2010-2011 School Improvement Plan (SIP)

LEA and Campus Information			
LEA Name:	San Antonio ISD	**Campus Name:**	Jefferson High School
CDN:	015907	**Campus Number:**	007
Date:	10.5.10	**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)).

Formerly AU for completion rate.

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.

Administer Campus-based Assessments at the end of each nine weeks; administer district-created Formative Mini-Assessments (FMA) as scheduled (4th and 8th week in first grading period, 4th - 6th week in second grading period, 5th week in third grading period, and not applicable in the fourth grading period).

Section III: SIP Development

Performance	Major System	Components	Strategies, Initiatives, and Redesign	Evidence of	Evidence of Impact	Resources Required and
Completion	Other_Completion	Other High School Completion and Success Initiatives as Approved by the Commissioner of Education	Attendance will be taken by teacher every period and mark students absent or tardy through the GATS system. Students will bring a note after absence to the Attendance Clerk who will issue admit to class which will then be signed by all teachers. At end of day, the student's last teacher will turn in admit to the attendance office to keep for documentation. At end of the week, teachers will sign a verification report.	Attendance Rosters, GATS Reports, Verification Reports	Increase in attendance rate	Attendance Clerk, Mayra Hernandez, Joanne Cockrell
Completion	Personalized_Environment	Change in School Structure	Following the student's 2nd absence in a nine week period, the teacher will call parent. After 3rd absence student will be referred to AP who will require a parent conference. After school detention could be assigned at this time or in the future. If absences continue, charges will be filed.	Phone Logs, AP Referral, Detention List, Court Cases	Increase in attendance rate	Attendance Clerk, Attendance Auditor, Joanne Cockrell

Performance	Major System	Components	Strategies, Initiatives, and Redesign	Evidence of	Evidence of Impact	Resources Required and
Completion	Instruction	Data Driven Instructional Decisions	Department will meet monthly to conduct instructional planning. Collaborative meetings with CIC will be held to disaggregate and analyze data by content, teacher, student sub-populations, and objectives as well as conduct lesson planning. Teaching strategies such as bell-to-bell instruction and writing across the curriculum to demonstrate content learning are essential.	Department Meeting Agendas, CIC Collaboration Meeting Agendas, Learning Walks, Lesson Plans	Increased student scores on FMAs and Common Assessments as well as TAKS	CICs and Core Department Chairs
Completion	Academic_Support	Tutorials	Teachers will identify students with excessive absences as well as determine student needs by reviewing instructional calendars. A campus-created template will be filled out, signed by both teacher and student, and will be either sent to after school tutoring or used by the teacher for personal tutoring.	Completed template with areas of need clearly indicated	Increased student attendance for targeted students	APs, teachers
Completion	Other_Completion	Other High School Completion and Success Initiatives as Approved by the Commissioner of Education	Creation of a Leaver Team to meet weekly and ensure that all students who leave Jefferson HS have met with principal and that we have accurate information concerning where the student is leaving to. If after three days no contact has been made by the receiving entity, a process begins to track student and either have the student return or ensure the student enrolls at receiving entity.	Leaver Meeting Minutes and Sign In Sheet	Increase in attendance rate, Decrease in number of students leaving school	Joanne Cockrell, Leaver Team

Performance	Major System	Components	Strategies, Initiatives, and Redesign	Evidence of	Evidence of Impact	Resources Required and
TAKS	Student_Support	Effective Intervention Strategies	Creation of TAKS Intervention classes for students who scores less that a 2150 on the Math, ELA/Reading, or Science in all grade levels and for 12th grade only in Social Studies. Creation of sheltered classes for ELL students in all core areas. All interventions/sheltered classes will implement programs/curriculums with fidelity.	Master Schedule, Class lists; Learning Walks, Implementation Rubrics	Increased student scores on TAKS exam	Joanne Cockrell, CICs
TAKS	Instruction	Instructional Processes / Pedagogy	Collaboration by the CIC and AP in determining teacher's problematic areas by using the "Look For" chart. This collaboration will lead to departmental, campus, or individual professional learning. Training will be provided to new teachers and any others who are in need of training in the SIOP model, Marzano's Essential Nine, and working with at-risk students.	"Look For" charts filled out by AP and CIC, Professional Learning Agendas and Sign In Sheets, Professional Learning Certificates	Increased student scores on FMAs and Common Assessments as well as TAKS	APs and CICs
TAKS	Instruction	Active Learning	Every student will keep a math/science journal/binder to organize and archive work and learning.	Monitoring of student journals	Student organization, and instructional evidence	Joanne Cockrell, Greg Rivers, Judy Torres, math and science teachers
TAKS	Instruction	Student Centered / Empowered	Create a print rich math environment of student work in each math/science classroom	Classroom Walkthroughs	Positive Classroom Environment	Joanne Cockrell, Greg Rivers, Judy Torres, math and science teachers
TAKS	Instruction	Data Driven Instructional Decisions	Conduct math department meetings weekly by course to analyze data using Kilgo, Agile Minds, and/or Skills Corner.	Department Meeting Agendas and Sign In Sheets	Increased student scores on FMAs and Common Assessments as well as TAKS	Joanne Cockrell, Greg Rivers, math teachers
Completion	Personalized_Environment	Academic and Community Support for Success in College Preparatory Classes	Creation of an ROTC Leadership course for all 9th graders who are not in Band, Athletics, or Pep Squad, addition of ROTC instructor	Class List, Master Schedule	Increase in ROTC membership, increase in number of students taking Pre-AP and AP courses in 2011 - 2012	Col. Chavis, addition of Sgt. Kelley

Performance	Major System	Components	Strategies, Initiatives, and Redesign	Evidence of	Evidence of Impact	Resources Required and
Completion	Personalized_Environment	Change in School Structure	Addition of clubs and organizations for the students as well as reinvigoration of existing clubs and organizations by changing sponsors	Master schedule, Names of new clubs and organizations with sponsors names, names of students in clubs and organizations	Increased membership in the clubs and organizations	Joanne Cockrell, Master Scheduler, APs, club and organization sponsors
Completion	Behavior_Social_Skills	Behavioral Interventions	Creation, implementation, and monitoring of a uniform Discipline Plan for Jefferson HS that all adults, parents, and students understand and can adhere to and aligns to district disciplinary procedures.	Copy of the procedures, Signed Forms by parents and students, Agenda from Faculty Meetings, AP Discipline Logs, Teacher Phone Logs	Decrease in the number of discipline referrals to APs	Joanne Cockrell, APs
TAKS	Student_Support	Data Driven / Timely / Targeted Support	Upon returning from an alternative setting, the student and parent will conference with Ms. Cockrell, principal, and the appropriate Assistant Principal. The previous placement will be contacted for grades. A schedule will be created for new students and returning students will continue with their previous schedules. Any FMAs or common assessments given while the student was in an alternate setting will be given to determine areas of TEKS/academic deficiency. Teacher will create lessons and either tutor the student personally or have the student attend after school tutorials. The same documents will be used as for those students with excessive absences.	Record of conference, receipt of grades, completed template with areas of need clearly indicated	Increase in academic grades, increase in TAKS scores	Joanne Cockrell, counselor, Y. Johnson, teachers

