



# UNITED INDEPENDENT SCHOOL DISTRICT AGENDA ACTION ITEM

TOPIC: 2011-2012 Lamar Bruni Vergara School Improvement Plan

SUBMIT BY: Pamela R. Juarez

OF: Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: \_\_\_\_\_

DATE ASSIGNED FOR BOARD CONSIDERATION: \_\_\_\_\_

**RECOMMENDATION:**

In accordance with TEC § 39.106 (a) (4), TEC§ 39.106 (e-1), and 19 TAC § 97.1063 (b) (4) and (j), the School Improvement Plan (SIP) shall be presented to the local board for approval.

**RATIONALE:**

**BUDGETARY INFORMATION:**

**BOARD POLICY REFERENCE AND COMPLIANCE:**



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	Rigorous and Relevant	<p>Provide staff development for teachers in the areas of readiness and supporting standards for their content area by:</p> <ol style="list-style-type: none"> <li>1) providing opportunities to attend district staff development to address critical thinking strategies for all students,</li> <li>2) providing opportunities for the Pathfinders and Academic Coordinator to present the latest research on instructional strategies for critical thinking,</li> <li>3) addressing the academic needs for critical thinking for students identified as Special Education (SE) and Limited English Proficient (LEP), and</li> <li>4) participating in Share Fair presentations at faculty meetings.</li> <li>5) developing assessments collaboratively by content area using rubric for readiness and supporting standards.</li> </ol>	Increase the content knowledge for teachers in order to address the readiness and supporting attributes of STAAR.	<p>Review staff development presentations on a monthly basis at administrative and departmental meetings.</p> <p>Review teacher made assessments.</p> <p>Review Failure Reports and Six Weeks Grades.</p>	<p>Principal Assistant Principals Pathfinders Academic Coordinator Team Leaders Department Heads</p>
TAKS	Instruction	Ongoing Monitoring of Instruction by Administrators	<p>Monitor the teachers' delivery of classroom instruction to insure that students are authentically engaged in critical thinking strategies by:</p> <ol style="list-style-type: none"> <li>1) providing daily and timely feedback to teachers,</li> <li>2) reviewing results of walkthroughs for timely instructional feedback to the department,</li> <li>3) monitoring the implementation of the district's Scope and Sequence,</li> <li>4) following up on assessment results,</li> <li>5) providing timely feedback to the Pathfinders and Academic Coordinator in order for the Pathfinders and Coordinator to offer timely assistance to the teacher.</li> </ol>	Increase the instructional delivery to include critical thinking skills that are aligned to the NEW Bloom's Taxonomy and rigor of STAAR.	<p>Review teacher walkthroughs individually with the Pathfinders, Academic Coordinator and Administrator/Appraiser.</p> <p>Debrief the results of the walkthroughs with the instructional team of Pathfinders, Academic Coordinator and administrators to determine if professional development is needed.</p>	<p>Principal Assistant Principals Counselors Pathfinders Academic Coordinator Team Leaders Department Heads</p>

