Colt Elementary School (MFISD)

Campus Improvement Plan

2016-2017

MFISD Mission

The mission of the Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

MFISD VISION

Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

Colt Elementary School (MFISD)
Campus Educational Improvement Committee

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Erika O'Connor	Chairperson	
Phyllis Campbell	Administrator	
Laura Powell	PK Teacher	
Dixie Bobeck	Kinder Teacher	
Cindy Tripp	1st grade Teacher	
Tamara Chance	2nd grade Teacher	
Marla Debons	3rd grade Teacher	
Judith Large	4th grade Teacher	
Kevyn Packer	5th grade Teacher	
Terry Layton	Paraprofessional	
Nancy Vazquez	Interventionist	
Christie Trudeau	Special Education	
Debby Johnson	Specials	
Lenore Weihs	Library	
Kelly Martin	Parent Representative	
Joseph Debons	Community Representative	

Colt Elementary School (MFISD)
COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement Committee during 2015-2016 School Year

Participants in Attendance	Data Sources Examined
Keith Powell	☑ TAPR
Phyllis Campbell	☑ Disaggregated STAAR / TAKS Data
Angelica Palacio	☑ Campus PEIMS Reports
Gena Reven	☑ Student Attendance Data
Sylvia Villarreal	☑ Truancy Data
Kali Turner	☑ Referral % for SPED Students
Judith Large	☑ Campus Parent Participation
Kevyn Packer	☑ Failure Rates
Sonia Marroquin	☑ Parent Survey
	☑ TELPAS Data
	☑ Achievement Test Data
	☑ TBA Data
	☑ DRA, BAS, or Other Reading
	☐ Pre AP / AP Scores
	☐ PSAT / SAT / ACT Scores
	☐ Completion Rate
	☐ Federal Accountability Data
	☐ Other

Participants in Attendance	Data Sources Examined	
	List Other Data Here	

Number of Students served, compared to previous year.

Classroom Organization (PK; K-2; 3-5); SPED Classrooms; ESL/Dual Language (bilingual) Classrooms; PPCD program for the district

Colt Elementary consists of: parent and family involvement activities, intervention and enrichment, cooperative learning structures and focused professional development opportunities. Colt serves 618 students through classroom teachers, an instructional coach, a shared instructional technologist, a math specialist, two english reading specialists (who serve Tier 3 and dyslexia students, one bilingual reading specialist, one counselor, an assistant principal, a diagnostician, a shared LSSP, a shared behavior specialist, 2 1/2 resource teachers, one speech pathologist, one shared bilingual speech pathologist, one nurse, one registrar, an administrative secretary, a BEST paraprofessional and various other paraprofessionals.

DEMOGRAPHICS
Strengths: Met standard for accountability rating.

Needs: Colt STAAR data is lower than expected in some areas, see the Performance Objective Tab. We need to close performance gaps for our at risk and economic disadvantaged students. One way we will address this need is to create a classroom profile and data sheet to foster an awareness of our needs. Evidence will be an increase in index 3 on our accountability rating.

FAMILY AND COMMUNITY INVOLVEMENT
Strengths: We are fortunate to have a diverse population. We have a supportive PTO that is highly involved in our our campus. We provide monthly opportunities for involvement on our campus, where we welcome parents, family members and community members. Families are well informed through newsletters (which are translated), social media and by our teachers. Administration is accessible for all stake holders. We are also fortunate to have a bilingual registrar and counselor.

Needs: Colt will increase participation of our dual language families in campus events. Our goal is to make all families feel welcomed by designing interactive activities that reach our diverse population.

STAFF QUALITY, RECRUITMENT AND RETENTION

Strengths: Colt Elementary teachers collaboratively plan during PLCs and conference periods. Colt administration supports teachers in professional development that is aligned to their instructional and professional goals. Teachers are committed to meeting the needs of their students by aligning their lessons to the TEKS, using the Curriculum Alignment Project documents and analyzing their data to set performance goals for student success.

