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School Improvement Plan (SIP)

				all (31r)		
			Campus Name:	Dalhart High School		
CDN:	CDN: 056-901		Campus Number:	001		
Date:			Date SIP was Approved by Local Board:			
		Identify the areas of low performar	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).	ice and Target Groups iclude all areas not meeting state star	dards without required improvement	(RI).
student groups:	All Students, Hispanic, Eco	nomically Disadvantaged, Hispanic-4	student groups: All Students, Hispanic, Economically Disadvantaged, Hispanic-8th grade Math TAKS 2010, Hispanic 8th grade Math TAKS 2011.	911.		
Describe the a	ssessment process, rigorou	is TEKS-aligned instruments, and the	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 administer released assessment tests in December: administer benchmark tests at the end of the first semester.		l <mark>s</mark> ›le: administer curriculum-based asses: semester.	andards Example: administer curriculum-based assessments at the end of the first grading period; he first semester.
Released TAKS,	C-cope Assessments. In ad	dition DMAC is used to disaggregate	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	use for the improvement of instruction	n. Two mini Benchmarks, which are c	reated in DMAC, will be given in the each
Released TAKS, semester and th	C-cope Assessments. In ad nat information will be anal	dition DMAC is used to disaggregate lyzed before the big cumulative Ben	Released TAKS, C-cope Assessments. In addition DMAC is used to disaggregate data and compile information for reactive autimitist actors to use for use improvements of the second se	g with questions created within our C	SCOPE curriculum.	
			Section III: SIP Development	opment		
Performance	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
Area Targeted TAKS	Instruction	of Quality	Monitor instruction for implementaton of TEKS by	Presence of walk-through rubrics by	nd	and seque
IANS	ווזגת מכנוסוי		administration, peers, and district curriculum staff a minimum of one time per grading period (6 weeks).	Principal and AP in teacher files.		Team.
TAKS	Curriculum_Assessment	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	Rigor	Weekly, formative, or common assessments will contain questions that are at or above TAKS level. The CSCOPE curriculum is developed in the 5£ model which contains rigorous questioning and anlytical 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 commom 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 collabrative Math teacher teams to meet to create and review lesson plans, create and review assessments, analyze student data, and discuss rigorous instruction linked to imporving student learning and performance. Hispanic, and fco Dis studednts will be specifically monitored to ensure the success. This team supecifically monitored to ensure the success. This team will also be meeting with and recleving 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 PLC meeting minutes and agene horizontally to increase effectiveness of the deliverance of including attendance and goals 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.

Select One	TAKS	TAKS	TAKS	TAKS	TAKS	TAKS	TAKS	Performance Area Targeted											
Select Une	Select One	Culture_Climate	Student_Support	Parents_Community	Other	Curriculum_Assessment	Parent <u>s</u> Community	Instruction	d Major System Targeted										
select Une	Select Une	Select Une	Select One	Select Une	Select Une	Select One	Safe and Orderly School with Effective Discipline Management	Data Driven / Timely / Targeted Support	Parent Involvement	Feeder School Data and Alignment	Targeted Professional Development (PD) with Support	Parent Involvement	Integrated / Interdisciplinary	Components					
												Ensure time spent in alternative learning settings is Itme spent on the computer logged Students removed iron run class to utilized to learn at TAKS level. Teachers will use Odessy Into the assigned instructional behavioral issues will stay current Ware to target TEKS objectives covered in class. Teachers software. Scores from on-line and not miss assignments during and not miss assignments during will provide students in ISS with daily assignments that will testing. Teacher assignment sheets of their absence. Students will passignment the students from falling behind in class. ISS work. Student grades on assigned assessments (70%, at 60% for TAH work. prevent the students from falling behind in class. Work. covering material asigned during time they missed class.	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. Translationwill be provided for the conversation if parents are identified as non-english speakers.	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.	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.	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.	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.	of	Strategies, Initiatives, and Redesign
												Inne spent on the computer logged into the assigned instructional software. Scores from on-line Il testing. Teacher assignment sheets of ISS work. Student grades on assigned Work.	Call logs will be used for verification of parent contact.	Dated copies of letters home; radio/newspaper articles and announcements; Copies of advertisements, meeting agendas	Lesson plans and assignments; flexible grouping within classroom so that imbedded acceleration is included for those who need it; tutorials as necedic; implementation of RTI's as necessary.	Sign in sheet and agenda from training.	Sign in sheets, parent conference notes and agenda are documented.	The increase in scores shows that the curriculum and the effectiveness is improving.	Evidence of Implementation
												Students removed from class or behavioral issues will stay current and not miss assignments during ft their absence. Students will pass d assessments (70%, at 60% for TAKS) covering material asigned during he time they missed class.	Increased attendance rates and decrease of unexcused absences.	Increased parent attendance to school activities and events.	Success (score of 70%) on common assessments and benchmark test.	Teachers will be able to use data to adjust teaching strategies on low performing objectives from common assessments.	Decreased number of contacts made due to low student performance.		
													Office staff, Assistant Principal.	Prepared news releases, articles, and announcements; copy maching; radio and newspaper time.	Data from entering 8th grade students STARR results; Math teachers; Counselor to gather data; DMAC	- DMAC system; Principal;Counselor	Decreased number of contacts made Principal, assistant principal and courseior. due to low student performance.	Teachers	Responsible

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2010-2011 School Improvement Plan