

# **Marble Falls Elementary School**

## **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!**



## *Elementary*

### **MFES CORE Beliefs**

#### **We Believe:**



*In high expectations and accountability for all.*



*That education is a combined effort between students, teachers, parents, and the community.*



*In a secure learning environment that encourages risk taking and creativity.*



*In educating the whole child: academically, socially, and emotionally.*

**Marble Falls Elementary School  
Campus Educational Improvement Committee**

<b>NAME</b>	<b>POSITION</b> Parent, Business, Community, Teacher, etc	<b>SIGNATURE</b>
Michael Haley	Chairperson	
Kendra Thompson	Parent	
Anna Womack	Parent	
Kacey Ramaley	Parent	
Leslie Baty	Admin - District Level	
Jennifer Lockner	Administrator At-Large	
Diane Arredondo	Teacher At-Large	
Courtney Stevens	Non-Teaching Professional	
Cecily Howze	Teacher	
Mary Pond	Teacher	
Carrie Rice	Teacher	
Debi Ruebush	Teacher	
Brittany Alaniz	Teacher	
Kristy Brewer	Teacher	
Annette Nolen	Teacher	
Tina Van Gundy	Teacher	

<b>NAME</b>	<b>POSITION</b> Parent, Business, Community, Teacher, etc	<b>SIGNATURE</b>





**Marble Falls Elementary School**  
**Comprehensive Needs Assessment Summary**

610 students served, compared to 580 the previous year.

Classroom Organization (PK-2; 3-5); SPED Classrooms; ESL/BE Classrooms, Head Start

Our District Support for Schoolwide Title 1 programs consists of: parent and family involvement activities, intervention and enrichment, cooperative learning structures, focused professional development, Instructional Coaches, Instructional Technologists, math specialists, and reading specialists.

Our State Compensatory Education Program (SCE) provides intensive instructional support to identified at-risk students in a small group setting, as well as to build teacher capacity through job embedded professional learning in order to provide quality instruction for these students.

**DEMOGRAPHICS**

Strengths: Met standard for accountability rating at each campus. Distinctions for ELAR, Student Progress, and Postsecondary Readiness

Needs: MFISD STAAR data is lower than expected in most areas, see the Performance Objective Tab

**FAMILY AND COMMUNITY INVOLVEMENT**

Strengths: We are fortunate to have an active English Language Learner Advisory Council, several committees that involve parents, family members, and community members. Parents feel well informed, admin is accessible and they trust the classroom teachers. Major discipline referrals have continued to drop over the last three years. Parent nights coincide with activities to keep the students entertained. This allows for parents and students to both be involved and increases attendance.

Needs: MFISD will increase participation in parent surveys by opening up computer labs and providing translation when necessary during a night time event. Our goal is to design more hands-on engaging parent nights and communicate this opportunity effectively to all parents.

**STAFF QUALITY, RECRUITMENT AND RETENTION**

Strengths: At MFISD, we are fortunate to have some of the best training and resources at hand. The MFISD Curriculum Department supports teachers in all areas of the state-required curriculum. Our Title 1 funds help to secure support staff in the area of mathematics, English Language Arts, reader's workshop, writer's workshop, and guided reading. Teachers are collaboratively planning throughout the district. The workshop approach is providing vertical and horizontal alignment within our campus. Students are exposed to the same terminology and vocabulary when moving from grade level to grade level. Students are immersed in authentic reading and writing. This will increase scores on the state mandated assessments.

Needs: Reading and writing will continue to be a major focus for our district. A concentrated effort to increase the size of the classroom libraries will be made so that students have a wealth of books to choose from in various genres. Faculty meetings are used as continuing professional development within all curriculum areas, in which teachers learn more about Kagan Cooperative Learning Structures, Guided Reading, Conceptual Approach to Mathematics, Dyslexia and BE/ESL. A mentor program for new to MFISD teachers will enable us to retain high quality instructional staff.

### **SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION**

Strengths: The school culture and climate is friendly and warm to our clientele. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in parent ed. classes, community outreach, multicultural night, and PTA sponsored 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 to arrive to school on time and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival 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 safer environment for all students. Dismissal areas (bus line, after school program) are in need of more supervision so students arrive safely in their correct dismissal area and safely home. Teambuilding will remain a focus for us. Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus. Allowing staff recognition, teambuilding activities throughout the school day can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of establishing collegial and peer relationship 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: Kagan structures, intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement. A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

Needs: MFES students are experiencing difficulty in the areas of reading, writing and mathematics at every grade level. The campus will improve the use of student data through the use of consistent common formative assessments, a focus on Tier I, RTI, and SMART goals. There is a continued need for curricular support for the teacher to collaborate effectively with a focus on standards. We need to continue learning walks and increase the opportunity to observe and reflect. Teachers will continue to integrate technology in all subject areas supporting students as 21st century learners. Positive behavior management will maximize student engagement.

