

**School Improvement Plan (SIP)**

<b>LEA Name:</b> Burkeville ISD	<b>Campus Name:</b> Burkeville High School
<b>CDN:</b> 176901	<b>Campus Number:</b> 001
<b>Date:</b> 9/27/2011	<b>Date SIP was Approved by Local Board:</b> 9/27/2011

**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)).*

Students Groups: All Student , White, & Economically Disadvantaged subgroup 9-11 failed to meet the required improvement of 65% in 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, STAAR, EOC , 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, administrators to use for the improvement of instruction.

**Section III: SIP Development**

<b>Performance Area Targeted</b>	<b>Major System Targeted</b>	<b>Components</b>	<b>Strategies, Initiatives, and Redesign</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Resources Required and Person(s) Responsible</b>
TAKS	Curriculum_Assessment	Rigorous and Relevant	CScope mandated for all core subject areas.	Weekly lessons plans,walk through evaluations, use of CScope assessments for benchmarks,grades that reflect benchmarks.	Students success on benchmarks, weekly evaluations, six weeks grade.	Principal, Core Teacher supplies and materials to support CScope Technical Support Region 5.
TAKS	Curriculum_Assessment	Relevance	CScope mandated for all core subject areas.	Weekly lessons plans,walk through evaluations,use of CScope assessments for benchmarks,grades that reflect benchmarks.	Students success on benchmarks, weekly evaluations, six weeks grade.	Principal and Core Teacher supplies and materials to support Cscope, and Technical Support Region 5.
TAKS	Instruction	Data Driven Instructional Decisions	All students failing or close to failing will be identified and an IEP will be prepared cooperatively with teachers and student to address the specific needs of the student.	The folders will be accessible to all teachers dealing with student.	Higher student expectations demonstrated by success in grades, attendance, and discipline.	Counselors , Principal, and Teachers supplies for folders, time for preparation, and meetings.
TAKS	Instruction	Data Driven Instructional Decisions	Three year trends of subgroups will be used to evaluate the needs of the student, determine weak areas by objectives and determine staff professoional development needs.	Planned professional development, data in hands of Teachers, Counselors, and Principal. Teachers having higher expectations for student outcomes and teachers taking ownership of the student needs and meetings those needs.	Students with confidence and excitement about their grades,accomplishments in the classroom, and the opportunity to demonstrate their success. Teachers excited about being in the classroom and having high expectations for student success. Discipline referrals will be reduced.	Time and effort to gather data and use software programs to disaggregate data. Campus Leadership Team, Principal, and Counselors.
TAKS	Curriculum_Assessment	Guaranteed Viable Curriculum	The DAEP and ISS will be equipped with all available software necessary to meet needs of individual students. An IEP coordinated with teacher will be prepared for long term placements or consistent repeaters.	Physical evidence of software, IEP in place, student needs being addressed other than a packet of work from classroom, close contact between teacher of DAEP and classroom teacher. Computer Based Insruction used to extend student progress.	Students demonstrate the abiltiy to return to classroom even or ahead of regular classroom.	Available software, time, computers and highly quality supervisor of DAEP, Principal, Counselor, Teachers.
TAKS	Student_Support	Monitoring of Implementation	Principals will do classroom walk throughs each three weeks. Superintendent will do walk throughs once each semester, teacher conferences will be held each each six weeks, feedbacks will be furnished to all teachers.	Cscope assessment sheets will be provided to teacher and superintendent. Conferences will be documented. Summary of walkthroughs and conferences will be reported to superintendent each six weeks.	Improved teaching strategies evident, CScope implemented, higher correlation of grades, benchmarks and STARR test results.	Cscope Evaluations, training in use in walk through instrument, time. Supertintendent, Principal and Teachers

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	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.	Improved teaching strategies evident, CScope implemented, high correlation of grade, benchmarks and STARR test results.	Federal Funds, Region 5 Technical Support, Principal and Teacher.
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 hour.	Students improvement on formative and summative assessments.	Board reviews strategies if schedule state and local funds.
TAKS	Student_Support	Data Driven / Timely / Targeted Support	Targeted students will be assigned to Tier 2 tutoring during zero hour 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 checklist will be evaluated each six weeks in grade level collaborative meetings. Walk through rubric check list included academic vocabulary lists.	Improve scores ( a minimum of 70%) on assessments.	Teachers and academic vocabulary lists from Cscope.
TAKS	Parents_Community	Parent Involvement	Parents of low performing students will be contacted at the 3 weeks and 6 weeks reporting time. Parent 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	Parents_Community	Parent Involvement	Document all contacts 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 attendance rates and decrease of unexcused absences.	Prepare news release, articles, and announcements; newspaper articles; and marquee 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 the 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, Principals, 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 student 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 absences. 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.
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