2010-2011 Student Achievement Improvement Plan (SAIP)

LEA Name:	San Antonio ISD	**CDN:**	015907	**Date:**	10/13/2010

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.

Area of Low Performance: Completion Rate I (Gr. 9-12) African American, White, Economically Disadvantaged

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 benchmark and 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.

N/A

Section III: SAIP 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)***
Completion	Adult_Advocate	Local Campus Support Team	Campus Drop Out Prevention Teams will be created at every High School and Middle School. The purpose of these teams is two-fold. First to review students that withdrew the previous school year as "potential dropouts" based on the PEIMS defined dropout codes. The Campus Leaver Team will meet weekly to review the status of every potential dropout from the previous school year through the end of the school start window. Staff will work collaboratively to identify and locate students via the PET system, house visits, phone calls, interviews, etc. All potential dropout students will be encouraged to return to school or offered support to locate an alternative setting which meets their needs. After the school start window, the team will meet every two weeks to review current year leavers, determine if court cases have been filed, and to turn over students as needed to the dropout specialist for follow-up. The campus team will also verify records to ensure that graduates and continuers, as well as dropouts, are coded correctly for PEIMS.	Teams will maintain sign-in forms for all meetings. Print outs for each meeting will also be maintained in a folder, available for review.	Increase in on-time Graduates and continuers and a reduction in dropout rate for every campus.	Campus principals, registrars, data clerks, counselors, attendance auditors and district representative (encourager) will implement activity. Office of Secondary Initiatives and Leadership Executive Director will monitor and review progress on a monthly basis.
Completion	Personalized_Environment	Strategies That Create Small Learning Communities, Advocacy Programs, or Advisory Programs for Students	Each High School will assign an administrator to be responsible for a graduating cohort class. The administrator will report periodically on the number of students withdrawn from their cohort, the number in danger of falling behind their cohort due to credits, and then number of students in danger of falling behind due to failure to pass the TAKS exit exam. Data reporting for high school students will be aggregated by the cohort rather than grade level in order to better ensure that all students are on track to graduate in 4 years.	High School administrators will maintain monthly and nine-week report by cohort Crystal reports and supporting documents regarding their cohort in a binder. Binders will be made available for review upon request.	Increase on-time Graduates and reduce dropout rate for every campus.	Campus principals and high school administrator. Office of Secondary Initiatives and Leadership Executive Director will monitor and review progress every 9 weeks.

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)*
Completion	Behavior_Social_Skills	Behavioral Interventions	Campus will enter all discipline incident data within 72 hours of incident.	Review discipline reports by incident generated from 360 reports and PEIMS	Decrease student discipline referrals at campuses.	PEIMS report/PEIMS reportable codes/reports of non reportable codes/PBIS campus team. Campus administrators
Completion	Behavior_Social_Skills	Behavioral Interventions	Campus reviews number of discipline referrals to identify behavior patterns.	Discipline Data Forms (F34-A) and PBIS Reports log.	Decrease identified student behavior patterns.	Classroom teacher/school administration/counselor/social worker/PBIS campus team.
Completion	Behavior_Social_Skills	Behavioral Interventions	Establishment of district discipline committee to review alignment of campus discipline plans with district policies and procedures.	Quarterly sign-in sheets for campus discipline committee meetings and district discipline policy/ PBIS implementation reports.	Decrease student discipline referrals.	PBIS campus team/ district discipline committee/school administration and Executive Assistant to Superintendent
Completion	Behavior_Social_Skills	Truancy Prevention	Provide students and parents with the Attendance Improvement Monitor (AIM) an electronic monitor and mentor program to support student attendance.	Number of students on the AIM program	Decrease in the number of students with chronic attendance problem	Executive Director of District Initiatives, Coordinate of Attendance, and Attendance Auditor
TAKS	Curriculum_Assessment	Alignment – TEKS / Vertical / Horizontal	All principals will implement formative and summative assessments developed by curriculum and instruction directors to identify primary students not developing critical knowledge and skills needed for future academic success.	Principals will analyze reports generated by curriculum and instruction to provide early interventions and improve Tier I instruction as evidenced by data binders and rooms.	Increase in the number of students entering TAKS testing grades with requisite knowledge and skills and decrease in the number of students needing Tier II and III interventions.	Campus principals and curriculum and instruction directors will provide reports on student progress relative to requisite knowledge and skills.
TAKS	Curriculum_Assessment	Formative Assessment to Guide Instruction	Each Elementary and PK8 academies will have a transition procedure to record and monitor student progress in reading and math. This procedure will be used to identify students appropriate for RtI.	Student folders and RtI database	TPRI, Dibels, Tejas LEE, Circle Assessment, decrease in interventions and failure rates; success on state assessments in grades 3, 4, 5, 6, 7, and 8	Campus principals and the RtI coordinator.

