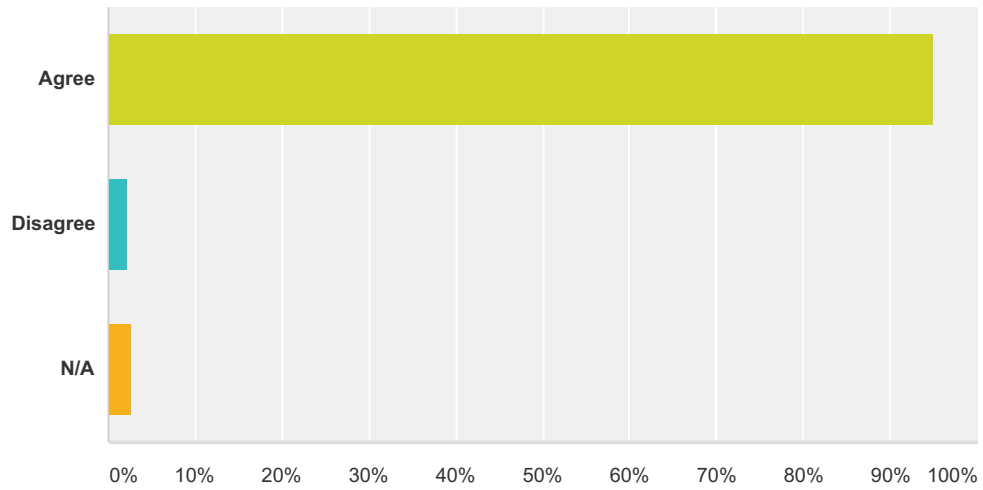
Name	Position
Allen, James	Community Member
Ames, Nikki	Teacher Representative
Appel, Larry	Superintendent
Baker, Sara	Teacher Representative
Bednorz, Danny	Parent Representative
Beesley, Jacqueline	Community Member
Bishop, Sara	Parent Representative
Boggs, Holli	Teacher Representative
Bussard, James	Special Services Director
Bussard, Lawrence	Community Member
Bybee, Kathy	Teacher Representative
Clements, Carl	Administrator (Ex-Officio)
Davis, Jay	Parent Representative
Davis, Jenny	Teacher Representative
Downing, Shelly	Teacher Representative
Glasgow, Lorie	Teacher Representative
Guerra, Phil	Assistant Superintendent for Personnel
Hart, Brenda	Teacher Representative
Hatley, Lisa	Administrator (Ex-Officio)
Heaton, Brian	Teacher Representative
Heaton, Sally	Secondary Curriculum Director
Higley, Polly	Teacher Representative
Ledbetter, Carol	Community Member
Legg, Kelly	Assistant Superintendent for Instruction
Mcdade, Karen	Teacher Representative
Montoya, Abby	Parent Representative
Newland, Elyse	Teacher Representative
Phillips, Dianne	Teacher Representative

# DUMAS ISD Site Base

Name	Position
Ray, Jenny	Parent Representative
Rhoades, Cindy	PEIMS Coordinator
Riehl, Daina	Teacher Representative
Rush, Nora	Teacher Representative
Saenz, Geneva	Community Member
Salinas, Kim	Teacher Representative
Sauer, Heather	At-Large Member
Seagler, Amy	Parent Representative
Shanks, Collette	Teacher Representative
Speck, Kathy	Community Member
Swimmer, Kylee	Parent Representative
Trowbridge, Donna	Teacher Representative
Turner, Danielle	Parent Representative
Tyler, Karena	Teacher Representative
Whitson, Frances	Elementary Curriculum Director

**Q1 The district implements a plan to align and coordinate the curriculum.**

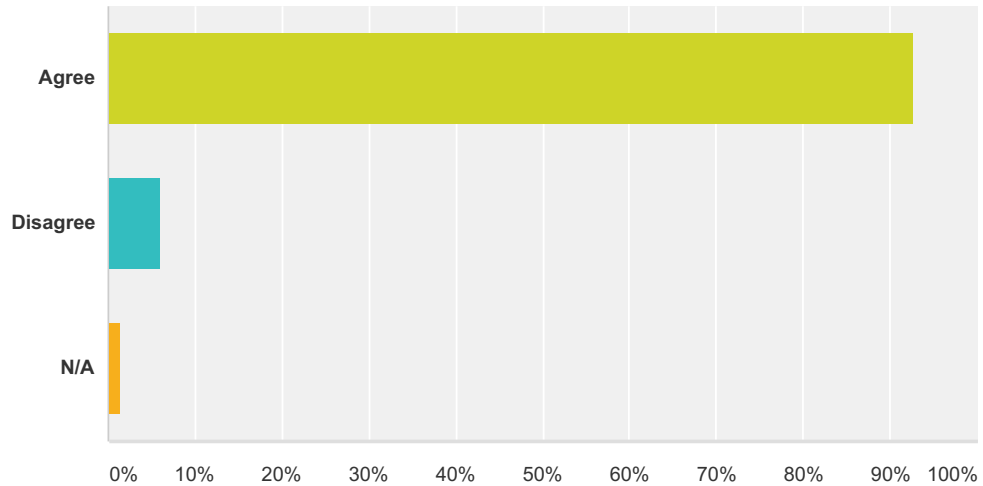
Answered: 219 Skipped: 2



Answer Choices	Responses
Agree	94.98% 208
Disagree	2.28% 5
N/A	2.74% 6
<b>Total</b>	<b>219</b>

**Q2 The district provides offerings in the curriculum to meet the diverse needs of students. (SpEd, LEP, Migrant, G/T, At-risk, etc.)**

Answered: 218 Skipped: 3

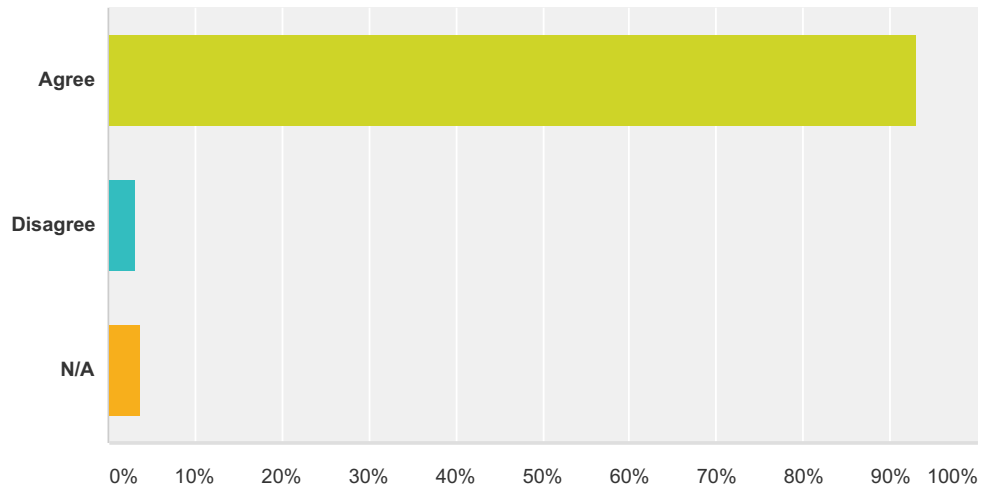


## District Needs Assessment - 2013-2014

Answer Choices	Responses
Agree	92.66% 202
Disagree	5.96% 13
N/A	1.38% 3
<b>Total</b>	<b>218</b>

### Q3 The district provides vertical and horizontal alignment of its curriculum through instructional coordination.

Answered: 218 Skipped: 3

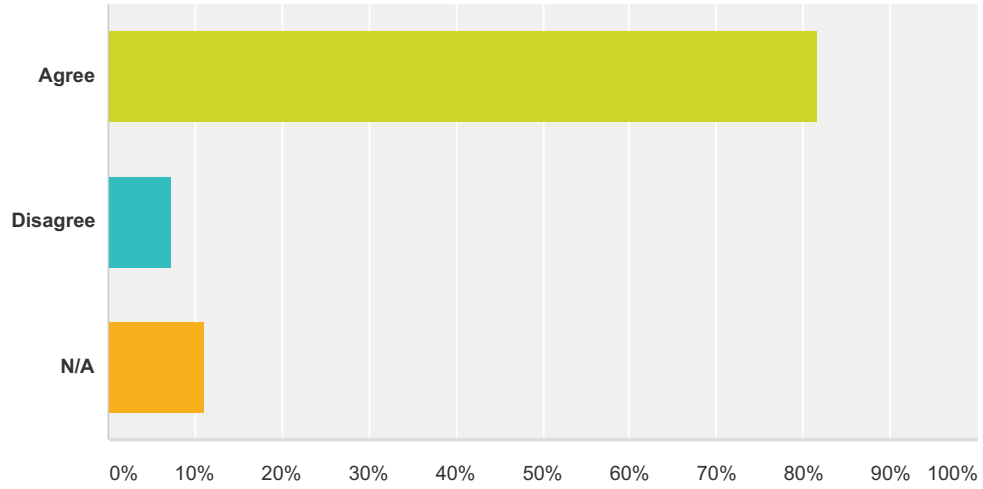


Answer Choices	Responses
Agree	93.12% 203
Disagree	3.21% 7
N/A	3.67% 8
<b>Total</b>	<b>218</b>

### Q4 Principals (with advisement from curriculum directors and the SBDM team) monitor development of curriculum.

Answered: 217 Skipped: 4

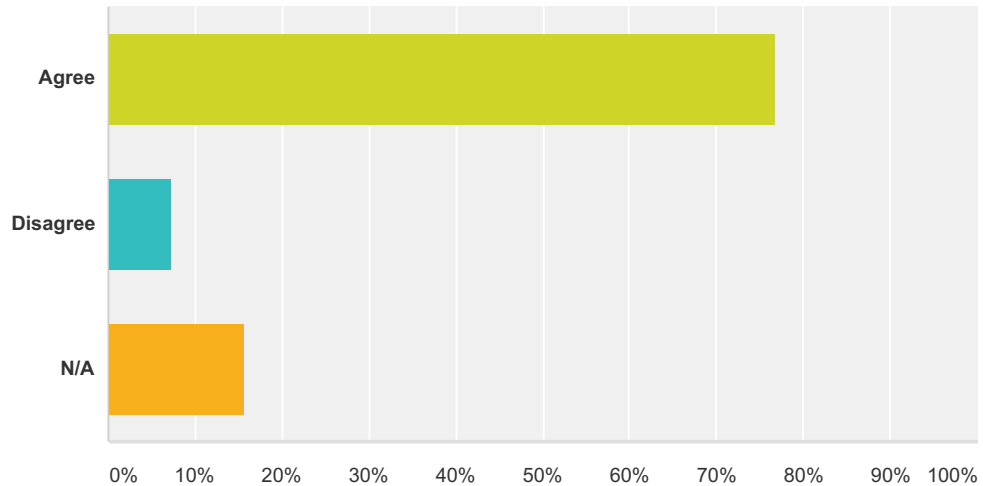
## District Needs Assessment - 2013-2014



Answer Choices	Responses	Count
Agree	81.57%	177
Disagree	7.37%	16
N/A	11.06%	24
<b>Total</b>		<b>217</b>

### Q5 Students are informed about higher education opportunities, form career goals, and are encouraged to make informed curriculum choices.

