

2010-2011 School Improvement Plan (SIP)

LEA and Campus Information

LEA Name: Vernon ISD	Campus Name: Vernon Middle School
CDN: 244903	Campus Number: 244903041
Date: 1/10/2010	Date SIP was Approved by Local Board: 10/18/10

Section I: Area(s) of Low Performance and Target Groups

Identify the areas of low performance and each group not meeting the 2010 state standards (include all areas not meeting state standards without required improvement (RI), Texas Projection Measure (TPM)).

Student Groups: All Students, Hispanic, Economically Disadvantaged , African Americans- 8th Grade Science TAKSs 2009 African Americans - 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 TAKS tests in December; administer benchmark tests at the end of the first semester.

Released TAKS, C-Scope Assessments, TMSDS, WebCCat are used to create common assessments and benchmark tests for science.

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 (LEAs identified under TEC §29.918 must document the use of High School Allotment and Compensation Education funding)
TAKS	Instruction	Monitoring / Evaluation of Quality	Monitor instruction for implementation of TEKS by administration, peers, and district curriculum staff a minimum of one time per grading period (6 weeks).	Presence of walk-through rubrics by Ken Kenner and Mark Bateman in teacher files. Rubrics by others to be used in collaborative meetings.	All TEKS of the required scope and sequence are taught during the specified grading period.	Scope and sequence; rubrics; Ken Kenner, Mark Bateman, Marilyn Leasure, Mona Pelkey, Jennifer Castleberry, Pam Surber, Sheri Lamp, Kacy Hunter, Jan Westover
TAKS	Curriculum_Assessment	Curriculum Sequence / Pacing	Using the scope and sequence from C-Scope, teachers will	Lesson plans and walk-throughs document the displaying of TEKS objectives.	Classroom and common assessments and formative results indicate student understanding of the TEKS objectives.	TMSDS, WebCCat, C-Scope, Dmac, and other sources of TEKS-based, TAKS style questions as sources of appropriate common assessment questions. Federal Funds
Improved TAKS Results	Curriculum/Assessment	Rigor	Weekly, formative, or common assessments will contain questions that are at or above TAKS level.	Paper copy of assessments will be provided by teachers and kept by principal's office.	Student formative and summative assessments.	TMSDS, WebCCat, C-Scope, and other sources of TEKS-based, TAKS style questions as sources of appropriate common assessment questions. Collaborative teacher teams are responsible for selecting questions from sources that fit the TEKS that have been taught.

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Improved TAKS Results	Culture/Climate	Professional Learning Community	Ninety minutes will be provided weekly for collaborative teacher teams (grade level and content) to meet to create and review lesson plans, create and review assessments, analyze student data, and discuss rigorous instruction linked to improving student learning and performance. African American, Hispanic, and Eco. Dis. students will be specifically monitored to ensure the success of all.	Meeting minutes and agenda, including attendance and goals; bell schedules	Coordinated lessons; students will score at least 70% on common science assessments; those who score lower are identified as struggling students and are assigned Tier 2 and Tier 3 interventions.	Time; Ken Kenner; Team leaders; and Department Heads Federal/Local money for subs if needed.
TAKS	Instruction	Instructional Processes / Pedagogy	Increase instruction time from 47 minutes to 65 minute class periods in science which resulted in an extension of the school day. In order to do this a new science teacher needs to be added.	School class schedule; new science teacher	Student improvement on formative and summative assessments.	Board approval of schedule and teacher State/Local funds
Improved TAKS Results	Student Support	Data Driven / Timely / Targeted Support	Targeted students will be assigned to Tier 2 tutoring during their advisory class and Tier 3 students during an elective class. The 65 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.	Principal, time provided in the school schedule, alternative lesson plans. All teachers.
Improved TAKS Results	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 checklists will be evaluated each six weeks in grade level collaborative meetings. Walk through rubric check list includes academic vocabulary	Improved scores (minimum of 70%) on common assessments	Teachers, Academic vocabulary lists
Improved TAKS Results	Parents/Community	Parent Involvement	Parents of low performing students will be contacted at the 3 week and 6 week grade reporting time. Parents will be encouraged to schedule a conference about methods to improve student performance. Translation will be provided for the conversation if parents are identified as non-english speakers.	Call Logs from AlertNow will be used for verification of parent contact.	Decreased number of contacts made by AlertNow system due to low student performance.	AlertNow system; Ken Kenner; Pam McSpadden; grade level representative

