

# ROUND ROCK ISD

## 2008-2009 District/Campus Improvement Plan

<b>Strategic Goal I:</b>	Accelerate TAKS gains for economically disadvantaged, African American, and Hispanic students to reduce the achievement gap
<b>Leadership:</b>	<ul style="list-style-type: none"> <li>• <b>Vision: All Children will learn at their appropriate level, no matter what it takes!</b></li> <li>• <b>Leadership Person(s): Principal, Asst. Principal, Team Leaders</b></li> </ul>
<b>Information and Analysis:</b>	<ul style="list-style-type: none"> <li>• <b>Data Collected and Analyzed: TAKS scores, AYP, Grades, AIMSweb, TPRI, DRA, Benchmarks, Short Cycle, Commended Scores</b></li> </ul>
<b>Student Stakeholder Focus:</b>	<ul style="list-style-type: none"> <li>• <b>Data Trends: N/A – 1<sup>st</sup> year school</b></li> </ul>
<b>Professional Development/Human Resources Focus:</b>	<ul style="list-style-type: none"> <li>• <b>Training Needs: Train staff on Response To Intervention, Student Support Team framework, ARRC/CM Tools, differentiation in classrooms, monitoring system, AIMSWeb through Intervntionist</b></li> </ul>
<b>Change Strategy:</b>	<p><b>Failure Is Not An Option Principles (1-6)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop common mission, vision, values &amp; goals</li> <li><input checked="" type="checkbox"/> Ensure achievement for all students; creating systems for prevention &amp; intervention</li> <li><input checked="" type="checkbox"/> Create/support collaborative teaming focused on teaching &amp; learning</li> <li><input checked="" type="checkbox"/> Use data to guide decision making and continuous improvement</li> <li><input type="checkbox"/> Gain active engagement from family and community</li> <li><input checked="" type="checkbox"/> Build sustaining leadership capacity</li> </ul>

	<b>Process Management-Specific Action Steps and Time Lines for Each Change Strategy</b>	<b>Start Date</b> 00/00/00	<b>Finish Date</b> 00/00/00	<b>Responsibility</b>	<b>Resources</b> Costs/Services
1.	Teams planning and staff development times used to collaboratively develop plans aligned to the ARRC in math and science.	08/14/08	06/03/09	Horizontal teams	Computer access, copier, paper, time
2.	Develop short cycle assessments to monitor student progress in math and science.	08/14/08	06/03/09	Horizontal teams	Computer access, copier, paper, time
3.	Identify students through multiple assessments	08/26/08	06/03/09	Horizontal teams,	Computer access, time,

	(short cycle, TAKS like tests, benchmarks, previous TAKS scores, teacher observations, classroom grades) and provide intervention as needed. Targeted subgroups are priority.			interventionist team, administration, special education	research based programs
4.	Develop a grade level monitoring system to track all students progress.	08/14/08	10/31/08	ITS, administration, horizontal teams	Computer access, time
5.	Allow teachers extended planning time to collaboratively create enrichment plans for all students.	10/01/08	05/01/09	Administration	Substitutes
6.	Use the campus coaches to assist teachers in need and focus team's on improvement of teaching and planning.	9/04/08	5/01/09	Administration, team leaders	District coaches, substitutes for teachers to attend training
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**Process Results (Benchmarks & Others): Evidence of coach involvement with teams and teachers, campus wide data monitoring system, short cycle assessments**

**Strategic Results (TAKS): All student subgroups will score in the exemplary range (>90%) for TAKS in math and science.**

## ROUND ROCK ISD 2008-2009 District Improvement Plan

<b>Strategic Goal II:</b>	<b>Increase the percentage of underrepresented minority students enrolled in Advanced Placement, Dual Credit, International Baccalaureate, and Algebra 1 (middle school) courses</b>
<b>Leadership:</b>	<ul style="list-style-type: none"> <li>• <b>Vision: All Children will learn at their appropriate level, no matter what it takes!</b></li> <li>• <b>Leadership Person(s): Principal, Asst. Principal, Team Leaders</b></li> </ul>
<b>Information and Analysis:</b>	<ul style="list-style-type: none"> <li>• <b>Data Collected and Analyzed: Team plans, TAKS, benchmarks, short cycles, grades, OLSAT scores, # of students referred to SST meetings and TAG</b></li> </ul>
<b>Student Stakeholder Focus:</b>	<ul style="list-style-type: none"> <li>• <b>Data Trends: N/A – 1<sup>st</sup> year school</b></li> </ul>
<b>Professional Development/Human Resources Focus:</b>	<ul style="list-style-type: none"> <li>• <b>Training Needs: Differentiation in classrooms, Identification of students to nominate for TAG, AIMSWeb</b></li> </ul>
<b>Change Strategy:</b>	<p><b>Failure Is Not An Option Principles (1-6)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop common mission, vision, values &amp; goals</li> <li><input checked="" type="checkbox"/> Ensure achievement for all students; creating systems for prevention &amp; intervention</li> <li><input checked="" type="checkbox"/> Create/support collaborative teaming focused on teaching &amp; learning</li> <li><input checked="" type="checkbox"/> Use data to guide decision making and continuous improvement</li> <li><input checked="" type="checkbox"/> Gain active engagement from family and community</li> <li><input type="checkbox"/> Build sustaining leadership capacity</li> </ul>

