

School Improvement Plan (SIP)

LEA Name: Trinidad ISD	Campus Name: Trinidad School
CDN: 107907	Campus Number: 001
Date: 10/12/2011	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)).

Economically Disadvantaged students in 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.

1) A curriculum based assessment will be given each grading period in core subjects. 2) A minimum of 2 benchmarks will be administered in all state assessment subjects/grade levels (Fall & early Spring). 3) CSCOPE assessments will be used periodically in core subject areas to check student progress in TEKS mastery. 4) Documented mastery levels in DMAC will be used to drive student intervention.

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	Using the scope and sequence from CSCOPE, teachers will identify the specific TEKS to be taught in the lesson plan and the objectives and student expectations as identified for students.	Lesson plans and walk-throughs document the displaying of TEKS objectives and implementation of CSCOPE scope and sequence.	TISD expects to see evidence (documentation) of CSCOPE driving lessons. We see this enhancing each teacher's ability to teach with depth & appropriate rigor.	Corey Jenkins, Pam Glover, J. Tackitt, D. Tart, K. Ray, D.Boatright, J. Maze, J. Martin, T. Storment, M. Mizzell, R. Pate, S.Cross
TAKS	Instruction	Monitoring / Evaluation of Quality	Classrooms monitored on a regular basis by administration.	Presence of Walkthrough tool and evaluation documents in teacher files.	We expect an increase in bell to bell instruction and authentic student engagement as evidenced in documentation of walkthrough tool.	Corey Jenkins, Pam Glover
TAKS	Student_Support	Effective Intervention Strategies	A daily 30 minute intervention period was incorporated within the master schedule to allow teachers daily contact with students needing intervention.	Master Schedule	Increased student learning as evidenced by higher performance (a minimum of 70%) on assessments.	Corey Jenkins, J. Tackitt, D. Tart, K. Ray, D.Boatright, J. Maze, J. Martin, T. Storment, M. Mizzell, R. Pate, S.Cross
TAKS	Culture_Climate	Safe and Orderly School with Effective Discipline Management	Development of campus wide effective communication with teachers working with the principal to handle discipline.	Discipline documentation and meeting agenda and minutes, notes etc.	Decreased number of contacts made for discipline issues.	Corey Jenkins, Pam Glover, Kevin Ray, John Trammel
TAKS	Parents_Community	Parent Involvement	Redesign of system to ensure additional communications to parents by using adopted template that is required to be sent to any parent of a failing student. (Communication/documentation)	Logs from use of template will be used for verification of parent contact.	We expect to see an increasing number of parents on campus and engaged in meetings, planning sessions, and parental development.	Corey Jenkins, Pam Glover, J. Tackitt, D. Tart, K. Ray, D.Boatright, J. Maze, J. Martin, T. Storment, M. Mizzell, R. Pate, S.Cross
TAKS	Curriculum_Assessment	Assessment Development	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.	Corey Jenkins, Pam Glover
TAKS	Culture_Climate	Professional Learning Community	Science teacher teams will 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. The target group will be specifically monitored to ensure the success of all.	Meeting minutes and agenda.	Students will score at least 70% on common science assessments; those who score lower are identified as struggling students and are assigned to interventions.	Corey Jenkins, Pam Glover, all PLC team members to include all Science teachers district-wide.
Select One	Select One	Select One				
Select One	Select One	Select One				
Select One	Select One	Select One				
Select One	Select One	Select One				

