



Learners Today...

Leaders Tomorrow...

*Mustangs
Forever!*

**Marble Falls ISD
Regular Meeting**

**Monday, February 18, 2013
6:00 PM**

AGENDA OF REGULAR MEETING
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
MONDAY, FEBRUARY 18, 2013 – 6:00 PM
Marble Falls ISD Central Office Community Room

Notice is hereby given that on February 18, 2013, the Board of Trustees of the Marble Falls Independent School District will hold a Regular meeting at 6:00 PM, at the Marble Falls ISD Central Office Community Room.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice. The Board will consider and may act on the “Consent Agenda” with one vote. Any Trustee may request the removal of an item from the “Consent Agenda” for individual consideration and action.

1. Call to Order
Presenter: Kevin Naumann, Vice President
2. Roll Call
Presenter: Kevin Naumann, Vice-President
3. Invocation
Presenter: Craig Mabray
4. Pledge to the Flags
Presenter: Kelly Fox
5. Spotlight on Excellence
 - A. Marble Falls High School
Presenter: Manny Lunoff
6. Citizen Comments
7. Public Hearing on 2011-2012 Academic Excellence Indicator System (AEIS) 4
Presenter: Janice Mauldin
8. Consent Agenda
 - A. Approval of Minutes 379
 - B. Approval of Financial Report 384
 - C. Budget Amendments 398
 - D. Approval of Order of Election for the May 11, 2013 School Board Trustee Election for Positions Designated as Place 1 and Place 2 405
 - E. Approval of Election Judges for the May 11, 2013 School Board Trustee Election 407
 - F. Approval of Foreign Exchange Student Waiver 409
 - G. Approval of Resolution to Participate in State of Texas Co-Op Program 410
9. Action Items
 - A. Discussion and Possible Approval of Bids to Purchase Security Doors for Campuses 413
Presenter: Allen Roberts
10. Superintendent's Report
 - A. TTIPS Grant Update 426
Presenter: Eric Penrod
 - B. Budget Report/Current Year Financial Update 434
Presenter: Lisa LeMon
 - C. STAAR Data Comparison Report 451
Presenter: Lee Courville
11. Executive Session

12. Discussion and Possible Approval of Action Arising from Executive Session
Presenter: Rob O'Connor
13. Adjourn

If during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Govt. Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

FOR THE BOARD OF TRUSTEES
MARBLE FALLS INDEPENDENT SCHOOL

Rob O'Connor, Superintendent of Schools

AEIS 2011-12

MARBLE FALLS ISD



Changes to the 2011-12 AEIS

- Assessment results include TAKS, TAKS (Accommodated), and TAKS-M for grades 10-11 only
- STAAR EOC results will not be included
- TAKS data are shown only for the 2011-12 school year
- ELL Progress Measure will not be reported for 2012
- Non-Educationally Disadvantaged Student Group percentage added to Student Profile section

Changes to the 2011-12 AEIS (continued)

- TEC §39.053 (g-1) requires the reporting of longitudinal graduation rates with exclusions for state accountability purposes. The following graduation/completion rates will be reported in 2012:
 - Four-year Completion Rate for Class of 2011 with exclusions applied
 - Four-year and Five-year Graduation Rates without exclusions that match the graduation rates used for federal AYP evaluations.
- District Instructional Staff Percent added to Campus AEIS
- District Instructional Expenditure Ratio added to Campus AEIS

Accessing the AEIS Report



Home | District Locator | Index A-Z | Divisions | School Directory

SEARCH Administrators Teachers Funding Testing/Account Curriculum Reports News ARRA

Performance Reporting

Academic Excellence Indicator System

AEIS 2010-11

AEIS 2009-10

AEIS 2008-09

AEIS 2007-08

AEIS 2006-07

AEIS 2005-06

AEIS 2004-05

AEIS 2003-04

AEIS 2002-03

AEIS 2001-02

AEIS 2000-01

AEIS 1999-00

AEIS 1998-99

AEIS 1997-98

AEIS 1996-97

AEIS 1995-96

AEIS 1994-95

AEIS 1993-94

Multi-Year:
Schools
Districts
State

AEIS Archive
1992-93
1991-92
1990-91

APR Archive
1989-90
1988-89

From this website you can access AEIS reports for every public school, district, or region of Texas.

[AEIS reports for 2010-11 are now available.](#)

Also available:

[AEIS 2009-10](#) • [AEIS 2008-09](#) • [AEIS 2007-08](#) • [AEIS 2006-07](#)

[AEIS 2005-06](#) • [AEIS 2004-05](#) • [AEIS 2003-04](#)

[AEIS 2002-03](#) • [AEIS 2001-02](#) • [AEIS 2000-01](#) • [AEIS 1999-2000](#)

[AEIS 1998-99](#) • [AEIS 1997-98](#) • [AEIS 1996-97](#)

[AEIS 1995-96](#) • [AEIS 1994-95](#) • [AEIS 1993-94](#)

The [AEIS Archive](#) also has reports for [1992-93](#), [1991-92](#), and [1990-91](#). Archival reports are also available from [1989-90](#) and [1988-89](#), the [Annual Performance Reports \(APR\)](#).

The [Multi-year History](#) shows selected AEIS data for [schools](#), [districts](#), and the [state](#).

See [About AEIS](#) for a brief description and history of the Academic Excellence Indicator System. We also have answers to [Frequently Asked Questions](#).

AEIS Glossary: Each year a new Glossary is produced for the AEIS, specific to that year. In researching the reports, it is important to refer to the glossary for the year in question. Significant changes in methodology are also addressed in the [Frequently Asked Questions](#) page.

School Report Cards for campuses are available through this site. Simply select the AEIS by year. The SRCs are available for every year since the 1997-98 school year.

Comparable Improvement reports are part of the AEIS reports and can be found within the appropriate year for the AEIS report, going back to the 1995-96 school year. Note that there are no Comparable Improvement reports for 2002-03 or 2003-04.

For questions regarding accessibility of Performance Reporting products for the visually impaired, contact [PR Accessibility](#).

1
<http://ritter.tea.state.tx.us/perfreport/aeis>

2
<http://marble.tx.schoolwebpages.com>

3
Campus Libraries or Offices

2012 AEIS Report Overview

Section I – District/Campus Performance

- TAKS Performance
 - *Disaggregated by grade level and student group*
- Attendance & Annual Dropout Rate
- Completion Rate
- College Readiness Indicators
 - *Advanced Courses/Dual Enrollment, RHSP and DAP Graduates, AP/IB Results, Higher Education Readiness Component (HERC), SAT/ACT Results, College-Ready Graduates (Class of 2011)*

2012 AEIS Report Overview

Section II – District/Campus Profile

- Student Information
 - *Demographics, Retention Rates, Class Size*
- Staff Information
 - *Demographics, Experience, Salary Information*
- Budget
 - *Tax Information, Revenues, Expenditures*
- Programs
 - *Student Enrollment, Teachers by Program*

2012 AEIS Report Overview

Section III – LEP Performance, District Only

- TAKS % Met Standard by BE/ESL Indicator
- Progress of Prior Year TAKS Failers

2012 TAKS Performance, Grade 10

MFISD	District	AA	H	W	Eco Dis	SpEd	LEP
ELA	89%(+5)	*	81%(+1)	94%(+10)	83% (+6)	83%(+31)	40%
Math	71%(+11)	*	55%(+4)	81% (+14)	66% (+18)	43% (+3)	20%
Science	78%(+8)	*	59%(+2)	88%(+13)	69% (+10)	35% (+2)	40%
Social Studies	93%(-6)	*	83%(-4)	99% (-12)	89% (-5)	83%(+23)	40%
All Tests	61%(+9)	*	39%(+6)	74%(+15)	49%(-11)	30% (+17)	20%

Marble Falls HS	Campus	AA	H	W	Eco Dis	SpEd	LEP
ELA	89%(-4)	*	81%(-1)	94%(+10)	83%(+6)	78%(+26)	40%
Math	71%(+10)	*	55%(+4)	81%(+14)	66%(+18)	43%(+3)	20%
Science	78%(+7)	*	59%(+2)	88%(+13)	69%(+10)	35% (+2)	40%
Social Studies	93%(+6)	*	83%(-6)	99%(+12)	89%(+5)	83% (+33)	40%
All Tests	61%(+9)	*	39%	74%(+14)	49%(+11)	30% (+17)	20%

2012 TAKS Performance, Grade 11

MFISD	District	AA	H	W	Eco Dis	SpEd	LEP
ELA	94% (+1)	*	90% (-2)	97%	92% (+3)	85% (+8)	*
Math	89%(+8)	*	86%(+12)	91% (+5)	85% (+14)	72% (+25)	*
Science	91%(+4)	*	90% (+16)	91%(-3)	86%(+10)	40% (-8)	*
Social Studies	97%	*	96% (+4)	97% (-2)	95% (+1)	73% (-10)	*
All Tests	83%(+7)	*	77%(+13)	85% (+2)	85% (+22)	31%(-3)	*

Marble Falls HS	Campus	AA	H	W	Eco Dis	SpEd	LEP
ELA	94% (+1)	*	91%(+3)	97%	92% (+3)	85% (+8)	*
Math	91% (+9)	*	88% (+12)	92%(+5)	87% (+14)	72%(+22)	*
Science	92%(+4)	*	91% (+15)	92% (-3)	87% (+9)	40% (-12)	*
Social Studies	96%(+1)	*	95%	97% (+10)	95% (+11)	73% (+23)	*
All Tests	84% (+8)	*	79% (+14)	85% (+1)	77% (+13)	31% (-6)	*

Falls Career HS	Campus	AA	H	W	ED	SpEd	LEP
ELA	92%(+9)	*	*	>99%	88%(+5)	*	*
Math	64%(+14)	*	*	71%	57%(+7)	*	*
Science	80%(+30)	*	*	71%	83%(+33)	*	*
Social Studies	>99%(+32)	*	*	>99%	>99%(+32)	*	*
All Tests	67%(+17)	*	*	75%	63%(+13)	*	*

2010-2011 Attendance & Drop Out Rates

Attendance Rate	District/Campus	AA	H	W	Eco Dis	SpEd	LEP
MFISD	95.6% (+0.1)	95.1% (+0.7)	95.8% (-0.1)	95.5% (+0.2)	95.2%(+0.1)	94.6% (+0.3)	97.1% (+0.2)
MFHS	95.2%	95.1%	95.0%(-0.8)	95.3%(+0.4)	94.4%(-0.1)	93.8%	94.7% (-2.4)
FCHS	87.5%(-2.3)	*	*	87.5% (-2.3)	88.5% (-0.9)	*	*
MFMS	95.3% (+0.2)	93.0% (+1.4)	95.6%(-0.1)	95.1%(+0.1)	94.8% (+0.3)	94.3%(+0.1)	97.1% (+0.7)
CES	96.3% (+0.3)	95.5%	96.6%(+0.2)	96.2% (+0.4)	96.0% (+0.2)	96.0%(+0.3)	97.2%
HLES	96.3% (+0.5)	*	96.6% (+0.4)	95.8% (+0.5)	96.2% (+0.4)	95.6%(+1.5)	97.3% (+0.3)
MFES	96.3%(+0.1)	97.1% (+1.6)	96.3% (+0.2)	96.2%(-0.1)	96.0%(+0.5)	95.0%(-0.4)	96.5%(-0.1)
SWES	95.9%(-0.3)	*	95.9%(-0.3)	95.8%(-0.4)	95.2%(-0.7)	94.9%(-0.9)	96.8%(-0.2)

Dropout Rate (7-8)	District/Campus	AA	H	W	Eco Dis	SpEd	LEP
MFISD	0%	0%	0%	0%	0%	0%	0%
MFMS	0%	0%	0%	0%	0%	0%	0%

Dropout Rate (9-12)	District/Campus	AA	H	W	Eco Dis	SpEd	LEP
MFISD	0.6%	0.0%	0.7%	0.7%	0.8%	1.2%	0.9%
MFHS	0.1%	0.0%	0.2%	0.0%	0.2%	0.07%	0.0%
FCHS	8.8%	-	11.1%	8.2%	8.0%	8.3%	-

MFISD Performance Data

4-Year Completion Rate (Grades 9-12) Class of 2011

MFISD	District	AA	Hispanic	White	Eco Dis	SPED	LEP
Graduated	96.7%(+2.8)	85.7%(-14.3)	97.9%(+5.9)	96.4% (+2.2)	94.1%(+1.0)	91.2%(+1.2)	100%
GED	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Cont. HS	1.9%(-3)	0.0%	1.1% (-5.6)	2.4% (-2.1)	3.7%(-1.2)	2.9%(-7.1)	0.0%
Dropped out	1.5%(+0.3)	14.3%(+14.3)	1.1%(-0.2)	1.2%(-0.1)	2.2%(-02)	5.9%(+5.9)	0.0%

MFHS	Campus	AA	Hispanic	White	Eco Dis	SPED	LEP
Graduated	98.8%(-0.3)	85.7%(-14.3)	98.9%(+0.3)	99.3%(+0.1)	98.2%(+0.7)	90.9%(-1.4)	100.0%
GED	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Cont. HS	0.4%(+0.5)	0.0%	0.0%	0.7%(-0.7)	0.9%(-0.1)	3.0%(-4.7)	0.0%
Dropped out	0.8%(+0.8)	14.3%(+14.3)	1.1%(+1.1)	0.0%	0.9%(+0.9)	6.1%(+6.1)	0.0%

FCHS	Campus	AA	Hispanic	White	Eco Dis	SPED	LEP
Graduated	76.9%(+18.8)	-	83.8%(+67.1)	73.7%(+7.0)	71.4%(+25.5)	*	-
GED	0.0%	0.0%	0.0%	0.0%	0.0%	*	-
Cont. HS	15.4%(-16.9)	-	16.7%(-50.0)	15.8%(-9.2)	19.0%(-17.4)	*	-
Dropped out	7.7%(-2.0)	-	0.0%(-16.7)	10.5%(-2.2)	9.5%(-8.7)	*	-

MFISD Performance Data

2012 College Ready Graduates: ELA & Math

College-Ready Graduates: ELA

Class of 2011	District/Campus	AA	H	W	Eco Dis	SpEd	LEP
MFISD	60% (-1)	33% (+8)	47% (-1)	69%	48%(-4)	6% (-11)	<1%
MFHS	46% (-11)	46% (+9)	39% (-10)	50% (-18)	43% (-5)	<1 (-6)	*
FCHS	40% (-27)	*	*	*	*	*	*

College-Ready Graduates: Math

Class of 2011	District/Campus	AA	H	W	Eco Dis	SpEd	LEP
MFISD	66% (+4)	40% (+27)	52% (-6)	75% (+7)	50% (+8)	15% (+15)	*
MFHS	56% (+13)	40% (+9)	55% (+16)	62% (+13)	49% (+16)	<1% (-12)	*
FCHS	33.0%	*	*	*	*	*	*

College-Ready Graduates: Both ELA & Math

Class of 2011	District/Campus	AA	H	W	Eco Dis	SpEd	LEP
MFISD	50% (+4)	20% (+7)	33% (+4)	61% (+4)	35% (-3)	<1%	*
MFHS	36% (+2)	30% (+3)	26% (+2)	45% (+1)	28% (+8)	<1%	*
FCHS	<1% (-32)	*	*	*	*	*	*

MFISD Performance Data

College Readiness Indicators Class of 2011

College Readiness: Advanced Courses/Dual Enrollment Completion

Class of 2011	District/Campus	AA	H	W	ED	SpEd	LEP
MFISD	28.0% (+5.5)	11.1% (+5.0)	26.7% (+11.5)	29.8% (+2.7)	19.7% (+5.6)	6.8% (+4.8)	48.0% (+42.9)
MFHS	29.1% (+5.4)	11.1% (+4.4)	27.1% (+11.4)	31.5% (+2.6)	20.4% (+5.6)	7.1% (+4.9)	48.0% (+42.9)
FC ¹⁶ HS	2.0% (+2.0)	-	0.0%	2.4% (+2.4)	3.7% (+3.7)	0.0%	-

College Readiness: RHSP/DAP Graduates

Class of 2011	District/Campus	AA	H	W	ED	SpEd	LEP
MFISD	80.1% (+1.2)	83.3% (+33.0)	81.3% (+3.7)	80.0% (-0.7)	72.9% (+1.2)	14.3% (-4.2)	*
MFHS	84.8%	83.3% (+20.8)	85.1% (+2.5)	84.9% (-1.7)	76.4% (-4.2)	14.8% (-6.0)	*
FC ¹⁶ HS	33.3%	-	*	42.1% (+3.2)	41.7% (+34)	*	-

Violent and Criminal Incidents

- Texas statute (TEC 39.053) requires every district to publish an annual report on violent and criminal incidents at campuses in the district
- The report must include:
 - *Number, rate and type of incidents*
 - *Information concerning school violence prevention and intervention policies and procedures used by the district*
 - *Findings that result from Safe and Drug-Free Schools and Communities Act*

Violent and Criminal Incidents

2011-12			
Secondary Campus Incident Report			
Incident	High School # of Students	Middle School # of Students	Total Students
Possession (alcohol)	12	2	14
Assault (non-weapon)	2	0	2
Felony (off campus)	8	2	10
Possession (controlled substance)	18	10	28
Terroristic Threat	0	0	0

I. District Report

- **District Performance**
- **District Profile**
- **Bilingual Education/English as a Second Language Report for Current Year LEP Students**

2011-12 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD

District #: 027904

Indicator:	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2012 Standard														
Grade 10														
Eng Lang Arts 2012	91%	91%	89%	*	81%	94%	*	*	*	*	78%	83%	40%	83%
Mathematics 2012	75%	77%	71%	*	55%	81%	*	*	*	*	43%	66%	20%	47%
Science 2012	75%	78%	78%	*	59%	88%	*	*	*	*	35%	69%	40%	57%
Soc Studies 2012	94%	95%	93%	*	83%	99%	*	*	*	*	83%	89%	40%	86%
All Tests 2012	65%	68%	61%	*	39%	74%	*	*	*	*	30%	49%	20%	32%
TAKS Met 2012 Standard														
Grade 11														
Eng Lang Arts 2012	93%	94%	94%	*	90%	97%	*	*	*	*	85%	92%	*	90%
Mathematics 2012	91%	92%	89%	*	86%	91%	*	*	*	*	72%	85%	*	80%
Science 2012	93%	95%	91%	*	90%	91%	*	*	*	*	40%	86%	*	83%
Soc Studies 2012	98%	98%	97%	*	96%	97%	*	*	*	*	73%	95%	*	94%
All Tests 2012	85%	87%	83%	*	77%	85%	*	*	*	*	31%	76%	*	68%
TAKS Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	92%	93%	92%	88%	86%	95%	> 99%	*	*	88%	82%	87%	22%	87%
Mathematics 2012	82%	84%	80%	> 99%	70%	86%	80%	*	*	75%	58%	75%	44%	64%
Science 2012	84%	86%	84%	75%	74%	90%	> 99%	*	*	88%	38%	77%	56%	70%
Soc Studies 2012	96%	96%	95%	88%	89%	98%	> 99%	*	*	> 99%	78%	92%	56%	90%
All Tests 2012	75%	77%	72%	75%	58%	79%	80%	*	*	63%	31%	62%	11%	51%
TAKS Commended Performance (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	23%	28%	20%	25%	12%	23%	40%	*	*	38%	2%	10%	< 1%	4%
Mathematics 2012	25%	30%	22%	13%	13%	26%	40%	*	*	38%	2%	10%	< 1%	4%
Science 2012	22%	28%	18%	13%	11%	22%	40%	*	*	25%	4%	9%	< 1%	3%
Soc Studies 2012	51%	58%	46%	63%	28%	55%	60%	*	*	50%	14%	30%	< 1%	23%
All Tests 2012	10%	13%	8%	13%	4%	10%	40%	*	*	25%	< 1%	2%	< 1%	1%
TAKS-M Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	79%	85%	90%	*	*	83%	*	*	*	*	90%	86%	*	89%
Mathematics 2012	66%	68%	67%	*	67%	67%	*	*	*	*	67%	64%	*	71%
Science 2012	55%	58%	17%	*	*	*	*	*	*	*	17%	*	*	17%
Soc Studies 2012	66%	70%	40%	*	*	*	*	*	*	*	40%	*	*	40%
All Tests 2012	50%	54%	58%	*	56%	60%	*	*	*	*	58%	45%	*	61%
TAKS Exit-Level Cumulative Pass Rate														
Class of 2012	93%	94%	88%	67%	81%	92%	*	*	*	*	39%	81%	43%	79%
Class of 2011 @	92%	93%	95%	86%	92%	98%	*	n/a	n/a	n/a	79%	92%	70%	91%
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	57%	57%	70%	*	61%	83%	*	*	*	*	63%	64%	20%	70%
Mathematics 2012	50%	48%	55%	*	51%	58%	*	*	*	*	45%	54%	44%	56%
Attendance Rate														
2010-11	95.7%	95.6%	95.6%	95.1%	95.8%	95.5%	96.1%	97.0%	97.6%	94.4%	94.6%	95.2%	97.1%	95.2%
2009-10	95.5%	95.2%	95.5%	94.4%	95.9%	95.3%	96.2%	96.4%	*	94.7%	94.3%	95.1%	96.9%	95.0%
Annual Dropout Rate (Gr 7-8)														
2010-11	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)														
2010-11	2.4%	2.1%	0.6%	0.0%	0.7%	0.7%	0.0%	0.0%	-	0.0%	1.2%	0.8%	0.0%	0.9%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2011-12 District Performance

District Name: MARBLE FALLS ISD
District #: 027904

Indicator:	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
4-Year Completion Rate (Gr 9-12)														
Class of 2011														
Graduated	n/a	n/a	96.7%	85.7%	97.9%	96.4%	*	*	-	*	91.2%	94.1%	100.0%	95.5%
Received GED	n/a	n/a	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%	0.0%
Continued HS	n/a	n/a	1.9%	0.0%	1.1%	2.4%	*	*	-	*	2.9%	3.7%	0.0%	2.3%
Dropped Out	n/a	n/a	1.5%	14.3%	1.1%	1.2%	*	*	-	*	5.9%	2.2%	0.0%	2.3%
4-Year Graduation Rate Without Exclusions (Gr 9-12)														
Class of 2011														
Class of 2011	85.9%	87.1%	96.7%	85.7%	97.9%	96.4%	*	*	-	*	91.2%	94.1%	100.0%	95.5%
Class of 2010 @	84.3%	85.5%	93.9%	100.0%	92.0%	94.2%	*	n/a	n/a	n/a	90.0%	93.1%	*	92.5%
5-Year Extended Graduation Rate Without Exclusions (Gr 9-12)														
Class of 2010 @														
Class of 2010 @	88.0%	89.0%	96.7%	100.0%	94.5%	97.4%	*	n/a	n/a	n/a	93.5%	96.0%	*	97.1%
Class of 2009 @	85.1%	86.1%	93.0%	100.0%	90.2%	93.9%	-	n/a	n/a	n/a	80.8%	89.8%	71.4%	91.3%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion														
2010-11														
2010-11	30.3%	31.5%	28.0%	11.1%	26.7%	29.8%	0.0%	57.1%	-	6.3%	6.8%	19.7%	48.0%	15.2%
2009-10														
2009-10	26.3%	27.3%	22.5%	6.1%	15.2%	27.1%	0.0%	100.0%	-	16.7%	2.0%	14.1%	5.1%	9.0%
RHSP/DAP Graduates														
Class of 2011														
Class of 2011	80.1%	79.7%	80.1%	83.3%	81.3%	80.0%	*	*	-	*	14.3%	72.9%	83.3%	56.1%
Class of 2010														
Class of 2010	82.7%	82.7%	78.9%	50.0%	77.6%	80.7%	-	*	-	*	18.5%	71.7%	20.0%	63.9%
AP/IB Results Tested														
2011														
2011	24.0%	31.8%	21.7%	0.0%	13.5%	26.2%	*	*	-	*	n/a	n/a	n/a	n/a
2010														
2010	22.7%	30.9%	19.1%	0.0%	17.0%	21.2%	-	*	-	0.0%	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2011														
2011	49.3%	61.0%	42.6%	-	60.0%	35.9%	-	*	-	-	n/a	n/a	n/a	n/a
2010														
2010	50.8%	61.6%	60.9%	-	53.6%	64.5%	-	*	-	-	n/a	n/a	n/a	n/a
Scores >= Criterion														
2011														
2011	45.2%	56.3%	34.9%	-	33.3%	33.8%	-	62.5%	-	-	n/a	n/a	n/a	n/a
2010														
2010	46.7%	57.5%	47.8%	-	37.5%	52.2%	-	*	-	-	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts 2012														
Eng Lang Arts 2012	61%	65%	53%	*	42%	57%	*	*	*	*	10%	40%	*	31%
2011														
2011	66%	70%	57%	33%	45%	64%	*	*	*	*	6%	47%	< 1%	40%
Mathematics 2012														
Mathematics 2012	73%	76%	61%	*	51%	67%	*	*	*	*	14%	48%	*	33%
2011														
2011	69%	72%	58%	33%	37%	69%	*	*	*	*	7%	46%	17%	31%
SAT/ACT Results Tested														
Class of 2011														
Class of 2011	68.9%	76.2%	67.4%	60.0%	60.0%	73.3%	*	*	-	*	n/a	n/a	n/a	n/a
Class of 2010														
Class of 2010	62.6%	66.3%	59.5%	33.3%	43.5%	69.0%	-	*	-	*	n/a	n/a	n/a	n/a
At/Above Criterion														
Class of 2011														
Class of 2011	25.7%	36.0%	27.3%	*	16.7%	32.7%	-	-	-	-	n/a	n/a	n/a	n/a
Class of 2010														
Class of 2010	26.9%	37.4%	28.8%	*	10.0%	35.6%	-	*	-	*	n/a	n/a	n/a	n/a
Average SAT Score														
Class of 2011														
Class of 2011	976	1023	980	*	932	1005	-	-	-	-	n/a	n/a	n/a	n/a
Class of 2010														
Class of 2010	985	1037	1012	*	891	1033	-	*	-	*	n/a	n/a	n/a	n/a
Average ACT Score														
Class of 2011														
Class of 2011	20.5	22.1	22.3	*	20.6	23.4	-	-	-	-	n/a	n/a	n/a	n/a
Class of 2010														
Class of 2010	20.5	22.0	21.0	*	18.8	22.2	-	*	-	*	n/a	n/a	n/a	n/a

Indicator:	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
College-Ready Graduates														
Eng Lang Arts														
Class of 2011	64%	69%	60%	33%	47%	69%	*	*	*	*	6%	48%	< 1%	22%
Class of 2010	66%	71%	61%	25%	48%	69%	*	*	*	*	17%	52%	*	36%
Mathematics														
Class of 2011	67%	72%	66%	40%	52%	75%	*	*	*	*	15%	50%	*	32%
Class of 2010	64%	69%	62%	13%	58%	68%	*	*	*	*	< 1%	62%	*	28%
Both Subjects														
Class of 2011	52%	58%	50%	20%	33%	61%	*	*	*	*	< 1%	35%	*	13%
Class of 2010	52%	59%	46%	13%	29%	57%	*	*	*	*	< 1%	38%	*	13%

STUDENT INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	4,054	100.0%	4,978,120	100.0%
Students By Grade:				
Early Childhood Education	14	0.3%	13,231	0.3%
Pre-Kindergarten	183	4.5%	224,322	4.5%
Kindergarten	302	7.4%	379,093	7.6%
Grade 1	304	7.5%	392,017	7.9%
Grade 2	284	7.0%	383,181	7.7%
Grade 3	288	7.1%	379,079	7.6%
Grade 4	318	7.8%	375,473	7.5%
Grade 5	298	7.4%	377,502	7.6%
Grade 6	309	7.6%	372,602	7.5%
Grade 7	300	7.4%	365,903	7.4%
Grade 8	311	7.7%	360,027	7.2%
Grade 9	315	7.8%	393,268	7.9%
Grade 10	296	7.3%	346,573	7.0%
Grade 11	297	7.3%	322,783	6.5%
Grade 12	235	5.8%	293,066	5.9%
Ethnic Distribution:				
African American	76	1.9%	637,934	12.8%
Hispanic	1,629	40.2%	2,530,789	50.8%
White	2,264	55.8%	1,520,320	30.5%
American Indian	12	0.3%	22,224	0.4%
Asian	25	0.6%	176,755	3.6%
Pacific Islander	9	0.2%	6,227	0.1%
Two or More Races	39	1.0%	83,871	1.7%
Economically Disadvantaged	2,462	60.7%	3,008,464	60.4%
Non-Educationally Disadvantaged	1,592	39.3%	1,969,656	39.6%
Limited English Proficient (LEP)	520	12.8%	837,536	16.8%
Students w/Disciplinary Placements (2010-11)	125	2.8%	89,719	1.8%
At-Risk	1,809	44.6%	2,262,066	45.4%
Graduates (Class of 2011):				
Total Graduates	267	100.0%	290,581	100.0%
By Ethnicity (incl. Special Ed.):				
African American	6	2.2%	38,755	13.3%
Hispanic	91	34.1%	127,746	44.0%
White	165	61.8%	107,597	37.0%
American Indian	1	0.4%	1,430	0.5%
Asian	2	0.7%	10,468	3.6%
Pacific Islander	0	0.0%	406	0.1%
Two or More Races	2	0.7%	4,179	1.4%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	53	19.9%	57,772	19.9%
Recommended H.S. Pgm./DAP	214	80.1%	232,809	80.1%
Special Education Graduates	28	10.5%	26,142	9.0%

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Retention Rates By Grade:	---Non-Special Education Rates---		----Special Education Rates----	
	District	State	District	State
Kindergarten	0.4%	2.2%	3.2%	10.3%
Grade 1	1.2%	4.7%	10.7%	8.8%
Grade 2	1.6%	2.8%	0.0%	4.0%
Grade 3	0.7%	1.9%	0.0%	1.7%
Grade 4	0.4%	1.0%	0.0%	0.9%
Grade 5	0.8%	1.2%	0.0%	1.1%
Grade 6	0.0%	0.7%	0.0%	1.0%
Grade 7	0.0%	1.0%	0.0%	1.2%
Grade 8	0.0%	1.1%	0.0%	1.8%

Data Quality:	-----District-----		-----State-----	
	Count	Percent	Count	Percent
PID Errors (student)	4	0.1%	4,268	0.1%
Underreported Students	12	0.6%	8,149	0.4%

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	District	State
Elementary: Kindergarten	19.5	19.4
Grade 1	20.6	19.4
Grade 2	18.3	19.3
Grade 3	16.8	19.4
Grade 4	16.8	19.6
Grade 5	18.7	21.8
Grade 6	20.1	21.0
Mixed Grades	-	23.2
Secondary: English/Language Arts	17.6	17.3
Foreign Languages	19.3	19.0
Mathematics	17.9	17.8
Science	22.1	19.0
Social Studies	23.4	19.5

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STAFF INFORMATION

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Staff:	466.0	100.0%	637,847.6	100.0%
Professional Staff:	358.7	77.0%	406,954.3	63.8%
Teachers	287.3	61.6%	324,144.6	50.8%
Professional Support	46.1	9.9%	57,782.9	9.1%
Campus Administration (School Leadership)	15.9	3.4%	18,480.5	2.9%
Central Administration	9.5	2.0%	6,546.3	1.0%
Educational Aides:	59.9	12.8%	58,114.0	9.1%
Auxiliary Staff:	47.4	10.2%	172,779.4	27.1%
Total Minority Staff:	66.8	14.3%	284,793.9	44.6%
Teachers by Ethnicity and Sex:				
African American	7.0	2.4%	29,897.0	9.2%
Hispanic	29.8	10.4%	79,115.8	24.4%
White	248.5	86.5%	205,476.3	63.4%
American Indian	2.0	0.7%	1,310.3	0.4%
Asian	0.0	0.0%	4,281.5	1.3%
Pacific Islander	0.0	0.0%	255.6	0.1%
Two or More Races	0.0	0.0%	3,808.1	1.2%
Males	60.1	20.9%	75,126.8	23.2%
Females	227.2	79.1%	249,017.7	76.8%
Teachers by Highest Degree Held:				
No Degree	1.0	0.3%	2,533.2	0.8%
Bachelors	242.6	84.5%	245,911.1	75.9%
Masters	43.6	15.2%	73,951.5	22.8%
Doctorate	0.0	0.0%	1,748.8	0.5%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	14,993.4	4.6%
1-5 Years Experience	63.6	22.1%	92,933.8	28.7%
6-10 Years Experience	58.1	20.2%	72,188.9	22.3%
11-20 Years Experience	94.5	32.9%	86,121.9	26.6%
Over 20 Years Experience	71.1	24.8%	57,906.6	17.9%
Number of Students per Teacher:	14.1	n/a	15.4	n/a

STAFF INFORMATION (Continued)

	-----District-----	-----State-----
Average Years Experience of Teachers:	13.8 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:	8.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	-	\$40,911
1-5 Years Experience	\$40,752	\$43,669
6-10 Years Experience	\$44,061	\$46,224
11-20 Years Experience	\$48,899	\$50,064
Over 20 Years Experience	\$56,150	\$58,031
Average Actual Salaries (regular duties only):		
Teachers	\$47,912	\$48,375
Professional Support	\$55,761	\$56,219
Campus Administration (School Leadership)	\$68,472	\$70,510
Central Administration	\$87,427	\$89,811
Turnover Rate for Teachers:	7.4%	12.6%
Instructional Staff Percent:	78.5%	64.1%
STAFF EXCLUSIONS:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,127.0
Educational Aides	0.0	243.3
Auxiliary Staff	0.0	5,645.2
Contracted Instructional Staff:	0.0	1,645.5

