

ROUND ROCK ISD

2008-2009 Live Oak Elementary Improvement Plan

Strategic Goal I:	Accelerate TAKS gains for economically disadvantaged, African American, and Hispanic students to reduce the achievement gap
Leadership:	<ul style="list-style-type: none"> • Vision: LOE will close the achievement gap between subpopulations by utilizing all resources and working as a team to reach 90% passing or above and maintain/increase commended rates. • Leadership Person(s): Administration, Grade Level Leaders, staff
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: Benchmarks, TAKS, District testing, Walkthroughs, observations in team members rooms, lesson plans, surveys, utilization of science lab, utilization of math materials
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: All subpopulations will maintain/increase the rate of passing to 90% and above. Commended rate will be maintained/increased to obtain Gold Performance.
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs: Professional development October 11, 2008 inservice, district math coordinator and Pearson representative for math updates
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> X Develop common mission, vision, values & goals X Ensure achievement for all students; creating systems for prevention & intervention X Create/support collaborative teaming focused on teaching & learning X Use data to guide decision making and continuous improvement X Gain active engagement from family and community X Build sustaining leadership capacity

	Process Management-Specific Action Steps and Time Lines for Each Change Strategy	Start Date 00/00/00	Finish Date 00/00/00	Responsibility	Resources Costs/Services
1.	Continue and increase the use of science journaling in all grade levels	09-01-08	06-04-09	Classroom teachers and support staff, administration	Professional development for teacher training
2.	Utilize the science lab to provide hands on utilization of science kits in all grade levels	09-01-08	06-04-09	Classroom teachers and support staff, administration	Science supplies as needed to replenish kits

3.	Pre-teach vocabulary in math and science instruction	09-01-08	06-04-09	Staff and administration Parent support at home	List from ARRC Use of broadcast system
4.	Increase hands-on activities in both math and science using active engagement from family and community	09-01-08	06-04-09	Staff, administration, parents/families, math and science vertical teams	Materials for science/math family night and science fair
5.	All teachers utilize the ARRC and Curriculum Management Tools to plan instruction	09-01-08	06-04-09	Staff, administration, technologist, curriculum support from district	Planning time for teachers to create long term plans
6.	Teachers will observe vertical peers, participate in debriefings and share information with horizontal teams.	09-01-08	06-04-09	Staff, administration, collaborative teachers, embedded substitute teacher	Sign up calendar for at least two observations per teacher once in the fall and in the spring.
7.	Collaborative teachers will help demonstrate and assist staff with the newly adopted math textbook and model strategies for math/science	09-01-08	06-04-09	Staff, administration, collaborative teachers, embedded substitute teacher	District math coordinator, Pearson representative and administrator will provide professional training in math. Opportunities for collaborative teachers to assist other teacher will be scheduled.
8.	Administrative observations will monitor the quality/fidelity of instruction used in the classrooms	09-01-08	06-04-09	Administrators, Principal Walk through group	Scheduled visits for principal and assistant principal to consistently observe classrooms. Collaborative Principal Walk-through team visits campus for feedback.

Process Results (Benchmarks & Others):

Strategic Results (TAKS):

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Strategic Goal II:	Increase the percentage of underrepresented minority students enrolled in Advanced Placement, Dual Credit, International Baccalaureate, and Algebra 1 (middle school) courses
Leadership:	<ul style="list-style-type: none"> • Vision: LOE will monitor/increase the percentage of minority/underrepresented students recommended for TAG. Leadership Person(s): Mary Morris, Johanna Friedel, Desiz Burns, and Bonnie Stewart
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: Benchmarks, TAKS, OLSAT, TPRI, DRA, # of African Americans and Hispanic students in advanced classes, ESL passing rates, AYP, attendance
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Recommendation of the underrepresented groups (African American and Hispanic) to reflect the population of said groups at Live Oak
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs: Administrator TAG identification training, update on identification criteria for all staff members, updates of investigation during faculty meetings.
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> X Develop common mission, vision, values & goals X Ensure achievement for all students; creating systems for prevention & intervention X Create/support collaborative teaming focused on teaching & learning X Use data to guide decision making and continuous improvement X Gain active engagement from family and community <input type="checkbox"/> Build sustaining leadership capacity

