

Pond Springs Elementary 2009-2010

Campus Vision Statement

Pond Springs Elementary provides authentic learning that supports all students as they strive to reach their maximum potential.

Campus Mission Statement

Pond Springs' community is committed to creating lifelong learners and responsible citizens through high expectations in a nurturing, innovative environment.

Goal I

Accelerate TAKS gains for economically disadvantaged, African American, and Hispanic students to reduce the achievement gap

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

Pond Springs will align written (TEKS/ARRC), taught, and tested (TAKS/Common Assessments/District Benchmarks) curriculum to ensure all students meet or exceed district and state standards.

Pond Springs will increase or maintain exemplary level passing standards (90% or higher) for all student groups currently meeting exemplary level standard.

Pond Springs will decrease the achievement gaps by 25% for all student groups not currently meeting exemplary level passing standards.

2009-2010 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:

- Implement research-based, best practice instructional strategies
- Horizontal teams will work to increase student achievement by providing targeted intervention during the school day, before school, and after school
- Continue to revise and refine Response to Intervention system to support struggling students
- Conduct observations at other campuses to observe best practice instruction and differentiated instruction designed to meet individual student need
- Horizontally and vertically align instructional vocabulary used in instruction to ensure students meet or exceed district and state standards
- Horizontal teams will collaborate about curriculum, instruction, student expectations, and student work
- Vertical teams will engage in collaborative dialogue about TEKS vertical alignment, student performance expectations, and student work
- Utilize collaborative teachers, district instructional coaches, campus administrators, and leadership team members to support differentiated instruction through various professional development opportunities such as: classroom observations, model lessons, collaborative walks, shared resources, and training

- Engage in embedded professional development focused on: understanding diversity, meeting the needs of economically disadvantaged students, implementing differentiated instruction, and utilizing collaborative inquiry.
- Successfully implement PBIS goals and common area expectations campus-wide
- Utilize horizontal and vertical team meetings to analyze data, monitor student progress, and problem solve solutions and interventions for students in need
- Teachers will engage in book studies focused on math, science, or writing

Performance Measures: TAKS, AYP, College Readiness scale scores, course grades

2010 TAKS passing and commended rates (includes TAKS, TAKS-A, TAKS-M, and TAKS ALT)

AYP Status

District Benchmark Results

Attendance Rates

Goal II

Increase the percentage of minority/underrepresented students enrolled in Advanced Placement, Dual Credit, International Baccalaureate, and Algebra I (middle school) courses

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

Increase all commended rates for all demographic groups by 3%.

Increase the number of teachers trained in and implementing research-based differentiated instructional practices to meet the needs of all learners.

2009-2010 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:

- Offer after school clubs focused on math and science topics
- Implement research-based, best practice instructional strategies
- Teachers will have high expectations for all students and encourage all students to achieve beyond the minimal standard
- Horizontally and vertically align instructional vocabulary used during instruction to ensure students meet or exceed district and state standards
- Horizontal teams will continue to collaborate about curriculum, instruction, student expectations, and student work
- Vertical teams will engage in collaborative dialogue about TEKS vertical alignment, student performance expectations, and student work
- Identify current knowledge of differentiated instructional strategies and provide professional development opportunities focused on deepening teacher and campus understandings
- Utilize collaborative teachers, district instructional coaches, campus administrators, and leadership team members to support differentiated instruction through various professional development opportunities such as: classroom observations, model lessons, collaborative walks, shared resources, and training

- Engage in embedded professional development focused on: understanding diversity, meeting the needs or economically disadvantaged students, implementing differentiated instruction, and utilizing collaborative inquiry.
- Utilize horizontal and vertical team meetings to analyze data, monitor student progress, and problem solve solutions and interventions for students in need
- Successfully implement PBIS goals and common area expectations campus-wide
- Provide professional development on write-tos and writing/reading conferences
- Teachers will engage in book studies focused on math, science, or writing
- Continue to meet the needs of identified gifted and talented students through the campus TAG program

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

2010 TAKS passing and commended rates (includes TAKS, TAKS-A, TAKS-M, and TAKS ALT)

AYP Status

District Benchmark Results

Attendance Rates

Goal III

Increase the graduation rate for economically disadvantaged, African American, and Hispanic students

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

All students will demonstrate college readiness on all TAKS tests for all grade levels.

Pond Springs will increase or maintain exemplary level passing standards (90% or higher) for all student groups currently meeting exemplary level standard.

Pond Springs will decrease the achievement gaps for all student groups not currently meeting exemplary level passing standard by 25%.

2009-2010 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:

- Implement research-based, best practice instructional strategies
- Teachers will have high expectations for all students and encourage all students to achieve beyond the minimal standard
- Utilize collaborative teachers, district instructional coaches, campus administrators, and leadership team members to support differentiated instruction through various professional development opportunities such as: classroom observations, model lessons, collaborative walks, shared resources, and training
- Conduct observations at other campuses to observe best practice instruction and instruction designed to meet individual student need

- Horizontally and vertically align instructional vocabulary used in instruction to ensure students meet or exceed district and state standards
- Horizontal teams will continue to collaborate about curriculum, instruction, student expectations, and student work
- Vertical teams will engage in collaborative dialogue about TEKS vertical alignment, student performance expectations, and student work
- Identify current knowledge of differentiated instructional strategies and provide professional development opportunities focused on deepening teacher and campus understandings
- Continue to utilize and support high school mentoring programs such as BITS and HOPE

Performance Measures: TAKS, completion rate, dropout rate, attendance rate, college readiness, etc.

2010 TAKS passing and commended rates (includes TAKS, TAKS-A, TAKS-M, and TAKS ALT)

AYP Status

District Benchmark Results

Attendance Rates

Goal IV Fully implement the diversity training plan

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

Pond Springs will train all staff members using the district approved diversity training plan

2009-2010 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:

- Complete diversity training for staff during beginning of year staff development

Performance Measures: TAKS, SAT, ACT, #of Dual Credits; #AP/IB credits, college readiness scale scores, etc.

eCampus attendance report

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.