Performance	Major System	Components	Strategies, Initiatives, and Redesign	Evidence of	Evidence of Impact	Resources Required and
Completion	Other_Completion	Other High School Completion and Success Initiatives as Approved by the Commissioner of Education	Reorganizing the counseling department whereby each counselor is assigned a grade level/cohort that they are responsible for. They will move with the cohort, building relationships as they work with the students on their 4-year plans which is updated twice a year. Additional responsibilities are specific to their cohort as much as possible. Counselors are either lead or a member of teams that determine RTI, 504, dyslexia, LEP, and Sp. Ed. placement.	Counselor Responsibilities, 4-year plans, Student AARs	4-year plans are up-to-date, AARs are complete and accurate, Agenda and/or sign in sheets from meeting for RTI, 504, dyslexia, LEP, and Sp. Ed., correct placement of students in their cohort	Joanne Cockrell, counselors
Completion	Other_Completion	Other High School Completion and Success Initiatives as Approved by the Commissioner of Education	Creation of an administrative cohort to include one assistant principal, one CIC, and one counselor per grade level as well as core and non-core departments. Schedule collaborative meetings to identify and discuss targeted groups of students, attendance, data analysis, progress, and interventions.	Flow chart of administrative cohort, responsibilities of each entity in cohort, agendas, minutes	Increase in student academic grades, increase in TAKS scores, decrease in absenteeism, decrease in number of discipline referrals, decrease in number of students leaving school	Joanne Cockrell, APs, CICs, and Counselors
TAKS	Student_Support	Data Driven / Timely / Targeted Support	Complete, update, and analyze the Student Level Review for math for 2010-2011 school year for student support.	Student Level Review, SLR Meeting notes	Increase in student academic grades, increase in TAKS scores	Joanne Cockrell, Greg Rivers, math teachers
TAKS	Curriculum_Assessment	Monitoring / Evaluation of Curriculum Implementation	Administer a campus ELA, math, science, and social studies common assessment over TEKS and district FMA.	common assessments and FMAs	Increase in student academic grades, increase in TAKS scores	Joanne Cockrell, CICs, core teachers
TAKS	Instruction	Rigorous and Relevant	Require that all work be shown/proven when applicable	Monitoring Student Work Samples	Increased rigor rate of student work	Joanne Cockrell, CICs, core teachers

Performance	Major System	Components	Strategies, Initiatives, and Redesign	Evidence of	Evidence of Impact	Resources Required and
Completion	Adult_Advocate	Local Campus Support Team	Review failure reports at end of each semester and inform failing students of options. Keep parents informed of student at risk of failing, dropping out, attendance, not graduating, TAKS performance.	phone logs, notes from meetings, counselor referral, attendance referral	Increase in student academic grades, increase in TAKS scores, decrease in absenteeism, decrease in number of discipline referrals, decrease in number of students leaving school	Joanne Cockrell, APs, CICs, and Counselors

2010-2011 School Improvement Plan (SIP)

LEA and Campus Information			
LEA Name:	San Antonio Independent School District	**Campus Name:**	Davis Middle School
CDN:	015907	**Campus Number:**	015907043
Date:	10/12/2010	**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)).

Areas of low performance include Math and Science which would have been unacceptable without the Texas Projection Measure (TPM). Campus is also in Stage 0 for Special Education-Reading.

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

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	Curriculum_Assessment	Alignment – TEKS / Vertical / Horizontal	CIC will meet and plan with 8th grade science and 6th-8th grade math teachers weekly to focus on targeted TEKS, instructional delivery, and assessments. Submit a completed meeting protocol to principal after each meeting.	Meeting protocol; improved assessment results	Shared instructional focus, Improved FMA results, benchmarks, and TAKS passing rates.	CIC

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	Instructional Processes / Pedagogy	Provide a common planning period and collaborative meeting time within the master schedule for 8th grade science and 6th - 8th grade math teachers	Master schedule	Improved collaboration, shared instructional focus, better intsruction, improved understanding of TEKS	Principal; district master scheduler
Dropout	Other_Dropout	Other High School Completion and Success Initiatives as Approved by the Commissioner of Education	Revisit attendance procedures; look for data-quality errors	Review teacher attendance practices; Leaver reports	Reduced PEIMS errors	AP's; Attendnace clerk, District Attenandance auditor
TAKS	Culture_Climate	Safe and Orderly School with Effective Discipline Management	Restructure lunch schedule from two lunches to three	Bell schedule	Orderly lunch processes, reduced discipline referrals	Principal, Assistant principal, Administrative assistants
TAKS	Other	Change Management / Leadership	Restructure of administrative team to provide specific grade-level administative duties/support to oversee grade level attendance , discipline, academic performance.	Duty Assignment list	reduced discipline referrals, improved student behavior	Principal
TAKS	Culture_Climate	Relationships	Principal will produce bi-weekly bulletin addressing campus/instructional expecations, issues and concerns.	Copies of newsletter/bulletin	Improved communication, understanding and support of campus instructional focus and mission	Principal
TAKS	Curriculum_Assessment	Formative Assessment to Guide Instruction	CIC will develop and coordinate formative (mini-assessments) for 8th grade science and 6th-8th grade math - every three weeks 1st semester, every 1-2 weeks 2nd semester	Copies of formative assessments	Improved data to guide instructional practices, imrpoved TAKS passing rates	CIC

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	Student_Support	Monitoring of Implementation	Monitor students who scored below the state required scale in math for 2010 in attendance, math, and science mini-assessments, benchmarks, suspensions, and discipline referrals (SLR)	Student Level Review documents and updates	Improved FMA results, mini-assessments, benchmarks, and TAKS passing rates.	Principal, Assistant Principal, Assistant Administrators, CIC
TAKS	Instruction	Targeted Professional Development (PD) with Support	Provide embedded professional development to math and science teachers bi-monthly on TEKS to be taught for the month, data analysis, essential questions, lesson cycle, instructional strategies	Agenda sign-ins	Appro ved learning walk instructional practices report data	principal, assistant principal, campus instructional coordinator
TAKS	Curriculum_Assessment	Monitoring / Evaluation of Curriculum Implementation	District science specialist will meet with 8th grade science teachers weekly and assist with planning, instruction, science TEKS, introduction of science TEKS changes, resources	Agendas, sign-in logs	Improved FMA results, mini-assessments, benchmarks, and TAKS passing rates.	Principal, Assistant Principal, Assistant Administrators, CIC
TAKS	Curriculum_Assessment	Curriculum Sequence / Pacing	Develop a focused TEKS instructional calendar monthly with science and math teachers to ensure understanding of teaching expectations, identified testable TEKS ,and accountability.	Agendas, sign-ins, content/grade specific calendars	Improved FMA results, mini-assessments, benchmarks, and TAKS passing rates.	Principal, Assistant Principal, Assistant Administrators, CIC
TAKS	Curriculum_Assessment	Monitoring / Evaluation of Curriculum Implementation	8th grade science teachers and 6th – 8th grade math teachers will participate in 1/2 day pullout sessions each 9 weeks for planning, data analysis, TEKS review, looking for causal factors, developing interventions	Agendas, sign-in logs	Improved FMA results, mini-assessments, benchmarks, and TAKS passing rates.	Principal, Assistant Principal, Assistant Administrators, CIC