Answered: 216 Skipped: 5



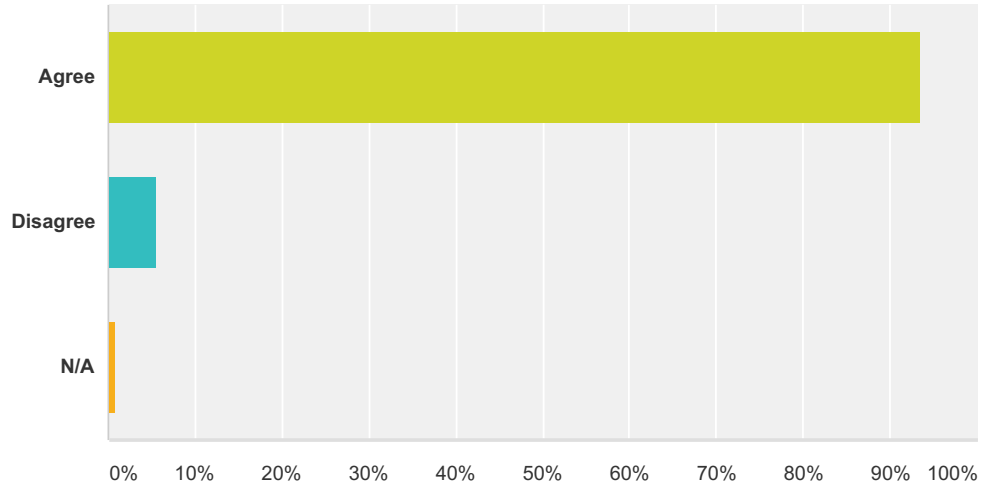
Answer Choices	Responses	Count
Agree	76.85%	166
Disagree	7.41%	16

District Needs Assessment - 2013-2014

N/A	15.74%	34
<b>Total</b>		<b>216</b>

**Q6 The district provides a classroom learning environment which maximizes learning time.**

Answered: 216 Skipped: 5



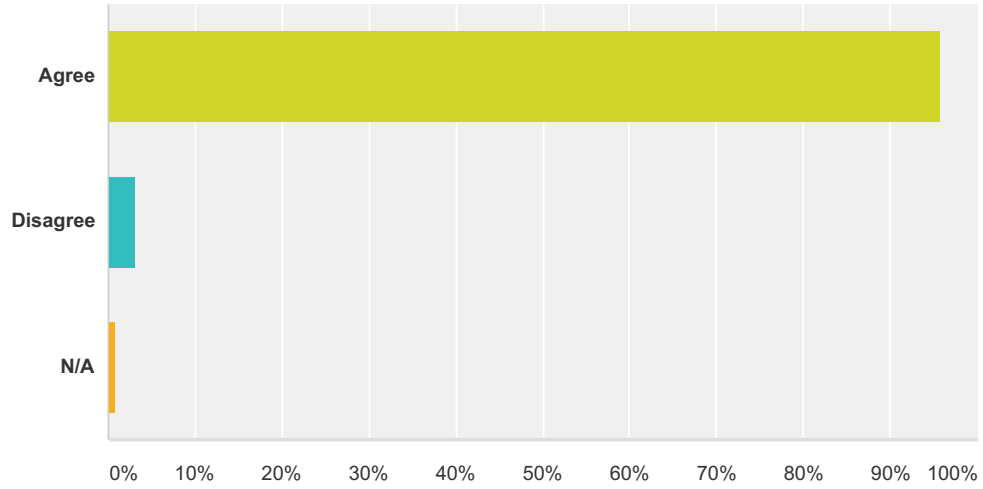
Answer Choices	Responses
Agree	93.52% 202
Disagree	5.56% 12
N/A	0.93% 2
<b>Total</b>	<b>216</b>

**Q7 Students are encouraged and challenged to meet their full potential and demonstrate exemplary performance in reading, writing, math, science, and social studies.**

Answered: 217 Skipped: 4



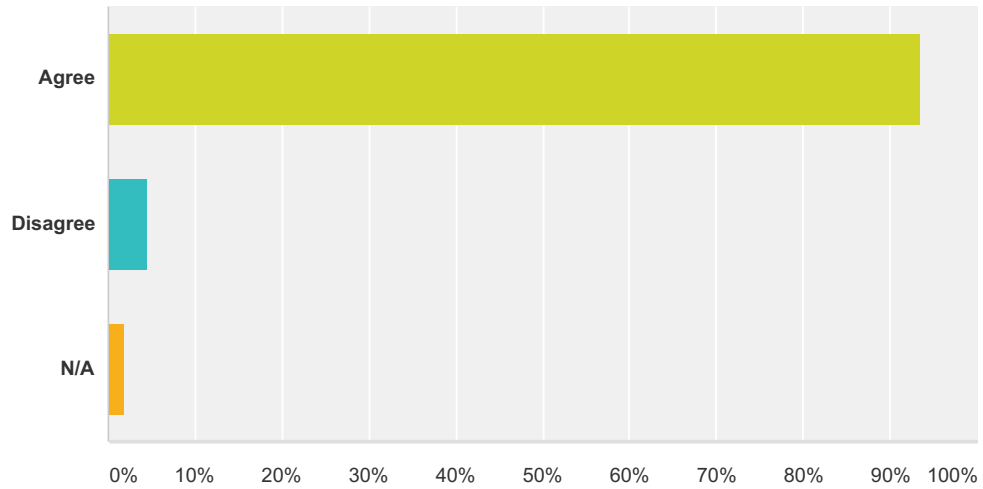
## District Needs Assessment - 2013-2014



Answer Choices	Responses	Count
Agree	95.85%	208
Disagree	3.23%	7
N/A	0.92%	2
<b>Total</b>		<b>217</b>

### Q8 The district promotes accountability and achievement.

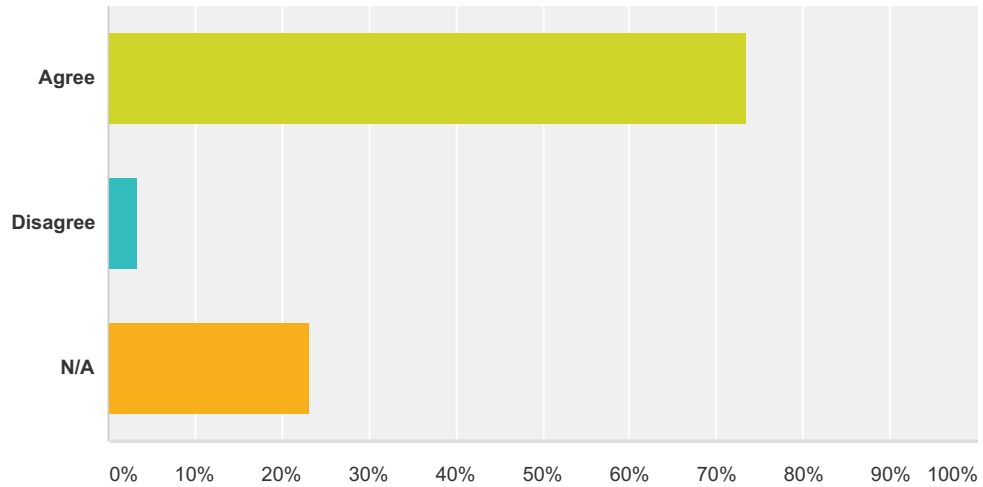
Answered: 215 Skipped: 6



Answer Choices	Responses	Count
Agree	93.49%	201
Disagree	4.65%	10
N/A	1.86%	4
<b>Total</b>		<b>215</b>

**Q9 The district has adopted and implemented instructional programs that support the regular academic curriculum to prepare students for post graduation studies as well as entry to the work force.**

Answered: 215 Skipped: 6

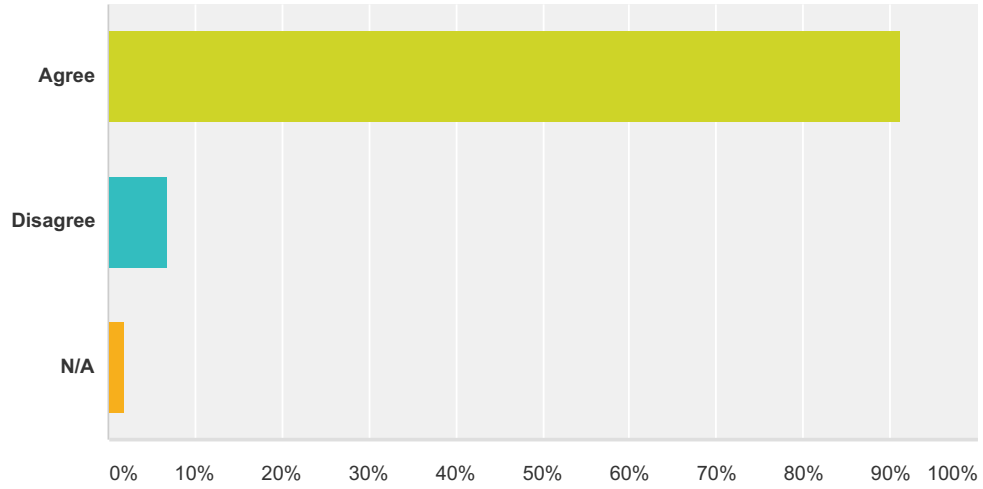


Answer Choices	Responses	
Agree	73.49%	158
Disagree	3.26%	7
N/A	23.26%	50
<b>Total</b>		<b>215</b>

**Q10 The district has taken necessary steps to ensure that discipline and classroom management will be coordinated at the campus level.**

Answered: 218 Skipped: 3

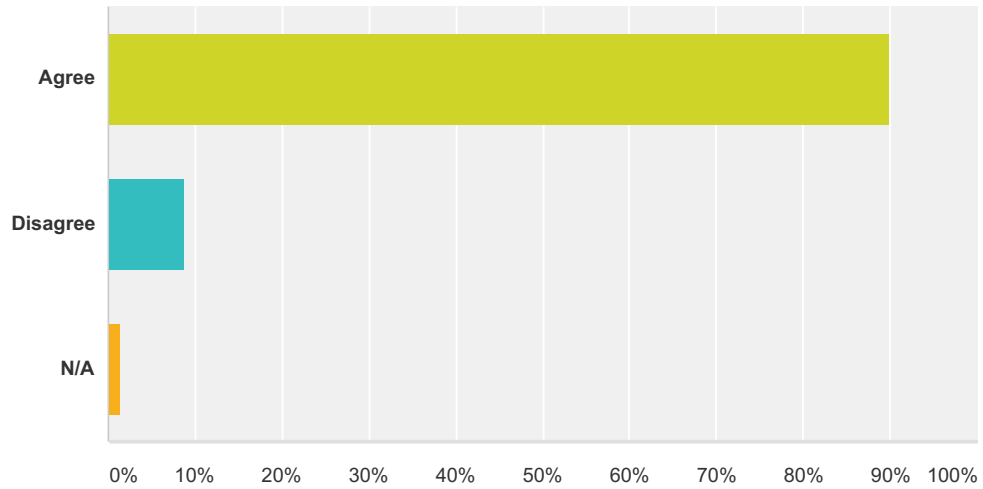
## District Needs Assessment - 2013-2014



Answer Choices	Responses	
Agree	91.28%	199
Disagree	6.88%	15
N/A	1.83%	4
<b>Total</b>		<b>218</b>

### Q11 The district boosts spirit, pride and morale.

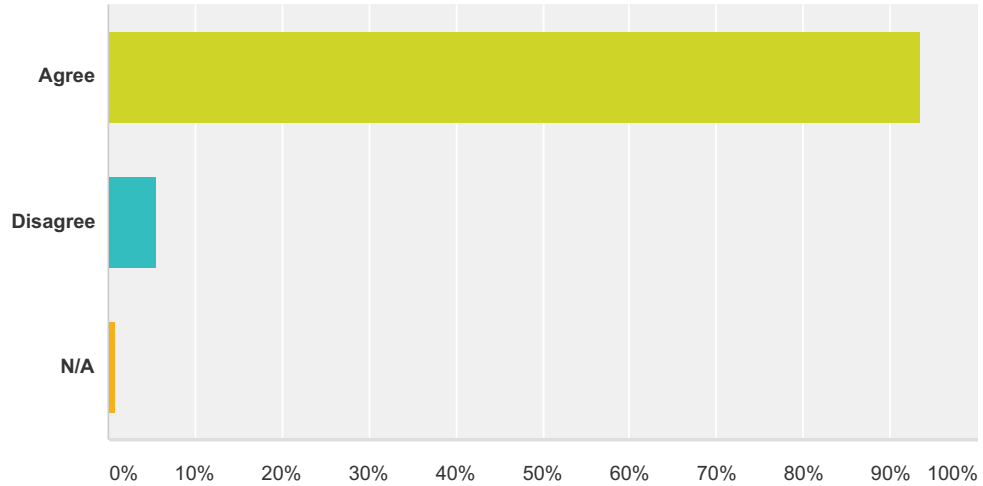
Answered: 218 Skipped: 3



Answer Choices	Responses	
Agree	89.91%	196
Disagree	8.72%	19
N/A	1.38%	3
<b>Total</b>		<b>218</b>

**Q12 The district provides staff development opportunities for all personnel to meet identified need in order to increase student performance.**

Answered: 216 Skipped: 5

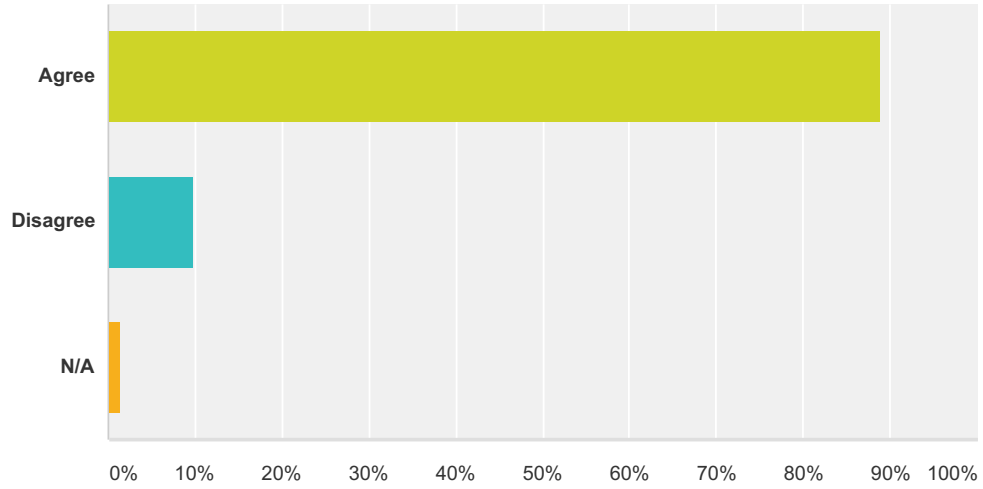


Answer Choices	Responses	Count
Agree	93.52%	202
Disagree	5.56%	12
N/A	0.93%	2
<b>Total</b>		<b>216</b>