	<b>Process Management-Specific Action Steps and Time Lines for Each Change Strategy</b>	<b>Start Date</b> 00/00/00	<b>Finish Date</b> 00/00/00	<b>Responsibility</b>	<b>Resources</b> Costs/Services
1.	Provide high quality instruction for all students through collaborative team planning aligned to the ARRC and designed with differentiated lessons for all learners.	08/26/08	06/03/09	Classroom teachers	Training, time
2.	Monitor student achievement using performance data from both formal and informal assessment	08/26/08	06/03/09	Classroom teachers, interventionist, administration	Research based program, AIMSWeb, monitoring

					notebooks
3.	Provide enrichment and intervention based on student achievement results	09/08/08	06/03/09	Classroom teachers, interventionist, TAG teacher	Research based programs, training on enrichment
4.	Collect data for all referrals to SST meetings and TAG placement including ethnicity and gender	10/17/08	06/03/09	Administration, TAG teacher	Time, computer access
5.	Encourage parents of minority and underrepresented groups to participate in SST meetings and TAG traits awareness sessions.	10/17/08	06/03/09	Administration, classroom teacher, TAG teacher	Paper, time, phones
6.	Train staff on differentiation	08/18/08	08/18/08	Director of TAG for RRISD	Time
7.	Allow teachers time to work together to develop collaborative lesson plans	10/01/08	05/01/09	Administration	Substitutes
8.					

**Process Results (Benchmarks & Others): Developed plans that include enrichment, evidence of training, data and record of SSTs and TAG placement**

**Strategic Results (TAKS): Traditionally underrepresented groups enrolled in advanced classes will score at a commended rate comparable to other groups of students.**

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## 2008-2009 District Improvement Plan

<b>Strategic Goal III:</b>	<b>Increase the high school completion rate for economically disadvantaged, African American, and Hispanic students</b>
<b>Leadership:</b>	<ul style="list-style-type: none"> <li><b>Vision: All Children will learn at their appropriate level, no matter what it takes!</b></li> <li><b>Leadership Person(s): Principal, Asst. Principal, Counselor, Interventionist, PBS Team</b></li> </ul>
<b>Information and Analysis:</b>	<ul style="list-style-type: none"> <li><b>Data Collected and Analyzed: SST referrals, discipline referrals, mentors on campus, unit plans, TAKS, Region XIII checks,</b></li> </ul>
<b>Student Stakeholder Focus:</b>	<ul style="list-style-type: none"> <li><b>Data Trends: N/A – 1<sup>st</sup> year school</b></li> </ul>
<b>Professional Development/Human Resources Focus:</b>	<ul style="list-style-type: none"> <li><b>Training Needs: PBS, research based programs of intervention, AIMSWeb monitoring system, SST Process, RTI</b></li> </ul>
<b>Change Strategy:</b>	<p><b>Failure Is Not An Option Principles (1-6)</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Develop common mission, vision, values &amp; goals</li> <li><input checked="" type="checkbox"/> Ensure achievement for all students; creating systems for prevention &amp; intervention</li> <li><input checked="" type="checkbox"/> Create/support collaborative teaming focused on teaching &amp; learning</li> <li><input checked="" type="checkbox"/> Use data to guide decision making and continuous improvement</li> <li><input checked="" type="checkbox"/> Gain active engagement from family and community</li> <li><input checked="" type="checkbox"/> Build sustaining leadership capacity</li> </ul>

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1.	Provide scientific, research-based interventions with fidelity for students still struggling when classroom instruction and intervention has not achieved desired results.	10/17/08	06/03/09	Interventionist	AIMSWeb, research-based programs
2.	Monitor student progress through SST meetings to determine additional interventions	10/17/08	06/03/09	Teachers, interventionist, administration, counselor	Time, computer access