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	Student_Support	Effective Intervention Strategies	8th grade science TAKS classes and 6th – 8th grade math TAKS classes will be offered to identified /targeted for science improvement students.	Master schedule	Improved FMA results, mini-assessments, benchmarks, and TAKS passing rates.	Principal, Assistant Principal, Assistant Administrators, CIC
TAKS	Culture_Climate	High Expectations	Revisit school attendance policy and teacher and staff attendance improvement expectations.	Meeting agendas, sign-ins	Imrpoved teacher and staff attendance	Principal
TAKS	Student_Support	Monitoring of Implementation	Implement a “no pass during the first 20 minutes of ADA reporting policy” to ensure every student is accounted for.	Student tardies	Reduced student tardies, increased attendance	principal, assistant principal, administrative assistants
TAKS	Culture_Climate	Relationships	Create an attendance committee to recommend attendance incentives.	Sign-in forms for committee, monthly ioncentive calendar	Improved attendance	Principal, Assistant principal, administrative assistants
TAKS	Culture_Climate	High Expectations	Each administrator and CIC will conduct 25 learning walks weekly	Learning Walk Reports	Improved learning Walk instructional practices report data	principal, assistant principal, campus instructional coordinator
TAKS	Instruction	Monitoring / Evaluation of Quality	Each CIC will provide walkthrough feedback and coaching to 5 math and 5 science teachers weekly.	Learning Walk Reports, Scheduled coaching conference	Improved learning Walk instructional practices report data	principal, assistant principal, campus instructional coordinator
TAKS	Culture_Climate	Teacher Talk	Inform all campus staff of state accountability rating , accountability standards, and sanctions for not meeting standards	Agendas, sign-in sheets	meet 2011 state standards for reading , math and science	Principal

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	Student_Support	Adult Advocate / Mentor / Advisor	Counselor will meet with students on identified list in small groups and/or individually each 6 weeks to discuss attendance, academics, discipline.	Councseling list, scheduled meeting dates, agendas, sign-in logs	Inreased attendance rates, decreased disciplinary referrals, improved mini assessments, FMAs and benchmarks, increased TAKS passing rates	Counselors
TAKS	Parents_Community	Parent Involvement	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 attendnace, imporoved mini-assessments, FMAs and benchmarks, increased TAKS passing rates	Principal, Assistant principal, administrative assistants
TAKS	Culture_Climate	Safe and Orderly School with Effective Discipline Management	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, walk-through feedback results.	Meeting calendar, sing-ins; meeting agendas with noted minutes	Increase in attendance, decrease in referrals, improved instructional focus and practices, improved Walk through data analysis	Principal, Assistant principal, administrative assistants
TAKS	Other	Change Management / Leadership	Develop a mentoring program for new teachers and provide professional development in areas of need: discipline, content, pedagogy, instruction, curriculum guides, district data management tools, special education modifications.		Improved learning Walk instructional practices report data, improved FMA results, mini-assessments, benchmarks, and TAKS passing rates.	Principal, Assistant Principal, Campus Instructional coordinator

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	Culture_Climate	Targeted Professional Development (PD) with Support	Provide professional development for staff on school culture ,effective discipline and behavior strategies,	Agendas, sign-in sheets	Increase in attendance, decrease in referrals	Principal, Assistant principal, administrative assistants
TAKS	Culture_Climate	Safe and Orderly School with Effective Discipline Management	Revisit , develop , and implement a consistent campus wide discipline policy	Discipline Policy	Decrease in referrals, increase in attendance, improved school culture	Principal, Assistant
TAKS	Instruction	Student Centered / Empowered	Every math and science classroom will display student work reflective of their learning.	Learning Walk Reports	Improved mini-assessments, FMAs and benchmarks, increased TAKS passing rates	Campus Instructional coordinator
TAKS	Instruction	Student Centered / Empowered	Every math and science student will have a learning journal to include daily objectives learned, notes, practice work, independent practice and a reflection.	Lesson plans and student journals	improved mini-assessments, FMAs and benchmarks, increased TAKS passing rates	Campus Instructional coordinator
TAKS	Culture_Climate	Student / Staff Attendance	Closely monitor attendance of students with behavioral issues that lead to suspension.	PEIMS six week report	reduced discipline referrals, increased attendance	principal,Assistant principal, administrative assistants

2010-2011 School Improvement Plan (SIP)

LEA and Campus Information			
LEA Name:	San Antono Independent School	**Campus Name:**	Lowell Academy
CDN:	015-907	**Campus Number:**	051
Date:	9/27/2010	**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)).

In 2009, Lowell Academy was rated Academically Unacceptable in the area of science (eighth grade) - All Student Group-44%; Hispanic Group-43%; Economically Disadvantaged-43% In 2010, the campus rating is Academically Acceptable (without TPM) in all areas; with TPM, the campus is Recognized. Science scores 2010- All Student Group -63%; Hispanic Group-62%; Economically Disadvantaged-63% (scores without TPM)

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.

Progress toward meeting performance standards will be measured with the following: 1) Science Pre-Assessment (eighth grade) 2)Campus Assessments and/or Benchmarks-every 3 weeks 3) District Assessments (8th Grade Science) - First Nine Weeks: Week 5 & 9- Formative Mini Assessments; Second Nine Weeks: Week 6- Benchmark (Released Science TAKS); Third Nine Weeks: Week 9-Benchmark (Released Science TAKS)

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	Instructional Processes / Pedagogy	Principal will schedule collaborative team meetings with 6th-8th grade science teachers twice a month 1) to develop shared purpose, vision, and expectations for student learning 2) to provide embedded professional development on best practice research, standards, curriculum, planning/developing interventions	Agendas/Sign in sheets; August - June - 2 times a month	Improved student performance on Campus assessments and/or benchmarks-every 3 weeks, District FMA/Benchmarks (Per district calendar); Improved climate, collegiality, team building; Improved teacher delivery and knowledge of instruction-weekly walkthroughs	Science teachers-6th-8th grade; M. Garcia-Principal; T.Graham-CIC

