

++ROUND ROCK ISD

2009-2010 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: WBE will provide a safe and caring environment for the academic and emotional development of all members through the use of engaged learning models, on-going assessment, and aligned curriculum and instruction. • Leadership Person(s): Principal, assistant principal, teachers, coaches, interventionists, counselor
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: TAKS 2008-2009 Scores: Reading: All 93%, AA 93%, Hisp 88%, White 96%, ECOD 90%; Math: All 92%, AA 82%, Hisp 89%, White 95%, ECOD 89%; Writing: All 91%, Hisp 94%, ECOD 94%; Science: All 94%, Hisp 90%, White 98%, ECOD 89%.
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Achievement gaps exist in Reading 8%, Math 13%, Writing 5%, Science 9%.
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs: Differentiated instruction, ARRC, ACC Science Collaborative, Embedded Professional Development Model, Instructional Coaching Model, Algebraic Reasoning, Reading and Writing Workshop, SIOP 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

Title 1 Coding:

- Component 1: Comprehensive Needs Assessment**
- Component 2: Reform Strategies**
- Component 3: Instruction by Highly Qualified Teachers**
- Component 4: High-Quality Professional Development**
- Component 5: Strategies to Attract Highly Qualified Teachers**
- Component 6: Strategies to Increase Parental Involvement**
- Component 7: Transition**

Component 8: Teacher Decision-Making Regarding Assessment

Component 9: Effective and Timely Assistance to Students

Component 10: Coordination and Integration

	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.	Conduct horizontal and vertical team meetings to guide and facilitate initiatives and collaboration for alignment of curriculum and instruction, and development and use of common assessments.	8/09	5/10	Teachers, Principals	Collaborative Planning Time
2.	Utilize a school wide planning team to analyze multiple data sources and create a campus improvement plan based on a comprehensive needs assessment of WBE based on achievement of students in relation to local academic achievement standards, with continuous review and revision.	7/09	5/10	Leadership Team, DATA DIG Team, SBAC	Collaborative Planning Time, Disaggregated Data
3.	Create and follow instructional lesson planning documents and assessments utilizing the ARRD and collaborative expertise of all team members.	8/09	5/10	Teachers	Collaborative Planning Time, ARRC
4.	Utilize daily Explorer time to provide flexible grouping and directive targeted interventions for meeting the needs of diverse learners.	8/09	5/10	Classroom teachers	Instructional time, Title 1 funds
5.	Engage in embedded professional development and instructional coaching focused on the 5E lesson model, writing instruction, and differentiation strategies, especially targeting math.	8/09	5/10	Teachers, principals	Julie Carrera, Kirsten Prud'Homme, Clover Bolton, Jen McDonald, Campus PD funds
6.	Fully implement the Response to Intervention school wide monitoring system (including the Positive Behavior Support model) to provide quality core instruction and targeted Tier II interventions with documentation of student progress, delivered interventions, and outcomes. Implement universal screening and progress	8/09	5/10	Teachers, RTI/SST Team	SST process, Time for assessment, monitoring, and analysis, Binders and copy costs, Intervention materials

	monitoring of interventions.				
7.	Integrate Sheltered Instruction Observation protocol strategies in math and science instruction in all classrooms PK-5. Provide SIOP training for all new personnel.	8/09	5/10	Teachers	Kirsten Prud'Homme, Bea Tran, Mary Lee
8.	Integrate math and science journaling in all classrooms K-5, focusing on writing to extend thinking and the use of graphic organizers and visual representations.	8/09	5/10	Teachers	Composition Books, Instructional Time
9.	Participate in ACC Science collaborative and Local Collaborative to provide additional science professional development.	8/09	5/10	Teachers	Clover Bolton, Jen McDonald, Professional development time
10.	Provide extended day tutorials for students identified as at-risk through classroom assessment data.	10/09	4/10	Teachers	Title 1 funds
11.	Integrate technology into engaged learning experiences across content areas and increase student accessibility to computers.	8/09	5/10	Teachers, ITS	Technology funds, Promethean Boards
12.	Meet regularly as collaborative teams for monitoring to analyze student performance data and benchmark results to focus on instructional and intervention change needed.	9/09	5/10	Teachers, Principals	Collaborative Time
13.	Conduct a WBE Science Fair Night, including library research nights and a school wide pre-assembly to develop interested and to support student preparation.	11/09	2/10	Teachers, Principals, PTA	Cost of science boards, table rental, Title 1 funds for judges
14.	Implement Science Camp in 5 th prior to TAKS assessment targeting objectives identified as most challenging through campus data analysis.	1/09	5/10	Instructional Coaches, 5 th grade teachers	Julie Carrera, Kirsten Prud'Homme
15.	Implement Math Camps in 3 rd , 4 th , and 5 th prior to TAKS assessment targeting objectives identified as most challenging through campus data analysis.	1/09	5/10	Instructional Coaches, 3 rd to 5 th grade teachers	Julie Carrera, Kirsten Prud'Homme
16.	Implement Saturday Math and Science Camps to provide additional targeted integrated math and science engaged learning options targeting high-	1/09	5/10	6 teachers, 90 students	Proposal Title 1 funds

	stakes TEKS for at-risk students grades 3-5.				
17.	Implement hiring practices to ensure that all teachers and paraprofessionals are highly qualified.	5/09	5/10	Principals, Interview Committees	
18.	Provide a mentoring program for all zero-year teachers and provide ongoing teacher incentives to promote retention.	5/09	5/10	Mentors, Principals, PBS Team	Mentoring funds, PBS funds, Campus discretionary funds

