



**Campus Improvement Plan
2009-2010**

ROUND ROCK ISD

Blueprint for Excellence – 2009-2010

Campus: Brushy Creek Elementary

BPE: Goal	STUDENT ACHIEVEMENT – Accelerate TAKS gains for economically disadvantaged, African American, and Hispanic students to reduce the achievement gap.
District Focus Areas:	<ul style="list-style-type: none">• 80% of each student group will meet passing standard on TAKS in each content area• Increase commended scores for all student groups by 10%
Campus Goal:	<ul style="list-style-type: none">• All student groups will meet or exceed Required Performance Improvement targets for meeting TAKS standard and commend performance.• Achievement gaps between “all students” and each student population will be less than 5% in each content area assessed on TAKS.• 95% of K-2 students will be on or above grade level reading ability by the end of the school year.
Leadership:	<p>Vision: All teacher tasks and behaviors directly contribute to the “main thing” of planning instruction, teaching, assessing and intervening at the student expectation level of the TEKS.</p> <p>Leadership Person(s): Principal, Assistant Principal, Counselor, Librarian, IT staff, Teachers</p>
Information and Analysis:	Data Collected and Analyzed: Common grade level assessments, Monitoring Systems, Texas Primary Reading Inventory, Developmental Reading Assessments, District Benchmarks and Diagnostic Tests, RPTE/TAKS/SDAA/LDAA, report cards, classroom observations, reviews of lesson & unit planning, attendance records

**Student Stakeholder
Focus:**

DATA TRENDS: MET STANDARD

READING/ELA							
	ALL	Af. Am	HISP	WHITE	Ec Dis	LEP	SPED
2009 ACT. (TARG.)	99 (99)	100 (91)	97 (98)	99 (99)	94 (98)	93 (90)	100 (100)
2010 TARGET							
MATH							
	ALL	Af. Am	HISP	WHITE	Ec Dis	LEP	SPED
2009 ACT. (TARG.)	98 (97)	93 (90)	96 (96)	99 (98)	96 (90)	86 (91)	90 (91)
2010 TARGET							
WRITING							
	ALL	Af Am	HISP	WHITE	Ec Dis	LEP	SPED
2009 ACT. (TARG.)	97 (100)	(100)	94 (100)	97 (100)	94 (100)	100 (90)	(90)
2010 TARGET							
SCIENCE							
	ALL	Af Am	HISP	WHITE	Ec Dis	LEP	SPED
2009 ACT. (TARG.)	99 (96)	90 (100)	100 (90)	100 (97)	100 (100)	(90)	100 (90)
2010 TARGET							

DATA TRENDS: COMMENDED PERFORMANCE

READING/ELA					
	ALL	Af Am	HISP	WHITE	Ec Dis
2009 ACT. (TARG.)	58 (53)	15 (30)	49 (50)	63 (57)	37 (44)
2010 TARGET					
MATH					
	ALL	Af Am	HISP	WHITE	Ec Dis
2009 ACT. (TARG.)	64 (55)	40 (33)	49 (46)	68 (56)	40 (40)
2010 TARGET					
WRITING					
	ALL	AFR-AM	HISP	WHITE	ECO DIS
2009 ACT. (TARG.)	45 (59)	(44)	24 (44)	52 (67)	24 (38)
2010 TARGET					
SCIENCE					
	ALL	AFR-AM	HISP	WHITE	ECO DIS
2009 ACT. (TARG.)	68 (68)	50 (71)	65 (41)	72 (70)	53 (47)
2010 TARGET					

Human Resource Focus:	Training Needs: Support from Instructional Coaches and Collaborative Teachers; Professional development in targeted areas (science and math instruction, and meeting needs of African American and economically disadvantaged learners)
Change Strategy:	Failure Is Not An Option Principles (1-6) <input 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 type="checkbox"/> Gain active engagement from family and community <input type="checkbox"/> Build sustaining leadership capacity

