



Spicewood Elementary, IB World School

Vision

We envision a community of enthusiastic and reflective learners who are passionate, caring global citizens who will help create a better and more peaceful world.

Spicewood's Mission for Excellence

Through the Primary Years Program, Spicewood ensures an enriched and engaged learning environment. We collaboratively meet each individual's needs, foster international-mindedness, nurture compassion, and inspire a lifelong love of learning.

Philosophy

We believe we must focus on an enriched curriculum that considers each student's academic, artistic, emotional, behavioral, physical, and social needs.

ROUND ROCK ISD

Spicewood Elementary, IB World School

2009-2010 Campus Improvement Plan

Strategic Goal I:	
Strategic Goal I:	Accelerate TAKS gains for economically disadvantaged, African American, and Hispanic students to reduce the achievement gap
Leadership:	<p>Vision: All students will meet or exceed performance standards.</p> <ul style="list-style-type: none"> • Leadership Persons: Campus Administrators, Collaborative Teachers, IB PYP Coordinator, Spicewood Academic Leadership Team (SALT), Team Contacts, District Vertical Contacts, IB PYP Point Persons, ABC Team Leaders, Site Based Advisory Committee, District Advisory Council (DAC) Representative, Grade -level Intervention Teams (GIT), Student Success Team (SST)
Information and Analysis:	<ul style="list-style-type: none"> ▪ Data Collected and Analyzed: TAKS commended scores range from the 69th percentile to the 92nd, indicating there is room to improve.
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Ensure achievement for all students, creating systems for prevention, intervention, and enrichment. • Support on-going collaborative teaming focused on teaching and learning. ▪ Use data to guide decision making and continuous improvement.
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> ▪ Training Needs: PYP training for new and returning teachers on Spicewood Campus, Continual training for teachers in best practice methodologies. ▪ Fundamental professional development time and effort spent on the Primary Years Program (PYP)' s inquiry-based and differentiated instructional models in order to improve student performance.
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop common mission, vision, values & goals x Ensure achievement for all students; creating systems for prevention & intervention x Create/support collaborative teaming focused on teaching & learning x Use data to guide decision making and continuous improvement

- Gain active engagement from family and community
- Build sustaining leadership capacity

	Process Management-Specific Action Steps and Time Lines for Each Change Strategy	Start Date 00/00/00	Finish Date 00/00/00	Responsibility	Resources Costs/Services
1.	Foster a spirit of discovery and enjoyment of learning by engaging all students in purposeful and structured inquiry that sparks their interests and moves them to new levels of knowledge and understanding using the PYP's Program of Inquiry (POI).	09/09	5/12	Teachers, PYP Coordinator, Leadership Teams, Administrators	PYP Training, PYP Planning Time, ARRC, Wiki space
2.	Make connections across the curriculum in order for students to construct meaning from the world around them by integrating the POI's concepts and related concepts.	09/09	5/11	Teachers , PYP Coordinator, Leadership Teams, Administrators	PYP Training, PYP Planning Time
3.	Generate curriculum decisions from the PYP's essential elements of knowledge, concepts, skills, attitudes, and action in order to sustain a PYP philosophical perspective.	09/09	5/11	Teachers , PYP Coordinator, Leadership Teams, Administrators	PYP Training, PYP Planning Time
4.	Establish assessment processes that are primarily focused on providing feedback on the learning process.	09/09	5/11	Teachers, PYP Coordinator, Leadership Teams, Administrators	PYP Training, PYP Planning Time
5.	Encourage students to critically assess their own and others' customs, traditions, and beliefs in order to foster an understanding of all people in the world.	09/09	5/11	Teachers, PYP Coordinator, Leadership Teams, Administrators	PYP Training, PYP Planning Time
6.	Enable all fourth grade students to share what they've learned about <i>Sharing the Planet</i> by presenting to fellow students during Spicewood's Earth Day celebration.	8/09	8/11	Fourth Grade Teachers, PYP Coordinator	Supplies for engaging activities
7.	Promote a deeper understanding and advance school-wide support of the PYP Exhibition by developing and implementing a plan for the Spicewood faculty and staff to mentor all fifth grade students.	8/09	8/10	Faculty and Staff	
8.	Support ABC action research groups that allow and contribute to individual teacher growth. Provide time	9/08	5/11	Teachers, Administrators	Copies: <i>Share and Compare</i> , Science – <i>NTSA Pathways</i>