Process Results (Benchmarks & Others): Classroom assessment data, Benchmark results, DRA and TPRI results, Team planning products, Team Minutes, Title 1 data, ELL data, SST/RTI data

Strategic Results (TAKS): TAKS, AYP, SST/RTI data

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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: WBE will provide a safe and caring environment for the academic and emotional development of all members through the use of engaged learning models, on-going assessment, and aligned curriculum and instruction. • Leadership Person(s): Principal, assistant principal, teachers, coaches, interventionists, counselor
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: TAKS 2008-2009 Commended Scores: Reading 3rd 59%, 4th 33%, 5th 36%; Math 3rd 43%, 4th 44%, 5th 43%; Writing 4th 21%; Science 5th 56%.
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Need to increase commended scores across content areas. • Continue to increase enrollment in TAG and enrichment classes.
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs: TAG Training, TAG Selection Committee Training, Differentiation 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.	Integrate Sheltered Instruction Observation protocol strategies in math and science instruction in all classrooms PK-5. Provide SIOP training for all new personnel.	8/09	5/10	Teachers	Kirsten Prud'Homme, Bea Tran, Mary Lee

2.	Provide training for TAG cluster teachers at all grade levels as needed, in order to appropriately differentiate instruction K-5 for advanced students.	5/09	5/10	Teachers	Substitute costs
3.	Address diversity in the qualification process through the TAG Selection Committee.	8/09	5/10	TAG Selection Committee	Time for analysis of student needs and abilities with consideration of home and culture
4.	Provide weekly enrichment opportunities for students in grades 2-5 including Math Pentathlon, Chess Camp, Robotics, and Simple Machine Lego kits.	10/09	5/10	Susan Putaansuu, Elisa Denkler	TAG funds for materials
5.	Integrate higher order thinking skills, advanced questioning strategies, and teaching for scholarly behaviors and depth and complexity in an integrated curriculum for all classrooms PK-5.	8/09	5/10	Teachers	Instructional Time
6.	Investigate the process and authorization requirements for becoming an International Baccalaureate Primary Years Program (IB- PYP) World School.	11/09	5/10	Parent/Teacher Committee	TBD
7.	Implement hiring practices to increase the diversity of faculty and staff.	10/09	7/10	Interview Committee, Principal	HRS applications, Job Fair

Process Results (Benchmarks & Others): Classroom assessment data, Benchmark results, OLSAT scores

Strategic Results (TAKS): TAKS results (commended scores), TAG results, # of students participating in weekly enrichment

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Strategic Goal III:	Increase the graduation rate for economically disadvantaged, African American, and Hispanic students
Leadership:	<ul style="list-style-type: none"> • Vision: WBE will provide a safe and caring environment for the academic and emotional development of all members through the use of engaged learning models, on-going assessment, and aligned curriculum and instruction. • Leadership Person(s): Principal, assistant principal, teachers, coaches, interventionists, counselor
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: TAKS 2008-2009 Scores: Reading: All 93%, AA 93%, Hisp 88%, White 96%, ECOD 90%; Math: All 92%, AA 82%, Hisp 89%, White 95%, ECOD 89%; Writing: All 91%, Hisp 94%, ECOD 94%; Science: All 94%, Hisp 90%, White 98%, ECOD 89%.
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Achievement gaps exist in Reading 8%, Math 13%, Writing 5%, Science 9%.
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs: Differentiated instruction, ARRC, ACC Science Collaborative, Embedded Professional Development Model, Instructional Coaching Model, Algebraic Reasoning, Reading and Writing Workshop, SIOP 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.	Engage in embedded professional development and instructional coaching focused on the 5E lesson model, writing instruction, and differentiation strategies, especially targeting	8/09	5/10	Teachers, principals	Julie Carrera, Kirsten Prud'Homme, Clover Bolton, Jen McDonald, Campus PD funds

