

### School Improvement Plan (SIP)

<b>LEA Name:</b> Borger ISD	<b>Campus Name:</b> Borger Middle School
<b>CDN:</b> 117-901	<b>Campus Number:</b> 041
<b>Date:</b> 10/3/2011	<b>Date SIP was Approved by Local Board:</b>

#### 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: Hispanic and Economically Disadvantages - 8th grade science TAKS 2010

#### 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 (most difficult questions), C-Scope Assessments, DMAC-TAG, and sample STAAR questions are used to create common formative assessments and benchmark tests for science. In addition, DMAC is used to disaggregate data and compile information for teacher and administrators to use for the improvement of instruction.

#### 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	Rigor	Common Formative Assessments (CFA) will contain questions that address the student expectation (SE) at or above the "application" level on Bloom's New Taxonomy.	Administrators will collect Common Formative Assessments and review using an assessment rubric.	An increase in six weeks grades, increased scores on CFAs and student success on the STAAR test.	Assessment rubric, DMAC- TAG, more difficult released TAKS, sample STAAR questions, and TAKS type questions as sources for CFA questions. Responsible: Administrators and Science Dept. Head.
TAKS	Curriculum_Assessment	Data-Driven Decision-Making	Targeted students will be assigned various tiered intervention levels based on data analysis of student assessments. Tier 1 interventions will utilize differentiation within the regular classroom setting. Tier 2 intervention will include increased time utilizing Study Island in place of an elective. Tier 3 interventions will consist of mandatory extended learning time after school (45 - 90- 135 minutes).	Flexible schedule that includes double blocking in science and reduced elective class time to accommodate Study Island. Teacher documentation of attendance and lesson plans for "gap-specific" interventions.	Evidence of student learning based on Increased performance on CFAs and six week grades.	Schedule to support the Levels of interventions, Study Island, "gap-specific" lesson plan. Person (s) Responsible: Administrators and all teachers involved with the levels of interventions.
TAKS	Curriculum_Assessment	Targeted Professional Development (PD) with Support	Targeted Professional Development will be provided through campus Collaborative Team Meetings and external district presenters with a sustained focus on monitoring the implementation of the learning. Targeted topics include: High Order Questioning, Cultural Sensitivity, Students in Poverty, Increasing Student Engagement, and STAAR testing program.	Sign-in sheets and agendas from training sessions. Implementation of strategy focused trainings documented on walk-through forms.	Student success on CFAs and STAAR tests due to increased rigor in the classroom.	Book related to the topic of Students in Poverty, articles supporting Cultural Sensitivity training and training team led by Michael Cano, ESC 16, and other resources to support on-going implementation of Higher Order Questioning skills, student engagement, and STAAR testing. Responsible: Administration and training teams.
TAKS	Instruction	Rigorous and Relevant	Using the Kilgo science scope and sequence to identify the specific TEKS to be taught in the lesson plan, an analysis of the verb in the SE will guide the teacher in developing higher order questions to ensure the appropriate level of rigor. It is a campus expectation that science students will be exposed to 10 to 15 hours of exemplar lessons in the lowest scoring student expectations through the use of a Calibrated Resource Rubric and CSCOPE.	Lesson plan audits, lesson plan templates, documentation on administrator walk-throughs.	Increased student success on the CFAs and STARR tests.	Calibrated Resource Rubric, data from the lesson plan audit, common lesson plan documents, walk-through forms, CSCOPE and resources considered to be more rigorous. Responsible: Collaborative Teams, department head, and administration

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TAKS	Instruction	Instructional Processes / Pedagogy	A campus preventative strategy is to target 7th grade students by assigning a double block of science instruction during the regularly scheduled school day based on data analysis of 5th grade science TAKS results, 6th grade ELAR and math results, and common formative assessments.	Student schedules	Common Formative Assessment results and STAAR results.	Responsible: Principal
TAKS	Instruction	Monitoring / Evaluation of Quality	The campus administration will develop a system to efficiently and effectively monitor instructional delivery and provide useful feedback in a timely manner. The science department head will conduct at least one observation per week and will provide useful feedback within a 24 hour period. Campus administrators will conduct a minimum of two classroom walkthroughs each six weeks with feedback. In addition, the campus principal will meet with each science grade level team after the common formative assessments to analyze the results.	Administrator walk-through forms with conferences noted.	Observation of effective teaching strategies that will impact student achievement on the CFAs and STAAR tests.	Walk-through/feedback form. Responsible: Administrators and Science Department Liaison.
TAKS	Instruction	Data Driven Instructional Decisions	Administrators will develop a process to increase communication between the regular classroom teachers and the DAEP teacher to ensure time spent in the alternative learning setting (DAEP) is utilized to learn at the STAAR level. Teachers will use Study Island and regular classroom packets to target TEKS objectives covered in class. The new communication process will require a weekly feedback loop between the two teachers.	DAEP teacher contact log, completed instructional packets that reflect regular classroom instruction, and amount of time logged onto Study Island.	Students removed from class for behavioral issues will stay current and not miss assignments during their absences. Students will pass CFAs covering material assigned during placement in DAEP.	Study Island, teacher packets with appropriate curriculum, and CFAs. Responsible: DAEP teacher and staff, campus principal.
TAKS	Instruction	Modeling / Mentoring	Instructional staff members new to the teaching profession (0-2 years) will receive sustained support in the area of curriculum alignment, curriculum implementation, instructional strategies, classroom management and any other support needed depending on individual needs. First year teachers are assigned a veteran teacher mentor and (yr 1-2) teachers are assisted by the campus subject area instructional liaison.	Logs of contact time with mentor, attendance at Collaborative Team meetings, common planning time with grade level teachers.	Walk-through observations to determine level of support needed to ensure teacher success.	Walk-through/feedback forms, Mentor contact logs, sign-in sheets and agendas for Collaborative Team meetings. Responsible: principal, district director of instruction, teacher mentors, and experienced science teachers.
TAKS	Student_Support	Effective Intervention Strategies	Transition plans for returning students after long-term placements in DAEP will focus on students attending the Level 3 or ZAP afterschool program (if needed) for individualized instruction to fill identified learning "gaps".	ZAP sign-in sheets, teacher lesson plans, and Study Island log-on time.	Success on CFAs and six weeks grades.	Study Island, ZAP program, CFAs. Responsible: Administrators, ZAP teachers, DAEP teacher
TAKS	Culture_Climate	Professional Learning Community	All science teachers will meet a minimum of 2 times per month in Collaborative Team Meetings to address the topics: embedded professional development, student data analysis, positive parent contacts, curriculum development/alignment, in order to impact student achievement and performance.	Sign-in sheets and agendas, products from student data-analysis and curriculum alignment sessions, and parent contact logs.	Aligned lesson plans, increased rigor observed in walk-throughs, and increased CFA results	Lesson plan templates, walk-through forms, professional development resources to support teacher selected topics. Responsible: Department head, all science teachers, and campus administrators
TAKS	Parents_Community	Parent Involvement	Parents of students identified on the SLR will have a teacher conference (science) each 9 weeks or twice a semester concerning their child's academic performance. Contacts (written, conference, phone) will be provided in the parent's native language.	Parent contact /conference logs	Increased parental involvement as evidenced by increased CFA results, six weeks grades, attendance, and discipline.	Time for conferences. Responsible: Parental Liaison, science teachers, and administration.
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