

School Improvement Plan (SIP)

LEA Name:	DISD	Campus Name:	Dalhart Jr High
CDN:		Campus Number:	042
Date:	Sept. 30, 2011	Date SIP was Approved by Local Board:	

**Section I: Area(s) of Low Performance and Target Groups**

*Identify the areas of low performance and each group not meeting the 2011 state standards (include all areas not meeting state standards without required improvement (RI)).*

8th graders in 2010-2011, had a sub population group of Hispanics, Economically Disadvantage, scored very low in certain areas of the TAKS Science.

**Section II: Process for Evaluating Progress Toward Meeting Performance Standards**

*Describe the assessment process, rigorous TEKS-aligned instruments, and the measures that will be used to evaluate progress toward meeting performance standards. Example: administer curriculum-based assessments at the end of the first grading period; administer released assessment tests in December; administer benchmark tests at the end of the first semester.*

Disaggregated TAKS information, looked at 2011 Benchmarks, and semester testing information. TEKS alignment every 6 weeks, middle of the year benchmarks, and standards-based classroom assessments will be used to monitor all students. Teachers will attend grade level and Subject level meetings each week. We have initiated an after school program intitled"Opportunity Knocks". Report card and Parent night.

**Section III: SIP Development**

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
TAKS	Curriculum_Assessment	Curriculum Sequence / Pacing	Teachers will be using C-SCOPE, Study Island andreleased TAKS tests.	Staff dev. Teachers have weekly meetings.	BM scores increased, lower number of students failing at 6 weeks.	Study Island, document cameras- Mobies, Computer Lab, Science Lab, Mrs. Price
TAKS	Student_Support	Data Driven / Timely / Targeted Support	Implement the student monitoring framework which defines specific roles of teachers, counselors, and administration-1) for monitoring target group's attendance, discipline grades and assessments. 2) developing intervention plans then 3) evaluating the effectiveness of the intervention plans.	1) Complete desktop audits 2) Attendance reports. 3) Discipline reports 4) Intervention folders 5) course failure reports, 6) Documentation of classroom observations of focus group, 7) Documentation from teachers subject and grade level meetings,	Improvement of areas of concerned- attendance, discipline removals, academic progress	The principal will monitor and document. Classroom teacher will document and monitor, will report to counselor and principal as needed. CIT will monitor during monthly visits.
TAKS	Student_Support	Effective Intervention Strategies	Investigate and implement research-based programs, re-teach assessment practices following absences and disciplinary removals for target group	1) Report of investigation Sept 2011; 2)Implementation of Practice- Oct. 2011)	Improvement in attendance and STAAR performance of target group	Campus Principal with the support team and leadership team will monitor along with CIT monitor.
TAKS	Instruction	Instructional Leadership, Monitoring, and Supervision	Implementing the professional staff monitoring framework which defines the specific roles of the administrators for 1) attending and helping PLC and department meetings, 2) observing classroom instruction and providing timely and specific feedback, and 3) collaboratively determining individual professional development needs for the professional staff.	1) Observation records,2) Admistrator's observation records, 3) Staff weekly meeting minutes	Improvement noted in classroom observations of instructional delivery and student learning:	The framework specifies the responsible party for each component. The Principal will monitor and document as to completeness and quality of assigned responsibilities on a weekly basis. The CIT will monitor on a regular basis
TAKS	Culture_Climate	High Expectations	Using the data reported in the FDA concerning 1)multi-year and longtudal data, 2) comparison to state averages, 3) students who declined in meeting the standard and/ or having commended performance from one year to the next, and 4) the level of objective mastery, to write and communicate specific, measurable objectives for staff in facilitating student learning	1) Completed objectives, 2) Evidence of how it is communicated to all staff	Higher level of learning as compared to state averages, number of commended students, and number of students making growth in vertical STAAR scores	Persons responsible-- Principal and Leadership team; Timeline- gather data and compare each 6 weeks.
TAKS	Instruction	Instructional Processes / Pedagogy	Develop a checklist for monitoring and supporting the Science teacher. (Monitoring the FDA group in the classroom)	Complete the checklist by documenting efforts	Improve instructional process and pedagogy; improve student scores	Persons responsible-- Science teacher, pricipal, Leadership team