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	Culture_Climate	Safe and Orderly School with Effective Discipline Management	Implementation of Positive Behavior Intervention System campus wide	Required PBIS docmentation and forms-August-June	Reduction in discipline referrals; Improved student performance-FMA/Benchmarks	Teachers-6th-8th grade; M. Garcia-Principal; T.Graham-CIC
TAKS	Instruction	Instructional Processes / Pedagogy	Science teachers (6th- 8th)will meet weekly with district science teacher specialists 1) to develop a 9 week instructional calendar 2) to plan science lessons aligned with TEKS/District Curriculum guide, 3) to support continued use of Kilgo method to analyze TEKS so that instructional activities are to the depth and complexity of the student expectation, 4)to ensure coverage of all tested TEKS prior to TAKS (pace) and 5) for presentation of lessons by teachers to provide constructive feedback on instructional strategies and delivery	Lesson plans, Documentation of Teacher Specialist's visit, Walk throughs/observations; October-June; Weekly	Improved student performance on Campus assessments and/or benchmarks-every 3 weeks, District FMA/Benchmarks (per district calendar); Improved teacher delivery and knowledge of instruction (weekly walkthroughs)	Science teachers-6th-8th grade; M. Garcia-Principal; T.Graham-CIC; L. Soll-District science teacher specialist
TAKS	Instruction	Data Driven Instructional Decisions	Sixth- Eighth grade science teachers and district science teacher specialists will analyze data after the science preassessment and each FMA and Benchmark ; data will be used to identify non-mastered TEKS and create spiral for reteach/review in class, interventions and tutoring. Data will be disaggregated by teacher, student groups, indiv. students, objective	Data Meetings, Data Analysis Worksheets, Data Walls and/or data notebooks, lesson plans September-April	Improved student performance on Campus assessments and /orbenchmarks-every 3 weeks, District FMA/Benchmarks (per district calendar)	Science teachers-6th-8th grade; M. Garcia-Principal; T.Graham-CIC; L. Soll-District science teacher specialist
TAKS	Student_Support	Data Driven / Timely / Targeted Support	Science Intervention- Restructure master schedule to provide an additional 50 minute period daily of Academic Mentoring for (60) eighth grade science students who are at risk for failure (student groups, special education, LEP)	Lesson plans, Master Schedule, Attendance Records. October-June Daily	Improved student performance on Campus assessments and /orbenchmarks-every 3 weeks, District FMA/Benchmarks (per district calendar)	M. Garcia-Principal; T.Graham, CIC; Academic Mentoring teacher

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	Data Driven Instructional Decisions	Schedule common planning time for 6th-8th grade science teachers	Master Schedule	Observable consistency in 6th-8th grade science instructional practices (weekly walkthroughs) ;Improved student performance on Campus assessments and /or benchmarks-every 3 weeks, District FMA/Benchmarks (per district calendar)	Science teachers-6th-8th grade; M. Garcia-Principal; T.Graham-CIC; L. Soll-District science teacher specialist
TAKS	Instruction	Rigorous and Relevant	The Item Analysis will be used for Vertical alignment in science. 6th -8th teachers will analyze 8th grade data to create campus awareness of targeted objectives/Student expectations	Agenda (grade level, faculty, CLT); Item Analysis	Improved student performance on Campus assessments and /orbenchmarks-every 3 weeks, District FMA/Benchmarks (per district calendar)	Science teachers-6th-8th grade; M. Garcia-Principal; T.Graham-CIC; L. Soll-District science teacher specialist
TAKS	Instruction	Rigorous and Relevant	Administrators, CIC & District Science Teacher Specialist will observe 6th-8th grade science classes and provide feedback to ensure effective implementation of district science curriculum	District Teacher Specialists Campus Feedback forms; Walkthrough data reports (Eduphoria) August-June Weekly	Improved student performance on Campus assessments and/or benchmarks-every 3 weeks, District FMA/Benchmarks (per district calendar); Improved teacher delivery and knowledge of instruction (weekly walkthroughs)	Science teachers-6th-8th grade; M. Garcia-Principal; T.Graham-CIC; L. Soll-District science teacher specialist

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	Student_Support	Parent Involvement	Schedule campus parent nights- TAKS Parent Night, Parent Conference Night	Agendas/Sign in sheets; Two meetings per year	Improved student performance on Campus assessments and /orbenchmarks- every 3 weeks, District FMA/Benchmarks (per district calendar)	Teachers-6th-8th grade; M. Garcia-Principal; T.Graham-CIC
TAKS	Student_Support	Effective Intervention Strategies	Include student performance and attendance as part of every required parent conference	Parent Conference Form August-June	Improved student performance on Campus assessments and /orbenchmarks- every 3 weeks, District FMA/Benchmarks (per district calendar); increase in student attendance	Science teachers-6th-8th grade; M. Garcia-Principal; T.Graham-CIC
Dropout	Adult_Advocate	Counselor/Advisor	Counselor will use the Most At Risk List (MARS) to identify seventh and eighth grade students at risk for failure due to excessive absences, discipline issues, and/or academics. Counseling and/or mentoring services will be provided for intervention and support.	Documentation of attendance, frequency and duration of services per student (schedule of meetings, student sign in or attendance logs) August-June; minimun- every 6 weeks	Improved student grades-nine weeks; campus assessments- every 3 weeks, District FMA/Benchmarks (per district calendar); increase attendance- daily; decrease in referrals	Melissa F. -Counselor, David R.- Counselor; M. Garcia-Principal

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	Continuous Improvement Planning	Meet with non-AU core area teachers monthly to monitor and discuss expectations for the written, taught, and tested curriculum, provide support, share progress and communicate performance expectations	Agendas/sign in sheets-faculty meetings, CLT, team meetings; August-June-Monthly	Observable consistency in 6th-8th grade science instructional practices (weekly walkthroughs) ;Improved student performance on Campus assessments and /or benchmarks-every 3 weeks, District FMA/Benchmarks (per district calendar)	Teachers-6th-8th grade; M. Garcia-Principal; T.Graham-CIC
TAKS	Instruction	Instructional Processes / Pedagogy	Provide job-embedded professional development through additional planning time for science teachers, special education teachers and ESL teachers to work collaboratively with curriculum, instructional delivery, assessments, data analysis, and planning for students with special needs	Agendas/Sign in sheets; 2 times annually	Improved student performance on Campus assessments and/or benchmarks-every 3 weeks, District FMA/Benchmarks (per district calendar); Improved teacher delivery and knowledge of instruction (weekly walkthroughs)	Science teachers-6th-8th grade; M. Garcia-Principal; T.Graham-CIC; Special Education Teachers, ESL Teachers

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	Instructional Processes / Pedagogy	Implement the district mentoring program for new, inexperienced, and struggling teachers	Required Mentor documentation August-June	Teacher Retention; Improved student performance on Campus assessments and/or benchmarks-every 3 weeks, District FMA/Benchmarks (per district calendar); Improved teacher delivery and knowledge of instruction (weekly walkthroughs)	Principal-M. Garcia; T. Graham-Mentor Coordinator; Mentor Teachers
TAKS	Culture_Climate	Professional Learning Community	Engage in activities that demonstrate evidence that the campus is developing as a professional learning community and problem solving issues together- PBIS, MYP(Middle Years Program), CLT, Data Team, Review of professional literature on professional learning communities	Agendas/Sign in Sheets/Minutes; August-June; MYP-Unit Planners	Improved student performance on Campus assessments and/or benchmarks-every 3 weeks, District FMA/Benchmarks (Per district calendar); Improved climate, collegiality, team building; Improved teacher delivery and knowledge of instruction-weekly walkthroughs	Teachers-6th-8th grade; M. Garcia-Principal; T.Graham-CIC