Needs: Guided Reading will continue to be a major focus for Colt. An effort will be made to provide guided reading books at levels that are lacking in the guided reading library. Faculty meetings and PLCs are used as continuing professional development within all curriculum areas, in which teachers learn more about Guided Reading, Conceptual Approach to Mathematics, Dyslexia and ESL/ Dual Language (bilingual).   New teachers are assigned a mentor which can help them assimilate to the culture and help answer questions and support them.

SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION

Strengths: The school culture and climate is friendly and warm to our parents, staff and students. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in Back to School Night, open House, Harvest Festival, Christmas Extravaganza, Valentine's Dance, and other PTO/Campus events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives for attendance and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival and dismissal procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safe environment for all students. Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus. Staff recognition and celebrations throughout the school year can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of maintaining positive relationships with our students.

CURRICULUM, INSTRUCTION AND ASSESSMENT

Strengths: The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student. We are structured to have collaborative conversations to impact student learning. Instructional designs, such as: intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement.

Needs: Colt students are experiencing difficulty in the areas of reading, writing and mathematics (campus preformance objectives). The campus will improve student learniing by focusing on student data, discussion in PLC with a focus on Tier I, RTI, and SMART goals. There is a continued need to maintain a focus on standards, which we will do through the use of "What Wednesday" as we learn what it is that students must do to be successful. We will further continue our focus on literacy in K-2 and so as to impact 3rd-5th grade. Administration will conduct learning walks using the TTESS rubric and provide feedback to teachers to increase the opportunity to observe and reflect. Goal setting through TTESS will provide differentiated and targeted professional development opportunities to target instruction.

STUDENT ACHIEVEMENT
Strengths: Grade level teams have viewed several different and varied forms of data including but not limited to: previous STAAR scores, current DRA/EDL/BAS levels, iStation reports, TELPAS data, RTI and SST data, and other data. After reviewing this data, we have found some encouraging signs of growth such as earning one more distinction than the previous year and the percent of advanced students in science increased by 16% from 2015 to 2016.

Needs: We will continue a focus and develop a deeper understanding of the content standards and maintain a focus on data and researched based interventions to support academic success. The RTI process will be an essential component in student success as we will be able to analyze interventions being used. We will use intervention/enrichment time in way that allows students to move fluidly within groups based on current needs using data to make determinations of student placement.

TECHNOLOGY
Strengths: Continued use of digital curriculum resources in all content areas and incorporation of project based learning opportunities into content areas.

Needs: Technology needs to be incorporated into campus events and other parent nights to familiarize parents with the technology that their students are currently using in the classroom. Showcase digital resources for teachers to use in the classroom at faculty meetings.