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Completion	Other_Completion	Other High School Completion and Success Initiatives as Approved by the Commissioner of Education	Revisit the SSI procedure by December 2010 to include historical individual student analysis and the involvement of receiving campus professional staff in Grade Placement Committee (GPC) decisions.	All principals will maintain a historical data folder for each student on campus and a schedule of GPC meetings with sign-in sheets that reflect receiving campus participation. The folders will follow the student through grade 8.	Decrease in the number of students misplaced after SSI grade levels and an increase in SSI students receiving services.	Campus principals, math and reading directors, and Secondary Leadership Executive Director will monitor and review progress.
Completion	Other_Completion	Other High School Completion and Success Initiatives as Approved by the Commissioner of Education	All departments will collaborate to develop a comprehensive student academic plan that addresses all program requirements. Timeline: Plan finalized in December; Principal PD in January.	All principals will use the comprehensive student academic plans in required meetings, such as LPAC, special education, at-risk, etc, as evidenced by agendas maintained in binders by campus program coordinators.	Increase in the number of students entering testing grades with requisite knowledge and skills and mastering state exams.	Department heads will monitor campus meetings to ensure use of student academic plan.

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Completion	Rigorous_Instruction	Access to Rigorous Curriculum, Effective Instruction, and Timely Formative Assessment	High School principals trained in Data Wise will facilitate data analysis and instructional alignment activities at monthly principals' meetings. Student performance, including at-risk will be analyzed from the primary to 12th grade. The activities will include identification of strengths and deficits by content in the feeder pattern. Principals will conduct campus activities to address the high school deficits by studying the specific TEKS from high school through kinder. Over the course of the year, the instructional activities will be vertically aligned with the high school deficits by content. Cluster principals will devise transition plans to ensure that at-risk students successfully move from 5th to 6th and 9th to 12th grade and are strategically scheduled into strong Tier I, II, and III classrooms.	Principal meeting agendas will reflect cluster vertical alignment activities and campuses will create vertical analysis documents with cluster instructional action plans. Principals will present the plans in the vertical team meetings for discussion and further vertical alignment with the high school TEKS deficits. The discussion and plan development will ensure the instruction is in line with the TEKS.	Decrease in the number of students placed in next grade level without mastering requisite knowledge and skill assessed on state exams. Increase in benchmark and TAKS scores by TEKS targeted. Increase in scale score averages by content. Increase in TAKS commended scores by content.	Campus principals and Leadership Executive Directors will monitor and review progress.
Completion	Personalized_Environment	Individualized High School Graduation and Postsecondary Plans for Students	All students are assigned to a cohort group as documented in the Cohort Report; R&E will forward cohort reports to campus principals prior to the start of school and campus data teams will review cohort reports weekly through the end of the school start window to ensure that all students are assigned to a cohort.	Campus data clerks will enter the cohort identifier field (date student enters 9th grade) for all high school students. 100% of students are assigned to a cohort group.	Increase completion rate among cohort groups; Campus data teams review all data by cohort: campuses bimonthly; district quarterly	Campus principals, assistant principals, data clerks, PEIMS, Research & Evaluation, Cohort Counselors & Attendance Auditors. Office of Secondary Initiatives and Leadership Executive Directors will monitor and review progress. Campuses will review the data monthly while the district review is quarterly.

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)*
Completion	Adult_Advocate	Local Campus Support Team	Address transition grades (5th to 6th and 8th to 9th) through implementation of cohort STATs (Student Turn Around Teams). The purpose of STATs is to follow up with campus transition plans identified in the CIP and to conduct meetings with secondary campuses in Stage 2 or above on AYP. STATs will focus on research-based practices that include: personalization and relationship building, literacy across the curriculum, interventions early and often, attendance contracts of identified incoming 6th and 9th graders, team planning time, mentors and IPCs for non-SpEd at-risk students (attendance, TAKS non-masters, discipline, retentions). The most effective teachers will be assigned to 6th and 9th grade levels.	Campus and district improvement plans will include a focus on transition grade levels. Sixth and ninth grade semester reports will include learning walk data, attendance, discipline, 9-week grades, graduation plans, FMAs, extra-curricular membership and review of master schedule assignments for 6th and 9th grade teachers.	Cohort group will improve attendance, decrease discipline incidents, pass FMAs, master TAKS and earn annual required credits toward on-time graduation for cohort group.	STAT Teams (Campus-based - Principal, Cohort Counselor, Cohort Assistant Principal, Grade Level Teachers [core & elective], Campus Instructional Coordinator), STAT Team District-Level (Deputy Superintendent for Teaching & Learning, Middle & High School Leadership Executive Directors, Research & Evaluation Staff, Guidance & Counseling Executive Director, Special Education Executive Director, Secondary Initiatives Executive Director)
Dropout	Academic_Support	Computer-Assisted Instruction	Implementation of the middle school PARTNER Program. Middle school overaged students will be targeted for accelerated instruction through a self-paced, individualized, online learning program that will allow students to earn credit for high school courses. The goal of the program is for these students to be more inline with their cohort once they enter high school and ready to graduate after 4 years.	Participating middle school students will be tracked and the number of credits earned will be monitored each semester. Monthly principal meetings beginning in January 2011. Bi-weekly fidelity reports.	Increase on-time Graduates and reduce dropout rate for overaged middle school students.	Campus principals, Office of Secondary Initiatives and Leadership Executive Director will monitor and review progress.
Completion	Academic_Support	TAKS Remediation	Offer high-quality research-based tutorials and online math and science curriculum. PLATO (TAKS Intervention) is offered to all TAKS non-master students for math and science.	Programs are offered before, during and after school. Rosters and sign-in sheets are maintained electronically and reviewed every nine weeks.	An analysis is being undertaken to compare the amount of time spent on the intervention and an individual student's success on exit-level retests.	The Office of Secondary Initiatives oversees the frequency of use for these programs and their effectiveness. The daily operations are managed by the credit recovery teacher and the campus administration.