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TAKS	Instruction	Ongoing Monitoring of Instruction by Administrators	Monitor teacher planning time by: 1) reviewing instructional materials to identify critical thinking strategies, 2) monitoring the use of science lab in lesson plans, and 3) implementing RTI (Response to Intervention) guidelines.	Promote the instructional focus planning time for all teachers 100% of the time.	Review meeting agendas from the Department Heads, Pathfinders and Academic Coordinator to insure the proper use of time. Review the implementation of three science labs per week. Review walkthroughs. Review E-Rti documentation for Tier I, Tier II and Tier III.	Principal Assistant Principals Pathfinders Academic Coordinator Team Leaders Department Heads
TAKS	Instruction	Ongoing Monitoring of Instruction by Administrators	Ensure that instructional meetings focus on instruction by: 1) attending weekly meeting with the department, 2) attending monthly faculty meetings with the administration, and 3) including the following agenda items for each meeting - high expectations for student success and developing nurturing relationships with students.	Increase the number of agenda items that address instruction and high expectations for all students.	Review of faculty meeting and instructional meeting agenda items. Review documentation supporting agenda items.	Principal Assistant Principals Pathfinders Academic Coordinator
TAKS	Instruction	Continuous Improvement Planning	Provide teachers with less than 3 years experience in their content or grade level with a mentor "buddy" by: 1) implementing a "buddy" program for teachers with less than 3 years experience in their content or grade level, and 2) asking experienced teachers to be a peer coach.	Increase the level of knowledge for TEKS and STAAR. Increase the level of knowledge for addressing the needs of the at risk student.	Review of agenda for meetings between the peer coach and buddy. Review walkthroughs to evaluate the success of the "buddy" system.	Principal Assistant Principal in charge of the Mentoring Program
TAKS	Instruction	Ongoing Monitoring of Instruction by Administrators	Ensure that all staff members possess a "no excuse" attitude toward teaching and learning by: 1) sharing the school mission and high expectations with all teachers at faculty meetings	100% of the teachers will be informed of the school mission. 100% of the teachers will follow the Scope and Sequence and implement the rigorous activities provided.	Review agendas and sign-in sheets for faculty meetings, department meetings and team meetings.	Principal Assistant Principals Pathfinders Academic Coordinator Team Leaders Department Heads Instructional Coordinator
TAKS	Instruction	Collaborative Planning	Provide teacher support from the instructional coordinators and the Intervention Team by: 1) requesting instructional support service from the Instructional Coordinators, Special Education Coordinators and ELL Coordinators	100% of the instructional support services will be made by the district coordinators. District instructional coordinators will help develop rigorous assessments.	Review completed requests for Instructional Support Service.	Principal Assistant Principals Pathfinders Academic Coordinator Team Leaders Department Heads District Instructional Coordinators

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TAKS	Instruction	Ongoing Monitoring of Instruction by Administrators	<p>Ensure that the responsibility for students is shared by all administrators by:</p> <ol style="list-style-type: none"> <li>1) reviewing administrators' roles, responsibilities, and assigned duties,</li> <li>2) developing a chart that outlines roles, responsibilities for Assistant Principals, Academic Coordinator, etc.</li> <li>3) allowing for necessary changes in assignments given to each assistant principal,</li> <li>4) dividing major tasks equally,</li> <li>5) assigning a content area to each administrator, and</li> <li>6) assigning ARD's to administrator by grade level</li> </ol>	Administrators will be assigned a content area and be responsible for assigned ARD's.	Review administrator duty chart.	Principal
TAKS	Instruction	Ongoing Monitoring of Instruction by Administrators	<p>Establish and enforce guidelines for tutorials by:</p> <ol style="list-style-type: none"> <li>1) submitting a list of students that need tutorials to the Academic Coordinator and copy to the assistant principal in charge of the content area,</li> <li>2) contacting parents to discuss tutorials, their child's Prescriptive Instructional Acceleration Plan,</li> <li>3) establishing a system to track students attending tutorials by providing attendance reports for each teacher during tutorials, and</li> <li>4) collecting weekly numbers of students attending tutorials by teacher.</li> </ol>	Increase the number of all students attending tutorials.	<p>Review tutorial attendance reports by teacher on a weekly basis.</p> <p>Review tutorial report prepared by the Academic Coordinator.</p> <p>Review Lead Teacher tutorial attendance log.</p>	<p>Principal Assistant Principals Pathfinders Academic Coordinator Team Leaders Department Heads Content Area Teachers</p>
TAKS	Instruction	Ongoing Monitoring of Instruction by Administrators	<p>Monitor the instructional strategies that address the instructional needs of LEP, Sp. Ed., and Economically Disadvantaged students by:</p> <ol style="list-style-type: none"> <li>1) utilizing the learner-centered activities provided in the district's Scope and Sequence,</li> <li>2) providing opportunities for teachers to share activities at Team Meetings and Department Meetings and</li> <li>3) providing Pathfinders an opportunity to model successful teaching practices at Team Meetings, Department Meetings and Faculty Meetings.</li> </ol>	<p>Special Population students will be evaluated on their progress through their IEP.</p> <p>Increase the number of students passing their formative and summative assessments.</p>	<p>Review of the lesson plans and walkthroughs will reveal the differentiation of the instruction to address special needs students.</p> <p>Evidence of implementation of ELPs strategies.</p> <p>Evidence of learner-centered activities.</p> <p>Team meeting, Department and Faculty Meeting Agendas</p>	<p>Principal Assistant Principals Sp. Ed. Coordinating Teachers Academic Coordinator Pathfinders Team Leaders Department Heads Instructional Coordinators Teacher</p>

