

### School Improvement Plan (SIP)

<b>LEA Name:</b>	Robstown Independent School District	<b>Campus Name:</b>	Seale Junior High School
<b>CDN:</b>	178909	<b>Campus Number:</b>	178909041
<b>Date:</b>	10/12/2011	<b>Date SIP was Approved by Local Board:</b>	Pending approval November 11, 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)).*

Math Performance (65/80/90): 2011 Rating AU with All Students = 62%; Hispanic = 61%; Economically Disadvantaged = 61%  
 Science Performance (60/80/90): 2011 Rating AU with Hispanic subpopulation = 59%

#### 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.*

Administer CBAs as per CSCOPE Units and administer cumulative 6-week CBAs;  
 Administer benchmark tests in January 2012 based primarily on the readiness standards taught to date.

#### 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	Ongoing Monitoring of Instruction by Administrators	<b>1) Implement CSCOPE curriculum with fidelity, including the following:</b> a) active lessons, b) effective instructional strategies (e.g., strategies from Scope specialists and Marzano's <u>Classroom Instruction That Works</u> ), c) valid CBA administration as per assessment calendar, c) data analysis and targeted intervention development; <b>2) Implement instructional oversight and management system for CSCOPE implementation in math and science classes, including:</b> a) administrative oversight/walk-throughs with re-designed template; b) develop & use lesson plan checklist; c) CBA validation; d) observations and maintenance of contact logs by instructional coaches; e) records of professional development as warranted by observation records (campus training and ESC-2 training, as necessary); and f) analysis of SLR each 6 weeks	<b>Evidence of implementation will be conducted through weekly reviews of the following:</b> 1) Lesson plans; CBA calendar; department meeting minutes and sign-in sheets, SLR student interventions; and 2) documentation of administrative walk-throughs; CBA review for alignment of classroom instruction and assessments; instructional coaches' logs; training agendas and sign-in sheets; updated SLR.	<b>Improved performance of targeted students as reflected in six week reviews of the following:</b> 1. SLR Worksheets/Updated SLR including the following: • Six Weeks Test Grades; • CBA scores; • Attendance • Discipline Removals 2) six weeks teacher pass/fail records with focus on targeted students; 3) benchmark results in January 2012.	<b>Resources Required:</b> DMAC, GradeSpeed, Walk-through template, lesson plan checklist  <b>Persons Responsible:</b> Principal; Assistant Principal for Instruction (API); Assistant Principal; instructional coaches, and department heads

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
TAKS	Curriculum_Assessment	Monitoring / Evaluation of Curriculum Implementation	<p><b>Implement a system of teacher support to ensure effective implementation, monitoring, and evaluation of the curricula:</b></p> <p>1) API and math and science instructional coaches will provide assistance in designing effective lessons and delivering effective instruction.</p> <p>2) API and coaches will provide constructive teacher feedback, will mentor and model to assist teachers with designing lessons, interventions, and accelerating instruction.</p> <p>3) Additional professional development will be provided by the instructional coaches, and/or by ESC-2 specialists, as observations and data warrant.</p> <p>4) Implement collaborative team planning for Math once a week during team planning time. Science teachers will plan collaboratively once a week during team planning time and additional 30 minutes after school once a week to create and review lesson plans, create and review assessments, analyze student data, discuss rigorous instruction, and revise CBAs to align to the rigor of the STAAR assessment.</p>	<p><b>Evidence of implementation will be conducted through weekly reviews of the following:</b></p> <p>1) agendas and sign-in sheets;</p> <p>2) minutes;</p> <p>3) walk-through documentation;</p> <p>4) instructional coaches weekly log;</p> <p>5) Observation documents;</p> <p>6) Weekly log of coaches' activities; and,</p> <p>7) Meeting minutes and training agendas.</p>	<p><b>Each six weeks the administrative team will review the following to gauge improvements of targeted students:</b></p> <p>1) Teacher passing rates;</p> <p>2) SLR analysis;</p> <p>3) Identification of SEs that need to be retaught; and</p> <p>4) Identification of additional interventions for targeted students.</p>	<p><b>Resources Required:</b> Scope, DMAC, Collaborative Math and Science teacher teams, administrators, Math instructional coach and Science instructional coach.</p> <p><b>Person(s) Responsible:</b> Principal; Assistant Principal for Instruction (API); Assistant Principal; instructional coaches, and department heads</p>
TAKS	Curriculum_Assessment	Alignment – TEKS / Vertical / Horizontal	<p><b>Provide professional development each reporting period.</b></p> <p>1) Teachers will be involved in a TEKS Study to become familiar and knowledgeable about student expectations that will be taught each reporting period;</p> <p>2) Teachers will be involved in a Readiness/Supporting/Process Standard Study to become familiar and knowledgeable about standards that will be taught each reporting period.</p>	<p><b>Evidence of implementation will be conducted through weekly reviews of the following:</b></p> <p>1) agendas and sign-in sheets;</p> <p>2) study notes/outline; and</p> <p>3) walk-through data.</p>	<p><b>Each six weeks the administrative team will review the following to determine implementation and effectiveness of professional development:</b></p> <p>1) classroom instruction will be aligned with scope and sequence and with rigor of TEKS;</p> <p>2) Increased student performance on assessments, as evidenced through SLR analysis; and</p> <p>3) heat maps.</p>	<p>Resources Required: Scope, lesson plans, walkthrough documentation, TEKS, DMAC, SLR, and heat maps</p> <p><b>Person(s) Responsible:</b> Principal, API, Math and science instructional coaches and department heads</p>