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Completion	Academic_Support	Summer Transition Programs and Other Programs Providing Academic Support and Instruction for Students Entering Grade 9	Require participation for identified 9th grade students in Freshman Prep course with a focus on Math using the MARS program, career path explorations, and study skills. Fidelity to the Freshman Prep course will be monitored.	Master schedules are created at the campus level and reviewed for inclusion of the appropriate 9th grade students.	Learning Walk Data Reports will evaluate the fidelity to the program and a review of various student performance measures will occur every 6 weeks. Feedback on findings is reported back to the campus principal.	Career and Technology Department, Campus administration
Completion	Academic_Support	Specialized Reading and Mathematics Programs	Hold campus meetings to address the scheduling of students for needed Reading and Math interventions in order to ensure that all students who need multiple interventions are properly scheduled prior to the beginning of the 2011-2012 school year.	Master schedules are submitted for audit prior to the beginning of the 2011-2012 school year. Specifically review to ensure that an adequate number of intervention classes are created.	Reduction in the number of students requiring intervention.	Campus Principal, School Counselor, and District Master Scheduler
Completion	Academic_Support	Individualized Instruction	Offer intensive intervention in language and literacy for students with disabilities and English Language Learners. Students will be identified for Fast ForWord or READ 180 based on previous year TAKS results.	Documentation is maintained on campuses and in departments on program participation and performance.	Bi-weekly review is conducted regarding student participation and performance.	High school principals, Special Education Coordinator, Campus counselors and special education supervisors
Completion	Academic_Support	Credit Recovery	Enroll all identified students in Plato Credit Recovery to assist with the recovery of credits so that students are able to remain with cohort and on time for graduation. Individualized online tutorials also help prepare students for Exit Level test success.	Electronic monitoring of sign-in and time spent on the program. Student schedules are adjusted to reflect time in credit recovery.	Numbers of half-credits are tracked each nine-week period. Every six weeks participation and usage are tracked to establish a link between credits earned and time spent.	High school counselors, Credit Recovery teachers

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Completion	Academic_Support	Personalized Graduation Plan	Graduation Plans will be reviewed once a year for Freshman, Sophomores and Juniors (FALL) and twice a year for Seniors (FALL and SPRING).	Graduation Plans; Counselor Records	Increase in on-time Graduates and continuers and a reduction in dropout rate for every campus.	Campus Principal, School Counselors, Program Directors/Supervisors
Completion	Adult_Advocate	Specialized Staff Development for Personnel Working with At-Risk Students	Extend the 2009-2010 marketing plan which includes community outreach and offers information on how students can return to campus to complete their high school diploma and monitor effectiveness to identify needed updates.	Marketing materials and outreach programs documents are available and used throughout the district. Student enrollment reports	Increase student re-enrollment, and decreased district completion rate.	The Office of Secondary Initiatives

2010-2011 School Improvement Plan (SIP)

LEA and Campus Information			
LEA Name:	San Antonio ISD	**Campus Name:**	Sam Houston High School
CDN:	015907	**Campus Number:**	006
Date:	10/13/2010	**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 2010 state standards (include all areas not meeting state standards without required improvement (RI), Texas Projection Measure (TPM)).

Academically Unsuccessful: Completion Rate I: All Students, African American, Hispanic, White, and Economically Disadvantaged. **Areas that Required TPM or Required Improvement to meet 2010 Standard:** Mathematics: All Students, African American, Hispanic, and Economically Disadvantaged

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.

Sam Houston High School will utilize a systematic assessment process to evaluate student progress. Assessments are aligned to course/grade level TEKS and will be constructed using multiple choice, extended response, and gridable formats. Teachers will develop and administer common core subject assessments on a weekly basis. Sam Houston will administer benchmark assessments in December and March. Teachers will utilize assessment results to identify students needing additional support and evaluate the effectiveness of the instructional program.

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)*
Completion	Adult_Advocate	Local Campus Support Team	Campus Drop Out Prevention Team will be created. The purpose of this team is two-fold. First to review students that withdrew the previous school year as "potential dropouts" based on the PEIMS defined dropout codes. The Campus Leaver Team will meet weekly to review the status of every potential dropout from the previous school year through the end of the school start window. Staff will work collaboratively to identify and locate students via the PET system, house visits, phone calls, interviews, etc. All potential dropout students will be encouraged to return to school or offered support to locate an alternative setting which meets their needs. After the school start window, the team will meet every two weeks to review current year leavers, determine if court cases have been filed, and to turn over students as needed to the dropout specialist for follow-up. The campus team will also verify records to ensure that graduates and continuers, as well as dropouts, are coded correctly for PEIMS.	The team will maintain sign-in forms for all meetings. Print outs for each meeting will also be maintained in a folder, available for review.	Increase in on-time Graduates and continuers and a reduction in dropout rate for every campus.	Darnell White, principal, registrar, data clerk, counselors, attendance auditor and district representative (encourager) will implement activity. Office of Secondary Initiatives and Leadership Executive Director will monitor and review progress.
Completion	Personalized_Environment	Individualized High School Graduation and Postsecondary Plans for Students	Data clerks will be required to enter and maintain the cohort identifier into the "Date Entered 9th Grade" field for all high school students; R&E will forward cohort reports to campus principals prior to the start of school and each month thereafter.	Cohort identifier is completed for all high school students and is designated as a mandatory field; All students are assigned to a cohort as documented in the cohort report.	Increase completion rate among cohort groups; Campuses will focus attention on the Cohort rather than narrowly on the graduating class	Darnell White, Principal, Academic Deans, PEIMS, Research & Evaluation, Cohort Counselors, Attendance Auditor, High School Leadership Executive Director