**Q13 The district provides staff development opportunities for all personnel to meet the diverse needs of students. (SpEd, LEP, Migrant, G/T, At-risk, etc.)**

Answered: 215 Skipped: 6

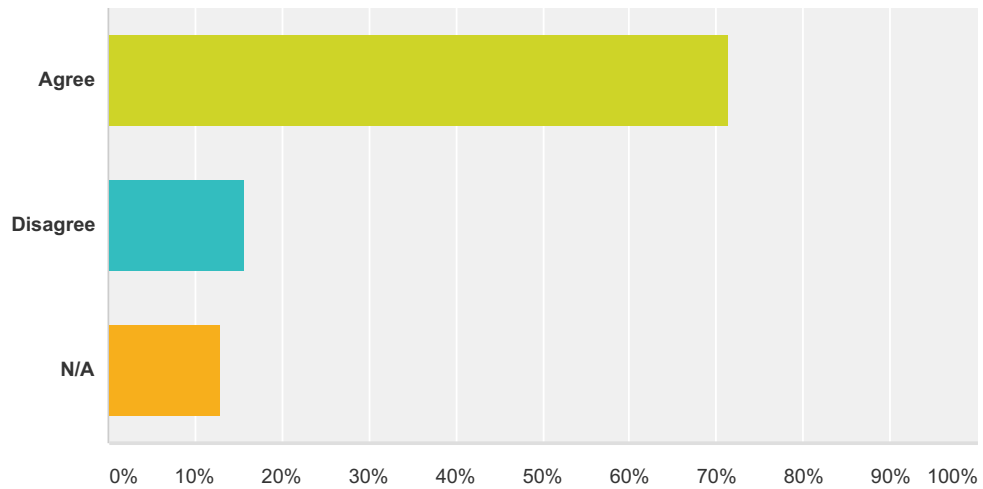
## District Needs Assessment - 2013-2014



Answer Choices	Responses
Agree	88.84% 191
Disagree	9.77% 21
N/A	1.40% 3
<b>Total</b>	<b>215</b>

### Q14 The district provides staff development for violence prevention and intervention as well as dating violence and bullying.

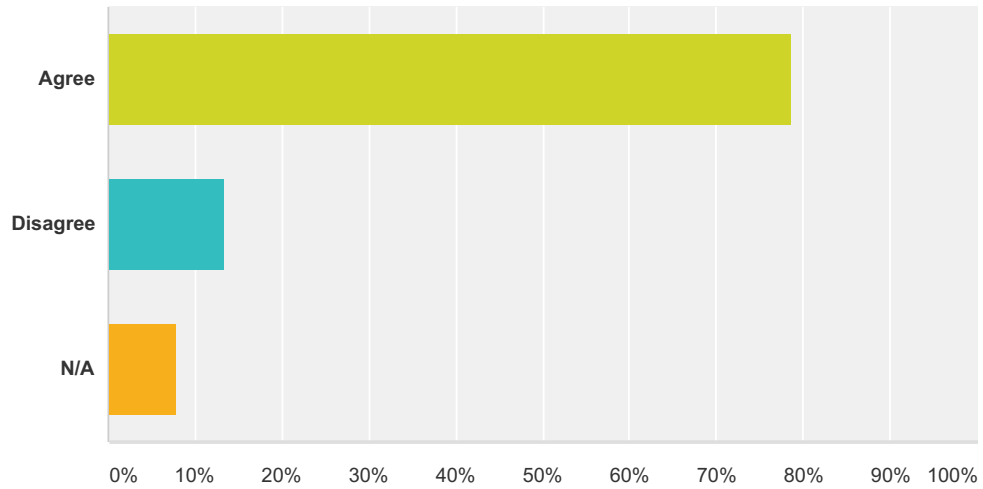
Answered: 216 Skipped: 5



Answer Choices	Responses
Agree	71.30% 154
Disagree	15.74% 34
N/A	12.96% 28

**Q15 The district provides staff development for conflict resolution and discipline strategies including classroom management, district discipline procedures, etc.**

Answered: 216 Skipped: 5

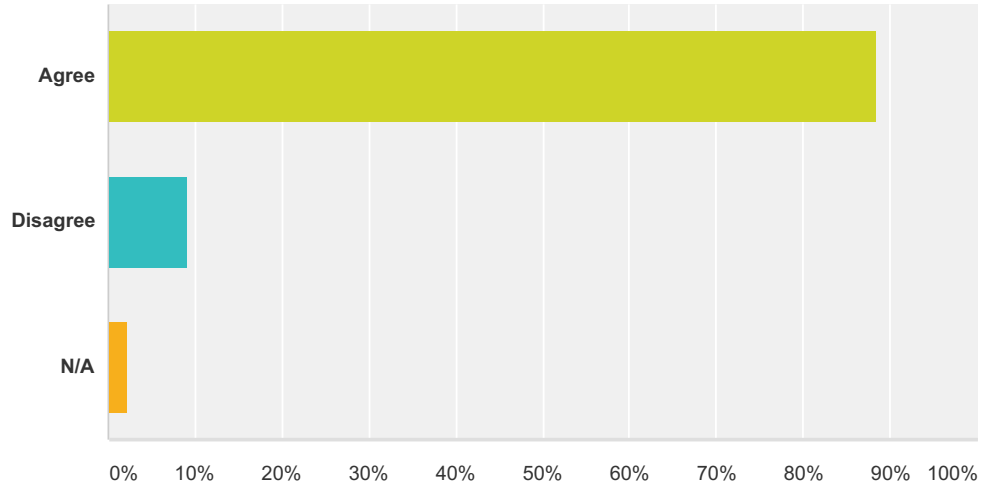


Answer Choices	Responses	
Agree	78.70%	170
Disagree	13.43%	29
N/A	7.87%	17
<b>Total</b>		<b>216</b>

**Q16 The district recruits and retains Highly Qualified teachers.**

Answered: 216 Skipped: 5

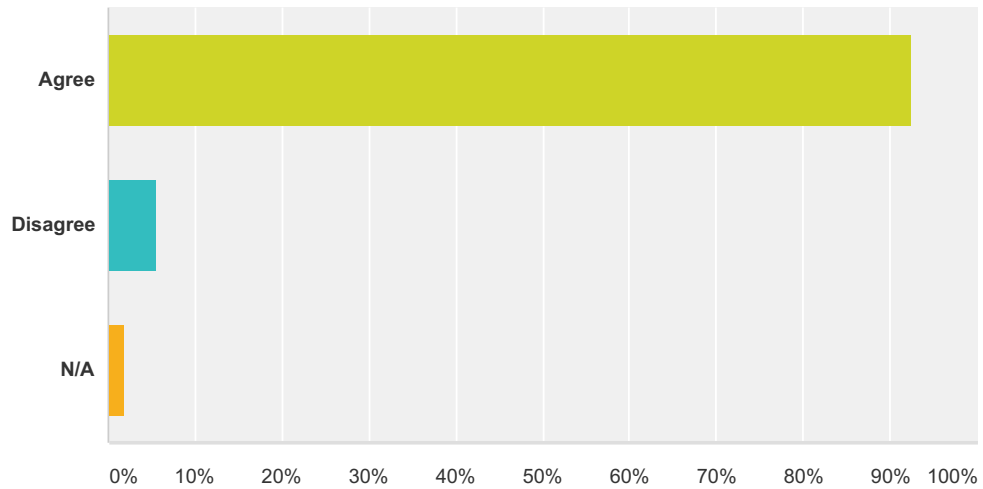
## District Needs Assessment - 2013-2014



Answer Choices	Responses	Count
Agree	88.43%	191
Disagree	9.26%	20
N/A	2.31%	5
<b>Total</b>		<b>216</b>

**Q17 The district has developed a variety of communication options to enable clear, concise and accurate exchange of information, and understanding and implementation of policy with the community, parents, teachers and students.**

Answered: 215 Skipped: 6



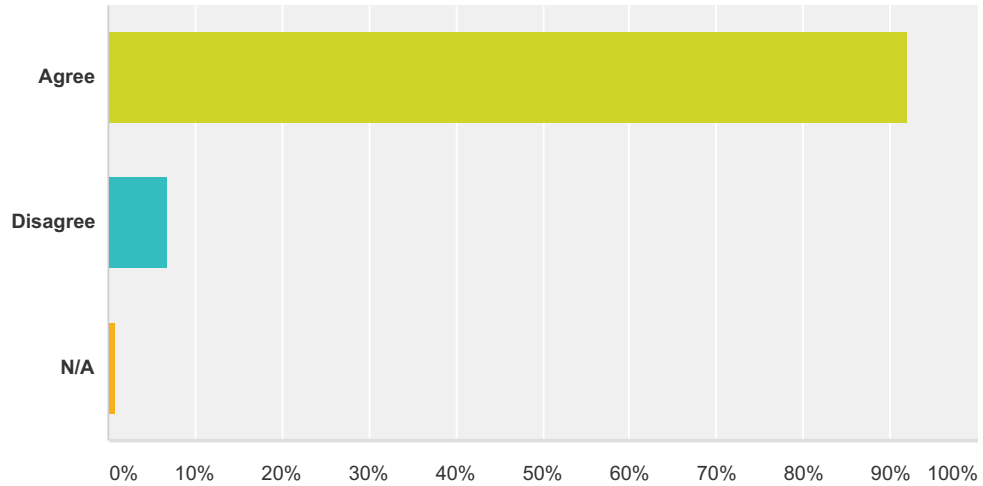
Answer Choices	Responses	Count
Agree	92.56%	199

District Needs Assessment - 2013-2014

Disagree	5.58%	12
N/A	1.86%	4
<b>Total</b>		<b>215</b>

**Q18 The district encourages parent involvement through staff communication and school programs related to inclusive parent involvement.**

Answered: 216 Skipped: 5



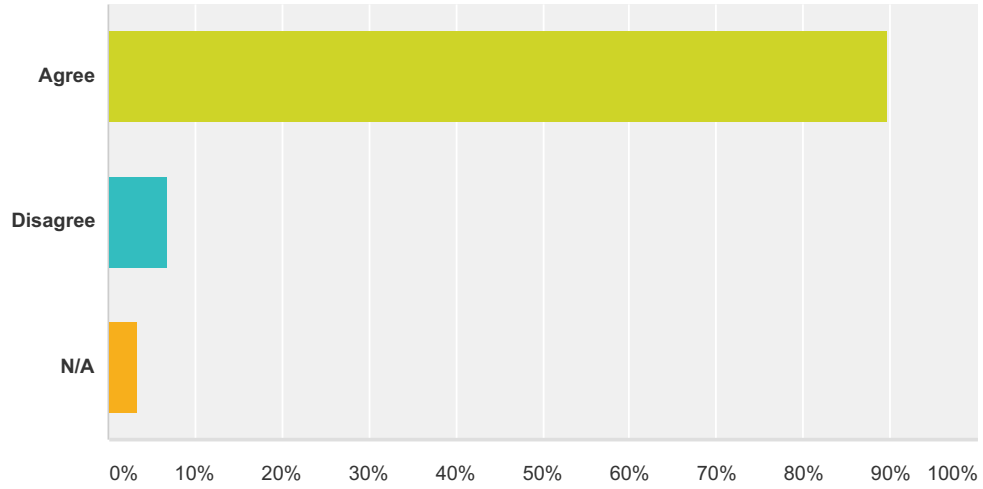
Answer Choices	Responses
Agree	92.13% 199
Disagree	6.94% 15
N/A	0.93% 2
<b>Total</b>	<b>216</b>

**Q19 The district is making efforts to increase parental and community involvement and awareness of what is happening in the district.**

Answered: 216 Skipped: 5



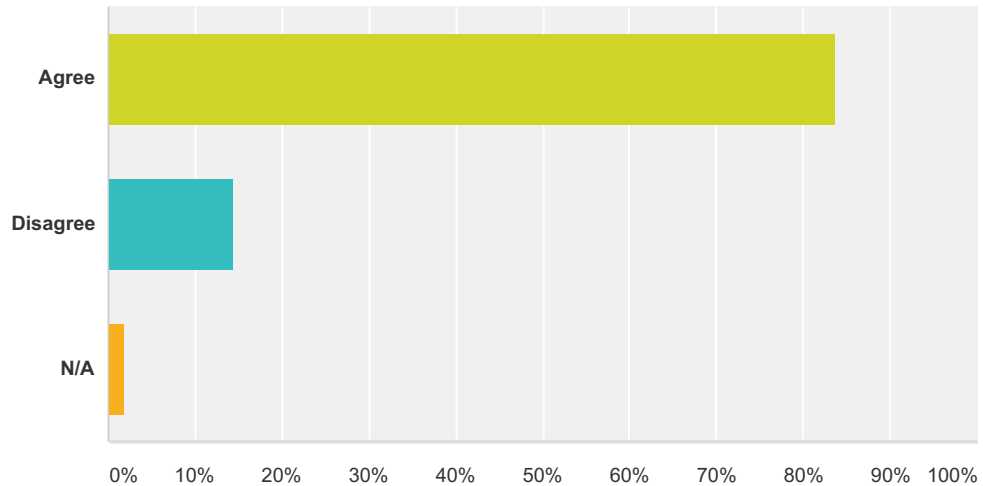
## District Needs Assessment - 2013-2014



Answer Choices	Responses
Agree	89.81% 194
Disagree	6.94% 15
N/A	3.24% 7
<b>Total</b>	<b>216</b>

### Q20 The district provides a well-balanced and appropriate curriculum to all students utilizing creative and innovative techniques in instruction and technology.

