

## Anderson Mill Elementary, IB World School 2008-09

### Campus Vision Statement

The professional learning community of Anderson Mill will positively impact the future of our shared world. We will diligently pursue becoming citizens who portray the International Baccalaureate Learner Profile. Our success as self-directed learners will be realized through recognizing our strengths, working to overcome obstacles, and developing balanced, reflective lifestyles.

### Campus Mission Statement

Anderson Mill is a collaborative and unified network of students, teachers, staff, parents and community building strong academic standards and nurturing life-long curiosity. Through international responsibility and understanding, we are critical thinkers, responsible citizens, and leaders of the future.

### Goal I

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

**Campus Goals: Improve TAKS math scores for African-American students from 71% to 90% and for economically disadvantaged students from 85% to 90%. Increase TAKS science scores for Hispanic students from 62% to 90% and for economically disadvantaged students from 85% to 90%.**

### Strategies

- ☒ Ensure achievement for all students; creating systems for prevention & intervention
  - Develop a research-based intervention time including immediate, flexible, grad level-wide grouping for skill development based on progress monitoring and common short cycle assessments.
  - Implement universal screening system and work with Response to Intervention team to develop research-based intervention plans as needed.
  - Continue implementing Marzano strategies including pre-teaching math and science vocabulary.
- ☒ Use data to guide decision making and continuous improvement.
  - Revise Student Success Team meetings (more frequent, more stakeholders, include all interventionists, create specific plans with timeframe and feedback loop)
  - Use universal screening data, new student screening, and progress monitoring to adjust interventions.
  - Use Kilgo data to identify campus high stakes objectives.
  - Create pre and post common assessments in each academic team and analyze results to inform instruction.

### Goal II

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

**Campus Goal: Increase TAKS commended scores for Hispanic, African-American, and economically disadvantaged students to 50%. Improve attendance rate for those student groups to 99%.**

### Strategies:

- ☒ Develop common mission, vision, values & goals.
  - Continue the school-wide implementation of the International Baccalaureate Primary Years Programme with a focus on critical thinking, inquiry learning, and internationalism.
  - Work to increase using the language of student strengths and high expectations
  - Provide advanced International Baccalaureate training for all staff.
- ☒ Create/support collaborative teaming focused on teaching & learning.
  - Analyze in vertical teams the PYP Programme of Inquiry for efficacy and powerful thinking and conceptual learning.
  - Work with team leaders to monitor collaborative team planning for language of high expectations focused on student strengths.

- Continue use of extended collaborative time weekly for teams to plan units of inquiry.
- ☒ Build sustaining leadership capacity.
  - Collaborative Teacher Leaders will facilitate learning walks focused on critical thinking, high expectations.
  - RtI team will plan and implement new strategies for interventions.

### **Goal III**

#### **Increase the high school completion rate.**

**Campus Goal: Increase attendance rate to 99%. Increase TAKS commended scores to 50%. Fill all PTA board positions and committee chair positions. Increase volunteerism by 50%. Increase number of professional mentors by 50%.**

#### **Strategies:**

- ☒ Develop common mission, vision, values & goals.
  - Implement New Beginnings, New Horizons program during extended day services (to promote career awareness and effective transitions to middle/high school).
  - Begin studying career choices in kindergarten.
  - Promote school-wide expectation (through assemblies and live broadcasts) that IB students go on to the very best colleges.
- ☒ Ensure achievement for all students; creating systems for prevention & intervention
  - Collaborate with Literacy Austin to offer English and literacy classes for parents.
- ☒ Gain active engagement from family and community.
  - Focus community involvement initiatives on supporting PTA's efforts to rebuild and revitalize their organization.
  - Focus Friday Family Nights on student fitness and math learning.
  - Include science learning as part of all community activities.
  - Foster level II community partnerships with science/technology companies.
- ☒ Build sustaining leadership capacity.
  - Assist PTA with their efforts to build leadership within the community.
  - Empower student leadership organizations to be involved with school improvement initiatives.

### **Goal IV**

#### **Implement strategies to address the different needs of high school students**

**Campus Goal: Increase counselor time with students by 25 %. Increase number of students with access to mentors by 50%.**

#### **Strategies:**

- ☒ Ensure achievement for all students; creating systems for prevention & intervention
  - Encourage student participation (especially students in targeted groups) in ASPIRE and other extended day activities.
- ☒ Create/support collaborative teaming focused on teaching & learning
  - Focus efforts of instructional coach on strategies for differentiated instruction in math and science classrooms.
- ☒ Use data to guide decision making and continuous improvement
  - Increase frequency of surveys for students to monitor needs.