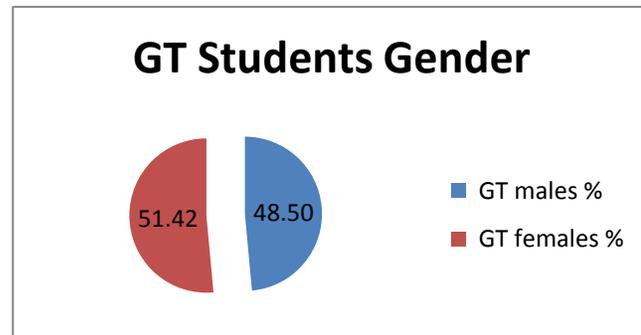| CAMPUS GENERAL INFO		2016-17
Campus Name		Colt Elementary School (MFISD)
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	618
grade level	text	EE - 5
5 year prior enrollment	#	575
increase in enrollment	%	3
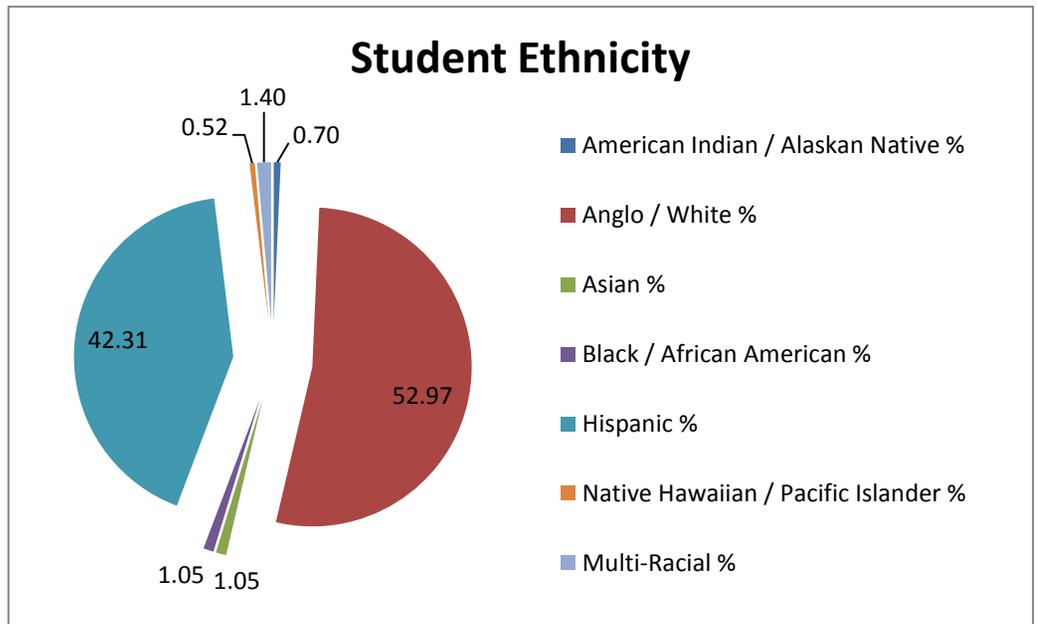
STUDENT DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.70
Anglo / White	%	52.97
Asian	%	1.05
Black / African American	%	1.05
Hispanic	%	42.31
Native Hawaiian / Pacific Islander	%	0.52
Multi-Racial	%	1.40
Male	%	55.59
Female	%	44.41
Low SES	%	66.43
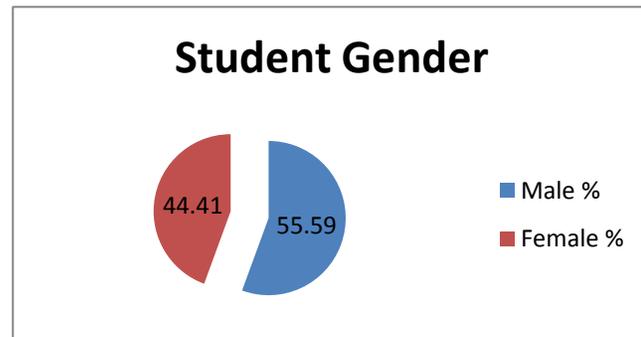
STAFF DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	1.50
Anglo / White	%	76.56
Asian	%	0.00
Black / African American	%	0.00
Hispanic	%	21.87
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.00
Male	%	4.68
Female	%	95.31
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00

CAMPUS CHARACTERISTICS	2015-2016

Student Ethnicity

Pie chart values:
- American Indian / Alaskan Native %: 0.70
- Anglo / White %: 52.97
- Asian %: 1.05
- Black / African American %: 1.05
- Hispanic %: 42.31
- Native Hawaiian / Pacific Islander %: 0.52
- Multi-Racial %: 1.40

Student Gender

- Male %: 55.59
- Female %: 44.41

GT Students Gender

- GT males %: 48.50
- GT females %: 51.42

Average daily attendance for students	%	96.17
# of discipline referrals in 2015-2016	#	40
# of discipline referrals in 2014-2015	#	28
# English Language Learners (LEP)	#	107
# GT students	#	35
GT males	%	48.50
GT females	%	51.42
# students in 504 program	#	37
# SPED students	#	145
# students tested/not qualified for SPED	#	48/4
LEP students	%	17.31
change in discipline referrals	%	42.86
served through SPED services	%	23.46