	Process Management-Specific Action Steps and Time Lines for Each Change Strategy	Start Date 00/00/00	Finish Date 00/00/00	Responsibility	Resources Costs/Services
1.	Include discussion of students during campus intervention team meetings needing more challenging instruction and their progress.	09-01-08	06-04-09	SST committee, Principal, AP, counselor and TAG facilitator	N/A

2.	Investigate best practices for providing instruction and opportunities to promote minority/underrepresented students.	09-01-08	06-04-09	Principal, AP, counselor and TAG facilitator	Online investigations
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Process Results (Benchmarks & Others):

Strategic Results (TAKS):

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Strategic Goal III:	Increase the high school completion rate for economically disadvantaged, African American, and Hispanic students
Leadership:	<ul style="list-style-type: none"> • Vision: LOE will provide age appropriate activities and expectations promoting students finishing high school and obtaining higher education either through the traditional college/university route or trade school education. • Leadership Person(s): Mary Morris, Johanna Friedel, Desiz Burns
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: Participation in planned activities and surveys
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Successful completion of fifth grade by passing all three academic areas (Reading, Science, and Math) with full promotion to sixth grade
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs: Information for Explore UT, Education-Go Get It Program, vocational programs in the district
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop common mission, vision, values & goals X Ensure achievement for all students; creating systems for prevention & intervention X Create/support collaborative teaming focused on teaching & learning X Use data to guide decision making and continuous improvement X Gain active engagement from family and community <input type="checkbox"/> Build sustaining leadership capacity

	Process Management-Specific Action Steps and Time Lines for Each Change Strategy	Start Date 00/00/00	Finish Date 00/00/00	Responsibility	Resources Costs/Services
1.	Emphasize expectations of attending higher education programs by wearing college/university shirts weekly and discussion during morning	09-01-08	06-04-09	Staff	Broadcast system

	broadcasts.				
2.	Attend Explore U.T. with fifth grade students	04-01-09	5-31-09	Administration, staff, parents	Bus Transportation Interpreters for Deaf Ed.
3.	Investigate possibility of students visiting high school career and technology courses for alternatives to the traditional college route.	03-01-09	06-009	Administration, 5 th gr. Staff parents, district career/technology representative	Interpreters for Deaf Ed. Bus Transportation
4.	Staff will discuss and then include fifth grade students' college/university/trade school preference when introduced at fifth grade graduation	05-15-09	06-04-09	Staff, administration, parents	Computer online information and pamphlets on colleges/universities
5.	Monitor the number of students fully passing the requirements for fifth grade successfully to decrease the number of students passing with a plan.	09-01-08	06-04-09	Administration, staff	Collection of data of students passing on a plan and plans to assist them

Process Results (Benchmarks & Others):

Strategic Results (TAKS):

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Strategic Goal IV:	Increase the time guidance counselors spend with students to address the different needs of high school students, including the development of personal graduation and after graduation plans
Leadership:	<ul style="list-style-type: none"> • Vision: LOE will monitor and plan to address the different needs of elementary students by monitoring retention rates, academic progress, behavior progress, office referrals and social skill development. • Leadership Person(s): Mary Morris, Johanna Friedel, Desiz Burns, Care Committee
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: Retention data for students at LOE, Benchmarks/TAKS results, formative testing results, SST committee and Care committee notes
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Decrease in percentage of retention, passing with a plan, discipline referrals. Increase in academic areas and increase in utilizing CHAMPS/TRIBES and classroom meetings.
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs: Research results concerning retention as related to high school completion, Updates on Champs and Tribes, establishing SST/CARE committees in the RTI framework
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> X Develop common mission, vision, values & goals X Ensure achievement for all students; creating systems for prevention & intervention X Create/support collaborative teaming focused on teaching & learning X Use data to guide decision making and continuous improvement X Gain active engagement from family and community <input type="checkbox"/> Build sustaining leadership capacity