	Process Management – Specific Action Steps and Time Lines for Each Change Strategy	Start Date	Finish Date	Responsibility	Resources Costs/Services
1	Collaborative Teachers to provide collegial coaching and serve as instructional resource to teachers – model teaching, conduct peer observations and debriefing (i.e., Learning Walks), share instructional resources, analyze data, peer coaching facilitate professional development sessions, mentor, and review best practices	08/09	06/10	Administrators, Collaborative Teachers, Focus Team, Teachers	Embedded substitute; Weekly Collaborative Teacher meetings; District Support for CTs
2	Focus staff development, including ABC/Vertical Teams work, in areas of science and math on differentiation strategies and sharing among teachers of successful differentiation and instructional practices	08/09	06/10	Administrators, Vertical Team Facilitators, Teachers	Materials; Books; Staff development
3	Focus staff development, including ABC/Vertical Teams work, in the area of language arts on reading/writing workshop	08/09	06/10	Administrators, Vertical Team Facilitators, Teachers	Materials; Books; Staff development
4	Participate in action research for identified school improvement areas and report quarterly to SBAC, with the desired result a recommendation to SBAC for 2009-2010	10/09	05/10	Administrators, Vertical Team Facilitators, Teachers	Materials; Books; Staff development
5	Maintain participation in ACC Collaborative	08/09	06/10	ACC Collaborative Teachers	Embedded substitute; Science supplies; Staff development

6	Increase opportunities of teachers' personal reflection in order to continually assess implementation of best practices	08/09	06/10	Administrators, Teachers	Professional articles & literature; Reflections; Journals
7	Provide opportunities for teachers to focus on continuous improvement in instruction through Learning Walks, videotaping, etc.	08/09	06/10	Administrators, Teachers, Embedded Sub	Videotaping equipment
8	Continued implementation and evaluation to modify campus-based Student Success Team model to clearly define interventions for at-risk learners	08/09	06/10	Administrators, Counselor, District Training, teachers	
9	Monitor expectation of planning, teaching, assessing & intervening at the student expectation level of the TEKS	08/09	06/10	Administrators	Administrator monitoring systems; Walkthroughs; <i>The Three Minute Walkthrough</i> study
10	Implementation of writing best practices across the content areas, especially the continued use of science and math journals	08/09	06/10	Administrators, Teachers, Writing Vertical Team, Collaborative Teachers, District Instructional Coaches	Administrator monitoring systems; Walkthroughs; District Support
11	Staff development to target "opportunities to shine" as identified by student data with a particular focus on differentiation strategies and the 5E Model	08/09	06/10	Administrators, Collaborative Teachers	Funding for workshops; Science training; Ruby Payne books; Other learning resources
12	Consistent implementation of flexible grouping time (FLIGHT – flexible learning guides higher thinking) in grades 1-5 to support at-risk learners and to provide extensions for those learners in need of enrichment	08/09	06/10	Administrators, Focus Team, Grade Level Teams	Data analysis and planning tools
13	Students create their own learning goals and set their own rubrics as a way to monitor their own progress, increase student awareness, and build student ownership	08/09	06/10	Administrators, Teachers	Staff development

Process Results (Benchmarks & Others): Walkthrough documentation, lesson plans, grade level common assessments, district benchmarks, TPRI/DRA, student intervention meeting notes, action plans from data analysis meetings, reflective logs from use of Collaborative Teacher model, student data sheets, ABC

Strategic Results (TAKS): TAKS/SDAA results for reading, mathematics, writing, and science

BPE: Goal	ADVANCED CLASSES - Increase the percentage of minority/underrepresented students enrolled in Advanced Placement, Dual Credit, International Baccalaureate, and Algebra I (middle school) courses.
District Focus Areas:	<ul style="list-style-type: none"> • Increase the number of students participating in TAG and/or enrichment models by 5% with emphasis on underrepresented groups
Campus Goals:	<ul style="list-style-type: none"> • All student groups will meet or exceed Required Performance Improvement targets for meeting TAKS standard and commended performance. • Achievement gaps between “all students” and each student population will be less than 5% in each content area assessed on TAKS. • TAG referrals for minority and underrepresented populations will increase by 10%.
Leadership:	<p>Vision: Creation of a community in which all students are challenged to excel and meet high academic expectations</p> <p>Leadership Persons: Principal, Assistant Principal, Counselor, TAG Teacher, Teachers, ESOL support staff</p>
Information and Analysis:	Data collected and analyzed: Common grade level assessments, Monitoring Systems, Texas Primary Reading Inventory, Developmental Reading Assessments, District Benchmarks and Diagnostic Tests, RPTE/TAKS/SDAA/LDAA, report cards, classroom observations, TAG referrals
Student Stakeholder Focus:	<p>Data trends:</p> <ul style="list-style-type: none"> • The number of TAG identified students increases every year.
Human Resource Focus:	Training in differentiation strategies to increase number of minority/underrepresented students in TAG program.
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop common mission, vision, values & goals <input 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 type="checkbox"/> Build sustaining leadership capacity

