

# **Spicewood 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!**

## **CAMPUS MISSION**

Spicewood Elementary will ignite the passion for learning in each student by developing skills needed to thrive in society.

## **CAMPUS VISION**

Spicewood Elementary has a daily commitment to inspire one another, nurture each other, and grow together.



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

## Spicewood Elementary School COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement Committee on DATE

Participants in Attendance	Data Sources Examined	
	<input type="checkbox"/> TAPR	
	<input type="checkbox"/> Disaggregated STAAR / TAKS Data	
	<input type="checkbox"/> Campus PEIMS Reports	
	<input type="checkbox"/> Student Attendance Data	
	<input type="checkbox"/> Truancy Data	
	<input type="checkbox"/> Referral % for SPED Students	
	<input type="checkbox"/> Campus Parent Participation	
	<input type="checkbox"/> Failure Rates	
	<input type="checkbox"/> Parent Survey	
	<input type="checkbox"/> TELPAS Data	
	<input type="checkbox"/> Achievement Test Data	
	<input type="checkbox"/> TBA Data	
	<input type="checkbox"/> DRA, BAS, or Other Reading	
	<input type="checkbox"/> Pre AP / AP Scores	
	<input type="checkbox"/> PSAT / SAT / ACT Scores	
	<input type="checkbox"/> Completion Rate	
	<input type="checkbox"/> Federal Accountability Data	
	<input type="checkbox"/> Other	
	<b>List Other Data Here</b>	



## **Spicewood Elementary School Comprehensive Needs Assessment Summary**

Number of Students served, compared to previous year. 203/223

Classroom Organization (K-2 self-contained; 3-5 departmentalized); SPED Classrooms

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 standards for accountability rating for all student groups. Bright spots in STAAR include fourth grade writing. All classroom teachers are ESL ceRtified.

Needs: Campus STAAR data is lower than expected in most areas. See the Performance Objective Tab

### **FAMILY AND COMMUNITY INVOLVEMENT**

Strengths: We are fortunate to have a C.E.I.C., a robust P.T.O., and multiple family-oriented school events that involve parents, family, and community members.

Needs: SWES will increase paRticipation in parent surveys by providing multiple opportunities for parents and family members to reflect and give feedback on our school's systems. Our goal will be to give students leadership roles within the school and during family and community events.

### **STAFF QUALITY, RECRUITMENT AND RETENTION**

Strengths: Our Instructional Leadership Team supports teachers in all areas of the state-required curriculum. Our Title 1 funds help to secure support staff in the area of mathematics and English language arts. Teachers are collaboratively planning in grade level and veRtical teams providing veRtical and horizontal alignment within our campus. Our instructional coach, Sonya Smith, conducts regular and ongoing professional development such as book studies and coaching cycles to provide opportunities for professional growth. She consistently works with teachers to develop and improve systems to review data and increase student mastery and instructional focus. Our instructional technologist, Melissa Fletcher, provides ongoing support to campus personel to use technology and student-centered instruction.

Needs: We will implement a redesigned mentoring program that provides regular and ongoing professional support for new-to-profession and new-to-campus employees. We will work to improve our already positive culture to encourage retention and recruitment of highly-qualified staff. Faculty meetings will be used for continual professional development within all content areas including behavioral supports, Positive Behavior Intervention Supports (PBIS), literacy instruction, and a conceptual approach to mathematics instruction.

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

Strengths: The school culture and climate is friendly and warm to our school family. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in community outreach and PTO sponsored events. Parents are informed about academic and non-academic progress in multiple ways such as phone calls, e-mails, and written communication. Students are expected 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 by greeting students as they arrive and knowing each student by their name and need.

Needs: We will focus on consistent enforcement of the student code of conduct to provide a safer environment for all students and staff. Supervision and routines in dismissal areas (bus line, after school program) will be evaluated to ensure students arrive safely home. Purposeful and timely staff recognition and team building will be used to continue to develop a strong, enduring climate and culture at SWES.

