School Improvement I	2010-2011
Plan	

School Improvement Plan (SIP)

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LEA Name: DISD		Campus Name: Dalhart Jr High	Dalhart Jr High		
CDN: Date: Sent 30 2011		Campus Number: Date SIP was Approved by Local Board:	042		
	Identify the areas of low performe	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).	nce and Target Groups nclude all areas not meeting state star	idards without required improvement i	(RI).
th graders in 2010-2011, had a sub pop	ulation group of Hispanics, Economic	8th graders in 2010-2011, had a sub population group of Hispanics, Economically Disadvantage, scored very low in certain areas of the TAKS Science	(S Science.		
Describe the assessment process, rigor	ous TEKS-aligned instruments, and th aa	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 benchmark tests at the end of the first semester.		ndards Example: administer curriculum-based assessments at the end of the first grading period; he first semester.	sments at the end of the first gro
Jisaggregated TAKS information, looked ittend grade level and Subject level mee	at 2011 Benchmarks, and semester t tings each week. We have initiated a	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.	of the year benchmarks, and standards t card and Parent night.	-based classroom assessments will be	used to monitor all students. Tea
		Section III: SIP Development	lopment		
Performance Major System Targeted	d Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
TAKS Curriculum_Assessmer	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.	 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 pratices following absences and disciplinary removals for target group	 Report of investigation Sept 2011; 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.	 Observation records,2) Adminsistrator's observation records, Staff weekly meeting minutes 	Improvement noted in classroom The framework specifies the responsibl observations of instructional delivery for each component. The Principal will and student learning: and quality of assigned responsibilities. weekly basis. The CIT will monitor on a basis	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 longitudal 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 Persons responsible Principal and Leadership to state averages, number of team; Timeline- gather data and compare each commended students, and number 6 weeks. 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	Complete the checklist by documenting efforts		

								TAKS	TAKS		Dropout	Completion	TAKS	TAKS	Performance Area Targeted
								Parents_Community	Curriculum_Assessment		Rigorous_Instruction	Academic_Support	Instruction	Instruction	Major System Targeted
					×			Parent Involvement	Curriculum_Assessment Daily Monitoring of Student Progress		Access to Rigorous Curriculum, Effective Instruction, and Timely Formative Assessment	Tutorials	Instructional Processes / Pedagogy	Differentiation to Meet Needs	Components
							\ \	Host campus-"Parent/Teacher Report Card Pick -Up" Increase use of parent conferences to discuss student progress and interventions	 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 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		Grade/subject level Planning and Alignment Use and District Curriculum.	Develop after school programs to aide students in preparing for class and state testing.	Develop and implement system for monitoring teacher performance relative to student outcomes and improving teacher quality. Provide support to teachers as necessary.	Increase the number of special education students passing 1) Raise awareness for faculty or the STAAR or STAAR-M special education department w training on procedures, 2) Weekl reports monitoring students for inclusion	Strategies, Initiatives, and Redesign
								Meeting agendas and sign in sheets Keep logs of parent meetings with counselors, principals or staff	Completed lesson plans		This campus will work with its teachers to align curricular systems. The teams will have weekly and monthly meetings to support data.	Teachers developed "Opportunity Knocks" for an after school program	Methodology for identifying teachers in need is developed	 Raise awareness for faculty or special education department with training on procedures, 2) Weekly reports monitoring students for inclusion 	Evidence of Implementation
								Increase parent involvement for student academic progress	improved instructional processes and pedagogy; improve student scores		Decrease dropout rate at middle school	Students have opportunity to catch up on missed work and ask for further help with homework.	1) Increase student passing rate, 2) increase student proficiency on TEKS	Increase percentage of special education students who are identified for and pass STAAR	Evidence of Impact
								Principal, counselor, teachers.	improved instructional processes and Instructional Specialist/Cirriculum to assist pedagogy; improve student scores with the developing quality lesson plans. Teachers, principal, counselor	lasteristicas Coopielist (Circincient to acciet	Principal, teachers, counselor	Teachers	Counselor, Principal, Teachers	Persons responsible Principal, Special Education teachers, SPED dept. chair	Resources Required and Person(s) Responsible

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