	and materials to do collaborative book studies: Math – <i>Share and Compare</i> and Science – <i>NTSA Pathways</i> .				
9.	Use <i>Science Notebooks: Writing About Inquiry</i> as a resource, in order for K – 5 teachers to effectively use science notebooks that develop scientific concepts and literacy through reading, writing, and speaking.	9/08	5/10	Teachers	Copies: <i>Science Notebooks: Writing About Inquiry</i>
10.	Extend the use of inquiry instruction by doing a book study on <i>Comprehension and Collaboration: Inquiry Circles in Action</i> for third & fourth grades.	9/09	5/10	Teachers	12 copies of <i>Comprehension and Collaboration Inquiry Circles in Action</i>
11.	Encourage ABC action research groups to increase students’ stamina and foster literacy independence: do a book study on <i>The Daily Five</i> in order to engage students in independent, meaningful reading practice.	6/09	5/11	Teachers	15 copies of <i>The Daily Five, Training in San Antonio</i>
12.	Refine the RTI process continuously to ensure the most effective strategies and programs are provided to students.	8/07	6/10	Teachers, Interventionists, Collab Tchrs, Principals	
13.	Continuously analyze assessment data as well as comprehensive & representative samples of student work to determine if supplementary instruction is needed for individual students. (Monitor progress to determine effectiveness and/or if further intervention is needed.)	8/06	6/10	Teachers, SST	Schedules that allow for Plan, Do, Study, Act cycle
14.	Encourage parent involvement by making individual contacts with parents of students who are at-risk to break down any barriers that might exist.	6/09	5/11	Principal, Counselor, Parent Support Specialist	
15.	Keep parents informed and lines of communication open by offering ongoing parent coffees, brown bag lunches, and other informal opportunities for explanation of the curriculum, programs, behavior management, PYP, and other areas they may communicate as a need.	6/08	5/12	Principal, Counselor, Parent Support Specialist	Coffee
16.	Provide translators at meetings we host for parents.	6/09	5/11	Counselor, Principal	List of parents who will translate
17.	Form special parent support groups, such as: dyslexia, ADD, and Special Education and coordinate monthly meetings.	8/09	5/12	Parent Support Specialist	
18.	Collect, analyze, reflect, and act to strengthen teaching and learning using the Dana Center’s Classroom Walkthroughs for Continuous Improvement Process.	8/09	5/12	District Instructional Coach, Asst. Principal	Dana center training: Classroom Walkthroughs for Continuous Improvement

Process Results (Benchmarks & Others):

- Authorized IB status indicating re-authorization has occurred.
- Improved District Performance (Benchmarks, DRA, TPRI, Rigby, Universal Screenings, and Performance Tasks) results will indicate improved student learning and alignment between the written, taught, and tested curriculum.
- Alignment evidenced in lesson plans and walk-through documents
- Improved teaching practices evidenced in walk-through documents, minutes, agendas, staff development products, Grade level and SS Team documents, ABC Artifacts and ABC Reflective Assessments, and budget expenditures

Strategic Results (TAKS):

- Continued high performance on all sections of TAKS: disaggregated and in the aggregate.
- Increased Commended scores on all sections of TAKS.

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Spicewood Elementary, IB World School

2009-2010 Campus Improvement Plan

Strategic Goal II:	Increase the percentage of under represented minority students enrolled in Advanced Placement, Dual Credit, International Baccalaureate, and Algebra 1 (middle school) courses
Leadership:	<p>Vision: All students will meet or exceed performance standards.</p> <ul style="list-style-type: none"> ● Leadership Persons: Campus Administrators, Collaborative Teachers, Vertical Contacts, IB PYP Point Persons, ABC Team Leaders, IB PYP Coordinator, Spicewood Academic Leadership Team (SALT), Team Contacts, Site Based Advisory Committee, District Advisory Council (DAC) Representative, Grade-level Intervention Teams (GIT), Student Success Team (SST)
Information and Analysis:	<ul style="list-style-type: none"> ▪ Data Collected and Analyzed: TAKS commended scores range from the 69th percentile to the 92nd, indicating room for improvement.
Student Stakeholder Focus:	<ul style="list-style-type: none"> ● Data Trends: Ensure achievement for all students, creating systems for prevention and intervention. ● Support on-going collaborative teaming focused on teaching and learning. ● Use data to guide decision making and continuous improvement.
Professional Development/Human	<ul style="list-style-type: none"> ▪ Training Needs: Fundamental professional development time and effort spent on the Primary Years Program (PYP)' s inquiry-based and differentiated instructional models in order to improve student performance and

