

# ROUND ROCK ISD

## 2009-2010 Campus Improvement Plan

<b>Strategic Goal I:</b>	<b>Accelerate TAKS gains for economically disadvantaged, African American, and Hispanic students to reduce the achievement gap</b>
<b>Leadership:</b>	<ul style="list-style-type: none"> <li>• <b>Vision:</b> All student groups will perform in the 90% or higher range in reading, math, writing and science TAKS tests</li> <li>• <b>Leadership Person(s):</b> Sue Hildebrand, Mark Fleming, Team Leaders, Teachers, Counselors</li> </ul>
<b>Information and Analysis:</b>	<ul style="list-style-type: none"> <li>• <b>Data Collected and Analyzed:</b> TAKS, AYP, College Readiness scale scores at campuses in the feeder pattern, benchmark exams, teacher made assessments, teacher observation and universal screeners.</li> </ul>
<b>Student Stakeholder Focus:</b>	<ul style="list-style-type: none"> <li>• <b>Data Trends:</b> Each subgroup has remained steady or increased each year since the TAKS testing began. Gaps between groups have also decreased. Proportionately more African American and Hispanic students are failing the TAKS test.</li> </ul>
<b>Professional Development/Human Resources Focus:</b>	<ul style="list-style-type: none"> <li>• <b>Training Needs:</b> Building Background Knowledge- Marzano, Diversity training for teachers, Science Collaborative teacher training, Balanced Literacy training, Science Saturday Academies—personnel and students to work in targeted areas</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>x Develop common mission, vision, values &amp; goals</li> <li>x 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>X 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>

	<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.	Teachers will provide small group tutoring	10/2009	6/2010	Teachers, Asst. Principal, Principal	25 dollars per hour for professional personnel
2.	Consultants will meet to offer re-teaching sessions for struggling students	10/2009	4/2010	Retired teachers, Mentors, Counselors, Principal	Instructional funding from the district, PTA donated funds
3.	Saturday Academy will be held for specific	10/2009	4/2010	NCSE Consultants, Fleming,	PTA funds, District Instr.

	targeted audiences on specific objectives			Teachers, Counselors	funds
4.	Interventions offered in Tiers I,II, and III as needed by students	9/2009	6/2010	Classroom teachers, interventionist, ed. Assists, Consultants	Campus budget
5.	Weekly Early Morning reading/math/science lessons will be offered to all students	10/2009	6/2010	Teachers, Mentors, consultants, librarian, counselors, administration	Campus budget
6.	After school tutoring will be offered for all student groups by teacher discretion	10/2009	5/2010	Teachers, retired teachers, consultants	Campus budget
7.	Student Support Teams will meet bi-weekly to look at student achievement	10/2009	5/2010	Administration, teachers, counselors, interventionist	Computer software for tracking student impact
8.	Science Day will be held in the spring for reinforcement of targeted objectives	3/26/2010	3/26/10	Science Committee, ACC Collaborative teachers, classroom teachers, volunteers, administration	\$400
9.	Science Fair will be held to encourage school-wide Participation in building science knowledge	10/2009	11/23/09	Science Committee, PTA, classroom teachers	\$400
10.	Weekly Team meetings	8/09	06/10	Administration, teachers, instructional coach	N/A
11.	Vertical team meetings, monthly	9/09	6/10	Administration, vertical teams, counselors	N/A

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**Process Results (Benchmarks & Others): District Benchmarks, TAKS, AYP, Teacher created assessments**

**Strategic Results (TAKS): TAKS scores for Eco.Dis. students at 90% or higher in math, writing, and science. TAKS scores for Hispanic and African American students at 90% or higher.**

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<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:</b> Increase the number of minority students in the TAG program and maintain passing rates of over 90% in all areas of TAKS. Increase the Commended ratings in all subject areas for all demographic groups.</li> <li>• <b>Leadership Person(s):</b> Sue Hildebrand, TAG lead teachers, Mark Fleming</li> </ul>
<b>Information and Analysis:</b>	<ul style="list-style-type: none"> <li>• <b>Data Collected and Analyzed:</b> TAKS, TAG participation by gender, ethnicity, and demographic groups, Benchmark scores, Enrichment opportunities</li> </ul>
<b>Student Stakeholder Focus:</b>	<ul style="list-style-type: none"> <li>• <b>Data Trends:</b> The number of students receiving TAG services each year has increased. TAG enrichment models are implemented at various levels in K-2 with flexible groups. At the present time all ethnic groups are represented in the TAG program.</li> </ul>
<b>Professional Development/Human Resources Focus:</b>	<ul style="list-style-type: none"> <li>• <b>Training Needs:</b> Gifted and Talented basic training for all staff members, Differentiation training for all staff, and Diversity Training for all staff members</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>x 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>x Create/support collaborative teaming focused on teaching &amp; learning</li> <li>x 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>

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1.	Provide Enrichment Activities taught by TAG teachers for all student groups in K-2	9/1/09	6/1/10	TAG teachers, classroom teachers, administration	none
2.	Offer after school clubs for reading, chess, yoga, science, piano, guitar, art, and photography	9/1/09	6/1/10	Teachers, administration, RR Community Education	Campus budget, personal funding

3.	Train teachers in ESL strategies and strive for 100% certification at each grade level	9/1/09	6/1/10	Teachers, administration, ESL director	\$750
4.	Implement attendance incentives for perfect and near-perfect attendance	8/25/09	6/1/10	Teachers, PTA, administration, registrar	\$1000
5.	Focus classroom discussions and walk through feedback on the rigor of classroom instruction and the level of differentiation	9/09	5/10	Administration, SBAC, Collaborative teachers, Team leaders, instructional committees	N/A
6.	Offer parent information meetings to discuss the process of TAG Identification and to answer questions about the screening process	11/12/09	11/12/09	TAG teachers, classroom teachers, administration	N/A