### **STUDENT ACHIEVEMENT**

Strengths: The CEIC and Instructional Leadership Team have viewed several different and varied forms of data collection including but not limited to: previous STAAR scores, current BAS levels, iStation reports, TELPAS data, RTI and SST data, and other data. After reviewing this data, we found a few encouraging signs of growth for our students. The RTI process will be an essential component in student success, as will the increased support and communication between SPED and general education teachers and ESL/BE teachers and general education teachers. Most encouraging is that a student's ethnicity or home language does not impact his or her's ability to be successful.

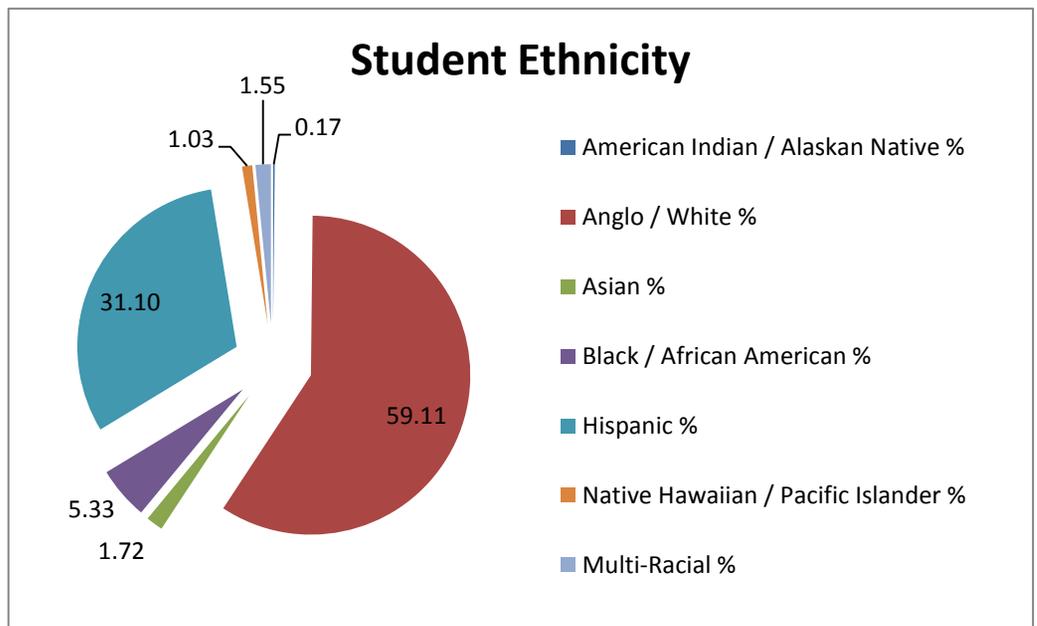
Needs: With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with implementation of RTI and a continued focus on data and researched based interventions to support academic success.

## **TECHNOLOGY**

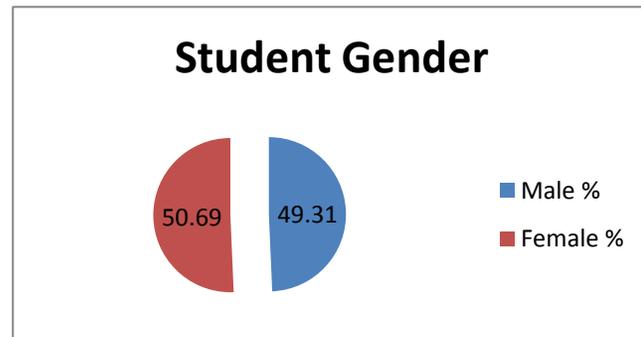
Strengths: The 2015-2016 school year will provide a wealth of technology due to our district being a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, iPads and content-specific implementation in the classroom.

Needs: A spotlight "tech challenge" of the month for iPads or Chrome notebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum. Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize parents with the technology that their students are currently using in the classroom.

