

ROUND ROCK ISD

2009-2010 District/Campus Improvement Plan

| | |
|--|--|
| Strategic Goal I: | Ensure achievement for all students |
| Focus Area 1: | Accelerate TAKS gains for economically disadvantaged, African American, and Hispanic students to reduce the achievement gap |
| Leadership: | <ul style="list-style-type: none"> • Vision: Enhance student achievement to respond to the individual needs of specific students so they achieve 90% or better on TAKS • Leadership Person(s): Administrators, Leadership Team, All teachers, Special Education Department |
| Information and Analysis: | <ul style="list-style-type: none"> • Data Collected and Analyzed: TAKS, AYP, College Readiness Scale Scores, 6-week course grades, Commended scores, benchmark scores, common assessments, student involvement |
| Student Stakeholder Focus: | <ul style="list-style-type: none"> • Data Trends: Walsh data indicates that while all of our subgroups performed above state recognized, we still have gaps in Hispanic, Economically Disadvantaged, African American population, and SPED populations, specifically in science and math. |
| Professional Development/Human Resources Focus: | <ul style="list-style-type: none"> • Training Needs: PBIS, CHAMPS, TESA, Diversity Training, SIOP, Read 180, Science Collaborative, Pre-AP, TAG, 6+1 Writing Training, 5E Lesson Planning, Power of 2 |
| Change Strategy: | <p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ensure achievement for all students; creating systems for prevention & intervention <input checked="" type="checkbox"/> Create/support collaborative teaming focused on teaching & learning <input checked="" type="checkbox"/> Use data to guide decision making and continuous improvement |

| | Process Management-Specific Action Steps and Time Lines for Each Change Strategy | Start Date 08/13/09 | Finish Date 06/01/10 | Responsibility | Resources Costs/Services |
|----|--|-------------------------------|--------------------------------|-------------------------------|------------------------------------|
| 1. | Implement PBIS*, CHAMPS*, Diversity*, TESA, Read 180*, and Science Collaborative* Trainings. | 08/13/09 | 06/01/10 | All teachers | Staff development time |
| 2. | Utilize math and science journals at all grade levels. | 08/13/09 | 06/01/10 | All math and science teachers | Class time |
| 3. | Reflect on SPA data at monthly meetings using the World Café Model, charting student progress, and creating “just-in-time” action plans for individual | 08/13/09 | 06/01/10 | All teachers | Team/Planning Time, SPA meetings |

| | | | | | |
|-----|--|----------|----------|--|-----------------------------------|
| | students. | | | | |
| 4. | Provide preventative practices to all students to reduce the number of students needing interventions. | 08/13/09 | 06/01/10 | All teachers, counselors, staff | Class time, team/planning time, |
| 5. | Increase use of manipulative and kinesthetic learning experiences in math and science that provide real-world experiences. | 08/13/09 | 06/01/10 | All math and science teachers | Team/Planning time, Class time |
| 6. | Review science data and provide support to science teachers to make gains on TAKS, utilizing science collaborative training to incorporate more 2D and 3D lab experiences. | 08/13/09 | 06/01/10 | All math and science teachers | Team/Planning time, SPA meetings, |
| 7. | Meet individually with students each grading period, before students fail, based on teacher feedback. | 08/13/09 | 06/01/10 | All teachers and counselors | Class time, Team/Planning time |
| 8. | Place Tier 3 and 4 students into intervention classes and initiatives at the start of the school and adjust needs as necessary. | 08/13/09 | 06/01/10 | All teachers and counselors | Planning/team time |
| 9. | Ensure the implementation and practice of Senate Bill 892, via curriculum (<i>Go, Slow, Whoa</i> food education), Fitnessgram, and CATCH initiatives, that it become embedded in Walsh culture. | 08/13/09 | 06/01/10 | All physical education teachers and all coaches; all staff | Class time, planning/team time |
| 10. | Provide <i>Building Science Vocabulary/Chemistry*</i> inquiry-based approach in all classes as an embedded vocabulary practice. | 08/27/09 | 06/01/10 | Science Department and all teachers | Class time, planning/team time |
| 11. | Provide preventative strategy of <i>Measurement and Word Problems, Oh My!*</i> in all math classes at all grade levels to build math skill and necessary conceptual understanding. | 08/27/09 | 06/01/10 | All math teachers | Class time, team/planning time |

Process Results (Benchmarks & Others): Implementation of RRISD Scope and Sequence (ARRC) for all subject areas. Positive gain in mastery on district benchmarks and common assessments, attendance rates and quality of student work.