### **CURRICULUM, INSTRUCTION AND ASSESSMENT**

Strengths: 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. Collaborative conversations to impact student learning occur regularly. Instructional design, such as Learning Academy, coupled with support within the classroom, such as flexible grouping and student intervention, have led to increased engagement to maximize achievement.

Needs: SWES will focus on students' strengths and weaknesses to ensure they are being successful in all academic areas. Areas of concern, such as science and reading, will be specifically addressed. The campus will improve the use of student data through a focus on effective Tier I instruction, consistent use of the Curriculum Alignment Project documents and procedures, and RtI progress monitoring using SMART goals. We will increase the opportunities for teachers to observe and reflect on their practice through learning walks and collaborative meetings. Teachers will utilize and integrate technology to support students as 21st Century learners with our campus instructional technologist as a mentor of best practice. Positive behavior management will maximize student engagement.

### **STUDENT ACHIEVEMENT**



Strengths: The CEIC and Instructional Leadership Team review multiple forms of data including but not limited to previous STAAR scores, current DRA levels, AIMSweb reports, TELPAS, RtI, TPRI, and other data. The data shows areas of strength for our students such as school-wide writing and reading in most areas. Communication between Special Education and general education teachers was an area of focus with positive results. Our district ESL Coordinator, Deb Canup, trained staff on differentiation strategies.

Needs: We will focus on the standards through the Curriculum Alignment Project to positively impact student achievement. We will continue to examine data in grade-level and vertical-teams. Our Response to Intervention (RtI) team will focus on meeting the needs of struggling students while we provide enrichment through small group instruction, Challenge Lab, pull-out programs, and after-school clubs.

## **TECHNOLOGY**

Strengths: All staff attended SPARK and responded with a desire to integrate technology in an appropriate manner. Our campus technologist, Melissa Fletcher, is on campus several days a week to assist teachers in the integration. We are consistently moving forward to maintain existing technology and to discover new, seamless ways to integrate our tools with the purpose of increasing student engagement and mastery. An after-school Journalism Club utilizes technology to create the campus yearbook.