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TAX INFORMATION (CALENDAR YEAR 2011)	-----District-----		-----State-----	
	Amount	Percent/Rate	Amount	Percent/Rate
Adopted Tax Rate				
Maintenance and Operations	n/a	\$1.040	n/a	\$1.068
Interest and Sinking Fund #	n/a	\$0.250	n/a	\$0.176

Total Rate (sum of above)	n/a	\$1.290	n/a	\$1.244
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	\$2,861,156,663	n/a	\$1,690,489,426,471	n/a
Value Per Pupil @@	\$705,761	n/a	\$350,982	n/a
Value by Category				
Business	\$511,609,535	15.8%	\$639,734,150,838	33.4%
Residential	\$2,190,491,704	67.9%	\$1,038,335,809,563	54.3%
Land	\$506,759,559	15.7%	\$119,810,477,646	6.3%
Oil and Gas	\$76,668	0.0%	\$106,030,002,840	5.5%
Other	\$19,006,686	0.6%	\$9,779,930,582	0.5%

FUND BALANCE INFORMATION

Fund Balance (End of Year 2010-11 audited)	\$3,906,034	n/a	\$8,258,499,819	n/a
Percent of Total Budgeted Expenditures (2011-12)	n/a	10.2%	n/a	21.8%

ACTUAL REVENUE INFORMATION (2010-11)

	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student

By Source:

Total Revenues	\$35,032,475	100.0%	\$8,633	\$46,885,939	100.0%	\$11,554	\$50,770,708,285	100.0%	\$10,339
Local Tax	\$26,191,055	74.8%	\$6,454	\$33,372,993	71.2%	\$8,224	\$20,648,735,864	40.7%	\$4,205
Other Local & Intermediate	\$602,542	1.7%	\$148	\$1,461,513	3.1%	\$360	\$2,031,853,322	4.0%	\$414
State +	\$7,906,323	22.6%	\$1,948	\$8,106,684	17.3%	\$1,998	\$22,049,377,762	43.4%	\$4,490
Federal	\$332,555	0.9%	\$82	\$3,944,749	8.4%	\$972	\$6,040,741,337	11.9%	\$1,230
Equity Transfers (excluded from revenues)	\$3,885,871	n/a	\$958	\$3,885,871	n/a	\$958	\$1,034,195,645	n/a	\$211

ACTUAL EXPENDITURE INFORMATION (2010-11)

By Object:

Total Expenditures	\$33,480,421	100.0%	\$8,250	\$44,734,868	100.0%	\$11,024	\$54,733,921,383	100.0%	\$11,146
Payroll Costs	\$28,161,800	84.1%	\$6,940	\$29,682,430	66.4%	\$7,315	\$34,311,016,757	62.7%	\$6,987
Other Operating Costs	\$4,884,798	14.6%	\$1,204	\$7,485,443	16.7%	\$1,845	\$9,060,357,014	16.6%	\$1,845
Debt Service	\$0	0.0%	\$0	\$6,663,786	14.9%	\$1,642	\$5,344,363,919	9.8%	\$1,088
Capital Outlay	\$433,823	1.3%	\$107	\$903,209	2.0%	\$223	\$6,018,183,693	11.0%	\$1,226

ACTUAL EXPENDITURE INFORMATION (continued)	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function (Objects 6100-6400 only):									
Total Operating Expenditures	\$32,932,667	100.0%	\$8,115	\$37,008,942	100.0%	\$9,120	\$42,804,942,407	100.0%	\$8,717
Instruction (11,95)	\$18,469,050	56.1%	\$4,551	\$20,355,940	55.0%	\$5,016	\$24,850,834,243	58.1%	\$5,061
Instructional-Related Services (12,13)	\$659,217	2.0%	\$162	\$724,967	2.0%	\$179	\$1,487,980,138	3.5%	\$303
Instructional Leadership (21)	\$710,130	2.2%	\$175	\$735,439	2.0%	\$181	\$633,188,477	1.5%	\$129
School Leadership (23)	\$2,043,023	6.2%	\$503	\$2,059,727	5.6%	\$508	\$2,416,161,985	5.6%	\$492
Support Services-Student (31,32,33)	\$1,577,448	4.8%	\$389	\$1,618,088	4.4%	\$399	\$2,050,747,085	4.8%	\$418
Student Transportation (34)	\$1,655,261	5.0%	\$408	\$1,655,261	4.5%	\$408	\$1,203,209,454	2.8%	\$245
Food Services (35)	\$0	0.0%	\$0	\$1,884,374	5.1%	\$464	\$2,299,738,035	5.4%	\$468
Cocurricular Activities (36)	\$1,404,633	4.3%	\$346	\$1,442,049	3.9%	\$355	\$1,156,668,526	2.7%	\$236
Central Administration (41,92 **)	\$987,042	3.0%	\$243	\$987,430	2.7%	\$243	\$1,336,156,478	3.1%	\$272
Plant Maintenance and Operations (51)	\$4,288,980	13.0%	\$1,057	\$4,288,980	11.6%	\$1,057	\$4,423,322,992	10.3%	\$901
Security and Monitoring Services (52)	\$74,731	0.2%	\$18	\$84,347	0.2%	\$21	\$330,934,637	0.8%	\$67
Data Processing Services (53)	\$1,063,152	3.2%	\$262	\$1,172,340	3.2%	\$289	\$616,000,357	1.4%	\$125
Community Services (61)	\$113,931	n/a	\$28	\$134,739	n/a	\$33	\$209,373,294	n/a	\$43
Equity Transfers (excluded from expenditures)	\$3,885,871	n/a	\$958	\$3,885,871	n/a	\$958	\$1,034,195,645	n/a	\$211
Instructional Expenditure Ratio (11,12,13,31)		60.0%						64.8%	

ACTUAL PROGRAM EXPENDITURE INFORMATION (2010-11)

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By Program:									
Total Operating Expenditures	\$24,826,364	100.0%	\$6,118	\$26,718,271	100.0%	\$6,584	\$32,209,900,270	100.0%	\$6,559
Bilingual/ESL Education (25)	\$1,650,077	6.6%	\$407	\$1,712,210	6.4%	\$422	\$1,150,211,353	3.6%	\$234
Career & Technical Education (22)	\$605,406	2.4%	\$149	\$651,364	2.4%	\$161	\$1,080,000,452	3.4%	\$220
Accelerated Education (24,30)	\$1,775,771	7.2%	\$438	\$2,818,103	10.5%	\$694	\$4,124,466,726	12.8%	\$840
Gifted & Talented Education (21)	\$341,413	1.4%	\$84	\$341,413	1.3%	\$84	\$406,931,100	1.3%	\$83
Regular Education (11)	\$14,454,785	58.2%	\$3,562	\$14,466,799	54.1%	\$3,565	\$18,850,503,238	58.5%	\$3,839
Special Education (23)	\$3,733,724	15.0%	\$920	\$4,462,989	16.7%	\$1,100	\$5,123,262,630	15.9%	\$1,043
Athletics/Related Activities (91)	\$1,234,551	5.0%	\$304	\$1,234,551	4.6%	\$304	\$796,806,151	2.5%	\$162
High School Allotment (31)	\$264,352	1.1%	\$65	\$264,352	1.0%	\$65	\$323,890,152	1.0%	\$66
Other (26,28,29)	\$766,285	3.1%	\$189	\$766,490	2.9%	\$189	\$353,828,468	1.1%	\$72

PROGRAM INFORMATION

PROGRAM INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	531	13.1%	809,074	16.3%
Career & Technical Education	924	22.8%	1,072,030	21.5%
Gifted & Talented Education	293	7.2%	381,706	7.7%
Special Education	437	10.8%	430,350	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	17.0	5.9%	17,231.0	5.3%
Career & Technical Education	10.5	3.6%	13,232.7	4.1%
Compensatory Education	8.0	2.8%	9,285.6	2.9%
Gifted & Talented Education	6.8	2.4%	6,191.5	1.9%
Regular Education	218.7	76.1%	238,754.3	73.7%
Special Education	20.4	7.1%	28,977.2	8.9%
Other	5.8	2.0%	10,472.3	3.2%

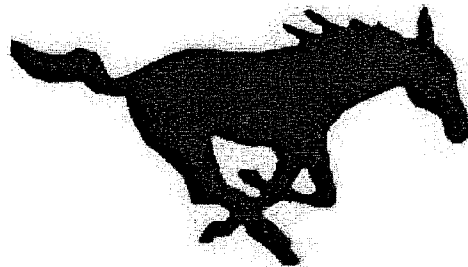
Indicator:	State	Region 13	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP
TAKS Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	92%	93%	92%	*	*	*	*	*	22%	29%	*	*	22%	22%
Mathematics 2012	82%	84%	80%	*	*	*	*	*	44%	57%	*	*	44%	44%
Science 2012	84%	86%	84%	*	*	*	*	*	56%	57%	*	*	56%	56%
Soc Studies 2012	96%	96%	95%	*	*	*	*	*	56%	57%	*	*	56%	56%
All Tests 2012	75%	77%	72%	*	*	*	*	*	11%	14%	*	*	11%	11%
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	57%	57%	70%	*	*	*	*	*	20%	*	*	*	20%	20%
Mathematics 2012	50%	48%	55%	*	*	*	*	*	44%	57%	*	*	44%	44%

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'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.
 '#' The \$0.176 includes 213 districts with an Interest and Sinking (I & S) tax rate of \$0.000. Among districts with I & S tax rates, the state average is \$0.222.
 '@@' Not used for School Funding calculations.
 '***' Function 81, for charter schools only, is included in the Central Administration Total Operating Expenditure.
 '+' For this district, state revenue includes \$1,134,423 from the State Fiscal Stabilization Fund, distributed under the Federal American Recovery and Reinvestment Act.

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**Marble Falls Independent School District
District Improvement Plan
2012 – 2013**



Learners Today... Leaders Tomorrow... Mustangs Forever!

Mission Statement

The mission of 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.

Marble Falls ISD District Goals 2012 – 2013

- I.* **MFISD will** build strong, vital relationships within our diverse communities.
- II.* **MFISD will** embrace innovative applications of technology with primary focus on student immersion.
- III.* **MFISD will** cultivate opportunities for student participation that extend beyond the classroom
- IV.* **MFISD will** ensure all students receive exceptional instruction through inspired learning experiences
- V.* **MFISD will** promote personal wellness and healthy choices.
- VI.* **MFISD will** exemplify strength of character.
- VII.* **MFISD will** provide a safe and drug-free environment.

State Board of Education Mission, Goals and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas Citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed and retained.

OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

District Executive Improvement Committee (CEIC)

DEIC Position	2012-2013	DEIC Position	2012-2013
District Admin/Chairperson	Eric Penrod	Teacher-MF Middle School	Karmen Tindell
Community	Nancy Herrington	Teacher-MF Middle School	Cara Wilson
Parent	Norma Jean Jackson	Teacher-MF Middle School	Megan Goodman
Parent	Joe Atkinson	Teacher-MF Elementary	Erika O'Connor
Business	Jeff Bingham	Teacher-MF Elementary	Michelle Northam
Admin. – District Level	Susan Maughan	Teacher-MF Elementary	Diane Arredondo
Administrator At-large	Melissa Fields	Teacher-Colt Elem. School	Rebecca Sparks
At-Large Classroom Teacher	Angie Kramm	Teacher-Colt Elem. School	Cristi Graham
Non-Teaching Prof. Elementary	Dana Green	Teacher-Colt Elem. School	Bea Jakubec
Non-Teaching Prof. Secondary	Becky Beal	Teacher-H L Elementary School	Maggie Deaver
Teacher- Falls Career H S	Brenda Lusby	Teacher-Spicewood Elementary	Sonya Smith
Teacher-MF High School	David Smith	Teacher-Spicewood Elementary	Therese Shields
Teacher-MF High School	Amy Evans	Teacher-Spicewood Elementary	Valerie Wleczyk

Marble Falls ISD Board of Trustees

Rick Edwards – President

Kevin Naumann – Vice President

Craig Mabrary – Secretary

Mike Savage – Member At Large

Karl Westerman – Member At Large

Tommy Chaney – Member At Large

Kelly Fox, Ph. D. – Member At Large

Goal I: Marble Falls ISD will build strong, vital relationships within our diverse communities.

Performance Objectives: MFISD will support interactive parent, community and student partnerships; MFISD will support involvement by providing accessible avenues of communication to improve student performance.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal I includes: *Sky Alert* and *Family Access* reports.

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff; DEIC Fall Staff Survey

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Maintain a volunteer program at each campus.	NA	Campus Principals	2012 – 2013 SC
	2. Continue to utilize the SkyAlert system to communicate weather alerts, school news and special events to families; add attendance notification.	District Budget Included in cost of Skyward	District/Campus Administrators	2012 – 2013 SC
	3. Review online registration process; implement changes as needed for upcoming school year.	Included in cost of Skyward	Technology Dept, C&I Dept, Campus Administrators	2012 – 2013 SC
	4. Maintain district website to include current/up-to-date/easily navigated information.	NA	District Web Manager, District Departments, and Campuses	2012 – 2013 SC
	5. Purchase and distribute <i>The Home and School Connection</i> newsletter for all students attending Title I schools.	Title I, Part A	C&I Dept.	2012 – 2013 SC
	6. Continue superintendent updates with stakeholder groups including city councils, service organizations and local news media.	NA	Superintendent	2012 – 2013 SC
	7. Create and provide DEIC and CEIC training for all new members.	NA	C&I Dept, Campus Principals	2012 – 2013 SC
	8. Host a parent orientation for the school year, scheduled at different dates for elementary, middle school, and high	NA	Principals	2012 – 2013 SC

	<p>school to accommodate multi-sibling families.</p> <p>9. Provide tours of district facilities to interested community and business partners.</p> <p>10. Recognize campus-level and district-level volunteers and mentors throughout the school year.</p> <p>11. Maintain up-to-date volunteer liaison contact information and volunteer opportunities on campus and district websites.</p> <p>12. Offer transitional activities for all students in 5th and 8th grade to prepare for 6th and 9th grade.</p> <p>13. Continue to communicate consistently with students, parents, community and business partners through the use of:</p> <ul style="list-style-type: none"> • MFISD Website • Local News Media • Family Access/SkyAlert • Newsletters • Daily Announcements • District Twitter Accounts <p>14. Consider options for district volunteer liaison program for future implementation.</p> <p>15. Provide a list of community resources available to parents and students through the district website and each campus office.</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>District Budget</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>DEIC Representatives and Administrators</p> <p>District/Campus Administrators</p> <p>District Web Manager, Campus Administrators</p> <p>C&I Dept, Campus Administrators</p> <p>District/Campus Administrators</p> <p>C&I Dept, Campus Administrators</p> <p>Exec. Dir. Of Student Services, Campus Administrators</p>	<p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p>
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Goal II: Marble Falls ISD will embrace innovative applications of technology with primary focus on student immersion.

Performance Objectives: MFISD will embrace innovative applications of technology in order to achieve academic excellence in a 21st century learning environment.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal II includes: District Technology Plan & STAR chart reports

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff; DEIC Fall Staff Survey, STAR chart reports, technology assessment results, professional technology proficiency reports

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Host a district-wide technology showcase with student and staff representatives from throughout the district.	District Budget	C&I Dept, Campus Administration	2012 – 2013 SC
	2. Implement the technology teacher cohort program on campuses throughout the district.	District Budget	C&I Dept, Campus Administration	2012 – 2013 SC
	3. Continue to increase the current computer-to-student ratio in conjunction with campus and district technology plans.	District/Campus Budgets	Technology Dept, C&I Dept, Campus Administrators	2012 – 2013 SC
	4. Acquire and distribute online resources in the areas of secondary fine arts & elective courses offered by the district.	District Budget	IT Coordinator, Advanced Academics Coordinator	2012 – 2013 SC
	5. Continue to increase utilization and understanding of online communication tools such as email, blogs and social networking sites (ex. Project Share).	NA	C&I Dept, Technology Dept.	2012 – 2013 SC
	6. Provide training and guidelines to all staff on appropriate use of online communication tools.	NA	District/Campus Administrators, Technology Dept.	2012 – 2013 SC
	7. Implement MFISD Professional Technology Proficiency Standards based on state standards of technology integration.	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
	8. Provide specialized training based on individual needs with the expectation that all staff will implement acquired knowledge into the teaching and learning process;	District Budget	C&I Dept, Campus Administrators, Technology Dept.	2012 – 2013 SC

	<p>trainings will be scheduled and implemented to align with MFISD Professional Technology Proficiency Standards.</p> <p>9. Continue to increase technology integration and productivity skills through routine campus and district level trainings and workshops.</p> <p>10. Update District Technology Plan to include a timeline for technology upgrades, basic hardware installation and the establishment of a technical support response system.</p> <p>11. Conduct a district-wide technology inventory review in order to determine future needs.</p> <p>12. Implement campus technology support model designating a lead tech representative (“tech rep”) on each campus.</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>C&I Dept, Technology Dept.</p> <p>Director of Informational Technology</p> <p>Coordinator of Instructional Technology, Director of Informational Technology</p> <p>Coordinator of Instructional Technology, Director of Informational Technology, Campus Administrators</p>	<p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p>
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Goal III: Marble Falls ISD will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objectives: MFISD will support student participation in areas outside of the classroom.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal III includes: Extracurricular participation reports, SkyAlert reports

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff; Participation summaries

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Inform all students and parents of all district student participation opportunities through newsletters, announcements, websites and campus displays.	NA	District/Campus Administrators	2012 – 2013 SC
	2. Partner with civic organizations to provide service opportunities for elementary and secondary students.	NA	District/Campus Administrators	2012 – 2013 SC
	3. Continue to provide students opportunities to participate in events based on their interests such as: <ul style="list-style-type: none"> • Technology Showcase • Fine Arts Fairs/Shows • UIL Academic & Athletic Events • Challenge Labs (elem) • Science Fairs • Talent Shows • Destination Imagination • Campus Clubs/Groups 	NA	District/Campus Administrators	2012 – 2013 SC
	4. Utilize district student survey results to implement additional participation opportunities for students based on interest.	District Budget	C&I Dept, Campus Administrators	2012 – 2013 SC
	5. Offer mentoring programs for students (i.e. PALS).	NA	District/Campus Administrators	2012 – 2013 SC
	6. Establish student-to-student mentoring at elementary campuses district-wide.	NA	District/Campus Administrators	2012 – 2013 SC

Goal IV: Marble Falls ISD will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objectives: MFISD will provide targeted professional development to enhance individualized instruction; MFISD will use data and instructional best practices to increase the number of met standard and commended performance in each subgroup on the Texas Assessment of Knowledge and Skills (TAKS).

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal IV includes: Curriculum-based assessments, reports on professional development, Response to Intervention (RTI), mentor program and CScope online curriculum.

Summative Evaluations: STAAR, TAKS (grades 10-11), Telpas, PEIMS, AYP, PBMAS, AEIS, professional development evaluation and DEIC Spring Survey – Parents, Students & Staff.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Update District 3-Year Professional Development Plan to meet the current needs of staff.	NA	C&I Dept, Campus Administrators, DEIC	2012 – 2013 SC
	2. Provide ongoing instruction in the areas of reading, writing, math, science and social studies to support the transition to STAAR.	District Budget Title Funds	C&I Dept, Campus Administrators	2012 – 2013 SC
	3. Provide STAAR training and informational sessions for students, staff and parents.	NA	C&I Dept.	2012 – 2013 SC
	4. Provide all teachers strategies of data-driven decision making (i.e. Kilgo training).	District Budget	C&I Dept.	2012 – 2013 SC
	5. Continue to provide New Teacher Mentor/Induction Program.	Materials: <i>Mentoring in the 21st Century</i>	C&I Dept.	2012 – 2013 SC
	6. Establish secondary level RTI committee for continuous improvement of district RTI process; update process in order to meet current needs.	NA	C&I Dept, Secondary Campus Administrators & Counselors	2012 – 2013 SC
	7. Continue to offer summer professional development opportunities free to district employees; focus on technology integration and STAAR/EOC.	District Budget	C&I Dept.	2012 – 2013 SC

8. Conduct 2012 Administrator Academy for all campus administrators.	NA	District Administrators	2012 – 2013 SC
9. Expand district-level support for CScope curriculum and instruction through: <ul style="list-style-type: none"> • District Training • CScope State Conference • ESC Workshops 	District Budget	C&I Dept.	2012 – 2013 SC
10. Expand opportunities for staff usage of PD 360 online resources.	NA	C&I Dept, Campus Administrators	2012 – 2013 SC
11. Review current bilingual program to ensure program meets the needs of students.	NA	C&I Dept, Administrators and Staff of Highland Lakes and Colt Elementary	2012 – 2013 SC
12. Maintain 100% CScope alignment in all core areas district-wide.	NA	C&I Dept, Campus Administrators	2012 – 2013 SC
13. Provide ongoing support for implementation of new social studies TEKS to include professional development for new social studies TEKS.	District Budget	C&I Dept, Campus Administrators	2012 – 2013 SC
14. Provide necessary training and resources to ensure students receive instruction in Science TEKS “gap” areas created by the transition to new science TEKS.	District Budget	C&I Dept, Campus Administrators	2012 – 2013 SC
15. Provide training to professional staff in innovative approaches to differentiated instruction (i.e. iCamp, iLearn).	District Budget	C&I Dept.	2012 – 2013 SC
16. Research and design an after-school academic learning environment at the middle school level for possible implementation in the 2012-2013 school year.	NA	C&I Dept, Secondary Campus Administrators	2012 – 2013 SC
17. Implement and follow an Advanced Academic Model at the secondary level targeting improving student performance and participation in the AP program.	NA	C&I Dept, Secondary Campus Administrators, Advanced Academic Improvement Team	2012 – 2013 SC

18. Provide opportunities for collaboration across campuses by grade level and subject areas.	NA	C&I Dept, Campus Administrators	2012 – 2013 SC
19. Participate in the ESC Principal Network to support campus administrators in the areas of student instruction, drop-out prevention, discipline management, and general campus administration.	District Budget	Campus Administrators	2012 – 2013 SC
20. Provide members of the district dyslexia team with ongoing training to best serve the needs of students identified for the district dyslexia program.	District Budget	Dyslexia Coordinator	2012 – 2013 SC
21. Continue to offer purposeful professional development opportunities based on the MFISD needs assessment and the MFISD Strategic plan adopted June 2010.	District Budget Title Funds	C&I Dept.	2012 – 2013 SC
22. Offer campus incentives for increased student and staff attendance in an effort to maximize learning opportunities for students.	District Budget	Superintendent, Asst. Supt. of Operations	2012 – 2013 SC
23. Recruit and retain highly qualified teachers for high need areas distributed equitably among campuses.	Title II, Part A,	HR Dept.	2012 – 2013 SC
24. Target each accountability subgroup's performance on all TAKS tests with percentages below 90% with emphasis on TAKS to STAAR transition.	NA	C&I Dept, Campus Administrators	2012 – 2013 SC
25. Provide training meet the needs of students in the areas of GT, SPED, ELL & Bilingual.	District Budget Title Funds	District/Campus Administrators	2012 – 2013 SC
26. Review the current human sexuality curriculum to ensure the current program best serves the needs of MFISD; make any recommendations for any program changes to MFISD Board of Trustees for approval.	NA	SHAC	2012 – 2013 SC

	<p>27. Provide middle school and high school students information about higher education, Texas grant programs, curriculum choices, higher education admissions, and financial aid in conjunction with <i>Education Go Get It!</i> Week.</p> <p>28. Review current DAEP processes and procedures to ensure the program is continuing to best meet the needs of the district; implement necessary changes for improvement.</p> <p>29. Review current student transfer system to ensure the program is continuing to best meet the needs of the district; implement necessary changes for improvement</p>	<p>NA</p> <p>NA</p> <p>NA</p>	<p>Secondary Counselors</p> <p>District/Campus Administrators</p> <p>District Administrators</p>	<p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p>
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Goal V: Marble Falls ISD will promote personal wellness and healthy choices.

Performance Objective: MFISD will promote personal wellness and healthy choices to enhance student learning.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal V includes: Food service dept. reports, wellness campaign reports

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff, Fitnessgram results

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Expand opportunities for staff to receive health information, support programs and in-services.	District Budget	C&I Dept.	2012 – 2013 SC
	2. Promote healthy choices by offering nutritional food choices and healthy snack alternatives; limit non-nutritional snacks to one day a week at elementary campuses.	NA	Campus Administrators & Food Service Dept.	2012 – 2013 SC
	3. Continue to offer wellness campaign for district employees; establish incentive award for campus with highest participation rate.	NA	District Wellness Coordinator	2012 – 2013 SC
	4. Continue to provide health and wellness information pertaining to student well-being to parents and caretakers.	NA	Campus Administrators & Campus Nurses	2012 – 2013 SC
	5. Implement current best practices in health instruction at the middle school level.	NA	C&I Dept. & MFMS Campus Administrators	2012 – 2013 SC
	6. Assess students in grades 3-12 physical education classes using the Fitnessgram testing program; provide results to parents/guardians at the end of the year.	NA	C&I Dept, Campus Administrators & PE Staff	2012 – 2013 SC
	7. Update the food service component in the DEIC Spring Survey to solicit input for district managed food service department.	NA	C&I Dept.	2012 – 2013 SC

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Goal VI: Marble Falls ISD will exemplify strength of character.

Performance Objective: MFISD will promote strength of character to enhance student learning.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal VI includes: reports on character education

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Review character curriculum to ensure a uniform and aligned curriculum including developmentally appropriate strategies for grades PK-12.	NA	C&I Dept, Campus Administrators	2012 – 2013 SC
	2. Ensure character education visuals are displayed in every PK-12 classroom.	District Budget	C&I Dept, Campus Administrators	2012 – 2013 SC
	3. Explore possibilities for student-to-student and community-to-student mentorships promoting positive character development.	NA	C&I Dept	2012 – 2013 SC
	4. Recognize and honor students who exemplify strength of character.	NA	District & Campus Administrators	2012 – 2013 SC
	5. Ensure all campuses prominently display character education visuals in common areas.	District Budget	C&I Dept, Campus Administrators	2012 – 2013 SC
	6. Provide professional development in the area of character education.	District Budget	C&I Dept.	2012 – 2013 SC
	7. Provide training to all professional staff on character education.	NA	Campus Administrators/Counselors	2012 – 2013 SC

Goal VII: Marble Falls ISD will provide a safe and drug-free environment.

Performance Objective: MFISD will provide a safe, drug-free environment that supports student performance.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal VII Focus includes: drug testing reports, and TBSI campus plans.

Summative Evaluations: Yearly drug testing report, final TBSI plans, and DEIC Spring Survey – Parents, Students & Staff.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Implement ISS 2, an intermediary step between campus based ISS and off-campus EPIC.	NA	Campus Administrators	2012 – 2013 SC
	2. Perform monthly campus security walk-thrus.	NA	Asst. Supt. of Operations, Safe and Drug-Free Schools Coordinator	2012 – 2013 SC
	3. Implement strategies to decrease the number of special education DAEP/ISS placements.	NA	Exec. Director of Special Services, Campus Administrators	2012 – 2013 SC
	4. Continue to provide TBSI (Texas Behavior Support Initiative) program training and program implementation/support on all campuses.	NA	Exec. Director of Special Services, Campus Administrators	2012 – 2013 SC
	5. Provide curriculum and instruction for dating violence awareness and explanation of sexual abuse in accordance with Board Policy [FFH (LEGAL and LOCAL)] and Code of Conduct.	NA	Secondary Counselors, Health Teachers and Campus Administrators	2012 – 2013 SC
	6. Continue transition plans for students returning to home campuses from DAEP.	NA	Director of Special Services, Campus Administrators	2012 – 2013 SC
	7. Continue to implement suicide prevention program approved by MFISD Board of Trustees.	NA	District Counselors	2012 – 2013 SC
	8. Continue to follow the MFISD Safety Plan including procedures to ensure no harm to self or others (i.e. bullying, suicide, threats of violence).	NA	District/Campus Administrators, District/Campus Counselors	2012 – 2013 SC
	9. Provide updated information to address unwanted	NA	District/Campus	2012 – 2013 SC

	<p>physical and verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. [FNC(LEGAL and LOCAL)] and Code of Conduct.</p>		<p>Administrators, District/Campus Counselors</p>	
	<p>10. Provide information to increase staff awareness of issues regarding sexual abuse of children and warning signs of sexual abuse.</p>	<p>NA</p>	<p>Counseling Coordinator, District Crisis Counselor, Director of Special Services</p>	<p>2012 – 2013 SC</p>
	<p>11. Update and distribute MFISD Crisis Management Plan to all campuses and departments.</p>	<p>NA</p>	<p>Safe and Drug-Free Schools Coordinator</p>	<p>2012 – 2013 SC</p>
	<p>12. Utilize the Raptor system of visitor identification at all campuses.</p>	<p>Raptor System</p>	<p>Campus Office Personnel</p>	<p>2012 – 2013 SC</p>
	<p>13. Establish a bullying prevention review committee to investigate bullying prevention programs and make recommendations on any changes or additions needed to MFISD current bullying prevention plan.</p>	<p>NA</p>	<p>C&I Dept, DEIC</p>	<p>2012 – 2013 SC</p>

**Fund Totals
2012 – 2013**

Source	Amount	Description
Title I, Part A	806,010	Education for the disadvantage
Title II, Part A	127,139	Teacher professional development, recruitment and retention
Title III, Part A (LEP)	57,089	Education for students with Limited English Proficiency
State Comp. Ed.	2,489,418 (85% required to be for direct instruction)	State money to be used for at-risk students
TTIPS Grant (High School Only)	1,560,000	Federal money to be used for transformation at the high school

Glossary of Terms

AP - Advanced Placement
CEIC - Campus Educational Improvement Committee
CScope - Curriculum utilized by MFISD for K-12 core subjects; supported by Region XIII ESC
CTE - Career and Technical Education
DAEP - District Alternative Educational Placement
DEIC - District Educational Improvement Committee
ELL - English Language Learner
EOC - End of Course Exams; replacing TAKS for grades 9 & 10
ESC - Educational Service Center
ESL - English as a Second Language
FCP – Focus Curriculum Project
ISS - In-School Suspension
PALS - Peer Assistance and Leadership Service
PD 360 - Online professional development program; individualized development available on-demand
RTI - Response to Intervention
SHAC - School Health Advisory Committee
STAAR - State of Texas Assessments of Academic Readiness; replacing current assessment system 2011
TAKS - Texas Assessment of Knowledge and Skills
TBA – TEKS Based Assessment
TTIPS – Texas Title I Priority Schools Grant
TEKS - Texas Essential Knowledge and Skills
TBSI - Texas Behavioral Support Initiative
UIL - University of Interscholastic League

2012 – 2013 Guiding Documents

FOCUSED LEARNING

Alignment

- A₁** All instruction, student work, and assessment are aligned with the TEKS in
- Content
 - Context
 - Concept
- A₂** Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Engagement

- E₁** Students know what they are to learn and what steps they need to take to learn it.
- E₂** Students have a “voice” in the classroom each day.
- E₃** Student grades are indicators of mastery of the TEKS.

Marble Falls Independent School District
Department of Academic Programs
District Shared Vision

- I. **Learning as Our Fundamental Purpose** – We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning. The priorities for our shared vision will include the following (Dufour, R.; Marzano, R., 2011):
- a. Continued development and implementation of TEKS based assessments on prioritized TEKS and SE at least four times a year according to the district's FCP plan. (A1, A2)
 - b. Every teacher will write the TEKS and SE verbiage on the board. Keep original language. This provides the basis for building academic vocabulary that is aligned K-12. (A1, E1)
 - c. Classroom processes will be posted and adhered to. The classroom processes will be developed at the campus level. (E1)
 - d. Use CScope/ FCP documents to plan curriculum, such as YAG, VAD, IFD and FCP Notebook. (A1)
- II. **Building a Collaborative Culture Through High-Performing Teams** – We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams. The priorities for our shared vision will include the following (Dufour, Marzano):
- a. Every campus will provide opportunities for leadership and teacher collaboration within the school day and year on a regular basis. (A1, A2, E3)
 - b. Every campus will provide collaborative team protocols that focus on what students must learn, gather evidence of student learning, analyze the evidence, adjust the instructional delivery across all team members. The principals PLC will create the list of protocols. (A1, A2, E2, E3)
- III. **Focus on Results** – We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement. The priorities for our shared vision will include the following (Dufour, Marzano):
- a. Every campus will create a data wall associated with discipline, attendance, TBA's, nine-week and historical state assessments. The data wall will be displayed in a common area for teachers to use during collaborative time and updated continuously throughout the year. Information taken from this data wall will drive instruction, spiraled TEKS/ SE's, and R.t.I processes. (A2, E2, E3)
 - b. All campuses will participate in the Data Talk model led by the Academic Programs Department. (A1, A2, E3)

Dufour, R. & Marzano, R. J.(2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.

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Marble Falls High School

2011 - 2012

- Campus Performance
- Campus Profile
- Campus Comparison Group

No **Comparable Improvement** reports are available for 2011 - 2012.