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Completion	Adult_Advocate	Counselor/Advisor	Students identified as in 'at risk situations' will receive regular counseling and frequent individual performance checks with interventions as need, such as when identifying true at-risks students, campus personnel will take pro-active approaches to share all district education initiatives/options.	intervention framework in place, campus schedule, individual student plans, contact sheet for students, documentation of alternative program placements	Increase course passing rate, increase TAKS passing rate, increase graduation rate, increase completion rate, decrease dropout rate	Darnell White, principal; Academic Deans, RtI CIC; At-Risk Coordinator, Counselors,
Completion	Adult_Advocate	Local Campus Support Team	Campus will utilize the attendance auditor who will specifically target high absentee students, keep accurate documentation and inform administration and parents to avoid future drop outs.	phone logs, follow-up documentation, Progress Monitoring meeting sign-ins	increase in student attendance, decrease in the number of withdrawals	Darnell White, principal; Gary Tucker; Attendance Auditor; Greg Hughes, At-Risk Coordinator for Attendance
TAKS	Curriculum_Assessment	Data-Driven Decision-Making	The Response to Intervention (RtI) CIC will facilitate data analysis, identify individual student needs, assign student interventions, monitor student progress every three weeks, and guide teacher data analysis for planning and differentiated instruction. Grade level meetings will be held monthly to facilitate the RtI process.	RtI data analysis documents, intervention documentation, RtI and grade level meeting agenda and sign-ins	Improve student performance (CBAs, FMAs and benchmarks) and improved teacher delivery and knowledge of instruction (walk-throughs)	Darnell White, principal; RtI CIC SIP Grant: $71,321
TAKS	Curriculum_Assessment	Data-Driven Decision-Making	Campus Data Team will be identified to create a Campus Data Room to collect and analyze student population breakdown, 2004 - 2010 historical data by accountability subgroups, display campus performance of special populations (SpEd, LEP, At-Risk), display goals and areas of focus for 2011, display campus performance objective for every subject, and organize campus data binder for easy access and use.	Data Binders, External Data: TAKS and Internal Data: WMLS (LEP), interim assessments, nine-week grades, discipline, attendance, walk-through data, intervention progress monitoring data, meeting sign-ins	Improve student performance (FMAs and benchmarks) and improved teacher delivery and knowledge of instruction (walk-throughs)	Darnell White, principal; RtI CIC; Campus Data Team
TAKS	Instruction	Data Informed Instructional Placement	CICs will guide content teachers through Kilgo model TEKS analysis and 2010 item analysis activities to identify and understand tested TEKS, TAKS objective areas of need, and implications for planning and teaching. Using the data, teachers and content CICs will develop instructional spiraled TEKS-based activities.	Sign-ins, teacher lesson plans, CIC planning documents, C&I Dialogue form, Lesson plans, CIC classroom observation documentation	Reduction in identified areas of need for each teacher, improve student performance (CBAs, FMAs, benchmarks and TAKS)	Darnell White, principal; CICs, Academic Deans