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TAKS	Instruction	Ongoing Monitoring of Instruction by Administrators	Monitor the instructional use of time by: 1) conducting walkthroughs, 2) providing timely feedback to teachers, 3) conferring with teachers, and 4) developing a growth plan if necessary.	100% of instructional time will be used for instruction.	Review of daily walkthroughs will indicate that instructional time is used to implement activities provided from the district's Scope and Sequence.	Principal Assistant Principals Academic Coordinator Team Leaders Department Heads Teacher
TAKS	Instruction	Monitoring / Evaluation of Quality	Implement instructional strategies to assure that LEP and Special Education students are taught at their instructional level by: 1) monitoring the implementation of ELPS strategies, 2) monitoring the implementation of differentiated instruction, and 3) monitoring the implementation of tiered instruction.	Increase in the number of LEP and Sp. Ed. Students mastering the STAAR assessment.	Review of daily walkthroughs will indicate that instructional time is used to implement activities provided from the district's Scope and Sequence for the LEP and Sp. Ed. Students.	Principal Assistant Principals Academic Coordinator Team Leaders Department Heads Teacher
TAKS	Instruction	Student Centered / Empowered	Increase the number of students participating in the GT courses by: 1) increasing the number of students taking Algebra I in the 8th grade, 2) completing the portfolio for students recommended for the G/T program, and 3) interviewing prospective candidates to encourage them to set high expectations of entering the G/T program.	Increase the number of students enrolled in the G/T program.	Review historical data on grades to select candidates for the interview.  Review the number of interviews where students were advised of high expectations for the year.	Principal Assistant Principals Academic Coordinator Counselors Content area teacher

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TAKS	Instruction	Differentiation to Meet Needs	<p>Identify students who are failing by:</p> <ol style="list-style-type: none"> <li>1) providing prescriptive targeted tutorials</li> <li>2) completing a Prescriptive Instructional Acceleration Plan</li> <li>3) providing a list of students not mastering the district's Scope and Sequence to the Academic Coordinator,</li> <li>4) advising parents if students are failing,</li> <li>5) scheduling a parent conference,</li> <li>6) monitoring Tier I, Tier II and Tier III students,</li> <li>7) asking the Attendance Officer for assistance if attendance is a problem, and</li> <li>8) contacting the Counselors for assistance.</li> </ol>	<p>Increase the number of students who are passing their courses and are passing their 3T's.</p> <p>Monitor grades every 6-9 weeks and 9-12 weeks.</p>	<p>Review individual teacher failure report at the end of the marking period.</p> <p>Identify each student who failed and develop a Prescriptive Instructional Acceleration Plan.</p> <p>Identify each student who failed on the tutorial list.</p> <p>Document teachers who had more than 10% failure for PDAS purposes.</p>	<p>Principal Assistant Principal Counselors Academic Coordinator Pathfinders Teacher Attendance Officer</p>
TAKS	Instruction	Ongoing Monitoring of Instruction by Administrators	<p>Enforce district policy for teacher absences by:</p> <ol style="list-style-type: none"> <li>1) reviewing the teacher absence report and documenting accordingly following district procedures.</li> <li>2) having the office clerk report to administrator and or appraiser on a daily basis.</li> </ol>	<p>Reduce the number of teacher absences by 10%.</p>	<p>Review absence report on a weekly basis.</p> <p>Document the teachers as needed for PDAS purposes.</p> <p>Recognition of teachers with Perfect Attendance per six weeks at faculty meetings.</p>	<p>Principal Administrator Office Clerk for Teacher Absences</p>
TAKS	Instruction	Instructional Processes / Pedagogy	<p>Ensure that administrators, Pathfinders and Academic Coordinator provide turn-key staff development after attending Leadership Tuesdays, Principals' Academy, Pathfinder/Department Head meetings, workshops and conferences by:</p> <ol style="list-style-type: none"> <li>1) attending ALL instructional staff development provided by the district, and</li> <li>2) sharing information with staff.</li> </ol>	<p>Increase the content knowledge of each administrator, Pathfinders and Academic Coordinator by sharing the instructional strategies learned at workshops and conferences.</p>	<p>Review the staff development folder and review the presenter and audience.</p> <p>Document attendance of administrators at all trainings provided for faculty.</p>	<p>Principal Assistant Principals Pathfinders Academic Coordinator</p>