2011-12 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD

Campus Name: MARBLE FALLS HS

Campus #: 027904001

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS H S
 Campus #: 027904001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 1,104
 Grade Span: 09 - 12
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2012 Standard														
Grade 10														
Eng Lang Arts 2012	91%	89%	94%	89%	*	81%	94%	*	*	*	*	78%	83%	40%
Mathematics 2012	75%	71%	80%	71%	*	55%	81%	*	*	*	*	43%	66%	20%
Science 2012	75%	78%	78%	78%	*	59%	88%	*	*	*	*	35%	69%	40%
Soc Studies 2012	94%	93%	96%	93%	*	83%	99%	*	*	*	*	83%	89%	40%
All Tests 2012	65%	61%	69%	61%	*	39%	74%	*	*	*	*	30%	49%	20%
TAKS Met 2012 Standard														
^ Grade 11														
Eng Lang Arts 2012	93%	94%	95%	94%	*	91%	97%	*	*	*	*	85%	92%	*
Mathematics 2012	91%	89%	94%	91%	*	88%	92%	*	*	*	*	72%	87%	*
Science 2012	93%	91%	95%	92%	*	91%	92%	*	*	*	*	40%	87%	*
Soc Studies 2012	98%	97%	99%	96%	*	95%	97%	*	*	*	*	73%	95%	*
All Tests 2012	85%	83%	89%	84%	*	79%	85%	*	*	*	*	31%	77%	*
TAKS Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	92%	92%	95%	92%	88%	86%	95%	> 99%	*	*	88%	82%	87%	22%
Mathematics 2012	82%	80%	86%	81%	> 99%	71%	86%	80%	*	*	75%	58%	75%	44%
Science 2012	84%	84%	86%	84%	75%	74%	90%	> 99%	*	*	88%	38%	77%	56%
Soc Studies 2012	96%	95%	97%	95%	88%	89%	98%	> 99%	*	*	> 99%	98%	78%	92%
All Tests 2012	75%	72%	79%	72%	75%	58%	79%	80%	*	*	63%	31%	62%	11%
TAKS Commended Performance (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	23%	20%	26%	20%	25%	12%	24%	40%	*	*	38%	2%	10%	< 1%
Mathematics 2012	25%	22%	25%	22%	13%	14%	26%	40%	*	*	38%	2%	10%	< 1%
Science 2012	22%	18%	23%	19%	13%	11%	23%	40%	*	*	25%	4%	9%	< 1%
Soc Studies 2012	51%	46%	55%	47%	63%	29%	56%	60%	*	*	50%	14%	31%	< 1%
All Tests 2012	10%	8%	9%	9%	13%	4%	10%	40%	*	*	25%	< 1%	2%	< 1%
TAKS-M Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	79%	90%	85%	90%	*	*	83%	*	*	*	*	90%	86%	*
Mathematics 2012	66%	67%	72%	67%	*	67%	67%	*	*	*	*	67%	64%	*
Science 2012	55%	17%	63%	17%	*	*	*	*	*	*	*	17%	*	*
Soc Studies 2012	66%	40%	76%	40%	*	*	*	*	*	*	*	40%	*	*
All Tests 2012	50%	58%	53%	58%	*	56%	60%	*	*	*	*	58%	45%	*
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	57%	70%	67%	70%	*	61%	83%	*	*	*	*	63%	63%	20%
Mathematics 2012	50%	55%	55%	56%	*	52%	59%	*	*	*	*	45%	55%	44%
Attendance Rate														
2010-11	95.7%	95.6%	95.7%	95.2%	95.1%	95.0%	95.3%	95.9%	97.5%	-	91.1%	93.8%	94.4%	94.7%
2009-10	95.5%	95.5%	95.2%	95.2%	95.1%	95.8%	94.9%	94.8%	*	-	93.5%	93.8%	94.5%	97.1%
Annual Dropout Rate (Gr 9-12)														
2010-11	2.4%	0.6%	0.2%	0.1%	0.0%	0.2%	0.0%	0.0%	0.0%	-	0.0%	0.7%	0.2%	0.0%
4-Year Completion Rate (Gr 9-12)														
Class of 2011														
Graduated	n/a	96.7%	96.6%	98.8%	85.7%	98.9%	99.3%	-	*	-	*	90.9%	98.2%	100.0%
Received GED	n/a	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	n/a	1.9%	0.9%	0.4%	0.0%	0.0%	0.7%	-	*	-	*	3.0%	0.9%	0.0%
Dropped Out	n/a	1.5%	1.2%	0.8%	14.3%	1.1%	0.0%	-	*	-	*	6.1%	0.9%	0.0%
4-Year Graduation Rate Without Exclusions (Gr 9-12)														
Class of 2011	85.9%	96.7%	96.2%	98.8%	85.7%	98.9%	99.3%	-	*	-	*	90.9%	98.2%	100.0%
Class of 2010 @	84.3%	93.9%	94.5%	99.1%	100.0%	98.6%	99.2%	*	n/a	n/a	n/a	92.3%	98.9%	*

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District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS H S
 Campus #: 027904001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 2
 Total Students: 1,104
 Grade Span: 09 - 12
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
5-Year Extended Graduation Rate Without Exclusions (Gr 9-12)														
Class of 2010 @	88.0%	96.7%	97.4%	99.5%	100.0%	98.6%	100.0%	*	n/a	n/a	n/a	96.0%	100.0%	*
Class of 2009 @	85.1%	93.0%	95.0%	95.9%	100.0%	93.1%	97.1%	-	n/a	n/a	n/a	78.9%	94.7%	71.4%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion														
2010-11	30.3%	28.0%	27.7%	29.1%	11.1%	27.1%	31.5%	0.0%	57.1%	-	6.3%	7.1%	20.4%	48.0%
2009-10	26.3%	22.5%	22.8%	23.7%	6.7%	15.7%	28.9%	0.0%	100.0%	-	16.7%	2.2%	14.8%	5.3%
RHSP/DAP Graduates														
Class of 2011	80.1%	80.1%	81.0%	84.8%	83.3%	85.1%	84.9%	-	*	-	*	14.8%	76.4%	83.3%
Class of 2010	82.7%	78.9%	82.7%	84.8%	62.5%	82.6%	86.6%	-	*	-	*	20.8%	80.6%	*
AP/IB Results														
Tested														
2011	24.0%	21.7%	11.6%	23.3%	0.0%	13.9%	28.8%	*	*	-	*	n/a	n/a	n/a
2010	22.7%	19.1%	10.9%	20.6%	0.0%	18.1%	23.0%	-	*	-	0.0%	n/a	n/a	n/a
Examinees >= Criterion														
2011	49.3%	42.6%	48.0%	42.6%	-	60.0%	35.9%	-	*	-	-	n/a	n/a	n/a
2010	50.8%	60.9%	47.9%	60.9%	-	53.6%	64.5%	-	*	-	-	n/a	n/a	n/a
Scores >= Criterion														
2011	45.2%	34.9%	41.3%	34.9%	-	33.3%	33.8%	-	62.5%	-	-	n/a	n/a	n/a
2010	46.7%	47.8%	39.9%	47.8%	-	37.5%	52.2%	-	*	-	-	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts														
2012	61%	53%	64%	56%	*	45%	60%	*	*	*	*	10%	43%	*
2011	66%	57%	69%	60%	33%	46%	67%	*	*	*	*	7%	51%	< 1%
Mathematics														
2012	73%	61%	78%	63%	*	54%	68%	*	*	*	*	14%	51%	*
2011	69%	58%	73%	59%	33%	38%	69%	*	*	*	*	8%	46%	17%
SAT/ACT Results														
Tested														
Class of 2011	68.9%	67.4%	71.6%	73.6%	60.0%	63.2%	81.8%	-	*	-	*	n/a	n/a	n/a
Class of 2010	62.6%	59.5%	64.4%	67.2%	42.9%	48.4%	78.4%	-	*	-	*	n/a	n/a	n/a
At/Above Criterion														
Class of 2011	25.7%	27.3%	26.4%	27.7%	*	16.7%	33.3%	-	-	-	-	n/a	n/a	n/a
Class of 2010	26.9%	28.8%	25.4%	28.8%	*	10.0%	35.6%	-	*	-	*	n/a	n/a	n/a
Average SAT Score														
Class of 2011	976	980	1002	982	*	932	1007	-	-	-	-	n/a	n/a	n/a
Class of 2010	985	1012	990	1012	*	891	1033	-	*	-	*	n/a	n/a	n/a
Average ACT Score														
Class of 2011	20.5	22.3	21.2	22.3	*	20.6	23.4	-	-	-	-	n/a	n/a	n/a
Class of 2010	20.5	21.0	21.3	21.0	*	18.8	22.2	-	*	-	*	n/a	n/a	n/a
College-Ready Graduates														
Eng Lang Arts														
Class of 2011	64%	60%	67%	60%	33%	46%	70%	*	*	*	*	6%	46%	< 1%
Class of 2010	66%	61%	70%	62%	29%	48%	70%	*	*	*	*	18%	51%	*
Mathematics														
Class of 2011	67%	66%	72%	68%	40%	53%	76%	*	*	*	*	15%	52%	*
Class of 2010	64%	62%	68%	63%	14%	58%	69%	*	*	*	*	< 1%	63%	*
Both Subjects														
Class of 2011	52%	50%	58%	52%	20%	34%	62%	*	*	*	*	< 1%	37%	*
Class of 2010	52%	46%	58%	47%	14%	29%	58%	*	*	*	*	< 1%	38%	*

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District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS H S
 Campus #: 027904001

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 1,104
 Grade Span: 09 - 12
 School Type: Secondary

STUDENT INFORMATION

	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Students:	1,104	100.0%	35,924	4,054	4,978,120
Students By Grade:					
Early Childhood Education	0	0.0%	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.5%	4.5%
Kindergarten	0	0.0%	0.0%	7.4%	7.6%
Grade 1	0	0.0%	0.0%	7.5%	7.9%
Grade 2	0	0.0%	0.0%	7.0%	7.7%
Grade 3	0	0.0%	0.0%	7.1%	7.6%
Grade 4	0	0.0%	0.0%	7.8%	7.5%
Grade 5	0	0.0%	0.0%	7.4%	7.6%
Grade 6	0	0.0%	0.0%	7.6%	7.5%
Grade 7	0	0.0%	0.4%	7.4%	7.4%
Grade 8	0	0.0%	0.5%	7.7%	7.2%
Grade 9	315	28.5%	27.8%	7.8%	7.9%
Grade 10	293	26.5%	25.4%	7.3%	7.0%
Grade 11	278	25.2%	24.2%	7.3%	6.5%
Grade 12	218	19.7%	21.7%	5.8%	5.9%
Ethnic Distribution:					
African American	19	1.7%	6.0%	1.9%	12.8%
Hispanic	401	36.3%	29.6%	40.2%	50.8%
White	659	59.7%	59.0%	55.8%	30.5%
American Indian	6	0.5%	0.6%	0.3%	0.4%
Asian	5	0.5%	2.4%	0.6%	3.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0.1%
Two or More Races	14	1.3%	2.3%	1.0%	1.7%
Economically Disadvantaged	550	49.8%	33.8%	60.7%	60.4%
Non-Educationally Disadvantaged	554	50.2%	66.2%	39.3%	39.6%
Limited English Proficient (LEP)	23	2.1%	2.0%	12.8%	16.8%
Students w/Disciplinary Placements (2010-11)	71	6.0%	3.5%	2.8%	1.8%
At-Risk	538	48.7%	34.2%	44.6%	45.4%
Mobility (2010-11)	150	12.7%	13.5%	15.6%	17.8%
Number of Students per Teacher	15.4	n/a	14.2	14.1	15.4

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District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS H S
 Campus #: 027904001

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 2
 Total Students: 1,104
 Grade Span: 09 - 12
 School Type: Secondary

STUDENT INFORMATION

Graduates (Class of 2011):	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Graduates	243	100.0%	7,545	267	290,581
By Ethnicity (incl. Special Ed.):					
African American	6	2.5%	487	6	38,755
Hispanic	87	35.8%	2,041	91	127,746
White	146	60.1%	4,637	165	107,597
American Indian	0	0.0%	39	1	1,430
Asian	2	0.8%	182	2	10,468
Pacific Islander	0	0.0%	9	0	406
Two or More Races	2	0.8%	150	2	4,179
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	37	15.2%	1,378	53	57,772
Recommended H.S. Pgm./DAP	206	84.8%	6,167	214	232,809
Special Education Graduates	27	11.1%	642	28	26,142

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	19.5	19.4
Grade 1	-	-	20.6	19.4
Grade 2	-	-	18.3	19.3
Grade 3	-	-	16.8	19.4
Grade 4	-	-	16.8	19.6
Grade 5	-	-	18.7	21.8
Grade 6	-	?	20.1	21.0
Mixed Grades	-	-	-	23.2
Secondary: English/Language Arts	18.5	17.3	17.6	17.3
Foreign Languages	19.5	19.1	19.3	19.0
Mathematics	20.2	18.8	17.9	17.8
Science	22.5	19.6	22.1	19.0
Social Studies	25.8	20.5	23.4	19.5

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District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS H S
 Campus #: 027904001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 1,104
 Grade Span: 09 - 12
 School Type: Secondary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	99.1	100.0%	100.0%	100.0%	100.0%
Professional Staff:	88.1	88.9%	91.6%	77.0%	63.8%
Teachers	71.9	72.5%	79.5%	61.6%	50.8%
Professional Support	10.9	11.0%	8.2%	9.9%	9.1%
Campus Admin. (School Leader.)	5.4	5.4%	3.9%	3.4%	2.9%
Educational Aides:	11.0	11.1%	8.4%	12.8%	9.1%
Total Minority Staff:	13.0	13.1%	14.4%	14.3%	44.6%
Teachers By Ethnicity and Sex:					
African American	5.0	7.0%	3.0%	2.4%	9.2%
Hispanic	4.0	5.6%	8.8%	10.4%	24.4%
White	62.9	87.5%	85.4%	86.5%	63.4%
American Indian	0.0	0.0%	0.5%	0.7%	0.4%
Asian	0.0	0.0%	0.8%	0.0%	1.3%
Pacific Islander	0.0	0.0%	0.2%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.3%	0.0%	1.2%
Males	32.7	45.6%	41.9%	20.9%	23.2%
Females	39.1	54.4%	58.1%	79.1%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	3.7%	0.0%	4.6%
1-5 Years Experience	10.0	13.9%	22.8%	22.1%	28.7%
6-10 Years Experience	17.1	23.8%	20.4%	20.2%	22.3%
11-20 Years Experience	19.6	27.3%	30.6%	32.9%	26.6%
Over 20 Years Experience	25.1	34.9%	22.5%	24.8%	17.9%
			Campus Group	District	State
Average Years Experience of Teachers:	16.0 yrs.		13.2 yrs.	13.8 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:	8.4 yrs.		7.9 yrs.	8.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers	-		\$39,755	-	\$40,911
1-5 Years Experience	\$40,741		\$42,465	\$40,752	\$43,669
6-10 Years Experience	\$44,210		\$45,201	\$44,061	\$46,224
11-20 Years Experience	\$49,507		\$49,715	\$48,899	\$50,064
Over 20 Years Experience	\$56,252		\$57,753	\$56,150	\$58,031
Average Actual Salaries (regular duties only):					
Teachers	\$49,382		\$48,576	\$47,912	\$48,375
Professional Support	\$58,324		\$54,969	\$55,761	\$56,219
Campus Administration (School Leadership)	\$61,835		\$73,632	\$68,472	\$70,510
Contracted Instructional Staff (not incl. above):	0.0		27.2	0.0	1,645.5
Instructional Staff Percent:				78.5%	64.1%

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ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$7,747,578	100.0%	\$7,056	\$8,018,699	100.0%	\$7,303	\$254,515,192	100.0%	\$7,215
Instruction (11,95)	\$5,281,301	68.2%	\$4,810	\$5,491,825	68.5%	\$5,002	\$173,798,494	68.3%	\$4,927
Instructional-Related Services (12,13)	\$169,125	2.2%	\$154	\$172,541	2.2%	\$157	\$7,596,755	3.0%	\$215
Instructional Leadership (21)	\$128,625	1.7%	\$117	\$133,501	1.7%	\$122	\$2,881,034	1.1%	\$82
School Leadership (23)	\$604,431	7.8%	\$550	\$611,535	7.6%	\$557	\$16,795,002	6.6%	\$476
Support Services-Student (31,32,33)	\$478,254	6.2%	\$436	\$478,383	6.0%	\$436	\$13,749,287	5.4%	\$390
Other Campus Costs (35,36,51,52,53)	\$1,085,842	14.0%	\$989	\$1,130,914	14.1%	\$1,030	\$39,694,620	15.6%	\$1,125
By Program:									
Total Operating Expenditures	\$6,587,851	100.0%	\$6,000	\$6,793,485	100.0%	\$6,187	\$213,863,264	100.0%	\$6,063
Bilingual/ESL Education (25)	\$2,672	0.0%	\$2	\$6,432	0.1%	\$6	\$768,288	0.4%	\$22
Career & Technical Education (22)	\$590,652	9.0%	\$538	\$633,568	9.3%	\$577	\$26,097,042	12.2%	\$740
Accelerated Education (24,30)	\$253,845	3.9%	\$231	\$253,845	3.7%	\$231	\$7,965,155	3.7%	\$226
Gifted & Talented Education (21)	\$1,454	0.0%	\$1	\$1,454	0.0%	\$1	\$2,940,514	1.4%	\$83
Regular Education (11)	\$4,614,889	70.1%	\$4,203	\$4,614,889	67.9%	\$4,203	\$140,017,636	65.5%	\$3,969
Special Education (23)	\$859,987	13.1%	\$783	\$1,018,945	15.0%	\$928	\$27,706,297	13.0%	\$785
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$25,602	0.0%	\$1
High School Allotment (31)	\$264,352	4.0%	\$241	\$264,352	3.9%	\$241	\$6,374,549	3.0%	\$181
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,968,181	0.9%	\$56

	District	State
Instructional Expenditure Ratio (11,12,13,31)	60.0%	64.8%

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	23	2.1%	1.9%	13.1%	16.3%
Career & Technical Education	770	69.7%	70.3%	22.8%	21.5%
Gifted & Talented Education	101	9.1%	9.3%	7.2%	7.7%
Special Education	134	12.1%	9.5%	10.8%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.3	0.4%	0.7%	5.9%	5.3%
Career & Technical Education	8.6	12.0%	13.0%	3.6%	4.1%
Compensatory Education	0.0	0.0%	0.7%	2.8%	2.9%
Gifted & Talented Education	0.1	0.2%	2.3%	2.4%	1.9%
Regular Education	48.8	68.0%	65.9%	76.1%	73.7%
Special Education	8.1	11.3%	9.8%	7.1%	8.9%
Other	5.8	8.1%	7.6%	2.0%	3.2%

^ Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
 @ Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 ? Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates zero observations reported for this group.
 n/a Indicates data reporting is not applicable for this group.

Target Campus Name: MARBLE FALLS H S
 Target Campus #: 027904001
 District Name: MARBLE FALLS ISD
 Campus Type: Secondary School

Texas Education Agency
 2011-12 Campus Comparison Group

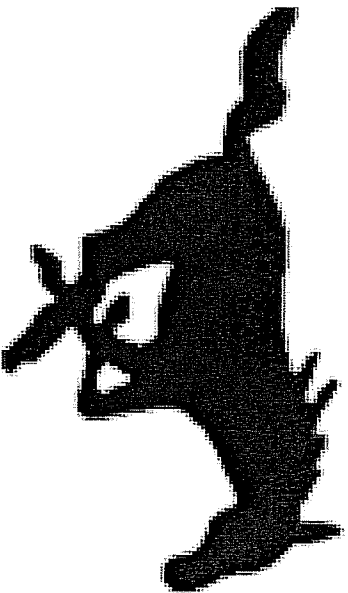
Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% LEP	% Afr_Amer
004901001	ROCKPORT-FULTON H S	ARANSAS COUNTY ISD	55.3	57.3	38.0	17.7	0.7	1.2
014903001	BELTON H S	BELTON ISD	57.6	39.7	30.5	14.2	3.6	7.1
014905001	HOLLAND H S	HOLLAND ISD	62.3	48.0	30.3	12.8	0.6	4.6
015901001	ALAMO HEIGHTS H S	ALAMO HEIGHTS ISD	60.2	15.8	34.2	8.5	1.5	2.0
018902001	MERIDIAN H S	MERIDIAN ISD	60.5	52.9	31.1	17.0	3.8	2.9
020907001	COLUMBIA H S	COLUMBIA-BRAZORIA ISD	58.4	40.1	26.6	14.4	0.7	10.0
026901001	CALDWELL H S	CALDWELL ISD	60.3	40.3	26.7	13.9	3.5	11.5
027904001	> MARBLE FALLS H S	MARBLE FALLS ISD	59.7	49.8	36.3	12.7	2.1	1.7
036903001	EAST CHAMBERS H S	EAST CHAMBERS ISD	62.1	45.0	27.4	15.9	3.4	8.7
041902001	ROBERT LEE H S	ROBERT LEE ISD	62.8	58.5	37.2	8.3	3.2	0.0
043902001	ANNA H S	ANNA ISD	63.8	36.0	24.8	12.4	2.6	7.4
075902001	LA GRANGE H S	LA GRANGE ISD	59.5	42.6	27.6	10.4	2.6	9.1
079906001	NEEDVILLE H S	NEEDVILLE ISD	57.6	32.0	36.9	11.2	2.1	3.6
084910001	CLEAR CREEK H S	CLEAR CREEK ISD	60.6	23.3	25.0	17.3	2.3	8.0
086901001	FREDERICKSBURG H S	FREDERICKSBURG ISD	59.0	38.7	38.1	9.2	2.5	0.1
099903001	QUANAH H S	QUANAH ISD	59.5	60.1	27.5	12.6	0.0	9.2
101907011	CYPRESS WOODS HIGH SCHOO	CYPRESS-FAIRBANKS ISD	56.9	18.4	23.6	7.1	1.0	10.4
101914001	KATY H S	KATY ISD	55.8	29.1	32.0	12.4	2.0	7.3
104901001	HASKELL H S	HASKELL CISD	58.1	57.0	33.1	18.0	1.7	3.5
114902001	COAHOMA H S	COAHOMA ISD	63.1	28.4	33.3	11.3	0.0	0.9
118902001	IRION H S	IRION COUNTY ISD	61.7	45.9	34.4	20.0	0.0	2.2
134901001	JUNCTION H S	JUNCTION ISD	61.3	45.4	37.1	13.4	1.5	0.0
143902001	MOULTON H S	MOULTON ISD	62.6	48.9	32.8	7.6	2.3	2.3
146902002	DAYTON H S	DAYTON ISD	61.1	48.7	26.4	19.1	1.9	9.8
152906001	LUBBOCK-COOPER HIGH SCHO	LUBBOCK-COOPER ISD	61.1	33.3	31.1	16.2	1.6	0.8
152907001	FRENSHIP H S	FRENSHIP ISD	57.3	27.7	33.9	13.8	1.0	3.9
152910001	IDALOU H S	IDALOU ISD	56.0	31.7	42.4	9.3	0.6	1.0
182903001	MINERAL WELLS H S	MINERAL WELLS ISD	60.0	63.2	33.9	19.4	2.5	4.2
188903001	HIGHLAND PARK H S	HIGHLAND PARK ISD	59.4	51.5	27.5	15.1	0.9	3.5
199902002	ROYSE CITY H S	ROYSE CITY ISD	61.5	36.5	27.7	14.5	1.5	8.1
215901001	BRECKENRIDGE H S	BRECKENRIDGE ISD	59.4	48.1	37.3	14.7	1.1	0.6
220902002	RICHLAND H S	BIRDVILLE ISD	61.1	37.1	24.0	14.1	3.6	6.2
221901010	ACADEMY FOR TECHNOLOGY E	ABILENE ISD	58.6	47.5	28.9	11.0	0.4	6.5
226908001	VERIBEST H S	VERIBEST ISD	63.2	53.5	35.1	13.8	0.9	0.0
241902001	EAST BERNARD H S	EAST BERNARD ISD	63.1	28.1	28.8	9.3	4.0	6.9
246909001	ROUND ROCK H S	ROUND ROCK ISD	57.5	20.7	26.5	13.6	2.4	6.5
246913001	LEANDER H S	LEANDER ISD	56.5	35.8	31.0	12.9	2.0	5.9
246913004	ROUSE H S	LEANDER ISD	62.3	26.8	27.0	13.3	2.2	5.7
247906001	STOCKDALE H S	STOCKDALE ISD	55.5	51.5	39.6	19.0	0.9	2.6
248902001	WINK H S	WINK-LOVING ISD	61.0	30.1	32.2	14.4	1.4	0.7
252903001	OLNEY H S	OLNEY ISD	62.9	43.7	30.5	18.5	2.5	1.0
	Group Average		59.0	33.8	29.6	13.5	2.0	6.0

*** Order of columns will vary on lists for other campuses ***

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MARBLE FALLS HIGH SCHOOL

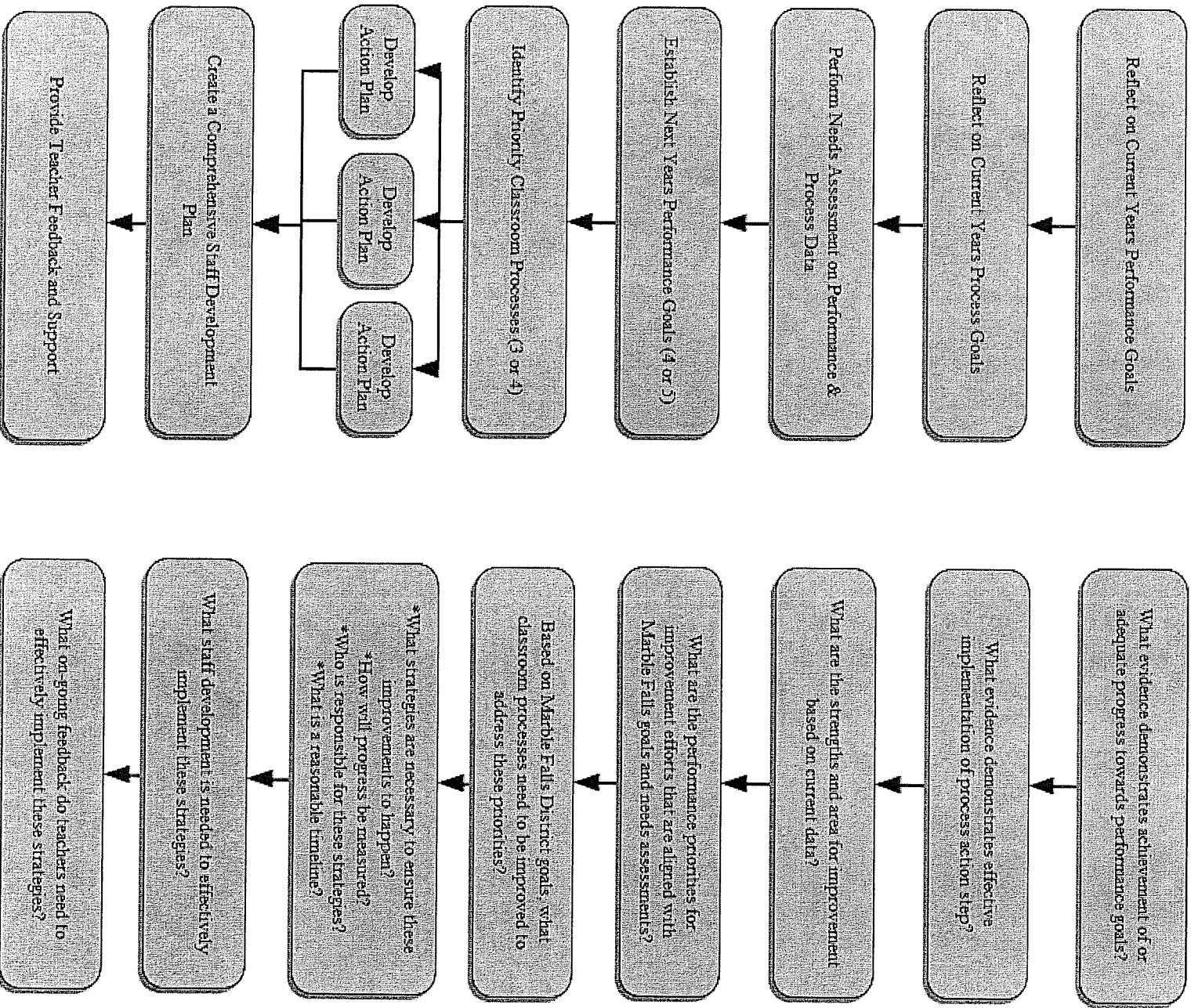
- CIP Process
- Cover Page
- CEIC Members
- MFHS Needs Assessment
- District Goals
- MFHS Goals on a Page
- Classroom Process - Aligned to TEKS
- Classroom Process - Assessment of Learning
- Classroom Process - High Yield Strategies
- Classroom Process - Plan for Intervention
- Parent Relationships
- Safe Environment
- Technology Improvement Plan



2012-2013

CAMPUS

IMPROVEMENT PLAN



Marble Falls High School
Campus Improvement Plan
2012-2013

Telephone: (830) 798-3614
Fax: (830) 693-6079

School Professional Demographics	
Number of Professional Teaching Staff	76
Staff New to Campus (Transfer)	4
Staff New to District	20
Staff New to Profession	1
Teaching Staff Average Years of Experience	11.5
Accreditation Status	Academically Unacceptable
AYP Status	Met AYP

Economically Disadvantaged	Number (Percent)
	631 (54%)

Students with Disabilities	Number (Percent)
	140 (12%)

At Risk Population	Number (Percent)
	552 (47%)

Gifted and Talented	Number (Percent)
	109 (9%)

English Language Learners	Number (Percent)
	27 (3%)

Grade Level	
9th	337
10th	310
11th	264
12th	257
Total	1168

Students Enrolled in Bilingual	Number (Percent)
	0 (0%)

Students Enrolled in ESL Program	Number (Percent)
	27 (3%)

Gender	
Male	569
Female	599

Ethnicity	
Native American	8
Asian	6
Multi Race	18
African American	18
Hispanic	444
White/ Non Hispanic	674
Total	1168



Marble Falls High School

CEIC Members

2012-2013

<u>Name:</u>	<u>Position</u>
Manny Lunoff	Principal
Marcia Back	Assistant Principal
Clark Fields	Assistant Principal
John Klein	Assistant Principal
Susi Roberts	Counselor
Randy Guffey	Teacher
Lynda Cortez	Teacher
Molly Heath	Teacher
David Smith	Teacher
Kyle Puttrell	Teacher
Holly Norwood	Teacher
Kendra Powell	Intervention Team
Kelly Bolin	Intervention Team
Shirlene Bridgewater	Intervention Team
Diana Woods	Intervention Team
Kerri O'Connor	Intervention Team
Carol Harle	External Evaluator
Russ Edwards	Community/ Business Member
Wendy Bingham	Parent

Responsibility of the CEIC:

1. Approve CIP Goals
2. Approve Staff Development Plan

Provide Input for Campus Improvement

1. Professional Development
2. Improvement Efforts
3. Budget and Staff Exploration

Meeting Requirements:

1. Three in the fall semester
2. Two meetings in the spring semester
3. Total of five meetings

<u>Name:</u>	<u>Position</u>
Rick Edwards	Place 5 President
Kevin Nauman	Place 6 Vice-President
Craig Mabray	Place 3 Secretary
Mike Savage	Place 1 Member
Karl Westerman	Place 2 Member
Tommy Chaney	Place 4 Member
Kelly Fox, Ph.D.	Place 7 Member

Performance		▲
EOC English I Reading & Writing		
Increase in the number of students receiving Advanced scores		Percentage of 9th Graders meeting the Passing Standard dropped significantly from 9th Grade TAKS Reading Results
9th Grade English 1 EOC Reading Scores--72% Satisfactory Performance		Increase the passing rate for Economically Disadvantaged and Hispanic students
9th Grade English 1 EOC Writing Scores--56% Satisfactory Performance		
ELA		
Overall increase in 10th grade scores		Increase passing rate for all students
10th Grade Eco Dis scores increased 12 points		Increase the number of 10th and 11th grade commended scores
11th grade scores consistent		
Math		
Consistent increase in student scores from 10th to 11th grade		EOC Algebra 1--89% of All Students met Satisfactory Performance
Increase in 11th grade scores (89%)		Increase in 10th Grade Math scores by 12 points (60% to 72%)
Campus Met AYP for federal accountability		Increase in 10th Grade Hispanic scores (56%)

+		▲
Performance		
Science		
91% of students met Satisfactory performance in Biology EOC; low achievement gap between groups (less than 5%)	Increase in the number of students meeting standard in Sped	
Student scores increased in 10th grade science (77%) overall; Hispanic scores were the lowest group (60%)	Decrease in the achievement gap for 11th grade scores (4%)	
Overall increase in 11th grade TAKS scores	Decrease in the achievement gaps for 10th grade scores (29% to 18%)	
Social Studies		
82% of students met Satisfactory performance in World Geography EOC; Hispanic & Eco Dis scores at 74%	Increase in the passing rate for 10th grade TAKS SS (93%)	
Consistent improvement from 10th to 11th grade	Managing both EOC (tests & retests) and TAKS assessments	
Align curriculum with the TEKS in all areas to adapt to End of Course exams		
Special Education		
11th grade science 92%	Improve math scores (10th 44%, 11th 64%)	
	10th grade social studies increase in all areas	
ELL		
English Language Proficiency Standards (ELPS) training	Teachers feel unsupported with ELL students	
District Workshop-Sheltered Instruction	Materials to correctly assess the foundational learning levels of ELL students	
District Workshop-RtI and English Language Learners	Grades do not reflect the level of learning.	