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TAKS	Instruction	Collaborative Planning	A focused schedule will support on-going data-driven curriculum and instructional planning: Mondays & Wednesdays (8:00 - 8:45 AM): Teachers will work with department/CIC/administration on Kilgo data analysis of TAKS, FMAs, CMA, and Benchmarks to develop aligned lesson plans and activities; TEKS/SE reviewed and maintained in data rooms. (c.) Tuesdays & Thursdays (8:00 - 8:45 AM): Teachers will work with the department/CIC/administration on specific student data analysis to include at-risk, LEP, special education and all other groups and plan for intervention/support. (d.) Fridays (8:00-8:45 AM): Teachers will work with department / CIC / administration on development of campus mini assessments (CMAs).	Sign-ins, teacher lesson plans, Walk Throughs, CBAs	Increased TAKS results, Reduction of GPC placements, Reduction in dropout rate, increase in completion rate, decrease in leavers	Campus Instructional Coordinators; Academic Deans
TAKS	Instruction	Data Driven Instructional Decisions	Content CICs and/or district C&I department sr. coordinators and teacher specialists will meet with grade level content teachers weekly to use Margaret Kilgo TEKS Analysis Model, formative data, upgraded district curriculum guides and district-identified resources to plan data-driven, differentiated instruction. They will follow up with weekly classroom observations to monitor effective implementation of planning. Each teacher will be observed a minimum of three times per week.	Kilgo TEKS analysis documentation, Identified TEKS and TAKS objective areas of need, Weekly grade level content planning documents	Improve student performance (CBAs, FMAs and benchmarks) and improved teacher delivery and knowledge of instruction (walk-throughs)	Content CICs: Darnell White, Karyne Usher, Brian Harris, LaDonna Tate; C&I teacher specialists assigned to Sam Houston HS
TAKS	Instruction	Technology Integration	Sam Houston High School teachers will utilize interactive whiteboards to facilitate increase student engagement in the classroom.	RtI data analysis documents, intervention documentation, RtI and grade level meeting agenda and sign-ins	Increased student engagement as shown in Learning Walk Data Reports, Improved teacher delivery of instruction	Darnell White, Principal; Academic Deans, Campus Instructional Coordinators
TAKS	Curriculum_Assessment	Targeted Professional Development (PD) with Support	Project Based Learning Reform Strategies professional development with be provided throughout the 2010-2011 school year: Integrated ELA/Social Studies; Integrated Math; Integrated Science; and rubric development/use within integrated courses.	Agendas, Sign-ins, Learning Walk Data Reports, Rubrics	Improved teacher delivery and integration of curriculum, improved student performance (CBAs, FMAs, benchmarks and TAKS)	Darnell White, Principal; Academic Deans, Campus Instructional Coordinators
TAKS	Instruction	Instructional Processes / Pedagogy	Science, math and MET teachers will utilize engaging activities to peak student interest in science and math concepts, elaboration to extend content knowledge and application, and journaling to allow for student reflection and documentation of additional questions and needs.	Lesson planning documentation, classroom walk-throughs, C&I classroom observation reports, Student journals, and C&I Dialogue Forms.	Reduction in identified areas of need for each teacher, improve student performance (CBAs, FMAs, benchmarks and TAKS)	Darnel White, principal; Content CICs; Academic Deans, C&I Department Sr. Coordinators and teacher specialists
TAKS	Instruction	Ongoing Monitoring of Instruction by Administrators	Administration and CICs will develop a walk-through plan that assigns each with a content focus and outlines how data will be shared and utilized to improve teacher instruction. C&I teacher specialist will conduct weekly walkthroughs.	Walk-through content assignment document, walk-through meeting schedule and action plan, C&I Dialogue Form	Reduction in identified areas of need for each teacher, improve student performance (FMAs, benchmarks and TAKS)	Darnell White, principal; Academic Deans; CICs, C&I Department

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TAKS	Instruction	Monitoring / Evaluation of Quality	Area administrative staff will use 'hypermonitoring' to ensure high levels of instruction and assessment. C&I departments will provide campus based support to improve the quality of instruction.	Walk-through reports; C&I Dialogue Form; C&I Department Action Plans	Improve student performance (FMAs and benchmarks) and improved teacher delivery and knowledge of instruction (walk-throughs)	Dr. Carol Saxenian, Leadership Executive Director
TAKS	Instruction	Targeted Professional Development (PD) with Support	Focused professional development will be provided and supported in Positive Behavior Intervention Support (PBIS), CHAMPS, Marzano's Effective 9, Kilgo TEKS/Data Analysis, district curriculum guides, Laying the Foundations, SIOP, and teaching minority students. Content teachers, special education teachers, ESL and faculty and staff that teach or support instruction of all students on campus.	Professional development sign-ins, grade level content planning notes, teacher lesson planning, walk-through documentation	Improve student performance (CBAs, FMAs and benchmarks) and improved teacher delivery and knowledge of instruction (walk-throughs)	Darnell White, principal, Content CICs, Academic Deans
TAKS	Instruction	Modeling / Mentoring	New teachers will participate in District Mentoring Program. *Teach America* teachers will attend on-going *Teach America* and district professional development	Mentoring teacher assignments, mentoring teacher meetings documentation	Improve student performance (CBAs, FMAs and benchmarks) and improved teacher delivery and knowledge of instruction - Learning Walk Data Reports	Darnell White, principal; Kimberly Irving-Conaway
TAKS	Instruction	Data Informed Instructional Placement	Master schedule identified reading and mathematics Tiers 2 and 3 intervention periods will provide research-based programs designed to accelerate reading levels and development of math concepts. Programs will be implemented with fidelity and student progress will be monitored each nine weeks.	Master Schedule, student schedules, Vendor Progress Reports; Student Level Review data, Walk Through Data Reports	Improve student performance (CBAs, FMAs, benchmarks and TAKS) and improved teacher delivery and knowledge of instruction data	Darnell White, principal, Counselors, Campus Instructional Coordinators - RtI, Math, Reading
TAKS	Curriculum_Assessment	Project-Based / Constructivist Curriculum	Sam Houston High School will engage in project-based learning model in all classes. The integration model is implemented in the ELA and Social Studies courses.	Lesson plans, Critical Friends sign-ins and documents, Learning Walks	Increased TAKS results, Reduction of GPC placements, Reduction in dropout rate, increase in completion rate, decrease in leavers	Darnell White, Principal; Academic Deans, Campus Instructional Coordinators, Department Chairs
Completion	Academic_Support	Credit Recovery	Utilize and monitor the effectiveness of the Plato Credit Recovery Program to assist all students with recovery of lost credits	Student schedules, Plato student reports	Decrease in number of grade-level repeaters; decreased dropout rate; increased completion rate	Darnell White: principal; counselors,
Completion	Academic_Support	Tutorials	The campus will provide extensive TEKS student expectation based tutoring for students who have not passed TAKS, especially those in grade 12. The tutoring schedule will be posted with morning announcement student reminders.	Tutoring schedule, Tutoring sign-ins, TAKS retest data, individual student data sheets	Increased TAKS passing for 12th grade TAKS Nonpassers	Darnell White, principal; RtI CIC, Content CICs, At-Risk Coordinator, Counselors

