

Deerpark Middle School 2008-2009 Campus Improvement Plan

Strategic Goal I:	Accelerate TAKS gains for economically disadvantaged, African American, Hispanic, and SPED students to reduce the achievement gap
Leadership:	<ul style="list-style-type: none"> • Vision: All students will successfully perform at rigorous levels. • Leadership Person(s): Sonya Hayes, Lynn Smith, Steven Teter
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: TAKS, AYP, course grades, Benchmark scores, RTI probes (AIMSWEB software), teacher-made common assessments
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Increase the passing rate of EOD students on TAKS Science 25%; Increase the passing rate of African American students on TAKS Science 31%; Increase the passing rate of Hispanic students on TAKS Science 17%; Increase the passing rate of SPED students on TAKS Math 43%; Increase the passing rate of African American Students on TAKS math 12%
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs: TESA training, Connected Math Training, 5E model for math and science, Classroom Instruction that Works, Backwards by Design, RTI, SIOP, TAKS level 3 & 4 question writing
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 X Ensure achievement for all students; creating systems for prevention & intervention X Create/support collaborative teaming focused on teaching & learning X Use data to guide decision making and continuous improvement X Gain active engagement from family and community X 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.	Implement SPED action plan to meet AYP.	10/28/08	ongoing	Administrators, SPED Department Head	Funding for substitutes, Power of 2, content mastery

2.	Design and Implement a Middle School Accelerated Intervention program for targeted students in the areas of math, science, and reading.	09/02/08	06/04/08	Lynn Smith	ACCEL Funding for transportation, teacher extra duty pay, field trips, supplies
3.	Implement Booster Classes for mathematics instruction using Tier 2 math intervention <i>Connected Math</i> .	08/26/08	06/04/09	Sonya Hayes	Money for Substitutes so teachers can attend training
4.	Monitor student progress monthly through team monitoring notebooks and data/intervention meetings with counselors and administrators using the RTI framework.	08/26/08	06/04/09	Administrators & Counselors, Classroom Teachers	Binders & paper.
5.	Utilize PIE sponsors for field experiences in math and science (IBM, SETON.)	08/26/08	06/04/09	Sonya Hayes	Money for transportation
6.	Implement DMS science fair and provide students with two field experiences per year in science.	08/26/08	06/04/09	Lynn Smith	Costs of books for library for research & materials \$5000
7.	Organize district math, SPED, and science planning days with District job coaches	08/26/08	06/04/09	Sonya Hayes and District Job Coaches	Cost for substitutes
8.	Embedded Staff development in <i>Backwards by Design</i> and <i>Classroom Instruction That Works</i> .	09/09/08	05/19/09	Sonya Hayes & Collaborative Teachers	Books & Supplies for CTs to use for training.

Process Results (Benchmarks & Others): Implementation of the ARRC for all subject areas. Positive gains in mastery on district benchmarks and common assessments, attendance rates, student work quality, and a decrease in failure rates.

Strategic Results (TAKS): RPI Goals met or exceeded for all student; DMS will meet AYP.

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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
Leadership:	<ul style="list-style-type: none"> • Vision: DMS will have an increase of underrepresented students participate in AP classes in high school and the Algebra track in middle school. • Leadership Person(s): Administrators and Counselors
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: TAKS commended scores, college readiness scores, 6 weeks grades, enrollment patterns, demographic data
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Increase the number of AA students enrolled in AP or Advance courses to 25%, Increase the number of Hispanic Students enrolled in AP or Advanced Classes to 25%
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs: Pre-AP/AP training
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> X Develop common mission, vision, values & goals X Ensure achievement for all students; creating systems for prevention & intervention X Create/support collaborative teaming focused on teaching & learning X 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.	Educate teachers about student participation in advanced classes and the importance of the AP program in high school.	9/17/08	05/22/09	Administrators & Counselors	None
2.	Educate parents about student participation in advanced classes and the importance of the AP	01/20/09	05/22/09	Administrators and counselors	None

	program and Dual Credit program in high school.				
3.	Target the top 25% of 8 th grade students in each student group and encourage them to take at least one AP class in 9 th grade.	1/20/09	05/22/09	Counselors	None
4.	Target students who are high achieving on TAKS math in 5 th grade math for 6 th grade accelerated math.	05/04/09	08/04/09	Counselors	None
5.	Train all core content teachers in Pre-AP training	01/20/09	08/26/09	Administrators	Cost of workshop: \$150 per teacher—approximately \$4800
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7.					
8.					

Process Results (Benchmarks & Others): Increase Commended scores on TAKS, # of AA & Hispanic students in advanced classes in both middle and high school, meet AYP.

Strategic Results (TAKS): RPI goals met or exceeded for all student groups, Gold Performance in Reading, Writing, Social Studies, Math, Science; DMS will meet AYP.