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TAKS	Curriculum Assessment	Daily Monitoring of Student Progress	Monitor the delivery of the district's Scope and Sequence: 1) conducting weekly walkthroughs, 2) providing timely feedback, 3) reviewing 3T's results, and 4) making data-driven instructional decisions based on assessment results	Reduce the number of teachers that fall behind the scope and sequence timeline.	Review walkthrough results with the Department Heads, Pathfinders, Academic Coordinator and Intervention Team  Brief with administrator for timely response to intervention for the teacher.  Review 3 T's results with content area teachers.	Principal Assistant Principals Pathfinders Academic Coordinator Team Leaders Department Heads
TAKS	Curriculum Assessment	Monitoring / Evaluation of Curriculum Implementation	Focus on TEKS-based instruction by: 1) following the scope and sequence for Reading, Science and Math, 2) reviewing the students expectations for TEKS at every department meeting, 3) adhering to Response to Intervention guidelines, 4) conducting weekly walkthroughs, 5) providing feedback in a timely manner, and 6) redirecting as needed.	Adhere to the timeline provided in the Scope and Sequence.  Provide timely and data-driven feedback to the district as it pertains to the pacing of the Scope and Sequence.  Increase the alignment between the lesson plan and the Scope and Sequence.	Review of walkthroughs from the administration, Pathfinders, Academic Coordinator and Instructional Coordinators.  Review of data from walkthroughs by the administrator in charge of the department.  Provide timely feedback and redirection(if needed) to teachers.  Review Failure Reports, 3 T's results and formative assessments	Principal Assistant Principals Pathfinders Academic Coordinator Team Leaders Department Heads Instructional Coordinators
TAKS	Curriculum Assessment	Daily Monitoring of Student Progress	Establish intervention procedures for students that are failing reading, math and science by: 1) implementing prescriptive Instructional Acceleration Plan, 2) contacting parents, 3) referring students to Counselors, 4) referring students to attendance officer, 5) referring students to the Academic Coordinator and 6) scheduling a conference with the administrator in charge of the content area.	Reduce the number of students who fail the subject area and their 3 T's test.	Review campus assessment every three weeks and review the 3 T's results.  Address student progress at the weekly department meeting and again at the monthly faculty meeting.  Address objectives identified as challenging and moderate on a timely basis.  Review Counselor log.  Review attendance officer log.  Review of teacher failure list.	Principal Assistant Principals Counselors Pathfinders Academic Coordinator Attendance Officer Team Leaders Department Heads



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TAKS	Curriculum Assessment	Monitoring / Evaluation of Curriculum implementation	<p>Review student achievement as it relates to STAAR by:</p> <ol style="list-style-type: none"> <li>1) looking at the TEKS objectives as they relate to the STARR attributes,</li> <li>2) selecting the key Readiness Standards that will be addressed during class and tutorials,</li> <li>3) selecting the key Supporting Standards that will be addressed during class and tutorials, and</li> <li>4) monitoring student progress as it relates to the formative assessments, baseline assessments, 3T's and reporting it to the Academic Coordinator.</li> </ol>	<p>Increase knowledge of the Readiness Standards and Supporting Standards as they relate to the district benchmarks.</p> <p>Increase knowledge on student progress for the Academic Coordinator to plan for prescriptive tutorials for each child.</p>	<p>Review of lesson plans as they support the district Scope and Sequence.</p> <p>Review of tutorial program to reflect student need.</p>	<p>Principal Assistant Principals Academic Coordinator Pathfinders Team Leaders Department Heads Teacher</p>
TAKS	Student Support	Effective Intervention Strategies	<p>Monitor student grades and attendance by:</p> <ol style="list-style-type: none"> <li>1) asking teachers to refer students BEFORE failing,</li> <li>2) implementing classroom guidance activities, and</li> <li>3) reviewing student disciplinary referrals.</li> </ol>	<p>Increase the number of student conferences.</p> <p>Increase the number of times that grades and attendance reports are reviewed prior to a progress report.</p> <p>Increase the number of conferences with students who have received a disciplinary referral.</p>	<p>Review Prescriptive Interventional Acceleration Plan BEFORE every marking period.</p> <p>Keep log of conference dates for each student enrolled by grade level.</p> <p>Review grades and attendance every three weeks prior to a progress report.</p> <p>Review disciplinary referrals reports every six weeks.</p> <p>Review of Response to Intervention documentation.</p> <p>Review counselor conference log every three weeks.</p>	<p>Principal Administrator in charge of Counselors Counselors Academic Coordinator Teachers</p>
TAKS	Student Support	Monitoring of Implementation (PD)	<p>Provide an instructionally rigorous classroom environment by:</p> <ol style="list-style-type: none"> <li>1) attending staff development on TEKS and STAAR attributes,</li> <li>2) providing a nurturing environment, and</li> <li>3) providing staff development on the lesson cycle, time on task, high expectations, performance based monitoring and evaluation.</li> </ol>	<p>Increase the number of times that an administrator, Pathfinders and Academic Coordinator present instructional material at faculty meetings by 50%</p>	<p>Review of faculty meeting and instructional meeting agenda items.</p> <p>Review documentation supporting agenda items.</p> <p>Review documentation of staff development materials presented (Power Points, handouts, etc.).</p>	<p>Principal Assistant Principals Pathfinders Academic Coordinator</p>