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Completion	Rigorous_Instruction	Career and Technical Education	The campus will develop a plan to increase recruitment and retention of students for the Manufacturing, Engineering, and Technology (MET) program and monitor student engagement.	Course enrollment numbers; course grades; student retention data	Improve student performance (CBAs, FMAs and benchmarks) and improved teacher delivery and knowledge of instruction (walk-throughs); improve student attendance and reduce dropout rate	Darnell White, principal; Counselors; District CTE Executive Director: Dr. Roxanne Rosales; Kimberly Irving-Conaway, Magnet Coordinator
Completion	Adult_Advocate	Other	Cluster dialogue stemming from the Communities of Practice (CoP) visits will inform vertical alignment with middle schools; Teacher Progress Reports utilized consistently within feeder pattern (MS, HS); Walk through schedules utilized consistently within feeder school pattern (MS, HS); Inclusion of the TAKS vertical scale score (VSS) for promotion decisions from Grade K to 8 leading to consistency in GPC placement criteria; consistency of monitoring/coding student program data.	Walk through schedules; walk through data; debriefing from CoP visits; agendas and minutes from Cluster meetings; documentation from GPC meetings	Increased TAKS results, Reduction of GPC placements, Reduction in dropout rate, increase in completion rate, decrease in leavers	Darnell White, principal

2010-2011 School Improvement Plan (SIP)

LEA and Campus Information			
LEA Name:	San Antonio ISD	**Campus Name:**	Wheatley Middle School
CDN:	015907	**Campus Number:**	046
Date:	10.7.10	**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 2010 state standards (include all areas not meeting state standards without required improvement (RI), Texas Projection Measure (TPM)).

Academically Unacceptable for Dropout; Areas not meeting standard: Reading - All Students, AA, Hispanic, White, EcoDis; Mathematics - All Students, African American, Hispanic, White, EcoDis; Science - All Students, AA, Hispanic, White, EcoDis

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.

District Assessments: First Nine Weeks - TEKS-aligned Formative Mini Assessments 4th and 8th weeks; Second Nine Weeks - released TAKS for all content areas; Third Nine Weeks - released TAKS for all content areas **Campus Based Assessments:** First Nine Weeks - math and science Mini Assessments (aligned to TEKS taught-to-date) every three weeks; Second Nine Weeks - math and science Mini Assessments (aligned to TEKS taught-to-date) every two weeks; Third Nine Weeks - math and science (aligned to TEKS taught-to-date) every two weeks; Fourth Nine Weeks - math and science (aligned to TEKS taught-to-date) every two weeks

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)*
Dropout	Academic_Support	Other	Principal will inform all campus staff of state accountability rating, accountability standards, and sanctions for not meeting standards	Agendas, Sign-in sheets	Meet state standards for dropout and 2011 state standards for reading, mathematics and science	Principal
TAKS	Culture_Climate	Organization and Procedures	Principal will develop a CIC and administrator meeting calendar and schedule weekly debrief meetings after school. Administrators and CICs will report attendance, discipline referrals, assessment data, Learning Walks feedback results.	Meeting calendar; sign-ins; meeting agendas with noted minutes	Increase in attendance, decrease in referrals, improved instructional practiced Walk Through data analyses	Principal and Assistant Principal

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TAKS	Culture_Climate	Student / Staff Attendance	CLT and Campus Attendance Committee will create a campus-wide system to address attendance to include: tardies, a 'no passing during the first 15 minutes of class' policy, student movement from period to period, and district attendance/tardy reporting procedures and identification of attendance incentives. These committees will meet every two weeks to review tardy data, attendance rates, and incentive success. Weekly tardy data will be utilized to assign Tardy Detention.	Meeting agendas and sign-ins; PEIMS six week reports; Daily tardy reports by period and teacher	Reduce PEIMS errors; reduce tardies, increase attendance rate	Principal; Assistant Principal, Attendance Clerk
TAKS	Culture_Climate	Safe and Orderly School with Effective Discipline Management	CLT will create a campus-wide system to address disciplinary guidelines to include: responsibilities of professionals, guidelines for referral submissions (category of offense, offense, recommended strategies), faculty and staff duty schedule (8:00 - 8:45, lunch, and dismissal 3:45 - 3:55), and maximizing instructional time to support student engagement in learning. The CLT will meet each week to generate a strategic support/monitoring plan for the upcoming week.	Written guidelines, referral procedures, faculty and staff duty schedules, Learning Walk data reports, Discipline Improvement Action Plans	Reduce disciplinary referrals, reduce number of students out of class, reduce tardies, improve entry and exit practices, and increase FMA/CBA, benchmark and TAKS scores	Assistant Principal
TAKS	Culture_Climate	Safe and Orderly School with Effective Discipline Management	Wheatley MS faculty and administration will participate in a book study using *Shouting Won't Grow Dendrites* to guide conversations and new learning in support of classroom management.	Purchase order; Faculty meeting agenda; facilitation questions and reflections;	Learning Walk Data Reports, increased student engagement, improved FMA/CBA, benchmark and TAKS scores	Principal, Assistant Principal
TAKS	Culture_Climate	Positive Behavioral Support	The CLT will review 2009-2010 Positive Behavior Incentive System (PBIS) implementation to identify 2010-2011 year-long systematic implementation. Create a 'Year-at-a-Glance' implementation calendar to guide sequence, implementation analysis, and on-going professional development (faculty, grade level and/or teacher) toward successful implementation.	2010-2011 PBIS 'Year-at-a-Glance Implementation Calendar; 2010-2011 PBIS Report; PBIS 360 disciplinary analysis reports; On-going PD agendas and sign-ins; Learning Walk Analysis Reports	Decrease in referrals; Increase in student engagement; Increase FMAs, CBAs, and TAKS scores.	Assistant Principal