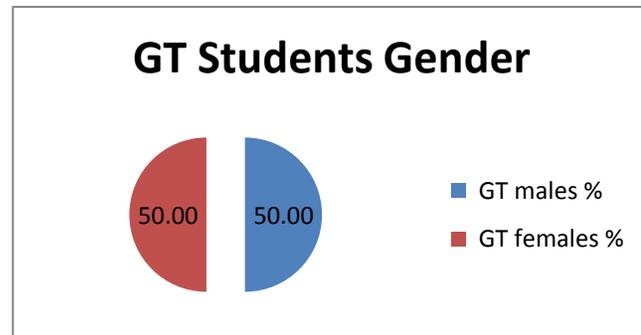
CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Marble Falls Elementary
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	605
grade level	text	EE - 5
5 year prior enrollment	#	539
increase in enrollment	%	12.24



STUDENT DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.17
Anglo / White	%	59.11
Asian	%	1.72
Black / African American	%	5.33
Hispanic	%	31.10
Native Hawaiian / Pacific Islander	%	1.03
Multi-Racial	%	1.55
Male	%	49.31
Female	%	50.69
Low SES	%	60.00

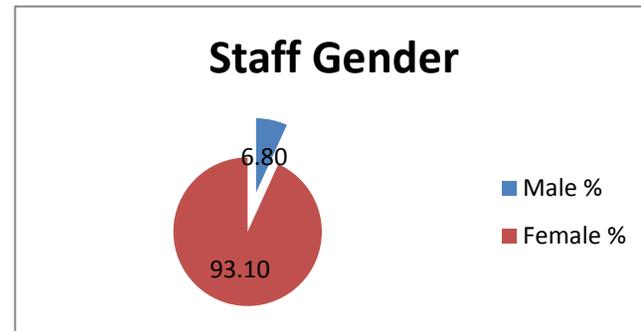
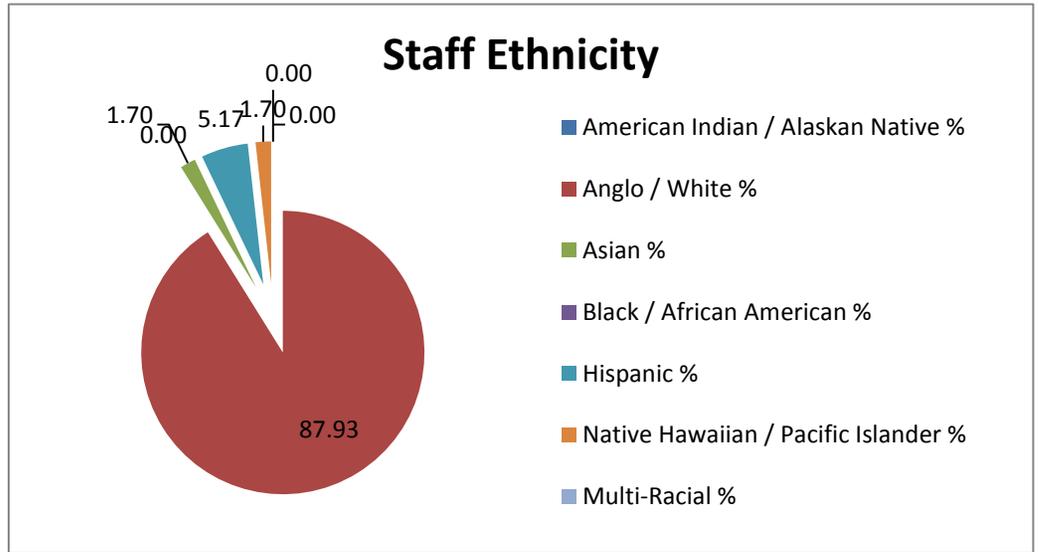


STAFF DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.00
Anglo / White	%	87.93
Asian	%	1.70
Black / African American	%	0.00
Hispanic	%	5.17
Native Hawaiian / Pacific Islander	%	1.70
Multi-Racial	%	0.00
Male	%	6.80
Female	%	93.10
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00



CAMPUS CHARACTERISTICS	2015-2016
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Average daily attendance for students	%	96.36
# of discipline referrals in 2015-2016	#	147
# of discipline referrals in 2014-2015	#	64
# English Language Learners (LEP)	#	26
# GT students	#	32
GT males	%	50.00
GT females	%	50.00
# students in 504 program	#	46
# SPED students	#	40
# students tested/not qualified for SPED	#	25/7
LEP students	%	4.3
change in discipline referrals	%	129.69
served through SPED services	%	6.61