Strategic Results (TAKS): All student groups will perform at a passing rate of 90% or better on TAKS.

**ROUND ROCK ISD
2009-2010 District/Campus Improvement Plan**

| | |
|--|--|
| | |
| Strategic Goal I: | Ensure achievement for all students |
| Focus Area 2: | Increase the percentage of underrepresented minority students enrolled in Advanced Placement, Dual Credit, International Baccalaureate, and Algebra I (middle school) courses |
| Leadership: | <ul style="list-style-type: none"> • Vision: Enhance student achievement for underrepresented students by encouraging enrollment in higher level classes • Leadership Person(s): Administration, Leadership Team, Counselors |
| Information and Analysis: | <ul style="list-style-type: none"> • Data Collected and Analyzed: Class enrollment numbers, TAG data, AYP, attendance data |
| Student Stakeholder Focus: | <ul style="list-style-type: none"> • Data Trends: Walsh minority placements based on class enrollment data are not proportionate with percentage of minority students enrolled. |
| Professional Development/Human Resources Focus: | <ul style="list-style-type: none"> • Training Needs: Diversity Training, TAG Training, Pre-AP Training, Counselor Guidance lessons on 4 year plan and college readiness |
| Change Strategy: | <p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ensure achievement for all students; creating systems for prevention & intervention <input checked="" type="checkbox"/> Create/support collaborative teaming focused on teaching & learning <input checked="" type="checkbox"/> Use data to guide decision making and continuous improvement <input checked="" type="checkbox"/> Gain active engagement from family and community |
| | |
| | |

| | Process Management-Specific Action Steps and Time Lines for Each Change Strategy | Start Date 08/13/09 | Finish Date 06/01/10 | Responsibility | Resources Costs/Services |
|----|--|-------------------------------|--------------------------------|-----------------------------|--|
| 1. | Seek and encourage TAG testing and referrals for testing of students who achieve but may be unaware of TAG benefits. | 08/13/09 | 06/01/10 | All teachers and counselors | Team/planning time |
| 2. | Implement TAG/Pre-AP strategies in all classes. | 08/13/09 | 06/01/10 | All teachers | Staff development time, professional development |

| | | | | | |
|----|---|----------|----------|-----------------------------|---|
| | | | | | (subs), Class time |
| 3. | Continue to educate students and parents about student participation in advanced classes and the importance of the AP program via academic classes, advisory, parent calls and conferences, parent information nights and brown bags. | 08/13/09 | 06/01/10 | All teachers and counselors | After school information nights, team/planning time |
| 4. | Assist student with goal-setting, charting progress, and student led portfolios in academic classes, advisory, and counselor presentations and conferences. | 08/13/09 | 06/01/10 | All teachers and counselors | Class time, advisory time, team/planning time |
| 5. | Collaborate with past and future grade-level teachers to ensure vertical alignment and dept of content through in-depth TEKS articulation. | 08/13/09 | 06/01/10 | All teachers | Team/planning time |
| 6. | Analyze student products to further promote higher levels of rigor. | 08/13/09 | 06/01/10 | All teachers | Team/Planning time, SPA meetings |
| 7. | Introduce 4 year plans to all grade levels in the fall to make student aware of class choices and options through high school graduation. | 08/13/09 | 06/01/10 | All counselors and teachers | Class time, advisory time |
| | | | | | |

Process Results (Benchmarks & Others): Percentage of underrepresented minorities in advanced classes and after-school activities, failure list/rates, short-cycle common assessments, attendance rates

Strategic Results (TAKS): AEIS Report, TAKS results, yearly passing rates, Gold performance awards, AYP, SAT (Duke Talent Search)

