

School Improvement Plan (SIP)

LEA Name: Devine ISD	Campus Name: Devine High School
CDN: 163901	Campus Number: 001
Date:	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)).

Hispanic and Economically Disadvantaged Math Student population groups were the areas of low performance.

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.

Math teachers are designing open ended response questions in addition to constructed response assessment items as part of the common (3 -6 weeks) and benchmark assessments (December). Classroom assessments and grades will also be used to monitor student progress.

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	Alignment – TEKS / Vertical / Horizontal	Attend Kilgo* data decision making training and implement strategies that allow teachers to align all instruction to the depth and complexity of the state curriculum. (*In depth training is deconstructing the TEKS & SE to align instruction and assessment practices.)	Lesson Plans; walk throughs; benchmark/common assessments	TEKS & SE designed lessons; Student mastery levels over 80% on assessments collected on Eduphoria reports; examination of specific student progress	Math teachers, math department chairperson, administrators
TAKS	Curriculum_Assessment	Curriculum Sequence / Pacing	Kilgo scope and sequences are being used by the entire district and a DISD customized lesson plan reflecting essential areas to address in a quality lesson is being developed. More in-depth planning time for teachers to ensure fidelity across math courses and math intervention support classes.	Lesson Plans; walk throughs; benchmark/common assessments	TEKS & SE designed lessons; Student mastery levels over 80% on assessments collected on Eduphoria reports; examination of specific student progress	Math teachers, math department chairperson, administrators
TAKS	Parents_Community	Parent Education / Adult Education	Freshman parents can receive information on the new STAAR assessment; College Night scheduled; parents communicated with when students are "at-risk" of failing at 3 and 6 weeks; parent listserve accessible through the DISD website (grades); teacher email encouraged through publicized email addresses; teachers all have phones in their classroom and must return phone calls within 24 hours; parent climate survey on the website.	Numbers of attendees; number of phone calls and parent conferences; number of portal "hits"	Improved parent-teacher-student communication; improved student grades; survey results used to inform campus decisions.	Counselors, Math teachers, math department chairperson, administrators
TAKS	Instruction	Rigorous and Relevant	Teachers are developing open ended questioning strategies and open ended assessment questions to foster higher order thinking. Strategies as part of an interactive lecture where the teachers will teach for ten minutes then have the students respond to OEQ or a task such as pair share or write pair share in response to the OEQ. Teachers are also adding quick writes in the interactive lectures having students summarize key concepts or respond to OEQ.	Lesson Plans; walk throughs; benchmark/common assessments	TEKS & SE designed lessons depicting OEQ, quick writes, think-write-pair-share/pair-square; Student mastery levels over 80% on assessments collected on Eduphoria reports; examination of specific student progress	Math teachers, math department chairperson, administrators
TAKS	Student_Support	Effective Intervention Strategies	Provide before/after and during school support focused on TEKS & SE remediation called Pi Time; "Advertise" math support options using School Messenger, Parent Listserve and Campus website to promote Pi Time- Math support	Student attendance, tutorials lesson Plans; walk throughs during tutorials; benchmark/common assessments, grades improvement	Benchmark/common assessments, grades improvement	Math teachers, math department chairperson, administrators

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TAKS	Student_Support	Evaluation of Results (Support/Intervention)	Each teacher will receive a coded student list that depicts math at-risk students; sped, eco dis and use several assessments to progress monitor these student groups and also inform instruction overall. Eduphoria AWARE! Will serve as the student data warehouse recording and tracking.	Eduphoria AWARE! Reports discussed at monthly math emetings and with the principal focused on idetified student groups.	Benchmark/common assessments, grades improvement	Math teachers, math department chairperson, administrators
TAKS	Curriculum_Assessment	Alignment – TEKS / Vertical / Horizontal	K-12 Curriculum Coordinators will continue to meet monthly to align TEKS &SEs, discuss "challenging" TEKS & SEs, share ideas, learn from each other, refine the DISD lesson plan design, etc.	Lesson Plans; walk throughs; benchmark/common assessments; observations of math department meetings	Benchmark/common assessments, grades improvement	Math teachers, math department chairperson, administrators