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	Culture_Climate	Organization and Procedures	Evidence of effective practices- grading, attendance monitoring, classroom management, implementation of research based instructional strategies, IEPs/BIPs	Gradespeed-Attendance, grades;Referrals, phone logs,lesson plans-differentiation of instruction; Walk Throughs (weekly) ; August-June	Improved student performance on Campus assessments and/or benchmarks-every 3 weeks, District FMA/Benchmarks (per district calendar); Improved teacher delivery and knowledge of instruction (weekly walkthroughs)	Teachers-6th-8th grade; M. Garcia-Principal; T.Graham-CIC
TAKS	Other	Administrative Leadership	Develop a system which ensures purchases are aligned with campus needs assessment (curriculum and data analysis)	Alignment of Title I Needs Assessment, Budget and Expenditures; August - June	Improved student performance on Campus assessments and /orbenchmarks-every 3 weeks, District FMA/Benchmarks (per district calendar)	Principal-M. Garcia
TAKS	Student_Support	Extended Learning Opportunities	Provide after school programs which focus on academics, positive social interactions and responsible behavior-Challenge program, tutoring, athletics,Band,Choir,Orchestra, student council,UIL,One Act Play	Attendance records; August-June	Improved student performance on Campus assessments and /orbenchmarks-every 3 weeks, District FMA/Benchmarks (per district calendar)	Principal-M. Garcia, Sponsors of Organizations
TAKS	Student_Support	Effective Intervention Strategies	Reporting Absences- Teachers will post first period attendance by 8:55 daily. Attendance clerk will run GATS report daily and call homes of absent students to check on reason for absence before 10:00 a.m.	GATS, Recording System to monitor phone calls to home; Monitored weekly by Vice Principal	Reduction in student absences; Improved performance on campus assessments-every 3 weeks, District FMA/Benchmarks (per calendar)	Principal-M. Garcia, A. Contreras-Academic Dean; Teachers, M. Gutierrez - Attendance Clerk

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	Student_Support	Effective Intervention Strategies	Absence System- After each absence, students must bring a note to the attendance office and receive an admit slip; Teachers-1) will not allow students to return to class without this slip 2)will ensure students follow Makeup Work procedures 3) Call parents if student is absent for 3 or more consequtive days, 4) complete counselor referral for student with 5 or more absences in semester 5) complete administrative referral for 8 absences in a semester. Data Clerk will print excessive absence reports weekly and Academic Dean will review with principal.	Student Absence Notes File, Make up Work stations in classrooms, syllabus, teacher's phone logs, counselor referral slips, administrative referral slips;August-June; daily/ongoing; Print and review excessive absence reports weekly	Reduction in student absences; Improved performance on campus assessments- every 3 weeks, District FMA/Benchmarks (per calendar)	Principal-M. Garcia, A. Contreras- Academic Dean; Teachers, M. Gutierrez- Attendance Clerk
Dropout	Other_Dropout	Local Campus Support Team	Student Leaver Process- 1)Campus follow up needs to include a final check in PET system by the data clerk to show that once records had been requested and sent by the campus to the new school, the child actually enrolled and attended class. This will be tracked on the Student Leaver log; 2)Administrator will meet weekly with data clerk and twice a month with District Encourager to review student leaver log.	Student Leaver log; August-June; Weekly review; Documentation of District Encourager visit-sign in, phone log	Reduction in drop outs	Principal-M.Garcia; R. Gonzalez-Data Clerk; District Encourger

2010-2011 School Improvement Plan (SIP)

LEA and Campus Information			
LEA Name:	San Antonio Independent School	**Campus Name:**	Martin Luther King Academy
CDN:	015-907	**Campus Number:**	142
Date:	9/27/2010	**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)).

In 2009, ML King was rated Academically Unacceptable in the area of science- 48% All Student Group; 43% African American; 49% Hispanic; 83% White; 45% Economically Disadvantaged. In 2010, the campus rating without TPM is Academically Acceptable; with TPM the campus is Recognized- Science -65% All Student Group; 67% African American; 58% Hispanic; 83% White; 64% Economically Disadvantaged (scores without TPM)

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.

Progress toward meeting performance standards will be measured with the following - 1) Science Pre-Assessments for Fifth and Eighth Grade 2) Campus Science Assessments (5th & 8th) Weekly 3) District Assessments (5th & 8th Grade Science) - First Nine Weeks: Week 5 & 9- Formative Mini Assessments; Second Nine Weeks: Week 6- Benchmark (Released Science TAKS); Third Nine Weeks: Week 9-Benchmark (Released Science TAKS)

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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	Instructional Processes / Pedagogy	Science teachers (5th & 8th)will meet weekly with district science teacher specialists 1) to plan science lessons aligned with TEKS/District Curriculum guide, 2) to support continued use of Kilgo method to analyze TEKS so that instructional activities are to the depth and complexity of the student expectation and 3)to ensure coverage of all tested TEKS prior to TAKS (pace)	Lesson plans, Documentation of Teacher Specialist's visit, Walk throughs/observations; October-June, Weekly	Improved student performance on campus assessments (weekly) FMA/Benchmarks (District Calendar); Improved teacher delivery and knowledge of instruction (weekly walkthroughs)	Russell Perkins-eighth grade science Ana Coronado-fifth grade science; L. Soll, B. Brady-science teacher specialists, T. Wilson, CIC, N. Foley-Demby, principal

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	Data Driven Instructional Decisions	Fifth and Eighth grade science teachers and district science teacher specialists will analyze data after the science preassessment and each FMA and Benchmark ; data will be used to identify non-mastered TEKS and create spiral for reteach/review in class, interventions and tutoring. Data will be disaggregated by teacher, student groups, indiv. students, objective	Data Meetings, Data Analysis Worksheets, Data Walls and/or data notebooks, lesson plans; September-April	Improved student performance on campus assessments (weekly) FMA/Benchmarks (District Calendar); Improved teacher delivery and knowledge of instruction (weekly walkthroughs)	Russell Perkins-eighth grade science Ana Coronado-fifth grade science; L. Soll, B. Brady-science teacher specialists, T. Wilson, CIC, N. Foley-Demby, principal
TAKS	Instruction	Rigorous and Relevant	District teacher specialists will observe classroom instruction and provide coaching and feedback to science teachers (5th & 8th) weekly	District science teacher's campus visit feedback forms, October-June; Weekly	Observable improvement in the use of research-based instructional strategies by teacher (best practices) Weekly Walkthroughs; improved scores on campus/district assessment (weekly/per district calendar)	Russell Perkins-eighth grade science Ana Coronado-fifth grade science; L. Soll, B. Brady-science teacher specialists, T. Wilson, CIC, N. Foley-Demby, principal