Staff Ethnicity

0.00
0.00
1.50
0.00
0.00
21.87
76.56

- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

Staff Gender

4.68
95.31

- Male %
- Female %
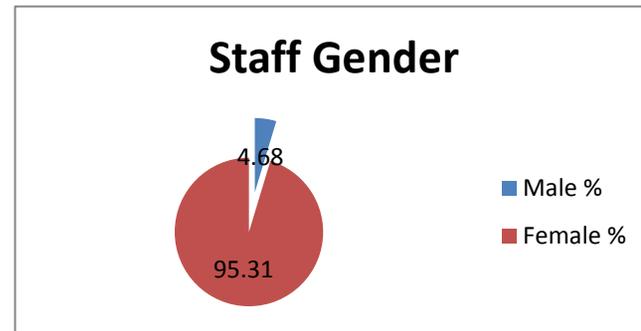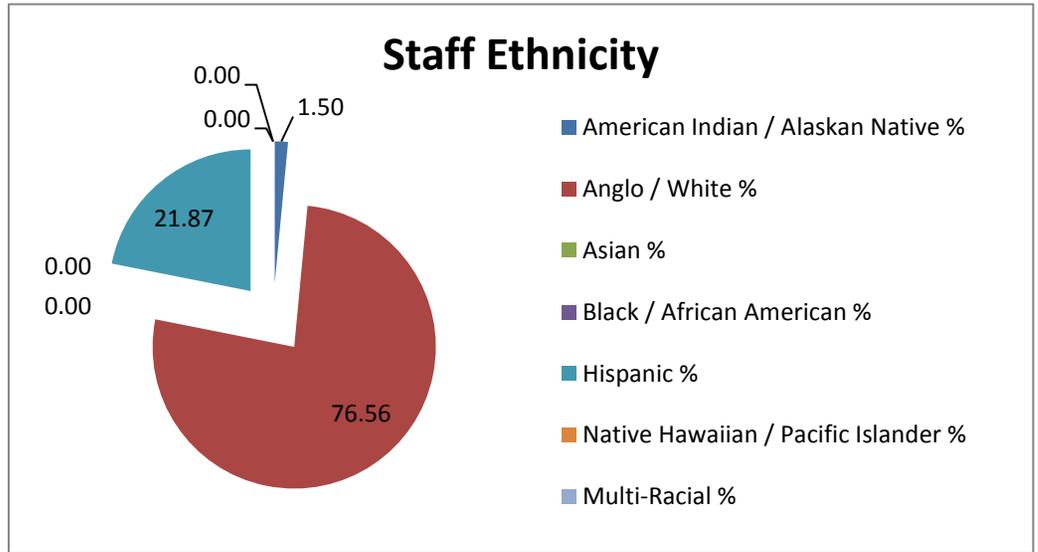
Campus Performance Objectives
Colt Elementary School (MFISD)

Math	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
All Students	248	82.00%	85.00%	23.00%	23.00%
At Risk	97	64.00%	82.00%	10.00%	12.00%
Economic Disadvantage	154	77.00%	83.00%	17.00%	17.00%
Am Indian/Alaska Native	2	50.00%	100.00%	50.00%	52.50%
Asian	0	0.00%	50.00%	0.00%	0.00%
Black/African American	0	0.00%	100.00%	0.00%	100.00%
Hispanic	87	73.00%	81.00%	16.00%	20.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	75.00%	0.00%	50.00%
White	149	86.00%	88.00%	27.00%	23.00%
Gifted Talented	18	100.00%	100.00%	85.00%	80.00%
LEP	44	59.00%	80.00%	11.00%	8.00%
Special Ed	16	46.00%	56.00%	0.00%	0.00%