Needs Assessment

Marble Falls High School

+	▲
Current Classroom Processes	
Process:	Focused Curriculum Project
Research based	
Essential learning aligned with TEKS	
Scope and sequence is vertically aligned	
Great resource and support for teachers	
Process:	Professional Learning Communities
Teachers are participating in shared knowledge	Teachers feel as if the autonomy is taken away from the individual teacher
Teachers participate in academic teams to provide support and intervention for 9th grade students	Transparency is difficult
Time is set aside and not interrupted with clubs or UIL	Perspective is that PLC time is one more item in an already busy schedule
Common Assessments as being developed	

Needs Assessment

Marble Falls High School

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Campus Processes

Technology

45 new computers, replacing one lab	No waterfall plan
Good technology outside the CPU	Teacher's CPU cannot run some of the equipment
Tech Tuesdays	Software programs that do not get utilized
	Removal of IT places more stress on everyone
Safe/Drug Free	
Student Resource Officer on campus, Crime Stoppers information posted by library and in cafeteria, Safe and Drug Free, Administrator on campus	Drug test are potentially being compromised
Safety drills posted in classrooms; Crisis Prevention Intervention, Campus Crisis Management Plan	Students are still bringing drugs to school
Parent Involvement	
Parent participation in freshmen orientation	No documentation associated with parent meetings
PTO participation	administration is getting contacted that teachers are not updating grades
several parent meetings last year	

District Goals Sheet (2012-2013)

District Challenges

1. Improve the academic performance of all student, while eliminating the link between economic disadvantage and low achievement.
2. Ensure that all students read at or above grade level.
3. Prepare all students to be college and career ready, while preserving our focus on the needs of the whole student.
4. Strive to incorporate technology into viable learning experiences that are both researched and inquiry based.

District Goals

- Goal 1 - We will build strong, vital relationships within our diverse communities.
- Goal 2 - We will embrace innovative applications of technology with primary focus on student immersion.
- Goal 3 - We will cultivate opportunities for student participation that extend beyond the classroom.
- Goal 4 - We will ensure all students receive exceptional instruction through inspired learning experiences.
- Goal 5 - We will promote personal wellness and healthy choices.
- Goal 6 - We will exemplify strength of character.
- Goal 7 - We will provide a safe and drug-free environment.

District Processes

Campus / District Level	Classroom Level
<ol style="list-style-type: none"> 1. Professional Development three year plan. 2. Guaranteed and Viable Curriculum 3. Alignment contingent on data and SMART goals 	<ol style="list-style-type: none"> 1. Research - Based Instruction 2. Integration of CSCOPE 3. Building Professional Learning Communities 4. Common Assessments 5. Literacy across curriculum

District

Current District Challenges	District Performance Goals
<p>1. Improve the academic performance of all student, while eliminating the link between economic disadvantage and low achievement.</p> <p>2. Ensure that all students read at or above grade level.</p> <p>3. Prepare all students to be college and career ready, while preserving our focus on the needs of the whole student.</p> <p>4. Strive to incorporate technology into viable learning experiences that are both researched and inquiry based.</p>	<p>Goal 1 - We will build strong, vital relationships within our diverse communities.</p> <p>Goal 2 - We will embrace innovative applications of technology with primary focus on student immersion.</p> <p>Goal 3 - We will cultivate opportunities for student participation that extend beyond the classroom.</p> <p>Goal 4 - We will ensure all students receive exceptional instruction through inspired learning experiences.</p> <p>Goal 5 - We will promote personal wellness and healthy choices.</p> <p>Goal 6 - We will exemplify strength of character.</p> <p>Goal 7 - We will provide a safe and drug-free environment.</p>

Campus

Proposed Performance Goals	Proposed Classroom Processes (Future Staff Development)	
<p>Campus Goal #1 - Reduce the gap between economically disadvantaged and non-economically disadvantaged students passing all 2011 TAKS and STAAR subject area tests by 25%. (District Goal #2,4,6)</p>	<p>Lesson design Learning objective Essential learning aligned with TEKS High yield strategies Learner engagement</p>	<p>Plan for intervention / challenge Data analysis and goal setting Assessment of / for learning Plan for intervention / challenge Collaboration (Student)</p>
<p>Campus Goal #2 - Increase the passing rate by 15% for all students taking the 2012 Math and Science TAKS and STAAR tests. (District Goal #2, 4, 6)</p>	<p>Lesson design Learning objective Essential learning aligned with TEKS High yield strategies Learner engagement</p>	<p>Plan for intervention / challenge Data analysis and goal setting Assessment of / for learning Plan for intervention / challenge Collaboration (Student)</p>
<p>Campus Goal #3 - Increase the percent of students enrolling in advanced courses by 10% over the next three years while increasing the percent of students taking AP exams by 75%. (District Goal #1, 2, 3, 4, 6)</p>	<p>Lesson design Learning objective Essential learning aligned with TEKS High yield strategies Learner engagement</p>	<p>Plan for intervention / challenge Data analysis and goal setting Assessment of / for learning Plan for intervention / challenge Collaboration (Student)</p>
<p>Campus Goal #4 - Increase the percentage of students receiving a commended score on all subject areas on the 2012 TAKS and EOC by 10%. (District Goal #2, 4, 6)</p>	<p>Lesson design Learning objective Essential learning aligned with TEKS High yield strategies Learner engagement</p>	<p>Plan for intervention / challenge Data analysis and goal setting Assessment of / for learning Plan for intervention / challenge Collaboration (Student)</p>

Classroom Process Action Plan: Plan for Intervention and Challenge

Campus Performance Goals Addressed: 1, 2, 3, 4

Reflective Questions to be Considered:

How will a shared vision be developed to support this plan?
 What role does a guaranteed and viable curriculum play in the success of this plan?
 What proof. development opportunities are needed to support this plan?
 How will collaboration be used to support this plan?

What role does a safe learning environment play in the success of this plan?
 What support and resources are needed to implement this plan?
 How will parents/community be involved in supporting this plan?
 What feedback loops need to be created to support this plan?

What <u>strategies</u> must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected
Screen <u>all</u> 9th grade students in reading and math competencies. This will establish a baseline reading in order to formulate a cohort of intervention. Moreover, MFHS will also screen all individuals that failed the TAKS test the previous year.	RtI support team	Participation in program, TAKS scores for participants in comparison to prior year performance.	1-Nov-12	TTIPS Grant	9th Grade, TAKS Failures
Implement RtI process from the ground up. Focus on intervention and behavior to define and into a viable systemic process of identification of at-risk students early and provide adequate intervention to ensure graduation from our campus. Contract with Pearson Educational Services to provide 120 days of embedded professional development	RtI support team	RTI Flow Chart for MFHS Agendas and Minutes from CIT, CR performance data, six week grade data, completer data	October, 2012 through June, 2013	Campus, District and TTIPS Grant	All
Implement the use of instructional coaches in core areas in order to increase capacity of teachers and improve instruction	Principal, Dept of C&I	Various forms of data and classroom visitations	July 2012 throughout the school year	Campus, District and TTIPS Grant	All
Revamp "Summer School Now" in credit recovery lab, classroom, and at home. Expand lab hours before and after school and YALE	Principal, APs, Teacher Leaders, Guidance, RtI Coordinator	Six week grade data, just in time/credit recovery data, completer data	September 2012 throughout the school year	Campus, District and TTIPS Grant	All

Classroom Process Action Plan: Essential learning aligned with TEKS

Campus Performance Goals Addressed: 1, 2, 3, 4					
Reflective Questions to be Considered...					
How will a <u>shared vision</u> be developed to support this plan? What role does a <u>guaranteed and viable curriculum</u> play in the success of this plan? What <u>proof. development</u> opportunities are needed to support this plan? How will <u>collaboration</u> be used to support this plan?			What role does a <u>safe learning environment</u> play in the success of this plan? What <u>support and resources</u> are needed to implement this plan? How will <u>parents/community</u> be involved in supporting this plan? What <u>feedback loops</u> need to be created to support this plan?		
What <u>strategies</u> must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected
Utilize a "Late Start Thursday" for collaborative teams to plan course curriculum to ensure all students have access to a guaranteed and viable curriculum (specifically focusing on Foreign Languages and Core Academic Disciplines with special education teachers joining teams)	Principal, APs, Dept Heads, Individual Teachers, Instructional Coaches, Intervention Team and External Evaluators	TAKS/ STAAR performance by class, 9 week failure rates, common assessments, AP class and test data, Americas Choice Intervention	Throughout the 2012-2013 school year via 90 day checks	Campus, District and TTIPS Grant	All
Utilize Focused Curriculum Project to plan curriculum and create common assessments to ensure all students have access to a guaranteed and viable curriculum.	Principal, APs, Teacher Leaders, Individual Teachers, Intervention Team and External Evaluators	TAKS/ STAAR performance by class, 9 week failure rates, common assessments, AP class and test data, Americas Choice Interventions	Throughout the 2012-2013 school year via 90 day checks	Campus, District and TTIPS Grant	All
Continuation of Snapshots	Principal, AP of C&I, AP's	Number of visits to teacher's classrooms	First Week of School	Campus	All

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Classroom Process Action Plan: Assessment of and for learning

Campus Performance Goals Addressed: 1, 2, 3, 4

Reflective Questions to be Considered ...

How will a shared vision be developed to support this plan?
 What role does a guaranteed and viable curriculum play in the success of this plan?
 What proof. development opportunities are needed to support this plan?
 How will collaboration be used to support this plan?

What role does a safe learning environment play in the success of this plan?
 What support and resources are needed to implement this plan?
 How will parents/community be involved in supporting this plan?
 What feedback loops need to be created to support this plan?

What <u>strategies</u> must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected
Develop a shared vision to encourage the use of assessment for learning strategies.	Principal, APs, Teacher Leaders, Individual Teachers, Intervention Team and External Evaluators	Meeting agendas; Department meeting minutes; Faculty Meeting Agendas	Throughout the 2012-2013 school year	Campus, District and TTIPS Grant	All
Teachers will learn assessment for learning strategies during faculty meetings.	Principal, Director of Secondary Instruction, Teacher Leaders, Individual Teachers, Intervention Team and External Evaluators	Implementation of classroom practices	Throughout the 2012-2013 school year	Campus, District and TTIPS Grant	All
Collaborative teams reflect on snapshot data specifically related to the use of assessment for learning strategies.	Principal, APs, Teacher Leaders, Core Area Teachers	Snapshot data; Written reflection on department meeting agenda/minutes	Throughout the 2012-2013 school year	Campus, District and TTIPS Grant	All
Administrators will meet with collaborative teams at least once a week to assist and support teachers in implementing Assessment FOR Learning strategies.	Principal, APs, Teacher Leaders,	Meeting agendas	Throughout the 2012-2013 school year	Campus, District and TTIPS Grant	All

Classroom Process Action Plan: Integration of High Yield Instructional Strategies

Campus Performance Goals Addressed: 1, 2, 3, 4					
Reflective Questions to be Considered..					
<p>How will a <u>shared vision</u> be developed to support this plan? What role does a <u>guaranteed and viable curriculum</u> play in the success of this plan? What <u>prof. development</u> opportunities are needed to support this plan? How will <u>collaboration</u> be used to support this plan?</p>			<p>What role does a <u>safe learning environment</u> play in the success of this plan? What <u>support and resources</u> are needed to implement this plan? How will <u>parents/community</u> be involved in supporting this plan? What <u>feedback loops</u> need to be created to support this plan?</p>		
What <u>strategies</u> must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected
Implement differentiation of Professional Development with optional sessions for teachers at awareness, developing, and mastery levels.	Principal, APs, Teacher Leaders, Individual Teachers	Kilgo Training, Department, Dept. Head Meetings, Admin./Couns. Meetings, Snapshot Data	August, 2012 throughout school year through Professional Development Days, Early Release Days, Faculty Meetings, Department Meetings, and After School.	Campus, District and TTIPS Grant	All
Faculty will analyze data by discipline, course, and classroom to provide input on campus goals and to develop individualized plans for their students who have failed science and/or math and for their students to move to commended status.	Admin. Team and ELA, Science, SS, and Math Faculty	Collaborative Team Agendas and Minutes, Campus wide Tutorial by TAKS and STAAR objectives. Participation and TAKS Performance	BOY Professional Development, Early Release and Full Release Professional Development days, and Department Team Meetings throughout school year.	Campus, District and TTIPS Grant	All
Create sessions on High Yield Strategies (HYS) for teachers to better understand and coordinate implantation throughout the campus	Principal, Aps, Teacher Leaders	Snapshots, individual meetings, PDAS, Agendas	August, 2012 throughout school year through Professional Development Days, Early Release Days, Faculty Meetings, Department Meetings, and After School.	Campus, District and TTIPS Grant	All

Safe and Drug Free Schools Action Plan

Marble Falls High School

Goal: Create a safe and drug free campus

Staff Dev	What strategies must be initiated to reach this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Funds	In Place
X	Develop and Implement a Positive Behavior and Intervention Support campus-wide program	Intervention Team	Discipline Referrals	Ongoing through year	TTIPS	
	Red Ribbon Week	Safe School Coordinator	Schedule of activities	Oct-12	Campus	X
X	Student Resource Officer (SRO) on campus	MFPD	Visibility	Ongoing through year	Dist	X
X	Extra curricular drug testing	Safe School Coordinator	Dates and results of testing	Random, ongoing through year	Dist	X
	Random searches by drug dog	Safe School Coordinator	Dates and results of searches	Ongoing through year	Dist	X
	Crime Stoppers	SRO	Tips	Ongoing through year	NA	X
X	Lessons concerning character education	PBIS Coordinator	Lesson plans	Ongoing through year	Campus	X
X	Special presentations by outside presenters	Principal	Schedule of presentations	Ongoing through year	Campus	X
X	Campus emergency plan	Principal	Plan	Aug-12	Campus	X
X	Campus emergency drills	Principal	Schedule of drills	Ongoing through year	Campus	X
X	Crisis Counselor on Campus	Crisis Counselor	Number of students served	Ongoing through year	Dist	X
X	Campus discipline management plan	Principal	Plan	August, 2012	Campus	X
X	Tobacco, Alcohol, and other drug education	Health Teachers	Lesson plan	Ongoing through year	Campus	X

All student groups will benefit from the above activities.

Parent Involvement Action Plan

Marble Falls High School

Goal: Increase parent participation in information nights, volunteer hours logged, and use of campus website

Staff Dev	What strategies must be initiated to reach this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Student Group	Funds	In Place
	Town Hall Parent Meetings	Principal	% of parents signed up	Ongoing through Year	All	Campus	X
X	Math Night for Parents	Principal	% of parents signed up	Nov-12	All	TTIPS	
X	Skyward Call System	District Technology	% successfully called	Early Fall, Throughout Year	All	District	
	Student led conferences	Guidance	Schedule of visits	Early Fall, Throughout Year	All	Campus	X
	Parent Volunteers	Principal	Roster of volunteers	Ongoing through Year	All	Campus	X
	Information translated into Spanish	Principal	Material in Spanish	Ongoing through Year	All	Campus	X
	Provide materials to parent to assist in working with their child.	Principal	Sample of material	Ongoing through Year	All	Campus	
X	Staff development to show how to effectively communicate with parents.	Principal	Agenda	Ongoing through Year	All	Campus	
	Career Day/Parent's Day	Guidance	Schedule of visits	Fall and Spring	11th and 12th	Campus	
	College Fair/Financial Aid Talk	Guidance	People attended	Fall	11th and 12th	Campus	X
X	Teacher web site	Teacher	Web site available	100% goal by Nov. 2012	All	Campus	X
	School meetings will be arranged at a time convenient for maximum parental involvement.	Principal	Schedule of meeting	Fall	All	Campus	

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Parent Involvement Action Plan

Marble Falls High School

Goal: Increase parent participation in information nights, volunteer hours logged, and use of campus website

Staff Dev	What strategies must be initiated to reach this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Student Group	Funds	In Place
	Grade Level Parent/Student Nights aimed at college preparation	Guidance	Agenda	Fall	All	Campus	X
	College Handbook for all Families	Guidance	Handbook available on website	Fall	All	Campus	X
	Awards Ceremonies	Principal	Number of awards given	Spring	All	Campus	X
X	Mustang Roundup for the Eighth Graders	Guidance	People attended	Spring	8th	Campus	X
	Legacy Banquet	Principal	People attended, Scholarships	Spring	12th	District	X
	"Education Go-Get-It" Week	Guidance	Participants	Spring	All	Campus	X
	Job Shadowing in the Community	Guidance, CATE	Participants	Spring	11th & 12th	Campus	X
	Science Fair	Principal	Participants	Spring	All	Campus	X
	PTO meetings	Principal	Participants	Ongoing Throughout Year	All	Campus	X
	Freshman Fish Camp/Registration	Principal	Participants	Fall	9th	Campus	X
X	Parent Grade book Connection	District Technology	% of parents signed up	Ongoing Throughout Year	All	District	X

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Technology Action Plan

Marble Falls High School

Goal: Increase the routine use of technology in and out of the classroom

Staff Dev	What strategies must be initiated to reach this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Fund	In Place
X	Contract with Dr. Howie Deblissi in order to formulate action plan for more effective technology integration	Principal	Agenda, implementation plan and snapshots	12-Sep	TTIPS	X
X	Allocate \$198,000 of TTIPS monies for technology in core subjects. Items will include iPads, model labs, LOTE language lab, clickers, calculators	TTIPS Team and principal	Integration	Oct-12	TTIPS	
X	Campus Teacher Technology team	Central Office	Integration	Ongoing professional development	District	X
X	Provide opportunities for teachers to collaborate and mentor each other in using technology as a tool for high level student learning.	Principal, Assistant Principals, Teacher	Collaborative Team and Dept. Agendas	Ongoing professional development	Campus	
X	Develop an improvement process for supporting and providing a variety of professional development.	Principal, Assistant Principals, Teacher	PDSA	Ongoing professional development	Campus	
X	Enhance teacher integration of technology via weekly spotlights	Principal	Integration	Ongoing professional development	Campus	X
X	Use PD360 as a teaching tool for technology integration	Principal, Assistant Principals, Teacher	Integration	Ongoing professional development	District	X
X	Develop a campus leadership team to articulate and support the vision for campus technology improvement.	Principal	PDAS	October 2012 through spring semester	Campus	
X	Students solve real-world problems through the use of technology as seen through classroom snapshots.	Teacher, Students	Snapshot Data	Exists. Build capacity throughout school year	Campus	X
X	Enhance student and teacher learning by promoting technology training via Tech Tues.	Principal	Training Matrix	Ongoing professional development throughout the school year	Campus	X

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Marble Falls ISD
A.1 Action Plan
2012 - 2013

Campus: Marble Falls High School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement One: Students will demonstrate an increase mastery of an aligned curriculum across all subjects to the conceptual level.

<p>Current State: Data reflects math and science are aligned in majority but not 100% implementation. All other departments and subjects are not aligned towards 100% vitality.</p> <p>Data: Campus snapshot via SIRC, District snapshot via TEA, local walkthrough forms also demonstrate the inability to align a viable curriculum. Quantitative data is found in TAKS, local assessments and nine week grades. Wednesday PLC meeting agendas.</p>	<p>Desired State: All students in all classes will demonstrate an increased mastery of an aligned curriculum through the conceptual level.</p> <p>Data: Student SLR data wall, PLC agendas, walkthrough forms, TAKS data, common assessment data, various external audits.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Campus administration will provide teachers with professional development that will ensure a clear application of the context, content and concept of the TEKS and SE.	Campus Administration, Teacher Leaders	Initial PD and continued observational data via walkthrough and crucial conversations.	August PD Schedule, Walkthroughs, TBA's, TAKS/ EOC, SLR,
Teachers	Teachers will participate in late start PLC to ensure that conversation is associated with a viable curriculum and enriched with effective student behaviors by analyzing the TEKS and SE as taught by M. Kilgo.	Teacher Leaders, Teachers	Meeting minutes, Admin being present during PLC's, classroom walkthroughs are consistent from classroom to classroom.	Walkthroughs, TBA's, TAKS/ EOC, SLR,
Teachers	Teachers will develop a better understanding of Assessment FOR Learning in order monitor mastery of the taught curriculum by assessing & adjusting instructional delivery throughout the lesson cycle.	Teacher Leaders, Admin, Teachers	AFL tools throughout the entire lesson to ensure learning is happening	Walkthroughs, PLC Agendas, Professional Development Plan

Marble Falls ISD
 A.1 Action Plan
 2012 - 2013

Observed: Administrator retreat took place on August 1st & 2nd with Campus Administrators and Teacher Leaders in attendance. Focus of the retreat was on leadership, focused curriculum project and collaboration within a PLC using QBQ strategies. Emphasis was placed on Kilgo training that will take place district-wide August 16th-21st. Teacher leaders also wanted the opportunity to dig deeper into the FCP within their departments after presenting a general session to all teachers on FCP, PLCs, and QBQ. Several teachers participated in the FCP curriculum writing project in June and this will allow them to participate within these discussions to show their colleagues in a PLC setting how they "unpacked the TEKS."

Next Step: Identify the analysis steps of the Kilgo process to break down the TEKS and SEs within each subject area. Discussion of these steps should take place in PLCs. Dept of Curriculum presentation to teacher leaders and campus administration on AFL tools.

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Campus: Marble Falls High School
A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Two: Student grades will be a direct reflection of mastery and task will predict performance

<p>Current State: Math was required to participate in the "Student Level Review" (SLR). The math teachers spent time as a collaborative group looking at the common assessment/ nine week averages. As the year progressed the conversation between the teachers ensured the SLR was a success. No other departments participated.</p>	<p>Desired State: All core subjects will participate will 100% effort in a data wall to build a common vocabulary and ensure student grades are a direct reflection of mastery.</p>
<p>Data: SLR. Anything outside +/- 5 points shows either a behavior issue or misaligned curriculum.</p>	<p>Data: SLR in every department and grade level assessments match the nine week grades within +/- 5 points.</p>

Marble Falls ISD
 A.1 Action Plan
 2012 - 2013

Targeted Group	Action	Person Accountable	Observable	Data
Core Subject Teachers	All teachers will participate in a collaborative team data wall or SLR. Alignment between common assessments and nine week grades will be parts of the PLC and led by the teacher leaders	Teacher Leaders	Data walls, PLC meeting with conversation about the common assessment and nine week averages	Data wall, SLR, PLC agendas, regular updating of grades
Student	Student data notebooks with SE indicators and the ability for students to track their own learning will be implemented in Math and Science by the first week of class.	Students	The use of student data notebooks	Student data notebooks
Student	Students will provide evidence, rationale or arguments for and to responses to questions, statements and task during "chews"	Teachers	Interactive lessons based around "Chunk and Chews" model.	Walk-throughs and Observations of the Lesson Cycle
Teacher	Develop common assessments based on prioritized TEKS and SE with good text based questions	Teacher	20% selected response questions (ie multiple choice) and 80% constructed response (open ended questions); analyze results. *Readiness and/ or weak & TEKS & SE.	TBAs

Observed: Several of these strategies need to be taught to teachers during staff development with follow up occurring once the school year starts.

Next Step: New information was given by the CIT which would make data walls more portable and easier to read. The student information will be done on tri-folds (science fair boards). Teachers will develop these tri-folds within the subject areas to identify students who did not perform well on the tests and monitor their progress throughout the school year. Teacher leaders in math and

Marble Falls ISD
A.1 Action Plan
2012 - 2013

science will have to lead PLCs that show proper use of the interactive student data notebooks that will be tied to their learning outcomes in class. "Chunk and chew" models of interactive lessons will be presented to campus administration and teacher leaders so that it can be utilized in the classroom.

Campus: Marble Falls High School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Three: Students will have a clear understanding of an aligned curriculum as evidence in the congruence of the stated/ written objective versus the actually taught objective.

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Current State: Various levels of articulation by the students within the ability to state the objective. Data: Walkthrough data	Desired State: All students in all classes understand the congruence of the stated/ written objective versus the actually taught objective. Data: Walkthrough data
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Targeted Group	Action	Person Accountable	Observable	Data
Student	The teacher will write the TEKS and SE verbiage on the board each day. The TEKS and SE will be written in original verbiage. <i>Teacher will reference the TEKS/SE during the lesson to help student understanding of the learning outcome.</i>	Teacher	When asked, the students can articulate the learning objective and find its meaning. Moreover, the SE matches the taught objective	Walkthrough data, Teacher Leader observations, Student Data Notebooks
Student	The student will be able to track their own learning via student data notebooks associated with TEKS and SE.	Student	The use of student data notebooks in all classes	Student data notebooks

Marble Falls ISD
A.1 Action Plan
2012 - 2013

Teacher	Prepare upper level questions (level 3 and 4) to foster student inquiry & thinking before, during and after instructional "chucks."	Teacher	Assessment <u>FOR</u> Learning strategies throughout the lesson that is congruent to both written and taught objective.	Training on Questioning Stems and Level of Questioning; Anticipatory inquiry for learning

Observed:

Next Step: Provide training over lesson design to focus on student learning outcomes through TEKS/SE. In the training, allow teachers the opportunity to create low level and high level student questions and be able to explain why the questions fall in those levels.

Campus: Marble Falls High School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Four: Teachers will collaboratively plan to ensure instructional alignment both vertically and horizontally.

<p>Current State: Incremental improvement towards a viable curriculum that is aligned. Math and Science departments have garnered the most success based on the implementation of teacher leaders.</p> <p>Data: SLR, TBA's, TAKS, Walkthrough Forms</p>	<p>Desired State: All departments and collaborative teams will collaborate in order to ensure instructional alignment.</p> <p>Data: SLR, TAKS, Walkthrough Forms</p>
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Targeted Group	Action	Person Accountable	Observable	Data
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Marble Falls ISD
 A.1 Action Plan
 2012 - 2013

Core subject teachers	Utilize a "Late Start Thursday" for collaborative teams to plan course curriculum to ensure all students have access to a guaranteed and viable curriculum (specifically focusing on Foreign Languages and Core Academic Disciplines with special education teachers joining teams)	Principal, AP of C&I, Dept Heads, Individual Teachers, Teacher Leaders, Intervention Team and External Evaluators	Meeting Agendas, QBQ Book Study, TAKS/ STAAR performance by class, 9 week failure rates, common assessments	TEKS Based Assessments, Teacher Leader Reports, Administrative Debriefs, SLR Nine Week Report. 90 QIR.
Core subject teachers	Utilize CSCOPE to plan curriculum and create common assessments to ensure all students have access to a guaranteed and viable curriculum.	Principal, AP of C&I, Dept Heads, Individual Teachers, Teacher Leaders, Intervention Team and External Evaluators	Collaborative teams lessons, , TAKS/ STAAR performance by class, 9 week failure rates, common assessments, AP class and test data,	TEKS Based Assessments, Teacher Leader Reports, Administrative Debriefs, SLR Nine Week Report. 90 QIR
Teachers	Submit lesson plans weekly per subject area that indicate the TEKS/SE, student activities, resources and assessment that will be taught for the week. Student activities and assessments should be divided on a daily basis.	Teachers, Teacher Leaders, Administrators	Lesson Plans Submitted Weekly for Review by Teacher Leaders	Lesson Plans, Lesson Plan Checks

Observed:

Next Step: Administrators will check on lesson plans weekly for teachers to submit.

Marble Falls ISD
 A.1 Action Plan
 2012 - 2013

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Campus:

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Five:

Current State Data:	Desired State: Data:
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06

Targeted Group	Action	Person Accountable	Observable	Data

Observed:
Next Step:

Campus: Marble Falls High School

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement One: Students and teachers will utilize a lesson cycle that is collaborative in nature and depends on “Chunk, Chew and Check” in order to initiate tier I interventions.

<p>Current State: Instructional Delivery varies with Tier I level interventions and with the amount of TEKS that are taught to students for mastery of learning.</p> <p>Data: SLR, TAKS/EOC data, TBA data, failure rates per grading period</p>	<p>Desired State: Increase in the number of students passing their courses each grading period as well as an increase in the percentage of students meeting satisfactory performance on EOC tests</p> <p>Data: TBA data to adjust instruction, success rates Per teacher each grading period</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Implementation of a lesson cycle that is better aligned to “chunk, chew & check” to ensure check for understanding is occurring within the lesson cycle.	Teacher Leaders, Teachers	Whole class lessons focused on TEKS & SEs presented in short instructional CHUNKS of information (approximately 10-15 minutes) with multiple cycles of guided practice, CHEWS (approximately 10-15 minutes) with CHECKS for UNDERSTANDING (teacher walking during CHEWS to provide feedback).	Lesson Plans, Assessment FOR Learning strategies.
Teachers	Guide students to provide “evidence,” rationale and/or arguments for and to responses to questions/statements/tasks during “chews.” (i.e. text based evidence)	Teachers	Evidence of rationale and/or arguments for and to responses to questions/statements/tasks during “chews.”	Qualitative walkthrough data

Marble Falls ISD
 A.2 Action Plan
 2012 - 2013

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Observed: No observation data gathered at this time.
Next Step: Chunk and Chew training through PLCs by teacher leaders. Discussion with teacher leaders and administrators on qualitative data to observe in walk throughs.

Campus:

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A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement Two: Teachers will identify what specific TEKS and SE each student is not proficient before the student starts to fail

<p>Current State: Timeliness of identification of at-risk students to provide levels of support before they begin struggling in class</p> <p>Data: TAKS/EOC data broken down by TEKS/SE; TBA data; intervention folders</p>	<p>Desired State: Teachers will have the ability to help students in their classes before their grades slip below the passing mark. Teachers will also be aware of the accommodations/modifications necessary for students in the classroom as soon as possible</p> <p>Data: Individual TAKS/EOC data by student broken down by TEKS/SE; TBA data; Monitoring Notebooks; Accommodations Folder(s)</p>
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Targeted Group	Action	Person Accountable	Observable	Data
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Marble Falls ISD
A.2 Action Plan
2012 - 2013

Students	Teacher will identify students who need intensive help BEFORE they start to fail through mini assessments and implementation of formative assessments built into the lesson cycle.	Teacher	formative assessment strategies, mini TBA's	
Students	Analyze historical TAKS and SE data per student. This will allow the teacher a better perspective and initiate targeted interventions.	Teacher and Teacher Leaders	"Hot Dot Activity" Associated with historical TEKS	"Hot Dot Wall" per class

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Observed: Data has been disaggregated and been delivered to core area teachers by teacher leaders
Next Step: Develop lesson plans according to TEKS identified in the FCP document and identify those student expectations that are weak in instructional delivery. Monitor the level of student mastery when unit assessments & TBAs data is delivered in instructional reports.

Campus:

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement Three: Teacher will monitor each student's progress on a regular basis

Current State: All teachers need to be aware of student weaknesses so that interventions and levels of support can be developed across content areas. Several students are in need of mentoring and extra monitoring to reach academic success.	Desired State: All core area teachers will have access to student data on state & local assessment to provide support for students and gain a greater understanding of students' academic needs.
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Marble Falls ISD
A.2 Action Plan
2012 - 2013

Data: SLR, Data Walls, TAKS/EOC Instructional Reports, TBA Data	<p>All at risk students have a mentor that they can communicate with on a weekly basis.</p> <p>Data: "Heat Maps," Data Walls, Campus Developed SLR, TBA Data in all core areas</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Students	Students data walls that identifies individual growth in order to build conversations associated with targeted intervention.	Teacher Leader, Teacher	Data tri-folds in each subject area	
Students	Teacher Monitoring Notebooks to document student who are not mastering learning in specific TEKS And document interventions to help provide for support for students when they are struggling.	Campus Administrators, Teacher Leaders, Core Area Teachers	Run with the HERD Monitoring notebooks; training set for the week of Oct. 22-25	
Student	Campus Mentoring Program: HERD About You; elective teachers will provide mentoring to at-risk student and develop academic goals/plans for them during the school year	Rtl Coordinator, Elective Teachers	HERD About You notebooks, TTIPS grant money for incentives	

Observed:

Next Step: Meeting with the external PSP has taken place and a locally developed SLR has been created to submit to TEA for AU requirements. Focused Data Analysis, Needs Assessment and Progress Reports have also been completed and are ready for submittal. Campus Mentoring Program (HERD About You) is focused on providing elective teachers as mentors for at-risk students. All teachers have been trained and students have been selected for the mentoring process.

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Campus: Marble Falls HS

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement Four: Teachers will extend instructional time with the school day to ensure mastery of TEKS

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<p>Current State: Block Scheduling was in place to allow one hour and a half class periods for instruction.</p> <p>Data: Master Schedule; May & July EOC scores</p>	<p>Desired State: Develop a bell schedule to maximize the instructional time in the classroom for students & teachers. Sections will also be developed to provide intervention periods for students who are struggling based on assessment data or course grades. An afterschool academic assistance program will be restructured to provide remediation & reinforcement.</p> <p>Data: Teacher survey/ballots, master schedule, TAKS/EOC/STAAR assessment data, YALE feedback and framework</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Students	Continued implementation of Tier 2 & 3 RtI system that provides supports to at-risk students that are not being successful within the classroom.	PBIS Coordinator, Teachers	Number of students participating in Tier 2 & 3 support	Development of Teacher Data Notebooks that include state assessment data, TBA data, RtI logs, parent communications logs and other relevant student data (grades, attendance, etc.)
Students	Identify students who will need to be placed in intervention classes based on EOC scores or course grades.	Counselors, Teacher Leaders, Teachers	Number of students participating in this required intervention	Class counts of students in these intervention class; grades for these students; formative assessment data to identify student growth in deficient areas; lesson plans to identify TEKS/SE to cover to remediate student learning

Marble Falls ISD
 A.2 Action Plan
 2012 - 2013

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Observed: Intervention classes have been created on master schedule. Class sections need to be created to provide interventions who did not meet Satisfactory performance in World Geography, Biology and English 1 Writing.