Answered: 215 Skipped: 6



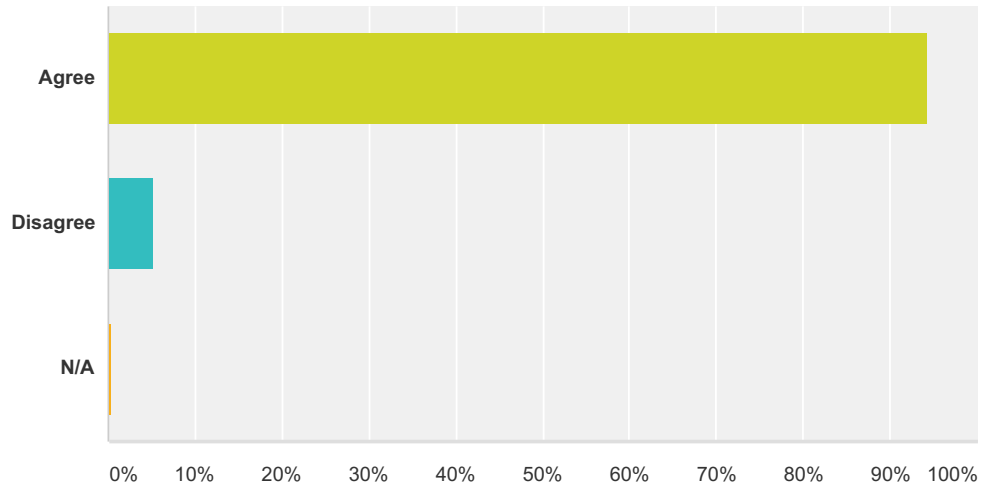
Answer Choices	Responses
Agree	83.72% 180
Disagree	14.42% 31

District Needs Assessment - 2013-2014

N/A	1.86%	4
<b>Total</b>		<b>215</b>

**Q21 The district has set well-defined behavioral standards to create a safe learning environment based upon high expectations.**

Answered: 214 Skipped: 7

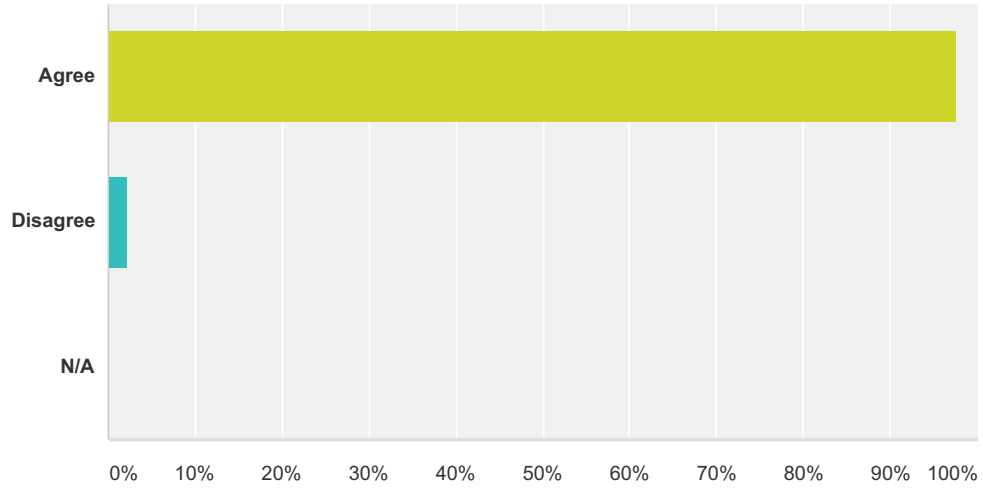


Answer Choices	Responses
Agree	94.39% 202
Disagree	5.14% 11
N/A	0.47% 1
<b>Total</b>	<b>214</b>

**Q22 The district provides a safe and orderly learning environment.**

Answered: 215 Skipped: 6

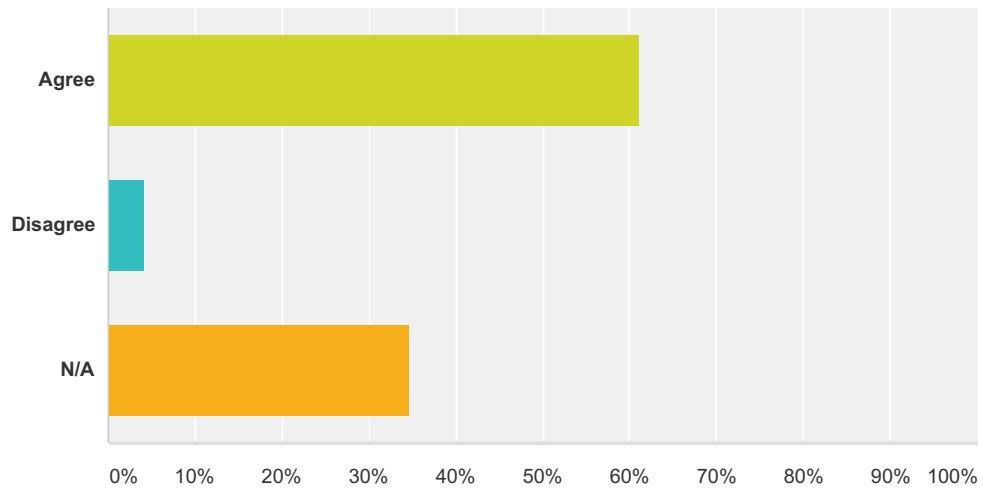
## District Needs Assessment - 2013-2014



Answer Choices	Responses
Agree	97.67% 210
Disagree	2.33% 5
N/A	0.00% 0
<b>Total</b>	<b>215</b>

### Q23 The district addresses higher education issues. (financial aid, dual credit, college admissions)

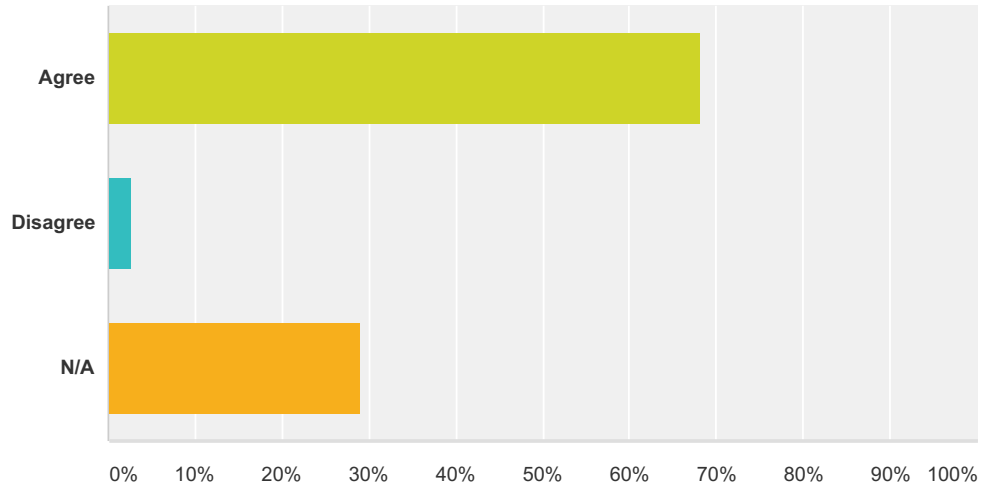
Answered: 214 Skipped: 7



Answer Choices	Responses
Agree	61.21% 131
Disagree	4.21% 9
N/A	34.58% 74

**Q24 The district strives to maintain a dropout rate that is below the state average for all AEIS subgroups.**

Answered: 214 Skipped: 7

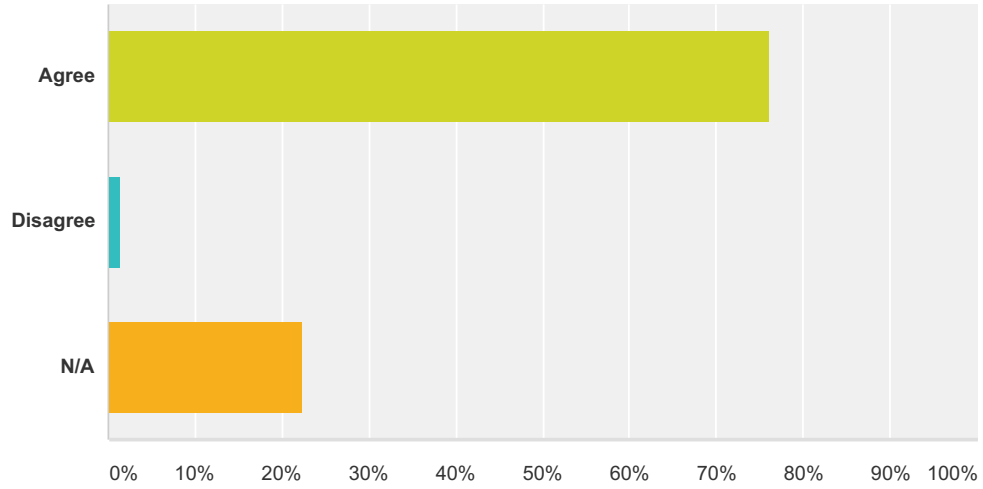


Answer Choices	Responses	
Agree	68.22%	146
Disagree	2.80%	6
N/A	28.97%	62
<b>Total</b>		<b>214</b>

**Q25 The district has established local criteria for identifying At-Risk students in grades PK-4.**

Answered: 214 Skipped: 7

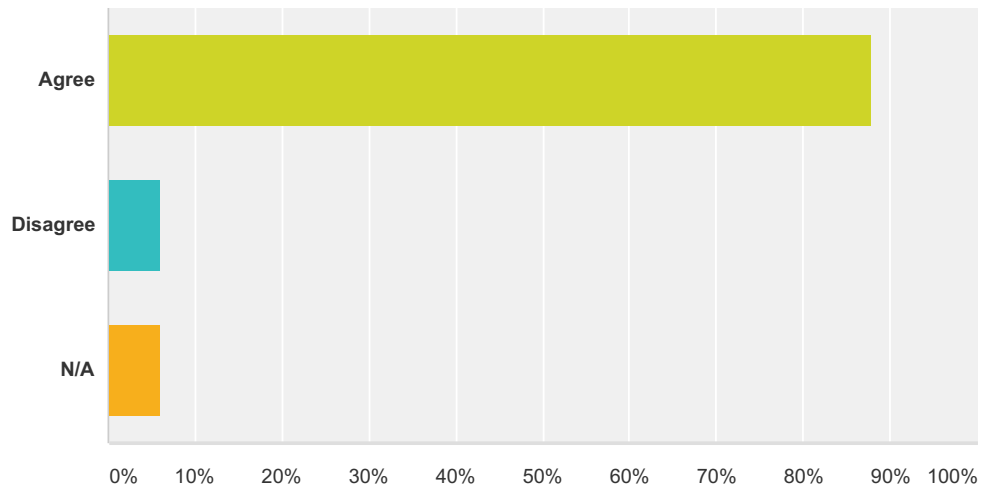
## District Needs Assessment - 2013-2014



Answer Choices	Responses
Agree	76.17% 163
Disagree	1.40% 3
N/A	22.43% 48
<b>Total</b>	<b>214</b>