Resources Focus:	narrow achievement gap.
Change Strategy:	Failure Is Not An Option Principles (1-6) <input type="checkbox"/> Develop common mission, vision, values & goals <input checked="" type="checkbox"/> Ensure achievement for all students; creating systems for prevention & intervention <input checked="" type="checkbox"/> Create/support collaborative teaming focused on teaching & learning <input checked="" type="checkbox"/> Use data to guide decision making and continuous improvement <input type="checkbox"/> Gain active engagement from family and community <input checked="" type="checkbox"/> Build sustaining leadership capacity

	Process Management-Specific Action Steps and Time Lines for Each Change Strategy	Start Date 00/00/00	Finish Date 00/00/00	Responsibility	Resources Costs/Services
1.	Sustain leadership capacity by supporting an academic leadership team that ensures the <i>plan, do, study, act</i> cycle is operationalized each year: begin in July and meet monthly throughout the year.	8/05	5/10	Principal, Asst. Principal, Leadership team	Space for 3-day retreat, food, beverages
2.	Organize a PYP Point Persons team of teachers who will provide cohesiveness as we complete the PYP application for authorization	6/09	5/10	Teachers representing 8 Teams, Principal, PYP Coordinator	\$500.00 stipend for each PYP Point Person
3.	Partner with District Instructional Coach to prepare the Spicewood Community for the IB Authorization Visit in 2009 – 2010 by engaging teachers and learners in relevant and significant inquiry, strengthening the application of the Transdisciplinary Skills, and collaboratively planning assessments <i>for</i> learning.	8/08	5/10	Instructional Coach, Teachers, Principals	
4.	Build communication systems that will inform parents about the International Baccalaureate program and encourage High School Participation in the IB Diploma Program.	8/09	8/11	Faculty, PYP Point People	School website
5.	Partner with the University of Texas and Concordia University to enhance our students' learning opportunities and serve as a role model for prospective teachers.	8/09	5/12	Principal, Cooperating Teachers	
6.	Develop systems that ensure the Tier II Intervention materials are effective and used with integrity:	9/08	5/11	SST Members	Tier II Intervention Materials

	Headsprouts©, Navigations©, Read Naturally©, Foundations©, Earobics©, Aims Web©, etc.				
7.	Ensure all Spicewood teachers are trained in Gifted & Talented and receive their yearly 6-hour update training in order for all students to benefit from GT instruction.	9/08	5/11	Principal, Asst. Principal, TAG Teachers	GT Training and 6-hour update training
8.	Increase student participation in extra-curricular activities that inspire learning, such as Science Fair, Science Festival, Green Team, Roots and Shoots Club, and Weather Watcher Teams.	9/08	5/11	Teacher Sponsors	Budget from activity fund account
9.	Communicate our Specials' programs participation and support in at least two POIs through a WIKI space in order for students to see connections in their learning across the disciplines.	8/10	5/12	Specials Teachers, Homeroom Teachers, PYP Coordinator	WIKI space
10.	Collect samples of student work from art, music, P.E., and/or Spanish to place in student PYP Portfolios that not only reflect all students' progress, but highlights some students' exceptional strengths and inspirations that are outside the academic areas.	8/10	5/12	Specials Teachers, Homeroom Teachers, PYP Coordinator	

Process Results (Benchmarks & Others):

- o Universal Screenings, DRA, TPRI, and Benchmark scores will show grade level improvement

Strategic Results: (TAKS):

- Continued high performance on all sections of TAKS: disaggregated and in the aggregate.
- Increased Commended scores on all sections of TAKS.