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
TAKS	Student_Support	Data Driven / Timely / Targeted Support	<p><b>Develop and implement a transition plan with the feeder campus to collaborate and plan for continuing services to students who are persistent failers.</b></p> <p>1) Teachers will identify intervention strategies provided on targeted students from feeder campus.            2) JH teachers will identify intervention strategies provided at junior high campus and at the close of the school year provide transfer information to the HS at the end of the school year.            3) Teachers will develop Rtl documentation at the feeder campus for students entering Seale so the services can follow them if they have not been successful on STAAR. Seale staff will, in turn, develop Rtl information for the HS.</p> <p>Note: District personnel will work with campus representatives to develop a format for sharing targeted student information among campuses and schedule meetings to complete this effort at the close of each school year.</p>	<p><b>Evidence of Collaboration: Evidence of implementation will be conducted through review each six weeks of the following:</b></p> <p>1) student intervention plan;            2) tutorial attendance;            3) updated SLR; and            4) end-of-year transition plans.</p> <p>District:            1) Meeting schedules, districtwide committee members            2) Finalized reporting form</p>	<p><b>Each six weeks the administrative team will review the following to determine implementation and effectiveness of transition plan and Rtl documentation:</b></p> <p>1)SLR analysis -- CBAs &amp; grades of students targeted students and Rtl students -- curriculum based assessment results &amp; six weeks grades; and            2) benchmark assessment results</p> <p>District:            Executive Director will conduct an annual evaluation of the process with campus administrators from which revisions will be made as necessary</p>	<p><b>Resources Required:</b>            Student Intervention Plan, attendance records, six weeks grades, SLR, Rtl documentation</p> <p><b>Person(s) Responsible:</b>            Principal, API, teachers and counselors</p> <p>District:  <b>Resources Required:</b> meeting schedule and agendas, campus representatives  <b>Person Responsible:</b> Executive Director</p>
TAKS	Parents_Community	Parenting Training	<p><b>Implement strategies to communicate with all parents, in particular with parents of targeted students, to inform parents of State assessments and student expectations and to build parents' capacities to guide learning and support the campus' efforts to raise performance of targeted students.</b></p> <p>1) conduct parent workshops on the new assessments and student expectations and intervention strategies for struggling students; and            2) conduct parent follow-up conferences regarding student intervention plans and students' individual progress to garner parents' support of the staff's efforts to improve individual students' performance.</p>	<p><b>Evidence of Implementation will be conducted through review each six weeks of the following:</b></p> <p>1) parent communications/flyers;            2) workshop agendas, sign -in sheets, evaluations;            3) parent phone log; and            4) evaluation measures.</p>	<p><b>The administrative team will review the following to determine increased communication and impact on performance:</b></p> <p>1) increased communication with parents of targeted students (written communications, sign-in sheets, workshop agendas, and parent conference logs each six weeks.            2) cumulative review of session evaluations--each 12 weeks            3) Student performance records (SLR) -- each six weeks</p>	<p><b>Resources Required:</b> Meeting schedule, student performance records, flyers, communication logs, sign-in sheets, meeting/session agendas, individual student performance reports, session evaluations</p> <p><b>Staff Responsible:</b>            Principal, API, PI Coordinator, Content area teachers</p>
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