**Performance Measures: TAKS, TAKS commended rates, attendance rates, course grades, survey responses**

### **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.**

# ROUND ROCK ISD

## 2008-2009 Anderson Mill Elementary IB World School Campus Improvement Plan

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| <b>Strategic Goal I:</b>                               | Accelerate TAKS gains for economically disadvantaged, African American, and Hispanic students to reduce the achievement gap (mathematics and science).   |
| <b>Campus Goal</b>                                     | <ul style="list-style-type: none"> <li>90% of each student group will meet passing standards on TAKS in each content area.</li> </ul>  |
| <b>Information and Analysis:</b>                       | <ul style="list-style-type: none"> <li>Data Collected and Analyzed: TAKS, Benchmarks, Grade Level Common Assessments, TPRI, DRA</li> </ul>   |
| <b>Student Stakeholder Focus:</b>                      | <ul style="list-style-type: none"> <li>Data Trends: Math TAKS: 71% passing for African-American students, 85% passing for economically disadvantaged students. Science TAKS: 62% passing for Hispanic students, 85% passing for economically disadvantaged students.</li> </ul>  |
| <b>Professional Development/Human Resources Focus:</b> | <ul style="list-style-type: none"> <li>Training Needs: ACC Science Collaborative and Local Cohort Training, Book Studies, ABC, model lessons, learning walks</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 type="checkbox"/> Gain active engagement from family and community</li> <li><input type="checkbox"/> Build sustaining leadership capacity</li> </ul> |

|    | Process Management-Specific Action Steps and Time Lines for Each Change Strategy   | Start Date<br>00/00/00 | Finish Date<br>00/00/00 | Responsibility   | Resources<br>Costs/Services   |
|----|--|------------------------|-------------------------|--|---|
| 1. | Develop research-based intervention time including immediate, flexible, grade-level-wide grouping for skill development based on progress monitoring and common short cycle assessments. | 09/08/08               | 06/03/09                | Intervention Team, Specialists, Teachers, Administrators | Rtl Training, AimsWeb Materials, Research-based Intervention Materials, Title I SWC #2,9,10 |
| 2. | Implement universal screening system and work with Response to Intervention team to develop  | 10/06/08               | 02/02/09                | Interventionists   | AimsWeb Materials, Research-based Intervention  |

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|----|--|----------|----------|--|--|
|    | research-based intervention plans as needed.   |          |          |  | Materials, Title I SWC #1                          |
| 3. | Continue implementing Marzano strategies including pre-teaching math and science vocabulary.                                 | 09/02/08 | 06/03/09 | Grade Level Teachers, Specialists                              | Title I SWC #2                                     |
| 4. | Revise Student Success Team meetings to be more frequent, include more stakeholders, and create specific intervention plans. | 10/06/08 | 02/02/09 | Interventionists, Administrators                               | Title I SWC #2,8,9                                 |
| 5. | Use universal screening data, new student screening, and progress monitoring to adjust interventions.                        | 10/06/08 | 06/01/09 | Interventionists, Teachers                                     | Universal Screeners/Probes                         |
| 6. | Use Kilgo data to identify campus high stakes objectives.  | 10/20/08 | 11/07/08 | Instructional Coach, Collaborative Teacher Leaders             | Kilgo Data, Title I SWC #1                         |
| 7. | Create pre and post common assessments in each academic team and analyze results to inform instruction.                      | 09/02/08 | 05/04/09 | Grade Level Teachers   | Extended Planning Time, Title I SWC # 8            |
| 8  | Utilize interactive technologies to engage all learners.   | 9/2/08   | 6/1/08   | Classroom teachers, interventionists, ITS, Instructional coach | Planning time with ITS and coach, substitute funds |

Process Results : TPRI, DRA, Benchmarks, TAKS, Grade-level common assessments

Strategic Results : TAKS

## Anderson Mill Elementary, IB World School 2008-2009 Campus Improvement Plan

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| <b>Strategic Goal II:</b>                              | Increase the percentage of underrepresented minority students enrolled in Advanced Placement, Dual Credit, International Baccalaureate, and Algebra 1 (middle school) courses   |
| <b>Campus Goal:</b>                                    | <ul style="list-style-type: none"> <li>• Increase TAKS commended scores for Hispanic, African-American and economically disadvantaged students to 50%. Improve attendance rate for those student groups to 99%.</li> </ul>  |
| <b>Information and Analysis:</b>                       | <ul style="list-style-type: none"> <li>• Data Collected and Analyzed: TAKS commended scores, attendance rates.</li> </ul>   |
| <b>Student Stakeholder Focus:</b>                      | <ul style="list-style-type: none"> <li>• Data Trends: Commended scores and attendance rates for these student groups are consistently lower than scores for other student groups.</li> </ul>  |
| <b>Professional Development/Human Resources Focus:</b> | <ul style="list-style-type: none"> <li>• Training Needs: IB/PYP Training (all levels) and participation in international conferences, TAG training for GT Certification,</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 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 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> |