Science	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
All Students	69	78.00%	63.00%	20.00%	4.00%
At Risk	21	67.00%	41.00%	5.00%	0.00%
Economic Disadvantage	38	71.00%	54.00%	11.00%	0.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	0	0.00%	0.00%	0.00%	0.00%
Hispanic	19	68.00%	53.00%	5.00%	0.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	0.00%	0.00%	0.00%
White	45	82.00%	66.00%	27.00%	7.00%
Gifted Talented	8	100.00%	100.00%	75.00%	17.00%
LEP	8	75.00%	55.00%	0.00%	0.00%
Special Ed	3	0.00%	0.00%	0.00%	0.00%

Reading	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
All Students	243	75.00%	77.00%	19.00%	21.00%
At Risk	91	53.00%	63.00%	5.00%	4.00%
Economic Disadvantage	150	65.00%	71.00%	13.00%	14.00%
Am Indian/Alaska Native	2	50.00%	100.00%	50.00%	0.00%
Asian	0	0.00%	50.00%	0.00%	25.00%
Black/African American	0	0.00%	0.00%	0.00%	0.00%
Hispanic	83	69.00%	68.00%	10.00%	12.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	100.00%	0.00%	25.00%
White	147	78.00%	82.00%	23.00%	25.00%
Gifted Talented	26	100.00%	100.00%	65.00%	58.00%
LEP	41	61.00%	65.00%	5.00%	7.00%
Special Ed	15	20.00%	36.00%	0.00%	0.00%

Writing	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
All Students	90	64.00%	73.00%	9.00%	20.00%
At Risk	34	24.00%	51.00%	3.00%	3.00%
Economic Disadvantage	58	59.00%	62.00%	5.00%	12.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	0	0.00%	0.00%	0.00%	0.00%
Hispanic	33	55.00%	63.00%	9.00%	13.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	0.00%	0.00%	0.00%
White	53	70.00%	80.00%	8.00%	28.00%
Gifted Talented	12	100.00%	100.00%	50.00%	83.00%
LEP	18	11.00%	50.00%	0.00%	25.00%
Special Ed	3	0.00%	0.00%	0.00%	10.00%

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

In keeping with the intent and purpose of Section §29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Marble Falls ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at-risk of dropping out of school. The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met-to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

Program Goals

The goals of all MFISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce and/or eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77 ® SB 702).

General Uses of Funds

Marble Falls ISD uses all SCE funds to supplement services beyond those offered through the regular education program. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

Evaluation and Monitoring

Annual assessments on student progress are used to determine program needs and adjustments. Grades, local benchmarks and teacher input are considered for continuous monitoring. A comprehensive needs assessment to pinpoint areas of concern is included on the individual campus action plans.

State Compensatory Education (SCE)

Section 2: Student Eligibility

Marble Falls ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who…

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. Was not advanced from one grade level to the next for one or more school years;

4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

5. Is pregnant or is a parent;

6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;

7. Has been expelled in accordance with §37.007 during the preceding or current school year;

8. Is currently on parole, probation, deferred prosecution, or other conditional release;

9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is a student of limited English proficiency, as defined by §29.052;

11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; or

13. Resided in the preceding school year or reside in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State Compensatory Education (SCE)

Section 3: Identification Procedures

Responsibilities – Campus Contact

The school counselor is designated as the At-Risk Contact for each campus. Responsibilities of each contact with the assistance from campus assistant principal(s) will include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Oversee, at a minimum, a semi-annual review in order to identify eligible students
- Oversee timely monitoring of at-risk student progress
- Collaborate with campus principal and staff to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level

Procedures for Identifying Eligible Students

The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

Periodic Updates and Eligibility Review

The campus contact, in consultation with the campus administrator will establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students utilizing the State thirteen criteria, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

Upon identification of student, the campus contact, in collaboration with campus assistant principal(s), will ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

Monitoring

In addition to provision of services, the campus contact, in consultation with campus assistant principal(s) will establish measures for timely monitoring of the student's progress. Such measures may include the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