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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: All students will successfully complete on-grade level classes and be prepared for high school and college. • Leadership Person(s): Administrators and Counselors
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: 6 weeks grades, TAKS scores, Benchmarks, drop-out rates, attendance rates, college readiness scores
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Increase the number of 8th graders meeting the standard on TAKS math and TAKS reading to 100% on the 2nd administration
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs:
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> X Develop common mission, vision, values & goals <input type="checkbox"/> Ensure achievement for all students; creating systems for prevention & intervention X Create/support collaborative teaming focused on teaching & learning X Use data to guide decision making and continuous improvement X 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.	Implement Education “Go Get It Week”	9/29/08	10/3/08	Counselors	Costs for college pennants, pens, t-shirts, etc
2.	Implement classroom guidance with counselors	09/2/08	05/29/09	Counselors	None

	that focus on college and career readiness utilizing programs such as COIN, Reality Check, etc				
3.	Increase the awareness of ACC and the high school dual credit program with guest speakers from ACC.	01/20/09	05/29/09	Counselors	Lunch for guest speakers
4.	Coordinate with parent liaison to have guest speakers speak with parents and students about funding college, preparing for college, and other college related topics.	09/29/08	05/29/09	Administrators	Snacks for info nights
5.	Create a college center with information about different colleges/universities, and display different college pennants	09/29/08	ongoing	Counselors	Pennants from colleges, display case
6.	Post high school information regarding graduation plans and the graduate profile on the counselor's web page.	09/29/08	ongoing	Counselors & IT	None
7.					
8.					

Process Results (Benchmarks & Others): Increase the completion rate, drop out rate, # of students enrolling in Dual Credit courses, # of students enrolling in college

Strategic Results (TAKS): RPI goals met or exceeded for all student groups; Gold performance in attendance, Meet AYP.

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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: All students will meet with counselor at least one per year, and all at risk students will have a PGP. • Leadership Person(s): Administrators and Counselors
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: TAKS, # of students enrolled in high school credit classes in middle school, college readiness scores
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Increase the number of middle school students who take at least one high school credit class at middle school to 90%.
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"> x Develop common mission, vision, values & goals x Ensure achievement for all students; creating systems for prevention & intervention <input type="checkbox"/> Create/support collaborative teaming focused on teaching & learning x Use data to guide decision making and continuous improvement X Gain active engagement from family and community X 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.	Implement counselor meetings with all students to discuss RRISD Graduate Profile, 4 year plans, etc.	08/26/08	06/03/09	Counselors	Cost of printing graduate profiles & 4 year plans
2.	TESA training for 10 teachers to implement school wide over the next year.	10/10/08	ongoing	Catherine Gutierrez, TESA Coordinator & S. Hayes	Cost for materials.
3.	Implement PGPs for all students at-risk for failing TAKS with counselor, parent, teacher, and administrator support.	9/30/08	11/21/08	Administrators, Counselors, Classroom Teachers, Parents	None
4.	Train all teachers in PBS and incorporate philosophy into the classroom.	8/14/08	ongoing	PBS team	Cost for incentives, training materials, books, etc.
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Process Results (Benchmarks & Others): Increase the positive responses on the school climate surveys; counselors meet the academic/social needs of all students

Strategic Results (TAKS): RPI goals met or exceeded for all student groups. Commended scores will increase. DMS will meet AYP.



Strategic Goal V:	Develop and implement an instrument to measure staff morale and organizational climate
Leadership:	<ul style="list-style-type: none"> • Vision: • Leadership Person(s):
Information and	<ul style="list-style-type: none"> • Data Collected and Analyzed:

Analysis:	
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends:
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs:
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 type="checkbox"/> Create/support collaborative teaming focused on teaching & learning <input 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

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Process Results (Benchmarks & Others):

Strategic Results (TAKS):

ROUND ROCK ISD 2008-2009 District Improvement Plan

Strategic Goal VI:	Develop a plan that will provide diversity training for all employees
Leadership:	<ul style="list-style-type: none"> • Vision: • Leadership Person(s):
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed:
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends:
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs:
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 type="checkbox"/> Create/support collaborative teaming focused on teaching & learning <input 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

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Process Results (Benchmarks & Others):

Strategic Results (TAKS):

ROUND ROCK ISD

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Strategic Goal VII:	Implement at least three communication strategies to educate the RRISD community regarding the local impact of state legislative changes
Leadership:	<ul style="list-style-type: none"> • Vision: • Leadership Person(s):
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed:
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends:
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs:
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 type="checkbox"/> Create/support collaborative teaming focused on teaching & learning <input 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

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Process Results (Benchmarks & Others):

Strategic Results (TAKS):

ROUND ROCK ISD 2008-2009 District Improvement Plan

Strategic Goal VIII:	Identify areas of efficiency that result in significant financial gains for the district
Leadership:	<ul style="list-style-type: none"> • Vision: • Leadership Person(s):
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed:
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends:
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs:
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 type="checkbox"/> Create/support collaborative teaming focused on teaching & learning <input 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

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Process Results (Benchmarks & Others):

Strategic Results (TAKS):