

School Improvement Plan (SIP)

LEA Name: Grapeland ISD	Campus Name: Grapeland HS
CDN: 113902	Campus Number: 002
Date: 10/14/2011	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: African American Math, Economically Disadvantaged Math, Economically Disadvantaged Science

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.

At least three assessments each six weeks on curriculum including a six weeks assessment, Released TAKS tests, C-Scope Assessments, administer benchmark tests near end for first semester and early in the spring. Teachers use DMAC to disaggregate data and compile information of teachers and administrators to use to target specific student deficits

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	Curriculum_Assessment	Curriculum Sequence / Pacing	Using the scope and sequence from C-Scope teachers will need to identify specific TEKS to be taught in the lessons and targeted for small group and individual instruction	Lesson Plans and Walkthroughs that document the display of TEKS objectives and implementation of scope and sequence	Classroom assessments and C-Scope assessments and Benchmarking	C-Scope, DMAC, STAAR Readiness Questions, Principal, Classroom Teachers
TAKS	Curriculum_Assessment	Rigor	Weekly, formative or common assessments that contain questions at STAAR Readiness levels	Paper copies of six weeks assessments are kept in HS office, quizzes and assessments documented in gradebook	Review of student formative and summative assessment results in DMAC	C-Scope, DMAC, TAG, Study Island. Collaborative Teacher teams are responsible for generating and selecting questions at STAAR level of rigor
TAKS	Curriculum_Assessment	Targeted Professional Development (PD) with Support	Teachers attend C-Scope meetings each six weeks for their subject matter and will attend STAAR / EOC training through distance learning, webinars, or face-to-face	Lesson Plans and Walkthroughs show immediate implementation of C-Scope curriculum scope and sequence with rigor and relevance; certificates of completion	Classroom assessments and C-Scope assessments and Benchmarking	C-Scope, DMAC, STAAR Readiness Questions, Principal, Classroom Teachers
TAKS	Curriculum_Assessment	Targeted Professional Development (PD) with Support	Administrators will have Core Subject area meetings in order to review assessment data and discuss specific strategies to improve student performance in specific TEKS	documentation of sign in sheets and agendas	Improvements in targeted readiness standards	DMAC, C-Scope, AEIS Report, Principals and Core Teachers,
TAKS	Curriculum_Assessment	Targeted Professional Development (PD) with Support	Administrators will receive walk-through training and will attend several professional development sessions regarding STAAR Readiness	Certificates of Completion and focused observations in PDAS Domains	Alignment of teacher appraisals and student performance on state assessments	Professional Development funds, Workshops offered at ESC 6 and through TASSP, Administrators
TAKS	Instruction	Integrated / Interdisciplinary	Elective teachers will be included in core team meeting and will teach and assess vocabulary vital to success in core subjects	Lesson plans for Elective courses and Walkthroughs	Improved scores on curriculum based and benchmark assessments	Walkthrough forms, Lesson Plans, DMAC, C-Scope Principal and Core and Elective Teachers
TAKS	Instruction	Monitoring / Evaluation of Quality	Monitor instruction for implementation of TEKS and increased rigor for STAAR readiness by administration regularly	Walkthrough checklist in teacher files and on DMAC	All TEKS of the required scope and sequence are taught during the specified grading period	C-Scope, Walk Through Forms, Administration
TAKS	Instruction	Data Driven Instructional Decisions	Teachers will be provided access and hard copies of data for their individual students using DMAC reports	Notebooks kept by teachers, DMAC log-in tracker	Administrator / Teacher meetings will consist of detailed data driven discussion	DMAC, Teacher Notebooks, Principals and Core Teachers
TAKS	Instruction	Rigorous and Relevant	Teachers will be challenged to increase the rigor and relevance of their daily questioning strategies	Walkthrough checklist	Successful scores on STAAR / EOC assessments	Walkthrough forms, Principals, Teachers, Students
TAKS	Student_Support	Effective Intervention Strategies	Students not meeting standards on state assessments will attend daily courses specific to that subject for which they will receive local credit	Student Schedules, State Assessment Data	Increase in the number of students that met standard on state assessments	DMAC, Master Schedule, Principals, Teachers, Students

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	Monitor attendance of all students through the high school office. Increase parent contact for students with multiple absences. Excessive unexcused absences will be reported to the JP office	Call Log will be kept and trend reports of students with poor attendance	Decline in the absentee rate as evident by PEIMS report	Call Log, Attendance Records, Principal and Campus Secretarial Staff
TAKS	Culture_Climate	Professional Learning Community	Submit waiver for district to participate early release for students to provide teachers with professional development time study DMAC and to create a climate of data disaggregation and drive changes in instructional delivery	School Calendar, Sign-In Sheets, agendas	Coordinated Lessons; Common dialogue among faculty for identification of struggling students and interventions	DMAC, Principals, CLT, Teachers, Superintendent
TAKS	Parents_Community	Parent Involvement	Parents of low performing students will be contacted by mail at the 3 week and 6 week grade reporting time. Teachers are required to contact parents prior to a student failing at the reporting period	Report logs for TxEIS, Call log	Decreased number of progress reports or report cards mailed due to low student performance	Call Log, TxEIS, Progress Reports, Report Cards, Counselor, Teachers
TAKS	Parents_Community	Community Involvement / Partnerships	Increase community involvement by hosting open house, report card pick-up, and informative meetings for upcoming state assessments	Sign In Sheets	Increase in community involvement	Teachers, Counselor, Principals, Community
TAKS	Other	Feeder School Data and Alignment	Both the sending and receiving campuses will take time in discussion individual needs of targeted students and implementing an internal monitoring plan to track the academic progress of these students	Data collection sheets for targeted students, updated data notebooks each six weeks from sending and receiving campuses	Decrease in performance gaps of classroom assessment and state assessment	DMAC, Data notebooks, Principals
TAKS	Student_Support	Effective Intervention Strategies	Develop a plan to promote and encourage students to become self-directed and motivated	Notes from Principal and teacher meetings	Improved scores on curriculum based and benchmark assessments	Teachers, Principal
TAKS	Culture_Climate	Engagement in School Activities	Increase teacher morale and retention by using fun and motivational activities for the teachers to participate	teacher performances at pep rally, teacher games, increased teacher visibility in campus activities and outside functions	Decrease in teacher turnover, increased optimism and positive climate	Principals, Teachers
Select One	Select One	Select One				
Select One	Select One	Select One				
Select One	Select One	Select One				
Select One	Select One	Select One				
Select One	Select One	Select One				
Select One	Select One	Select One				
Select One	Select One	Select One				
Select One	Select One	Select One				
Select One	Select One	Select One				
Select One	Select One	Select One				
Select One	Select One	Select One				
Select One	Select One	Select One				
Select One	Select One	Select One				
Select One	Select One	Select One				