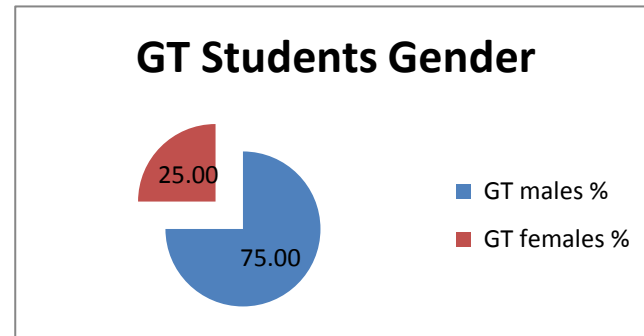
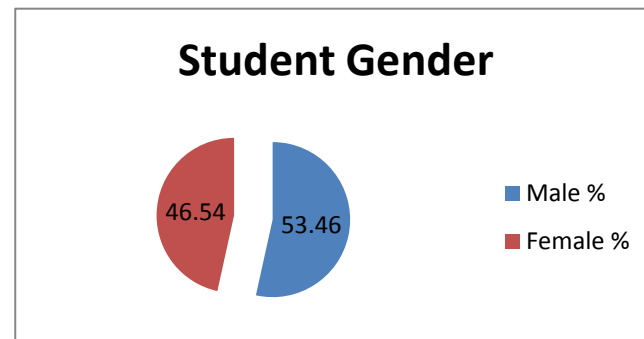
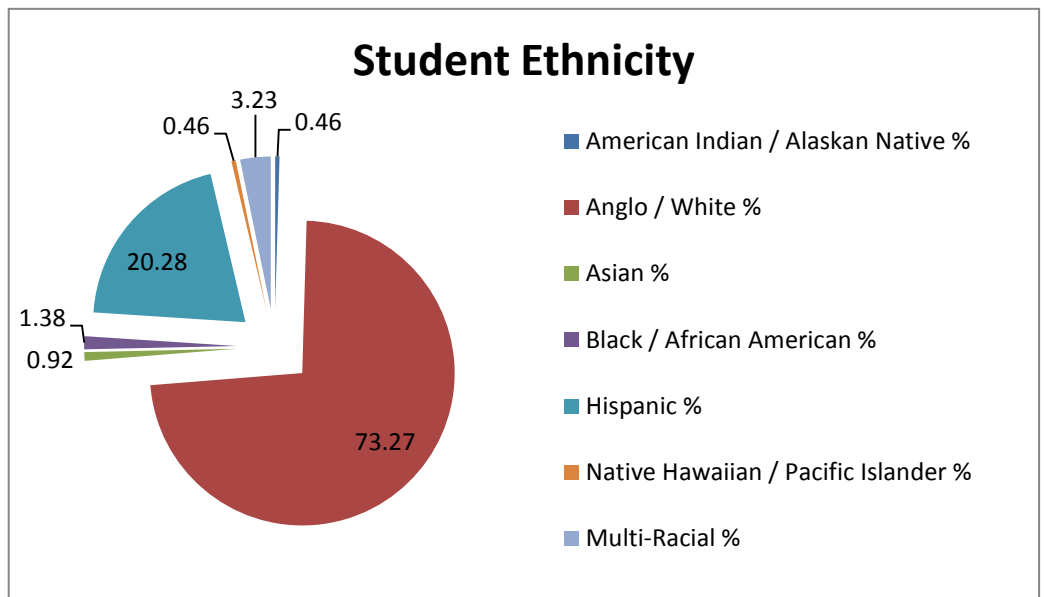
Needs: We will work to make technology integration meaningful and to connect with knowledge and experiences that would be unavailable without the technology tool.

CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Spicewood
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	203
grade level	text	PKN - 5
5 year prior enrollment	#	220
increase in enrollment	%	-7.73

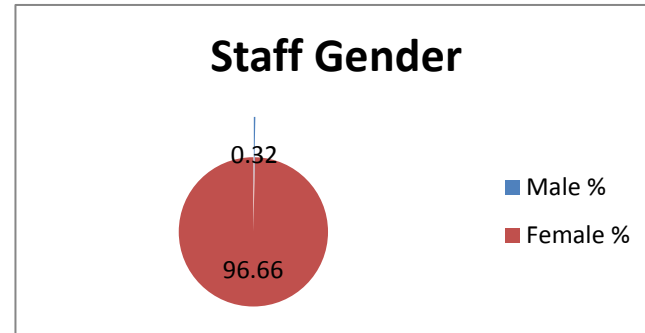
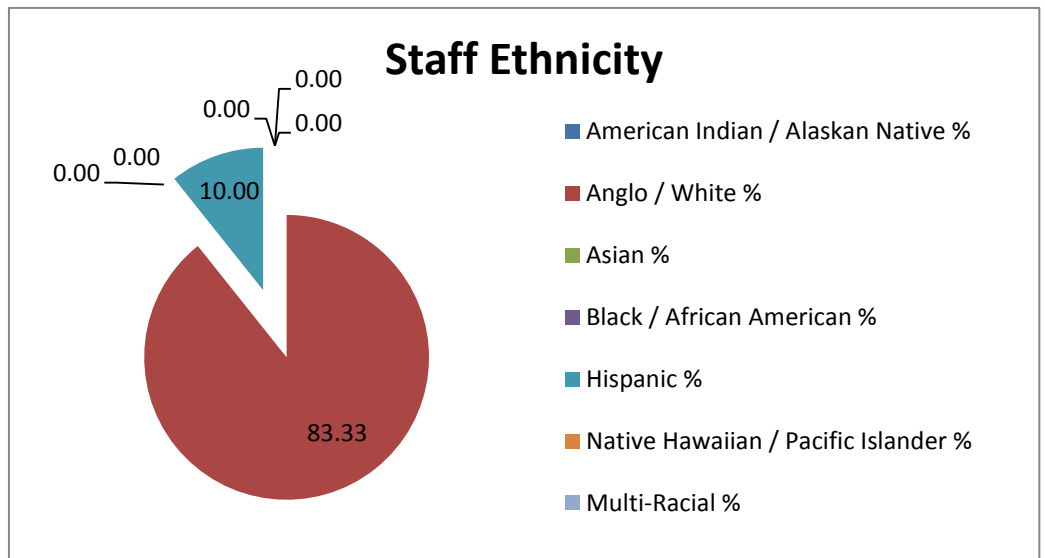
STUDENT DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.46
Anglo / White	%	73.27
Asian	%	0.92
Black / African American	%	1.38
Hispanic	%	20.28
Native Hawaiian / Pacific Islander	%	0.46
Multi-Racial	%	3.23
Male	%	53.46
Female	%	46.54
Low SES	%	48.00