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
TAKS	Instruction	Differentiation to Meet Needs	Increase the number of special education students passing the STAAR or STAAR-M	1) Raise awareness for faculty or special education department with training on procedures, 2) Weekly reports monitoring students for inclusion	Increase percentage of special education students who are identified for and pass STAAR	Persons responsible-- Principal, Special Education teachers, SPED dept. chair
TAKS	Instruction	Instructional Processes / Pedagogy	Develop and implement system for monitoring teacher performance relative to student outcomes and improving teacher quality. Provide support to teachers as necessary.	Methodology for identifying teachers in need is developed	1) Increase student passing rate, 2) increase student proficiency on TEKS	Counselor, Principal, Teachers
Completion	Academic_Support	Tutorials	Develop after school programs to aide students in preparing for class and state testing.	Teachers developed "Opportunity Knocks" for an after school program	Students have opportunity to catch up on missed work and ask for further help with homework.	Teachers
Dropout	Rigorous_Instruction	Access to Rigorous Curriculum, Effective Instruction, and Timely Formative Assessment	Grade/subject level Planning and Alignment Use and District Curriculum.	This campus will work with its teachers to align curricular systems. The teams will have weekly and monthly meetings to support data.	Decrease dropout rate at middle school	Principal, teachers, counselor
TAKS	Curriculum_Assessment	Daily Monitoring of Student Progress	Expect weekly lessons which have these components: 1) the TEKS 2) a reference to how this TEK has been tested (year of released TAKS) 3) how teachers evaluate students 4) resources to be used for explicit instruction, 5)resources to be used for guided and independent practice 6) resources to be used for formative assessment, 7) and resources to be used for application of the concept in a real-life relevant format 8) Use of the CSCOPE curriculum navigation system 9) Vocabulary development strategies	Completed lesson plans	improved instructional processes and pedagogy; improve student scores	Instructional Specialist/Cirriculum to assist with the developing quality lesson plans. Teachers, principal, counselor
TAKS	Parents_Community	Parent Involvement	Host campus-"Parent/Teacher Report Card Pick-Up" Increase use of parent conferences to discuss student progress and interventions	Meeting agendas and sign in sheets Keep logs of parent meetings with counselors, principals or staff	Increase parent involvement for student academic progress	Principal, counselor, teachers.



School Improvement Plan (SIP)

LEA Name:	Dalhart ISD	Campus Name:	Dalhart High School
CDN:	056-901	Campus Number:	001
Date:		Date SIP was Approved by Local Board:	

**Section I: Area(s) of Low Performance and Target Groups**

*Identify the areas of low performance and each group not meeting the 2011 state standards (include all areas not meeting state standards without required improvement (RI)).*

student groups: All Students, Hispanic, Economically Disadvantaged, Hispanic-8th grade Math TAKS 2010, Hispanic 8th grade Math TAKS 2011.

**Section II: Process for Evaluating Progress Toward Meeting Performance Standards**

*Describe the assessment process, rigorous TEKS-aligned instruments, and the measures that will be used to evaluate progress toward meeting performance standards. Example: administer curriculum-based assessments at the end of the first grading period; administer released assessment tests in December; administer benchmark tests at the end of the first semester.*

Released TAKS, C-cope Assessments. In addition DMAC is used to disaggregate data and compile information for teacher administrators to use for the improvement of instruction. Two mini Benchmarks, which are created in DMAC, will be given in the each semester and that information will be analyzed before the big cumulative Benchmark. These questions are taken from released tests along with questions created within our CSCOPE curriculum.

**Section III: SIP Development**

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
TAKS	Instruction	Monitoring / Evaluation of Quality	Monitor instruction for implementation of TEKS by administration, peers, and district curriculum staff a minimum of one time per grading period (6 weeks).	Presence of walk-through rubrics by Principal and AP in teacher files.	All TEKS of the required scope and sequence are taught during the specified grading period.	Scope and sequence: rubrics: Leadership Team.
TAKS	Curriculum_Assessment	Curriculum Sequence / Pacing	Using the scope and sequence from C-Scope, teachers will identify the specific TEKS to be taught in the lesson plan and the derivative objectives as identified for students on classroom white boards, digital projectors, or overhead.	Lesson plans and walk-throughs document the displaying of TEKS objectives and implementation of scope and sequence.	Classroom and common assessments and formative results indicate student understanding of the TEKS objectives.	DMAC, C-Scope and other sources of TEKS-based TAKS style questions as sources of appropriate common assessment questions. Federal Funds
TAKS	Curriculum_Assessment	Rigor	Weekly, formative, or common assessments will contain questions that are at or above TAKS level. The CSCOPE curriculum is developed in the 5E model which contains rigorous questioning and analytical thinking in all of their assessments. This type of questioning is also available and used throughout the campus benchmark testing.	Paper copy of assessments will be provided by teachers and kept by principal's office.	Student formative and summative assessments results in DMAC.	C-Scope, release test, and other sources of TEKS-based TAKS style questions as sources of appropriate common assessment questions. Collaborative teacher teams are responsible for selective questions from sources that fit the TEKS that have been taught.
TAKS	Culture_Climate	Professional Learning Community	Weekly collaborative Math teacher teams to meet to create and review lesson plans, create and review assessments, analyze student data, and discuss rigorous instruction linked to improving student learning and performance. Hispanic, and Eco Dis students will be specifically monitored to ensure the success. This team will also be meeting with and receiving additional training from the service center for ideas to deliver instruction.	PLC meeting minutes and agenda, including attendance and goals.	Coordinated lessons; students will score at least 70% on common Math assessments; those who score lower are identified as struggling student and are assigned Tier 1 and Tier 2 interventions.	Time; Team Leaders; and Department Heads; Federal/Local money for subs if needed.
TAKS	Instruction	Instructional Processes / Pedagogy	Teachers will be working together vertically and horizontally to increase effectiveness of the deliverance of the curriculum.	PLC meeting minutes and agenda, including attendance and goals.	Student improvement on formative and summative assessments.	Principal, assistant principal and team leaders.
TAKS	Student_Support	Data Driven / Timely / Targeted Support	Targeted students will be assigned to Tier 2 tutoring during 9th hour or Tier 3 tutoring during the class day. Teachers will provide targeted intervention based on data analysis of student assessments. Data will be disaggregated so that all student groups are considered for targeted intervention.	Scheduling that provides for additional help for targeted groups. Teacher documentation of attendance and gap-specific intervention.	Increased student learning as evidenced by higher performance (a minimum of 70%) on assessments.	Principal; time provided in the school schedule; alternative lesson plans. All teachers.



Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
TAKS	Instruction	Integrated / Interdisciplinary	Teachers will be working together vertically and horizontally to increase effectiveness of the deliverance of the curriculum.	The increase in scores shows that the curriculum and the effectiveness is improving.	Improved scores (minimum of 70%) on common assessments	Teachers
TAKS	Parents_Community	Parent Involvement	Parents of low performing students will be contacted at the 3 week and 6 week grade reporting time. Parents will be encouraged to schedule a conference about methods to improve student performance at home and school. Translation will be provided for the conversation if parents are identified as non-english speaking.	Sign in sheets, parent conference notes and agenda are documented.	Decreased number of contacts made due to low student performance.	Principal, assistant principal and counselor.
TAKS	Curriculum_Assessment	Targeted Professional Development (PD) with Support	Provide professional development on the use of the DMAC system to disaggregate assessment data. Teachers will use data to adjust instructional strategies and acquire names for intervention.	Sign in sheet and agenda from training.	Teachers will be able to use data to adjust teaching strategies on low performing objectives from common assessments.	DMAC system; Principal;Counselor
TAKS	Other	Feeder School Data and Alignment	8th grade teachers will identify, monitor and assess Math performance of students who did not successfully pass (or did not take) the 8th grade Math STARR and will create accelerated learning opportunities to strengthen the specific areas.	Lesson plans and assignments; flexible grouping within classroom so that imbedded acceleration is included for those who need it; tutorials as needed; implementation of RTI's as necessary.	Success (score of 70%) on common assessments and benchmark test.	Data from entering 8th grade students STARR results; Math teachers; Counselor to gather data; DMAC
TAKS	Parents_Community	Parent Involvement	Document all contact with parents. Advertise activities using teacher and school web pages,local newspaper and radio. Designate a small block of time during Band concerts and sporting events to talk to parents about important issues with students. The district also has a parent portal for parents to be able to check their childs progress at any time.	Dated copies of letters home; radio/newspaper articles and announcements; Copies of advertisements, meeting agendas	Increased parent attendance to school activities and events.	Prepared news releases, articles, and announcements; copy maching; radio and newspaper time.
TAKS	Student_Support	Data Driven / Timely / Targeted Support	Monitor attendance and call parents of students who are not attending regularly. Following policy guidelines excessive unexcused absences will be reported to the campus resource officer/municipal judge. Translation will be provided for the conversation if parents are identified as non-english speakers.	Call logs will be used for verification of parent contact.	Increased attendance rates and decrease of unexcused absences.	Office staff, Assistant Principal.
TAKS	Culture_Climate	Safe and Orderly School with Effective Discipline Management	Ensure time spent in alternative learning settings is utilized to learn at TAKS level. Teachers will use Odyssey Ware to target TEKS objectives covered in class. Teachers will provide students in ISS with daily assignments that will prevent the students from falling behind in class.	Time spent on the computer logged into the assigned instructional software. Scores from on-line testing. Teacher assignment sheets of ISS work. Student grades on assigned work.	Students removed from class for behavioral issues will stay current and not miss assignments during their absence. Students will pass assessments (70%, at 60% for TAKS) covering material assigned during he time they missed class.	Administrators
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