## School Improvement Plan (SIP)

Identify the areas of low performan	Date: 9/23/2011	CDN: 249904	LEA Name: Chico ISD	
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).	Date SIP was Approved by Local Board: 10/17/2011	Campus Number: 001	Campus Name: Chico High School	

Low area of performance was math. Targeted group not meeting the 2011 state standards was the hispanic group.

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.

Rigorous TEKS-aligned instruments will be used to evaluate progress toward meeting performance standards. C-Scope curriculum with supplemental materials from the classroom will be used to make sure students are receiving the rigorous information needed to pass the STAAR for 9th graders and TAKS for 10th and 11th graders. Benchmark tests will be administered beginning at the end of the 2nd six weeks. Benchmark will include but not limited to TEKS taught the 1st and 2nd six weeks. Students will also be monitored on classroom performance every grading period to assure student success.

			Section III: SIP Development	opment		
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	Curriculum_Assessment   Curriculum Sequence / Pacing	Fully implement C-Scope curriculum to provide a scope and sequence.	Lesson Plans and walk-through observations	Benchmarks, CBA's, and EOC or TAKS	C-Scope materials, Teacher
TAKS	Curriculum_Assessment	Curriculum_Assessment Formative Assessment to Guide Instruction	sts will be administered in November and ddition teacher developed CBA's will be every 6-weeks beginning with the second its will be analyzed by departments in or adjustments in the curriculum.	ests and CBA's d data disaggregated ministration	Benchmark test results and CBA results	District made benchmark, Internal CIT; Teacher developed CBA's
TAKS	Student_Support	Extended Learning Opportunities	Extended Learning Opportunities Targeted students in math will be provided with extended time through double blocking.	Master schedule	Benchmarks, CBA's, and EOC or TAKS	Counselor, Teachers, Master Schedule
TAKS	Student_Support	Effective Intervention Strategies	ed students. oe provided by	Student logs of service provided	Benchmarks, CBA's, and EOC or TAKS	Counselor and Teachers
TAKS	Student_Support	Adult Advocate / Mentor / Advisor	Mentors will be requested for select targeted students to assist with the transition from middle school to high school as well as to build relationships with students and to provide a caring, responsible adult that the student identifies with	Mentor list	Benchmark test results and CBA results	Counselor and Teachers and staff
TAKS	Instruction	Instructional Processes / Pedagogy	Provide professional development in the following: training to ensure that teachers are able to assist students with language acquisition skills, Improving engagement in the classroom through active learning and questioning/assessment training, Content specific instructional strategies, C-Scope curriculum training, TEKS/STAAR training	Training agendas, CPE certificates, Sign in logs	Benchmarks, CBA's, and EOC or TAKS	Lisa Slaughter, Rosie Rosebure; Training consultants
TAKS	Culture_Climate	Safe and Orderly School with Administration will provide cons Effective Discipline Management the discipline management plan	istent enforcement of	Peims 425 record	Peims 425 record	Rosie Rosebure
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