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Improved TAKS Results	Curriculum/Assessment	Targeted Professional Development (PD) with Support	Provide professional development on the use of the DMAC system to disaggregate assessment data. Teachers will use data to adjust instructional strategies and provide names for interventions.	Sign in sheet and agenda from training	Teachers will be able to use data to adjust teaching strategies on low performing objectives from common assessments.	DMAC system; Ken Kenner; Pam McSpadden
Improved TAKS Results	Curriculum/Assessment	Targeted Professional Development (PD) with Support	Administrators will attend an update on the Professional Development and Appraisal System.	Certificate of completion and focused observations in Domains I-III.	Teacher appraisals more in line with student/teacher performance on state assessment.	Workshops offered at ESC 9. Principal/Assistant Principal
Improved TAKS Results	Other - Improved TAKS Results	Feeder School Data and Alignment	6th grade teachers will identify, monitor and assess science performance of students who did not successfully pass (or did not take) the 5th grade science TAKS and will create accelerated learning opportunities to strengthen the specific areas.	Lesson plans and assignments; flexible grouping within classroom so that imbedded acceleration is included for those who need it; tutorials as needed; implementation of Rtl's as necessary.	Success (score of 70%) on common assessments and benchmark tests.	Data from entering 6th grade students TAKS results; science teachers; Pam McSpadden to gather data; DMAC
Improved TAKS Results	Parents/Community	Parent Involvement	Document all contact with parents. Advertise activities using AlertNow phone system, teacher and school web pages, PTO e-mail list, and local newspaper. Designate a small block of time during Band and choir concerts, sporting events to talk to parents about important issues with students.	Dated copies of letters home; radio/newspaper articles and announcements; Copies of advertisements, meeting agendas	Increased parent attendance to school activities and events.	Prepared news releases, articles, and announcements; copy machine; radio and newspaper time; marquee sign
Improved TAKS Results	Student Support	Data Driven / Timely / Targeted Support	Monitor attendance and use AlertNow system to call parents of students who are not attending regularly. Following policy guidelines excessive unexcused absences will be reported to the campus resource officer/municipal judge (fines can be levied or 8 hours of parental training provided by region 9 on the importance of school). Translation will be provided for the conversation if parents are identified as non-english speakers.	Call Logs from AlertNow will be used for verification of parent contact. Records from skyward, records of resource officer involvement.	Increased attendance rates and decrease of unexcused absences.	Office staff, resource officer, Mark Bateman, Ken Kenner, Pam McSpadden
Improved TAKS Results	Culture/Climate	Safe and Orderly School with Effective Discipline Management	Ensure time spent in alternative learning setting (DAEP) is utilized to learn at TAKS level. Teachers will use Study Island and Successmaker to target TEKS objectives covered in class. Teachers will provide students with ISS with daily assignments that will prevent the students from falling behind in class.	Time spent on the computer logged into the assigned instructional software. Scores on on-line testing. Teacher sign-in sheet for ISS. Student grades on assigned work.	Students removed from class for behavioral issues will stay current and not miss assignments during their absence. Students will pass assessments (70%, at 60% for the TAKS) covering material assigned during the time they missed class.	Computer software such as Study Island and Successmaker. Teachers are responsible for assigning appropriate curriculum. DAEP supervisor and staff are responsible for implementing the designated curriculum.