

**KATHY CARAWAY ELEMENTARY
ROUND ROCK ISD
2008-2009 Campus Improvement Plan**

Strategic Goal I:	Accelerate TAKS gains for economically disadvantaged, African American, and Hispanic students to reduce the achievement gap
Leadership:	<ul style="list-style-type: none"> •Vision: <i>Caraway: Challenge, Commitment, Character, and Compassion</i> •Leadership Person(s): Principal, Assistant Principal, Interventionists, Teachers
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: Utilizing TAKS 2008 results, passing score achievement gaps include: For all students in Reading: 98-100%, for African-American students, 93%. For all students in mathematics, 96%. For African-American students, 96%, for Hispanic, 83%, and Economically Disadvantaged, 82%.
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Achievement gaps were evident in economically disadvantaged, African American, and Hispanic students.
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs: ARRC Revision Information, Science Collaborative Model, RRISD Instructional Coach mentorship, Reading/ Writing Workshop Model, Writing Academy Training.
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 00/00/00	Finish Date 00/00/00	Responsibility	Resources Costs/Services
1.	Study the newest revisions of the ARRC at every grade level to assure consistency and adherence.	Aug. 08	May 09	Principal, Assistant Principal, Classroom Teachers	Designated time to study and implement the ARRC in all classrooms

2.	Continue active participation in ACC Science Collaborative with new staff member as Caraway trainer; plan and provide time for ongoing ACC training for all science teachers.	Aug. 08	May 09	Collaborative Representative Science Teachers Principal Assistant Principal	Training provided by collaborative for representative; Training provided by representative for Caraway Faculty
3.	Continue and expand use of science notebooks at every grade level.	Aug. 08	May 09	Science Teachers ACC Collaborative Representative Instructional Coach	Training provided by ACC collaborative representative and new elementary science specialist
4.	Utilize RRISD Instructional Coach for further professional development in the areas of math and science by making specific, intentional plans for coach to train and mentor teachers.	Aug. 08	May 09	Various imbedded professional development opportunities provided by instructional coach	Walkthroughs Results of district benchmarks TAKS results
5.	Provide writing training for all teachers. <u>Primary Model:</u> Reading/ Writing Workshop Training (RRISD and Campus Staff) <u>Intermediate Model:</u> Reading/ Writing Workshop Training (RRISD) and Writing Academy Training	Initial Training Aug. 21, 2008	Ongoing until May 09	Principal A.P. Collaborative Teacher Leaders Writing Academy Trainers Teachers	Primary Model: Training provided by Assistant Principal and Collaborative Teacher Leader Intermediate Model: Training provided by employee of The Writing Academy
6.	Provide training and support for use of new math textbook adoption, Envision, as instructional resource	Aug. 08	Ongoing until May 09	RRISD Instructional Coaches A.P.	Training provided by RRISD staff and time to study new components of adoption

Process Results (Benchmarks & Others):

Documentation from quarterly student monitoring meetings concerning individual students exhibiting lower than grade level performance in the areas of math and science

Data from intervention meetings

RRISD Benchmark assessment results and resulting analysis of math and science

Strategic Results (TAKS):

TAKS, AYP, RPI, College Readiness scale scores, course grades

Maintenance of TEA "Exemplary" state accountability rating

TAKS Results, with particular emphasis on data concerning sub-populations, at-risk populations, and commended rates in math and science

Strategic Goal II:	Increase the percentage of underrepresented minority students enrolled in Advanced Placement, Dual Credit, International Baccalaureate, and Algebra 1 (middle school) courses
Leadership:	<ul style="list-style-type: none"> • Vision: <i>Caraway: Challenge, Commitment, Character, and Compassion</i> • Leadership Person(s): Principal, Assistant Principal, Counselor, TAG Teachers, Interventionists, Teachers.
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: Utilizing TAKS 2008 results, passing score achievement gaps include: For all students in Reading: 98-100%, for African-American students, 93%. For all students in mathematics, 96%. For African-American students, 96%, for Hispanic, 83%, and Economically Disadvantaged, 82%.
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Achievement gaps were evident in economically disadvantaged, African American, and Hispanic students.
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs: TAG Committee Training (Provided by RRISD) ESL Training (Provided by RRISD)