Next Step: Intervention sections have been placed in the master schedule to provide extra supports during the school day for students who have not been successful on state assessments. Enrichment nights (SAT Prep & AP study) have been added to provide extra support for students who wish to extend their learning.

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Campus:

A.2 - Alignment: *Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments*

Statement Five:

Current State	Desired State:
Data:	Data:

Targeted Group	Action	Person Accountable	Observable	Data

Improvement Plan		
LEA Name: Marble Falls ISD	Campus Name: Marble Falls High School	ESC: Region 13
CDN: 027-904	Campus Number: 001	PSP Name: Carol Harle
LEA Contact: Eric Penrod	Principal Name: Manuel Lunoff	DCSI: 0

Section I: Area(s) of Low Performance and Target Groups																
Rating	State							Stage	Federal					District PBM Staging		
	1st Year	Reading	Math	Science	Social Studies	Writing	Dropout		Completion	1	Reading	Math	Graduation Rate	Attendance	Participation	BE/ESL
All	72/89	89/71	91/77	82/93	58	0	100	All	89	71	98.8	100	100	CTE	No	Select One
AA	50/75	100/100	67/60	33/80	50	0	100	AA	75	100	85.7	100	100	NCLB	No	Select One
His	62/81	83/55	87/60	75/83	50	0	100	His	81	55	98.9	99	99	SPED	Yes	2
White	80/93	93/81	95/87	88/99	64	0	100	White	93	81	99.3	100	100	DVM-L	No	Select One
Eco Dis	61/82	84/65	87/68	73/90	45	0	100	Eco Dis	82	65	98	99+	99	DVM-D	No	Select One
								SPED	76	44	91	100	100	DVM-SA	No	Select One
								LEP	40	30	100	100	100			

Section II: Process for Evaluating Progress Toward Meeting Performance Standards
Describe the assessment process, rigorous TEKS-aligned instruments, and the measures that will be used to evaluate progress toward meeting performance standards. Example: administer curriculum-based assessments at the end of the first grading period; administer released assessment tests in December; administer benchmark tests at the end of the first semester. (Limit response to 2500 characters)

The district has implemented a Focused Curriculum Project in which the TEKS were "unpacked" and aligned into the first nine weeks of the grading period. This process will continue for the entire school year and these documents will drive consistent & aligned instruction within the core areas. Within these FCP documents, TEKS based assessments were also created to gauge students understanding of the TEKS being taught and checking for correlation between mastery of learning in the classroom & assessment results. These TBAs will be given at least once every nine weeks (dates set on a district assessment calendar) and data will be analyzed to adjust instructionally. Focused data talks will also take place after each TBA window and the talks will be focused on campus, department, subject area, and classroom data. The principal will meet with the Curriculum Dept. Directors to discuss the campus data overall and discuss strengths, weaknesses, and areas of improvement before the next TBA and adjust instruction by spiraling TEKS/SEs that were low mastery into future instruction. Plans will be developed at the campus level (principal), department/subject area level (teacher leaders) and classroom (core area teachers).

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Date Improvement Plan was approved by LEA Board	October 15, 2012
Section III: Improvement Plan (IP) Development	

Accountability Area Targeted	Critical Success Factors (CSFs)	Components	Strategies, Initiatives, and Redesign (Limit to 400 characters)	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible	Origination of Resource
State Assessment	Academic_Performance	Curricular Alignment	Focused Curriculum Project in which core area teachers "unpack" the TEKS to develop a Scope & Sequence (Year At A Glance) with activities and TEKS & SE based assessments to evaluate student learning.	FCP Notebooks for each subject area; PLC teacher "language" of "what does the TEKS & SE	100% of lessons are aligned to the TEKS & SE; Student Mastery of the TEKS & SEs in the TBAs to be at 95% mastery by end-of-year	Core Area Teachers, Teacher Leaders, Administrators, MFISD Curriculum Personnel	District
State Assessment	Quality_Data	Professional Development Regarding Data Analysis	Kilgo Training for all core area teachers on campus that was subject specific. This training allowed teachers to analyze state assessment questions based on the contextual level the questions were being asked. The analysis gave teachers insight to the level of teaching that must be reached in order for effective mastery of learning to occur.	Sign In Sheets from Kilgo training August 16-17 and 20-21. PLC teacher "language" of "what does the TEKS	100% of the Kilgo training manuals that will be used in application of activities within lessons and analyzing of the effectiveness of TBA	Core Area Teachers, Teacher Leaders, Administrators, MFISD Curriculum Personnel	District
State Assessment	Learning_Time	Staff Collaboration and Planning Time	Late Start Thursdays continued to allow time for teachers to meet within PLCs utilizing the time to collaboratively plan, disaggregate assessment data, discuss intervention strategies and develop instructional practices	Agendas/Minutes from Core Area PLCs	100% TEKS & SE Aligned lessons seen on lesson plans; increases in student learning observed(goal 95% after reteach-retest) through	Core Area Teachers, Teacher Leaders, Campus Administrators	Campus
State Assessment	School_Climate	Tiered System or Support (Individualized to Student Needs)	Implementation of Positive Behavior Intervention and Support team on campus to provide structures and procedures to support campus discipline, promote a safe school environment and build relationships among students & staff.	PBIS Agendas and Meetings; PBIS Common Structures/Rules in place; Student & Staff	50% Decrease in student referrals; 10% increase in attendance for students & staff; 95% of survey results depict positive feedback from	PBIS Coordinator, PBIS team members	Campus
State Assessment	Academic_Performance	Data Driven Instruction	TEKS Based assessments will be given at least once every nine week grading period in all core areas. Data will be-disaggregated and analyzed using software to give feedback to teachers to adjust instruction accordingly.	TBA Calendar; TBA Results; Intervention Log to adjust instruction when learning is not	Goal 95% mastery levels on TBAs (after reteach-retest). Increases to (95% mastery) in students meeting passing standards at the end of the	Core Area Teachers, Teacher Leaders, Campus Administrators	District
State Assessment	School_Climate	Relationship Building	Campus Mentoring Program will be implemented through the PBIS program. An at-risk student list will be generated based on student assessment scores, discipline, attendance and graduation plans. Teachers will pick 3 students off the list to mentor and meet with them weekly throughout the school year. Academic plans and goals will be developed and presented at the end of the school year.	"HERD About You" mentoring logbook; mentoring criteria and guidelines	Increase in attendance, grades and assessment scores of students being mentored; decrease in number of referrals for same students	PBIS Coordinator, Campus Principal, Counselors, Non-mentored; Teaching Professionals, Elective Teachers	Campus
State Assessment	Academic_Performance	Tiered System of Support	Core area teachers will keep Monitoring Notebooks for students to organize student data, check student progress and document classroom interventions. A parent communication log will also be documented to keep checks on the number of times students' parents are being contacted when they are struggling in classrooms.	Monitoring Notebooks, admin-teacher monitoring confere	50% Decrease in the number of student failures each grading period; log of support at Tier 1 classroom interventions; decrease in	Campus Principal, Teacher Leaders, Campus Asst Principals, Core Area teachers	Campus
State Assessment	Teacher_Quality	Job Embedded Professional Development	Teacher leaders are available in each of the core content areas to provide support for teachers through collaboration in PLCs, dissemination of student/school assessment data and feedback on classroom instruction. Three of the four teacher leaders teach one class, but are available for classroom observations/support for the remainder of the day.	PLC Agendas/Minutes, TBA Data reports, Classroom walk-thru/observation feedback	100% Aligned lesson plans within core areas; increase in the number of students passing each grading period; increase in TBA passing	Teacher leaders, core area teachers, campus administrators, MFISD Asst Supt for C&I	District

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State Assessment	Academic_Performance	Tiered System of Support	Math Intervention classes have been created in the master schedule to provide support for students who have struggled w/ learning math skills. All 9th graders are double blocked in math classes (Alg 1 & Math Models) to provide reinforcement in math skills when they come into HS. Intervention classes were also created for 9th thru 12th graders who showed low performance on TAKS/EOC/STAAR	Master schedule with intervention classes built in	Growth in math student performance for students in intervention classes (95% goal); increase in number of students passing TBA/EOC	Math Intervention Teachers (3), Math Teacher Leader, Lead Counselor, Principal	Campus
State Assessment	Quality_Data	Collaboration and Communication	Focused Data Talks with take place after each TBA window that is completed on the district assessment calendar. The talks will take place between district curriculum leaders & the principal, the principal & teacher leaders and the teacher leaders & core area teachers. A meaningful & non-emotional look at what the data shows in each classroom will be the focus of these talks.	Documentation of discussions in data talks, DMAC instructional reports on TBA data	Growth in math student performance for students in intervention classes (95% goal); increase in number of students passing TBA/EOC	MFISD Asst Supt for C&I, MFISD Academic Directors, Principal, Math Teacher Leader, Math Teachers	District
Select One	Select One	Select One	<enter text>				Select One
Select One	Select One	Select One	<enter text>				Select One
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Falls Career High School

2011 - 2012

- Campus Performance
- Campus Profile
- Campus Comparison Group

No **Comparable Improvement** reports are available for 2011 - 2012.

2011-12 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD

Campus Name: FALLS CAREER HS

Campus #: 027904002

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2012 Standard														
^ Grade 11														
Eng Lang Arts 2012	93%	94%	-	92%	*	*	> 99%	*	*	*	*	*	88%	*
Mathematics 2012	91%	89%	-	64%	*	*	71%	*	*	*	*	*	57%	*
Science 2012	93%	91%	-	80%	*	*	71%	*	*	*	*	*	83%	*
Soc Studies 2012	98%	97%	-	> 99%	*	*	> 99%	*	*	*	*	*	> 99%	*
All Tests 2012	85%	83%	-	67%	*	*	75%	*	*	*	*	*	63%	*
TAKS Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	92%	92%	-	92%	*	*	> 99%	*	*	*	*	*	88%	*
Mathematics 2012	82%	80%	-	64%	*	*	71%	*	*	*	*	*	57%	*
Science 2012	84%	84%	-	80%	*	*	71%	*	*	*	*	*	83%	*
Soc Studies 2012	96%	95%	-	> 99%	*	*	> 99%	*	*	*	*	*	> 99%	*
All Tests 2012	75%	72%	-	67%	*	*	75%	*	*	*	*	*	63%	*
TAKS Commended Performance (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	23%	20%	-	8%	*	*	13%	*	*	*	*	*	13%	*
Mathematics 2012	25%	22%	-	9%	*	*	14%	*	*	*	*	*	14%	*
Science 2012	22%	18%	-	< 1%	*	*	< 1%	*	*	*	*	*	< 1%	*
Soc Studies 2012	51%	46%	-	< 1%	*	*	< 1%	*	*	*	*	*	< 1%	*
All Tests 2012	10%	8%	-	< 1%	*	*	< 1%	*	*	*	*	*	< 1%	*
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	57%	70%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2012	50%	55%	-	*	*	*	*	*	*	*	*	*	*	*
Attendance Rate														
2010-11	95.7%	95.6%	-	87.5%	-	*	87.5%	*	-	-	-	*	88.5%	-
2009-10	95.5%	95.5%	-	89.8%	*	89.9%	89.6%	*	-	-	-	87.6%	89.4%	*
Annual Dropout Rate (Gr 9-12)														
2010-11	2.4%	0.6%	-	8.8%	-	11.1%	8.2%	*	-	-	-	8.3%	8.0%	-
4-Year Completion Rate (Gr 9-12)														
Class of 2011														
Graduated	n/a	96.7%	-	76.9%	-	83.3%	73.7%	*	-	-	-	*	71.4%	-
Received GED	n/a	0.0%	-	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	-
Continued HS	n/a	1.9%	-	15.4%	-	16.7%	15.8%	*	-	-	-	*	19.0%	-
Dropped Out	n/a	1.5%	-	7.7%	-	0.0%	10.5%	*	-	-	-	*	9.5%	-
4-Year Graduation Rate Without Exclusions (Gr 9-12)														
Class of 2011														
Class of 2010 @	85.9%	96.7%	-	76.9%	-	83.3%	73.7%	*	-	-	-	*	71.4%	-
Class of 2010 @	84.3%	93.9%	-	58.1%	*	16.7%	66.7%	-	n/a	n/a	n/a	*	45.5%	-
5-Year Extended Graduation Rate Without Exclusions (Gr 9-12)														
Class of 2010 @														
Class of 2009 @	88.0%	96.7%	-	75.9%	*	*	83.3%	-	n/a	n/a	n/a	83.3%	60.0%	-
Class of 2009 @	85.1%	93.0%	-	76.9%	*	70.0%	77.8%	-	n/a	n/a	n/a	85.7%	61.5%	-
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion														
2010-11	30.3%	28.0%	-	2.0%	-	0.0%	2.4%	*	-	-	-	0.0%	3.7%	-
2009-10	26.3%	22.5%	-	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
RHSP/DAP Graduates														
Class of 2011														
Class of 2010	80.1%	80.1%	-	33.3%	-	*	42.1%	*	-	-	-	*	41.7%	-
Class of 2010	82.7%	78.9%	-	33.3%	*	28.6%	38.9%	-	-	-	-	*	7.7%	*

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District Name: MARBLE FALLS ISD
 Campus Name: FALLS CAREER H S
 Campus #: 027904002

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 2
 Total Students: 39
 Grade Span: 10 - 12
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	
AP/IB Results															
Tested	2011	24.0%	21.7%	-	0.0%	-	*	0.0%	-	-	-	-	n/a	n/a	n/a
	2010	22.7%	19.1%	-	0.0%	*	0.0%	0.0%	-	-	-	-	n/a	n/a	n/a
Examinees >= Criterion															
	2011	49.3%	42.6%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
	2010	50.8%	60.9%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
Scores >= Criterion															
	2011	45.2%	34.9%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
	2010	46.7%	47.8%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component															
Eng Lang Arts	2012	61%	53%	-	20%	*	*	*	*	*	*	*	*	*	*
	2011	66%	57%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2012	73%	61%	-	*	*	*	*	*	*	*	*	*	*	*
	2011	69%	58%	-	*	*	*	*	*	*	*	*	*	*	*
SAT/ACT Results															
Tested	Class of 2011	68.9%	67.4%	-	8.7%	-	*	11.1%	*	-	-	-	n/a	n/a	n/a
	Class of 2010	62.6%	59.5%	-	0.0%	*	0.0%	0.0%	-	-	-	-	n/a	n/a	n/a
At/Above Criterion															
	Class of 2011	25.7%	27.3%	-	*	-	-	*	-	-	-	-	n/a	n/a	n/a
	Class of 2010	26.9%	28.8%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
Average SAT Score															
	Class of 2011	976	980	-	*	-	-	*	-	-	-	-	n/a	n/a	n/a
	Class of 2010	985	1012	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
Average ACT Score															
	Class of 2011	20.5	22.3	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
	Class of 2010	20.5	21.0	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
College-Ready Graduates															
Eng Lang Arts															
	Class of 2011	64%	60%	-	60%	*	*	57%	*	*	*	*	*	63%	*
	Class of 2010	66%	61%	-	33%	*	*	40%	*	*	*	*	*	*	*
Mathematics															
	Class of 2011	67%	66%	-	40%	*	*	43%	*	*	*	*	*	25%	*
	Class of 2010	64%	62%	-	33%	*	*	40%	*	*	*	*	*	*	*
Both Subjects															
	Class of 2011	52%	50%	-	20%	*	*	29%	*	*	*	*	*	13%	*
	Class of 2010	52%	46%	-	20%	*	*	*	*	*	*	*	*	*	*

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District Name: MARBLE FALLS ISD
 Campus Name: FALLS CAREER H S
 Campus #: 027904002

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 39
 Grade Span: 10 - 12
 School Type: Secondary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	39	100.0%	-	4,054	4,978,120
Students By Grade: Early Childhood Education	0	0.0%	-	0.3%	0.3%
Pre-Kindergarten	0	0.0%	-	4.5%	4.5%
Kindergarten	0	0.0%	-	7.4%	7.6%
Grade 1	0	0.0%	-	7.5%	7.9%
Grade 2	0	0.0%	-	7.0%	7.7%
Grade 3	0	0.0%	-	7.1%	7.6%
Grade 4	0	0.0%	-	7.8%	7.5%
Grade 5	0	0.0%	-	7.4%	7.6%
Grade 6	0	0.0%	-	7.6%	7.5%
Grade 7	0	0.0%	-	7.4%	7.4%
Grade 8	0	0.0%	-	7.7%	7.2%
Grade 9	0	0.0%	-	7.8%	7.9%
Grade 10	3	7.7%	-	7.3%	7.0%
Grade 11	19	48.7%	-	7.3%	6.5%
Grade 12	17	43.6%	-	5.8%	5.9%
Ethnic Distribution: African American	1	2.6%	-	1.9%	12.8%
Hispanic	10	25.6%	-	40.2%	50.8%
White	28	71.8%	-	55.8%	30.5%
American Indian	0	0.0%	-	0.3%	0.4%
Asian	0	0.0%	-	0.6%	3.6%
Pacific Islander	0	0.0%	-	0.2%	0.1%
Two or More Races	0	0.0%	-	1.0%	1.7%
Economically Disadvantaged	28	71.8%	-	60.7%	60.4%
Non-Educationally Disadvantaged	11	28.2%	-	39.3%	39.6%
Limited English Proficient (LEP)	0	0.0%	-	12.8%	16.8%
Students w/Disciplinary Placements (2010-11)	3	3.6%	-	2.8%	1.8%
At-Risk	32	82.1%	-	44.6%	45.4%
Mobility (2010-11)	67	87.0%	-	15.6%	17.8%
Number of Students per Teacher	4.1	n/a	-	14.1	15.4

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District Name: MARBLE FALLS ISD
 Campus Name: FALLS CAREER H S
 Campus #: 027904002

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 2
 Total Students: 39
 Grade Span: 10 - 12
 School Type: Secondary

STUDENT INFORMATION

Graduates (Class of 2011):	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Graduates	24	100.0%	-	267	290,581
By Ethnicity (incl. Special Ed.):					
African American	0	0.0%	-	6	38,755
Hispanic	4	16.7%	-	91	127,746
White	19	79.2%	-	165	107,597
American Indian	1	4.2%	-	1	1,430
Asian	0	0.0%	-	2	10,468
Pacific Islander	0	0.0%	-	0	406
Two or More Races	0	0.0%	-	2	4,179
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	16	66.7%	-	53	57,772
Recommended H.S. Pgm./DAP	8	33.3%	-	214	232,809
Special Education Graduates	1	4.2%	-	28	26,142

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	19.5	19.4
Grade 1	-	-	20.6	19.4
Grade 2	-	-	18.3	19.3
Grade 3	-	-	16.8	19.4
Grade 4	-	-	16.8	19.6
Grade 5	-	-	18.7	21.8
Grade 6	-	-	20.1	21.0
Mixed Grades	-	-	-	23.2
Secondary: English/Language Arts	5.0	-	17.6	17.3
Foreign Languages	-	-	19.3	19.0
Mathematics	2.0	-	17.9	17.8
Science	3.0	-	22.1	19.0
Social Studies	2.6	-	23.4	19.5

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District Name: MARBLE FALLS ISD
 Campus Name: FALLS CAREER H S
 Campus #: 027904002

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 39
 Grade Span: 10 - 12
 School Type: Secondary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	13.4	100.0%	-	100.0%	100.0%
Professional Staff:	11.4	85.0%	-	77.0%	63.8%
Teachers	9.5	70.9%	-	61.6%	50.8%
Professional Support	1.0	7.5%	-	9.9%	9.1%
Campus Admin. (School Leader.)	0.9	6.7%	-	3.4%	2.9%
Educational Aides:	2.0	15.0%	-	12.8%	9.1%
Total Minority Staff:	2.0	15.0%	-	14.3%	44.6%
Teachers By Ethnicity and Sex:					
African American	1.0	10.5%	-	2.4%	9.2%
Hispanic	1.0	10.5%	-	10.4%	24.4%
White	7.5	78.9%	-	86.5%	63.4%
American Indian	0.0	0.0%	-	0.7%	0.4%
Asian	0.0	0.0%	-	0.0%	1.3%
Pacific Islander	0.0	0.0%	-	0.0%	0.1%
Two or More Races	0.0	0.0%	-	0.0%	1.2%
Males	5.4	56.7%	-	20.9%	23.2%
Females	4.1	43.3%	-	79.1%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	-	0.0%	4.6%
1-5 Years Experience	2.0	21.1%	-	22.1%	28.7%
6-10 Years Experience	0.0	0.0%	-	20.2%	22.3%
11-20 Years Experience	4.5	47.1%	-	32.9%	26.6%
Over 20 Years Experience	3.0	31.9%	-	24.8%	17.9%
			Campus	District	State
Average Years Experience of Teachers:		17.2 yrs.	- yrs.	13.8 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		11.1 yrs.	- yrs.	8.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	-	-	\$40,911
1-5 Years Experience		\$40,537	-	\$40,752	\$43,669
6-10 Years Experience		-	-	\$44,061	\$46,224
11-20 Years Experience		\$50,213	-	\$48,899	\$50,064
Over 20 Years Experience		\$60,823	-	\$56,150	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$51,552	-	\$47,912	\$48,375
Professional Support		\$51,640	-	\$55,761	\$56,219
Campus Administration (School Leadership)		\$76,231	-	\$68,472	\$70,510
Contracted Instructional Staff (not incl. above):	0.0		-	0.0	1,645.5
Instructional Staff Percent:				78.5%	64.1%

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ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$627,891	100.0%	\$15,697	\$633,281	100.0%	\$15,832	-	-	-
Instruction (11,95)	\$472,169	75.2%	\$11,804	\$476,649	75.3%	\$11,916	-	-	-
Instructional-Related Services (12,13)	\$3,340	0.5%	\$84	\$3,340	0.5%	\$84	-	-	-
Instructional Leadership (21)	\$8,739	1.4%	\$218	\$8,739	1.4%	\$218	-	-	-
School Leadership (23)	\$88,032	14.0%	\$2,201	\$88,519	14.0%	\$2,213	-	-	-
Support Services-Student (31,32,33)	\$54,156	8.6%	\$1,354	\$54,156	8.6%	\$1,354	-	-	-
Other Campus Costs (35,36,51,52,53)	\$1,455	0.2%	\$36	\$1,878	0.3%	\$47	-	-	-
By Program:									
Total Operating Expenditures	\$626,436	100.0%	\$15,661	\$630,079	100.0%	\$15,752	-	-	-
Bilingual/ESL Education (25)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Accelerated Education (24,30)	\$0	0.0%	\$0	\$3,643	0.6%	\$91	-	-	-
Gifted & Talented Education (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Regular Education (11)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Special Education (23)	\$13,222	2.1%	\$331	\$13,222	2.1%	\$331	-	-	-
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Other (26,28,29)	\$613,214	97.9%	\$15,330	\$613,214	97.3%	\$15,330	-	-	-

	District	State
Instructional Expenditure Ratio (11,12,13,31)	60.0%	64.8%

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	0	0.0%	-	13.1%	16.3%
Career & Technical Education	1	2.6%	-	22.8%	21.5%
Gifted & Talented Education	0	0.0%	-	7.2%	7.7%
Special Education	3	7.7%	-	10.8%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	-	5.9%	5.3%
Career & Technical Education	0.0	0.0%	-	3.6%	4.1%
Compensatory Education	0.0	0.0%	-	2.8%	2.9%
Gifted & Talented Education	0.0	0.0%	-	2.4%	1.9%
Regular Education	9.5	100.0%	-	76.1%	73.7%
Special Education	0.0	0.0%	-	7.1%	8.9%
Other	0.0	0.0%	-	2.0%	3.2%

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
 '@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.

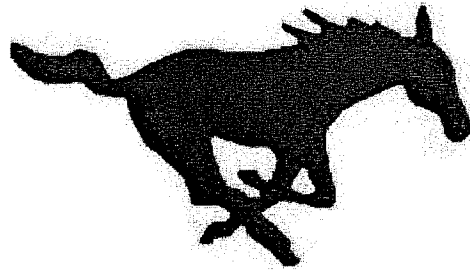
Campus Group Report

Campus 027904002, FALLS CAREER H S, has no Campus Group Report for 2012.

[Performance Reporting](#) | [TEA Home](#)

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**Marble Falls Independent School District
Campus Improvement Plan
2012 - 2013**



Learners Today... Leaders Tomorrow... Mustangs Forever!

Falls CHS

Mission Statement

The mission of 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.

Marble Falls ISD District Goals 2012 – 2013

- I. MFISD will** build strong, vital relationships within our diverse communities.
- II. MFISD will** embrace innovative applications of technology with primary focus on student immersion.
- III. MFISD will** cultivate opportunities for student participation that extend beyond the classroom
- IV. MFISD will** ensure all students receive exceptional instruction through inspired learning experiences
- V. MFISD will** promote personal wellness and healthy choices.
- VI. MFISD will** exemplify strength of character.
- VII. MFISD will** provide a safe and drug-free environment.

State Board of Education Mission, Goals and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas Citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed and retained.

OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in the following:

GOAL 1: The reading and writing of the English language

GOAL 2: The understanding of mathematics

GOAL 3: The understanding of science

GOAL 4: The understanding of social studies

Campus Executive Improvement Committee (CEIC)

Teachers

1 Special Education Teacher ()

4 Classroom Teachers ()

Parents, Business & Community Members

1 Community member not considered a parent of a current student ()

Non-Teachers

1 Admin ()

1 Guidance Office ()

1 Para-Professional ()

Marble Falls ISD Board of Trustees

Rick Edwards – President

Kevin Naumann – Vice President

Craig Mabrary – Secretary

Mike Savage – Member At Large

Karl Westerman – Member At Large

Tommy Chaney – Member At Large

Kelly Fox, Ph. D. – Member At Large

Goal I: Marble Falls ISD will build strong, vital relationships within our diverse communities.

Performance Objectives: Marble Falls ISD will support interactive parent, community and student partnerships; MFISD will support involvement by providing accessible avenues of communication to improve student performance.

Formative Evaluations: ?

Summative Evaluations: Student & Parent Surveys

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
A2, E1, E2 & E3	Provide information to families via parent meetings, mailings, progress reports, web page: <ul style="list-style-type: none"> • Credits needed, • Credits received • Behavioral expectations: attendance, tardies • Personal Goal settings with students/parents 	Campus budget.	Mentor teachers	Throughout the year as needed. Progress reports - every 9 weeks

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E1 & E2	<p>Continue to recruit new & reinforce existing relationships with local Organizations:</p> <ul style="list-style-type: none"> • Master Gardeners to assist with landscaping service project for Falls • Lion's Club, Rotary Club, Kiwanas, Blazing Star Masonic Lodge to provide targeted scholarship for Falls graduate • Exxon/Mobil to provide annual corporate donation tied to retiree volunteer work with Falls <p>and with Individual Volunteers:</p> <ul style="list-style-type: none"> • Harry Born, working with Falls and/or EPIC students on construction service projects. 	Campus Budget, donations, scrap treated lumber.	Faculty	Ongoing throughout the year
A1 & E2	Publish "The Beacon" Student Authored Newsletter (hard copy & web based).	Campus budget.	Lusby	Quarterly

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E2	Create campus climate where all parents are welcome, valued, respected and included Activities: <ul style="list-style-type: none"> • Open house • Holiday gathering • Blood Drive • Graduation • Yearbook 	Surveys, sign in sheets, mailings, web site. Campus Budget	Faculty	Quarterly
A2 & E2	Communicate concerns to parents by the registrar, office staff and/or administration calling homes of absent students to inform of absences and process for returning to campus.	N/A	Tennison, Little, Mentor teachers	Daily throughout the year
E2	Continue use of the ALERT Now System— keeps families informed of campus and district issues (weather, important dates, emergency procedures etc.)	District Funds	Little	August 2012- June 2013

Goal II: Marble Falls will embrace innovative applications of technology with primary focus on student immersion.

Performance Objectives: Marble Falls ISD will embrace innovative applications of technology in order to achieve academic excellence in a 21st century learning environment.

Formative Evaluations: Student & Staff Evaluations

Summative Evaluations: ?

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
A1, A2, E1 & E3	Use Computer based courseware for curriculum and to supplement student teacher communication.	Oddseware	Teaching Staff	Ongoing throughout the year
A1	Use distance learning for enrichment	: Distance Learning Hardware & Campus Budget	Teaching Staff	Throughout the year as budget allows.
A1, E1, E2, E3	Use digital video camera, digital music & voice recorder for student projects	Digital camera, Digital Video camera, Digital voice recorder	Saenz, Fletcher, Born	Throughout the year
A1, E1, E2	Classroom Implementation of MOBI (Interactive virtual tablet)	MOBIs & Classroom Projectors, Campus budget	: IT Trainer & Classroom Teachers	Throughout the year

Goal III: Marble Falls ISD will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objectives: MFISD will support student participation in areas outside of the classroom.

Formative Evaluations: ?

Summative Evaluations: Number of Community Scholarships for Falls Students.

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
?	Develop relationships with community employers for potential student internships &/or employment.	Campus Budget & donations.	Little, Born, Lusby,	Ongoing throughout the year.
E2	Create opportunities for community to become involved in a school mentor program.	Lion's Club	Fletcher	Ongoing throughout the year.
E2	Work with students to develop a Service Learning Project to satisfy this Falls' graduation requirement.	Campus Funds	Saenz & all Mentor Teachers, Campus Administrators, Campus Secretary	Throughout the school year
?	Use local partnerships, (Lion's Club, Exxon/Mobil, Edwards Risk Management, Kiwanas, Blazing Star Masonic Lodge, Rotary clubs, Master Gardeners, etc.) to develop student service projects and scholarships.	Resources: N/A	Principal & staff	Throughout the school year.

Goal IV: Marble Falls ISD will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objectives: MFISD will provide targeted professional development to enhance individualized instruction; MFISD will use data and instructional best practices to increase the number of met standard and commended performance in each subgroup on the STAAR and EOC Exams

Formative Evaluations: Review of spiraled TEKS assessment data

Summative Evaluations: Improved Pass rate for EOCs & TAKS. Attendance & Drop-out goals met.

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
A1, A2, E1 E3	<p>Implement At-Risk Strategies to include::</p> <ol style="list-style-type: none"> 1. Initial Assessment Screening for Math and Reading 2. GAP Classes for Math 3. TAKS Review Classes 	<p>Teacher Developed Assessments SuccessMaker, Odyssey Ware: Campus budget</p> <p>2. Corrective Reading Program, Guided Reading, Vocabulary Enrichment Curriculum, A & M Consolidated Algebra Class.</p> <p>3. Resources: Direct teach, TAKS Workbooks, release tests, Study Island, Campus budget.</p>	<p>Mentor Teachers</p> <p>Patterson.</p> <p>Patterson, Fletcher, Saenz, Rose, Neely</p>	<p>1st week of class for new students throughout the year.</p> <p>Timeline: As needed throughout the year on a 9 week schedule</p> <p>Timeline: 9/19 – 10/17; 1/30 – 3/3; 3/26 – 4/23</p>

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	<p>4. Mentor Groups</p> <p>5. Social & Personal Skills Training</p> <p>6. College Planning & Career Awareness</p>	<p>4. Staff, Campus budget.</p> <p>5--6. Guest Speakers & various personal & career development presentations; field trips to CTC/TTech HL, TSTC in Waco & College Fair at MFHS</p>	<p>Little, Born, Patterson, Fletcher, Saenz, Lusby</p> <p>Born</p>	<p>Timeline: 45 minutes each Friday am</p> <p>Timeline: 45 minutes each Thursday morning throughout the year.</p>
Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E1	Offer courses for students wishing to graduate on the recommended plan	TxVSN Scholarships	Little, Born	Fall & Spring Semesters
E1 & E2	Evaluate transcripts and promote Recommended Graduation Plan for all seniors	TEA guidelines for AECs, staff feedback, campus budget:	Little	Beginning of fall & spring semesters

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E1, E2 & E3	Provide individualized instruction <ol style="list-style-type: none"> 1. Computer Aided Instruction 2. Books on Tape 3. Literature on Video 4. Experiential Learning 5. Independent Projects 	Video & audio equipment, distance learning, computers, low ropes equipment, campus budget.	Little, Born, Patterson, Fletcher, Saenz, Lusby, Rose, Neely.	Ongoing throughout the year
A1 & A2	Provide meaningful and appropriate staff development <ol style="list-style-type: none"> 1. Utilize recommendations of CEIC 2. TAKS strategies training 3. Technology Training 4. Attend TAAE conference 5. Attend Region XIII Alternative Ed. Focus group meetings 6. Attend motivational workshops for at-risk students 	Campus Budget, Title 1 Funding	Little	Ongoing throughout the year
E1	Achieve 92% attendance rate (must be 84% for AEA) <ol style="list-style-type: none"> 1. 9 weeks award for student with perfect attendance 2. Per 6 weeks award for Mentor Group with highest attendance rate 3. "Do the Math" – Individual student's calculate & monitor their compliance with the state mandated 90% attendance rule. 	Campus budget Timeline: End of each 6 weeks & weekly as needed in mentor groups.	Little, Tennison, mentor teachers	End of each 6 weeks & weekly as needed in mentor groups

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
A2 & E1,	Increase the number of TAKS tests that meet or exceed passing standard <ol style="list-style-type: none"> 1. AEA is based on the number of tests across the board that are taken divided by the number that meet standards 2. Evaluate student credits to place students in proper test categories 3. Monitor TGI for students repeating Exit Level TAKS 	TAKS results, Pearson	Little, Born	October, February, April
E1 & E2	Decrease student drop-out rate to below .5% <ol style="list-style-type: none"> 1. Evaluate transcripts so students have clear options for graduation 2. Encourage students to complete course work within 4 years 3. Provide optional flexible attendance policy for students whose schedule cannot accommodate regular school hours. 	Resources: Optional Flexible Program submission and approval by the State of Texas.	Little, Born, academic staff.	As each student arrives throughout the year.

