

CD Fulkes Middle School 2008-2009

Campus Vision Statement

CD Fulkes Middle School will reflect a learning community providing a nurturing and encouraging environment that promotes respect, relationships, leadership, and life-long learning through innovative instruction.

Campus Mission Statement

The CD Fulkes learning community is committed to fostering personal and academic growth to create life-long learners who are contributing members of our diverse society through high expectations in a collaborative, nurturing learning environment.

Goal I **Narrow the achievement gap for student groups (mathematics and science)**

Campus Goals: (Identify and quantify 1-3 campus targets/objectives)

- Increase math and science passing rates for all demographic groups to 90% or above.
- Reduce overall span on campus achievement gaps in math from 33% to 10%.
- Reduce overall span on campus achievement gaps in science from 17% to 10%.

2008-2009 Strategies

Select 1-3 strategies/principle(s) from “Failure is Not an Option” on which your work will be based to improve student performance in math and science. The six principles for excellent schools are:

- Develop common mission, vision, values & goals
- Ensure achievement for all students; creating systems for prevention & intervention
- Create/support collaborative teaming focused on teaching & learning
- Use data to guide decision making and continuous improvement
- Gain active engagement from family and community
- Build sustaining leadership capacity

Action Steps:

- Increase vertical articulation and develop action plans for addressing areas with gaps in math and science.
- Bi-weekly planning sessions embedded in the school day following a backward design approach and quarterly release time for continued department planning.
- Instructional coaches facilitate teaching and learning opportunities weekly during planning sessions.
- Integration of hands-on/engaging technology in math and science i.e. 3M boards, Promethean Boards, lab quest
- Math and science intervention embedded in the school day using data driven selection of students.
- Monitoring processes to include “watch list” for Tier I and 2 students.
- Math interventionists supporting math lab at each grade level with prescriptive approach, best practice implementation (i.e. guided math, learning stations, student monitoring charts by teacher and student) and progress monitoring.
- Share benchmark data in team meetings so all teachers can share accountability.
- Instructional support specialists (i.e. special education and ESL staff) and campus based coaches (i.e. ESL and literacy) support increase differentiated teaching strategies to improve student learning and engagement.

Performance Measures: TAKS, TAKS-A, TAKS-M performance data (including met standard, college readiness, and commended scores), AYP status, Benchmarks, common assessments, College Readiness scale scores, course grades

Goal II

Increase the percentage of minority/underrepresented students enrolled in advanced classes.

Campus Goal: (Identify and quantify 1-3 campus targets)

- Increase college readiness level of each student group by 25%.
- Increase commended scores of each student group by 25%.
- Increase advanced placement training for staff by 33%.

2008-2009 Strategies:

Select 1-3 strategies from the six principles to help decrease student performance gaps

- Develop common mission, vision, values & goals
- Ensure achievement for all students; creating systems for prevention & intervention
- Create/support collaborative teaming focused on teaching & learning
- Use data to guide decision making and continuous improvement
- Gain active engagement from family and community
- Build sustaining leadership capacity

Action Steps:

- Implement Positive Behavior Support System campus-wide.
- ASPIRE, New Directions, Middle School Acceleration, Excite for girls
- Advisory program supporting PBS, college readiness literacy, positive relationships and enrichment opportunities.
- Professional development in advanced placement strategies, assessment and Teacher Expectations, Student Achievement (TESA) to eliminate biases.
- Build student leadership capacity through student involvement as elective and club officers, cooperative groups, service learning, section leaders, classroom managers, team captains.
- Differentiate instruction to meet the needs of advancing learners.
- Parent training for college readiness literacy (including use of PRO Center and parent nights)

Performance Measures: TAKS, # of AA & Hisp. in advanced classes, AYP, attendance, etc.

- TAKS, TAKS-A, TAKS-M performance data (including met standard, college readiness, and commended scores)
- 8th graders enrolling in Pre-AP courses
- % of accelerated math students advancing to Algebra

Goal III

Increase the high school completion rate.

Campus Goal: (Identify and quantify 1-3 campus targets)

- Increase percentage of 8th grade students meeting TAKS standard to 100%.

2008-2009 Strategies:

Select 1-3 strategies from the six principles to help reach exemplary status

- Develop common mission, vision, values & goals
- Ensure achievement for all students; creating systems for prevention & intervention
- Create/support collaborative teaming focused on teaching & learning
- Use data to guide decision making and continuous improvement
- Gain active engagement from family and community
- Build sustaining leadership capacity

Action Steps:

- Follow Response to Intervention with fidelity.
- Implement grade level career based projects.

- New Directions, Middle School Acceleration, Excite
- Build relationships to foster accountability.
- Counselor presentations and Tier I conferences.
- Building positive relationships through mentoring and academic conferencing.

Performance Measures: TAKS, TAKS-A, TAKS-M performance data (including met standard, college readiness, and commended scores), Dropout rate, Attendance rate, and completion rate

Goal IV

Implement strategies to address the different needs of high school students:

- Increase counselor time with students;
- Implement a local Personal Graduation plan (PGP) to ensure high school graduation on time
- Increase counselor contact time with college-bound students to ensure students are on track with college-preparation credits

Campus Goal: (Identify and quantify 1-3 campus targets)

- Increase face-to-face meetings with counselors and student body.

2008-2009 Strategies:

Select 1-3 strategies from the six principles to help reach exemplary status

- Develop common mission, vision, values & goals
- Ensure achievement for all students; creating systems for prevention & intervention
- Create/support collaborative teaming focused on teaching & learning
- Use data to guide decision making and continuous improvement
- Gain active engagement from family and community
- Build sustaining leadership capacity

Action Steps:

- Utilize student data to recommend placement in advance course work in high school.
- Build student achievement in middle school to encourage application/audition for high school academies.
- Increase number of mentors supporting students.
- New Directions, Middle School Acceleration, Excite, service learning
- Tier I conferences
- Monitoring PGP implementation.

Performance Measures: SAT, ACT, #of Dual Credits; #AP/IB credits, scale scores, TAKS, TAKS-A, TAKS-M performance data (including met standard, college readiness, and commended scores)

Learner Centered Academic Pledge

Employees and stakeholders in the Round Rock Independent School District believe that every student must acquire the knowledge and skills defined in the Aligned Round Rock Curriculum. We are committed to ensuring that all young people of different socio-economic status, race, ethnicity, gender, or disability succeed academically. It is our purpose to educate all students to high levels of learning to ensure college and career readiness, while fostering positive growth in social and emotional behaviors and attitudes. The entire RRISD staff pledges itself to these student outcomes.