State Compensatory Education (SCE)

Section 5: Exit Procedures

Exit Review

Since some criteria may only temporarily qualify student for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status), the campus contact in consultation with the assistant principal(s) will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Maintenance of passing grades with a score of 70 or greater
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact and assistant principal(s) will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

Section 6: Program Evaluation

Required Overall Program Evaluation

The district contact will conduct an annual evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

- The disparity in performance on State assessments between students at-risk of dropping out of school and all other district students

- The disparity in the rates of high school completion between students at-risk of dropping out of school and all other district students

Title I Components

(for proposed Schoolwide Plan)

1. Summary of the Comprehensive Needs Assessment of the entire school.
2. Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research.
3. Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk).
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overal program. (Teacher disaggregation and analysis of state data; teacher classroom assessment of students).
9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance.
10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Colt Elementary School Professional Learning 2016-2017

Back to School Professional Learning - August 2016

Need	Increase focus on standards
Strategy	Provide training to all staff on expectations for consistent use of structured the structured guided planning document.

Need	Build Community, Increase culture of student success
Strategy	*212 Degrees* book study and campus implementation of 212 Degrees

Need	Develop Shared understanding of Discipline
Strategy	Develop and implement Campus Behavior Plan including recognize and highlight positive behaviors across campus, and Establish Behavior Committee

Need	Focus on Instruction; Understand needs of diverse population
Strategy	Carousel of Support Services share student needs and accommodations

Need	Differentiate during guided reading
Strategy	Training on BAS testing system and ARC system for Dual Language and disseminate data and identify student needs

Colt Elementary School Professional Learning 2016-2017

Campus Professional Learning - Job Embedded

Need	Increase literacy PK-5
Strategy	Showcase readers workshop strategies during faculty meetings, create guided reading strategy spiral and provide support in the use of the spiral to enhance guided reading groups, and provide guided reading template to be submitted weekly

Need	Needs of Diverse Population
Strategy	Book Study *A Framework for Understanding Poverty*

Need	Increase culture of student success and TTESS goal setting conferences
Strategy	*212 Degree* focus

Need	Improve math fluency
Strategy	Showcase math talks and use of research based instructional strategies during faculty meetings

Need	Increase teacher capacity
Strategy	Timely feedback from walk throughs, instructional coaching, PLC collaboration

District Goal 1	MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards.						
Campus Goal 1	Colt Elementary School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.						

1.1	**Performance Objective 1**	All students at Colt Elementary will be engaged, creative learners, who will make authentic connections, and use higher order thinking skills incorporating digital resources					
	Strategy / Activity	**Staff Responsible**	**Resources / Implementation Evidence**	**Formative and/or Summative Evaluation**	**Beginning of Year Status**	**Target Goal (If Applicable)**	**Title 1 Component**
1.1.1	Teachers will focus on the TEKS with appropriate rigor in their planning for student learning.	Administration, Teachers, ILT	Walkthrough data, PLC notes, team planning, monthly professional development, projects, formal/informal observations, (teachers and admin) classroom visits, teacher reflections.	TBA, common assessments, STAAR , BAS, TPRI, Aimsweb, T-TESS Feedback; Student Behavior Data	In Progress	100% of Planning is centered on TEKS; 5% increase in STAAR reading and 10 % increase in at risk and eco dis Data; 80% of students on Tier 1 based on Aimsweb data; 12% increase of students at EOY reading expectations for K-2nd.	2,3,4
1.1.2	Teachers will engage in purposeful, job embedded professional learning to meet the identified needs of the campus	Curriculum & Instruction, ILT, Teachers	Instructional Resources; Book Study (212 - the extra degree); CAP Documents- hyperlinked to the YAG	TBA, common assessments, STAAR , T-TESS Feedback; Student Behavior Data	In Progress	100% of teacher feedback is positive for meaningful learning	4,8
1.1.3	Colt Elementary will provide additional assistance to students identified as needing support in meeting the state's student academic achievement standards.	ILT, Teachers, Staff	Instructional Resources; TEA Time; PLC Time; Instructional Technology	TBA,, common assessments, STAAR , T-TESS Feedback; Student Behavior Data	In Progress	100% of students who are in RTI are appropriately placed and assisted	2,3,9
1.2	**Performance Objective 2**						

