

ROUND ROCK ISD
2009-2010 Campus Improvement Plan
 Campus: CALLISON ELEMENTARY

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| Strategic Goal I: | Accelerate TAKS gains for economically disadvantaged, African American, and Hispanic students to reduce the achievement gap |
| Campus Goal: | <ul style="list-style-type: none"> • All demographic groups will meet and/or exceed commended performance improvement standards on Math and Science TAKS. • All demographic groups will reduce student performance gaps on TAKS met standard rates. • All demographic groups will reduce student performance gaps on TAKS commended rates. |
| Leadership: | <ul style="list-style-type: none"> • Vision: Learning...for each and every one...now and forever...together! • Leadership Person(s): Sims, Frazer, Callison Leadership Team |
| Information and Analysis: | <p>Data Collected and Analyzed:</p> <ul style="list-style-type: none"> • State accountability rating - AEIS • Federal accountability rating - AYP • TAKS met standard and commended rates– all students and demographic groups • TAKS A/TAKS M/TAKS ALT met standard rates • TELPAS results • TPRI/TEJAS LEE results • DRA2/EDL2 results • AIMSWEB Universal Screening results • AIMSWEB Progress Monitoring results • RRISD Benchmark results |

Student Stakeholder Focus:

Data Trends:

| READING/ELA | GR. 3 | GR. 4 | GR. 5 |
|-----------------------------|-------|-------|-------|
| All Students | 94 | 85 | 93 |
| African American | 95 | 74 | 90 |
| Hispanic | 90 | 90 | 84 |
| White | 97 | 86 | 100 |
| Economically Disadvantaged | 91 | 83 | 86 |
| *Limited English Proficient | 85 | 79 | 67 |
| *Special Education | - | 80 | - |
| WRITING | GR. 4 | | |
| All Students | 91 | | |
| African American | 97 | | |
| Hispanic | 89 | | |
| White | 91 | | |
| Economically Disadvantaged | 89 | | |
| *Limited English Proficient | 83 | | |
| *Special Education | 80 | | |
| MATH | GR. 3 | GR. 4 | GR. 5 |
| All Students | 82 | 88 | 92 |
| African American | 77 | 87 | 89 |
| Hispanic | 78 | 90 | 84 |
| White | 89 | 84 | 97 |
| Economically Disadvantaged | 85 | 87 | 83 |
| *Limited English Proficient | 85 | 84 | 67 |
| *Special Education | - | - | - |
| SCIENCE | GR. 5 | | |
| All Students | 90 | | |
| African American | 70 | | |
| Hispanic | 82 | | |
| White | 100 | | |
| Economically Disadvantaged | 82 | | |
| *Limited English Proficient | 71 | | |
| *Special Education | - | | |

Professional Development/Human Resource Focus:

- Training Needs: Writing Process, 6 Traits+1 Writing, Envisions Math and Math Investigations, Rock Solid Math, Differentiated Instruction for ELL, EOD, and Talented and Gifted Learners, Best practice Instruction (Marzano) - Language, Literacy, Math, Science, and Social Studies, Curriculum Alignment, Assessment, and Lesson Design, Dual Language

Change Strategy:

Failure is Not an Option Principles (1-6)

- Develop common mission, vision, values & goals
- Ensure achievement for all students; creating systems for prevention & intervention
- Create/support collaborative teaming focused on teaching & learning
- Use data to guide decision making and continuous improvement
- Gain active engagement from family and community
- Build sustaining leadership capacity

| | Process Management – Specific Action Steps and Time Lines for Each Change Strategy | Start Date 00/00 | Finish Date 00/00 | Responsibility | Resources Costs/Services |
|---|---|-----------------------------|------------------------------|---|--|
| 1 | Analyze student performance data results for all demographic groups in the areas of literacy, science and math to identify areas of improvement, adjust instructional practices, and provide a pyramid of intervention. (SWP #1,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, Response to Intervention (RTI) Team, Dual language (DL)Team | Time. |
| 2 | Analyze African-American, Hispanic, Economically Disadvantaged and Limited English Proficient student performance data to identify areas of improvement regarding curriculum, instruction and assessments. (SWP #1,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team | Time. |
| 3 | Continue refining academic and behavioral campus-wide Response to Intervention model. (SWP #2,3,6,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, RRISD RTI Support Staff | Time. Printing. Planning. Title I- ELL- ARI/AMI- |
| 4 | Provide and solidify Tier I instructional expectations and practices for all professional and support staff. (SWP #2,3,4,5,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team, Instructional Staff, RRISD RTI Support Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- |