|    | Process Management-Specific Action Steps and Time Lines for Each Change Strategy  | Start Date<br>00/00/00 | Finish Date<br>00/00/00 | Responsibility | Resources<br>Costs/Services                                  |
|----|---|------------------------|-------------------------|----------------|--|
| 1. | Continue the school-wide implementation of the International Baccalaureate Primary years Programme with a focus on critical thinking, inquiry learning, and internationalism. | 08/25/08               | 06/03/09                | All staff      | IB Budget, Cost for Travel, Training, Fees, Title I SWC#2,10 |
| 2. | Increase the use of language that highlights student strengths and our high expectations.   | 08/25/08               | 06/03/09                | All Staff      | None   |

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|----|---|----------|----------|---|--|
| 3. | Provide advanced International Baccalaureate training for all staff.  | 07/14/08 | 03/01/09 | IB Coordinator, Administrator   | IB Budget, Travel, Workshop Fees, Title I SWC#3,4,10               |
| 4. | Analyze in vertical teams the PYP Programme of Inquiry for efficacy, relevance, powerful thinking, and conceptual learning.                     | 07/07/08 | 05/27/09 | PYP Coordinator, Administrator, Grade Level Team Leaders                          | Extra Duty Pay for Summer Planning, Title I SWC #2,10              |
| 5. | Work with team leaders to monitor collaborative team planning for language of high expectations focused on student strengths.                   | 08/16/08 | 06/01/09 | Team Leaders  | None   |
| 6. | Continue use of extended collaborative time weekly for teams to plan units of inquiry.  | 09/02/08 | 05/29/09 | IB Coordinator, Administrators, Leadership Team                                   | Imbedded staff-development substitute,                             |
| 7. | Collaborative teacher leaders will facilitate learning walks focused on critical thinking, high expectations.                                   | 11/03/08 | 04/30/09 | CTLs, Administrators, Teachers  | Imbedded Staff Dev. Sub., Title I SWC # 4                          |
| 8. | Rtl team will plan and implement new strategies for interventions.  | 10/01/08 | 05/29/09 | Interventionists, Specialists   | Research-based Intervention Materials, Training, Title I SWT #9,10 |
| 9. | Use available technology including Interactive Whiteboards, laptops, cameras and classroom computers as a tool for differentiating instruction. | 9/2/08   | 6/1/08   | Classroom teachers, ITS, Instructional coach, interventionists, Specials teachers | T Fund budget, training with ITS and instructional coach           |

Process Results : Commended Scores-TAKS, Benchmarks, TPRI, DRA

Strategic Results : TAKS

## Anderson Mill Elementary, IB World School 2008-2009 Campus Improvement Plan

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| <b>Strategic Goal III:</b>        | Increase the high school completion rate for economically disadvantaged, African American, and Hispanic students.  |
| <b>Campus Goal:</b>               | Increase attendance rate to 99%. Increase TAKS commended scores for all student groups to 50%. Fill all PTA board positions and committee chair positions. Increase volunteerism by 50%. Increase number of professional mentors by 50%.   |
| <b>Information and Analysis:</b>  | <ul style="list-style-type: none"> <li>Data Collected and Analyzed: Attendance rate, Percent of PTA positions filled, Volunteer hours, Number of mentors,</li> </ul>   |
| <b>Student Stakeholder Focus:</b> | <ul style="list-style-type: none"> <li>Data Trends: Commended rates for student groups are lower than for others. PTA positions often remain vacant all year.</li> </ul>   |
| <b>Professional Development</b>   | <ul style="list-style-type: none"> <li>Training Needs: District mentor training, Summer PTA Leadership 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 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 type="checkbox"/> Create/support collaborative teaming focused on teaching &amp; learning</li> <li><input 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> |

|    | Process Management-Specific Action Steps and Time Lines for Each Change Strategy  | Start Date<br>00/00/00 | Finish Date<br>00/00/00 | Responsibility                        | Resources<br>Costs/Services  |
|----|---|------------------------|-------------------------|---------------------------------------|--|
| 1. | Implement New Beginnings/Horizons program during extended day services to promote career awareness /effective transitions to middle school. | 09/08/08               | 05/20/09                | ASPIRE Coordinator, Grant Coordinator | ASPIRE Grant, New Beginnings Grant, Field Trips, Teacher Pay, Subs, Title I SWC # 7,10 |