	Process Management – Specific Action Steps and Time Lines for Each Change Strategy	Start Date	Finish Date	Responsibility	Resources Costs/Services
1	Provide professional development in the area of meeting needs of gifted & talented learners	08/09	06/10	Administrators, Teachers	GT training
2	Provide professional development in the area of meeting needs of English Language Learners	08/09	06/10	Administrators, Teachers	ESOL training, exam preparation

3	80% of teachers will be GT certified	08/09	06/10	Administrators, Teachers	GT training
4	90% of teachers will be ESOL certified	08/09	06/10	Administrators, Teachers	ESOL training, exam preparation

Process Results (Benchmarks & Others): Grade level common assessments, district benchmarks, TPRI/DRA, action plans from data analysis meetings, student data sheets, TAG referrals

Strategic Results (TAKS): TAKS results for reading, mathematics, writing, and science

BPE: Goal	ATTENDANCE – Increase the graduation rate for economically disadvantaged, African American, and Hispanic students.
District Focus Areas:	<ul style="list-style-type: none"> • Decrease the retention rate by 5% • Decrease the number of Special Education referrals that result in students not qualifying for services
Campus Goal:	Increase student attendance rate, especially for economically disadvantaged and special education students, by 1%
Leadership:	<p>Vision: Creation of a community in which all stakeholders wish to be at Brushy Creek and want to “SOAR” by doing their personal best by <u>s</u>howing mutual respect, <u>o</u>nly giving appreciations (never put-downs), <u>a</u>ttentively listening, and having the <u>r</u>ight to participate in class.</p> <p>Leadership Persons: Principal, Assistant Principal, Counselor, Library Media Specialist, Focus Team</p>
Information and Analysis:	Data collected and analyzed: attendance rates on school days and at school events
Student Stakeholder Focus:	<p>Data trends:</p> <p>Over the course of the past 16 years, Brushy Creek attendance averages have been 96.7% Campus, 97.1% African American, 96.7% Hispanic, 96.7% White, 97.5% Other, 95.7% Economically Disadvantaged, 96.1% Special Education, and 97.3% Limited English Proficient. However, most recent years have shown a decrease in economically disadvantaged and special education students’ attendance. In addition, with a focus on economically disadvantaged students’ needs in math and science, the campus has not seen an increase in parent participation of those students at school events.</p>
Human Resource Focus:	TRIBES training and resource books, Leadership book studies and professional development, eFolders training
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input 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 type="checkbox"/> Gain active engagement from family and community <input type="checkbox"/> Build sustaining leadership capacity

	Process Management – Specific Action Steps and Time Lines for Each Change Strategy	Start Date 00/00/00	Finish Date 00/00/00	Responsibility	Resources Costs/Services
1	Continue implementation of Kindergarten intervention program (Pizza and Games)	08/09	06/10	Administrators, Kindergarten Teachers	Pizza and Games supplies