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| 5 | Provide Tier II interventions and programs for at-risk students during the school day and after-school (e.g., ARI/AMI Schedule, Learning Lab, Reading Camp, Writing Camp, Saturday School and subject-centered tutoring). (SWP #2,3,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team, Instructional Staff, RRISD RTI Support Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Intervention materials. Title I- ELL- ARI/AMI- |
| 6 | Provide Tier III interventions and programs for identified students. (SWP # 2,3,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team, Instructional Staff, RRISD RTI Support Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Intervention materials. Title I- ELL- ARI/AMI- Sp Ed- |
| 7 | Develop and lead collaborative (horizontal and vertical) teaming efforts focused on alignment issues in the areas of literacy, math and science using RRISD ARRC. (SWP # 2,4,5,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team, Instructional Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Title I- ELL- ARI/AMI- Sp Ed- |
| 8 | Provide focused professional development in specific content areas based on campus needs in Language, Literacy, Math, Science, differentiated instruction for English Language Learners, EOD, and Talented and Gifted learners. (Tier I and Tier II) (SWP # 2,4,5,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team, Instructional Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- |
| 9 | Provide focused professional development for all instructional staff regarding best practice instruction in math and science to include 5E model, math and science notebooks, math problem solving, and Rock Solid Math, Envisions Math and Math Investigations. (SWP # 2,4,5,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team, Instructional Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- |

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|----|--|-------|-------|--|---|
| 10 | Provide technology staff development to effectively integrate technology throughout content areas using a variety of mediums including Promethean classrooms. (SWP # 2,4,5,8,9,10) | 06/08 | 06/09 | Sims, Frazer, Leadership Team, CTIS, RRISD Promethean Specialist, Instructional Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |
| 11 | Provide opportunities for teachers to observe colleagues through collaborative teaching and job-embedded staff development. (SWP # 2,4,5,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team, Instructional Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Planning. Professional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |
| 12 | Develop staff learning goals based on continuous improvement and campus goals through the ABC, horizontal team and Book Study process. (SWP # 2,4,5,8,9,10) | 08/08 | 06/09 | Sims, Frazer, and Instructional Staff | Time. Planning. Professional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |
| 13 | Develop the school website to communicate and highlight campus strengths in order to attract "Highly Qualified" teachers. (SWP # 5) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, and CTIS | Time. Planning. Tech- |
| 14 | Focus on retention of Callison Elementary staff. (SWP # 5,8,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team | Time. Planning. Professional materials. C Team- Principal's Activity- Title I- ELL- ARI/AMI- Sp Ed- Tech- |

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|----|---|-------|-------|---|---|
| 15 | Organize and expand instructional resources used to support engaged learning experiences, particularly in the areas of language, literacy, mathematics, science, and technology. (SWP # 2,3,4,5,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, CTIS, RRISD Promethean Specialist, Instructional Staff, RRISD RTI Support Staff, and RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |
| 16 | Design and implement a campus-wide Science Fair, encouraging teachers, students, and parents to participate in original projects augmenting grade-level curriculum. (SWP # 6,8) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, ACC Collaborative teachers, and Instructional Staff | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |
| 17 | Continue refining Dual Language instructional model in identified Pre-Kindergarten, Kindergarten and 1 st grade classrooms. (SWP # 2,3,4,5,7,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, DL Team, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |
| 18 | Develop capacity of staff/community to deploy/support Dual Language instruction in subsequent grade levels. (SWP # 2,3,4,5,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, DL Team, Instructional Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |

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|----|---|-------|-------|--|---|
| 19 | Provide Spanish support through translation of school forms, necessary documents, and school signage to improve communications with families and staff. (SWP # 6) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, Instructional Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Title I-ELL-ARI/AMI-Sp Ed-Tech- |
| 20 | Provide transition support to students entering early childhood classrooms by hosting "Welcome To Callison" events prior to the end of the school year to include an orientation for parents and students. (SWP # 2,6,7,8,9,10) | 06/08 | 08/08 | Sims, Frazer, Leadership Team, RTI Team, DL Team, PreK and Kindergarten Teams, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Title I-ELL-ARI/AMI-Sp Ed-Tech- |

Process Results (Benchmarks & Others): Benchmarks, Universal Screenings, Progress Monitoring.

Strategic Results (TAKS): TAKS, College readiness scale scores, Universal screenings, TPRI/TEJAS LEE, DRA2/EDL2, Retention rates, Counselor needs assessments.