	District Goal 1	MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards.					
	Campus Goal 1	Colt Elementary School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.2.1							
1.2.2							
1.2.3							
1.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.3.1							
1.3.2							
1.3.3							

District Goal 2	MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement.
Campus Goal 2	**Colt Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.**

2.1	**Performance Objective 1**	**Colt Elementary will provide and facilitate opportunities for teachers and staff to exhibit leadership qualities to improve student achievement.**

	Strategy / Activity	**Staff Responsible**	**Resources / Implementation Evidence**	**Formative and/or Summative Evaluation**	**Beginning of Year Status**	**Target Goal (If Applicable)**	**Title 1 Component**
2.1.1	The Instructional Leadership Team will take responsibility for facilitating individual growth and building capacity of teachers.	ILT, IC, IT, Team Leaders	PLC Meetings; Lesson Plan Data; Aware Data	T-TESS Feedback; TASB Survey Data	In Progress		4.5
2.1.2	The campus will collaborate and reflect on a consistent focus on the Principles of The Leader in Me, Character Counts, and 212 Degrees and implement the campus behavior plan with fidelity.	Teachers, ILT, Counselors	Leader in Me; Character Counts	Student Survey Data; Observation Data	In Progress	100% of Colt Elementary Stakeholders will act according to the character guidelines	1,6
2.1.3	All staff will participate in the 212 - the Extra Degree Book Study	Administration, Teachers	212 Book	Faculty Meetings	In Progress		1,6

2.2	**Performance Objective 2**	

	Strategy / Activity	**Staff Responsible**	**Resources / Implementation Evidence**	**Formative and/or Summative Evaluation**	**Beginning of Year Status**	**Target Goal (If Applicable)**	**Title 1 Component**
2.2.1							
2.2.2							
2.2.3							

		District Goal 2	MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement.

	Campus Goal 2	Colt Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

2.3	Performance Objective 3	

	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.3.1							
2.3.2							
2.3.3							

District Goal 3	MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.						
Campus Goal 3	Colt Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.						
3.1 Performance Objective 1	Colt Elementary School will actively involve parents, community, and staff in the education of all bilingual and English speaking students.						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.1.1	Teachers & Instructional staff will contact all parents/guardians by the end of first nine weeks to lay a foundation for a productive working relationship.	Teachers, Instructional Staff	Teacher Script; Teacher Communication Log	Teacher Communication Log	In Progress	100% of Instructional Staff will make positive contact with 100% of their students by the end of each grading period.	2,6,9
3.1.2	Colt Elementary will host a Bilingual parent information evening on several occasions in coordination with other evening events.	Ms. Canup; Administration; Librarian	Campus Facilities	Sign in Sheets; Parent Feedback	Planning	60% of Bilingual Parents will attend	2,9
3.1.3	Colt Elementary will provide opportunities for parents and family members to be involved in the educational processes for their students.	Teachers, Instructional Staff	Parent Teacher Organizations; SkyAlert; Emails; Newsletters	Parent Feedback, CEIC	Planning	100% of parents will be offered opportunities to be involved in the CES community.	6
3.2 Performance Objective 2							
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.2.1							

	District Goal 3	MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.					
	Campus Goal 3	Colt Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.					
3.2.2							
3.2.3							
3.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.3.1							
3.3.2							
3.3.3							

District Goal 4	MFISD will provide a safe and healthy environment conducive to student learning.						
Campus Goal 4	Colt Elementary School will provide a safe and healthy environment conducive to student learning.						