### Q26 The district has policies in place to identify and serve At-risk students appropriately.

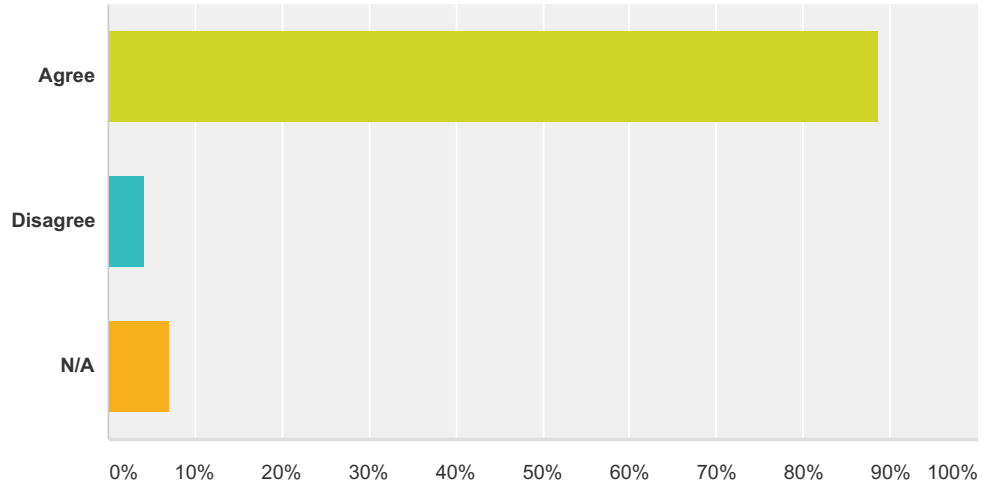
Answered: 214 Skipped: 7



Answer Choices	Responses
Agree	87.85% 188
Disagree	6.07% 13
N/A	6.07% 13

**Q27 The district has taken necessary steps to improve attendance.**

Answered: 212 Skipped: 9

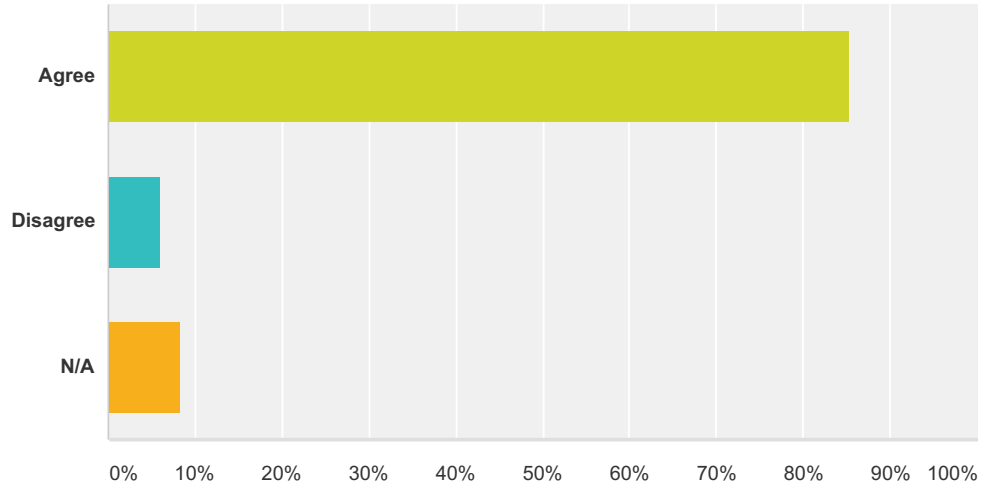


Answer Choices	Responses	Count
Agree	88.68%	188
Disagree	4.25%	9
N/A	7.08%	15
<b>Total</b>		<b>212</b>

**Q28 The district has strategies in place to promote attendance so that the attendance rate will meet or exceed the exemplary rating standards for all students.**

Answered: 213 Skipped: 8

## District Needs Assessment - 2013-2014



Answer Choices	Responses
Agree	85.45% 182
Disagree	6.10% 13
N/A	8.45% 18
<b>Total</b>	<b>213</b>

**Q29 Comment on any school related program, activity, etc you feel is a strength or need. Be specific.**

Answered: 36 Skipped: 185

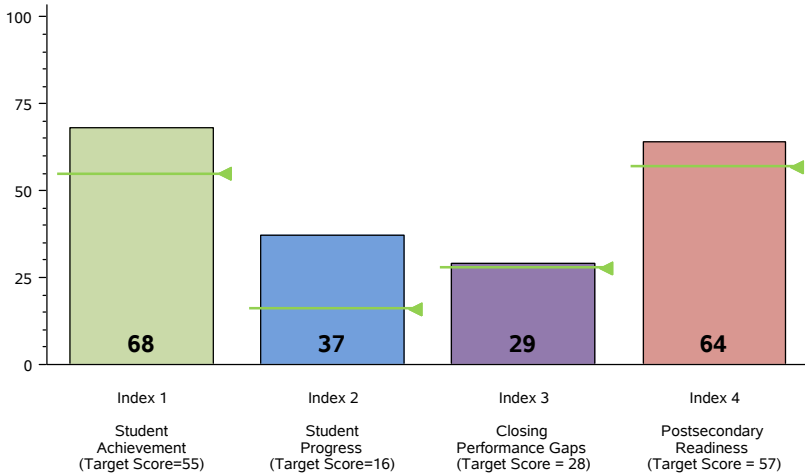
# TEXAS EDUCATION AGENCY 2014 Accountability Summary DUMAS ISD (171901)

## Accountability Rating

# Met Standard

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



### Distinction Designation

Postsecondary Readiness
Percent of Eligible Measures in Top Quartile 2 out of 15 = 13%
<b>NO DISTINCTION EARNED</b>

### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	4,911	7,179	68
2 - Student Progress	876	2,400	37
3 - Closing Performance Gaps	577	2,000	29
4 - Postsecondary Readiness			
STAAR Score	6.5		
Graduation Rate Score	24.6		
Graduation Plan Score	19.0		
Postsecondary Indicator Score	13.8		
			<b>64</b>

### System Safeguards

Number and Percent of Indicators Met	
Performance Rates	24 out of 37 = 65%
Participation Rates	17 out of 17 = 100%
Graduation Rates	5 out of 5 = 100%
Met Federal Limits on Alternative Assessments	0 out of 1 = 0%
<b>Total</b>	<b>46 out of 60 = 77%</b>

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



# Resources

Resource	Source
Carl Perkins	Federal
IDEA Formula	Federal
IDEA Preschool	Federal
TIC Migrant	Federal
Title I Focus Grant	Federal
Title IA	Federal
Title IA Priority Grant	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Title VI - Rural and Low Income	Federal
Local Funds	Local
Dumas Education Foundation	Other
FTEs	Other
CTE	State
High School Allotment	State
State Compensatory	State
State ESL	State
State G/T	State
State PreK	State
State SpEd	State

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2014/2015 school year.)*

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

# Accountability Requirements

## School Improvement

The district Met Standard for state accountability in 2013-2014 but missed System Safeguards in 13 Performance Rates. The district also did not meet the Federal Limits on Alternative Assessments.

## Goal for 2014-2015

The goal for 2014-2015 is to meet 100% of the system safeguards as set forth by the 2015 accountability system.

## Action Plan for 2014-2015

The district will utilize the strategies outlined in the District Improvement Plan Goals, Objectives and Strategies to improve student performance in all areas.

## Criteria

Met Standard/Missed System Safeguards - applies to LEAs that met state accountability but missed one or more system safeguards.

## Requirements

The LEA must establish a District Leadership Team and engage in the Texas Accountability Intervention System (TAIS) that results in a targeted Improvement Plan that addresses missed system safeguards.

# DUMAS ISD

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

**Objective 1.** The District will refine its Equity and Excellence Plan to continue to meet state and federal accountability standards and 100% system safeguards. Summative Evaluation: State assessment results, System Safeguards Reports, TAPR, walk-thrus

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common assessments and benchmarks revised to address state assessments needs (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Secondary Curriculum Director	December and May	(L)Local Funds	Formative - Increased scores on state assessments
2. Implementation of TEKS Resource System (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Secondary Curriculum Director	December and May	(L)Local Funds	Formative - Increase in state assessment scores
3. Implementation of DMAC Assessment system for common assessments, benchmarks, and state assessment disaggregation. (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Secondary Curriculum Director	Nov and May	(L)Local Funds	Formative - Formative - Increase in state assessment scores
4. Services for special needs students including: Life Skills, Resource, Inclusion, Content Mastery (Target Group: SPED) (NCLB: 1)	Special Services Director	Dec and May	(F)IDEA Formula - \$399,706, (O)FTEs - 53.98, (S)State SpEd - \$1,583,510	Formative - Formative: Increased state assessment scores

# DUMAS ISD

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

**Objective 2.** The District will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards and 100% system safeguard targets, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results and System Safeguard Reports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading Recovery Program for 1st grade at-risk students (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director	Jan and May	(F)Title IA - \$76,441, (O)FTEs - 11, (S)State Compensatory - \$600,083	Formative - Increased reading proficiency among participants
2. Balanced Literacy with Literacy Coordinators at each elementary (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director	Each reporting period	(O)FTEs - 4.98, (S)State Compensatory - \$338,193	Formative - Increased reading proficiency as measured by second grade local assessments and third grade state assessments.
3. Provide a seamless transition from second grade early literacy to third grade state assessments (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director	August and May	(L)Local Funds	Formative - Increased reading proficiency as measured by second grade local testing and third grade state assessments.
4. Use of Abydos writing process (Target Group: All) (NCLB: 1,2)	Secondary Curriculum Director	Sept, Feb, and Aug	(L)Local Funds	Formative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction.
5. Reading classes at grade seven for all students (Target Group: All) (NCLB: 1,2)	Secondary Curriculum Director	Nov, March, Dec	(O)FTEs - 3, (S)State Compensatory - \$166,517	Formative - Increased reading state assessment scores
6. Additional teacher units to provide smaller class size for ELA/Reading (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction	Jan and May	(F)Title IIA Principal and Teacher Improvement - \$107,506, (O)FTEs - 2	Formative - Increased reading levels and state assessment scores
7. Additional teacher units to provide smaller class size for math (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction	Jan and May	(L)Local Funds	Formative - Increased math state assessment scores.
8. Science projects (i.e., Science Starters, TEKS Resource System) (Target Group: All) (NCLB: 1,2,5)	Secondary Curriculum Director	Jan and May	(L)Local Funds	Formative - Increased science state and local assessment scores.
9. Study Island (Target Group: All) (NCLB: 1,2,5)	Elementary Curriculum Director, Instructional Technology Coordinator, Secondary Curriculum Director	Jan and May	(L)Local Funds	Formative - Increased state and local assessment scores

# DUMAS ISD

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

**Objective 2.** The District will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards and 100% system safeguard targets, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results and System Safeguard Reports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Supplemental intervention material provided for migrant students (Target Group: Migrant) (NCLB: 1,5)	Assistant Superintendent for Instruction	Jan and May	(F)TIC Migrant - \$336	Formative - Increased migrant students' state assessment scores
11. Transfer requests by current teachers and placement of new teachers will be reviewed by the Assistant Superintendent for Personnel to ensure high quality teachers are placed in higher need schools and programs first. (Target Group: AtRisk) (NCLB: 3)	Assistant Superintendent for Personnel	Aug and May	(L)Local Funds	Formative - Increased student state assessment scores
12. Intervention materials and activities for low performing sub-groups at the IR and Priority campus - Cactus Elementary (Target Group: H, ECD, ESL, LEP, SPED, AtRisk) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director	December and May	(F)Title IA Priority Grant - \$116,096, (L)Local Funds	Formative - Formative: Increase in sub-group state assessment scores
13. Discovery Education Videostreaming contract through ESC 16 to provide digital resources to schools.  (Target Group: All) (NCLB: 1)	Instructional Technology Coordinator	December and May	(L)Local Funds	Formative - Formative: Increased state and local assessment scores.
14. K-12 Videoconferencing contract with ESC 16 to provide virtual field trips and learning opportunities to students. (Target Group: All) (NCLB: 1)	Instructional Technology Coordinator	Dec and May	(L)Local Funds	Formative - Formative: Increased state and local assessment scores.
15. Intervention materials for low performing sub-groups at the Focus campus - Sunset Elementary (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director	December and May	(F)Title I Focus Grant - \$8,705	Formative - Increased state assessment scores
16. Intervention materials for Title IA designated campuses. (Target Group: All)	Assistant Superintendent for Instruction	December and May	(F)Title IA - \$16,381	Formative - Formative - Increased state assessment scores on Title IA designated campuses
17. Extended day and extended year activities to provide support and intervention to struggling learners. (Target Group: AtRisk)	Assistant Superintendent for Instruction	December, March, June	(F)Title VI - Rural and Low Income - \$50,000	Formative - Formative - Increased state assessment scores

# DUMAS ISD

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

**Objective 2.** The District will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards and 100% system safeguard targets, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results and System Safeguard Reports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
18. Supplemental intervention material provided to help support the educational system. (Target Group: All) (NCLB: 1,2,4,5)	Assistant Superintendent for Instruction	December and May	(F)Title VI - Rural and Low Income - \$27,458	Formative - Formative - Increased State Assessment scores