## Campus Performance Objectives Marble Falls Elementary School

Math	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	266	79.00%	73.00%	19.00%	19.00%
At Risk	118	69.00%	53.00%	4.00%	3.00%
Economic Disadvantage	157	71.00%	63.00%	11.00%	11.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	2	100.00%	100.00%	0.00%	0.00%
Black/African American	13	42.00%	46.00%	14.00%	9.00%
Hispanic	78	72.00%	66.00%	10.00%	9.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	1	100.00%	0.00%	0.00%	0.00%
White	166	83.00%	77.00%	24.00%	24.00%
Gifted Talented	29	100.00%	100.00%	62.00%	71.00%
LEP	18	50.00%	0.00%	0.00%	0.00%
Special Ed	19	52.00%	0.00%	0.00%	0.00%

Science	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	103	66.00%	95.00%	9.00%	15.00%
At Risk	56	54.00%	89.00%	2.00%	4.00%
Economic Disadvantage	63	56.00%	88.00%	5.00%	0.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	2	100.00%	0.00%	0.00%	0.00%
Black/African American	4	75.00%	50.00%	0.00%	0.00%
Hispanic	31	48.00%	95.00%	0.00%	5.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	0.00%	0.00%	0.00%
White	66	73.00%	96.00%	14.00%	20.00%
Gifted Talented	10	100.00%	100.00%	10.00%	50.00%
LEP	7	43.00%	0.00%	0.00%	0.00%
Special Ed	11	45.00%	0.00%	0.00%	0.00%

Reading	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	267	80.00%	80.00%	22.00%	24.00%
At Risk	119	65.00%	64.00%	8.00%	3.00%
Economic Disadvantage	158	72.00%	67.00%	11.00%	11.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	2	100.00%	100.00%	50.00%	0.00%
Black/African American	13	57.00%	28.00%	14.00%	9.00%
Hispanic	78	58.00%	68.00%	17.00%	9.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	86.00%	0.00%	32.00%
White	166	141.00%	86.00%	41.00%	32.00%
Gifted Talented	29	100.00%	100.00%	62.00%	74.00%
LEP	18	44.00%	42.00%	5.00%	0.00%
Special Ed	19	47.00%	50.00%	5.00%	0.00%

Writing	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	87	66.00%	59.00%	16.00%	0.00%
At Risk	33	42.00%	31.00%	0.00%	0.00%
Economic Disadvantage	52	52.00%	53.00%	8.00%	0.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	2	50.00%	100.00%	0.00%	0.00%
Black/African American	4	50.00%	60.00%	0.00%	0.00%
Hispanic	30	53.00%	36.00%	10.00%	0.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	10.00%
Multi-racial	0	0.00%	0.00%	0.00%	0.00%
White	51	75.00%	72.00%	20.00%	4.00%
Gifted Talented	13	100.00%	100.00%	62.00%	33.00%
LEP	8	25.00%	17.00%	0.00%	0.00%
Special Ed	5	0.00%	17.00%	0.00%	0.00%

# **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 overall 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.

# Marble Falls 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 common planning

Need	Improved student behavior and adherence to SCOC.
Strategy	Provide training to all staff on expectations for implementation of character education and utilization of the 7 Habits

Need	Improved reading instruction.
Strategy	Provide new and review training in BAS assessment and best practices in guided reading instruction.

Need	Increase focus on developing fact fluency strategies
Strategy	Provide training to all staff on implementing the Fact Fluency Plan

Need	Improved writing instruction
Strategy	Provide training to all staff on expectations and best practices in writing

# Marble Falls Elementary School Professional Learning 2016-2017

## Campus Professional Learning - Job Embedded

Need	Increase literacy PK-5
Strategy	Showcase readers workshop strategies during faculty meetings

Need	
Strategy	

Need	Improve development of math fact fluency and automaticity
Strategy	Provide training time in addition to collaboration and reflection on developing fluency

Need	Improved student writing
Strategy	Collaboration on students BOY writing samples to determine next steps and teaching focus

Need	Character Education and improved student behavior
Strategy	Book Study of The Leader In Me book by Sean Covey and implementation of weekly guidance and buddy lessons.