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	Instructional Processes / Pedagogy	Principal, Assistant Principal and CIC will monitor implementation of the science curriculum and use of research -based strategies through learning walks (minimum 25 per week); Feedback will be provided in grade level/department meetings	Eduphoria data reports, Walk through logs-weekly, grade level/dept.agendas; August-June	Observable improvement in the use of research-based instructional strategies by teacher (best practices) Weekly Walkthroughs; improved scores on campus/district assessment (weekly/per district calendar)	N. Foley-Demby-Principal, J. Johnson-Assistant Principal,T. Wilson- CIC Teachers-Perkins, Coronado
TAKS	Student_Support	Data Driven / Timely / Targeted Support	Student data will be used to identify students who are struggling and at risk for failure (student group, special education, and eighth graders who failed the fifth grade science test). Science teachers will provide multiple opportunities for students to attend interventions that target non-mastered TEKS-1) 8th science students breakfast tutorial from 7:30-8:10 on Monday, Tuesday, Friday to target students who can not come after school or Saturdays 2) After school tutoring (weekly) - 5th(2 days) 8th (3 days); athletics will be after tutoring 3) On designated Saturdays, students will be invited based on need; intervention will address targeted objectives	Attendance records - intervention, tutoring, Saturday school; Data walls/notebooks; September-April	Improved student performance on campus assessments (weekly), FMA/Benchmarks (per district calendar)	Russell Perkins-eighth grade science Ana Coronado-fifth grade science; L. Soll, B. Brady-science teacher specialists, T. Wilson, CIC, N. Foley-Demby, principal

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	Student_Support	Effective Intervention Strategies	Campus will offer attendence incentives to students who attend tutorials- 1) Saturday school- Food and free dress pass 2) School wide rewards program for attending all assigned tutoring sessions per week (example-free dress pass, store coupons, free homework pass)	Attendance records - intervention, tutoring, Saturday school; Data walls/notebooks; September-April	Improved student performance on campus assessments (weekly), FMA/Benchmarks (per district calendar)	Russell Perkins-eighth grade science Ana Coronado-fifth grade science; L. Soll, B. Brady-science teacher specialists, T. Wilson, CIC, N. Foley-Demby, principal
TAKS	Student_Support	Effective Intervention Strategies	Campus counselor will identify and provide individual and small group counseling for students at risk due to excessive absences/tardies, academics, and behavior (a minmum of every 9 weeks); Additional counseling services will be provided by Communities in Schools	Documentation of attendance, frequency and duration of services per student (schedule of meetings, student sign in or attendance logs) every 9 weeks August-June	Improved attendance, grades, behavior of identified students; Improved scores on campus assessments (weekly), FMA/Benchmarks (per district calendar)	S. Crockett-Counselor ; K. Gray-Communities in Schools,N. Foley-Demby, Principal
Dropout	Adult_Advocate	Mentor	Mentoring services will target 42 of the Most At Risk seventh and eighth graders and 48 At Risk third- eighth graders. Attendance, behavior and academics will be monitored throughout the year.	Documentation of attendance, frequency and duration of services per student (schedule of meetings, student sign in or attendance logs), August-June	Improved attendance, grades, behavior of identified students; Improved scores on campus assessments (weekly), FMA/Benchmarks (per district calendar)	Panther partnership-City Year, Communities in Schools, Big Brother Big Sisters, N. Foley-Demby,Principal
TAKS	Instruction	Rigorous and Relevant	The Item Analysis will be used for Vertical alignment and a school wide focus on science: PK-4th will analyze 5th grade data and 5th-7th will analyze 8th grade data to create campus awareness of targeted objectives/Student expectations	Agenda (grade level, faculty, CLT); Item Analysis	Improved student performance on campus assessments (weekly), FMA/Benchmarks (per district calendar)	Teachers PK-8th grade, T.Wilson, CIC, N. Foley-Demby,principal, District Science Teacher Specialist-L. Soll, B. Brady

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	Other	Continuous Improvement Planning	Professional development on the school improvement process (year two) including framework, requirements, FDA and SIP updates will be provided to the campus staff	Professional development agendas, Sign in sheets	Improved student performance on campus assessments (weekly), FMA/Benchmarks (per district calendar)	N. Foley-Demby-Principal, J. Johnson-Assistant Principal,T. Wilson- CIC; Teachers-PK-8th Grade
TAKS	Instruction	Rigorous and Relevant	Science teachers (5th & 8th) will attend all required district provided professional development and other PD as assigned by principal and implement strategies in daily lessons	Professional development agendas, certificates, Sign in sheets August-June	Observable improvement in the use of research-based instructional strategies by teacher (best practices) Weekly Walkthroughs; improved scores on campus/district assessment (weekly/per district calendar)	Russell Perkins-eighth grade science Ana Coronado-fifth grade science; L. Soll, B. Brady-science teacher specialists, T. Wilson, CIC, N. Foley-Demby, principal
TAKS	Instruction	Rigorous and Relevant	Ongoing professional development sessions for effective learning strategies for struggling students will be presented to teachers (ie Marzano)	Professional development agendas, Sign in sheets	Observable improvement in the use of research-based instructional strategies by teacher (best practices) Weekly Walkthroughs; improved scores on campus/district assessment (weekly/per district calendar)	Teachers PK-8th grade, T.Wilson, CIC, N. Foley-Demby,principal

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	Parents_Community	Parent Involvement	Science Exploration Nights will be scheduled once each semester 1) Teachers will present TAKS Science information to parents including passing standard, objectives , format 2)Parents will review student's science assessment portfolio-pretest,FMAs, benchmarks 3) Parents will receive information on science objectives covered during the semester 4) Campus will offer an attendance incentive for parent/student participation (serve food and give free dress pass)	Sign in sheets; parent notices/flyers; 1 time per semester August-June	Improved parental involvement; Improved scores on campus assessment (weekly), FMA/Benchmark(per district calendar)	Russell Perkins-eighth grade science Ana Coronado-fifth grade science; L. Soll, B. Brady-science teacher specialists, T. Wilson, CIC, N. Foley-Demby, principal
TAKS	Instruction	Integrated / Interdisciplinary	COW (Curriculum on Wheels) will be utilized as a technology component to reinforce science curriculum and skills in 5th & 8th science	Lesson plans, Walk throughs/observations, Weekly, August-June	Observable improvement in the use of research-based instructional strategies by teacher (best practices) Weekly Walkthroughs; improved scores on campus/district assessment (weekly/per district calendar)	Russell Perkins-eighth grade science Ana Coronado-fifth grade science; L. Soll, B. Brady-science teacher specialists, T. Wilson, CIC, N. Foley-Demby, principal