STAFF DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.00
Anglo / White	%	83.33
Asian	%	0.00
Black / African American	%	0.00
Hispanic	%	10.00
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.00
Male	%	0.32
Female	%	96.66
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00

CAMPUS CHARACTERISTICS		2015-2016
Average daily attendance for students	%	96.16



# of discipline referrals in 2015-2016	#	5
# of discipline referrals in 2014-2015	#	7
# English Language Learners (LEP)	#	17
# GT students	#	20
GT males	%	75.00
GT females	%	25.00
# students in 504 program	#	19
# SPED students	#	15
# students tested/not qualified for SPED	#	9/0
LEP students	%	8.37
change in discipline referrals	%	-28.57
served through SPED services	%	7.39



## Campus Performance Objectives Spicewood Elementary School

Math	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	103	90.00%	88.00%	29.00%	28.00%
At Risk	27	60.55%	67.00%	6.42%	11.00%
Economic Disadvantage	43	72.00%	66.00%	26.00%	16.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	1	0.00%	100.00%	0.00%	100.00%
Black/African American	1	100.00%	100.00%	100.00%	0.00%
Hispanic	19	68.00%	79.00%	16.00%	21.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	2	100.00%	100.00%	0.00%	0.00%
White	79	90.00%	91.00%	37.00%	22.00%
Gifted Talented	15	80.00%	100.00%	53.00%	72.00%
LEP	11	55.00%	50.00%	0.00%	16.00%
Special Ed	8	25.00%	0.00%	0.00%	0.00%

Science	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	41	76.00%	78.28%	5.00%	5.25%
At Risk	9	33.00%	33.99%	0.00%	0.00%
Economic Disadvantage	14	57.00%	58.71%	0.00%	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	1	100.00%	103.00%	0.00%	0.00%
Hispanic	7	43.00%	44.29%	0.00%	0.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	2	100.00%	103.00%	0.00%	0.00%
White	31	81.00%	83.43%	6.00%	6.30%
Gifted Talented	6	100.00%	100.00%	33.00%	34.65%
LEP	3	0.00%	0.00%	0.00%	0.00%
Special Ed	4	0.00%	0.00%	0.00%	0.00%

Reading	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	103	85.00%	96.00%	33.00%	34.00%
At Risk	27	70.00%	83.00%	7.00%	11.00%
Economic Disadvantage	43	79.00%	92.00%	26.00%	22.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	1	0.00%	100.00%	0.00%	0.00%
Black/African American	1	100.00%	100.00%	100.00%	0.00%
Hispanic	19	74.00%	89.00%	21.00%	16.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	2	50.00%	100.00%	0.00%	0.00%
White	79	94.00%	97.00%	30.00%	30.00%
Gifted Talented	15	80.00%	100.00%	67.00%	94.00%
LEP	11	73.00%	83.00%	9.00%	0.00%
Special Ed	10	25.00%	0.00%	0.00%	0.00%