ROUND ROCK ISD
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| Strategic Goal II: | Increase the percentage of underrepresented minority students enrolled in Advanced Placement, Dual Credit, International Baccalaureate, and Algebra 1 (middle school) courses |
| Campus Goal: | <ul style="list-style-type: none"> • All demographic groups will meet and/or exceed commended performance improvement standards on TAKS. • The number of applications for TAG testing of minority/underrepresented students will meet or exceed the number of other applications for TAG testing. |
| Leadership: | <ul style="list-style-type: none"> • Vision: Learning...for each and every one...now and forever...together! • Leadership Person(s): Sims, Frazer, Callison Leadership Team |
| Information and Analysis: | <p>Data Collected and Analyzed:</p> <ul style="list-style-type: none"> • State accountability rating - AEIS • Federal accountability rating - AYP • TAKS met standard and commended rates– all students and demographic groups • TAKS A/TAKS M/TAKS ALT met standard rates • TELPAS results • TPRI/TEJAS LEE results • DRA2/EDL2 results • AIMSWEB Universal Screening results • AIMSWEB Progress Monitoring results • RRISD Benchmark results |

Student Stakeholder Focus:

Data Trends: Data Trends:

| READING/ELA | GR. 3 | GR. 4 | GR. 5 |
|-----------------------------|-------|-------|-------|
| All Students | 94 | 85 | 93 |
| African American | 95 | 74 | 90 |
| Hispanic | 90 | 90 | 84 |
| White | 97 | 86 | 100 |
| Economically Disadvantaged | 91 | 83 | 86 |
| *Limited English Proficient | 85 | 79 | 67 |
| *Special Education | - | 80 | - |
| WRITING | GR. 4 | | |
| All Students | 91 | | |
| African American | 97 | | |
| Hispanic | 89 | | |
| White | 91 | | |
| Economically Disadvantaged | 89 | | |
| *Limited English Proficient | 83 | | |
| *Special Education | 80 | | |
| MATH | GR. 3 | GR. 4 | GR. 5 |
| All Students | 82 | 88 | 92 |
| African American | 77 | 87 | 89 |
| Hispanic | 78 | 90 | 84 |
| White | 89 | 84 | 97 |
| Economically Disadvantaged | 85 | 87 | 83 |
| *Limited English Proficient | 85 | 84 | 67 |
| *Special Education | - | - | - |
| SCIENCE | GR. 5 | | |
| All Students | 90 | | |
| African American | 70 | | |
| Hispanic | 82 | | |
| White | 100 | | |
| Economically Disadvantaged | 82 | | |
| *Limited English Proficient | 71 | | |
| *Special Education | - | | |

Human Resource Focus:

- Training Needs: Writing Process, 6 Traits+1 Writing, Envisions Math and Math Investigations, Rock Solid Math, Differentiated Instruction for ELL, EOD, and Talented and Gifted Learners, Best practice Instruction (Marzano) - Language, Literacy, Math, Science, and Social Studies, Curriculum Alignment, Assessment, and Lesson Design, Dual Language

Change Strategy:

Failure is Not an Option Principles (1-6)

- Develop common mission, vision, values & goals
- Ensure achievement for all students; creating systems for prevention & intervention
- Create/support collaborative teaming focused on teaching & learning
- Use data to guide decision making and continuous improvement
- Gain active engagement from family and community
- Build sustaining leadership capacity

| | Process Management – Specific Action Steps and Time Lines for Each Change Strategy | Start Date 00/00 | Finish Date 00/00 | Responsibility | Resources Costs/Services |
|---|---|-------------------------|--------------------------|--|--|
| 1 | Analyze student performance data results for all demographic groups in the areas of literacy, science and math to identify potential students for enrichment and/or advanced classes. (SWP # 1,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, Response to Intervention (RTI) Team, Dual language (DL)Team | Time. |
| 2 | Analyze African-American, Hispanic, Economically Disadvantaged and Limited English Proficient student performance data to identify potential students for enrichment and/or advanced classes. (SWP # 1,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team | Time. |
| 3 | Provide focused professional development in specific content areas based on campus needs in Language, Literacy, Math, Science, differentiated instruction for English Language Learners, EOD, and Talented and Gifted learners. (Tier I and Tier II) (SWP # 2,3,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team, Instructional Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- |