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TAKS	Student Support	Effective Intervention Strategies	<p>Identify and know students with special needs by:</p> <ol style="list-style-type: none"> <li>scheduling a conference with students who are LEP, Sp. Ed., or Economically Disadvantaged,</li> <li>scheduling parent conferences through their teams, and</li> <li>promoting high expectations by meeting with students and encouraging them to pass STAAR and be exited from the LEP program.</li> </ol>	<p>Keep an updated master list of ALL students.</p> <p>Identify students with special needs.</p>	<p>Review conference log on a monthly basis.</p> <p>Review Failure Reports.</p> <p>Review Six Weeks Grades.</p>	Principal Administrator in charge of Counselors Counselors
TAKS	Student Support	Effective Intervention Strategies	<p>Discuss academic progress results and STAAR results with students by:</p> <ol style="list-style-type: none"> <li>assisting students in learning the student expectations,</li> <li>reviewing baseline test results provided by DMAC, and</li> <li>review progress through tutorial feedback.</li> </ol>	<p>Schedule a conference with individual student to discuss baseline test results immediately after the results are released.</p>	<p>Review of conference log on a monthly basis.</p> <p>Review failure reports, six weeks grades and progress reports.</p>	Principal Administrator in charge of Counselors Counselors
TAKS	Student Support	Effective Intervention Strategies	<p>Document a minimum of two conferences with students by:</p> <ol style="list-style-type: none"> <li>scheduling meeting with the students throughout the day and after school as needed,</li> <li>posting conference hours for Counselors, and</li> <li>providing counseling passes for students to see the Counselors.</li> </ol>	<p>Keep log of conference dates for each student enrolled by grade level.</p> <p>Increase the number of times each student is seen by the Counselors.</p> <p>Increase the number of students who are seen by the Counselors on an annual basis.</p>	<p>Review of conference log on a monthly basis.</p>	Principal Administrator in charge of Counselors Counselors
TAKS	Student Support	Monitoring of Implementation	<p>Establish guidelines for reporting absences by:</p> <ol style="list-style-type: none"> <li>posting weekly attendance reports by grade level,</li> <li>providing copy of reports to the administrator in charge of grade,</li> <li>providing copy of reports to the attendance office,</li> <li>implement a "Caught Doing Good" program where students receive token for doing good and exchanging them for prizes, and</li> <li>providing Perfect Attendance Certificates.</li> </ol>	<p>Reduce the number of absences by 4%.</p>	<p>Review report on a weekly basis with principal, Team Leaders and Attendance Officer.</p> <p>Chart attendance rates by grade level.</p>	Principal Assistant Principals Attendance Officer Attendance Clerk Team Leaders Department Heads Teachers

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TAKS	Student Support	Effective Intervention Strategies	Provide opportunities for the students to see the Counselors during lunch time by: 1) having the Counselor schedule their lunch times so that one Counselor is always available in the office.	Increase the amount of time available for Counselors to be accessible for students.	Review the Counselors' schedule for the day.	Principal Administrator in charge of Counselors Counselors