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TAKS	Other	Leadership Development	Wheatley MS will contract a Campus Instructional Coordinator (CIC) Coach to guide and support the two campus CICs throughout the school year. The CIC coach will help establish a weekly meeting agenda to address: TEKS-based curricular expectations (core content areas, LEP, and Special Education), data-driven instructional strategy selection, FMA/CBA data review, Learning Walk data review, and district-required documentation to guide data analysis, planning agendas, and identify weekly tasks.	CIC Coach contract; CIC Coach Weekly Meeting Calendar; Campus Sign-ins; Weekly CIC Action Plans	Focused Content and Department meeting agendas and meetings; data-driven TEKS reteaching/spiraling plans; data-driven RtI implementation; increase in FMA/CBA and benchmark scores; Learning Walk data reflecting increase engaging, rigorous, strategic instruction.	Principal, Assistant Principal
TAKS	Instruction	Data Driven Instructional Decisions	Wheatley MS will attend Margaret Kilgo training for TEKS/TAKS-based data analysis professional development and contract with Dr. David Molina to provide data-driven instructional planning and practices for mathematics.	Kilgo and Molina contracts; Agendas; Sign-ins; Kilgo data analysis documents; content department meeting agendas; Lesson plans	Improved Learning Walk instructional practices report data; improved benchmark scores, increased passing rates, increased TAKS scores	Principal; Campus Instructional Coordinator
TAKS	Instruction	Data Driven Instructional Decisions	CIC and District science, reading, ESL and math teacher specialists will utilize an agenda for weekly classroom observations and planning with 8th grade science, 6th - 8th grade reading, ELA, and math teachers and the ESL teacher weekly to focus on targeted TEKS, instructional delivery, and assessments. Submit a completed meeting protocol to principal after each meeting.	Sign-ins; Agendas; weekly lesson plans; meeting protocol; Learning Walk Analysis Reports	Increase in Learning Walk positive data (cooperative learning, Marzano's; whole vs. small group instruction, etc.); improved FMA and mini assessment results; Improved TAKS scores	Principal; Assistant Principal; Campus Instructional Coordinator
TAKS	Instruction	Monitoring / Evaluation of Quality	Monitor students who scored below the state required scale score in science, reading and math for 2010 in attendance, content mini assessments, FMAs and benchmarks, suspensions, and disciplinary referrals	Student Level Review document and updates	Improved FMA, mini assessments, and benchmark assessment scores in science, reading, and math; Improved TAKS scores	Principal, Assistant Principal, Campus Instructional Coordinator

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TAKS	Curriculum_Assessment	Assessment Development	CIC and District teacher specialists will develop and coordinate formative assessments (mini assessments) for 8th grade science, 6 - 8th reading and 6-8th grade math First Nine Weeks - every three weeks; Second Nine Weeks - every two weeks; Third Nine Weeks - every two weeks; Fourth Nine Weeks - every two weeks.	Formative Mini Assessments	Improved FMA, mini assessment and benchmark scores; improved TAKS scores	Principal; Assistant Principal, Campus Instructional Coordinator
TAKS	Instruction	Targeted Professional Development (PD) with Support	Provide embedded professional development to math, reading and science teachers bi-monthly on TEKS to be taught for the month, data analysis, essential questions, lesson cycle, and instructional strategies. PD collaboration between Science Department and Region XX.	Professional Development and Follow-up Plan; Agendas, Sign-ins,	Improved Learning Walk instructional practices report data	Principal, Assistant Principal, Campus Instructional Coordinator
TAKS	Instruction	Ongoing Monitoring of Instruction by Administrators	Each administrator and CIC will conduct 25 Learning Walks weekly and provide weekly teacher feedback and coaching.	Learning Walk Reports	Improved Learning Walk instructional practices report data	Principal, Assistant Principal, Campus Instructional Coordinator
TAKS	Instruction	Data Informed Instructional Placement	Review 2010 TAKS results to identify students who did not meet state standards in reading and math and schedule them in in reading and math intervention classes	Student schedules; classroom rosters	Improved mini assessments, FMAs and benchmarks; Increased TAKS passing rates	Principal, Assistant Principal
TAKS	Instruction	Targeted Professional Development (PD) with Support	Wheatley MS will utilize campus funds to hire a writing trainer focused writing professional development. Professional development will be offered after school and on Saturdays with a focus on writing as a process, 7th grade TAKS, TEKS-based writing instruction, and writing across the curriculum.	Writing professional development written agreement, year-long plan and calendar; professional development modules and agendas, teacher sign-ins, student products: narrative and informational	Increase evidence of writing in weekly lesson plans; increase in score point 3s on student compositions; student compositions across all content areas; increase TAKS scores	Principal, Campus Instructional Coordinators
TAKS	Instruction	Active Learning	All students will maintain a content journal or notebook that reflects on-going student learning with a direct connection/verification to each day's TEKS objective / student learning.	Lesson plans; student journals	Improve mini assessments, FMAs and benchmarks; Increase TAKS passing rates	Campus Instructional Coordinator