ROUND ROCK ISD
2009-2010 District/Campus Improvement Plan

| | |
|--|--|
| Strategic Goal I: | Ensure achievement for all students |
| Focus Area 3: | Increase the graduation rate for economically disadvantaged, African American, and Hispanic students |
| Leadership: | <ul style="list-style-type: none"> • Vision: All students will graduate from high school, regardless of subpopulation represented. • Leadership Person(s): Administration, Leadership Team, All staff |
| Information and Analysis: | <ul style="list-style-type: none"> • Data Collected and Analyzed: Attendance data, MS Accel data, TAKS/benchmark/common assessment data, SST/PGP/RtI data |
| Student Stakeholder Focus: | <ul style="list-style-type: none"> • Data Trends: While Walsh does not have any dropouts, feeder high school rates show that minority graduation rates are lower than that of majority populations. |
| Professional Development/Human Resources Focus: | <ul style="list-style-type: none"> • Training Needs: College Readiness/4 year HS plans, Mentoring, At-Risk and RtI training, |
| Change Strategy: | <p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ensure achievement for all students; creating systems for prevention & intervention <input checked="" type="checkbox"/> Create/support collaborative teaming focused on teaching & learning <input checked="" type="checkbox"/> Gain active engagement from family and community |

| | Process Management-Specific Action Steps and Time Lines for Each Change Strategy | Start Date 08/13/09 | Finish Date 06/01/10 | Responsibility | Resources Costs/Services |
|----|---|-------------------------------|--------------------------------|-----------------------------|------------------------------------|
| 1. | Assign all staff an at-risk student to mentor and monitor, via Shared Success Program and weekly meetings; provide weekly tips to teachers about effective research-based mentoring tips. | 08/13/09 | 06/01/10 | All teachers | Planning/team time, tutorial time |
| 2. | Ensure all students receive at least one high school credit in middle school. | 08/13/09 | 06/01/10 | All teachers and counselors | Class time, team/planning time |
| 3. | Represent 4-year plans/FAQ posters in all classrooms. | 08/13/09 | 06/01/10 | All teachers and counselors | Class time |

| | | | | | |
|----|--|----------|----------|----------------------------------|---|
| 4. | Create action plans in SSTs to monitor progress and possible interventions before failure occurs. | 08/13/09 | 06/01/10 | All teachers and counselors | Team/planning time |
| 5. | Monitor and ensure implementation of PGPs. | 08/13/09 | 06/01/10 | All teachers and counselors | Team/planning time |
| 6. | Refine the MS Accel model and continue to support and promote over-age students and student who need more support in reading and math. | 08/13/09 | 06/01/10 | Selected teachers and counselors | Class time, team/planning time |
| 7. | Encourage fluent foreign language speakers to take credit by exam in own foreign language. | 08/13/09 | 06/01/10 | All counselors | Team/planning time, class time |
| 8. | Pair all teachers and staff with an at-risk student via Shared Success Program, in an effort to make a personal connection and ultimately improving student achievement. | 08/13/09 | 06/01/10 | All teachers and staff | Team/planning time, class time, advisory time |

Process Results (Benchmarks & Others): Implementation of the RRISD Scope and Sequence (ARRC) for all subject areas, percentage of underrepresented minority students I high school credit classes, MS Accel data,

Strategic Results (TAKS): TAKS, completion rate, attendance rate, college readiness, # of students transitioning to high school with at least one high school credit.

**ROUND ROCK ISD
2009-2010 District/Campus Improvement Plan**

| | |
|--|--|
| Strategic Goal II: | Create systems that support teaching and learning in a safe, orderly, and nurturing environment |
| Focus Area 1: | Fully implement the diversity training plan |
| Leadership: | <ul style="list-style-type: none"> • Vision: Diversity Awareness will become embedded in Walsh school culture; encouraging all students, using Diversity Awareness, to become college-bound • Leadership Person(s): Administration, Teacher Leaders, Counselors |
| Information and Analysis: | <ul style="list-style-type: none"> • Data Collected and Analyzed: PBIS, CHAMPS, TESA, discipline referral data, positive behavior referral data, TAKS, SAT, ACT, # of dual credits, # of AP/IB credits, college readiness |
| Student Stakeholder Focus: | <ul style="list-style-type: none"> • Data Trends: Walsh is in its first year of implementing the Diversity training plan and hopes to see more involvement academically and in extracurricular activities of underrepresented minority students. |
| Professional Development/Human Resources Focus: | <ul style="list-style-type: none"> • Training Needs: TESA, PBIS*, CHAMPS*, Transforms Diversity Training*, SIOP |
| Change Strategy: | <p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develop common mission, vision, values & goals <input checked="" type="checkbox"/> Ensure achievement for all students; creating systems for prevention & intervention <input checked="" type="checkbox"/> Create/support collaborative teaming focused on teaching & learning <input checked="" type="checkbox"/> Gain active engagement from family and community |