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|-----|--|----------|----------|---|---|
| 2.  | Begin offering kindergartners opportunity to study career choices.   | 10/01/08 | 12/19/08 | Kindergarten Teachers   | IB Unit of Inquiry Budget                                 |
| 3.  | Promote school-wide expectation (through assemblies and live broadcasts) that IB students go to the very best colleges.  | 10/08/08 | 05/29/09 | Administrators, Live Broadcast Staff, Social Worker                       | None  |
| 4.  | Collaborate with Literacy Austin to offer English classes for parents.   | 08/11/08 | 04/01/09 | Literacy Austin Organization, Volunteers, Principal, ESOL Coordinator     | Flyers, Assessors, Adult ESOL Teachers, Title I SWC#6,10  |
| 5.  | Focus community involvement initiatives on supporting PTA' s efforts to rebuild and revitalize their organization.   | 08/04/08 | 05/05/09 | Social Worker, Teachers, PTA Board Members, Administrators                | Title I SWC # 6   |
| 6.  | Focus Friday Family Fun Nights on student fitness and math learning.   | 11/08/08 | 05/08/09 | Social Worker, PE Teacher   | Grant Monies from A+ Credit Union, Title I SWC # 6,10     |
| 7.  | Include science learning as part of all community activities.  | 08/21/08 | 05/29/09 | Teachers, Administrators, Social Worker                                   | None  |
| 8.  | Foster level II community partnerships with science/technology companies.  | 08/04/08 | 05/01/09 | Partners in Ed. Coordinator, Mentor Coordinator                           | Mentor Training, Partners in Ed. Support, Title I SWC #10 |
| 9.  | Assist PTA with their efforts to build leadership within the community.  | 08/04/08 | 05/05/09 | PTA Board Members, Administrators, Social Worker                          | Snacks, Volunteers for PTA Retreat, Title I SWC #6,10     |
| 10. | Empower student leadership organizations to be involved with school improvement initiatives.   | 09/02/08 | 06/03/09 | Sponsors of AMIGOES, Peer Mediators, and 5 <sup>th</sup> Grade Exhibition | Parent/Staff Volunteers                                   |
| 11. | Improve IB-PYP curriculum delivery to increase amount and quality of engaging, inquiry-based learning.   | 08/18/08 | 06/03/09 | PYP Coordinator, Teachers   | PYP Budget, Title I SWC #2,3 4, 5,10                      |
| 12. | Promote unity with increased opportunities in the PRO Center including computer access with software designed to aid in English language acquisition of parents. |          |          | Administrators, Social Worker, ITS  | Rosetta Stone software                                    |

Process Results: Kindergarten IB summative assessments, surveys, PTA membership numbers and executive board rosters, mentor sign ins

## Anderson Mill Elementary, IB World School 2008-2009 Campus Improvement Plan

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| <b>Strategic Goal IV:</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>Campus Goal:</b>                                    | <ul style="list-style-type: none"> <li>• Increase counselor time with students by 25%. Increase number of students with access to mentors by 50%</li> </ul>   |
| <b>Information and Analysis:</b>                       | <ul style="list-style-type: none"> <li>• Data Collected and Analyzed: Counseling Contact Report, Mentor sign in</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, Marzano Training, Closing the Gap 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 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 type="checkbox"/> Build sustaining leadership capacity</li> </ul> |

|    | Process Management-Specific Action Steps and Time Lines for Each Change Strategy | Start Date<br>00/00/00 | Finish Date<br>00/00/00 | Responsibility                                  | Resources<br>Costs/Services                                  |
|----|--|------------------------|-------------------------|---|--|
| 1. | Encourage student participation in ASPIRE and other extended day activities.     | 08/26/08               | 06/03/09                | ASPIRE coordinator, New Beginnings Coordinator, | ASPIRE and New Beginnings Grant, Title I SWC # 2, <b>GPS</b> |

|    |   |          |          |  |  |
|----|---|----------|----------|--|--|
|    |   |          |          | Teachers   | units/Geocaching training                          |
| 2. | Focus efforts of instructional coach on strategies for differentiated instruction in science and math classrooms. | 09/02/08 | 05/04/09 | Instructional Coaches, Collaborative Teacher Leaders, Teachers | ESOL and Title III budget, Title I SWC #2, 3, 4, 9 |
| 3. | Increase frequency of surveys for students to monitor needs.  | 03/02/09 | 04/03/09 | SBAC Committee   | Surveys  |

**Process Results:** Benchmark results, Attendance rates, Mentor sign in numbers

**Strategic Results :** TAKS passing and commended rates by student group