	Process Management-Specific Action Steps and Time Lines for Each Change Strategy	Start Date 00/00/00	Finish Date 00/00/00	Responsibility	Resources Costs/Services
1.	Provide professional development and planning time in CHAMPS/TRIBES, Ruby Payne, RTI, Differentiated Instruction	09-01-08	06-01-09	Mary Morris Johanna Friedel, Desiz Burns, Discipline Committee, SST committee, and CARE committee	Substitute fees for .5-1 day planning per teacher each semester Region 13 or district speaker on differentiated instruction

2.	Establish SST and CARE procedures and forms for monitoring	09-01-08	06-01-09	Mary Morris Johanna Friedel, Desiz Burns, SST committee, and CARE	Printing costs for CARE packets
3.	Monitoring of retention rates and office/discipline records	09-01-08	06-01-09	Johanna Friedel, Desiz Burns, Brenda Kaiser, District personnel for records	NA

Process Results (Benchmarks & Others):

Strategic Results (TAKS):

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Strategic Goal V:	Develop and implement an instrument to measure staff morale and organizational climate
Leadership:	<ul style="list-style-type: none"> • Vision: • Leadership Person(s):
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed:
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends:
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs:
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop common mission, vision, values & goals <input type="checkbox"/> Ensure achievement for all students; creating systems for prevention & intervention <input type="checkbox"/> Create/support collaborative teaming focused on teaching & learning <input type="checkbox"/> Use data to guide decision making and continuous improvement <input type="checkbox"/> Gain active engagement from family and community <input type="checkbox"/> Build sustaining leadership capacity

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Process Results (Benchmarks & Others):

Strategic Results (TAKS):

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Strategic Goal VI:	Develop a plan that will provide diversity training for all employees
Leadership:	<ul style="list-style-type: none"> • Vision: • Leadership Person(s):
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed:
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends:
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs:
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop common mission, vision, values & goals <input type="checkbox"/> Ensure achievement for all students; creating systems for prevention & intervention <input type="checkbox"/> Create/support collaborative teaming focused on teaching & learning <input type="checkbox"/> Use data to guide decision making and continuous improvement <input type="checkbox"/> Gain active engagement from family and community <input type="checkbox"/> Build sustaining leadership capacity

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Process Results (Benchmarks & Others):

Strategic Results (TAKS):

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Strategic Goal VII:	Implement at least three communication strategies to educate the RRISD community regarding the local impact of state legislative changes
Leadership:	<ul style="list-style-type: none"> • Vision: • Leadership Person(s):
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed:
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends:
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs:
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop common mission, vision, values & goals <input type="checkbox"/> Ensure achievement for all students; creating systems for prevention & intervention <input type="checkbox"/> Create/support collaborative teaming focused on teaching & learning <input type="checkbox"/> Use data to guide decision making and continuous improvement <input type="checkbox"/> Gain active engagement from family and community <input type="checkbox"/> Build sustaining leadership capacity

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Process Results (Benchmarks & Others):

Strategic Results (TAKS):

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Strategic Goal VIII:	Identify areas of efficiency that result in significant financial gains for the district
Leadership:	<ul style="list-style-type: none"> • Vision: • Leadership Person(s):
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed:
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends:
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs:
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop common mission, vision, values & goals <input type="checkbox"/> Ensure achievement for all students; creating systems for prevention & intervention <input type="checkbox"/> Create/support collaborative teaming focused on teaching & learning <input type="checkbox"/> Use data to guide decision making and continuous improvement <input type="checkbox"/> Gain active engagement from family and community <input type="checkbox"/> Build sustaining leadership capacity

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Process Results (Benchmarks & Others):

Strategic Results (TAKS):