<b>District Goal 1</b>		<b>MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.</b>					
<b>Campus Goal 1</b>		<b>To ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.</b>					
<b>1.1</b>	<b>Performance Objective 1</b>	<b>MFES will deliver consistent exemplary services in all areas of the curriculum to include all students: General Education, LEP, Special Education, GT, At-Risk, Title I, Dyslexia, and SSI</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
1.1.1	All staff will participate in weekly PLC meetings focused on the TEKS, Planning for Student Learning, and sharing of instructional resources	Instructional Coach, Instructional Technologist, Administration, Teachers	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	Weekly Meetings; 10% Increase in STAAR Data; TPRI Data; BAS Data Through the Year	1,2,4,8
1.1.2	MFES will provide intervention to students as needed and as applicable to identified needs; both during the school day and outside of the school day	Teachers, Instructional Staff, Administration	American Reading Company; Instructional Resources; Wilson Materials; SSI Guidelines	TBA's, STAAR, Classroom Grades; TAPR Reports	In Process		1,3,4,8, 9
1.1.3	Students in Advanced Academic Programs will be provided enrichment activities designed to meet the needs of every student	GT Staff, Teachers, ILT	GT Funding; Challenge Lab	TBA's, STAAR, Classroom Grades; TAPR Reports	In Process		4,5
<b>1.2</b>		<b>Performance Objective 2</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
1.2.1	Staff will be trained to facilitate and monitor RTI in each content area. Tier 1 Instruction will be the focus of instruction.	Teachers, Instructional Staff, Administration, Counselors	RTI Resources; PLC's	RTI Records; TBA's, STAAR, Classroom Grades	In Process	10% Decrease in number of students in Tier 2 & Tier 3	1,2

<b>District Goal 1</b>		<b>MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.</b>					
<b>Campus Goal 1</b>		<b>To ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.</b>					
1.2.2	Staff will be trained to develop fact fluency and automaticity in students through targeted instruction and various contexts before drilling occurs	Teachers, Instructional Staff, Administrators, Math Specialist	Campus	Teacher anecdotal notes, Fact Checks, AIMSweb	In Process	10% Decrease in number of students in Tier 2 & Tier 3	1,2
1.2.3							
<b>1.3</b>	<b>Performance Objective 3</b>						
	<b>Strategy / Activity</b>	<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
1.3.1							
1.3.2							
1.3.3							

<b>District Goal 2</b>		<b>MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.</b>					
<b>Campus Goal 2</b>		<b>Marble Falls Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.</b>					
<b>2.1</b>	<b>Performance Objective 1</b>	<b>Marble Falls Elementary School will provide opportunities to build leadership capacity among staff and students.</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
2.1.1	Campus staff and campus leadership will attend and participate in professional development, job-embedded professional learning, and in PLC's through the school year.	Teachers, Administration	Title I funds; Curriculum & Instruction; ILT	Rosters; PLC Agendas; Survey Data	In Process	10% Increase in Survey Data	4,5
2.1.2	Increase student leadership opportunities during morning assembly and throughout the school day	Administration, ILT, Teachers	Schedule, Student Meetings	Duty Rosters	In Process	10% increase in opportunities	1,2,6,9
2.1.3	Maintain vertical teaming opportunities for core subject areas.	Administration, ILT, Teachers	Master Schedule; ILT	Vertical Team Agendas; Sign-In Sheets; Survey Data	In Process	10% Increase in Survey Data	4,5
<b>2.2</b>		<b>Performance Objective 2</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
2.2.1							
2.2.2							
2.2.3							

<b>District Goal 2</b>		<b>MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.</b>					
<b>Campus Goal 2</b>		<b>Marble Falls Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.</b>					
<b>2.3</b>	<b>Performance Objective 3</b>						
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
2.3.1							
2.3.2							
2.3.3							

<b>District Goal 3</b>		<b>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.</b>					
<b>Campus Goal 3</b>		<b>Marble Falls 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</b>					
<b>3.1</b>	<b>Performance Objective 1</b>	<b>Marble Falls Elementary School will actively involve parents and various members of our school community in the education of our school community in the education of our children through conferences, campus events, and volunteer programs.</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
3.1.1	We will provide multiple, consistent, and constant communication to our parents and family members through the school year.	Central Office, Administration, ILT, Teachers	Web Page, Student Folders, Sky Alter, Twitter Feed, Campus Newsletter, Phone Calls, Emails	CEIC, Campus Survey Results	In Process	10 % Increase in Survey Data	1,6,7
3.1.2	We will provide opportunities for parents and family members to be involved in the educational processes for their students.	Teachers, Instructional Staff	Family Reading Night, Family Nights, Career Day	Parent Feedback, CEIC	In Process	100% of parents will be offered opportunities to be involved in our community.	6
3.1.3	Maintain a volunteer/community involvement program for community members, family members, and parents	Administration, ILT	Campus Facility, Time; Career Day, PTO, Civic Groups; Local Media	Visitor Log; Parent Survey Results	In Process	10% Increase in volunteer participation	6,7
<b>3.2</b>	<b>Performance Objective 2</b>						
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
3.2.1							
3.2.2							
3.2.3							