3.	Develop high interest after school enrichment clubs to encourage student and family engagement with school	09/29/08	05/22/09	Teachers	Time, materials for clubs, training
4.	Train staff in PBS model	08/11/08	08/25/08	Administration, PBS team	Computer access, training for PBS team, lessons, time, posters
5.	Participate in Region XIII mentoring program on PBS	07/22/08	06/03/09	PBS Team	Time
6.	Create a team of teachers to help monitor, problem solve, and maintain PBS throughout the school	07/22/08	06/03/09	Administration	Rewards/motivation for team and staff
7.	Employ a referral tracking system to determine areas of need	08/26/08	06/03/09	Assistant Principal	Computer Access, \$500 for tracking system
8.	Create unit plans that specify differentiated activities for students of varied abilities	08/11/08	06/03/09	Teachers	Differentiation training, time
9.	Monitor students who score 2200 or less on TAKS to provide as needed support and assure college readiness.	1/05/09	06/03/09	Teachers, Administration, counselor, interventionist	Monitoring sheets, time

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**Process Results (Benchmarks & Others): Success of interventions at Tier 1 and Tier II, Evidence of school clubs, successful progress in PBS training with the Region, Evidence of the PACE team work (PBS focus team), evidence of differentiated lessons and activities**

**Strategic Results (TAKS): 90% of students will score above 2200 on TAKS**

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## 2008-2009 District Improvement Plan

<b>Strategic Goal IV:</b>	<b>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</b>
<b>Leadership:</b>	<ul style="list-style-type: none"> <li>• <b>Vision: All children will learn at their appropriate level, no matter what it takes!</b></li> <li>• <b>Leadership Person(s): Counselor, Principal, Assistant Principal</b></li> </ul>
<b>Information and Analysis:</b>	<ul style="list-style-type: none"> <li>• <b>Data Collected and Analyzed: TAKS data, benchmarks, PACE team/PBS data,</b></li> </ul>
<b>Student Stakeholder Focus:</b>	<ul style="list-style-type: none"> <li>• <b>Data Trends: N/A – 1<sup>st</sup> year school</b></li> </ul>
<b>Professional Development/Human Resources Focus:</b>	<ul style="list-style-type: none"> <li>• <b>Training Needs:</b> Training in differentiation in response to TAG survey, SIOP training, Power of 2 training, SIM Closing the Gap training, MAP training, Master Schedule Training and culturally responsive training.</li> </ul>
<b>Change Strategy:</b>	<p><b>Failure Is Not An Option Principles (1-6)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop common mission, vision, values &amp; goals</li> <li><input checked="" type="checkbox"/> Ensure achievement for all students; creating systems for prevention &amp; intervention</li> <li><input type="checkbox"/> Create/support collaborative teaming focused on teaching &amp; learning</li> <li><input checked="" type="checkbox"/> Use data to guide decision making and continuous improvement</li> <li><input checked="" type="checkbox"/> Gain active engagement from family and community</li> <li><input type="checkbox"/> Build sustaining leadership capacity</li> </ul>

	<b>Process Management-Specific Action Steps and Time Lines for Each Change Strategy</b>	<b>Start Date</b> 00/00/00	<b>Finish Date</b> 00/00/00	<b>Responsibility</b>	<b>Resources</b> Costs/Services
1.	Identify and provide services to students who are at-risk of not completing high school/college bound. <ul style="list-style-type: none"> <li>A. Analysis of tracking charts data for identification of students in need of Stallion Support groups or counseling services.</li> <li>B. Utilize teacher, parent and administrative</li> </ul>	10/1/08  10/1/08	EOY  EOY	Counselor	

	referrals/communication to determine student needs. C. Create small focus groups from data collected each semester	10/27/08	EOY		
2.	Provide healthy choice, goal setting for after high school and college/career awareness a. Red Ribbon Week/Drug Prevention b. Education Go Get It Week c. Guidance curriculum conducted in all classrooms w/ focus on Stallion Stars Positive Behavior success traits (PBS model) as well as emphasizing college/career development	10/27/08 09/29/08 10/08	10/31/08 10/3/08 EOY	Counselor	\$200
3.	Provide services to meet the social and emotional needs of students in TAG, Subgroups, Diverse populations, Special Ed, etc. A. Utilize TAG teacher referrals/Gen. Ed.teacher referral, parent referrals, ARD requests, PBS/SST B. Encouragement of diverse students' participation in groups to address his/her needs	10/15/08	EOY	Counselor	
4.	Provide parent support to address family/at home issues and the different needs of students A. Work with campus parent support specialist B. Provide referrals to SSHS C. Provide community resources to families	8/08	EOY	Counselor	