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|---|---|-------|-------|---|---|
| 4 | Provide focused professional development for all instructional staff regarding best practice instruction in higher order thinking skills, differentiation for the advanced learner, and identifying students who are gifted. (SWP # 2,4,5,8,9,10) | 08/08 | 06/09 | Sims, Frazer, TAG Teacher, Instructional Staff | Time. Printing. Planning. Professional materials. Title I- ELL- ARI/AMI- Sp Ed- |
| 5 | Explore, identify, and implement initial enrichment opportunities for students within and outside of the school day. (SWP # 1,2,6,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team, Instructional Staff, TAG Teacher, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- |
| 6 | Provide collegial support and mentorship to all professional staff to obtain TAG certification and Bilingual certification or ESL endorsement. (SWP # 3,4,5,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team, Instructional Staff, TAG Teacher, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Professional materials. |
| 7 | Continue refining Dual Language instructional model in identified Pre-Kindergarten, Kindergarten and 1 st grade classrooms. (SWP # 2,3,4,5,7,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, DL Team, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |

| | | | | | |
|----|---|-------|-------|---|---|
| 8 | Develop capacity of staff/community to deploy/support Dual Language instruction in subsequent grade levels. (SWP # 2,3,4,5,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, DL Team, Instructional Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |
| 9 | Foster cultural understanding and awareness to promote positive relationships among students, staff, parents and community members. (SWP # 2,5,6,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team, Instructional Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |
| 10 | Organize and expand instructional resources used to support engaged learning experiences, particularly in the areas of language, literacy, mathematics, science, and technology. (SWP # 2,3,4,5,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, CTIS, RRISD Promethean Specialist, Instructional Staff, RRISD RTI Support Staff, and RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |

Process Results (Benchmarks & Others): Benchmarks, Universal Screenings, Progress Monitoring.

Strategic Results (TAKS): TAKS, College readiness scale scores, Universal screenings, TPRI/TEJAS LEE, DRA2/EDL2, Retention rates, Counselor needs assessments.

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 Campus: CALLISON ELEMENTARY

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| Strategic Goal III: | Increase the graduation rate for economically disadvantaged, African American, and Hispanic students |
| Campus Goal: | <ul style="list-style-type: none"> • All demographic groups will meet and/or exceed required performance improvement standards on TAKS. • All demographic groups will meet and/or exceed commended performance improvement standards on TAKS. • All students will meet and/or exceed grade level promotion criteria. |
| Leadership: | <ul style="list-style-type: none"> • Vision: Learning...for each and every one...now and forever...together! • Leadership Person(s): Sims, Frazer, Callison Leadership Team |
| Information and Analysis: | <p>Data Collected and Analyzed:</p> <ul style="list-style-type: none"> • State accountability rating - AEIS • Federal accountability rating - AYP • TAKS met standard and commended rates– all students and demographic groups • TAKS A/TAKS M/TAKS ALT met standard rates • TELPAS results • TPRI/TEJAS LEE results • DRA2/EDL2 results • AIMSWEB Universal Screening results • AIMSWEB Progress Monitoring results • RRISD Benchmark results |

Student Stakeholder Focus:**Data Trends:**

| READING/ELA | GR. 3 | GR. 4 | GR. 5 |
|-----------------------------|-------|-------|-------|
| All Students | 94 | 85 | 93 |
| African American | 95 | 74 | 90 |
| Hispanic | 90 | 90 | 84 |
| White | 97 | 86 | 100 |
| Economically Disadvantaged | 91 | 83 | 86 |
| *Limited English Proficient | 85 | 79 | 67 |
| *Special Education | - | 80 | - |
| WRITING | GR. 4 | | |
| All Students | 91 | | |
| African American | 97 | | |
| Hispanic | 89 | | |
| White | 91 | | |
| Economically Disadvantaged | 89 | | |
| *Limited English Proficient | 83 | | |
| *Special Education | 80 | | |
| MATH | GR. 3 | GR. 4 | GR. 5 |
| All Students | 82 | 88 | 92 |
| African American | 77 | 87 | 89 |
| Hispanic | 78 | 90 | 84 |
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| SCIENCE | GR. 5 | | |
| All Students | 90 | | |
| African American | 70 | | |
| Hispanic | 82 | | |
| White | 100 | | |
| Economically Disadvantaged | 82 | | |
| *Limited English Proficient | 71 | | |
| *Special Education | - | | |

Human Resource Focus:

- Training Needs: Writing Process, 6 Traits+1 Writing, Envisions Math and Math Investigations, Rock Solid Math, Differentiated Instruction for ELL, EOD, and Talented and Gifted Learners, Best practice Instruction (Marzano) - Language, Literacy, Math, Science, and Social Studies, Curriculum Alignment, Assessment, and Lesson Design, Dual Language

