

### School Improvement Plan (SIP)

<b>LEA Name:</b> Zephyr ISD	<b>Campus Name:</b> Zephyr Elementary
<b>CDN:</b> 025-906-001	<b>Campus Number:</b> 001
<b>Date:</b> 10/10/2011	<b>Date SIP was Approved by Local Board:</b> 10/17/2011

#### 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)).*

4th Grade writing - All students

#### 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 assessments for writing and math at the beginning, middle, and end of the year to monitor student progress. We will also use unit tests in the CSCOPE curriculum.

#### 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	Instruction	Instructional Processes / Pedagogy	Double blocked instructional time (90 minutes) in the 4th grade Language Arts with increased emphasis on reading and writing. Departmentalized all core subjects in order to place the strongest teachers in content areas. A proven writing specialist with tenure in the district has been assigned to ELA. One additional teacher was employed in the 5th grade to split the large class of 26 students into two classes of 13 each.	Campus class schedule with new teacher assignments; Campus teacher roster	Student improvement on CBA writing assessment and benchmark testing; Reduced referrals for discipline	Tina Hughes (4th & 5th Grade ELA teacher); Budgeted funds for additional teacher at 5th grade
TAKS	Instruction	Rigorous and Relevant	CSCOPE curriculum was purchased by the district with full implementation required for this year. Scope and sequence as well as appropriate pacing will be monitored by campus administration.	Lesson plans, walkthrough, and teacher evaluations documented in Eduphoria. Lesson plans should reflect that all TEKS of the required scope and sequence are taught during the grading period.	Improved writing samples; improved scores on state and local assessments	Stanton Marwitz (Principal); Tina Hughes (4th & 5th Grade ELA teacher)
TAKS	Curriculum_Assessment	Targeted Professional Development (PD) with Support	Provide professional development in CSCOPE curriculum as needed as well as PD in the effective use of Eduphoria as a tool to disaggregate assessment data to enhance reteach and intervention strategies. Writing and ELA teachers will be trained in STAAR writing rubrics for grading writing samples.	Sign-in sheets; Professional development agendas and certificates	Improved use of assessment data for target specific tutorials and intervention strategies. Improved success through reteaching	ESC staff development opportunities; Stanton Marwitz (Principal) - teacher release time and funding for substitutes as necessary
TAKS	Student_Support	Data Driven / Timely / Targeted Support	Targeted students will be assigned to objective specific interventions of tutorials; One-on-one writing once per week	Student sign-in sheets as well as teacher documentation of student interventions	Improved scores on student assessments	Stanton Marwitz (Principal); Tina Hughes (4th & 5th Grade ELA teacher)
TAKS	Curriculum_Assessment	Rigor	Assessments will be written based on readiness, supporting, and process standards at STAAR rigor; Student grade reporting will align with curriculum based assessments	Teachers will provide copies of student assessments in the principal's office; Student report cards	Improved writing samples in student portfolios and improved scores on both state and local assessments. Student grades align with state and local assessments.	Stanton Marwitz (Principal); Tina Hughes (4th & 5th Grade ELA teacher); CSCOPE assessments
TAKS	Instruction	Integrated / Interdisciplinary	Instruction of vocabulary and writing across the curriculum; All teachers will be made aware of identified program weaknesses in spelling, grammar, punctuation, vocabulary and handwriting; Samples will be placed in a required portfolio for each student.	Portfolio checklist to include writing samples from across the curriculum as well as copies of student assessments.	Vocabulary word walls; documentation of required reading and writing; improved scores on student assessments	Stanton Marwitz (Principal); All teachers; Student portfolios

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TAKS	Culture_Climate	Professional Learning Community	All campus teachers will meet every other Friday morning before school to work on issues related to the writing curriculum; The objective will be "Teacher helping teachers" for improved student outcomes; Increased monitoring as well as mentoring will be targeted by the campus principal; For new teacher to the campus as well as new teacher to a curriculum area.	Sign-in sheets and agendas by weekly meetings; Documented teacher walk throughs and teacher conferences.	Improved student achievement - improved teaching strategies as reflected on PDAS	All teachers; Stanton Marwitz (Principal)
TAKS	Parents_Community	Parent Involvement	Parents of all students will be advised of student performance at three weeks and 6 weeks reporting times; teachers will contact parents of students who do not perform satisfactory on benchmark; Parents will be informed of ways to improve student performance at home and school; RTI students based on assessments.	Progress reports and report cards; Parent contact sheet with documented comments	Improved student achievement and reduced failures	All teachers; Stanton Marwitz (Principal)
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