Goal V: Marble Falls ISD will promote personal wellness and healthy choices.

Performance Objectives: MFISD will promote personal wellness and healthy choices to enhance student learning.

Formative Evaluations: Staff and Student Input

Summative Evaluations: Improved scores on stress level inventory

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E1 & E2	Offer yoga classes to students to include instruction on asana (forms), pranayama (breath control), relaxation and meditation.	Yoga mats, bolsters, straps, Legacy Fund Scholarship	Born	Student classes twice a week, throughout the school year.
E1 & E2	Teach the Importance of nutrition by targeting foods high in micronutrients (GOMBS).	Dr. Fuhrmans Video Lecture, donations by staff	Born, Neely	Video at beginning of 2nd semester.
E1 & E2	Present arguments for abstinence & have students create presentations on VD (facts, myths, prevalence & prevention).	"Hygiene for the Holidays" assembly presentation.	Born	December
E1 & E2	Explore the marketing behind tobacco and the health consequences of tobacco use. Create anti smoking Public Service Announcements using print and video.	"The Truth About Tobacco" Video by Patrick Reynolds; School Assembly & Mentor Groups Campus budget.	Born	March

Goal VI: Marble Falls ISD will exemplify strength of character

Performance Objectives: MFISD will promote strength of character to enhance student learning

Formative Evaluations: Staff observations and student Input

Summative Evaluations: Student Self Evaluations

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E1 & E2	Require students to select and participate in one or more community service projects	Campus Funds	Saenz & all Mentor Teachers, Campus Administrators, Campus Secretary	Throughout the school year
E1 & E2	Teach the Concept of Conscious Integrity (distinguish "right" from "wrong" ; following through; paying the cost – time, energy, \$).	"Three Questions for Personal Happiness" assembly	Born	November
E1 & E2	Teach ethics vis the "Yama" branch of yoga to yoga students (kindness, truthfulness, non-stealing, moderation, non-possessiveness)	"The Heart of Yoga" by TKV Desikachar.	Born	Yoga classes twice weekly all year.
E1 & E2	Teach the essential elements of "Likeability" (Friendliness, Connecting to Other's Needs, Empathy, Genuineness)	Assembly based on "The Likeability Factor" by Tim Sanders	Born	Spring

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Goal VII: Marble Falls ISD will provide a well-defined plan to promote a safe, secure, respectful, and drug-free environment for students, staff, and the community.

Performance Objectives: MFISD will promote a safe and drug-free environment in order to facilitate learning for all students

Formative Evaluations: Student Input and Staff Observations

Summative Evaluations: Number of Drug and Alcohol related violations

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E1 & E2	<ul style="list-style-type: none"> Review the Stay ALERT system procedures with students and staff Ask students to add the Stay ALERT hotline number to their phones 	Stay ALERT Student wallet cards and posters	Born & Little	Beginning of each semester.
E1	Implement Visitor Sign-In and safety check procedures V-Soft procedures Update	V-Soft system. District budget	Tennison	Timelines: Daily, throughout the year.
E1 & E2	Discuss the consequences of teenage alcohol & drug use. School Wide assembly & mentor group activities.	Locally developed presentation on Drugs & Campus Policy. Tiered Response Contracts for Perception of Involvement with Drugs or Alcohol. "Consequences" program on Drunk Driving.	Born	Timeline: 1 st semester Assembly Perception policy & tiered responses are implemented individually PRN

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E1	Implement monthly drills <ul style="list-style-type: none"> • Fire • Tornado • Disaster 	None	Little, Woerner	Monthly Drills beginning Sept. – June
E1 & E2	Teach students the “LIFE” model for Suicide Prevention.	Resources: “Jason Foundation” free curriculum.	Born, Lusby, Fletcher, Saenz & Patterson	2 assembly periods during the Spring Semester
E1 & E2	Implement Predator Education & Prevention Assembly for Students & Staff Follow-up with small group activities designed to teach students how to set physical, emotional, moral and sexual boundaries for themselves.	Locally developed Predator Awareness & Prevention Presentation	Born	Spring Semester

**Fund Totals
2012 – 2013**

Source	Amount	Description
Title I, Part A		Education for the disadvantage
Title II, Part A		Teacher professional development, recruitment and retention
Title III, Part A (LEP)		Education for students with Limited English Proficiency
State Comp. Ed.		State money to be used for at-risk students
TTIPS Grant (High School Only)	1,560,000	Federal money to be used for transformation at the high school

Glossary of Terms

AP - Advanced Placement
CEIC - Campus Educational Improvement Committee
CScope - Curriculum utilized by MFISD for K-12 core subjects; supported by Region XIII ESC
CTE - Career and Technical Education
DAEP - District Alternative Educational Placement
DEIC - District Educational Improvement Committee
ELL - English Language Learner
EOC - End of Course Exams; replacing TAKS for grades 9 & 10
ESC - Educational Service Center
ESL - English as a Second Language
FCP – Focus Curriculum Project
ISS - In-School Suspension
PALS - Peer Assistance and Leadership Service
PD 360 - Online professional development program; individualized development available on-demand
RTI - Response to Intervention
SHAC - School Health Advisory Committee
STAAR - State of Texas Assessments of Academic Readiness; replacing current assessment system 2011
TAKS - Texas Assessment of Knowledge and Skills
TBA – TEKS Based Assessment
TTIPS – Texas Title I Priority Schools Grant
TEKS - Texas Essential Knowledge and Skills
TBSI - Texas Behavioral Support Initiative
UIL - University of Interscholastic League

Marble Falls ISD
 A.1 Action Plan
 2012 - 2013

Campus: Falls Career High School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement One: All courses on OdysseyWare (OW) will be TEKS aligned

Current State: We use OW but do not know if it is TEKS aligned Data: printed reports from OW	Desired State: All courses ARE aligned with the TEKS Data: printed report assuring alignment
---	---

Targeted Group	Action	Person Accountable	Observable	Data
Core Teachers	Print out reports and check to see if TEKS are actually aligned	Core Teachers	See that each Unit and Chapter are included	New data table affirming conclusion
Core Teachers	Participate in subject specific PLC's at the High School	Core Teachers	Obtain information on how teachers are delving into context and concept	Examples of teaching instruments that can be utilized in OW alignment

Observed:
Next Step:

Marble Falls ISD
 A.1 Action Plan
 2012 - 2013

Campus: Falls Career High School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Two: All students will know, at the beginning of the course, the TEKS that will be covered.

Current State: student do not know what they are expected to learn Data:none used at this time	Desired State: Students are aware of the expectations of the course Data: Class Syllabus which includes TEKS/ complete TEKS attached
---	---

Targeted Group	Action	Person Accountable	Observable	Data
Students	Will develop a Syllabus for each class with a copy of the TEKS related to that course attached	Teachers	Teachers will turn in a copy of all syllabus to be put in a binder in the main office	Syllabus
Students	A course calendar will be given to each student at the beginning of each course detailing weekly expectations	Teachers	Calendars are in student portfolios and checked each Friday for weekly completion	100% of students will have portfolios that are checked weekly

Observed:
Next Step:

Marble Falls ISD
 A.2 Action Plan
 2012 - 2013

Campus: Falls Career High School

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement One: Spiraled TEKS assessments from the High School will be used to demonstrate that learning is consistently reviewed

Current State: Only OW assessments are being used Data: None at this time	Desired State: Include CBA's from the High School Data: Results from the Assessments
--	---

Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Embed CBA's in OW at appropriate intervals for material covered	Teachers	All CBA's for the first semester will be embedded in OW at the beginning of the 2011-2012 school year	100% of core courses
Students	Evaluate and Review assessment results with the students	Teachers	Results from Assessments and notes from teachers will be placed in student's portfolio	Assessments and notes will be completed 100% of the time.
Students	From Assessment results students will be reassigned for spiral learning	Teachers	Demonstrate increased knowledge	Higher grades in remediated area

Observed:

Marble Falls Middle School

2011 - 2012

- Campus Performance
- Campus Profile
- Campus Comparison Group

No **Comparable Improvement** reports are available for 2011 - 2012.

2011-12 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD

Campus Name: MARBLE FALLS MIDDLE

Campus #: 027904041

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS MIDDLE
 Campus #: 027904041

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 920
 Grade Span: 06 - 08
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	95.6%	96.4%	95.3%	93.0%	95.6%	95.1%	*	*	*	96.3%	94.3%	94.8%	97.1%
2009-10	95.5%	95.5%	96.0%	95.1%	91.6%	95.7%	95.0%	*	*	-	93.6%	94.2%	94.5%	96.4%
Annual Dropout Rate (Gr 7-8)														
2010-11	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS MIDDLE
 Campus #: 027904041

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 920
 Grade Span: 06 - 08
 School Type: Middle

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	920	100.0%	18,797	4,054	4,978,120
Students By Grade:					
Early Childhood Education	0	0.0%	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.5%	4.5%
Kindergarten	0	0.0%	0.0%	7.4%	7.6%
Grade 1	0	0.0%	0.0%	7.5%	7.9%
Grade 2	0	0.0%	0.0%	7.0%	7.7%
Grade 3	0	0.0%	0.0%	7.1%	7.6%
Grade 4	0	0.0%	1.5%	7.8%	7.5%
Grade 5	0	0.0%	5.7%	7.4%	7.6%
Grade 6	309	33.6%	30.3%	7.6%	7.5%
Grade 7	300	32.6%	31.4%	7.4%	7.4%
Grade 8	311	33.8%	31.1%	7.7%	7.2%
Grade 9	0	0.0%	0.0%	7.8%	7.9%
Grade 10	0	0.0%	0.0%	7.3%	7.0%
Grade 11	0	0.0%	0.0%	7.3%	6.5%
Grade 12	0	0.0%	0.0%	5.8%	5.9%
Ethnic Distribution:					
African American	23	2.5%	9.6%	1.9%	12.8%
Hispanic	362	39.3%	42.3%	40.2%	50.8%
White	514	55.9%	42.6%	55.8%	30.5%
American Indian	3	0.3%	0.4%	0.3%	0.4%
Asian	7	0.8%	2.9%	0.6%	3.6%
Pacific Islander	1	0.1%	0.1%	0.2%	0.1%
Two or More Races	10	1.1%	2.2%	1.0%	1.7%
Economically Disadvantaged	575	62.5%	62.5%	60.7%	60.4%
Non-Educationally Disadvantaged	345	37.5%	37.5%	39.3%	39.6%
Limited English Proficient (LEP)	69	7.5%	6.3%	12.8%	16.8%
Students w/Disciplinary Placements (2010-11)	49	5.0%	2.1%	2.8%	1.8%
At-Risk	375	40.8%	40.3%	44.6%	45.4%
Mobility (2010-11)	109	11.1%	13.9%	15.6%	17.8%
Number of Students per Teacher	15.1	n/a	14.2	14.1	15.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	0.4%	2.2%	-	-	3.2%	10.3%
Grade 1	-	-	1.2%	4.7%	-	-	10.7%	8.8%
Grade 2	-	-	1.6%	2.8%	-	-	0.0%	4.0%
Grade 3	-	-	0.7%	1.9%	-	-	0.0%	1.7%
Grade 4	-	0.7%	0.4%	1.0%	-	0.0%	0.0%	0.9%
Grade 5	-	1.5%	0.8%	1.2%	-	1.0%	0.0%	1.1%
Grade 6	0.0%	0.6%	0.0%	0.7%	0.0%	1.2%	0.0%	1.0%
Grade 7	0.0%	0.4%	0.0%	1.0%	0.0%	0.2%	0.0%	1.2%
Grade 8	0.0%	0.8%	0.0%	1.1%	0.0%	1.1%	0.0%	1.8%

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District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS MIDDLE
 Campus #: 027904041

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 2
 Total Students: 920
 Grade Span: 06 - 08
 School Type: Middle

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	19.5	19.4
Grade 1	-	-	20.6	19.4
Grade 2	-	-	18.3	19.3
Grade 3	-	-	16.8	19.4
Grade 4	-	17.7	16.8	19.6
Grade 5	-	19.6	18.7	21.8
Grade 6	20.1	19.6	20.1	21.0
Mixed Grades	-	-	-	23.2
Secondary: English/Language Arts	17.5	17.3	17.6	17.3
Foreign Languages	18.6	19.7	19.3	19.0
Mathematics	16.4	17.2	17.9	17.8
Science	23.5	18.9	22.1	19.0
Social Studies	23.7	19.6	23.4	19.5

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS MIDDLE
 Campus #: 027904041

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 920
 Grade Span: 06 - 08
 School Type: Middle

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	77.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	70.0	90.9%	88.4%	77.0%	63.8%
Teachers	61.0	79.2%	77.5%	61.6%	50.8%
Professional Support	6.0	7.8%	6.2%	9.9%	9.1%
Campus Admin. (School Leader.)	3.0	3.9%	4.6%	3.4%	2.9%
Educational Aides:	7.0	9.1%	11.6%	12.8%	9.1%
Total Minority Staff:	8.0	10.4%	17.4%	14.3%	44.6%
Teachers By Ethnicity and Sex:					
African American	1.0	1.6%	5.9%	2.4%	9.2%
Hispanic	5.0	8.2%	6.8%	10.4%	24.4%
White	55.0	90.2%	83.7%	86.5%	63.4%
American Indian	0.0	0.0%	0.6%	0.7%	0.4%
Asian	0.0	0.0%	1.3%	0.0%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.6%	0.0%	1.2%
Males	16.0	26.2%	25.8%	20.9%	23.2%
Females	45.0	73.8%	74.2%	79.1%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	4.9%	0.0%	4.6%
1-5 Years Experience	18.0	29.5%	28.8%	22.1%	28.7%
6-10 Years Experience	8.0	13.1%	19.6%	20.2%	22.3%
11-20 Years Experience	25.0	41.0%	26.0%	32.9%	26.6%
Over 20 Years Experience	10.0	16.4%	20.7%	24.8%	17.9%
			Campus Group	District	State
Average Years Experience of Teachers:		12.3 yrs.	12.0 yrs.	13.8 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		6.8 yrs.	8.0 yrs.	8.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$41,622	-	\$40,911
1-5 Years Experience		\$40,499	\$41,107	\$40,752	\$43,669
6-10 Years Experience		\$43,677	\$44,580	\$44,061	\$46,224
11-20 Years Experience		\$49,106	\$49,037	\$48,899	\$50,064
Over 20 Years Experience		\$55,536	\$55,279	\$56,150	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$46,909	\$46,804	\$47,912	\$48,375
Professional Support		\$53,835	\$53,353	\$55,761	\$56,219
Campus Administration (School Leadership)		\$79,828	\$67,437	\$68,472	\$70,510
Contracted Instructional Staff (not incl. above):		0.0	2.5	0.0	1,645.5
Instructional Staff Percent:				78.5%	64.1%

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District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS MIDDLE
 Campus #: 027904041

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 4
 Total Students: 920
 Grade Span: 06 - 08
 School Type: Middle

ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$4,951,200	100.0%	\$5,411	\$5,326,477	100.0%	\$5,821	\$121,666,000	100.0%	\$6,510
Instruction (11,95)	\$3,674,299	74.2%	\$4,016	\$4,023,435	75.5%	\$4,397	\$89,882,250	73.9%	\$4,809
Instructional-Related Services (12,13)	\$128,871	2.6%	\$141	\$137,945	2.6%	\$151	\$3,634,584	3.0%	\$194
Instructional Leadership (21)	\$100,089	2.0%	\$109	\$100,089	1.9%	\$109	\$1,075,110	0.9%	\$58
School Leadership (23)	\$499,066	10.1%	\$545	\$499,905	9.4%	\$546	\$9,180,922	7.5%	\$491
Support Services-Student (31,32,33)	\$276,649	5.6%	\$302	\$277,182	5.2%	\$303	\$6,021,749	4.9%	\$322
Other Campus Costs (35,36,51,52,53)	\$272,226	5.5%	\$298	\$287,921	5.4%	\$315	\$11,871,385	9.8%	\$635
By Program:									
Total Operating Expenditures	\$4,678,974	100.0%	\$5,114	\$5,007,347	100.0%	\$5,473	\$108,534,505	100.0%	\$5,807
Bilingual/ESL Education (25)	\$109,047	2.3%	\$119	\$113,749	2.3%	\$124	\$1,098,764	1.0%	\$59
Career & Technical Education (22)	\$2,872	0.1%	\$3	\$2,872	0.1%	\$3	\$636,090	0.6%	\$34
Accelerated Education (24,30)	\$68,924	1.5%	\$75	\$278,229	5.6%	\$304	\$12,093,934	11.1%	\$647
Gifted & Talented Education (21)	\$507	0.0%	\$1	\$507	0.0%	\$1	\$2,053,462	1.9%	\$110
Regular Education (11)	\$3,628,196	77.5%	\$3,965	\$3,628,196	72.5%	\$3,965	\$76,026,091	70.0%	\$4,068
Special Education (23)	\$869,428	18.6%	\$950	\$983,794	19.6%	\$1,075	\$15,736,653	14.5%	\$842
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$460,555	0.4%	\$25
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$428,956	0.4%	\$23

	District	State
Instructional Expenditure Ratio (11,12,13,31)	60.0%	64.8%

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	68	7.4%	6.0%	13.1%	16.3%
Career & Technical Education	153	16.6%	12.5%	22.8%	21.5%
Gifted & Talented Education	96	10.4%	8.2%	7.2%	7.7%
Special Education	101	11.0%	10.1%	10.8%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.8	1.3%	1.8%	5.9%	5.3%
Career & Technical Education	1.8	3.0%	1.7%	3.6%	4.1%
Compensatory Education	0.0	0.0%	2.2%	2.8%	2.9%
Gifted & Talented Education	2.7	4.4%	2.4%	2.4%	1.9%
Regular Education	49.7	81.5%	78.1%	76.1%	73.7%
Special Education	6.0	9.8%	9.7%	7.1%	8.9%
Other	0.0	0.0%	4.1%	2.0%	3.2%

- '@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

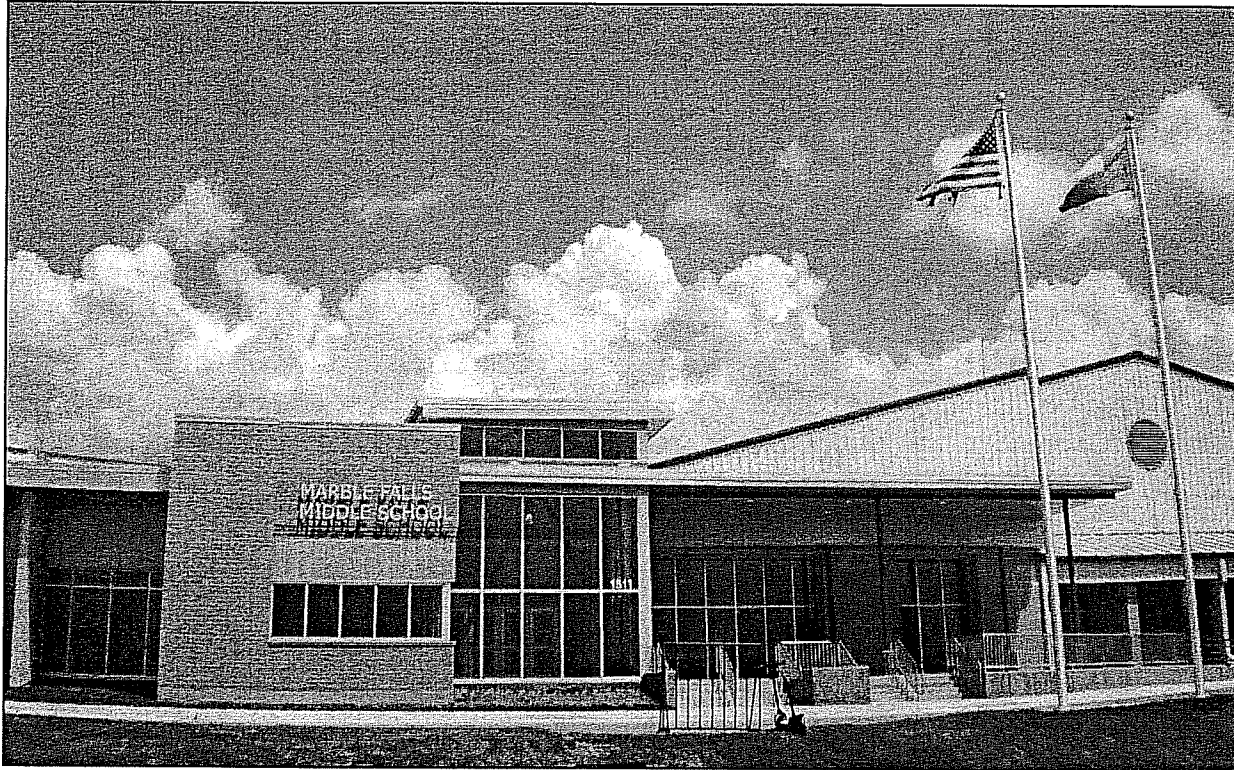
Target Campus Name: MARBLE FALLS MIDDLE
 Target Campus #: 027904041
 District Name: MARBLE FALLS ISD
 Campus Type: Middle School

Texas Education Agency
 2011-12 Campus Comparison Group

Campus Number	Campus Name	District Name	% Econ	% White	% Hispanic	% Mobility	% LEP	% Afr_Amer
004901041	ROCKPORT-FULTON MIDDLE	ARANSAS COUNTY ISD	63.2	54.5	40.1	14.5	1.4	1.1
027904041	> MARBLE FALLS MIDDLE	MARBLE FALLS ISD	62.5	55.9	39.3	11.1	7.5	2.5
037907041	RUSK J H	RUSK ISD	61.0	68.9	15.3	12.0	2.1	12.5
043910042	BOWMAN MIDDLE	PLANO ISD	60.7	22.3	56.4	11.5	12.2	12.4
043911102	HUDDLESTON INTERMEDIATE	PRINCETON ISD	60.7	51.8	40.1	15.1	9.3	6.1
045905041	WEIMAR J H	WEIMAR ISD	61.1	36.1	44.4	11.8	10.2	13.9
070903042	ENNIS J H	ENNIS ISD	61.3	34.9	49.5	11.7	1.3	13.8
074907041	HONEY GROVE MIDDLE	HONEY GROVE ISD	62.2	67.7	15.0	14.8	2.4	10.2
085902041	POST MIDDLE	POST ISD	61.6	34.9	55.2	8.3	2.3	6.4
091906042	PINER MIDDLE SCHOOL	SHERMAN ISD	64.5	46.0	32.8	13.6	7.9	14.3
098901041	GRUVER J H	GRUVER ISD	62.1	51.6	47.4	7.6	9.5	0.0
101907048	TRUITT MIDDLE SCHOOL	CYPRESS-FAIRBANKS ISD	63.5	13.1	56.2	13.2	10.2	15.3
101911043	CEDAR BAYOU J H	GOOSE CREEK CISD	62.0	28.8	51.7	16.3	6.4	16.3
101914049	MORTON RANCH J H	KATY ISD	62.2	22.7	53.5	12.5	7.3	16.8
101917049	THOMPSON INT	PASADENA ISD	64.4	12.6	58.6	11.6	4.5	16.9
126901104	ALVARADO INT	ALVARADO ISD	62.3	64.8	29.3	16.3	10.5	3.2
127901041	ANSON MIDDLE	ANSON ISD	61.9	46.8	47.5	16.3	4.3	2.9
127903041	HAMLIN MIDDLE	HAMLIN ISD	64.6	54.0	38.9	7.1	3.5	4.4
129903102	LUCILLE NASH INTERMEDIAT	KAUFMAN ISD	64.0	51.7	38.6	10.3	7.8	6.1
144901041	GIDDINGS MIDDLE	GIDDINGS ISD	62.4	35.1	50.9	10.7	12.3	11.3
145901041	BUFFALO J H	BUFFALO ISD	61.4	53.6	35.7	12.9	12.5	7.2
146902042	NOTTINGHAM MIDDLE	DAYTON ISD	62.4	56.9	29.2	12.6	9.6	10.2
146904042	HARDIN INT	HARDIN ISD	61.2	81.4	14.9	18.8	1.1	2.1
149902041	THREE RIVERS MIDDLE	THREE RIVERS ISD	61.1	41.7	58.3	16.4	1.4	0.0
158902041	TIDEHAVEN INT	TIDEHAVEN ISD	62.5	45.3	51.6	13.9	1.6	2.6
161910041	MOODY MIDDLE	MOODY ISD	61.6	69.0	22.0	15.5	2.2	4.7
168901041	COLORADO MIDDLE	COLORADO ISD	62.4	33.1	57.4	10.9	1.2	6.6
170907041	SPLENDORA J H	SPLENDORA ISD	64.6	72.8	25.3	14.5	3.8	0.8
177902041	SWEETWATER MIDDLE	SWEETWATER ISD	63.2	41.7	48.2	17.2	1.7	8.2
185902041	FARWELL J H	FARWELL ISD	63.4	42.7	57.3	14.8	6.1	0.0
187907041	LIVINGSTON J H	LIVINGSTON ISD	61.7	67.9	18.1	17.1	2.4	10.5
188903041	HIGHLAND PARK MIDDLE SCH	HIGHLAND PARK ISD	60.9	52.3	32.7	11.6	6.4	4.1
211902041	STRATFORD J H	STRATFORD ISD	61.9	34.2	63.2	11.1	4.5	1.9
215901041	BRECKENRIDGE J H	BRECKENRIDGE ISD	60.7	65.0	29.1	15.8	2.4	3.4
220902042	NORTH RICHLAND MIDDLE	BIRDVILLE ISD	61.6	50.6	34.0	18.4	7.7	7.9
220902045	WATAUGA MIDDLE	BIRDVILLE ISD	61.8	43.3	42.7	12.9	7.6	6.9
220915107	W E HOOVER EL	AZLE ISD	61.1	73.3	22.2	18.1	5.4	0.5
246902041	FLORENCE MIDDLE	FLORENCE ISD	61.0	65.9	29.1	14.5	7.2	0.9
246911041	TAYLOR MIDDLE	TAYLOR ISD	64.4	26.2	62.0	14.2	8.2	9.2
250903041	MINEOLA MIDDLE	MINEOLA ISD	61.3	60.7	26.5	13.0	4.3	6.7
251902041	PLAINS MIDDLE	PLAINS ISD	61.3	37.2	62.0	17.2	2.2	0.0
	Group Average		62.5	42.6	42.3	13.9	6.3	9.6

*** Order of columns will vary on lists for other campuses ***

MARBLE FALLS MIDDLE SCHOOL



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2012 – 2013

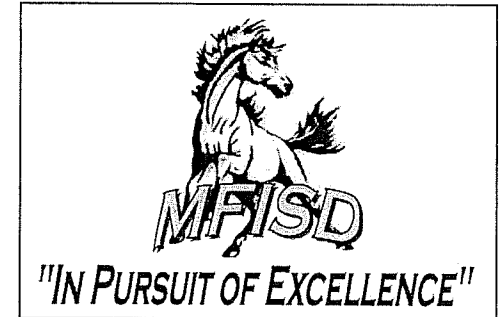
CAMPUS IMPROVEMENT PLAN

Building Tomorrow's Future Today!

MARBLE FALLS MIDDLE SCHOOL

TEA RECOGNIZED CAMPUS

Campus Improvement Plan 2012-2013



DISTRICT GOALS

MFISD:

- GOAL I:** *WE WILL BUILD STRONG, VITAL RELATIONSHIPS WITHIN OUR DIVERSE COMMUNITIES.*
- GOAL II:** *WE WILL EMBRACE INNOVATIVE APPLICATIONS OF TECHNOLOGY WITH PRIMARY FOCUS ON STUDENT IMMERSION.*
- GOAL III:** *WE WILL CULTIVATE OPPORTUNITIES FOR STUDENT PARTICIPATION THAT EXTEND BEYOND THE CLASSROOM.*
- GOAL IV:** *WE WILL ENSURE ALL STUDENTS RECEIVE EXCEPTIONAL INSTRUCTION THROUGH INSPIRED LEARNING EXPERIENCES.*
- GOAL V:** *WE WILL PROMOTE PERSONAL WELLNESS AND HEALTHY CHOICES.*
- GOAL VI:** *WE WILL EXEMPLIFY STRENGTH OF CHARACTER.*
- GOAL VII:** *WE WILL PROVIDE A SAFE AND DRUG-FREE ENVIRONMENT.*

MISSION STATEMENT FOR MFISD:

THE MISSION OF MFISD 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.

CEIC/Title MEMBERS 2012-2013

<u>Name</u>	<u>Position</u>	<u>Term</u>
John Schumacher	Principal	On-going
Bruce Peckover	Assistant Principal of C & I	On-going
Brenda Belk	At-large professional	On-going
Deb Weis	MFMS teacher	May 2014
Katherine Corley	MFMS teacher	May 2013
Andrea Olfers	MFMS teacher	May 2012
Kathy Fletcher	Parent representative	May 2014
Jennifer Burdett	Parent representative	May 2012
David Crail	Business representative	May 2014
TBA	Community representative	May 2014
Adam Goodman	Staff Title representative	May 2012
Leona Moore	Staff Title representative	May 2012
Heather Rodgers	Staff Title representative	On-going
Kris Obermeyer	Staff Title representative	On-going
Patty McAlpin	Staff Title representative	May 2012
Lucila Moreno Alonso	6 th Parent Title representative	May 2014
Erika Ponce	7 th Parent Title representative	May 2013
Manuela Ramirez	8 th Parent Title representative	May 2012
Laura Portillo	Spanish Translator	On-going
Melissa Fields	District-level representative	On-going
Karman Tindell	DEIC MS liaison	May 2014
Megan Goodman	DEIC MS liaison	May 2013
Cara Wilson	DEIC MS liaison	May 2015

CEIC/Title Meeting Dates:

September	
November	15
January	24
March	21
May	2

(Meet in Ernest Seitz Library @ 4:05)

District & Campus Goal I: *WE WILL BUILD STRONG, VITAL RELATIONSHIPS WITHIN OUR DIVERSE COMMUNITIES.*

Performance Objective: Marble Falls Middle School will develop and build strong, vital relationships within our diverse communities.

Formative Assessments: Advisory roster, Skyward call logs, parent and volunteer feedback.

Summative Assessments: DEIC survey, local questionnaires and volunteer roster

V	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> • COMMUNICATE CONSISTENTLY WITH PARENTS AND VOLUNTEERS <ul style="list-style-type: none"> ○ Principal "Check-up" visits with parents and caregivers <ul style="list-style-type: none"> ▪ Surveys ▪ Email ▪ Phone Calls ▪ Sky Alert Call System ▪ Meetings ○ Advisory ○ ELL Parent Meetings ○ Community Resources Available to Parents and Students • PROMOTE HOME/SCHOOL CONNECTION LINK ON MFISD WEBSITE THROUGH: <ul style="list-style-type: none"> ○ Sky Alert Call System ○ Skyward Gradebook ○ Posted CEIC Minutes ○ PTO Meetings ○ Marquee ○ Announcements ○ Web-Based Drill Alert ○ Open House ○ Campus Calendar on MS web page ○ Teacher web pages • PROVIDE PARENT ORIENTATIONS: <ul style="list-style-type: none"> ○ Parent, Principal Team Meetings <ul style="list-style-type: none"> ▪ No Place for Hate ○ Current Event Issues ○ ESL Rosetta Stone Classes 	<p>Responsible: Administration, Staff Resources: Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration, PTO, and Instructional Technologist Resources: District/Campus Funds Timeline: As Needed</p> <p>Responsible: Administration, Staff, and Community/Parent Volunteers Resources: District/Campus Funds Timeline: As Needed</p>

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- **ESTABLISH EFFECTIVE TRANSITIONAL ACTIVITIES:**
 - 5th to 6th Grade End of the Year School Transition Day
 - New to Middle School Parent Meeting
 - 8th to 9th Grade Transitional

Responsible: Administration and Counselors
 Resources: District/Campus Funds
 Timeline: As Needed

District & Campus Goal II: *WE WILL EMBRACE INNOVATIVE APPLICATIONS OF TECHNOLOGY WITH PRIMARY FOCUS ON STUDENT IMMERSION.*

Performance Objective: Marble Falls Middle School will be innovative in the applications of technology to enhance student immersion.

Formative Assessments: Staff, student feedback, local questionnaires, teacher use reports, and technology work orders.

