

School Improvement Plan (SIP)

LEA Name: Mount Calm ISD	Campus Name: Mount Calm Elementary and High School
CDN: 109910	Campus Number: 101 and 002
Date: 10/14/2011	Date SIP was Approved by Local Board: 10/19/2011

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)).

Elementary: All Students in Math and Science; High School: All Students in Math, Science and Social Studies

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.

Administer C-SCOPE assessments at the end of each 6 week grading period in grades 3 - 11 in Math, Science, Reading and Social Studies. Mock STAAR-like locally developed benchmark in December and in February.

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	Data-Driven Decision-Making	C-SCOPE assessments will be given as benchmark tests at the end of each 6 weeks grading period. Teachers will analyze the data and collaborate with other teachers and administrators. Tutorials and reteaching based on this analysis with Response to Intervention. (RTI)	Results from scored benchmarks or other evaluation assessments are analyzed and Tier 2 and Tier 3 groups are created. Results of benchmarks and list of RTI groups turned in to principal.	Increased benchmark scores from baseline. Student performance increased as evidenced by improvement from December benchmark as compared with February benchmark. EOY improvement in standardized test scores.	Benchmark tests, scantron, data analysis worksheet. Training and supplies for tutorials. Teacher tutorial record notebook.
TAKS	Curriculum_Assessment	Curriculum Sequence / Pacing	Using the scope and sequence from C-Scope, teachers will identify the specific TEKS to be taught in the lesson plan and the derivative objectives and student expectations.	Lesson plans and walk-throughs (biweekly) document the displaying of TEKS objectives (learning objective for the day) and implementation of scope and sequence.	Classroom and common assessments and formative results indicate student understanding of the TEKS objectives.	TMSDS, C-Scope, Eduphoria, and other sources of TEKS-based, STAAR-like questions as sources of appropriate common assessment questions.
TAKS	Curriculum/Assessment	Targeted Professional Development (PD) with Support	Provide professional development on the use of the Eduphoria system to disaggregate assessment data. Teachers will use data to adjust instructional strategies and provide names for RTI groups.	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.	Eduphoria system; Principal; Counselor
TAKS	Culture_Climate	Safe and Orderly School with Effective Discipline Management	Clearly defined discipline plan with specific consequences across grade levels and consistently enforced within one day of referral. Revised referral forms.	Discipline referral/consequences records. Analyze referrals for trends to address with students, parents and teachers.	Reduction in number of office referrals.	New referral forms printed. Detention Activity for students. Teachers and administrator.
TAKS	Culture_Climate	Student / Staff Attendance	Enforce tardy and truancy policies. Students with 3 consecutive absences must attend tutorial or teacher conference. Enforce detention for tardies. (3 tardies=detention) Rewards for perfect attendance for students (3 tardies = 1 absence for reward system)	Attendance records by PEIMS. Detention and Rewards records as evidenced by office records.	Improved attendance as evidenced in PEIMS. Lower tardies as evidenced by office records. Improved grades and test scores as evidenced on reports cards and benchmarks.	New forms for attendance/tardy record keeping. Detention activity for students. Items or activities for rewards. Administrators, Office Staff and Teachers
TAKS	Positive Behavioral Support	Teachers contact each parent at least once per six weeks with POSITIVE comments by phone, in person, or through teleparent.	Contact log or teleparent records.	Reduction in discipline referrals as evidenced by PEIMS and office records.	Teleparent training for teachers; District-wide contact logs/notebook; Teachers are responsible	Teleparent training for teachers; District-wide contact logs/notebook; Teachers are responsible

