

Forest Creek Elementary 2008-09

Campus Vision Statement

A unified, respectful community where everyone learns and children are first.

Campus Mission Statement

Forest Creek Coyotes will master the Texas Essential Knowledge and Skills and demonstrate positive behavior. Forest Creek Coyotes will show measurable growth through various on-going assessments. Forest Creek Coyotes will be evaluated regularly for progress and provided with differentiated, research-based, data driven instruction. Forest Creek Coyotes contribute to society by being life-long learners engaged in self-directed, meaningful, learning experiences.

Goal I **Narrow the achievement gap for student groups (mathematics and science)**

Campus Goals: (Identify and quantify 1-3 campus targets/objectives)

Increase or maintain Science, Math and Reading passing rates for all demographic groups at 90% or above.

Increase or maintain Reading, Writing and Science commended rates for all demographic groups at the Gold Performance standard of 30%.

2008-2009 Strategies

Select 1-3 strategies/principle(s) from "Failure is Not an Option" on which your work will be based to improve student performance in math and science. The six principles for excellent schools are:

- 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

Action Steps:

- Develop and lead collaborative teaming efforts focused on alignment and expansion of existing instructional resources used to support engaged learning in the areas of math, science, and reading.
- Analyze student performance data results for all demographic groups in the areas of math, science, reading and writing to identify areas of improvement, adjust instructional practices, and provide a pyramid of intervention.
- Increase leadership capacity by utilizing ACC Science Collaborative teachers to provide 12 hours of staff development for each teacher on Bridging to TAKS science kits.
- Utilize district Elementary Instructional Coach to improve teaching and learning practices in all content areas.

Performance Measures: TAKS, AYP, College Readiness scale scores, course grades

- 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/DRA results
- Universal Screeners

Goal II

Increase the percentage of minority/underrepresented students enrolled in advanced classes.

Campus Goal: (Identify and quantify 1-3 campus targets)

Increase or maintain Reading, Writing and Science commended rates for all demographic groups at the Gold Performance standard of 30% or higher.

Increase parent communication concerning middle and high school course requirements and college entrance requirements.

Increase the number of students receiving enrichment instruction by 3%.

2008-2009 Strategies:

Select 1-3 strategies from the six principles to help decrease student performance gaps

- 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

Action Steps:

- Analyze student performance data results for all demographic groups in the areas of math, science, reading and writing to identify areas of improvement, adjust instructional practices, and provide a pyramid of intervention.
- Analyze campus TAG and OLSAT testing data to identify potential students for enrichment instruction.
- Utilize TAG teachers to provide enrichment instruction to students.
- Host a parent information session on middle and high School graduation requirements and college entrance requirements in conjunction with Math and Science Night events.

Performance Measures: TAKS, # of AA & Hisp. in advanced classes, AYP, attendance, etc.

- 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/DRA results
- Universal Screeners
- TAG testing data
- OLSAT
- Customer Satisfaction Survey results
- Number of students receiving enrichment instruction
- Number of ESL program parent denials

Goal III

Increase the high school completion rate.

Campus Goal: (Identify and quantify 1-3 campus targets)

Decrease the number of discipline referrals.

Maintain or increase our attendance rate at 90%.

Increase the academic, behavioral and social skills of all students.

Increase or maintain Reading, Writing, Math and Science passing rates for at-risk students at 90% or above.

2008-2009 Strategies:

Select 1-3 strategies from the six principles to help reach exemplary status

- 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

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Action Steps:

- Evaluate and refine the campus response to intervention system.
- Implement the Positive Behavior Support (PBS) initiative to define, teach, and support appropriate student behaviors to create positive school environment.

Performance Measures: TAKS, completion rate, dropout rate, attendance rate, college readiness, etc.

- 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/DRA results
- Universal Screeners
- PEIMS Discipline data
- PEIMS Attendance data
- Customer Satisfaction Survey

Goal IV

Implement strategies to address the different needs of high school students:

- **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: (Identify and quantify 1-3 campus targets)

Increase parent communication concerning middle and high school course requirements and college entrance requirements.

Decrease the number of parent denials for ESL program.

2008-2009 Strategies:

Select 1-3 strategies from the six principles to help reach exemplary status

- 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

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- Coordinate efforts of the staff, PRO Center, PIE, PTA, Site-Based Decision-Making Committee, and SEPAC representatives to focus results on helping families and community ensure success of all students.
- Host a parent information session on middle and high School graduation requirements and college entrance requirements in conjunction with Math and Science Night events.
- Hold individual conferences with ESL parents considering denial of the ESL program for their students.

Performance Measures: TAKS, SAT, ACT, #of Dual Credits; #AP/IB credits, college readiness scale scores, etc.

- 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/DRA results
- Universal Screeners
- Customer Satisfaction Survey

Learner Centered Academic Pledge

Employees and stakeholders in the Round Rock Independent School District believe that every student must acquire the knowledge and skills defined in the Aligned Round Rock Curriculum. We are committed to ensuring that all young people of different socio-economic status, race, ethnicity, gender, or disability succeed academically. It is our purpose to educate all students to high levels of learning to ensure college and career readiness, while fostering positive growth in social and emotional behaviors and attitudes. The entire RRISD staff pledges itself to these student outcomes.