Summative Assessments: Campus inventory, STAR charts, and STAAR Scores.

V	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> • INSTRUCTIONAL TECHNOLOGY WILL COMMENSURATE WITH THE DEMANDS OF THE 21ST CENTURY LEARNER: <ul style="list-style-type: none"> ○ Incorporate Multi-Media Classes ○ Professional Development for Staff • UPDATE TECHNOLOGY TO INCREASE STUDENT ACHIEVEMENT <ul style="list-style-type: none"> ○ Classroom Basic Technology Upgrade ○ Ignite Learning ○ AR Reading ○ Study Island ○ SuccessMaker ○ Woodcock-Munoz Scoring CD ○ On-line ELA textbooks ○ Measuring Up On-Line • TECHNOLOGY FAIR: <ul style="list-style-type: none"> ○ Scheduled showcase date of how technology is being used by staff and students ○ Technology based projects • ESTABLISH CAMPUS-BASED COHORT OF TEACHERS WHO EXCEL IN TECHNOLOGY AND WILL ASSIST TEACHERS IN THE AREA OF INSTRUCTIONAL TECHNOLOGY AND CURRICULUM INTEGRATION: 	<p>Responsible: Administration and District Instructional Technologist Resources: District/Campus Funds Timeline: As Needed</p> <p>Responsible: Administration and Technology Cohort Teachers Resources: District/Campus Funds Timeline: As Needed</p> <p>Responsible: Administration, Staff, and Technology Cohort Teachers Resources: District/Campus Funds Timeline:</p> <p>Responsible: Administration and District Instructional Technologist Resources: District/Campus Funds Timeline: As Needed</p>

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District & Campus Goal III: *WE WILL CULTIVATE OPPORTUNITIES FOR STUDENT PARTICIPATION THAT EXTEND BEYOND THE CLASSROOM.*

Performance Objective: **Marble Falls Middle School will cultivate opportunities to increase student participation that extends beyond the classroom.**

Formative Assessment: **Campus report**

Summative Assessment: **End of the year report.**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> • GIVE BACK: <ul style="list-style-type: none"> ○ Provide meaningful opportunities for students to give back to the community through: <ul style="list-style-type: none"> ▪ Community service and service learning projects ▪ Food Drives ▪ Volunteering in community groups ▪ Service oriented projects ▪ Recycle programs ▪ Field Labs that address community needs (i.e.: Watersheds) ▪ Culturally enriching experiences • ESTABLISH A PARENT VOLUNTEER PROGRAM <ul style="list-style-type: none"> ○ Student Council ○ Stampede Spirit Club ○ No Place for Hate • PROVIDE STUDENT MENTORING GROUPS TO ENCOURAGE STUDENT PARTICIPATION: <ul style="list-style-type: none"> ○ Student Council ○ Stampede Spirit Club ○ UIL Academics • UTILIZE COMMUNITY VOLUNTEERS, BUSINESSES AND GUEST SPEAKERS FROM COMMUNITY THAT WILL ENHANCE LEARNING EXPERIENCES 	<p>Responsible: Administration and Staff Resources: District/Campus Funds Timeline: As Needed</p> <p>Responsible: Administration, Staff and Parents Resources: Campus Funds Timeline: As Needed</p> <p>Responsible: Administration and Staff Resources: Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration and Staff Resources: Campus/Title Funds Timeline: As Needed</p>

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District & Campus Goal IV: *WE WILL ENSURE THAT ALL STUDENTS RECEIVE EXCEPTIONAL INSTRUCTION THROUGH INSPIRED LEARNING EXPERIENCES.*

Performance Objective: Marble Falls Middle School will ensure that all students will receive exceptional instruction through inspired learning experiences.

Formative Assessment: Teacher observations, Grade reports, Short-Term CSCOPE Assessment, Math and Reading AR Evaluations, SuccessMaker Profiles, Study Island Exams, RTI and CST Reviews, and Skills Based Assessments.

Summative Assessment: DMAC Report, RPTE, TELPAS, LEP, STAAR Field Test Assessments.

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√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> • IMPLEMENT INSTRUCTIONAL & CURRICULUM COLLABORATION MEETINGS (PROFESSIONAL LEARNING COMMUNITIES): <ul style="list-style-type: none"> ○ Instructionally driven agenda to focus PLC discussion ○ Determine staff development focusing on differentiated learning, Pre-AP and ELL strategies RTI Intervention ○ Align instruction to CSCOPE and new STAAR standards ○ Strategies for supporting Academically Fragile Students and development of an enrichment plan for increasing commended performance ○ Engaging instruction using technology ○ Weekly review of team folders • IMPLEMENT AN AFTER-SCHOOL ACADEMIC LEARNING OPPORTUNITIES FOR ACADEMIC DEVELOPMENT <ul style="list-style-type: none"> ○ UIL Academics ○ Green Light Tutoring • CONDUCT SHORT TERM COMMON ASSESSMENTS <ul style="list-style-type: none"> ○ Differentiate instruction on RTI Tiers • MONITOR ESL AND ELL MONITORING PROGRAM <ul style="list-style-type: none"> ○ Improve STAAR scores by providing professional development ○ SIOP Training ○ Use of Title III Funds for professional development and outreach to communicate with ELL learners 	<p>Responsible: Administration and Staff Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: C&I Administrator and Staff Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration and Counselors, Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration, Central Office Bilingual Coordinator, and Campus ESL Coordinator Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration, Counselors, Nurse, and Staff Resources: District/Campus/Title Timeline: As Needed</p>

<ul style="list-style-type: none"> • IMPLEMENT THE FOLLOWING STRATEGIES TO PROMOTE INDIVIDUAL SPECIAL EDUCATION STUDENT GROWTH: <ul style="list-style-type: none"> ○ Review IEP's with inclusion and resource teachers for most effective and least restrictive environment placements ○ Continue weekly meeting with District SPED Coordinator ○ Increase the number of strategically planned inclusion classes • CORE INTERVENTION SPECIALISTS: <ul style="list-style-type: none"> ○ Tier II & III Pull Out Interventions ○ Upgrade Math Title Paraprofessional position to a Math Teacher to work inclusively with Math Discovery Classes • DEMOGRAPHIC BREAKDOWN OF EACH STUDENT-GROUPS' EDUCATIONAL NEEDS <ul style="list-style-type: none"> ○ 6th Gr. African American Math (71%) ○ 6th Gr. African American Reading (71%) ○ 6th Gr. Hispanic Math (71%) ○ 6th Gr. Hispanic Reading (71%) ○ 6th Gr. White Math (84%) ○ 6th Gr. White Reading (88%) ○ 6th Gr. Economically Disadvantaged Math (72%) ○ 6th Gr. Economically Disadvantaged Reading (77%) ○ 6th Gr. SpEd Math (31%) ○ 6th Gr. SpEd Reading (38%) ○ 7th Gr. African American Math (60%) ○ 7th Gr. African American Reading (43%) ○ 7th Gr. Hispanic Math (73%) ○ 7th Gr. Hispanic Reading (79%) ○ 7th Gr. Economically Disadvantaged Math (80%) ○ 7th Gr. Economically Disadvantaged Reading (80%) ○ 7th Gr. SpEd Math (61%) ○ 7th Gr. SpEd Reading (45%) ○ 7th Gr. SpEd Writing (67%) ○ 8th Gr. Hispanic Math (86%) ○ 8th Gr. Hispanic Science (66%) ○ 6th Gr. White Science (84%) ○ 8th Gr. Economically Disadvantaged Math (83%) ○ 8th Gr. Economically Disadvantaged Reading (67%) ○ 8th Gr. SpEd Math (71%) ○ 6th Gr. SpEd Reading (73%) ○ 6th Gr. SpEd Science (42%) 	<p>Responsible: Administration and SPED Staff Resources: N/A Timeline: Year</p> <p>Responsible: Administration Resources: Title Funds Timeline: Year</p> <p>Responsible: Administration and Staff Resources: District/Campus/Title Funds Timeline: May 2012</p>
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	<ul style="list-style-type: none"> ○ 6th Gr. SpEd Social Studies (78%) ● INCREASE THE NUMBER OF STUDENTS BY 10% WHO ACHIEVE COMMENDED PERFORMANCE ON STAAR SCORES. <ul style="list-style-type: none"> ○ 6th Grade Reading (28%) ○ 6th Gr. Math (28%) ○ 7th Gr. Reading (23%) ○ 7th Gr. Math (19%) ○ 7th Gr. Writing (29%) ○ 8th Gr. Reading (42%) ○ 8th Gr. Math (19%) ○ 8th Gr. Social Studies (35%) ○ 8th Gr. Science (28%) 	<p>Responsible: Administration and Staff Resources: Campus Timeline: May 2011</p>
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District & Campus Goal V: *WE WILL PROMOTE PERSONAL WELLNESS AND HEALTHY CHOICES.*

Performance Objective: Marble Falls Middle School will promote personal wellness and healthy choices.

Formative Assessment: Cafeteria reports, counseling and staff reports

Summative Assessment: End of the year cafeteria, counseling, staff and PEIMS reports

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> ● PROVIDE PROFESSIONAL DEVELOPMENT FOR HEALTH TEACHER ● PROVIDE SUPPORT OF HEALTH AND WELLNESS INFORMATION <ul style="list-style-type: none"> ○ Healthy snack alternatives in cafeteria ○ Training for athletic instructors to teach student athletes to make eating choices that enhance performance ● END OF THE YEAR FITNESS EVALUATION FOR PHYSICAL EDUCATION STUDENTS ● INVITE GUEST SPEAKERS FROM ORGANIZATIONS THAT SPECIALIZE IN: <ul style="list-style-type: none"> ○ Prevention of Drugs and Alcohol Use ○ Learning to make healthy choices ○ Bullying prevention and intervention 	<p>Responsible: Administration and Health Instructor Resources: Campus Timeline: As Needed</p> <p>Responsible: Assistant Principal and Staff Resources: N/A Timeline: As Needed</p> <p>Responsible: Physical Education Staff Resources: District/Campus Funds Timeline: May 2011</p> <p>Responsible: Administration, Counselors, and Staff Resources: District/Campus/Title Funds Timeline: As Needed</p>

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District & Campus Goal VI: WE WILL EXEMPLIFY STRENGTH OF CHARACTER.

Performance Objective: Marble Falls Middle School will model and exemplify strength of character.

Formative Assessments: Monthly student and staff ballots and disciplinary reports.

Summative Assessments: End of the year reports and PEIMS Data

v	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> ● IMPLEMENTATION OF CHARACTER EDUCATION WITHIN CURRICULUM <ul style="list-style-type: none"> ○ Student Council ○ Advisory Class ○ No Place for Hate ○ Stampede Spirit Club ● CONTINUE SUBWAY CHARACTER COUNTS PROGRAM ● ADVISORY CLASSES <ul style="list-style-type: none"> ○ Buddy lunches with advisory teachers ○ Reward/Acknowledge positive modeling of strength of character traits ● WALL OF EXCELLENCE: <ul style="list-style-type: none"> ○ Teacher of the Month ○ Student of the Month ○ Teacher of the Year ● APPLY TO BE A NO PLACE FOR HATE SCHOOL <ul style="list-style-type: none"> ○ Establish a culture of respect and exemplary character ○ Involve parents, community and campus staff and students 	<p>Responsible: Counselors and Staff Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration and Staff Resources: N/A (Donated by Subway) Timeline: As Needed</p> <p>Responsible: C&I Administrator, Counselors and Staff Resources: Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration Resources: Campus Funds Timeline: Monthly</p> <p>Responsible: Administration, Counselors, Staff, Parents and Community Resources: Campus/Title Funds Timeline: May 2012</p>

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District & Campus Goal VII: WE WILL PROVIDE A SAFE AND DRUG-FREE ENVIRONMENT.

Performance Objective: Marble Falls Middle School will provide a safe and drug-free environment

Formative Assessments: Staff, counseling, safe and drug-free, and attendance coordinator monthly reports.

Summative Assessments: Staff, counseling, safe and drug-free, and attendance coordinator end of the reports.

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> • SCHEDULE AGE APPROPRIATE STUDENT AWARENESS GUIDANCE LESSONS OF CURRENT SOCIAL ISSUES SUCH AS: <ul style="list-style-type: none"> ○ Alcohol/Drug Awareness ○ Bullying Prevention and Intervention ○ Suicide Prevention ○ Gender Talks ○ Student Resource Officer Meetings ○ Crime Stoppers Program ○ No Place for Hate • SAFE AND DRUG FREE DISTRICT COORDINATOR FUNDED BY TITLE RESOURCES <ul style="list-style-type: none"> ○ Security Audits ○ Safety Walk-Through and Drill Procedures ○ Drug Dog Checks • IMPLEMENT AND PRACTICE PURPOSE DRIVEN SAFETY DRILLS <ul style="list-style-type: none"> ○ Fire ○ Tornado ○ Weather Disaster ○ Lockdown ○ Door Checks • INVESTIGATE AND RESEARCH PROGRAMS FOR FUTURE IMPLEMENTATION: <ul style="list-style-type: none"> ○ Habitudes ○ Capturing Kids Hearts ○ Watch Dogs Program 	<p>Responsible: Administration, Counselors and Staff Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration, Counselors, Staff, and Safe and Drug Free Coordinator Resources: Timeline: As Needed</p> <p>Responsible: Assistant Principal, Staff, and Safe and Drug Free Coordinator Resources: N/A Timeline: Monthly</p> <p>Responsible: Administration and Staff Resources: N/A Timeline: April 2011</p>

154

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement One: Core Teachers will align lessons through PLC's, learning activities, grading and classroom displays.

<p>Current State: Teachers are below the expected level for posted TEKS/SE's and teacher based grades and short-term common assessments vary by +/- 15%</p> <p>Data: 63% TEKS/SE posted. 58% closing posted. +/- Gap in DMAC vs. Gradebook</p>	<p>Desired State: TEKS/SE posted 100% of the time. Grades on teacher based assessments and short-term common assessments are +/- 5 %</p> <p>Data: 100% TEKS/SE Posting Common assessment data scores increase by 15%.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Core Classes	Teachers will post the Lesson Frame (TEK/SE & Closing) 100% of the time (No Surprises)	Classroom teachers Teacher Leaders Administration	Current TEK/SE's # & Statement posted with a closing product (statement, questions, quiz or critical writing) aligned to TEKS/SE as outlined in CSCOPE and Team PLC Planning	Walk-throughs CSCOPE PLC Planning Binder
Core Classes	Teachers will design lessons "with the end in mind" by using short term common assessments and 9-week TBA's.	Classroom teachers Teacher Leaders Administration	Focused Curriculum Products PLC meetings and activity logs	DMAC Common Assessments
Core Classes	Teachers will post authentic learning walls.	Classroom teachers	75 percent reflective of current SE learning activities.	Walkthroughs
Core Classes	Teacher formative and summative assessment	Classroom teachers	Grades recorded in gradebook and DMAC are +/- 15%	Skyward Gradebook

	activities are aligned to a consistent depth and complexity.	Teacher Leaders		DMAC
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Observed:
Next Step:

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Two: Common planning periods will provide grade level, subject specific alignment collaboration.

<p>Current State: Double blocking of 6th Grade math, coaching assignments, and misplaced conference periods are slowing communication of alignment.</p> <p>Data: PLC attendance logs</p>	<p>Desired State: Grade level, subject area teams are scheduled to have an aligned common planning period to allow time for alignment planning.</p> <p>Data: Master Schedule</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Core Grade level teams	Split 6th grade math blocking into core and enrichment/remediation periods.	Counselor Administrators	Scheduling process.	MFMS Master Schedule in Skyward
Core Grade level teams	Schedule Math and Science conferences outside of 1st or last periods and schedule team planning around coaching assignments.	Counselor Administrators	Scheduling process.	MFMS Master Schedule in Skyward
Core Grade level teams	Extend instructional periods from 54 to 59 minutes within current transportation pick-up and drop-off times.	Counselor Administrators	Scheduling process.	MFMS Bell Schedule

Observed:
Next Step:

157

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement One: Teachers will provide each student a voice in their personal learning goals by collecting and analyzing individual student data using DMAC, Common Assessments, and TEKS Based Assessments to establish spiraling and intervention lesson activities as a team.

<p>Current State: Short-term common assessments are reviewed individually at the end of each unit and used to make broad instructional adjustments.</p> <p>Data: End of unit short-term common assessments in DMAC.</p>	<p>Desired State: Short-term common assessments and TEKS based assessments will be reviewed as a team on a weekly basis to establish spiraling and intervention lesson activities for individual students.</p> <p>Data: Three-week common assessments in DMAC.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Students	Teachers will deliver the team’s commonly planned short-term common assessment in three-week intervals to coincide with grading periods.	Teachers Teacher Leaders Administrators	Copies of Short-term common assessments in team planning books and DMAC system.	DMAC reports
Students	Teachers will analyze data from short-term assessments to identify specific SE’s and students in need of remediation.	Teachers Teacher Leaders	PLC team notes, Teacher Data Folders and calendar in PLC notebooks.	DMAC reports

Observed:
Next Step:

158

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement Two: Students will record progress in Data Folders in all Core Subjects to assist Teachers in lesson planning and targeted remediation.

<p>Current State: Students use grade reports from teachers to assess progress.</p> <p>Data: Skyward progress and grade reports.</p>	<p>Desired State: Students use TEK/SE data folders to track personal progress toward achieving mastery on grade-level and subject area TEKS/SE's.</p> <p>Data: TEKS/SE's data folders, Skyward progress and grade reports, Short-term Common Assessment data.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Teacher Teams	Teachers and students will Create Student Data Folders by Core Subject	Teachers Teacher Leaders Administrators	Subject specific Grade level individual student folders.	Grade level TEKS/SE's at the appropriate 3C level by Core Subject
Students	Students will enter weekly performance data in folder to track personal progress toward TEK mastery.	Students Teachers	Data folders will reflect current progress aligned with CSCOPE and aligned team planning.	Teacher based and Short-term common assessments
Teachers	Teachers will review Student Data weekly during PLC meetings to plan individual and group RTI interventions aligned with individual TEKS mastery.	Teachers Students	RTI assignments and teacher instruction groupings will reflect data recorded in Data Folder.	TEKS/SEs Data Folder Teacher based and short-term CA's.

Observed:
Next Step:

159

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEK/SE assessments

Statement Three: Administrators will support data and spiraling efforts through consistent monitoring of planning and delivery by staff.

<p>Current State: Administrators currently monitor staff progress of data collection and spiraling efforts using the district developed walk-through system.</p> <p>Data: Walk-through Data and YAG alignment documents.</p>	<p>Desired State: Administrators will monitor staff progress of data collection and spiraling efforts using the District provided system when active.</p> <p>Data: District specific Walk-through system, YAG alignment documents and Kilgo Data and released question examples.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Administrators	Monitor data and spiraling efforts in the classroom 20-25 times per week each.	Administrators Teacher Leaders Team Leaders	Administrator walk-through schedule	Administrator walk-through reports
Administrators	Administrators will participate weekly in core PLC activities.	Administrators Teacher Leaders Team Leaders	PLC meeting agendas and logs	Personal observation reports PLC Binders

Observed:
Next Step:

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement Four: Teachers will implement grade-level driven remediation and tutoring.

<p>Current State: Teachers work from the current student level to determine remediation activities.</p> <p>Data: Progress reports, short term common assessments and Measure Up.</p>	<p>Desired State: Teachers teach at the current grade level to pull students up to grade-level TEKS through in-depth, aligned remediation.</p> <p>Data: Data folders, short term common assessments, Measure Up activities and aligned grades.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Teachers will use Measure Up activities and software to remediate using on-grade level activities.	Classroom Teacher Discovery Teachers	Students using Achieve Now Software in Discovery Labs and during tutoring activities.	Achieve Now Reports Student Data Folders
Teachers	Grade level teachers will group students for remediation following attendance for grade-level specific remediation activities.	Teachers Teacher Leaders Team Leaders	Switching of classes following attendance for spiraling/enrichment/remediation activities.	Switch

Observed:
Next Step:

161

**Fund Totals
2012-2013**

SOURCE	AMOUNT	DESCRIPTION
Title I	\$	Staff Salaries
Title I Allotment	\$	Instructional Support/Development
Title 1 Additional Allotment	\$	Instructional Support/Development
Title III Allotment	\$	Professional Development
State Comp. Education	\$	For At-Risk Students

Supplies and Materials
Professional Development

Marble Falls Elementary

2011 - 2012

- Campus Performance
- Campus Profile
- Campus Comparison Group

No **Comparable Improvement** reports are available for 2011 - 2012.

2011-12 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD

Campus Name: MARBLE FALLS EL

Campus #: 027904101

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS EL
 Campus #: 027904101

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 534
 Grade Span: PK - 05
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	95.6%	96.5%	96.3%	97.1%	96.3%	96.2%	-	96.9%	*	95.5%	95.0%	96.0%	96.5%
2009-10	95.5%	95.5%	96.5%	96.2%	95.5%	96.1%	96.3%	*	*	*	96.0%	95.4%	95.5%	96.6%

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District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS EL
 Campus #: 027904101

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 534
 Grade Span: PK - 05
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	534	100.0%	17,907	4,054	4,978,120
Students By Grade:					
Early Childhood Education	0	0.0%	0.6%	0.3%	0.3%
Pre-Kindergarten	35	6.6%	4.6%	4.5%	4.5%
Kindergarten	88	16.5%	12.5%	7.4%	7.6%
Grade 1	91	17.0%	13.6%	7.5%	7.9%
Grade 2	76	14.2%	14.8%	7.0%	7.7%
Grade 3	85	15.9%	18.1%	7.1%	7.6%
Grade 4	80	15.0%	18.8%	7.8%	7.5%
Grade 5	79	14.8%	14.3%	7.4%	7.6%
Grade 6	0	0.0%	2.3%	7.6%	7.5%
Grade 7	0	0.0%	0.2%	7.4%	7.4%
Grade 8	0	0.0%	0.3%	7.7%	7.2%
Grade 9	0	0.0%	0.0%	7.8%	7.9%
Grade 10	0	0.0%	0.0%	7.3%	7.0%
Grade 11	0	0.0%	0.0%	7.3%	6.5%
Grade 12	0	0.0%	0.0%	5.8%	5.9%
Ethnic Distribution:					
African American	20	3.7%	4.1%	1.9%	12.8%
Hispanic	145	27.2%	23.8%	40.2%	50.8%
White	356	66.7%	66.4%	55.8%	30.5%
American Indian	1	0.2%	0.6%	0.3%	0.4%
Asian	6	1.1%	2.0%	0.6%	3.6%
Pacific Islander	4	0.7%	0.1%	0.2%	0.1%
Two or More Races	2	0.4%	3.0%	1.0%	1.7%
Economically Disadvantaged	284	53.2%	42.8%	60.7%	60.4%
Non-Educationally Disadvantaged	250	46.8%	57.2%	39.3%	39.6%
Limited English Proficient (LEP)	28	5.2%	6.7%	12.8%	16.8%
Students w/Disciplinary Placements (2010-11)	1	0.2%	0.2%	2.8%	1.8%
At-Risk	173	32.4%	29.4%	44.6%	45.4%
Mobility (2010-11)	75	15.7%	14.0%	15.6%	17.8%
Number of Students per Teacher	14.8	n/a	15.3	14.1	15.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	1.4%	2.0%	0.4%	2.2%	11.1%	9.8%	3.2%	10.3%
Grade 1	3.8%	3.8%	1.2%	4.7%	0.0%	9.7%	10.7%	8.8%
Grade 2	3.8%	1.7%	1.6%	2.8%	0.0%	2.4%	0.0%	4.0%
Grade 3	2.7%	1.0%	0.7%	1.9%	0.0%	1.9%	0.0%	1.7%
Grade 4	1.4%	0.8%	0.4%	1.0%	0.0%	0.3%	0.0%	0.9%
Grade 5	1.3%	0.8%	0.8%	1.2%	0.0%	2.0%	0.0%	1.1%
Grade 6	-	0.0%	0.0%	0.7%	-	2.3%	0.0%	1.0%
Grade 7	-	0.0%	0.0%	1.0%	-	0.0%	0.0%	1.2%
Grade 8	-	6.3%	0.0%	1.1%	-	0.0%	0.0%	1.8%

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District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS EL
 Campus #: 027904101

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 2
 Total Students: 534
 Grade Span: PK - 05
 School Type: Elementary

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	21.5	18.9	19.5	19.4
Grade 1	21.7	19.0	20.6	19.4
Grade 2	19.0	19.8	18.3	19.3
Grade 3	20.8	19.4	16.8	19.4
Grade 4	19.5	19.2	16.8	19.6
Grade 5	19.8	20.1	18.7	21.8
Grade 6	-	19.9	20.1	21.0
Mixed Grades	-	35.7	-	23.2
Secondary: English/Language Arts	-	14.8	17.6	17.3
Foreign Languages	-	12.0	19.3	19.0
Mathematics	-	12.7	17.9	17.8
Science	-	15.2	22.1	19.0
Social Studies	-	15.2	23.4	19.5

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS EL
 Campus #: 027904101

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 534
 Grade Span: PK - 05
 School Type: Elementary

STAFF INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Total Staff:	52.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	42.1	81.0%	84.5%	77.0%	63.8%
Teachers	36.0	69.2%	71.3%	61.6%	50.8%
Professional Support	4.0	7.7%	9.2%	9.9%	9.1%
Campus Admin. (School Leader.)	2.1	4.1%	4.0%	3.4%	2.9%
Educational Aides:	9.9	19.0%	15.5%	12.8%	9.1%
Total Minority Staff:	5.0	9.6%	9.5%	14.3%	44.6%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	1.5%	2.4%	9.2%
Hispanic	1.0	2.8%	4.8%	10.4%	24.4%
White	34.0	94.4%	91.5%	86.5%	63.4%
American Indian	1.0	2.8%	0.7%	0.7%	0.4%
Asian	0.0	0.0%	0.5%	0.0%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	0.0%	1.2%
Males	2.0	5.6%	5.1%	20.9%	23.2%
Females	34.0	94.4%	94.9%	79.1%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	2.4%	0.0%	4.6%
1-5 Years Experience	7.0	19.4%	24.0%	22.1%	28.7%
6-10 Years Experience	3.0	8.3%	22.4%	20.2%	22.3%
11-20 Years Experience	16.0	44.4%	29.9%	32.9%	26.6%
Over 20 Years Experience	10.0	27.8%	21.2%	24.8%	17.9%
			Campus Group	District	State
Average Years Experience of Teachers:		14.2 yrs.	12.8 yrs.	13.8 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		9.8 yrs.	8.4 yrs.	8.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$41,426	-	\$40,911
1-5 Years Experience		\$41,119	\$41,821	\$40,752	\$43,669
6-10 Years Experience		\$44,385	\$44,179	\$44,061	\$46,224
11-20 Years Experience		\$47,547	\$48,120	\$48,899	\$50,064
Over 20 Years Experience		\$55,172	\$55,576	\$56,150	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$48,152	\$47,146	\$47,912	\$48,375
Professional Support		\$55,358	\$49,554	\$55,761	\$56,219
Campus Administration (School Leadership)		\$62,991	\$68,460	\$68,472	\$70,510
Contracted Instructional Staff (not incl. above):	0.0		3.8	0.0	1,645.5
Instructional Staff Percent:				78.5%	64.1%

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District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS EL
 Campus #: 027904101

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 4
 Total Students: 534
 Grade Span: PK - 05
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,958,012	100.0%	\$5,273	\$3,102,732	100.0%	\$5,531	\$109,348,575	100.0%	\$6,085
Instruction (11,95)	\$2,357,010	79.7%	\$4,201	\$2,492,015	80.3%	\$4,442	\$82,878,548	75.8%	\$4,612
Instructional-Related Services (12,13)	\$105,634	3.6%	\$188	\$109,585	3.5%	\$195	\$3,900,390	3.6%	\$217
Instructional Leadership (21)	\$81,912	2.8%	\$146	\$81,912	2.6%	\$146	\$1,046,285	1.0%	\$58
School Leadership (23)	\$228,633	7.7%	\$408	\$229,231	7.4%	\$409	\$7,836,122	7.2%	\$436
Support Services-Student (31,32,33)	\$181,390	6.1%	\$323	\$177,093	5.7%	\$316	\$5,737,769	5.2%	\$319
Other Campus Costs (35,36,51,52,53)	\$3,433	0.1%	\$6	\$12,896	0.4%	\$23	\$7,949,461	7.3%	\$442
By Program:									
Total Operating Expenditures	\$2,954,579	100.0%	\$5,267	\$3,077,308	100.0%	\$5,485	\$100,929,772	100.0%	\$5,616
Bilingual/ESL Education (25)	\$32,913	1.1%	\$59	\$34,478	1.1%	\$61	\$2,424,158	2.4%	\$135
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$94,828	0.1%	\$5
Accelerated Education (24,30)	\$312,023	10.6%	\$556	\$422,148	13.7%	\$752	\$10,028,851	9.9%	\$558
Gifted & Talented Education (21)	\$86,034	2.9%	\$153	\$86,034	2.8%	\$153	\$1,928,949	1.9%	\$107
Regular Education (11)	\$2,016,763	68.3%	\$3,595	\$2,016,763	65.5%	\$3,595	\$70,095,852	69.5%	\$3,900
Special Education (23)	\$506,846	17.2%	\$903	\$517,885	16.8%	\$923	\$16,303,707	16.2%	\$907
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$16,706	0.0%	\$1
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$36,721	0.0%	\$2

	District	State
Instructional Expenditure Ratio (11,12,13,31)	60.0%	64.8%

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	25	4.7%	7.0%	13.1%	16.3%
Career & Technical Education	0	0.0%	0.1%	22.8%	21.5%
Gifted & Talented Education	25	4.7%	6.9%	7.2%	7.7%
Special Education	34	6.4%	8.6%	10.8%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	3.7%	5.9%	5.3%
Career & Technical Education	0.0	0.0%	0.0%	3.6%	4.1%
Compensatory Education	3.0	8.3%	3.8%	2.8%	2.9%
Gifted & Talented Education	1.0	2.8%	1.0%	2.4%	1.9%
Regular Education	30.0	83.3%	84.2%	76.1%	73.7%
Special Education	2.0	5.6%	7.3%	7.1%	8.9%
Other	0.0	0.0%	0.0%	2.0%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.

Target Campus Name: MARBLE FALLS EL
 Target Campus #: 027904101
 District Name: MARBLE FALLS ISD
 Campus Type: Elementary School

Texas Education Agency
 2011-12 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% LEP	% Afr_Amer
003902102	W H BONNER EL	HUDSON ISD	68.2	62.4	21.9	11.2	9.6	7.5
020907106	WILD PEACH EL	COLUMBIA-BRAZORIA ISD	67.0	66.8	21.6	15.5	1.7	4.7
027904101	MARBLE FALLS EL	MARBLE FALLS ISD	66.7	53.2	27.2	15.7	5.2	3.7
041902101	ROBERT LEE EL	ROBERT LEE ISD	65.9	68.9	34.1	17.9	1.5	0.0
042901102	COLEMAN EL	COLEMAN ISD	67.3	69.6	25.9	14.7	4.3	2.5
042903101	SANTA ANNA EL	SANTA ANNA ISD	65.3	76.0	25.3	15.2	0.0	2.0
043903042	CELINA INT	CELINA ISD	65.7	32.1	27.8	8.2	4.9	2.2
043904102	FARMERSVILLE INTERMEDIAT	FARMERSVILLE ISD	65.2	51.1	29.2	14.8	6.5	2.5
046902101	RAHE BULVERDE EL	COMAL ISD	65.9	27.0	30.0	9.0	3.6	1.5
061902119	ETHRIDGE EL	LEWISVILLE ISD	65.9	21.7	21.0	9.9	5.4	4.4
061911107	ROANOKE EL	NORTHWEST ISD	65.4	25.7	22.1	15.6	12.3	4.7
074903102	EVANS EL	BONHAM ISD	67.3	69.9	20.5	18.3	4.5	7.5
076903101	ROBY EL	ROBY CISD	66.7	54.0	32.3	16.0	2.1	0.5
078901101	CROWELL EL	CROWELL ISD	66.0	69.8	27.4	15.7	0.0	5.7
084910105	BAY EL	CLEAR CREEK ISD	65.2	40.3	20.7	13.2	8.5	5.6
084910120	I W AND ELEANOR HYDE EL	CLEAR CREEK ISD	66.7	30.0	22.1	10.6	3.9	6.0
084910126	G W ROBINSON	CLEAR CREEK ISD	65.4	27.3	22.6	13.2	8.2	4.0
101913105	WOODLAND HILLS EL	HUMBLE ISD	67.0	32.5	24.0	12.1	5.6	3.8
101914109	NOTTINGHAM COUNTRY EL	KATY ISD	65.8	16.4	18.5	8.9	8.7	3.9
109910101	MOUNT CALM EL	MOUNT CALM ISD	67.2	71.8	23.7	17.4	6.1	3.8
118902101	IRION EL	IRION COUNTY ISD	66.0	40.3	29.9	20.1	0.0	3.5
123905104	LANGHAM EL	NEDERLAND ISD	66.6	57.7	23.0	17.2	8.7	4.9
126903101	ADAMS EL	CLEBURNE ISD	66.6	60.8	27.4	20.5	9.9	2.8
126903102	COLEMAN EL	CLEBURNE ISD	65.1	56.6	24.2	21.3	6.5	3.2
126903108	GERARD EL	CLEBURNE ISD	65.1	40.3	28.2	15.0	11.1	2.9
141901102	KLINE WHITIS EL	LAMPASAS ISD	67.6	63.2	27.7	15.5	5.8	0.4
161903103	SPEEGLEVILLE EL	MIDWAY ISD	66.5	35.5	25.0	14.1	2.4	6.5
161903104	SPRING VALLEY EL	MIDWAY ISD	65.7	31.0	19.3	9.0	6.0	9.0
161919042	BRUCEVILLE-EDDY INTERMED	BRUCEVILLE-EDDY ISD	67.3	57.7	26.2	15.4	4.2	1.8
170902109	OAK RIDGE EL	CONROE ISD	65.7	41.4	22.5	16.3	6.3	4.2
170902117	RIDE EL	CONROE ISD	68.0	16.6	19.4	14.7	6.1	3.0
170902126	WILKINSON EL	CONROE ISD	67.8	39.0	20.8	18.9	5.2	4.0
175902101	BLOOMING GROVE EL	BLOOMING GROVE ISD	67.3	63.0	24.1	18.8	12.3	4.6
191901108	REEVES-HINGER EL	CANYON ISD	68.2	44.6	26.2	13.4	3.2	2.0
204904102	SHEPHERD INT	SHEPHERD ISD	66.4	71.8	27.5	16.0	11.4	5.7
220902107	SMITHFIELD EL	BIRDVILLE ISD	67.3	40.9	20.4	9.6	2.2	6.5
220908103	TARVER-RENDON EL	MANSFIELD ISD	67.1	49.0	24.1	17.2	10.2	4.2
227821101	AUSTIN DISCOVERY SCH	AUSTIN DISCOVERY SCHOOL	66.0	13.5	20.8	9.3	4.0	7.3
227901187	BALDWIN EL	AUSTIN ISD	65.9	13.4	22.0	9.4	11.7	1.1
234907101	EARNEST O WOODS INT	WILLS POINT ISD	67.9	70.0	22.1	15.8	7.7	4.7
246913117	WILLIAM J WINKLEY EL	LEANDER ISD	65.3	28.6	25.9	11.7	4.5	2.6
	Group Average		66.4	42.8	23.8	14.0	6.7	4.1

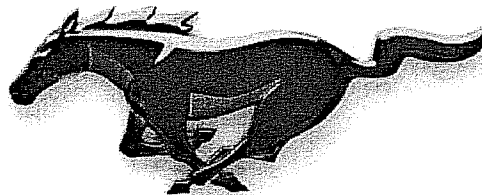
*** Order of columns will vary on lists for other campuses ***

MFEES

MARBLE FALLS ELEMENTARY

CAMPUS IMPROVEMENT PLAN

2011 - 2013



Marble Falls Elementary

Campus Improvement Plan

2011-2013

District Goals

- Goal I:** We will build strong, vital relationships within our diverse communities.
- Goal II:** We will embrace innovative applications of technology with primary focus on student immersion.
- Goal III:** We will cultivate opportunities for student participation that extend beyond the classroom.
- Goal IV:** We will ensure all students receive exceptional instruction through inspired learning experiences.
- Goal V:** We will promote personal wellness and healthy choices.
- Goal VI:** We will exemplify strength of character.
- Goal VII:** We will provide a safe and drug-free environment.