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Spicewood Elementary, IB World School

2009-2010 Campus Improvement Plan

Strategic Goal III:

Increase the graduation rate for economically disadvantaged, African American, and Hispanic students

Leadership:	<p>Vision: All students will meet or exceed performance standards.</p> <ul style="list-style-type: none"> • Leadership Persons: Campus Administrators, Collaborative Teachers, IB PYP Coordinator, Spicewood Academic Leadership Team (SALT), Team Contacts, Vertical Contacts, IB PYP Point Persons, ABC Team Leaders, Site Based Advisory Committee, District Advisory Council (DAC) Representative, Grade -level Intervention Teams (GIT), Student Success Team (SST)
Information and Analysis:	<ul style="list-style-type: none"> ▪ Data Collected and Analyzed: TAKS commended scores range from the 69th percentile to the 92nd, indicating there is room to improve.
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Teach individual units of inquiry that are engaging, relevant, challenging, and significant. • Focus on the PYP Learner Profile to ensure each and every minority/under-represented student promoted to sixth grade is prepared to enroll in advanced classes.
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> ▪ Training Needs: Fundamental professional development time and effort spent on the Primary Years Program (PYP)' s inquiry-based and differentiated instructional models in order to improve student performance and narrow achievement gap.
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop common mission, vision, values & goals <input type="checkbox"/> Ensure achievement for all students; creating systems for prevention & intervention x Create/support collaborative teaming focused on teaching & learning <input type="checkbox"/> Use data to guide decision making and continuous improvement x Gain active engagement from family and community x Build sustaining leadership capacity

	Process Management-Specific Action Steps and Time Lines for Each Change Strategy	Start Date 00/00/00	Finish Date 00/00/00	Responsibility	Resources Costs/Services
1.	Promote college readiness by wearing (staff and students) college t-shirts every Friday and participate in <i>Education Go Get It Week!</i> Promote the IB by wearing IB shirts on Thursdays.	8/09	5/11	Counselor, Teachers, Principals	
2.	Engage students in at least two career and college awareness lessons each year.	8/09	5/11	Counselor, Teachers	
3.	Reinforce student leadership by providing students additional responsibility during school hours: Library Helping, Lunchroom Monitoring, Office Ambassadoring, Panther Buddying, Broadcasting, Watt	8/09	5/11	Teachers, Principals, Teacher Sponsors, Librarian, PYP Coordinator, Counselor	Broadcasting Equipment

	Watching, Weather Watching, and Recycling.				
4.	Develop life skill strategies for dealing with disputes among students by using peer mediation to address student conflicts.	8/09	5/10	Counselor, Teachers	Peer Mediation training each year
5.	Offer after-school enrichment opportunities for students to explore interests and discover strengths through a variety of clubs: Spanish, Music, Chess, Art, Running, etc.	8/08	5/11	Teacher Sponsors	Stipends or budgeted funds for clubs, facility usage coordination
6.	Provide on-going individualized staff development, such as book studies and collaborative walks to enhance instructional strategies to improve student performance.	8/08	5/11	Teachers, Principals	Books for studies, registration costs, release time
7.	Honor students at school assemblies for modeling the PYP Attitudes and Learner Profile, having excellent attendance, and making the A, A/B Honor Roll.	8/08	5/11	Teachers, Principals	Ribbons, Certificates
8.	Serve as a role model to visiting campuses investigating/exploring the IB Primary Years Program and allow students to tour and explain their participation in the PYP.	10/10	5/12	PYP Coordinator, Teachers, Principals	Schedules for release time
9.	Conduct student-led and summative conferences in order to promote student ownership of learning.	8/09	5/10	Faculty ,Staff, Students	Release time
10.	Recognize students' artistic abilities and talents each week by displaying their art in the front hallway.	8/07	5/10	Various faculty and staff members	Frames for artwork
11.	Ensure a positive transition and comfortable climate by providing time in the spring and summer for new students and parents to "get to know Spicewood" through coffees and informal gatherings. Provide several additional opportunities for students enrolling in kindergarten: play on playground, eat in cafeteria, read a book in the library, & play a game in the gym.	8/08	5/11	Principals, Parent Support Specialist, Librarian, PE Teachers, Cafeteria Personnel	Refreshments, Facility Usage coordination

Process Results (Benchmarks & Others):

- Universal Screenings, DRA, TPRI, and Benchmark scores will show grade level improvement

Strategic Results (TAKS):

- Continued high performance on all sections of TAKS: disaggregated and in the aggregate.

