

School Improvement Plan (SIP)

LEA Name: Cotton Center ISD	Campus Name: Cotton Center
CDN: 095902	Campus Number: 095902001
Date: 10/7/2011	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)).

Area of low performance--Mathematics; Hispanic and economically disadvantaged population 3rd through 11th grade

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.

Monitoring Curriculum Based Assessments and grades every six weeks; benchmarking with the Texas Math and Science Diagnostic System three times a year

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	Integrated / Interdisciplinary	Teachers will provide daily math bell ringers at the start of each class that include released TAKS/STAAR questions	Teachers will provide daily bell ringers; administrator will make regular observations through informal walkthroughs and timely feedback; bell ringers will be submitted at the end of each week	Math teachers will assess student success of bell ringers as tied to observation of critical thinking and problem solving skills every three week period	Math and technology resources; teachers and administration responsible
TAKS	Instruction	Data Informed Instructional Placement	In addition to CSCOPE Math teachers will implement A+ K-12 and Adult Learners assessment & curriculum courseware for 1st through 12th Grade	Math teachers will identify skill mastery and deficiencies according to set standard; target assigned curriculum to student needs; diagnostic and ongoing assessment reports will be used to verify implementation	Math teachers will provide post-testing to determine impact of courseware; teachers will submit results through gradebook or other sources of data on a six weeks basis	A+ courseware will be provided through Algebra I Readiness Grant; math teachers and administration responsible
TAKS	Instruction	Collaborative Planning	Math teachers for 2-11 will meet weekly to disaggregate data, study TEKS, plan lessons a week at a time, reflect on previous lessons, analyze student work, and determine appropriateness of research-based lesson	Time will be scheduled into regular day; teachers will provide an agenda with minutes to be submitted to administrator	Impact will be determined by teacher self reflections, curriculum based assessments, grades, and improved STAAR scores	Flexible scheduling will be provided; math teachers and administration will be responsible
TAKS	Student_Support	Extended Learning Opportunities	Students will be provided 40 minutes of extended learning time and be allowed to explore mathematical ideas, summarizing mathematical concepts, and discussing mathematical issues	ELT will be scheduled as part of the regular school day during 7th period. Math will be provided one day a week for low performing students in grades 3-5; math will be provided five days a week for low all students grades 6-8; math will be provided one day a week for low performing students for grades 9-11	Impact will be determined by curriculum based assessments, cycle grades, and STAAR/TAKS scores	Provided during 7th period in master schedule and technology; ELT teachers; administration responsible
TAKS	Culture_Climate	Inviting / Respectful Climate	Counselor will implement Character Count education through activities and rewards; curriculum will be intertwined throughout the year through various activities	Evidence of implementation will be determined by sign-in sheets for activities, scheduled events on the calendar, improved attendance, and decreased discipline incidents	Impact will be measured by parent, student, and staff surveys	local funds will provide for "Character Counts" activities; counselor, teacher, and administrator will be responsible