Change Strategy:

Failure is Not an Option Principles (1-6)

- Develop common mission, vision, values & goals
- Ensure achievement for all students; creating systems for prevention & intervention
- Create/support collaborative teaming focused on teaching & learning
- Use data to guide decision making and continuous improvement
- Gain active engagement from family and community
- Build sustaining leadership capacity

| | Process Management – Specific Action Steps and Time Lines for Each Change Strategy | Start Date 00/00 | Finish Date 00/00 | Responsibility | Resources Costs/Services |
|---|--|-----------------------------|------------------------------|--|---|
| 1 | Analyze student performance data results from various assessment sources to identify areas of improvement needed regarding differentiation strategies and direct, timely, and systematic responses provided when students are not learning. (SWP # 1,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team, Instructional Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |
| 2 | Confer with instructional staff, individually and/or in collaborative vertical and horizontal teams to analyze and discuss student achievement, instructional delivery, and the pyramid of interventions provided. (SWP # 2,3,4,5,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team, Instructional Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |

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|---|--|-------|-------|--|---|
| 3 | Engage in embedded professional development focused on understanding diversity, the needs of economically disadvantaged students, differentiating instruction, and self-reflective inquiry. (SWP # 2,3,4,5,8,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team, Instructional Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |
| 4 | Coordinate efforts of the staff, PRO Center, PIE, PTA, Site-Based, and SEPAC representatives to focus results on helping families and community ensure success of all students. (SWP # 1,2,5,6,7,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |

Process Results (Benchmarks & Others): Benchmarks, Universal Screenings, Progress Monitoring.

Strategic Results (TAKS): TAKS, College readiness scale scores, Universal screenings, TPRI/TEJAS LEE, DRA2/EDL2, Retention rates, Counselor needs assessments.

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| Strategic Goal IV: | Fully implement the diversity training plan |
| Campus Goal: | <ul style="list-style-type: none">• All staff will exemplify positive teamwork and relationships in the workplace. • School-wide student behavioral expectations, procedures, routines, and social relationships will be communicated to all students, families, and community. |

Student Stakeholder Focus:

Data Trends:

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| Human Resource Focus: | <ul style="list-style-type: none"> • Training Needs: Writing Process, 6 Traits+1 Writing, Envisions Math and Math Investigations, Rock Solid Math, Differentiated Instruction for ELL, EOD, and Talented and Gifted Learners, Best practice Instruction (Marzano) - Language, Literacy, Math, Science, and Social Studies, Curriculum Alignment, Assessment, and Lesson Design, Dual Language |
| 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 00/00 | Finish Date 00/00 | Responsibility | Resources Costs/Services |
|---|--|-----------------------------|------------------------------|---|--|
| 1 | Provide focused professional development for all staff regarding diversity issues and developing positive relationships with others. (SWP # 2,6,9,10) | 09/08 | 10/08 | Sims, Frazer, Butler, PSS, Leadership Team, Instructional and Support Staff | Time. Printing. Planning. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |

| | | | | | |
|---|---|-------|-------|--|---|
| 2 | Develop, implement, and monitor school-wide expectations for student behavior, procedures, routines, and social relationships at school. (SWP # 2,6,9,10) | 08/08 | 06/09 | Sims, Frazer, Leadership Team, RTI Team, DL Team, Instructional Staff, RRISD Instructional Coaches (Gen Ed, Sp ED, SDLP) | Time. Printing. Planning. Professional materials. Instructional materials. Title I- ELL- ARI/AMI- Sp Ed- Tech- |
|---|---|-------|-------|--|---|

Process Results (Benchmarks & Others): Benchmarks, Universal Screenings, Progress Monitoring.

Strategic Results (TAKS): TAKS, College readiness scale scores, Universal screenings, TPRI/TEJAS LEE, DRA2/EDL2, Retention rates, Counselor needs assessments.

NOTE:

School Wide Title I Components

- #1 – Comprehensive Needs Assessment
- #2 – School Wide Reform Strategies
- #3 – Instruction by Highly Qualified Staff
- #4 – High-Quality, Ongoing Professional Development
- #5 – Strategies for Attracting High-Quality, Highly Qualified Staff
- #6 – Strategies for Increasing Parental Involvement
- #7 – Plans for Assisting Preschool Children in Transitioning to Early Childhood Programs
- #8 – Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments
- #9 – Additional, Timely, Effective Activities for Below Level Learners
- #10 – Coordination and Integration of Federal, State, and Local Services and Programs.