4.1	**Performance Objective 1**	Colt Elementary School will enhance a healthy environment by providing opportunities for students to explore their talents and strengths.					
	Strategy / Activity	**Staff Responsible**	**Resources / Implementation Evidence**	**Formative and/or Summative Evaluation**	**Beginning of Year Status**	**Target Goal (If Applicable)**	**Title 1 Component**
4.1.1	Encourage and increase participation in extracurricular activities such as choir, safety patrol, and student council	Teachers & Sponsors	Newsletters; Sign In Sheets	Organization Rosters	In Progress	20% Increase among participants	1,2,6,10
4.1.2	Increase CES student involvement in district's elementary UIL competition.	Teachers & Sponsors	UIL Resources; Library	UIL Participant List	In Progress	20% Increase among participants	1,2,6,10
4.1.3							

4.2	**Performance Objective 2**						
	Strategy / Activity	**Staff Responsible**	**Resources / Implementation Evidence**	**Formative and/or Summative Evaluation**	**Beginning of Year Status**	**Target Goal (If Applicable)**	**Title 1 Component**
4.2.1							
4.2.2							
4.2.3							

4.3	**Performance Objective 3**						

	District Goal 4	MFISD will provide a safe and healthy environment conducive to student learning.					
	Campus Goal 4	Colt Elementary School will provide a safe and healthy environment conducive to student learning.					
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.3.1							
4.3.2							
4.3.3							

District Goal 5	MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.
Campus Goal 5	Colt Elementary School will recruit, develop, and retain highly qualified and effective personnel.

5.1	**Performance Objective 1**	Colt Elementary School will create a climate of mutual respect and positivity to develop, retain, and support highly

	Strategy / Activity	**Staff Responsible**	**Resources / Implementation Evidence**	**Formative and/or Summative Evaluation**	**Beginning of Year Status**	**Target Goal (If Applicable)**	**Title 1 Component**
5.1.1	Develop a framework of values & beliefs to be used in the hiring process.	Administration; Central Office	Rubric used in hiring decisions; Aligned interview questions	Retention Rate	In Progress	90% Retention Rate of new staff	3,5,7
5.1.2	Creation of Events and Celebration committee that is inclusive of the entire staff	All Staff	Committee creation and set meeting dates	Pulse Checks, End of year survey results	In Progress	90% Retention Rate of new staff	5
5.1.3	CES will offer job-embedded, student-centered and technology based professional development to focus on improving teacher effectiveness.	Administration; ILT; Mentor Teachers	Campus Materials; CLI Engage	Staff Survey	In Progress		3,5,7

5.2	**Performance Objective 2**	

	Strategy / Activity	**Staff Responsible**	**Resources / Implementation Evidence**	**Formative and/or Summative Evaluation**	**Beginning of Year Status**	**Target Goal (If Applicable)**	**Title 1 Component**
5.2.1							
5.2.2							
5.2.3							

	District Goal 5	MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
	Campus Goal 5	Colt Elementary School will recruit, develop, and retain highly qualified and effective personnel.					
5.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.3.1							
5.3.2							
5.3.3							

	District Goal 6	MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.						
	Campus Goal 6	Colt Elementary School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.						
6.1	Performance Objective 1	Colt Elementary School will provide students and staff with necessary resources						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.1.1	The budget process will be developed and managed to reflect the objectives of the CIP.	Administration	Budget Guidelines from MFISD; CIP; DIP	Adopted Budget	Planning		9,1
6.1.2	Increase the amount of feedback gathered to develop a budget with input from stakeholders.	Administration and grade level representatives	Budget Guidelines from MFISD; CEIC; PLC's	Adopted Budget	Planning		9,1
6.1.3	Share with staff how fundraising money is allocated and spent to foster transparency	Adminstration	Fundraiser totals	Budget	Planning		1
6.2	Objective 2						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.2.1							
6.2.2							
6.2.3							
6.3	Objective 3						

	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
District Goal 6	MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.						
Campus Goal 6	Colt Elementary School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.						
6.3.1							
6.3.2							
6.3.3							