| | Process Management-Specific Action Steps and Time Lines for Each Change Strategy | Start Date 08/13/09 | Finish Date 06/01/10 | Responsibility | Resources Costs/Services |
|----|---|-------------------------------|--------------------------------|-----------------------|--|
| 1. | Implement Diversity Training in conjunction with TESA, PBIS, CHAMPS, and SIOP training initiatives on campus so they become embedded in the culture of Walsh. | 08/13/09 | 06/01/10 | All faculty and staff | Staff development time, team/planning time, professional development time (subs) |
| 2. | Train all staff on Transforms and diversity awareness. | 08/13/09 | 06/01/10 | All faculty and staff | Staff development time, team/planning time |

| | | | | | |
|----|---|----------|----------|-----------------------------|---|
| 3. | Use common academic language when responding to all students and colleagues. | 08/13/09 | 06/01/10 | All teachers | Class time, team/planning time |
| 4. | Create and implement a first semester timeline with checkpoints for college-related conversations/planning with students. | 08/13/09 | 06/01/10 | All counselors | Planning time |
| 5. | Create student awareness and understanding of college options and diversity via advisory, specifically through journaling, writing prompts, and guided reading. | 08/13/09 | 06/01/10 | All teachers and counselors | Advisory time, team/planning time |
| 6. | Bring college awareness and information to campus throughout the year for students and parents. | 08/13/09 | 06/01/10 | All teachers and counselors | Class time, team/planning time, parent nights |
| 7. | Acquire better understanding of minority/underrepresented/diverse cultures to enhance college-bound conversations with students. | 08/13/09 | 06/01/10 | All teachers | Team/planning time, staff development time |
| 8. | Educate parents and students on college opportunities through <i>Education Go Get It Week</i> , Leadership class, college admission guest speakers, Texas Scholars Seminar, Duke Talent Search, Friday “College Day,” Career Day, and Explore UT field day. | 08/13/09 | 06/01/10 | All counselors | Class time, team/planning time |

Process Results (Benchmarks & Others): Informal surveys, benchmark data, common assessment data, 6 week grades, failures of students with PGPs.

Strategic Results (TAKS): TAKS, SAT (Duke Talent Search) results, college readiness scale scores,

ROUND ROCK ISD
2009-2010 District/Campus Improvement Plan

| | |
|--|--|
| Strategic Goal II: | Create systems that support a safe, orderly, and nurturing environment |
| Focus Area 2: | Maintain and re-administer the employee climate survey, and develop and implement a similar instrument to measure student morale and school climate |
| Leadership: | <ul style="list-style-type: none"> • Vision: Collaborate with students, parents, teachers, and community members to provide nurturing environments for working and learning, based on data and feedback from all stakeholders. • Leadership Person(s): Administrators, Counselors, Leadership Team, All Staff |
| Information and Analysis: | <ul style="list-style-type: none"> • Data Collected and Analyzed: 6 week employee climate surveys, District climate surveys, PBIS survey results and PBIS/discipline data, attendance data, Parent Brown Bag Meeting Feedback, Student PrincipAL lunch feedback, PTA feedback, TESA feedback |
| Student Stakeholder Focus: | <ul style="list-style-type: none"> • Data Trends: Walsh Middle School has regularly used qualitative and quantitative feedback from students, parents, teachers, and staff to make necessary changes and improvements. |
| Professional Development/Human Resources Focus: | <ul style="list-style-type: none"> • Training Needs: PBIS* and CHAMPS* Training, TESA |
| Change Strategy: | <p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develop common mission, vision, values & goals <input checked="" type="checkbox"/> Use data to guide decision making and continuous improvement <input checked="" type="checkbox"/> Gain active engagement from family and community |