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	Student_Support	Effective Intervention Strategies	Addition to campus attendance reporting process- 1) Teachers will send student attendance calendar to office by 8:15 daily for any absence 2) campus personnel will call student home daily before 10:00 a.m. to check on reason for absence and log information 3) Data clerk will print excessive absence reports (a minimum of every 6 weeks) for principal's review	Student Attendance calendars, daily, October-June; Excessive Absence Reports -printed a minimum of every 6 weeks	Reduction in absences; early identification of students at risk for failure due to absence/tardy	N. Foley-Demby, Principal, J. Johnson-Assistant Principal, Data clerk
Dropout	Adult_Advocate	Local Campus Support Team	Student Leaver Process- 1)Campus follow up needs to include a final check in PET system by the data clerk to show that once records had been requested and sent by the campus to the new school, the child actually enrolled and attended class. This will be tracked on the Student Leaver log; 2)Principal will meet with data clerk every three weeks and twice a month with District Encourager to review student leaver log.	Student Leaver Folder with documenation/results of search(phone calls, emails, etc); Sign in/phone log -District personnel	Reduction in dropout rate	Data Clerk, N. Foley-Demby, Principal; District Encourager

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	Parents_Community	Parent Involvement	All PK-8th teachers will make initial positive contact with every parent either in person, phone conference, postcard and/or home visit. Campus will provide a teacher release day once per nine weeks 1) PK-8th teachers will contact parents of the Most At Risk students to conference about academics, behavior and/or attendance issues 2) 5th-8th teachers will be required to schedule parent conferences with every parent at least one time by the end of the first semester.	Teacher's Summary Conference sheet for parent conference; phone logs; home visit documentation	Improved parental involvement; Improved scores on campus assessment (weekly), FMA/Benchmark(per district calendar)	N. Foley-Demby-Principal, J. Johnson-Assistant Principal,T. Wilson- CIC; Teachers-PK-8th Grade
TAKS	Curriculum_Assessment	Data-Driven Decision-Making	Monthly teacher meetings with CIC and principal will target three student groups-LEP, Special Education, GT to 1) Ensure that data is disaggregated to show percentages of LEP, Sp. Ed. and GT students that scored Commended, Met Standard or Did Not Meet on FMAs, benchmarks 2) Analyze student progress, plan, and implement reteach andintervention opportunities 3) Coordinate professional development targeting these groups	Agenda - monthly meetings; data disaggregated -LEP, Sp. Ed., GT; professional development agendas	Improved scores on campus assessment (weekly), FMA/Benchmark (per district calendar)	Russell Perkins-eighth grade science Ana Coronado-fifth grade science; T. Wilson, CIC, N. Foley-Demby, principal

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	Differentiation to Meet Needs	Special education services 1) Principal will assign the counselor to keep State Testing Data Base current 2) Administrators will review State Testing list prior to and/or during ARDS to ensure accuracy of data 3) Professional development on Allowable Accommodations and District Supplemental Materials Warehourse will be provided by sp. ed. dept to staff 4) Administrators will monitor daily use of accommodations in classrooms 5) Sp. ed students will use allowable accommodations and groupings determined in ARDs on FMA, benchmarks, state tests	State Testing Data Base; Agenda-professional development on Accommodations and Materials; Weekly Walk Throughs	Improved scores on campus assessment (weekly), FMA/Benchmark (per district calendar)	N. Foley-Demby-Principal, J. Johnson-Assistant Principal,T. Wilson- CIC; S. Crocket-Counselor; Teachers
TAKS	Instruction	Rigorous and Relevant	GT students will participate in additional enrichment activities in designated classrooms during the daily school wide intervention period (30 minutes)	Lesson plans; Walk Throughs	Improved scores on campus assessment (weekly), FMA/Benchmark (per district calendar)	N. Foley-Demby-Principal, J. Johnson-Assistant Principal,T. Wilson- CIC; Teachers

2010-2011 School Improvement Plan (SIP)

LEA and Campus Information			
LEA Name:	San Antonio Independent School	**Campus Name:**	Pershing Elementary School
CDN:	015-907	**Campus Number:**	158
Date:	9/30/2010	**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)).

In 2009, Pershing was rated Acdemically Unacceptable for science performance- All Student Group (34%); Hispanic (33%); Economically Disadvantaged (36%) However, without TPM, Pershing would have been Academically Unacceptable in reading, writing, math and science. In 2010, Writing performance for the Hispanic Student Group was Academically Unacceptable (69% without TPM) Campus is rated Academically Acceptable with TPM

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.

Progress toward meeting performance standards will be measured with the following - 1) Science Pre-Assessment 2) Campus Science Assessments (5th) Weekly 3) District Assessments (5th Grade Science; 4th Grade Writing) - First Nine Weeks: Week 5 & 9- Formative Mini Assessments; Second Nine Weeks: Week 6- Benchmark (Released TAKS); Third Nine Weeks: Week 9- Benchmark (Released TAKS)

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	Data Driven Instructional Decisions	Campus Data Team will be identified to create a Campus Data Room to collect and analyze student population breakdown; historical data by accountability subgroups, display campus performanc of special populations(SpEd. LEP, At Risk) , display goals and areas of focus for 2011, display campus performance objective for every subject, organize campus data binder for easy access and use.	Data Binders, External Data-CIRCLE, TPRI/Tejas LEE, IRI, Running Records, TELPAS; Internal data-WMLS(LEP), FMAs, grades,discipline,attendance, walk-through data,intervention progress monitoring data August-June	Improved student performance- Campus-weekly science quiz; writing products; FMA/Benchmarks (per district calendar);Improved teacher delivery and knowledge of instruction(weekly walkthroughs)	K. St. Clair, Principal, P. Foley-Davis, AP, E. Acosta-CIC, Data Team Members

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	Data Driven Instructional Decisions	Teachers, District Teacher Specialists, and/or ELA consultant will participate in nine week grade level planning (vertical/horizontal) for reading, writing,Math and science which will focus on teacher instruction and student performance (targeted TEKS/TAKS Objectives) as a precurser to grade level planning	Data binders, FMA and benchmark data, TPRI/Tejas LEE/CIRCLE data, student grades,teacher 9 Week instructional calendars; Agendas/Minutes/Sign in sheets Every 9 weeks	Improved student performance- TPRI/Tejas Lee- B, M, E of Year, Campus-weekly science quiz; writing products; FMA/Benchmarks (per district calendar); Improved teacher delivery and knowledge of instruction(weekly walkthroughs)	Principal- K. StClair, Assistant Principal- P. Foley-Davis, Cic-Erika Acosta; District Teacher Specialists, J. Cantu-ELA Consultant; Title I Funds($5,000-release days; $8,000-consultant)
TAKS	Instruction	Instructional Processes / Pedagogy	Science teachers (5th grade) will meet weekly with district science teacher specialists to plan science lessons aligned with TEKS/District Curriculum guide and to ensure coverage of all tested TEKS prior to TAKS (pace)	Lesson plans, Documentation of Teacher Specialist's visit, Walk throughs/observations; October-June	Improved student performance- Campus-weekly science quiz; FMA/Benchmarks (per district calendar);Improved teacher delivery and knowledge of instruction(weekly walkthroughs)	5th grade Science teachers; Kathy T.-science teacher specialists, E. Acosta, CIC, K. St Clair-principal
TAKS	Instruction	Instructional Processes / Pedagogy	Writing teachers (4th grade) will meet weekly with district teacher specialist and/orELA consultant1) to plan writing lessons aligned with TEKS/District Curriculum guide ,2)to ensure coverage of Revising/Editing TEKS prior to TAKS and 3) focus on developing and scoring student compositions	Lesson plans, Documentation of Teacher Specialist's visit, Walk throughs/observations October-June	Improved student performance- Campus-weekly writing products; FMA/Benchmarks (per district calendar);Improved teacher delivery and knowledge of instruction(weekly walkthroughs)	4th grade Writing teachers; ELA specialist -Jeannie Cantu (Title I Funds - $8.000); E. Acosta, CIC, K. St Clair, principal, L. Cardona-District teacher specialist