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TAKS	Culture_Climate	Academic Focus	Teachers will create a print-rich classroom that demonstrates and supports on-going TEKS-based learning.	Learning Walk Reports;	Improved mini assessments, FMAs and benchmarks; Increased TAKS passing rates	Campus Instructional Coordinator
TAKS	Instruction	Differentiation to Meet Needs	Special Education Supervisor will meet with special education teachers weekly to address special education modifications; Supervisor will observe and provide feedback and support for classroom teachers as identified.	Meeting Agendas; sign-ins; classroom observation documents/feedback; Special Education Campus Visit feedback form.	Improved mini assessments, FMAs and benchmarks; Increased TAKS passing rates for special education students	Principal, Assistant Principal, Special Education Lead Teacher
TAKS	Curriculum_Assessment	Data-Driven Decision-Making	Student Level Review (SLR) document will identify be created and maintained to monitor all students who did not meet intervention VSS/SS and/or is in danger of not passing the TAKS science test or of dropping out of school.	SLR document and updates; SLR meeting notes;	Improved mini assessments, FMAs and benchmarks; Increased TAKS passing rates	Principal; Assistant Principal; Campus Instructional Coordinator; Counselors
Dropout	Academic_Support	Computer-Assisted Instruction	Implementation of the middle school SOAR Program (Student Opportunities for Academic Results). Middle school overaged students will be targeted for accelerated instruction through a self-paced, individualized, online learning program that will allow students to earn credit for high school courses. The goal of the program is for these students to be more inline with their cohort once they enter high school and ready to graduate after 4 years.	Students will be tracked and the number of credits earned will be monitored each semester.	Reduce dropout rate for overaged middle school students.	Principal; Office of Secondary Initiatives and Leadership Executive Director will monitor and review progress.
Dropout	Adult_Advocate	Counselor/Advisor	Counselors will meet with identified students (SLR, disciplinary and attendance) in small groups or individually each six weeks to discuss attendance, discipline and academics	Counseling List; Scheduled Meeting Dates; Agendas, Sign-ins	Increased attendance rate, Decreased disciplinary referrals, Improved mini assessments, FMAs and benchmarks; Increased TAKS passing rates	Counselors

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Dropout	Behavior_Social_Skills	Family Engagement	Administrators will discuss attendance and academics with parents each time they conference regarding behavioral issues (special attention to students on the SLR)	Parent Conferencing Logs	Decrease in referrals; Increase in attendance; improved mini assessment, FMAs and benchmark scores; Increased TAKS passing rates	Principal; Assistant Principal
Dropout	Adult_Advocate	Local Campus Support Team	Campus Drop Out Prevention Teams will be created to review students that withdrew the previous school year as "potential dropouts" based on the PEIMS defined dropout codes. The Campus Leaver Team will meet weekly to review the status of every potential dropout from the previous school year through the end of the school start window. Staff will work collaboratively to identify and locate students via the PET system, house visits, phone calls, interviews, etc. All potential dropout students will be encouraged to return to school or offered support to locate an alternative setting which meets their needs. After the school start window, the team will meet every two weeks to review current year leavers, determine if court cases have been filed, and to turn over students as needed to the dropout specialist for follow-up. The campus team will also verify records to ensure that graduates and continuers, as well as dropouts, are coded correctly for PEIMS.	Sign-in forms for all meetings. Print outs for each meeting will also be maintained in a folder, available for review.	Decrease in dropout rate	Principal, registrars, data clerks, counselors, attendance auditors and district representative (encourager). Office of Secondary Initiatives and Leadership Executive Director will monitor and review progress.

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Dropout	Rigorous_Instruction	Access to Rigorous Curriculum, Effective Instruction, and Timely Formative Assessment	High School principals trained in Data Wise will facilitate data analysis and instructional alignment activities at monthly principals' meetings. Student performance, including at-risk will be analyzed from the primary to 12th grade. The activities will include identification of strengths and deficits by content in the feeder patterns. Wheatley MS principal will conduct campus activities to address the high school deficits by studying the specific TEKS from high school through kinder. Over the course of the year, the instructional activities will be vertically aligned with the high school deficits by content. The Wheatley Middle School principal, in collaboration with his feeder elementary school principals, will devise transition plans to ensure that at-risk students successfully move from 5th to 6th and 8th to 9th grade and are strategically scheduled into strong Tier I, II, and III classrooms.	Principal meeting agendas will reflect cluster vertical alignment activities and campuses will create vertical analysis documents with cluster instructional action plans. Principals will present the plans in the vertical team meetings for discussion and further vertical alignment with the high school TEKS deficits. The discussion and plan development will ensure the instruction is in line with the TEKS.	Decrease in the number of students placed in next grade level without mastering requisite knowledge and skill assessed on state exams. Increase in benchmark and TAKS scores by TEKS targeted. Increase in scale score averages by content. Increase in TAKS commended scores by content.	Campus principals and Leadership Executive Directors will monitor and review progress.