# DUMAS ISD

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

**Objective 3.** The District will promote highly effective instruction for ELL and SpEd students to increase performance to a level commensurate with state and federal standards and 100% System Safeguard targets. Summative Evaluation: state assessment results, System Safeguard Reports, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia Intervention program for identified students - Lexia and Lindamood Bell (Target Group: Dys) (NCLB: 1,5)	Special Services Director	May	(O)FTEs - 1, (S)State Compensatory - \$75,269	Formative - Increased reading state assessment scores among participants.
2. Sheltered instruction for ELL students (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Secondary Curriculum Director	January and May	(L)Local Funds	Formative - Increased scores on LEP student state assessment
3. Special Education IEPs will be written using eSped and TEKS and will utilize various sources to determine curriculum level (Target Group: SPED) (NCLB: 1,5)	Special Services Director	January and May	(L)Local Funds	Formative - Increased regular state assessment participants instead of alternative assessments
4. Step-by-step Inclusion methodologies for Special Education students (Target Group: SPED) (NCLB: 1,5)	Special Services Director	January and May	(F)IDEA Formula, (L)Local Funds	Formative - Increased scores on special education student state assessment scores
5. Bilingual Transition and ESL classes with assistants (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction	January and May	(F)Title IA - \$238,221, (F)Title III Bilingual / ESL - \$73,381, (O)FTEs - 22, (S)State Compensatory - \$58,202, (S)State ESL - \$482,761	Formative - Increased scores on LEP student state assessment
6. Summer school activities for ELL students to maintain progress throughout the summer. (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction	Aug and May	(L)Local Funds	Formative - Formative: Increased state assessment scores for ELL students.
7. Intervention materials for identified ELL students and classes (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction	December and May	(F)Title III Bilingual / ESL - \$6,993	Formative - Formative: Increased state assessment scores for ELL students.
8. Speech Services including: Speech Therapist and Speech Pathologist (Target Group: SPED) (NCLB: 1)	Special Services Director	December and May	(O)FTEs - 4, (S)State SpEd - \$270,970	Formative - Formative: Decreased number of students requiring speech services.
9. Visually Impaired support for identified students (Target Group: SPED) (NCLB: 1)	Special Services Director	December and May	(O)FTEs - 1, (S)State SpEd - \$31,695	Formative - Formative: Increased state assessment scores
10. Behavior Units for students in need of extensive behavior support and intervention. BAC - Elementary and Bridge - High School (Target Group: SPED) (NCLB: 1)	Special Services Director	December and May	(O)FTEs - 6.98, (S)State SpEd - \$226,958	Formative - Formative: Decreased behavior interventions



# DUMAS ISD

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

**Objective 3.** The District will promote highly effective instruction for ELL and SpEd students to increase performance to a level commensurate with state and federal standards and 100% System Safeguard targets. Summative Evaluation: state assessment results, System Safeguard Reports, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Special Services identification and assessment provided for proper placement of identified students. (Target Group: SPED) (NCLB: 1)	Special Services Director	December and May	(F)IDEA Formula - \$325,228, (O)FTEs - 5	Formative - Formative: Increased proper placement and identification of students
12. Bilingual classes for identified students. (Target Group: ESL, LEP) (NCLB: 1,2)	Assistant Superintendent for Instruction	December and May	(O)FTEs - 0.31, (S)State ESL - \$18,817	Formative - Formative: Increased state assessment scores
13. Professional development will be provided to administration and teachers on participation requirements for alternative assessments. (Target Group: SPED) (NCLB: 1)	Special Services Director	December, April, and Aug	(L)Local Funds	Formative - Formative - Meeting the Federal Limits on Alternative Assessments Safeguard.

# DUMAS ISD

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

**Objective 4.** The District will provide intensive interventions and remediations for students below the 10% range as measured by Rtl Benchmarking Assessments. Summative Evaluation: state assessment results, TAPR, assessment graphs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Universal Screener will be used to screen all students in grades kindergarten through eight at least four times per year (Target Group: AtRisk) (NCLB: 1,2,5)	Special Services Director	September, January, and May	(L)Local Funds	Formative - Increased state assessment scores and STAR 360 Assessments
2. Continued use of Tier II and Tier III interventions with support from Rtl teachers and assistants (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Secondary Curriculum Director, Special Services Director	May	(F)Title IA - \$59,330, (L)Local Funds, (O)FTEs - 10, (S)State Compensatory - \$123,690, (S)State SpEd - \$22,098	Formative - Increased state assessment scores and STAR 360 Assessments
3. Continued implementation of campus level Impact Teams (Target Group: AtRisk) (NCLB: 1,2,5)	Special Services Director	January and May	(L)Local Funds	Formative - Decreased number of students referred for special education testing.
4. Continue implementation of local Rtl Guidelines (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Secondary Curriculum Director, Special Services Director	May	(L)Local Funds	Formative - Increased ability of Impact Teams to meet student needs
5. The Language! Intervention will be used for Tier III students by trained personnel (Target Group: AtRisk) (NCLB: 1,2,5)	Special Services Director	Each grading period	(L)Local Funds	Formative - Increased STAR 360 Assessments
6. Use of mobile carts to provide Rtl programs to students (Target Group: AtRisk) (NCLB: 1,2,5)	Special Services Director	May	(L)Local Funds	Formative - Increased state assessment scores

# DUMAS ISD

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

**Objective 5.** The District will promote early learning to ensure school readiness. Summative Evaluation: TPRI, Observation Survey

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Full day kindergarten with assistants (Target Group: All) (NCLB: 1,2,5)	Assistant Superintendent for Personnel, Elementary Curriculum Director	May	(F)Title IA - \$129,945, (O)FTEs - 9, (S)State Compensatory - \$37,735	Formative - Increased student progress on kindergarten testing.
2. PPCD Class for eligible students (Target Group: SPED) (NCLB: 1)	Special Services Director	May	(F)IDEA Preschool - \$25,040, (O)FTEs - 4, (S)State SpEd - \$121,570	Formative - Student progress by IEP gains
3. Migrant student eligibility for medical assistance and school supplies when needed (Target Group: Migrant) (NCLB: 1,5)	Assistant Superintendent for Instruction	May	(F)TIC Migrant	Formative - Increased attendance and readiness among migrant students
4. Community will be notified of PK classes through flyers and media (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Director of Student Services	May	(L)Local Funds	Formative - Increased interest in PK classes
5. Transition activities for entering Kindergarteners at elementaries (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director	August	(L)Local Funds	Formative - Decreased anxiety of kindergarten students and their parents
6. PK Unit with assistants (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director	May	(F)Title IA - \$100,626, (O)FTEs - 10.5, (S)State PreK - \$301,723	Formative - Student progress on Kindergarten testing.
7. Full day first grade assistant for Improvement Required campus (Target Group: PRE K) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director	May	(F)Title IA - \$22,098, (O)FTEs - 1	Formative - Formative: Increased student progress on first grade testing.
8. Full day second grade assistant for Improvement Required campus (Target Group: 2nd)	Assistant Superintendent for Instruction, Elementary Curriculum Director	May	(F)Title IA - \$21,318, (O)FTEs - 1	Formative - Formative: Increased student progress on second grade testing
9. Home Based Stepping Stones class provided to identified Migrant eligible children. (Target Group: Migrant) (NCLB: 1,4)	Assistant Superintendent for Instruction	December and May	(F)TIC Migrant - \$475	Formative - Increased student readiness for kindergarten

# DUMAS ISD

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

**Objective 6.** The District will provide vocational/technical education and/or college preparatory classes in order to prepare students for their post secondary plans.  
Summative Evaluation: Class enrollment, college credits received

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Building Trades elective classes (Target Group: CTE) (NCLB: 1,5)	Assistant Superintendent for Instruction	May	(L)Local Funds	Formative - Increased trade skill of students.
2. Variety of computer, agriculture, business, health sciences, home economics and industrial technology classes for electives (Target Group: CTE) (NCLB: 1,5)	Assistant Superintendent for Instruction	May	(O)FTEs - 10.83, (S)CTE - \$631,832	Formative - Increased technical skill level of students
3. PreAP, AP and Dual Credit course offerings (Target Group: All, GT) (NCLB: 1,5)	Secondary Curriculum Director	May	(O)FTEs - 6.54, (S)High School Allotment - \$407,417	Formative - Increased number of possible college credits upon graduation.
4. College prep activities: career day, counseling, ASVAB, military recruiting and two college days (Target Group: All) (NCLB: 5)	Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased student interest in post secondary education
5. 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)	Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased student interest in post secondary education
6. QUEST program for 9th-12th grade students who participate (Target Group: All) (NCLB: 5)	Superintendent	May	(O)Dumas Education Foundation	Formative - Increased student interest in postsecondary education
7. District will pay tuition for students in Dual Credit classes (Target Group: All, GT) (NCLB: 1,5)	Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased enrollment in Dual Credit classes
8. District will pay the cost of AP exams (Target Group: All, GT) (NCLB: 1,5)	Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased number of AP exams taken
9. Transition coordinator to arrange post-secondary activities and experiences for special education students (Target Group: SPED) (NCLB: 5)	Special Services Director	May	(O)FTEs - 0.98, (S)State SpEd - \$67,620	Formative - Increased number of special education students accessing post-secondary opportunities
10. Virtual School Network to provide AP and Dual Credit courses, as well as regular classes not offered at DHS (Target Group: All) (NCLB: 5)	Instructional Technology Coordinator	May	(L)Local Funds	Formative - Increased student interest in post secondary education

# DUMAS ISD

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

**Objective 6.** The District will provide vocational/technical education and/or college preparatory classes in order to prepare students for their post secondary plans.  
Summative Evaluation: Class enrollment, college credits received

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Materials and programs provided to CTE classes for successful implementation of CTE guidelines (Target Group: CTE) (NCLB: 1,5)	Assistant Superintendent for Instruction	May	(F)Carl Perkins - \$37,328, (L)Local Funds	Formative - Increased enrollment in CTE courses
12. District will pay for state affiliation for FFA members. (Target Group: CTE) (NCLB: 1)	Assistant Superintendent for Instruction	May	(F)Carl Perkins - \$550	Formative - Formative: Increased enrollment in FFA program.
13. Student Services Coordinator to provide assistance to secondary students. (Target Group: AtRisk) (NCLB: 4,5)	Assistant Superintendent for Instruction	December and May	(O)FTEs - 0.4, (S)High School Allotment - \$29,181	Formative - Formative - Decreased drop out rate

# DUMAS ISD

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

**Objective 7.** The District 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)	Superintendent	May	(O)FTEs - 9.6, (S)State Compensatory - \$568,541	Formative - Increased completion rate. Reduction in drop out rate.
2. Odyssey Lab will provide a computerized credit recovery option (Target Group: AtRisk) (NCLB: 5)	Secondary Curriculum Director, Superintendent	May	(L)Local Funds, (O)FTEs - 1, (S)State Compensatory - \$25,203	Formative - Increased completion rate. Reduction in drop out rate.
3. Disciplinary AEPs used as an alternative to expulsion so learning can continue (Target Group: AtRisk) (NCLB: 5)	Superintendent	May	(O)FTEs - 4.61, (S)State Compensatory - \$174,828	Formative - Decreased number of expulsions
4. Summer school activities for students at risk in Kindergarten through second grade reading. (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director	May	(L)Local Funds	Formative - Increased reading proficiency among participants
5. Homebound instruction for students during post-natal care (Target Group: AtRisk) (NCLB: 1,5)	Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased academic gains for pregnant and parenting teens
6. Power Math and Reading Academy classes provided for 7th and 8th grade students who failed the state assessment (Target Group: AtRisk) (NCLB: 1,5)	Secondary Curriculum Director	May	(O)FTEs - 1.85, (S)State Compensatory - \$119,166	Formative - Increased math and reading state assessment scores

# DUMAS ISD

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

**Objective 8.** The District will increase the number of homeless and at-risk students successfully completing classes. Summative evaluation: grade reports, attendance reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dumas ISD will provide additional counseling services for at-risk and homeless students (Target Group: AtRisk) (NCLB: 4)	Assistant Superintendent for Instruction, Director of Student Services	May	(F)Title IA - \$370, (L)Local Funds	Formative - Increased number of homeless and at-risk students served during the academic year
2. Dumas ISD will provide school supplies to homeless students (Target Group: AtRisk) (NCLB: 4)	Director of Student Services	May	(L)Local Funds	Formative - Increased number of homeless students attending and prepared for school

# DUMAS ISD

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

**Objective 9.** The District will implement its Gifted and Talented program for all identified students in such a manner to meet state and federal accountability standards. Summative evaluation: state assessment results, G/T roster

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dumas ISD will ensure all teachers and counselors receive training and/or updated training in G/T strategies (Target Group: GT) (NCLB: 3)	Assistant Superintendent for Instruction	May	(L)Local Funds	Formative - Increased effectiveness of G/T instruction
2. Pre-AP and AP classes offered with differentiated instruction for G/T students (Target Group: GT) (NCLB: 1)	Assistant Superintendent for Instruction	May	(L)Local Funds	Formative - Increased effectiveness of G/T instruction
3. Services provided to gifted/talented students at all campuses. (Target Group: GT) (NCLB: 1)	Assistant Superintendent for Instruction	May	(L)Local Funds, (O)FTEs - 3, (S)State G/T - \$140,693	Formative - Formative: Increased percentage of students scoring at the commended level.