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	Instructional Processes / Pedagogy	Weekly classroom observations will be followed by immediate feedback from district teacher specialists and campus administrators for reading, writing, math, and science	District specialist campus feedback forms; Walk through documentation/Eduphoria data reports August-June	Improved student performance- Campus-weekly science quiz; writing products; TPRI and Tejas LEE- B, M, E of Year; FMA/Benchmarks (per district calendar);Improved teacher delivery and knowledge of instruction(weekly walkthroughs)	Principal- K. StClair, P. Foley-Davis-AP, District Teacher Specialists-L. Cardona-Reading/writing, Kathy T.-science, R. Martinez-Math
TAKS	Instruction	Data Driven Instructional Decisions	Science teachers (5th), writing teachers (4th), and district teacher specialists will analyze data after each science and writing FMA and Benchmark ; data will be used to identify non-mastered TEKS and create spiral for reteach/review in class, interventions and tutoring. Data will be disaggregated by teacher, student groups, indiv. students, objective	Grade Level Meetings, Data Analysis Worksheets, Data Walls and/or data notebooks, lesson plans-September-June	Improved student performance- Campus-weekly science quiz; writing products; FMA/Benchmarks (per district calendar)	Science teachers,writing teachers, E. Acosta, CIC, K. St. Clair, Principal, District teacher specialists-L. Cardona, Kathy T.
TAKS	Student_Support	Data Driven / Timely / Targeted Support	After school tutoring will be provided to identified students in third-fith grade for reading, writing, math and science.Student data will be used to identify students who are struggling and at risk for failure (student groups , special education students).	Attendance records Data walls/notebooks October-April weekly	Improved student performance- Campus-weekly science quiz; writing products; FMA/Benchmarks (per district calendar)	Third-Fifth Grade Teachers, E. Acosta, CIC, K. St Clair, Principal
TAKS	Student_Support	Effective Intervention Strategies	Tier 2 and Tier 3 reading and math intervention blocks will be scheduled daily and the district required intervention curriculum will be taught to fidelity	Master schedule, classroom walkthroughs, intervention groupings and program (Voyager, Vmath, Neufeld) progress monitoring reports; Sept-June	District program reports (level of implementation and student gains); Decrease in Tier 2 and 3 students; Improved student performance- TPRI and Tejas LEE- B, M, E of Year; FMA/Benchmarks (per district calendar)	Teachers, E. Acosta, CIC, K. St. Clair, Principal, District teacher specialists

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	Data Driven Instructional Decisions	Writing and Science Item Analysis will be reviewed with staff PK-5th for schoolwide awareness of targeted TEKS, student expectations	Grade level meetings, Professional development agendas and/or faculty agendas; lesson plans, observations	Improved student performance- Campus-weekly science quiz; writing products; FMA/Benchmarks (per district calendar)	Teachers, Principal-K. St Clair, E. Acosta-CIC
TAKS	Instruction	Rigorous and Relevant	ELA consultant will provide 1)writing training/coaching for fourth grade teachers- Writing as a process, rubrics/holistic scoring, revising/editing 2) Co-Teach and Model teach for K-3 grade	Professional Development Agenda/Sign in sheets; Nine week writing products scored; student portfolios, print rich environment; Walk Throughs-weekly October-April	Improved student performance- Campus-weekly writing products; FMA/Benchmarks (per district calendar);Improved teacher delivery and knowledge of instruction(weekly walkthroughs)	Teachers, Principal-K. St Clair, E. Acosta-CIC, Jeannie Cantu-ELA Consultant (Title I funds-$8,000)
TAKS	Instruction	Rigorous and Relevant	Writing and Science teachers will attend all required district provided professional development and other PD as assigned by principal and implement strategies in daily lessons	Professional development agendas, Sign in sheets; August-June	Improved student performance- Campus-weekly science quiz; writing products; FMA/Benchmarks (per district calendar);Improved teacher delivery and knowledge of instruction(weekly walkthroughs)	Teachers, E. Acosta, CIC, K. St. Clair, Principal, District teacher specialists
TAKS	Student_Support	Adult Advocate / Mentor / Advisor	Counseling services will be provided to the Most At Risk students (excessive absences /tardies/behavior issues/academics)	Documentation of attendance, frequency and duration of services per student (schedule of meetings, student sign in or attendance logs) September-June; every 3 weeks	Improved attendance/tardies of identified students Sept-June	A. Medina, Counselor; J. Medina,Communities in Schools, K. St. Clair-Principal

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	Student_Support	Effective Intervention Strategies	Attendance Monitoring- 1)Teachers will send student attendance calendars to office at 8:15 to report absence. 2) Office personnel will call the home of absent students to check on reason for absence daily before 10:00 a.m 3) Data Clerk will print excessive absence report and review with principal every 3 weeks 4) Principal will schedule parent conferences (5 or more absences)	Student Attendance calendars; Principal's Conference Notebook- September -June Daily	Reduction in absences; early identification of students at risk for failure due to absence/tardy; September-June	K. St. Clair, Principal, E. Flores,Data Clerk, Teachers
TAKS	Student_Support	Adult Advocate / Mentor / Advisor	Mentors will be provided to identified at risk students	Documentation of attendance, frequency and duration of services per student (schedule of meetings, student sign in or attendance logs)Sept-June; Weekly	Improved attendance/tardies, grades, and behavior of identified students	K. St Clair, Principal, United Way Family Partnerships, J. Medina-Communities in Schools
TAKS	Other	Continuous Improvement Planning	Schoolwide Awareness on the school improvement process (year two) including framework, requirements, FDA and SIP updates will be provided to the campus staff	Professional development agendas, Sign in sheets	Improved FMA and TAKS scores	K. St Clair, Principal, P. Foley-Davis, Assistant Principal, E. Acosta, CIC