

### Student Achievement Improvement Plan (SAIP)

<b>LEA Name:</b> Burkeville ISD		<b>CDN:</b> 176901			<b>Date:</b> 9/27/2011	
<b>Section I: Area(s) of Low Performance and Target Groups</b> <i>Identify the areas of low performance and each group not meeting the 2010 state standards.</i>						
Student Groups: The African American Subgroup in the District failed to meet the necessary improvements in math TAKS 2011. The AA Subgroup did not meet the necessary RI requirement improvement of 8 to meet the required necessary improvement for 2011 accountability.						
<b>Section II: Process for Evaluating Progress Toward Meeting Performance Standards</b> <i>Describe the assessment process, rigorous TEKS-aligned instruments, and the measures that will be used to benchmark and evaluate progress toward meeting performance standards. Example: administer curriculum-based assessments at the end of the first grading period; administer released TAKS tests in December; administer benchmark tests at the end of the first semester.</i>						
Released TAKS, Cscope Assessments, TMSDS, are used to create common assessments and benchmark tests for math. In addition, DMAC is used to disaggregate data and compile information for teachers and administrators to use for the improvement of instruction.						
<b>Section III: SAIP Development</b>						
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 Curriculum Implementation	Monitor instruction for implementation of TEKS by administration, superintendent and counselor staff a minimum of 2 times per grading period (6 weeks).	Presence of walk-through by Principals and Superintendent in teacher files. Rubrics by others to be used in collaborative meetings (district and departmental).	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 Cscope, teachers will identify the specific TEKS to be taught in the lesson plan and the deviation by objectives as identified for students on classroom white smart boards, digital projectors, overhead projectors, graphing calculators.	Lesson plans and walk-through documents 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.	TMSDA, CScope, DMAC, and other sources of TEKS-based TAKS style and STAAR style questions as sources of appropriate common assessment. Federal Funds
TAKS	Culture_Climate	Professional Learning Community	Math and Science teachers will meet weekly for 45 minutes to create and review lesson plans, create and review assessments, analyze student data, and discuss rigorous instruction linked to improving student learning and performance. African American Students will be specially monitored to ensure the success of all.	Meeting minutes and agenda, including attendance and needs assessments .	Coordinated lessons; students will score at least 70% on common Math & Science assessments; those who score lower are identified as struggling students and are assigned Tier 2 and Tier 3 interventions.	Board approval of schedule and teacher state and local funds.

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TAKS	Instruction	Instructional Processes / Pedagogy	Cscope curriculum is used and assessment will be every six weeks to assist understanding. Tutorials will be used at zero hrs. for additional assistance.	School class schedule to include zero hr.	Students improvement on formative and summative assessments.	Board reviews strategies of schedule state and local funds.
TAKS	Student_Support	Data Driven / Timely / Targeted Support	Targeted students will be assigned to Tier 2 tutoring during zero hr and Tier 3 students during elective class. The 45 minute period will provide some time for Tier 2 instruction to address gaps in student learning that may affect student understanding a concept. 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.	Flexible schedule that includes in-school time for enrichment, tutoring, and pull out. Teacher documentation of attendance and gap-specific intervention.	Increased student learning as evidenced by higher performance (a minimum of 70%) on assessments.	Principals, time provided in the school schedule, alternative lesson plans. All teachers.
TAKS	Instruction	Integrated / Interdisciplinary	Provide explicit instruction on academic vocabulary across all disciplines targeting a specific group of words each six weeks based on the released TAKS tests and Cscope assessments.	Vocabulary checklists will be evaluated each six weeks in grade level collaborative meetings. Walk through rubric check list includes academic vocabulary lists.	Improve scores(a minimum of 70%) on common on assessments.	Teachers & academic vocabulary lists
TAKS	Parents_Community	Parent Involvement	Parents of low performing students will be contacted at the 3 weeks and 6 weeks grade reporting time. Parents will be encouraged to schedule a conference about methods to improve student performance at home and school.	Call Logs will be maintained for verification of parent contact.	Decreased number of contacts made by teachers and principals due to low student performance.	Principals; Counselors; Teachers
TAKS	Curriculum_Assessment	Targeted Professional Development (PD) with Support	Provide professional development on the use of DMAC system to disaggregate assessment data. Teachers will use data to adjust instructional strategies and provide names for intervention.	Sign in sheet and agenda from training	Teacher will be able to use data to adjust teaching strategies on low performing objectives from common assessments	DMAC system; Principal; Counselors
TAKS	Curriculum_Assessment	Targeted Professional Development (PD) with Support	Administrators will attend an update on the Professional Development and Appraisal System.	Sign in sheet and agenda of completion and focused observations in Domains 1-3.	Teacher appraisals more in line with student/teacher performance on state assessment.	Workshop offered at Region 5 and the Principals.
TAKS	Instruction	Instructional Processes / Pedagogy	The Algebra Readiness grant will be used to expand student learning and teacher instructional delivery process.	Weekly lessons plans, principal walk throughs, more rigor and relevance to instruction and student learning through the TEKS.	Improve teaching strategies evident, Cscope implemented, higher correlation of grades, benchmarks and STAAR test results.	Federal Funds, Region 5 technical support and departmental support, principal and teachers.

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TAKS	Parents_Community	Parent Involvement	Document all contact with parents. Advertise activities using district webpage, teacher-parent conferences and local newspaper. Designate time during electives and sport events to talk to parents about important issues with student.	Dated copies of letters home; newspaper articles, and announcements, meetings and agendas.	Increased parent attendance to school activities and events.	Prepare news releases, articles, and announcements; newspaper time; and marque sign.
TAKS	Student_Support	Data Driven / Timely / Targeted Support	Monitor attendance and call daily parents of students who are not attending regularly. Following policy guidelines excessive unexcused absences will be reported to the campus principal and local Justice of Peace Officer (fines can be levied).	Call logs will be used for verification of parent contact. Records from TEXEIS records of principal involvement.	Increased attendance rates and decrease of unexcused absences.	Campus Staff, Principal, and local Justice of Peace Officer.
TAKS	Culture_Climate	Safe and Orderly School with Effective Discipline Management	Ensure time spent in alternative learning setting (DAEP) is utilized learning at TAKS level and STAAR. Teachers will use Math academy and Compass to target TEKS objectives covered in class. Teachers will provide students with ISS with daily assignments that will prevent the students from falling behind in class.	Time spent on the computer logged into the assigned instructional software. Scores on assessments. Teacher sign in sheets for ISS. Student grades on assigned work.	Student removed from class for behavioral issues will stay current and not miss assignments during their absence. Students will pass assessments (70%, at 65% for TAKS) covering material assigned during the time they missed class.	Computer software such as Math Academy and Compass. Teachers are responsible for assigning appropriate curriculum. DAEP supervisors and staff are responsible for implementing the designated curriculum.
TAKS	Curriculum_Assessment	Rigor	Weekly, formative, or common assessments will contain questions that are at or above TAKS level.	Paper copy of assessment will be provided by teachers and kept by Principal's office.	Student formative and summative assessments results in DMAC.	TMSDS, Cscope, and other sources of TEKS-based, TAKS style questions as sources of appropriate common assessment questions. Collaborative teacher teams with DMAC are responsible for selecting questions from sources that fit the TEKS that have been taught.
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