

School Improvement Plan (SIP)

LEA Name: Ector County Independent School District	Campus Name: Goliad Elementary
CDN:	Campus Number: 068901110
Date: 10/10/2011	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)).

Reading - All students - Hispanic and Economically Disadvantaged Writing - All students - Hispanic and Economically Disadvantaged Math - All students, White, Hispanic and Economically Disadvantaged

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.

CSCOPE unit assessments in Math and Science; Reading - weekly and teacher created common assessments by grade level from the SRA state adoption textbook; Writing will use Empowering Writers (Expository and Narrative) and Language component from the SRA state adopted reading series; Eduphoria is used to disaggregate data; Teachers are meeting in weekly grade level PLC's and weekly vertical PLC's by subject area to improve instruction

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	Rigorous and Relevant	Teach CSCOPE in Math and Science (YAG, VAD, IFD, by using exemplar lessons) and interactive/reflective journals. ClassWorks will be used to support CSCOPE. with enrichment and tutoring.	Administrator walkthroughs, PLC's, common lesson plans following the YAG	CSCOPE unit assessments, district benchmarks, informal formative assessments, STAAR	CSCOPE Math and Science curriculum and manipulatives, ClassWorks, textbook, Math and Science PLC's, teachers, CCF
TAKS	Instruction	Instructional Processes / Pedagogy	Teach Writing using Empowering Writers strategies found in Empowering Writers Expository and Narrative texts and SRA Language component of state adoption textbook.	Administrator walk-throughs, PLC's for vertical team, common lesson plans, evidence of writing throughout the core curriculum, and training in Empowering Writers Program and with District Writing Coordinator	Released state assessments, informal formative assessments, scored writing compositions, STAAR	SRA district adopted textbook, Esuite, Empowering Writers Teacher books, The Most Wonderful Writing Lessons Ever, Writing PLC, District ELA Coordinator, CCF, teachers
TAKS	Culture_Climate	Professional Learning Community	Collaboration of horizontal and vertical PLC's will help to guide our campus by examining and creating our academic focus. Teachers will meet weekly for 45 minutes in grade level teams. Vertical teams will meet twice monthly to look at plans and power strands.	PLC minutes will indicate the direction and sharing of plans and power strands. Administrator facilitating the PLC meetings.	The campus will show improvement in all core subject areas both formally and informally.	Minutes of meetings due to campus administrators; teachers, Principal, Assistant Principal and CCF
TAKS	Culture_Climate	Academic Focus	Implement common academic vocabulary which is found in CSCOPE with Word Walls, student made word lists, foldables, or in journals	PLC minutes will indicate the direction and sharing of plans and power strands, integration of Academic Vocabulary in plans and will be observed in lesson plans and in walkthroughs, word walls in classrooms	The campus will show improvement in all core subject areas on teacher formative assessments and district benchmarks	Minutes of meetings due to campus administrators, Learning by Doing book study. Vertical and Horizontal PLC's, CCF, Principal and Assistant Principal
TAKS	Instruction	Rigorous and Relevant	Monitoring of implementation and teaching of all strands of the Reading TEKS. Written response to literature will be a focus to improve reading comprehension and writing skills. Teachers will use guided reading groups to teach various reading strategies (context clues, letter and sound relationships, word structure). K-3 grade teachers will address student needs identified in TPRI with strategies learned in training with Region 18. Students will meet goals in Accelerated Reader Program.	Administrator walkthroughs, PLC's, common lesson plans following the Cscope YAG, training with District Reading Coordinator, training with Reading Consultant from ESC - Region 18.	Formative Assessments, district benchmarks, STAAR, and TPRI.	SRA District Adopted textbook, TPRI, Esuite, Lexia, and Accelerated Reading, Reading teachers, CCF, District Reading Coordinator, and Reading Consultant from ESC - Region 18.
TAKS	Student_Support	Effective Intervention Strategies	Monitoring and addressing student absences. Teachers will make contact by phone during the day when a student is absent.	Teacher documentation of telephone calls	Decrease in absences	Teachers, telephone calls