- Increased Commended scores on all sections of TAKS.

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Spicewood Elementary, IB World School 2009-2010 Campus Improvement Plan

Strategic Goal IV:	Fully implement the diversity training plan
Leadership:	<p>Vision: All students will meet or exceed performance standards.</p> <ul style="list-style-type: none"> • Leadership Persons: Campus Administrators, Collaborative Teachers, IB PYP Coordinator, Spicewood Academic Leadership Team (SALT), Team Contacts, District Vertical Contacts, IB PYP Point Persons, ABC Team Leaders, Site Based Advisory Committee, District Advisory Council (DAC) Representative, Grade-level Intervention Teams (GIT), Student Success Team (SST)
Information and Analysis:	<ul style="list-style-type: none"> ▪ Data Collected and Analyzed: TAKS commended scores range from the 69th percentile to the 92nd, indicating there is room to improve.
Student Stakeholder Focus:	<ul style="list-style-type: none"> • Data Trends: Support students' interests, build their self-esteem and confidence, and respond to spontaneous events to ensure each and every student is academically successful at Spicewood and prepared for a positive secondary experience. • Meet the needs of diverse learners by ensuring time is allotted for making school a positive environment for all students by celebrating their uniqueness and addressing their talents and abilities: academically, intellectually, culturally, behaviorally, socially, and/or physically.
Professional Development/Human Resources Focus:	<ul style="list-style-type: none"> ▪ Training Needs: Cultural Responsiveness Training
Change Strategy:	<p>Failure Is Not An Option Principles (1-6)</p> <ul style="list-style-type: none"> x Develop common mission, vision, values & goals <input type="checkbox"/> Ensure achievement for all students; creating systems for prevention & intervention x Create/support collaborative teaming focused on teaching & learning <input type="checkbox"/> Use data to guide decision making and continuous improvement <input type="checkbox"/> Gain active engagement from family and community x Build sustaining leadership capacity

		Start	Finish		Resources
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	Process Management-Specific Action Steps and Time Lines for Each Change Strategy	Date 00/00/00	Date 00/00/00	Responsibility	Costs/Services
1.	Insure all teachers and staff have participated in <i>cultural responsiveness training</i> .	8/09	5/10	Asst. Principal	
2.	Purchase the Strengths Finder 2.0 book for each staff member in order to gain insight into the strengths of each individual teacher at Spicewood.	7/09	5/10	Principal, Leadership Team, Teachers	Strengths Finder 2.0 for each staff member
3.	Update Spicewood's mission and vision statement to reflect our newest goals for improvement.	8/09	10/09	PYP Point Persons, Faculty and Staff	
4.	Support our English Language Learners by ensuring our teachers are certified to teach English as a Second Language (ESL): train them in ESL strategies and provide release time for earning credit and/or certification.	8/05	5/10	Counselor, Principal, Asst. Principal	Rebates to all teachers passing ESL TExAS Test from Special Program's Budget, Training
5.	Sponsor multicultural events in collaboration with PTA and grade level teams that celebrate and recognize our communities' multiculturalism.	8/09	5/11	Principal, Asst. Principal, PTA	
6.	Ensure all ESL teachers receive their yearly update training.	8/09	5/11	Principal, Asst. Principal, Counselor	
7.	Prepare budgets and timelines that ensure all teachers are trained in IB, including PYP Level II and III, TIBS (Texas IB Schools) training, and the world conference each year.	8/09	8/10	Faculty, Principal, Asst. Principal,	Registration Fees, Travel Fees
8.	Develop essential agreements for school processes to ensure equitable practices are in place vertically and horizontally.	8/09	8/10	Faculty, Staff, Students	
9.	Begin a "Community Read" program to promote IB and Spicewood's commitment to international mindedness.	9/10	1/10	Community Read Committee, Faculty	<i>Three Cups of Tea</i> for each faculty member and student

Process Results (Benchmarks & Others):

- # of teachers with ESOL certifications
- Universal Screenings, DRA, TPRI, and Benchmark scores will show grade level improvement

Strategic Results: (TAKS):

- Attendance Sheets at Training
- Attendance at events
- Participation at trainings