2	Coordinate work of PIE, PTA, SBAC, Focus Team, Mentors, and Parent Support Specialist on success of all students	08/09	06/10	Administrators, PTA, Teachers, Mentors, PSS, Focus Team	
3	Continued implementation and evaluation to modify campus-based Student Success Team model to clearly define interventions for at-risk learners	08/09	06/10	Administrators, Counselor, District Training, Teachers	
4	Increase opportunities and attendance for parents to learn about instructional practices and assessment – “Letting Go and Letting Grow,” Curriculum Orientation, Family Nights	08/09	06/10	Administrators, teachers, CIS, Library Media Specialist	Funding for refreshments
5	Increase communication with parents by improving web site utilization, listserv, and eFolders	08/09	06/10	Administrators, Teachers, CIS	eFolders, eNews
6	Implementation of PBS	08/09	06/10	Administrators, PBS Team, Teachers	Training, PBS posters,
7	Modeling community circle, inclusive activities, and use of agreements.	08/09	06/10	TRIBES Participants	Staff meeting time
8	Increase teacher awareness and knowledge so that teachers can direct parents to information.	08/09	06/10	Administrators, Counselor, Teachers, Parent Support Specialist	

Process Results (Benchmarks & Others): Grade level common assessments, district benchmarks, TPRI/DRA, action plans from data analysis meetings, student data sheets, attendance rate, parent attendance record at events

Strategic Results (TAKS): TAKS results for reading, mathematics, writing, and science (It takes 175 days of exemplary instruction to become an exemplary school – attendance counts.)

BPE: Goal	STUDENT NEEDS – Implement strategies to address the different needs of high school students
District Focus Areas:	<ul style="list-style-type: none"> • Increase counselor time with students • Implement a local Personal Graduation Plan (PGP) to ensure high school graduation on time • Increase counselor contact time with college-bound students to ensure students are on track with college-preparation credits
Campus Goal:	<ul style="list-style-type: none"> • Increase counselor time with students • Increase adult/role model visibility on campus by 10%.
Leadership:	<p>Vision: Creation of a community in which all stakeholders wish to be at Brushy Creek and want to “SOAR” by doing their personal best by <u>s</u>howing mutual respect, <u>o</u>nly giving appreciations (never put-downs), <u>a</u>ttentively listening, and having the <u>r</u>ight to participate in class.</p> <p>Leadership Persons: Principal, Assistant Principal, Counselor, Library Media Specialist, Focus Team</p>
Information and Analysis:	Data collected and analyzed: counselor’s time with students; number of BITS, Mentors, and WatchDOGS
Student Stakeholder Focus:	<p>Data trends:</p> <p>Over the course of the last 15 years, Brushy Creek’s population has gradually changed, including a 23% decrease in the number of white students and an increase in every other subpopulation. In addition, there has been an increase by over 6% in the number of economically disadvantaged students. While smaller increases, shorter time spans show similar changes and projections show these changes continuing. As a result, more students attend Brushy Creek with diverse sets of needs that require additional resources to address these needs.</p>
Human Resource Focus:	Counselor’s sessions (individual, small group, Lunch Bunch, class), mentor training, WatchDOGS and BITS participation
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop common mission, vision, values & goals <input checked="" type="checkbox"/> Ensure achievement for all students; creating systems for prevention & intervention <input type="checkbox"/> Create/support collaborative teaming focused on teaching & learning <input checked="" type="checkbox"/> Use data to guide decision making and continuous improvement <input type="checkbox"/> Gain active engagement from family and community <input type="checkbox"/> Build sustaining leadership capacity

	Process Management – Specific Action Steps and Time Lines for Each Change Strategy	Start Date 00/00/00	Finish Date 00/00/00	Responsibility	Resources Costs/Services
1	Implementation and expand attendance of after school social skills program for identified at-risk learners	08/09	06/10	Counselor, Speech Pathologist	Social skills curricula, district training
2	Increase number of mentors for students through PIE team initiative	08/09	06/10	Assistant Principal, PIE team	Volunteer hours
3	Maintain use of BITS students to serve as mentors	09/09	05/10	Counselor, Teachers, BITS students	
4	Maintain fathers' participation in WatchDOGS program	09/09	05/10	Administrators, Parent Resource Coordinator, WatchDOGS Team	WatchDOGS Kickoff, Scheduling
5	Implement school-wide Service Learning initiatives	09/09	05/10	Administrators, Teachers	RRISD Service Learning Coordinator

Process Results (Benchmarks & Others): Walkthrough documentation; discipline records; staff survey; community survey; number of mentors, BITS, and WatchDOGS

Strategic Results (TAKS): TAKS results for reading, mathematics, writing, and science (It takes participation by all stakeholders to become an exemplary school.)