

Pond Springs Elementary 2008-09

Campus Vision Statement

Pond Springs Elementary provides authentic learning that supports all students as they strive to reach their maximum potential.

Campus Mission Statement

Pond Springs' community is committed to creating lifelong learners and responsible citizens through high expectations in a nurturing, innovative environment.

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 passing standards while decreasing achievement gaps for all student groups in all academic areas by 50%.

Increase all commended rates for all demographic groups by 5%.

Pond Springs will have 100% alignment of curriculum (written/taught/tested) to ensure all students meet and/or exceed district and state standards.

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:

- Ensure achievement for all students; creating systems for prevention & intervention
 - Provide appropriate, research-based interventions for students during designated tutoring time, before/after school, lunch, recess, and at recess
 - Continue to revise and refine Response to Intervention system to support struggling students
 - Implement research-based, best practice instructional strategies

- Create/support collaborative teaming focused on teaching & learning
 - Horizontal grade level teams will work to align curriculum and develop four math and/or science unit maps
 - Conduct classroom observations at Pond Springs and other campuses to observe best practice instruction and instruction designed to meet individual student need
 - Collaborate about curriculum, instruction, student expectations, and student work in horizontal and vertical teams
 - Identify current knowledge of differentiated instructional strategies and provide professional development opportunities focused on deepening teacher and campus understandings
 - Utilize collaborative teachers and district instructional coaches to support differentiated instruction
 - Engage in embedded professional development focused on: understanding diversity, meeting the needs of economically disadvantaged students, differentiated instruction, and collaborative inquiry.

- Use data to guide decision making and continuous improvement
 - Regularly analyze various forms of data to identify gaps and target students
 - Utilize horizontal and vertical team meetings to monitor student progress and problem solve solutions and interventions for students in need

Performance Measures: TAKS, AYP, College Readiness scale scores, course grades
 2009 TAKS passing and commended rates (includes TAKS, TAKS-A, TAKS-M, and TAKS ALT)
 AYP Status
 District Benchmark Results
 Attendance Rates

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

Campus Goal: (Identify and quantify 1-3 campus targets)
 Pond Springs will have 100% alignment of curriculum (written/taught/tested) to ensure all students meet and/or exceed district and state standards.

Increase the number of teachers trained in and implementing research-based differentiated instructional practices to meet the needs of all learners.

All students will achieve a scale score of 2200 or higher on all TAKS tests for all grade levels.

2008-2009 Strategies:

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

- Ensure achievement for all students; creating systems for prevention & intervention
 - Offer after school clubs focused on math and science topics
 - Implement research-based, best practice instructional strategies

- Create/support collaborative teaming focused on teaching & learning
 - Conduct classroom observations at Pond Springs and other campuses to observe best practice instruction and instruction designed to meet individual student need
 - Collaborate about curriculum, instruction, student expectations, and student work in horizontal and vertical teams
 - Identify current knowledge of differentiated instructional strategies and provide professional development opportunities focused on deepening teacher and campus understandings
 - Utilize collaborative teachers and district instructional coaches to support differentiated instruction
 - Engage in embedded professional development focused on: understanding diversity, meeting the needs of economically disadvantaged students, differentiated instruction, and collaborative inquiry.

- Use data to guide decision making and continuous improvement
 - Regularly analyze various forms of data to identify gaps and

- target students
- Utilize horizontal and vertical team meetings to monitor student progress and problem solve solutions and interventions for students in need

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

Number of students achieving scale score of 2200 on TAKS

Number of fifth grade students qualifying for accelerated math instruction in middle school

Attendance Rates

Goal III **Increase the high school completion rate.**

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

Increase or maintain passing standards while decreasing achievement gaps for all student groups in all academic areas by 50%.

Reduce the number of students retained and promoted with an action plan by 50%.

All students will achieve a scale score of 2200 or higher on all TAKS tests for all grade levels.

2008-2009 Strategies:

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

- Ensure achievement for all students; creating systems for prevention & intervention
 - Implement targeted intervention time for all grade levels
 - Continue to revise and refine Response to Intervention system to support struggling students
 - Provide appropriate, research – based interventions for students during designated tutoring time, before/after school, lunch, and at recess
 - Introduce students to real-world professions through career/enrichment day

- Create/support collaborative teaming focused on teaching & learning
 - Horizontal grade level teams will work to align curriculum and develop four math and/or science unit maps
 - Implement research-based, best practice instructional strategies
 - Conduct classroom observations at Pond Springs and other campuses to observe best practice instruction and instruction designed to meet individual student need
 - Collaborate about curriculum, instruction, student expectations, and student work in horizontal and vertical teams
 - Horizontal grade level teams will work to align curriculum and develop four math and/or science unit maps
 - Identify current knowledge of differentiated instructional strategies and provide professional development opportunities focused on deepening teacher and campus understandings

- Use data to guide decision making and continuous improvement
 - Regularly analyze various forms of data to identify gaps and target students
 - Utilize horizontal and vertical team meetings to monitor student progress and problem solve solutions and interventions for students in need

P
e
r
f
P

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

2009 TAKS passing and commended rates (includes TAKS, TAKS-A, TAKS-M, and TAKS ALT)

Number of students achieving scale score of 2200 and above on TAKS

AYP Status

District Benchmark Results

Number of students retained or promoted with an action plan

Attendance Rates

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 or maintain passing standards while decreasing achievement gaps for all student groups in all academic areas by 50%.

Increase number of students with access to mentors by 20%

Continue student access to school counselor through classroom guidance and student support groups

2008-2009 Strategies:

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

- Ensure achievement for all students; creating systems for prevention & intervention
 - Implement targeted intervention time for all grade levels
 - Continue to improve Response to Intervention system to support struggling students
 - Provide appropriate, research – based interventions for students during designated tutoring time, before/after school, lunch, and at recess
 - Continue classroom guidance lessons and student support groups

- Create/support collaborative teaming focused on teaching & learning
 - Horizontal grade level teams will work to align curriculum and develop four math and/or science unit maps
 - Implement research-based, best practice instructional strategies

- Conduct classroom observations at Pond Springs and other campuses to observe best practice instruction and instruction designed to meet individual student need
- Collaborate about curriculum, instruction, student expectations, and student work in horizontal and vertical teams
- Horizontal grade level teams will work to align curriculum and develop four math and/or science unit maps

- ☒ Gain active engagement from family and community
 - Introduce students to real-world professions through career/enrichment day
 - Invite parents and community members to discuss careers on morning broadcast

P
e

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

2009 TAKS passing and commended rates (includes TAKS, TAKS-A, TAKS-M, and TAKS ALT)

Number of students achieving scale score of 2200 and above on TAKS

AYP Status

District Benchmark Results

Number of hours of provided classroom guidance lessons and student support group sessions

Number of students retained or promoted with an action plan

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.