**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**

**Marble Falls 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**

<b>3.3 Performance Objective 3</b>							
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
3.3.1							
3.3.2							
3.3.3							

<b>District Goal 4</b>		<b>MFISD will provide a safe and healthy environment conducive to student learning.</b>					
<b>Campus Goal 4</b>		<b>Marble Falls Elementary School will provide a safe and healthy environment conducive to learning.</b>					
<b>4.1</b>	<b>Performance Objective 1</b>	<b>Marble Falls Elementary School will provide opportunities for staff and students to recognize good character traits in students and staff.</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
4.1.1	Continue Mustangs of the Month for students PK-5 in order to reinforce responsibility and character.	Teachers; Administrative Staff	Newsletters; Website; Twitter Feed	CaSE Ratings; Campus Survey Results	Planning	60 Students that are representative of MFES campus are recognized.	
4.1.2	Continue campus wide character education program to align with the Leader in Me and Character Counts	Teachers; Administrative Staff; Counselor	Character Counts; Leader in Me	CaSE Ratings; Campus Survey Results	In Process	4's on CaSE Ratings in All Areas	
4.1.3	Staff will be trained on all safety and security procedures, Code of Conduct, and in Campus Crisis Plan	Administration; Director of Security	Safety Logs; Drill Logs; Faculty Meetings; Handbooks & Student Code of Conduct	Safety Audits; V-Soft Rosters; Sign-In Documentation	In Process	100% of Staff Trained	1, 10
<b>4.2</b>	<b>Performance Objective 2</b>						
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
4.2.1							
4.2.2							
4.2.3							

**District Goal 4**

**MFISD will provide a safe and healthy environment conducive to student learning.**

**Campus Goal 4**

**Marble Falls Elementary School will provide a safe and healthy environment conducive to learning.**

<b>4.3</b>		<b>Performance Objective 3</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
4.3.1							
4.3.2							
4.3.3							

<b>District Goal 5</b>		<b>MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.</b>					
<b>Campus Goal 5</b>		<b>Marble Falls Elementary School will recruit, develop, and retain highly qualified and effective personnel.</b>					
<b>5.1</b>	<b>Performance Objective 1</b>	<b>Marble Falls Elementary School will provide opportunities for staff and students to recognize good character traits of students and staff.</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
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 Process	90% Retention Rate of new staff	3,5,7
5.1.2	All staff, including Full-Day Pre-K Staff will meet highly qualified status.	Administration; Central Office	Job Posting Requirements; Campus Interview Process	NCLB Reports	Completed	100% of Staff meet NCLB Highly Qualified Status	3,5,7
5.1.3	MFES 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 Process		3,5,7
<b>5.2</b>	<b>Performance Objective 2</b>						
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
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**

**Marble Falls 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							



<b>District Goal 6</b>		<b>MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.</b>					
<b>Campus Goal 6</b>		<b>Marble Falls Elementary School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.</b>					
<b>6.1</b>	<b>Performance Objective 1</b>	<b>Marble Falls Elementary School will provide students and staff with necessary resources.</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
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	100% Alignment with CIP and DIP	9,1
6.1.2	Increase the amount of feedback gathered to develop a budget with input from stakeholders.	Administration	Budget Guidelines from MFISD; CEIC; PLC's	Adopted Budget	Planning		9,1
6.1.3							
<b>6.2</b>	<b>Objective 2</b>						
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
6.2.1							
6.2.2							
6.2.3							
<b>6.3</b>	<b>Objective 3</b>						
			<b>Resources /</b>	<b>Formative and/or</b>	<b>Beginning of Year</b>	<b>Target Goal</b>	

**District Goal 6**

**MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.**

**Campus Goal 6**

**Marble Falls Elementary School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.**

Strategy / Activity		Staff Responsible	Implementation Evidence	Summative Evaluation	Beginning of Year Status	Target Year (If Applicable)	Title 1 Component
6.3.1							
6.3.2							
6.3.3							