

Stony Point High School 2008-2009

Campus Vision Statement

Stony Point High School will provide a quality education through high expectations and engaged instruction. SPHS celebrates multicultural differences and encourages involvement in our community. All members of our school community will monitor performance and results through process of reflection, inquiry and dialogue.

Campus Mission Statement

Rigor - Close the performance gap among diverse student subgroups in order to reach 90% proficiency levels in three years. Encourage and support all students in clubs, teams, organizations and academic programs.

Relevance - Effectively teach how to learn, think and solve a variety of real world problems. Engage all students in challenging, meaningful learning experiences.

Relationships - Partner with parents, businesses and community leaders to share global responsibility for academic and social success of all students.

Stony Point Focus Areas

Integrated Curriculum, Authentic and Engaged Environments, Safe and Nurturing Culture, Embracing Equity and Opportunity, Building Positive Rapport

Goal I **Narrow the Achievement Gap for Student Groups (Mathematics and Science)**

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

Increase the number of commended students in Math and Science by 5%.

Gaps in student performance groups will decrease by more than 25% .

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

Action Steps

- Utilize Kilgo TEKS to TAKS – Math strategies
- Continued S.I.O.P. training for identified teachers in core classes
- Academic teaming for at risk students
- Revised Adopt a Student campus wide mentoring program
- Engage all teachers in 5E lesson planning
- Teacher Expectation Student Achievement – training for all teachers
- Monitor expanded pyramid of intervention per core content areas
- Expand common planning period for content specific disciplines
- Saturday TAKS camps
- Intervention Database to monitor student achievement
- Utilization of Master Teacher model
- Use of NovaNet night classes for credit recovery and TAKS support
- Create effective double block classes to meet unique needs of students

Performance Measures

TAKS, course grades, credits earned in previous and current marking periods, district benchmark results, short cycle assessments.

Goal II **Increase the Percentage of Minority/Under Represented Students Enrolled in Advanced Classes**

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

Increase the number of minority students in AP, Pre-AP, and IB advanced courses (access for all campus philosophy).

2008-2009 Strategies

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

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

Action Steps

- Increase communication between SP9 and SPHS campus leaders in all areas.
- Utilize new college and career half-time counselor
- Alumni day (Ex SPHS students) return to share their positive college experiences with students.
- Ninth grade department chairs will connect with high school department chairs to encourage students into Pre AP, Pre IB, or enhanced classes in high school.
- HS representative, specifically from the Math Department, will attend 5th grade parent nights to speak with parents/students about choice selections in middle school.
- Administer ACT and SAT exams as a designated campus site for TEXAS
- Agreed to pilot and administer PLAN for all sophomores (ACT practice exam).

Performance Measures

- TAKS, number of African American and Hispanic in advanced classes, AYP, attendance, etc.
- Comparison of percentage of Anglo, Hispanic, African American, and Asian students in advanced classes as compared with percentage of total demographics, LEP exit and passing rates, RPTE results, PSAT, SAT, ACT results, Merit results

Goal III **Increase the High School Completion Rate**

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

Provide mentors for at risk students to keep them focused on graduating from high school.
Increase number of students involved in campus based activities (athletics, fine arts, clubs, etc.).

2008-2009 Strategies

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

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

Action Steps

- Community walks to bring students back to school (Saturday mornings).
- Mentoring program redesigned for 2008-2009 to meet needs of our at risk students.
- LINK Crew (upperclassmen mentors) will be used more often to mentor freshmen students.
- Display of all clubs at SPHS offered to entice students to get involved in an activity at SPHS.
- TAKS remediation classes
- NovaNet credit recovery classes and TAKS support classes
- MAP testing for non-proficient readers.
- Active communication and working with parole officers
- Adopt-A-Student mentoring program
- Attendance rates will remain at least 96% + for the school year.

Performance Measures

TAKS, completion rate, dropout rate, attendance rate, college application acceptance, all performance data results, results of community walk efforts, Success and NovaNet results.

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 Goals (Identify and quantify 1-3 campus targets)

Increase counselor/student time.

Promote college awareness through school activities.

Increase number of students earning sophomore status at end of freshman year.

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
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Action Steps

- Utilization of new high school completion specialist and enrollment in Horizons program
- PSAT offered to all sophomore and junior students
- Specialized work with the Round Rock Opportunity Center, Success East program and other district initiatives to meet the increase demands
- Successfully begin the IB Diploma classes through high academic achieving class choices
- Year two of building a master schedule and specific teacher professional development to meet unique needs of all students and use of TAT input to integrate technology

Performance Measures

- TAKS, SAT, ACT, number Dual Credits; number AP/IB credits, college readiness scale scores, etc.
- Number of students taking the PSAT in October 2008
- Number of students earning sophomore status by August 2009
- IB enrollment numbers and active recruitment of students in the Stony Point and Round Rock high school communities
- Number of returning students fulfilling their graduation requirements

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.