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 00/00/00	Finish Date 00/00/00	Responsibility	Resources Costs/Services
1.	Provide training for TAG committee representatives (TAG Teachers, Counselor, Principal, and AP)	Oct. 08	Oct. 08	RRISD TAG Director/ Team Leader	Training provided by RRISD Budget allotment for substitutes
2.	Include enrichment opportunities taught by TAG teachers to identify a more diverse base of possible TAG candidates	Oct. 08	May 09	Enrichment and TAG Teachers	Training provided by RRISD
3.	Provide after school enrichment opportunities at no cost, including Destination Imagination, Chess Club, Brain Games, Math Pentathlon, and Garden Club	Sept. 08	May 09	Chess Teachers (2) PTA Parent Volunteers	Volunteer teachers and parents with talents in these areas Material costs for various clubs
4.	Increase number of campus teachers who are certified for TAG or who participate in professional learning to better serve gifted learners	Aug. 08	Dec. 09	RRISD TAG Department Principal Assistant Principal Classroom Teachers	Training provided by RRISD Budget allotment for substitutes
5.	Support the implementation of Sheltered Instruction/ ESOL strategies across the campus for all ELL students	Aug. 08	May 09	Principal Assistant Principal RRISD ESL Department	Training regarding ESL strategies Budget allotment for substitutes

6.	Use OLSAT with alternative data to increase nominations for underrepresented populations	Nov. 08	Jan. 09	Principal Assistant Principal TAG Teachers Classroom Teachers	OLSAT Results

Process Results (Benchmarks & Others):

Documentation from quarterly student monitoring meetings and intervention meetings showing academic improvements of individual students exhibiting lower than grade level performance

RRISD Benchmark assessment results and resulting analysis

OLSAT Scores for nomination purposes

Strategic Results (TAKS):

TAKS Results, with particular emphasis on data concerning special populations and commended rates

TAG Entry Results, with particular emphasis on flexible yet challenging guidelines for student entry for special populations

Strategic Goal III:	Increase the high school completion rate for economically disadvantaged, African American, and Hispanic students
----------------------------	---

Leadership:	<ul style="list-style-type: none"> • Vision: <i>Caraway: Challenge, Commitment, Character, and Compassion</i> • Leadership Person(s): Principal, Assistant Principal, Interventionists, Teachers
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: Utilizing TAKS 2008 results, passing score achievement gaps include: For all students in Reading: 98-100%, for African-American students, 93%. For all students in mathematics, 96%. For African-American students, 96%, for Hispanic, 83%, and Economically Disadvantaged, 82%.
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Achievement gaps were evident in economically disadvantaged, African American, and Hispanic students.
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs: Diversity training provided by RRISD for various staff members, including principal, assistant principal, counselor, TAG teachers, and three classroom teachers
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 00/00/00	Finish Date 00/00/00	Responsibility	Resources Costs/Services
1.	Analyze benchmark data to determine need for professional development for teaching that best follows the RRISD Teaching/ Learning Continuum and individual student intervention needs	Sept. 08	May 09	Principal Assistant Principal Classroom Teachers	Designated time to study and disaggregate results
2.	Utilize interventionists within the RtI model for students in need of Tier 2 assistance	Aug. 08	May 09	Interventionists Special Education Staff Principal Assistant Principal	Specified training and utilization of intervention techniques/ materials/assessments, including Earobics, Wilson, and AIMSWeb.