# DUMAS ISD

**Goal 2.** Dumas ISD will provide staff development to achieve academic excellence for all students.

**Objective 1.** The District 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)	Assistant Superintendent for Instruction	May	(F)Title IIA Principal and Teacher Improvement - \$12,000	Formative - Increased state assessment scores
2. Dumas ISD will send and/or provide all core staff to trainings about TEKS and state assessments (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Secondary Curriculum Director	May	(F)Title IA - \$81,069, (F)Title IIA Principal and Teacher Improvement - \$5,724, (F)Title VI - Rural and Low Income - \$6,000	Formative - Increased state assessment scores
3. Contract with ESC 16 for Curriculum and Instructional Services and Bilingual/ESL (Target Group: All, ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	May	(F)Title IIA Principal and Teacher Improvement - \$19,000, (S)State ESL - \$7,500	Formative - Increased state assessment scores.
4. Fred Jones Positive Classroom Management (Target Group: All) (NCLB: 3,4)	Assistant Superintendent for Personnel	August	(L)Local Funds	Formative - Decreased student office referrals
5. Strategies for ELL Students training (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	May	(F)Title III Bilingual / ESL - \$500, (L)Local Funds	Formative - Increased LEP students' scores on state assessments.
6. Special education modules covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc (Target Group: SPED) (NCLB: 3)	Special Services Director	May	(L)Local Funds	Formative - Better understanding of how special education and regular education work together.
7. Balanced literacy trainings (Target Group: All) (NCLB: 3)	Elementary Curriculum Director	May	(L)Local Funds	Formative - Increased writing and reading scores on state assessments.
8. New staff trained on student management system and other pertinent technology programs/topics (Target Group: All) (NCLB: 3)	Director of Student Services, Instructional Technology Coordinator	October and August	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
9. Technology modules (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator	May	(L)Local Funds	Formative - Increased ability of staff to use technology and become technologically literate.
10. Differentiation strategies for LEP students modules (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	May	(L)Local Funds	Formative - Increased awareness of LEP student needs

# DUMAS ISD

**Goal 2.** Dumas ISD will provide staff development to achieve academic excellence for all students.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Abydos trainers will attend the annual conference (Target Group: All) (NCLB: 3)	Secondary Curriculum Director	As scheduled	(L)Local Funds	Formative - Increased Reading/ELA scores on state assessments
12. TexTESOL/TABE State Conference (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	As scheduled	(S)State ESL - \$7,500	Formative - Increased LEP students' scores on state assessments.
13. Regional, state and local migrant trainings (Target Group: Migrant) (NCLB: 3)	Assistant Superintendent for Instruction	As scheduled	(F)TIC Migrant - \$4,270	Formative - Increased migrant students' scores on state assessments
14. Highly qualified training and certification provided by the district for paraprofessionals (Target Group: All) (NCLB: 3)	Assistant Superintendent for Personnel	August and May	(L)Local Funds	Formative - Increased number of paraprofessionals designated as highly qualified.
15. Materials and training available to aide teachers in becoming certified (Target Group: All) (NCLB: 3)	Assistant Superintendent for Personnel	May	(L)Local Funds	Formative - Increased number of teachers designated as highly qualified
16. Regional, state and local trainings for CTE teachers (Target Group: CTE) (NCLB: 3)	Assistant Superintendent for Instruction	As scheduled	(F)Carl Perkins - \$9,000	Formative - Increased knowledge and skills of CTE staff
17. Professional development activities for areas of school improvement for Cactus and Sunset. (Target Group: All) (NCLB: 1,3)	Assistant Superintendent for Instruction	December and May	(F)Title I Focus Grant - \$7,000, (F)Title IA Priority Grant - \$31,000	Formative - Formative: Increased state assessment scores
18. Required school improvement meetings and trainings (Target Group: All) (NCLB: 1)	Assistant Superintendent for Instruction	May	(L)Local Funds	Formative - Formative: Increased effectiveness of implementing school improvement requirements.
19. Contract with ESC 16 to provide technical assistance and professional development opportunities for management and leadership. (Target Group: All) (NCLB: 3,4)	Assistant Superintendent for Instruction	May	(L)Local Funds	Formative - Formative: Increased effectiveness in management personnel.

# DUMAS ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dumas ISD will employ a Spanish interpreter/translator/ancillary examiner for special needs students (Target Group: SPED) (NCLB: 4)	Special Services Director	May	(O)FTEs - 1, (S)State SpEd - \$24,081	Formative - Increased parent attendance and involvement at ARDs
2. Dumas ISD 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)	Superintendent	May	(F)Title III Bilingual / ESL - \$15,601, (L)Local Funds, (O)FTEs - 1	Formative - Increased parental involvement on campuses
3. Dumas ISD will use a telephone translation system for languages where a translator is not available on site (Target Group: ESL, LEP) (NCLB: 4)	Assistant Superintendent for Instruction	Monthly	(F)Title III Bilingual / ESL - \$245	Formative - Increased parent involvement on campuses
4. Dumas ISD will employ a Burmese translator for campuses with Burmese students (Target Group: ESL, Migrant, LEP) (NCLB: 4)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel	May	(F)Title III Bilingual / ESL - \$34,517, (O)FTEs - 3, (S)State ESL - \$64,426	Formative - Increased parent involvement on campuses

# DUMAS ISD

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

**Objective 2.** The District 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. PK - 2nd grade teachers will meet with parents to review report cards and discuss student needs (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director	Fall	(L)Local Funds	Formative - Increased parental involvement
2. 3rd - 4th grade teachers will meet with parents to review report cards and student needs (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director	Fall	(L)Local Funds	Formative - Increased parental involvement
3. 5th - 6th grade teachers' academic teaming period affords parents the opportunity to meet with their child's 5 core academic teachers at one time (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased parental involvement
4. 7th - 8th grade teachers' academic teaming period affords parents the opportunity to meet with their child's 5 core academic teachers at one time (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased parental involvement
5. Back to School Nights (Target Group: All) (NCLB: 4)	Superintendent	August	(L)Local Funds	Formative - Increased parental involvement
6. Open Houses (Target Group: All) (NCLB: 4)	Superintendent	Fall	(L)Local Funds	Formative - Increased parental involvement
7. Dumas ISD will provide opportunities for parent involvement through meetings, programs, materials, etc (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction	May	(F)Title IA - \$370	Formative - Increased parental involvement
8. Campus parent involvement activities to engage parents in their child's learning. (Target Group: All) (NCLB: 1)	Assistant Superintendent for Instruction	May	(F)Title IA - \$7,100	Formative - Formative: Increased number of parents actively participating in school events.
9. Migrant recruiter to help meet the needs of identified migrant students. (Target Group: Migrant) (NCLB: 1)	Assistant Superintendent for Instruction	May	(F)TIC Migrant - \$38,128, (O)FTEs - 1	Formative - Formative: Increased involvement of identified migrant families.

# DUMAS ISD

**Goal 4.** Dumas ISD will create and maintain a safe learning environment.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety reviews of each facility (Target Group: All) (NCLB: 4)	Director of Maintenance and Transportation	May	(L)Local Funds	Formative - Maintain safety of facilities
2. Maintain surveillance system for facilities (Target Group: All) (NCLB: 4)	School Police Chief, Superintendent	November and May	(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

# DUMAS ISD

**Goal 4.** Dumas ISD will create and maintain a safe learning environment.

**Objective 2.** The District 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)	Assistant Superintendent for Instruction	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)	Assistant Superintendent for Instruction	May	(L)Local Funds	Formative - Decreased student conflicts and increased student responsibility
3. Dating Violence program (Target Group: All) (NCLB: 4)	Secondary Curriculum Director	February and May	(L)Local Funds	Formative - Increased student awareness
4. Bullying lessons (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction	February and May	(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	May	(L)Local Funds	Formative - Increased student awareness
6. CPR Awareness provided to High School Biology classes and Grade 11 students. (Target Group: 9th, 10th, 11th) (NCLB: 4)	Secondary Curriculum Director	May	(L)Local Funds	Formative - Increased student awareness

# DUMAS ISD

**Goal 4.** Dumas ISD will create and maintain a safe learning environment.

**Objective 3.** The District will provide a systematic K-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)	School Police Chief, Secondary Curriculum Director	May	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Random drug testing for UIL participants (Target Group: All) (NCLB: 4)	School Police Chief	Ongoing	(L)Local Funds	Formative - Decreased substance abuse
3. Firehouse 2-4-6, provided by Dumas Fire Department (Target Group: All) (NCLB: 4)	Superintendent	May	(L)Local Funds	Formative - Increased understanding by students of fire safety
4. Interquest canines will provide information to all 6th graders on the danger of drug abuse (Target Group: All) (NCLB: 4)	School Police Chief, Secondary Curriculum Director	Red Ribbon Week	(L)Local Funds	Formative - Decreased substance abuse
5. Interquest Canines will perform random campus sweeps at DHS, NPOC and DJHS. Available to elementaries and DIS when requested. (Target Group: All) (NCLB: 4)	School Police Chief, Secondary Curriculum Director	Twice monthly	(L)Local Funds	Formative - Decreased substance abuse and number of illegal items brought to school
6. DAEP will be monitored for overrepresentation of ED, SpEd, LEP and ethnic groups (Target Group: AtRisk) (NCLB: 4)	Assistant Superintendent for Instruction, Special Services Director	January and May	(L)Local Funds	Formative - Decreased overrepresentation rates
7. 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.
8. Each core K-12 teacher will teach two internet safety lessons each year (Target Group: All) (NCLB: 4)	Instructional Technology Coordinator	May	(L)Local Funds	Formative - Increased student awareness

# DUMAS ISD

**Goal 4.** Dumas ISD will create and maintain a safe learning environment.

**Objective 3.** The District will provide a systematic K-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
9. District Management Plan as outlined in FFI (Local); FFH (Local); and FFG (Exhibit) will be implemented at each campus. These policies provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. Copies of all 3 policies are located at the end of this improvement plan. (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s), Principal, School Police Chief, Superintendent, Teacher(s)	May	(L)Local Funds	Formative - Increased staff and student awareness
10. The district and campuses will follow the guidelines set forth in Board Policy FFH Local in regard to Dating Violence. (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s), Principal, School Police Chief, Superintendent, Teacher(s)	May	(L)Local Funds	Formative - Increased awareness by students and staff of dating violence.
11. The district and campus staff will follow the guidelines and requirements set forth in Board Policy in regard to sexual abuse and other maltreatment of children. The policies that address these issues are: FFG (Legal); FFG (Exhibit); GRA (Legal); GRA (Local); DH (Local) and DH (Exhibit)and DMA (Legal). All policies may be found as attachments to this improvement plan. (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s), Principal, School Police Chief, Superintendent, Teacher(s)	May	(L)Local Funds	Formative - Increased awareness by staff and students



2014-2015 Region 16 Migrant SSA Member District Migrant Education Plan

District: Dumas ISD

Goal Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.										
Objective All identified Migrant students will receive services according to high priority.										
Required Program Activities	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Jan	Summative Review	June	
	a. ID&R: Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students.	Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records, Recruiter Training Certificate	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____	_____
	b. ID&R: Conduct ID&R activities as outlined in the ID&R plan in the Texas Manual for the Identification and Recruitment of Migrant Children.	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____	_____
	c. NGS: Beginning July 1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the Manual for New Generation System (NGS) Data Management Requirements.	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	NGS Reports and records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____	_____
	d. Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (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 Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls; August 23-May 27	Student Performance Log, copies of referral letters, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____	_____
	e. Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____	_____
	f. 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.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	NGS Partial Credit Report, NGS Not-on-time for Graduation Report, NGS Student Graduation Plan, Student Performance Log, NGS list of Recommended Courses, NGS Supplemental Program Services report, documentation of credit consolidation and proper course placement	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____	_____
	g. Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.	Migrant Coordinator, Administrator, Counselor		July 1 through June 30	Student Performance Log, Migrant Middle School Survey	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____	_____
	h. Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor		July 1 through June 30; parent letter within first six weeks of student's enrollment	Copy of dated parent letter, recipient list, home visit log	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____	_____

2014-2015 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Jan	Summative Review	June
<b>Required Program Activities</b>	i. Middle School Students: Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. The presentation or information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.	Migrant Coordinator, Administrator	Migrant Brochures, Migrant Informational Video	August	Agendas, presentation handouts, sign-in sheets	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____
	j. Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.	Migrant Coordinator, Administrator	Migrant Middle School letter	within first six weeks of student's enrollment	Copy of dated parent letter, recipient list, Meeting notice, Agenda, sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____
	k. 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 statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____
	l. Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.)	Migrant Coordinator, Administrator		Withing first 60 days of school year after entering school district	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, NGS record	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____
	m. District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration.	Migrant Coordinator, Migrant Counselor, Administrator		March 1 through October 1	Procedures Manual, documentation of dissemination	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____
	n. Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs.	Migrant Coordinator, Migrant Counselor		May 1 through September 1	Student Performance Log, TMIP referral documentation, letter, email or phone call log to receiving states' summer migrant program staff	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____
	o. Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.	NGS Data Specialist, Migrant Coordinator		March 1 through June 1	Name of summer contact person encoded on NGS	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____
	p. Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist		July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____
	q. Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program.	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator		April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____
	r. PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code.	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator	Pink Copy of COE	July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____