	math.				
2.	Fully implement the Response to Intervention school wide monitoring system (including the Positive Behavior Support model) to provide quality core instruction and targeted Tier II interventions with documentation of student progress, delivered interventions, and outcomes. Implement universal screening and progress monitoring of interventions.	8/09	5/10	Teachers, RTI/SST Team	SST process, Time for assessment, monitoring, and analysis, Binders and copy costs, Intervention materials
3.	Increase use of integrated technology in delivery of instruction and engaged learning options.	8/09	5/10	Teachers, ITS	Instructional Time, Promethean Boards, Computers, Campus technology funds
4.	Participate in Education Go Get It Week.	10/09	10/09	Teachers, Counselor	Instructional time
5.	Provide guidance lessons focused on college and career readiness in all classrooms K-5.	9/09	5/10	Counselor	Instructional time, counseling guidance materials
6.	Improve family-school connections with: Regular two-way communication with all families; All communications including tips for working with students at home; Implementation of parent involvement activities to include Coffees with Principals, Adult Literacy classes, Love and Logic classes, Title 1 Picnic, WatchDOGS program; Focus on welcoming family involvement at all school functions, and Coordinate with PTA to conduct family movie nights, PTA adult education, International Fair to promote cultural responsiveness, Black History Celebration, and Spring Festival.	8/09	5/10	All personnel	Copy costs, Title 1 funds for events
7.	Develop and implement a parental involvement policy.	8/09	5/10	SBAC, Leadership Team	Collaboration time
8.	Provide parental support, outreach, and programs through the Parent Resource Opportunity (PRO) Center.	8/09	5/10	Parent support specialist	Funding through Student Learning and Diversity

9.	Utilize Texas State interns to provide additional targeted interventions for at risk students.	9/09	5/10	Texas State Interns	Use of WBE facility
10.	Pre-kindergarten teachers will be provided district-level professional development, collaborate with other pre-k and kindergarten teachers on curriculum alignment and delivery, engage in ongoing assessment of student progress, and coordinate classroom visits to kindergarten in the spring to assist students in effective transition to kindergarten.	8/09	5/10	Pre-Kindergarten Teachers	Collaboration time, Professional development costs and resources
11.	Conduct Site Based Advisory Committee meetings a minimum of 4 times annually to review and contribute to Campus Improvement Plan, Title 1 planning, budget and related issues, as well as plan coordination and integration of federal, state, and local programs and services at WBE.	9/09	5/10	SBAC, Leadership Team	Collaboration time
12.	Send the Parent Support Specialist and a parent representative to the NCLB Statewide Parent Involvement Conference in Houston and return parent involvement ideas to the campus level.	11/09	5/10	PSS, Parent	RRISD Title funds
13.	Investigate the process and authorization requirements for becoming and International Baccalaureate Primary years Program (IB- PYP) World School.	11/09	5/10	Parent/Teacher Committee	TBD
14.	Implement hiring practices to increase the diversity of faculty and staff.	10/09	7/10	Interview Committee, Principal	HRS applications, Job Fair
15.	Implement a Book Drive to provide books for at-home reading for all students PreK-5.	1/10	5/10	Teachers, Interventionists	Donated literacy materials

Process Results (Benchmarks & Others): Participation in college readiness activities, RTI/SST process, Benchmark results

Strategic Results (TAKS): TAKS, attendance rates

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Strategic Goal IV:	Fully implement the diversity training plan
Leadership:	<ul style="list-style-type: none"> • Vision: WBE will provide a safe and caring environment for the academic and emotional development of all members through the use of engaged learning models, on-going assessment, and aligned curriculum and instruction. • Leadership Person(s): Principal, assistant principal, teachers, coaches, interventionists, counselor
Information and Analysis:	<ul style="list-style-type: none"> • Data Collected and Analyzed: TAKS 2008-2009 Scores: Reading: All 93%, AA 93%, Hisp 88%, White 96%, ECOD 90%; Math: All 92%, AA 82%, Hisp 89%, White 95%, ECOD 89%; Writing: All 91%, Hisp 94%, ECOD 94%; Science: All 94%, Hisp 90%, White 98%, ECOD 89%.
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Achievement gaps exist in Reading 8%, Math 13%, Writing 5%, Science 9%.
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> • Training Needs: Foundational Diversity 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 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 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.	Provide Foundational Diversity training for all campus personnel.	08/09	5/10	Teachers, LaWanda Carley, Amanda Gallagher	Copy costs, Professional Development time
2.	Implement WBE GEMS mentoring program.	8/09	5/10	Teachers, Counselor	Counseling funds for activities and materials
3.	Implement regular guidance lessons in all classrooms PK-5 and focused group counseling lessons for identified students.	9/09	5/10	Counselor	Instructional time and resources
4.	Provide community building opportunities and strategies in all classrooms.	8/09	5/10	Teachers	Instructional Time
5.	Fully implement the Positive Behavior Support framework as a school community.	8/09	5/10	Teachers led by PBS team	PBS funds for incentives, tickets, charts
6.	Implement hiring practices to increase the diversity of faculty and staff.	10/09	7/10	Interview Committee, Principal	HRS applications, Job Fair
7.	Address cultural diversity in curriculum planning, including the integration and use of library, media, and print resources that are culturally diverse.	8/09	5/10	Teachers, Librarian	Instructional planning time, Literacy resources – Campus Operating Budget, Title 1 and ELL funds
8.	Address cultural diversity through the fine arts curriculum and special programs, including Jazz Festival, Veteran’s Day program, Black History program, International Fair.	8/09	5/10	Specials teachers, guest presenters	Instructional and planning time, Funds from Campus Operating Budget for programming, PTA funds

Process Results (Benchmarks & Others): Participation in diversity training, Participation in GEMS, PBS data, Lesson Planning documents

Strategic Results (TAKS): PBS data, GEMS data, Counseling surveys