Writing	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	27	93.00%	95.00%	19.00%	19.00%
At Risk	8	75.00%	67.00%	0.00%	0.00%
Economic Disadvantage	12	83.00%	92.00%	8.00%	15.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	10.00%
Asian	0	0.00%	0.00%	0.00%	10.00%
Black/African American	0	0.00%	100.00%	0.00%	100.00%
Hispanic	5	80.00%	100.00%	20.00%	33.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	10.00%
Multi-racial	0	0.00%	100.00%	0.00%	0.00%
White	22	95.00%	94.00%	18.00%	16.00%
Gifted Talented	6	100.00%	100.00%	67.00%	50.00%
LEP	4	75.00%	100.00%	0.00%	0.00%
Special Ed	2	50.00%	0.00%	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.

# Spicewood 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 and grade level and vertical CAP meetings

Need	Discipline Procedures
Strategy	Conscious discipline training provided to all staff

Need	Compliance
Strategy	All staff complete Eduhero videos

Need	Focus on culture
Strategy	Provided teambuilding activities to promote culture

Need	Safety Focus
Strategy	Table top discussion of safety plans

# Spicewood Elementary School Professional Learning 2016-2017

## Campus Professional Learning - Job Embedded

Need	Increase or continue literacy PK-5
Strategy	Showcase readers workshop strategies during faculty meetings, guided reading workshop, review Literacy Handbook

Need	Positive Behavior Supports
Strategy	Provide training for TBSI, Trauma Information, and continue to support a discipline committee

Need	Rtl and Intervention
Strategy	Provide training on reading intervention and music, SMART goals and documentation

Need	Differentiation and Instruction
Strategy	Provide professional development on differentiation and strategies for working with special populations

Need	Focus on Mission, Vision and Culture
Strategy	Provide teambuilding activities throughout the year



<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>Spicewood Elementary School will 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>All students will be successful learners in the curriculum as demonstrated by performance in the classroom and on state and local assessments.</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	Impmt the Curriculum Alignment Project throughout the campus.	Instructional Coach, Instructional Technologist, Administration	Forethought, Collaborative Planning, Walk-through data, Lesson plans, Number Talks, Vertical Alignment Documents	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	Achieve or maintain 90% or above STAAR passing; TPRI Data; BAS Data Through the Year	1,2,4,8
1.1.2	Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development.	Curriculum & Instruction, Instructional Coach, Instructional Technologist, Administration, Counselor	Forethought, Collaborative Planning, Walk-through data, Lesson plans, Title I Funds	Staff Survey	Survey Results	10% Increase on Survey Data	1,3,4,8
1.1.3	Continue to analyze student data for accountability and create plans to guide instruction and remediation. Rtl SMART Goals will be developed for students based on needs.	Teachers, Instructional Staff, Rtl Teams, Counselor, Administration	Instructional Resources; Wilson Materials; SSI Guidelines; Challenge Lab; AIMSWeb; BAS; TPRI; TBAs	TBA's, STAAR, Classroom Grades; TAPR Reports; Rtl Documentation	In Process	Achieve or maintain 90% or above STAAR passing; TPRI Data; BAS Data Through the Year	1,3,4,5
<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>

<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>Spicewood Elementary School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.</b>					
1.2.1							
1.2.2							
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>Spicewood 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>Spicewood Elementary School will provide leadership opportunities to students using the concepts from The Leader in Me and the Character Counts 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>
2.1.1	Consistent application of the Principles of the Leader in Me and Character Counts for all students	Teachers, Administration, ILT, Counselor	Leader in Me Books, Character Count Resources	Feedback from teachers, parents, and students	In Process		1,6
2.1.2	Students have multiple opportunities to serve as leaders (special event leader, guides, students on duty, etc.)	Teachers, Administration, ILT, Counselor	Schedule, Student Meetings	Duty Rosters	In Process	25% Increase from previous year's data	1,2, 6,9
2.1.3							
<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>2.3</b>		<b>Performance Objective 3</b>					

