

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-Scope 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 SE 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 reviewing 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.

[illegible]

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
Select One	Select One	Select One				
Select One	Select One	Select One				