

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 (n)).						
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 andndreleased 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) Administrator'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 longitudinal 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

[illegible]