**District Goal 2**

**MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.**

**Campus Goal 2**

**Spicewood Elementary School will identify and invest in the continuous development of leaders who will inspire and support others 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
2.3.1							
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>Spicewood 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>Spicewood Elementary School will actively involve parents and community in the education of our students.</b>					
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	Consistent, constant communication with parents and community.	Teachers, Administrators, ILT, Counselor, Secretary	Webpage, Email, Newsletter, Sky Alert, Twitter Feed, Facebook Page, Translators, Student Planners, PTO	Participation in community and family events; Parent Survey Results, CaSE	Planning; In Process	10% Increase in parent & family member participation in school events	6,7
3.1.2	Maintain a volunteer program for community members, family members, and parents	Administration, ILT	Campus Facility, Time, PTO	Visitor Log; Parent Survey Results	In Process	10% Increase in volunteer participation	6,7
3.1.3	Consistent parent & family meetings throughout the year	Administration, Teachers	Open House, Meet the Teacher, Parent Conferences, PTO	Participation in community and family events; Parent Survey Results, CaSE	In Process	10% Increase in parent & family member participation	6,7
<b>3.2</b>	<b>Performance Objective 2</b>						
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							
3.2.2							
3.2.3							

<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>Spicewood 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>3.3</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>
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>Spicewood Elementary School will provide a safe and healthy environment conducive to student learning</b>					
<b>4.1</b>	<b>Performance Objective 1</b>	<b>Spicewood Elementary School will provide a positive and supportive learning environment.</b>					
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	Staff will evaluate and formalize all safety and security procedures including the Code of Conduct, Campus Crisis Plan, and other systems.	All staff; Administration; Director of Security	Safety Logs; Drill Logs; Faculty and Committee Meetings; Handbooks & Student Code of Conduct; Progressive Discipline Document	Safety Audits; V-Soft Rosters; Sign-In Documentation; Discipline Referrals	In Process	Written procedures and documentation for all safety systems.	1, 10
4.1.2	Improve and maintain a collaborative culture throughout all teams	Teachers, Administration, ILT	CAP Meetings; Peer Observations; Vertical Planning Meetings	Survey Results	In Process	95% or above on relevant survey data	5
4.1.3	Increased opportunities to recognize staff and celebrate campus accomplishments	Administration, Staff Sunshine Committee	Updated Lounge, Thank you notes	Survey Results	In Process	95% or above on relevant survey data	5
<b>4.2</b>		<b>Performance Objective 2</b>					
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							

<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>Spicewood Elementary School will provide a safe and healthy environment conducive to student learning</b>					
4.2.3							
<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>Spicewood Elementary School will recruit, develop, and retain highly qualified and effective personnel.</b>					
<b>5.1</b>	<b>Performance Objective 1</b>	<b>Spicewood 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	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
5.1.2	Continue to utilize 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
5.1.3	We 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>Spicewood Elementary will implement a redesigned mentoring program that provides regular and ongoing professional support for new-to-profession and new-to-campus 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>
5.2.1	All new-to-profession and new-to-campus staff will receive a monthly New to SWES Newsletter describing events and pertinent information.	Instructional Coach	Monthly newsletters	Newsletters going out monthly	Implementing		

**District Goal 5**

**MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.**

**Campus Goal 5**

**Spicewood Elementary School will recruit, develop, and retain highly qualified and effective personnel.**

5.2.2	All new-to-profession and new-to-campus staff will be assigned a campus mentor with a check in not less than once a month.	administrator	documentation from mentor meetings	Survey of mentor and mentored staff	In Process		
5.2.3							
<b>5.3</b>	<b>Performance Objective 3</b>						
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>Spicewood 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>Spicewood 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 and follow Title I Compliance Regulations.	Administration	Budget Guidelines from MFISD; CIP; DIP; Title I	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>						

**District Goal 6**

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

**Campus Goal 6**

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

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