| | Process Management-Specific Action Steps and Time Lines for Each Change Strategy | Start Date 08/13/09 | Finish Date 06/01/10 | Responsibility | Resources Costs/Services |
|----|--|-------------------------------|--------------------------------|-----------------------------------|------------------------------------|
| 1. | Survey faculty and staff every 6 weeks for feedback. | 08/13/09 | 06/01/10 | All faculty and staff | Team/planning time |
| 2. | Encourage volunteer, parent, and community participation through PTA, Watch DOGS, Career | 08/13/09 | 06/01/10 | All administration and counselors | Team/planning time |

| | | | | | |
|----|--|----------|----------|-----------------------------------|-----------------------------------|
| | Day, Parent Brown Bags, and other events to improve community participation and morale and gather qualitative and quantitative feedback. | | | | |
| 3. | Utilize PBIS surveys to make more informed campus decisions that ultimately improve student achievement. | 08/13/09 | 06/01/10 | PBIS Committee and all teachers | Team/planning time, advisory time |
| 4. | Hold monthly student and parent luncheons to gain understanding and gather suggestions and feedback. | 08/13/09 | 06/01/10 | All administrators and counselors | |
| 5. | Recognize students at “Wildcat PRIDE” breakfast receptions and invite parents to attend. | 08/13/09 | 06/01/10 | All teachers | Morning |
| 6. | Implement CHAMPS and PBIS strategies in the classroom and school-wide to promote a consistent approach to student expectations. | 08/13/09 | 06/01/10 | PBIS Committee and all teachers | |

Process Results (Benchmarks & Others): Survey results; discipline/attendance data; PBIS data

**ROUND ROCK ISD
2009-2010 District/Campus Improvement Plan**

| | |
|--|--|
| Strategic Goal III: | Use data to guide decision making and continuous improvement for effective and efficient operations |
| Focus Area 1: | Provide adequate resources for instructional improvement |
| Leadership: | <ul style="list-style-type: none"> • Vision: Empower students and teachers to monitor and improve performance via data-driven decisions. • Leadership Person(s): Administration, Counselors, Leadership Team, All content-area teachers |
| Information and Analysis: | <ul style="list-style-type: none"> • Data Collected and Analyzed: SPA data, survey data, PBIS survey data, discipline data, attendance data, TAKS, benchmark scores, common assessment data, short-cycle assessment data, TESA feedback |
| Student Stakeholder Focus: | <ul style="list-style-type: none"> • Data Trends: Walsh regularly uses data to make sound and appropriate choices for excellence in student achievement, as well as effective teaching and business practice. |
| Professional Development/Human Resources Focus: | <ul style="list-style-type: none"> • Training Needs: PBIS*, CHAMPS*, Transforms Diversity Training*, TESA, |
| Change Strategy: | <p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develop common mission, vision, values & goals <input checked="" type="checkbox"/> Ensure achievement for all students; creating systems for prevention & intervention <input checked="" type="checkbox"/> Create/support collaborative teaming focused on teaching & learning <input checked="" type="checkbox"/> Use data to guide decision making and continuous improvement <input checked="" type="checkbox"/> Gain active engagement from family and community <input checked="" type="checkbox"/> Build sustaining leadership capacity |

| | Process Management-Specific Action Steps and Time Lines for Each Change Strategy | Start Date 08/13/09 | Finish Date 06/01/10 | Responsibility | Resources Costs/Services |
|----|---|-------------------------------|--------------------------------|-------------------------------|------------------------------------|
| 1. | Graph assessment results and disaggregate data to track progress, providing just-in-time interventions to all students. | 08/13/09 | 06/01/10 | All teachers | Team/planning time |
| 2. | Track volunteer participation via Raptor system | 08/13/09 | 06/01/10 | Office staff & administration | |

| | | | | | |
|----|--|----------|----------|-----------------------------------|--------------------------------|
| | and PTA feedback. | | | | |
| 3. | Use student monitoring folders to assess, focus, plan, and improve student achievement. | 08/13/09 | 06/01/10 | All teachers | Team/planning time, class time |
| 4. | Use PBIS and employee climate survey data to make better decisions for students, teachers, staff, and parents. | 08/13/09 | 06/01/10 | PBIS Committee and Administration | |

Process Results (Benchmarks & Others): Volunteer hours, attendance rates, discipline data, positive gain in mastery on benchmarks and common assessments and TAKS