**Process Results (Benchmarks & Others): Benchmarks, TAG lists, enrollment forms for middle school by 5<sup>th</sup> grade students**

**Strategic Results (TAKS): Increase all sub group percentages to 90% or higher in math, writing, and science and maintain consistently high reading scores in all sub groups.**

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<b>Strategic Goal III:</b>	<b>Increase the graduation rate for economically disadvantaged, African American, and Hispanic students</b>
<b>Leadership:</b>	<ul style="list-style-type: none"> <li>• <b>Vision:</b> Decrease campus retention rates, decrease the number of referrals to Sp.Ed. that result in the student not qualifying for services, provide all struggling students with appropriate interventions</li> <li>• <b>Leadership Person(s):</b> Administration, interventionist, diagnostician, SST teams members</li> </ul>
<b>Information and Analysis:</b>	<ul style="list-style-type: none"> <li>• <b>Data Collected and Analyzed:</b> Referral percentages, SST process charts and numbers, interventionist lists, TAKS passing rates, Differentiation documents on walkthrough information charts, retention history</li> </ul>
<b>Student Stakeholder Focus:</b>	<ul style="list-style-type: none"> <li>• <b>Data Trends:</b> History of retention rates for the past 3 years, special education referral lists for the previous 3 years, Graduation rates of the feeder high school</li> </ul>
<b>Professional Development/Human Resources Focus:</b>	<ul style="list-style-type: none"> <li>• <b>Training Needs:</b> Differentiation strategies, strong first instruction, journaling use and development, balanced literacy implementation, RtI process refinement, additional interventionists to serve students</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>x Ensure achievement for all students; creating systems for prevention &amp; intervention</li> <li>x Create/support collaborative teaming focused on teaching &amp; learning</li> <li>x 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>

	<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.	Progress monitor student in need of academic support and develop intervention plans to meet the needs of all learners	8/25/09	6/1/10	Teachers, interventionist, administrators, tutors	Principals fund, PTA funds, AIMS Web

2.	Participate in Education Go Get It week	10/5/09	10/11/10	Counselors, teachers, administration, parent volunteers	None
3.	Refine the SST process	8/09	5/10	Administration, diagnostician, interventionist, teachers	None
4.	Offer parenting classes on specific subjects	9/09	5/10	Parent Support Specialist, counselors, administration, PTA	\$200
5.	Increase interventions available for struggling at-risk learners	8/09	5/10	Interventionist, administrators, teachers	1500 plus dollars
6.	Offer after school tutoring	10/09	5/10	Teachers, SST members	6,000
7.	Coordinate intervention services to impact student learning	10/09	5/10	Administration, SST, diagnostician, interventionist, Teachers	None
8.	Provide additional planning time for teachers to explore the ARRC, implement lessons based on student need	11/09	3/10	Teachers, administration, parent volunteers	6,000

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**Process Results (Benchmarks & Others): TAKS results, ENCORE information on referral numbers, AIMS Web reports**

**Strategic Results (TAKS): All sub-groups will increase proficiency levels by at least 2% over the 2009 Actual percentages of passing in each academic area, Special ed. Population will not significantly increase from the 6.% in Spring 2009.**

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<b>Strategic Goal IV:</b>	<b>Fully implement the diversity training plan</b>
<b>Leadership:</b>	<ul style="list-style-type: none"> <li>• <b>Vision: All employees at BPE will receive diversity training and will implement the learned knowledge within the classroom setting and with parents</b></li> <li>• <b>Leadership Person(s): Diversity Trainer, Principal, Asst. Principal</b></li> </ul>
<b>Information and Analysis:</b>	<ul style="list-style-type: none"> <li>• <b>Data Collected and Analyzed: Office referrals by ethnicity, TAG and Special Ed. Referrals by ethnicity, Observation data throughout the year</b></li> </ul>
<b>Student Stakeholder Focus:</b>	<ul style="list-style-type: none"> <li>• <b>Data Trends: Office referrals, special programs referrals</b></li> </ul>
<b>Professional Development/Human Resources Focus:</b>	<ul style="list-style-type: none"> <li>• <b>Training Needs: Basic Diversity training for understanding given by a Trained Trainer and school administration, reflection tool for all staff members, opportunities to discuss and revisit learned information</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>x 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>x 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>x Gain active engagement from family and community</li> <li><input type="checkbox"/> Build sustaining leadership capacity</li> </ul>

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1.	Train Trainers to support the campus	08/09	6/12	Administration, Trainer, Central Office Trainers, teachers	\$200
2.	Train teachers and staff	8/09	6/10	Administration, Trainers, Teachers, Ed. Assists	\$200
3.	Offer sessions to add depth to the learning experience on diversity	10.09	6/10	Administrators, Trainers	None
4.	Provide journals for teachers to reflect on practices	09.09	6.10	Administration, teachers	\$300

	through the lens of diversity				
5.	Provide books for additional teacher research	8/09	6/10	Administration, librarian	\$300
6.	Implement tolerance lessons and modeling for students on campus	8/09	6/10	Counselor, teachers	None
7.	Use Project Wisdom on KBPE News daily	8/09	6/10	Principal, KBPE news team, counselor	\$300
8.	Continue with the Designation of the campus as a No Place for Hate campus	8/09	6/10	Counselor, students, teachers, administration	None

**Process Results (Benchmarks & Others):** Training rosters, student surveys, parents surveys, decrease in bullying perceptions by parents, teachers, and students

**Strategic Results (TAKS):** Student attendance rates, sub group performance increases on TAKS, teacher capacity of dealing with students as noted in classroom walkthrough observations and referral numbers for discipline and special education