3.	Provide extensive career education training for all Caraway students during the daily morning news, Education Go Get It Week, and classroom guidance sessions	Aug. 08	May 09	Counselor News Team Staff Fifth Graders on News Team	Counselor's attendance at RRISD counselor meetings Designated time to share career information with students
4.	Facilitate further integration of technology by providing embedded staff development opportunities in the area of technology	Aug. 08	May 09	Instructional Technology Specialist (ITS)	Training for ITS concerning various technology integration opportunities
5.	Identify areas of academic improvement that will lead to higher commended scores	Aug. 08	March 09	Principal Assistant Principal Collaborative Teacher Leaders Instructional Coach	Designated days to analyze student data by TAKS objectives in math and science; Vertical planning to address areas of need and create improvement plan
6.	Utilize expertise of designated staff members, including Parent Support Specialist (PSS), Counselor, and Nurse to support specific families in transition and in need of resources, support, and counseling	Aug. 08	May 08	Parent Support Specialist Counselor Nurse Principal Assistant Principal	Materials provided by Safe School Healthy Students (SSHS) Grant Staff Resource list provided to counselors by RRISD

Process Results (Benchmarks & Others):

- Documentation from quarterly student monitoring meetings concerning individual students exhibiting lower than grade level performance or social concerns
- RRISD Benchmark assessment results and resulting analysis
- Evidence of student understanding of career opportunities

Strategic Results (TAKS):

Maintenance of TEA "Exemplary" state accountability rating

TAKS Results, with particular emphasis on data concerning special populations and commended rates

Strategic Goal IV:	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
Leadership:	<ul style="list-style-type: none"> • Vision: Caraway: <i>Challenge, Commitment, Character, and Compassion</i> • Leadership Person(s): Principal, Assistant Principal, Counselor, Teachers
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: Counselor teaches classroom guidance classes to all students in grades K-5, holds six friendship “lunch bunch” groups, and facilitates student mentoring program (PROS) with Westwood High School students.
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Counselor’s time with students has been vastly increased since the responsibility of test administrator was placed with assistant principals
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs: Training in differentiation in response to TAG survey, SIOP training, Power of 2 training, SIM Closing the Gap training, MAP training, Master Schedule Training and culturally responsive training.
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 00/00/00	Finish Date 00/00/00	Responsibility	Resources Costs/Services
1.	Train 4 th and 5 th grade students to develop timelines of expected courses through middle school and prerequisite knowledge for being successful in identified classes	Apr. 09	May 09	Counselor Assistant Principal	Course Schedules
2.	Provide extensive career education training for all Caraway students during the daily morning news, Education Go Get It Week, and classroom guidance sessions	Aug. 08	May 09	Counselor Principal Assistant Principal News Team Staff	Guest Speakers
3.	Serving as RRISD pilot program, train a cadre of faculty members (principal, assistant principal, 3 rd and 4 th grades, TAG, music, physical education, art, and library) in <i>A Legacy of Giving</i> (ALoG) philanthropic education	May 08	May 09	Principal Assistant Principal Classroom Teachers Special Area Teachers TAG Teachers Librarian	\$3,500 to invest in program for training opportunities, guest speakers, and material costs (Provided by PTA) Training sessions provided by ALoG Staff Members
4.	Participate in three or more A Legacy of Giving school-wide activities, including Capital Area Food Bank POD Collection, Art from the Heart, and Environmental Education	Nov. 08	May 08	Principal Assistant Principal All Other Caraway Staff	Guest Speakers ALoG Staff Members
5.	Continue and expand participation in No Place for Hate, including holding meetings with NPFH student coalition consisting of specific third, fourth, and fifth grade leaders	Oct. 08	May 09	Principal NPFH Student Coalition Members	Support from NPFH staff member Designated time to hold NPFH student coalition meetings

Process Results (Benchmarks & Others):

Career Education Activity Completion
Completion of individual ALoG projects
Classroom Guidance Plans

Strategic Results:

Course Schedule Timelines completed by 4th and 5th grade students
Surveys concerning ALoG Pilot Program completed by staff, students, and parents