2014-2015 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Summative Review	
							Jan	June
<b>Supplemental Program Activities--Secondary High School (Grades 9-12)</b>	<i>Graduation Plan Support</i> --Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including to (1) develop individualized migrant student action plans, (2) provide leadership for coordination of services, (3) monitor course completion for PFS students with late entry and/or early withdrawal, (4) review district policies and procedures concerning students with late entry and/or early withdrawal, (5) intervene on behalf of students whose concerns put their academic success at risk, and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship opportunities and financial aid.	Migrant Counselor	Reg 16 SSA MEP funds	August 1 through June 30	Individualized migrant student action plans, district plan outlining procedures for late entry and or early withdrawal; agendas from migrant parent meetings, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____
	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2015	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____
	Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2014, March 2015, April 2015	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____
	<i>The Close Up Washington Experience</i> is a multiple-day event that provides the opportunity for migrant students to experience United States government in action. Students gain leadership skills and are encouraged to return home and participate in their communities. Migrant students will better understand their role as citizens. Students will submit an application and once selected will take an online course to help prepare them for the experience. During the trip, students will network with other migrant students from across the region and together they will form the Migrant Student Leadership Team for the following school year.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Fall 2014--application Winter 2014-2015--online course Summer 2015--trip	Applications, Online Coursework, Agendas, presentaion handouts, sign-in sheets	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____
	<i>High School Leadership Retreat</i> -- Conduct a two day workshop for migrant high school students to enrich and expand their leadership skills. They will participate in a Ropes Course which will enhance their team-building skills and encourage bonding. A panel of professionals with migrant roots will address the issues migrant students are facing and help them access resources and mentoring opportunities. Students will have a college experience at WTAMU. Students are encouraged to get acquainted with and network with other migrant students from across the region.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	October 2014	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____
	<i>Migrant Arts in Learning</i> --Students will be exposed and create various art projects with direction from Art & Elementary Ed. majors from WTAMU. Students will work with new or unfamiliar art mediums with a focus on projects that center around education.	Migrant Interventionist, Migrant Youth Specialist, Migrant Coordinator, Administrator	Reg 16 SSA MEP funds	November 2014	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report, Art Work, Evaluations	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____

2014-2015 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Jan	Summative Review	June
<b>Supplemental Program Activities--Middle School (Grades 6-8)</b>	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2015	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____
	Supplemental Instruction--Statewide student assessment Tutorials during the regular school day	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____
	<i>School and Social Engagement</i> --Create an extracurricular club or leadership organization specific to migrant students which meets regularly and is designed to (1) help students develop effective learning and study skills; (2) help student seek and receive help from parents, peers, and teachers with academically related and nonacademically related problems or concerns; (3) provide leadership opportunities; and (4) facilitate social engagement with school community.(e.g. TECH Smart)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	August 1 through May 30, Summer 2014	Agendas, presentaion handouts, sign-in sheets	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____
	<i>School and Social Engagement</i> --Conduct a full-day retreat or half-day workshop for migrant middle school students aimed at developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and nonacademically related issues they may face. (e.g. MS Spring Retreat, E=MC <sup>2</sup> )	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	March 2015	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____
	<i>Migrant Arts in Learning</i> --Students will be exposed and create various art projects with direction from Art & Elementary Ed. majors from WTAMU. Students will work with new or unfamiliar art mediums with a focus on projects that center on education.	Migrant Interventionist, Migrant Youth Specialist, Migrant Coordinator,	Reg 16 SSA MEP funds	November 2014	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report, Art Work, Evaluations				
<b>Supplemental Program Activities--Elementary School (Grades 1-6)</b>	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2015	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____
	Supplemental Instruction--Statewide student assessment Tutorialsduring the regular school day	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____
	Summer Programs--Migrant Academic Readiness in Summer (MARS) will be provided in order to bridge the gap between summer school instruction (both migrant and regular) completed in June and the new school year in August. The curriculum would have an ELA emphasis focusing primarily on reading and writing in a STEM focus.	Migrant Coordinator, Migrant Counselor, Migrant Interventionist, Administrator, Counselor, R16 Education Speciliast	Reg 16 SSA MEP funds	July 2015	NGS summer enrollment recod, Attendance record, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____
	<i>Health and Safety Day for grades 3-5</i> --One day event focusing on health and safety issues. Students will receive information about food safety/nutrition, dental prevention, fire safety, drug/alcohol awareness, sun safety/hand washing, resources using technology and social health. This event meets the health area of concern with MEP OME. Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student's ability to succeed in school.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, R16 Education Speciliast	Reg 16 SSA MEP funds	May 2015	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____
	<i>Migrant Arts in Learning</i> --Students will be exposed and create various art projects with direction from Art & Elementary Ed. majors from WTAMU. Students will work with new or unfamiliar art mediums with a focus on projects that center on education.	Migrant Interventionist, Migrant Youth Specialist, Migrant Coordinator, Admnistrator	Reg 16 SSA MEP funds	April 2015	Individualized migrant student action plance, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____

2014-2015 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Summative Review	
							Jan	June
Supplemental Program Activities -Early Childhood/School Readiness Program (EE-Kindergarten)	Supplemental Instruction--Home Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer center-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources. Name of Program: A Bright Beginnings	Migrant Coordinator, School/Home Community Liaison, Bright Beginnings Teacher	Bright Beginnings Curriculum	August 25-May 30	Stepping Stones inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Identified Needs for Academic and Nonacademic Support Services--School Supplies	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Administrator, Counselor	MEP funds	July 1 through June 30	School Supply list, NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Supplemental Program Activities--Support Services	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Transportation to and from Parent Involvement and PAC meetings	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Administrator, Counselor, Region 16 Education Specialist	MEP funds	July 1 through June 30	NGS Supplemental Program Services report, Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Registration for State and/or National workshops and conferences.	Migrant Coordinator, Administrator, R16 Education Specialist	MEP funds	July 1 through June 30	Registration form, Certificate of Attendance, Conference Agenda, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Other: Snacks and Meals for migrant students participating in off campus migrant activities-- When students participate in SSA sponsored activities that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g.--Leadership Retreats, STAAR Burst, Health and Safety Day, TECH Smart, etc.)	Migrant Interventionist, Migrant Youth Specialist, Migrant Counselor	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Other: Regional Migrant Parent Conference-- Two Day conference offered to focusing on motivating parent involvement. Parents will receive information about topics such as: health and nutrition, community resources [Health/Dental services, SNAP: Supplemental Nutrition Assistance Program (food stamps), library card, etc...], programs available for out of school youth, preschool education, bullying, transportation safety, fire safety, drug & alcohol awareness, identity protection, study skills, math games, Texas Migrant Interstate Program, scholarship process, early literacy, migrant services available, safety measures (pesticides, farm equipment, electrical), social skills, etc...	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, R16 Education Specialist	Reg 16 SSA MEP funds	October 2014	flyer, web notification, registration forms, agenda, sign-in sheets, evaluations	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Other: Leaping Into Books Really Opens Success (LIBROS)--Student/Parent reading nights & activities to encourage reading	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, R16 Education Specialist	Reg 16 SSA MEP funds	Spring/Summer 2015	flyer, sign-in sheet, Book receipt list	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	

## REGION 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE: VI. Region 16 MEP SSA member districts will evaluate their MEP.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	Considerable Prog. Some Progress No Progress Discontinue	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	Accomplished Yes No	_____ _____ _____
					Considerable Prog. Some Progress No Progress Discontinue	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	Accomplished Yes No	_____ _____ _____
					Considerable Prog. Some Progress No Progress Discontinue	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	Accomplished Yes No	_____ _____ _____
					Considerable Prog. Some Progress No Progress Discontinue	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	Accomplished Yes No	_____ _____ _____
					Considerable Prog. Some Progress No Progress Discontinue	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	Accomplished Yes No	_____ _____ _____

## REGION 16 SSA Priority for Services Action Plan

<b>OBJECTIVE:</b>		Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.								
<b>GOAL:</b>		To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.								
<b>School Success Determinants:</b>					<b>Formative Evaluation Review</b>			<b>Summative Review</b>		
passing coursework, earning credits, advancing grade levels, passing state standardized tests, attending school regularly						<b>Nov</b>	<b>Mar</b>	<b>June</b>		<b>Aug</b>
<b>Action</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Documentation</b>						
A. Ensure that Migrant Priority for Services (PFS) Student Reports are run monthly. District superintendent or migrant recruiter will notify Region 16 Education Service Center Migrant Coordinator if migrant PFS student reports are not received in the district by the 20th of each month.	Region 16 Education Service Center NGS Data Specialists, District Administrator	During the first week of each month during the program year	Texas MEP NGS Implementation Guidelines for School Districts and ESCs	Monthly migrant PFS student reports on file in superintendent's office and each campus office in order to target services appropriately to migrant PFS students for improved academic performance.	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
B. Provide a list of migrant priority for service (PFS) students to principal(s) and appropriate campus staff.	NGS Data Specialist, Migrant Service Coordinator	During the first week of each month during the program year	Texas MEP NGS Implementation Guidelines for School Districts and ESCs	Log indicating dissemination of reports	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
C. Review the academic status of each PFS student after each six-week grade reporting period. In consultation with campus administrator(s), counselor(s) and classroom teacher(s) a migrant individualized education plan (MIEP) will be developed for each PFS student not meeting or at risk of not meeting all academic standards.	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	Every six weeks immediately following the posting of grades	Texas Migrant Education Program Guidance, Section D	Three week progress reports, six week report cards, IEP with date of consultation and signatures of participants	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
D. Include services/strategies/interventions by non-migrant-funded programs in the MIEP of each PFS student.	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	Every three weeks immediately following the posting of grades	Texas Migrant Education Program Guidance, Section D	MIEP	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

## REGION 16 SSA Priority for Services Action Plan

<b>OBJECTIVE:</b> Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.										
<b>GOAL:</b> To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.										
<b>School Success Determinants:</b> passing coursework, earning credits, advancing grade levels, passing state standardized tests, attending school regularly					<b>Formative Evaluation Review</b>			<b>Summative Review</b>		
<b>Action</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Documentation</b>		<b>Nov</b>	<b>Mar</b>	<b>June</b>		<b>Aug</b>
E. Focus services on PFS students according to MIEPs	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	Every three weeks immediately following the posting of grades	Texas Migrant Education Program Guidance, Section D	Monthly service log/time and effort reflecting service(s) and time spent with PFS students	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
F. Insure coordination of services to meet the needs of migrant students by facilitating access of services to community entities/agencies	Migrant service coordinator	Ongoing throughout the year	Texas Migrant Education Program Guidance, Section D and Section E	log documenting phone calls, home visits, etc.	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
G. Conduct home visits to parents of PFS students to notify of PFS criteria and update on student's progress.	Migrant service coordinator, Migrant School Home community liaison, recruiter	Ongoing throughout the year; at a minimum of one per semester	Texas Migrant Education Program Guidance, Section D	phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, MIEP, etc.)	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
H. Monitor all migrant student academic achievement with particular focus on migrant PFS student progress. Disaggregate data to determine and target achievement gaps between migrant and non-migrant students. Utilize data to target services and develop student MIEPs.	Campus and district administrators, counselors, teachers, migrant service coordinator, migrant counselor	Ongoing throughout the year	Title I, Part C Program Specific Provisions and Assurances	Data disaggregation and comparisons, MIEPs	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____



## At-Risk Criteria

### Student Eligibility Criteria:

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

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

\***Homeless students**, as defined by 42. U.S.C. Section 11302, and its subsequent amendments-

- 1) The term "homeless" or "homeless individual or homeless person" includes-an individual who lacks a fixed, regular, and adequate nighttime residence; and
- 2) an individual who has a primary nighttime residence that is
  - a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
  - b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
  - c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.

## **At-Risk Criteria (continued)**

### **Student Eligibility Using Local Criteria**

School Districts may use local criteria for identifying “students at risk of dropping out of school” as long as:

- The number of students identified and served with SCE funds is limited to 10% of the number of students who received SCE services from the district using the state criteria during the preceding school year and
- The local criteria have been approved by the local board of trustees.

For more SCE Update information, please visit: <http://www.tea.state.tx.us/stcomped/>

# Dumas ISD Highly Qualified Teacher Plan

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

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

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

Percentage of students graduating from high school:

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

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

Enrollment in advanced courses/dual credit courses:

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

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

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

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

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

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

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

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

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

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