These are both District “targeted” goals and Campus “targeted” goals.



The mission of 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.

MFES Mission Statement:

Marble Falls Elementary exists to support, educate, and empower children in a safe, positive environment. We encourage a partnership between school, home, and community. Problem-solving and risk-taking are promoted by engaging students in meaningful learning. Students and staff are held to high standards because “Our future starts here.”

MFES Value Statement

The Marble Falls Elementary campus demonstrates our commitment to excellence by embracing and promoting the following values:

- a physically and emotionally safe environment for our students
- differentiated instruction that is both rigorous and relevant
- collaboration
- high standards and quality of work
- relationships between community, home, and school
- respect

Marble Falls Elementary School CEIC Members 2012-2013

Name	Position
Cecily Howze	PK
Sally Burget	Kinder
Lisa Walker	1 st
Michael Lehman	2 nd
Debby Phillips	3 rd
Sonia Frey	4 th
Annette Nolen	5 th
Charles Ewing	Special Education
Mandy Whittlesey	Specials
Jane Greer	Specialist
Renetta McCall	Counselor
Dana Green	Assistant Principal
Bruce Peckover	Administrator, Chair
Royann Williams	Parent Representative
Lydia Warczakowski	Community Representative
Stacey Nash	Business Representative
Melissa Fields	District Representative

**Marble Falls Independent School District
Board of Trustees
2011-2013**

Rick Edwards	President
Kevin Nauman	Vice-President
Craig Mabry	Secretary
Dr. Kelly Fox	Trustee
Mike Savage	Trustee
Karl Westerman	Trustee
Tommy Chaney	Trustee

Comprehensive Needs Assessment

Marble Falls Elementary

- **Target STAAR Scores at Grades 3-5 in order to achieve “Exemplary” status and improve “Commended Performance”**
 - **Mathematics**
 - Hispanic
 - Economically Disadvantaged
 - African American
 - Emphasis at Grade 3/5
 - **Reading**
 - Hispanic
 - Economically Disadvantaged
 - African American
 - Emphasis at Grade 3/4/5
 - **Writing**
 - Hispanic
 - Emphasis at Grade 4
 - **Science**
 - Hispanic
 - Economically Disadvantaged
 - African American
 - Emphasis at Grade 5
 - **STAAR – Accommodated / STAAR M / STAAR Alt (All Tests)**
 - Achieve 95% or greater passing rate on STAAR Accommodated, STAAR M, and STAAR Alt.
- **Raise Rigor of PK-5 Instruction**
 - Consistent monitoring and feedback reflecting instruction
 - Research and incorporate “best practices” for instruction
 - Provide professional development opportunities for teachers
 - Conduct Instructional Walkthroughs utilizing CSCOPE / DMAC
- **Increase attendance rate (Above 97%)**
 - Provide incentives to students on a quarterly basis
 - Communicate value of attendance to parents, students, and staff
- **Provide a safe, positive learning environment for students, staff, and parents**
 - Teacher / Student recognition and rewards
 - Events to showcase parent appreciation and promote cultural diversity
 - Encourage teachers to take “leadership” roles on campus
 - Reinforce safe and secure procedures on campus that strengthen campus security.

Marble Falls Elementary K-3 TPRI / DRA Data 10-11
 (Based on End of Year Grade Level Expectancy)

	DRA @Grade Level Expectancy	INST / IND	TPRI Fluency	TPRI Comprehension Story 1 / 2
Kindergarten	99%	NA	NA	90% / 87%
First Grade	79%	87%	54%	91% / 68%
Second Grade	85%	89%	64%	84% / 80%

Marble Falls Elementary TAKS Accountability Data 10-11

	Reading	Math	Science	Writing
All	91	94	89	94
White	97	97	91	*
Hispanic	86	89	85	94
African American	62	85	80	96
Economically Disadvantaged	87	91	82	97

Marble Falls Elementary TAKS Commended Performance Data 10-11

Target for 2011 – 2013 will be 50% Commended in all areas

	Reading	Math	Science	Writing
All	36	42	45	31
White	44	49	53	35
Hispanic	17	29	25	31
African American	31	23	40	0
Economically Disadvantaged	25	32	38	32

Instructional Targets Based on 2010-2011 TAKS Data

(Below 90% Mastery / Below 80% Mastery)

Mathematics

- **Grade 3**
 - Objective 1 – Demonstrate an understanding of numbers, operations, and quantitative reasoning.
 - Objective 2 – Demonstrate an understanding of patterns, relationships, and algebraic reasoning.
 - Objective 5 – Demonstrate an understanding of probability and statistics.
 - Objective 6 – Demonstrate an understanding of probability and statistics.
- **Grade 4**
 - Objective 4 – Demonstrate an understanding of the concepts and uses of measurement.
 - Objective 5 – Demonstrate an understanding of probability and statistics.
 - Objective 6 – Demonstrate and understanding of math processes and tools used in problems
- **Grade 5**
 - Objective 1 – Demonstrate an understanding of numbers, operations, and quantitative reasoning.
 - Objective 2 – Demonstrate an understanding of patterns, relationships, and algebraic reasoning.
 - Objective 4 – Demonstrate an understanding of the concepts and uses of measurement.
 - Objective 5 – Demonstrate an understanding of probability and statistics.
 - Objective 6 – Demonstrate and understanding of math processes and tools used in problems.

Reading

- **Grade 3**
 - Objective 1 – Demonstrate a basic understanding of culturally diverse written texts.
 - Objective 2 – Apply knowledge of literary elements to understand culturally diverse written texts.
 - Objective 3 – Use a variety of strategies to analyze culturally diverse written texts.
 - Objective 4 – Apply critical thinking skills to analyze culturally diverse written texts.
- **Grade 4**
 - Objective 1 – Demonstrate a basic understanding of culturally diverse written texts.
 - Objective 2 – Apply knowledge of literary elements to understand culturally diverse written texts.
 - Objective 3 – Use a variety of strategies to analyze culturally diverse written texts.
 - Objective 4 – Apply critical thinking skills to analyze culturally diverse written texts.
- **Grade 5**
 - Objective 2 – Apply knowledge of literary elements to understand culturally diverse written texts.
 - Objective 3 – Use a variety of strategies to analyze culturally diverse written texts.
 - Objective 4 – Apply critical thinking skills to analyze culturally diverse written texts.

Science

- **Grade 5**
 - Objective 1 – The student will demonstrate an understanding of the nature of science.
 - Objective 3 – The student will demonstrate an understanding of the physical sciences.
 - Objective 4 – The student will demonstrate an understanding of the earth sciences.

Writing

- **Grade 4**
 - Objective 3– The student will recognize appropriate organization of ideas in written text.
 - Objective 4 – The student will recognize correct and effective sentence construction in written text.
 - Objective 6 – The student will proofread for correct punctuation, capitalization, and spelling in written text.

District & Campus Goal 1: We will build strong, vital relationships within our diverse communities.

Performance Objective: MFES will actively involve parents and various members of our school community in the education of our children through conferences, campus events, and volunteers programs.

Summative Assessment: Parent sign in sheets, DEIC Survey Results, Campus Survey Results, Campus Volunteer Roster

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
1.1	MFES will provide multiple communication resources to parents. These resources are designed to keep parents informed and updated on campus activities, campus services, and district wide information. Parents will be able to access information through: Sky Alert System MFES Campus Web Page MFES Students Folders / Agenda Books MFES Social Media Accounts (Twitter) MFES Campus Newsletter – Pony Express Campus Phone Calls Skyward Family Access	Campus funds District funds Planning time Technology Resources	District Office Principal Classroom Teachers PTO Members	Ongoing
1.2	Family Reading Night to promote literacy and parent involvement.	Campus Funds Flyers	Principal Librarian Classroom Teachers	December 2011 April 2012
1.3	Family STAAR Information Night for 3-5 parents	Campus Funds Flyers	Principal 3-5 Literacy Specialist Math Specialist	October 2011 January 2012
1.4	Campus will produce and distribute campus newsletter titled "Pony Express" which will give grade level information and important dates and events happening on campus.	Campus Funds	Principal Classroom Teachers	Every 2 weeks beginning September 2011
1.5	Folders / Planners will go home each night with students as a form of communication. Monday Folders will include campus information that is sent home weekly.	Campus Funds for Folders and Planners	Principal Classroom Teachers	Daily
1.6	Campus will hold quarterly "Family Nights". Events will promote cultural diversity based on campus demographics.	Campus Funds Title I Funds \$1000	Principal Classroom Teachers	Quarterly
1.7	A relationship will be made with local media so that they are invited to attend and cover school news and report to the community.	Contacts to local media	Principal	Ongoing

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1.8	Recruit Volunteers through PTO and campus efforts to aide in campus planning, reading, and social support.	Volunteer Coordinator	Principal Classroom Teachers Title I support staff	Ongoing
1.9	Form relationship with the various civic organizations in Marble Falls to support community involvement in education	Time for meeting with civic groups	Principal	Ongoing

District & Campus Goal 2: We will embrace innovative applications of technology with primary focus on student immersion.

Performance Objective: MFES will support the innovative application of technology so that students gain the skills necessary to function in the 21st century.

Summative Assessments: Student Tech Assessment Data, Teacher Tech Assessment Data, Technology Inventory, Campus Technology Meeting Minutes.

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
2.1	The level of skills demonstrated in the classroom will be raised by increasing the use of digital technology tools (i.e., digital cameras, handheld devices, scanners, probes, etc.) to access, analyze, & evaluate information, solve problems, & communicate in multiple formats with diverse audiences.	Technology Funds Digital Hardware Staff Development Copyright laws	Principal Campus Tech Manager Librarian Classroom Teachers	Ongoing
2.2	Provide instruction and appropriate technology so that students will demonstrate mastery of basic skills at progressive levels of difficulty in core curriculum areas.	Technology Funds SuccessMaker Study Island	Technology Dept. Principals Tech Manager Literacy and Math Specialist	Weekly
2.3	Attend professional staff development and opportunities for students to utilize multiple formats for communications with diverse audience	Technology Funds Computer Software / Hardware World Wide Web Computer Hardware	Technology Dept. Principals Tech Manager	Daily
2.4	Monitor Computer Lab Usage	Technology Funds	Principals Tech Managers	Monthly
2.5	Maintain a replacement schedule (hardware, software and infrastructure) to provide students with learning opportunities, utilizing the latest technology available.	State and Federal Funds	Technology Dept. Tech Manager Principal	Annually
2.6	Students will create various technology based projects to be shared with the Marble Falls community during the MFISD Technology Fair.	Time for project planning and development Software and Hardware to meet students needs	Principal Classroom Teachers Campus Tech Manager District Personnel	December 2011

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District & Campus Goal 3: We will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objective: MFES will provide students with experiences that promote learning outside of the classroom. These experiences will give student the opportunity to lean and apply knowledge outside of the regular school setting.

Summative Assessments: UIL Team Roster, Field Trip Schema, Destination Imagination Team Roster

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
3.1	Encourage students to participate in extracurricular activities such as UIL and Destination Imagination that promote higher levels of thinking.	Extra duty pay Funds for instructional materials Funding for team fees	Central Office Staff Principal Classroom Teachers	Weekly
3.2	Provide instruction and extra-curricular opportunities for students to participate in activities that foster higher level thinking skills	GT funds Staff Development Time for curriculum planning / integration	Challenge Lab Facilitator Principal	Ongoing
3.3	Provide students with field trip experiences that are selected based on grade level TEKS.	Field Trip Funds	Principal Classroom Teachers	Spring 2012

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District & Campus Goal 4: We will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objective: MFES will deliver consistent exemplary services in all areas of the curriculum to include LEP, Special Education, GT, At- Risk / Title I, Dyslexia, Student Success Initiative (SSI).

Summative Assessments: AEIS Report, Classroom Data, DEIC Survey results, STAR results, PDAS Evaluations, Student sign in Sheets.

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
4.1	Assure that all staff attends staff development provided at the campus and district level that is specific to the needs of diverse student groups and allows staff to maintain Highly Qualified standards. Topics include, but are not limited to: Effective Practices for <ul style="list-style-type: none"> • At-Risk Students • Gifted Students • LEP Students • Special Education Students 	Funds for Professional Development Title I funds \$2000 Title III funds - \$1964	Principal Literacy and Math Specialists District Curriculum Dept. Director of Student Services	Ongoing
4.2	Provide additional instructional support to teachers in mathematics and reading through a Title I funded math specialist, PK-2 Literacy Specialist, and 3-5 Literacy Specialist, and paraprofessional staff	Title I funds Compensatory Funds	Central Office Staff Principal	Daily
4.3	Utilize Challenge Lab teacher to provide enrichment and reinforcement of higher order thinking skills to students in all classrooms	GT Funding	Central Office Staff Principal Challenge Lab Teacher	Daily
4.4	Classroom Teachers, with support of Challenge Lab Teacher and Content Specialists will provide enrichment activities for all students	Campus funds Ideas and activities for use in differentiation of instruction.	Challenge Lab Teacher Content Specialists Classroom Teachers	Daily
4.5	Provide SSI remediation to give identified students additional time to master necessary content and skills	SSI Resources Teaching Staff	Principal Teachers	Weekly
4.6	Use the Wilson Program for identified dyslexic students	Wilson materials Staff to implement program	Literacy Specialist Principal	Weekly
4.7	Provide extended year to students needing to pass STAAR (and/or needing to meet promotion criteria, as funds allow)	OEYP funds	Principal	June 2012
4.8	Increase amount of direct instructional assistance provided to students through the learning lab open before school	Compensatory funds	Principal CM Mastery Aide	Daily

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4.9	<p>Implement the components of the Student Success Initiative to include:</p> <ul style="list-style-type: none"> ▪ Parental notification of at-risk status (Gr. K-5) ▪ Intervention services for any student coming into 5th grade who meets at-risk criteria based on Spring 10 TAKS scores in reading and / or math ▪ Implement research-based teaching strategies and at grades PK-5 ▪ Periodically measure student progress and adjust instruction accordingly. ▪ Establish Grade Placement Committees for grade 5 	SSI Guidelines TPRI Assessment	Principal Teachers	Weekly
4.10	Instructional TEAMS consist of administration, specialists, and classroom teachers will conduct Instructional Walkthroughs resulting in open dialogue and recommendation on instructional improvement.	Walkthrough Schedule Monitoring form Time for debriefing	Principal Content Specialist Classroom Teachers	Monthly
4.11	Literacy & Math Specialists will work with teachers and continue to develop teacher awareness and competencies by reviewing use of the Kilgo strategies, Six Trait Writing, Balanced Literacy, and others that have proven successful.	Common planning time	Teachers Principal Literacy Specialists Math Specialist	Ongoing
4.12	Staff will be trained to facilitate and monitor RTI in content areas. RTI plan will be developed and utilized when working with At Risk students.	RTI Planning time Training Time Campus Funds	Principal Literacy Specialists Math Specialist Classroom teachers	RTI Plan September 2011 Training August 2011
4.13	Grade level team meetings will be held weekly as needed during common planning periods. The meetings will include regular sharing of successful strategies/techniques in place and working well, problem-solving to develop and share new strategies, program planning, staff development and intervention strategies. Whenever possible special program staff will join the meetings.	Common planning time	Principal Team Leaders Literacy Specialists Math Specialist Special Ed. Staff	Wednesdays
4.14	Using the comprehensive needs assessments, the Title I staff will plan jointly with classroom teachers to discuss the needs of students served in Title I in order to help them attain mastery in reading, writing and math. These students needs will be addressed by Title I staff using the inclusion model and/or pullout in the students' classroom.	Planning time Title I Teachers Teachers Title I Aides	Principal Teachers Title Staff	Weekly

4.15	<p>Implement the literacy program as defined in district and campus initiatives.</p> <ul style="list-style-type: none"> • Provide additional staff development • Purchase needed resources • Monitor instruction • Provide support for staff to implement the strategies 	<p>Literacy resources Professional Resources Title I</p>	<p>Literacy Specialists Math Specialist Principal Teachers</p>	<p>Ongoing</p>
4.16	<p>Continue to increase the amount of time all students spend in actual reading by:</p> <ul style="list-style-type: none"> · all students reading daily, silently or aloud, self-selected materials at own pace (Accelerated Reading Time) · choral reading · student reading aloud with a tape, story or book · students keeping daily logs of reading time at home and at school · paired reading within and across grade levels · students keeping a cumulative log of titles read during the year · all students actively participating in the Accelerated Reading program as appropriate · duo-log reading <p>having books available for students in waiting areas</p>	<p>Big books, books, tapes of books, reading logs, AR books and tests Title I funds \$1000</p>	<p>Principal Teachers Librarian</p>	<p>Daily</p>
4.17	<p>Develop test familiarity and test taking skills by using activities from various STAAR focuses ancillary materials.</p>	<p>· Title I funds \$1000</p>	<p>Classroom Teachers (Grades 3-5) Special Program Classroom Teachers Principal</p>	<p>Daily</p>
4.18	<p>Provide a balanced literacy program in each classroom grades K - 2 based upon scientifically based reading research which is in accord with campus guidelines for literacy instruction and instructional time allocations, which</p> <ol style="list-style-type: none"> a) provide extensive phonics instruction b) provide systematic spelling instruction based on identified spelling patterns; c) include fluency activities in daily instruction; d) incorporate resources from the state reading academics and instructional strategies in the TPRI Intervention Guide 	<p>professional development for all teachers Literacy Specialists to provide support Instructional materials including leveled libraries TPRI Intervention Guides</p>	<p>Curriculum Dept. Principal Literacy Specialists Literacy Consultant Teachers</p>	<p>Ongoing</p>

4.19	<p>Identify students who are at-risk. Determine the appropriate intervention strategies to assist students in meeting mastery. Interventions may include but are not limited to:</p> <ul style="list-style-type: none"> • RTI • Extended Day • Tutorials • Title I Assistance • Counseling • Special Education Services • Content mastery • Computer based remediation software • Differentiated Instruction • SSI Tutorials • Extended Year 	<p>Local Assessments Student Data Title I Funds \$10,000 State and Federal Funding sources if available</p>	<p>Classroom Teachers Principal Title 1 Staff Special Program Staff Teachers</p>	<p>Weekly</p>
4.20	<p>Guided Reading / Writing approach will be expected and supported in all K-5 classrooms.</p>	<p>Leveled Readers / Guided Reading library. Title I Funds \$1000</p>	<p>Title I support staff Principal Classroom Teachers</p>	<p>Ongoing</p>
4.21	<p>In grades 3-5, regularly chart student progress by charting tested objectives in reading and math. Review data and adjust instruction.</p>	<p>Local and State Assessment Data</p>	<p>Principal Teacher</p>	<p>Monthly</p>
4.22	<p>Each grade level will develop a STAAR plan using the results of data gathered each grading period. The plan will include intervention strategies and the use of test-taking strategies.</p>	<p>STAAR data Planning Time</p>	<p>Principal Title 1 Staff Teachers Special Ed. Staff</p>	<p>Annually but adjusted as needed</p>
4.23	<p>A District Benchmark Test will be administered according to district testing schedule. The results will assist teachers in planning for STAAR:</p> <ul style="list-style-type: none"> • grouping for instruction based on identified needs • reinforce objectives • reinforce use of strategies 	<p>Benchmark Tests Reports with student data</p>	<p>Central Office Staff Principal Teachers Special Program Staff</p>	<p>January 2012</p>
4.24	<p>Utilize and review uniform reading strategies. Strategies will be introduced to 2nd graders during the second semester and will be continued through 5th grade</p>	<p>Collaboration time for Reading teachers in grade 2-5</p>	<p>Principal Literacy Specialist Classroom Teachers</p>	<p>Ongoing</p>
4.25	<p>Encourage small group remediation within classroom setting to reinforce all content areas. Groups no larger than 4 students</p>	<p>STAAR formatted resources, Reading resources targeting the 5 components of reading</p>	<p>Principal Title I support staff Classroom Teacher</p>	<p>Daily</p>

4.26	Evaluate student performance on STAAR formatted reading passages (mini assessments).	STAAR formatted Reading resources	Title I support staff Principal	Weekly
4.27	Provide extended day tutorials for struggling students.	SSI funds / staff	Central Office Staff Principal	Weekly
4.28	Require Science and Math "Word Walls" and journals to reinforce consistent science / mathematics vocabulary and conceptual understanding in grade K-5	Science / Mathematics vocabulary list by grade level journaling notebook	Principal Classroom Teachers	Ongoing
4.29	Benchmark assessments will be administered as per the district testing calendar and district assessment procedures.	District-provided assessments and reports generated through DMAC and Campus Analysis	Central Office staff Principal Teachers	Each 9 weeks
4.30	Teacher-made assessments will also be reviewed for TEKS content, complexity, & context.	Assessment materials	Principal Teachers Content Specialists	Ongoing, following each academic unit
4.31	Engage in data analysis of state & local assessments to determine appropriate intervention strategies	Data Analysis Sheets	Principal Teachers	Weekly
4.32	Utilize formal and informal (mini) assessment data to guide instruction and remediation	Benchmark assessments Informal assessments	Title I Support Staff Principal Classroom Teachers	Weekly
4.33	Information from computer software will be utilized to reinforce student learning. Programs will be facilitated through general and special education classrooms. (i.e. Read Naturally, Lexia, SuccessMaker, Study Island)	Computer hardware Program licensing Title I support staff	Literacy Specialist Title I Math Specialist Principal	Weekly
4.34	Encourage / Enforce individual student conferences with students regarding writing as related to 6+1 Traits.	Title I support	Classroom Teachers Principal	Ongoing
4.35	Utilize reading selections to reinforce writing concepts	6+1 Trait Crates Title I support staff	Classroom Teachers Literacy Specialists Principal	Weekly
4.36	Conduct regular walkthrough monitoring of instruction in all learning environments	Walkthrough documentation	Principal	Ongoing
4.37	95% of GT students at 3-5 grades will be commended on all sections of STAAR testing	Enrichment time	Classroom Teacher Challenge Lab Facilitator Principal	Annually
4.38	All staff must meet Highly Qualified status for all assigned roles. Internet postings, job applications, and job fairs will be utilized to recruit Highly Qualified candidates.	Posting requirements Job Fair opportunities	Principal	August 2011 or as need because of vacancy.

District & Campus Goal 5: We will promote personal wellness and healthy choices.

Performance Objective: MFES will maintain the availability and use of our current facilities to provide a quality educational environment that meets the needs of our students and community.

Summative Assessments: DEIC Surveys, Campus Surveys, Facility usage forms

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
5.1	MFES master schedule will meet or exceed the required number of minutes per week required for Physical Education (150 minutes per week).	MFES Master Schedule	Principal	Weekly
5.2	Encourage students to make healthy choices by providing healthy snack option during lunch periods.	Healthy Snacks	Principal Food Service	Ongoing
5.3	Include healthy food and/or physical activity ideas for parents through campus newsletter.	Newsletter	Assistant Principal PE Teacher	Twice Monthly

District & Campus Goal 6: We will exemplify strength of character.

Performance Objective: MFES will increase provide opportunities for staff and students to recognize good character traits of students and staff.

Summative Assessment: DEIC Survey Results, Campus Survey Results, STAR Student Roster

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
6.1	Implement campus wide Character Education Program: Character Counts	Character Counts Materials Class Schedule	Counselor	Monthly
6.2	Implement STAR Student Program for students PK-5 in order to reinforce responsibility and character.	STAR Student Awards	Principal Registrar Teachers	Ongoing
6.3	Provide What-a-Character incentive tickets to student exemplifying strong character traits.	What-a Character Tickets Prizes	Counselor Principal	Monthly Drawings Ongoing tickets

District & Campus Goal 7: We will provide a safe and drug-free environment.

Performance Objective: MFES will maintain a safe, drug free environment that is conducive to learning.

Summative Assessment: PEIMS Discipline Reports, DEIC Survey Results, Campus Surveys

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	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
7.1	Continue to analyze discipline statistical data at the campus and district level at the end of each grading period to determine trends effective/non-effective practices including application of consequences and training needs.	Discipline Statistics	Principal	Monthly
7.2	Each teacher will follow classroom discipline plan. A copy will be sent home to parents.	Planning time Completed Plan	Classroom Teachers Principal	August 2011
7.3	Discipline plan and procedures will be periodically reviewed at grade level meetings using statistics from discipline records.	Discipline Reports	Classroom Teachers	October 2011 February and April 2012
7.4	MFES will utilize security software to monitor visitors on campus	Security Software	Title IV Coordinator Principal Office Staff	Ongoing
7.5	Applicable District-adopted crisis, bullying, and violence prevention strategies will be implemented on the campus	District training	Principal Title IV Director Counselor	Ongoing
7.6	MFES will conduct monthly fire evacuation drills and monitor effectiveness of evacuation plan.	Fire Evacuation Maps and Procedures	Principal	Monthly
7.7	MFES will conduct Lock Down drills once per semester and monitor effectiveness of lock down plan	Lock Down Procedures	Principal	October 2011 – January 2012
7.8	MFES will conduct Disaster drills each nine weeks and monitor effectiveness of disaster plan	Disaster Procedures	Principal	Each nine week period
7.9	MFES will require all visitors to have “car tags” displayed in car window when picking up students at school dismissal.	Car Tags Parent Information	Principal MFES Staff	Ongoing

MFES Action Plan with Timeline

Focus	District's Shared Vision	Teacher	Teacher Leader	Assistant Principal	Principal	Academic Programs Office	Timeline
Learning as Our Fundamental Purpose	Continued development and implementation of TEKS based assessments on prioritized TEKS and SE at least four times a year according to the district's FCP plan. (A1, A2)	Reiterate vision to teacher leader; Review District 1st TBA & Unpack TEKS based on TBA; Unpack 1st 3 weeks	Communicate to teachers the process; Work back from vision; Chunk how to unpack TEKS in weekly PLC's	Tracking calendars; Attend PLC's	Set calendar for progress checks; Communicate overall vision	Set vision; Tracking data; Providing resource support; Providing Professional Development	8/21/12: Set Vision; 8/23/12: Unpack Docs; 8/9, 9/5, 9/12, 9/19/12: PLC's
	Every teacher will write the TEKS and SE verbiage on the board. Keep original language. This provides the basis for building academic vocabulary that is aligned K-12. (A1, E1)	Written clearly on board; Aligned to what TEKS and what is happening in class	Monitor; Ensure alignment	Walkthrough; Monitoring	Set expectations (100%); Monitor walkthroughs	Set vision; Tracking data; Providing resource support; Providing Professional Development	8/21/12: Introduce; 8/23/12: Train; 8/27/12: Implement; 1st 9 Wks Data
	Classroom processes will be posted and adhered to. The classroom processes will be developed at the campus level. (E1)	Posted; Implemented equitably	Professional Development; Resources; Systems	Monitor; Behavior/Discipline Support; Accountability	Set Campus expectations; Monitor walkthroughs; Accountability	Set vision; Tracking data; Providing resource support; Providing Professional Development	8/27/2012

	Use CScope/ FCP documents to plan curriculum, such as YAG, VAD, IFD and FCP Notebook	Participate 100% in weekly PLC's; Work with Teacher Leader and Administration to collaborate, align, assess, and remediate	PLC's lead; Directed toward 9 week assessment; Guide Scope and Sequence	Tracking calendar	Start of school expectations; PLC expectations	Set vision; Tracking data; Providing resource support; Providing Professional Development	8/23/12; 8/29/12-1st PLC; 8/27/12 and on going
Focus	District's Shared Vision	Teacher	Teacher Leader	Assistant Principal	Principal	Academic Programs Office	Timeline
Building a Collaborative Culture Through High-Performing Teams	Every campus will provide opportunities for leadership and teacher collaboration within the school day and year on a regular basis. (A1, A2, E3)	PLC participation; Professional Development opportunities; Grade; Determining Team Leaders; CEIC	Review data; Help teachers set remediations; Help assure alignment	CEIC attendance	Establish weekly PLC's; Provide Teacher Leader time for collaboration and training	Set vision; Tracking data; Providing resource support; Providing Professional Development	8/29/12-1st PLC and on going; ongoing; 8/16/12; on going

	Every campus will provide collaborative team protocols that focus on what students must learn, gather evidence of student learning, analyze the evidence, adjust the instructional delivery across all team members. The principals PLC will create the list of protocols. (A1, A2, E2, E3)	Work with Teacher Leader in PLC's; Teach students; Assemble folders; Adapt folders at 9 weeks	Assist implementation and formatting; Assemble	Tracking STAAR folder use; Order folders	Set expectations for TEKS Verification Folders; "I'm a STAAR folder"; K-5 Math; 4th Writing; 5th Science; Resource from Central Office	Set vision; Tracking data; Providing resource support; Providing Professional Development	8/29 and on going; 8/23/12; 8/27/12 introduce with product checks in weekly PLC's and adapt on going
Focus	District's Shared Vision	Teacher	Teacher Leader	Assistant Principal	Principal	Academic Programs Office	Timeline

<p style="text-align: center;">Focus on Results</p>	<p>Every campus will create a data wall associated with discipline, attendance, TBA's, nineweek and historical state assessments. The data wall will be displayed in a common area for teachers to use during collaborative time and updated continuously throughout the year. Information taken from this data wall will drive instruction, spiraled TEKS/ SE's, and R.t.I. processes. (A2, E2, E3)</p>	<p>Document discipline and assessments; Use data for remediation</p>	<p>Monitor data updates; Analyze data; Communicate remediation efforts based on data</p>	<p>Monitor data updates; Provide discipline and attendance data to Teacher Leaders</p>	<p>Design STAAR room; Introduce data targets</p>	<p>Set vision; Tracking data; Providing resource support; Providing Professional Development</p>	<p>Designate 8/16/12</p>
	<p>All campuses will participate in the Data Talk model led by the Academic Programs Department. (A1, A2, E3)</p>	<p>See Data Guides in Leadership Retreat Manual.</p>	<p>See Data Guides in Leadership Retreat Manual.</p>	<p>See Data Guides in Leadership Retreat Manual.</p>	<p>See Data Guides in Leadership Retreat Manual.</p>	<p>Set vision; Tracking data; Providing resource support; Providing Professional Development</p>	<p>Set by Lee Courville</p>

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Colt Elementary

2011 - 2012

- Campus Performance
- Campus Profile
- Campus Comparison Group

No **Comparable Improvement** reports are available for 2011 - 2012.

2011-12 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD

Campus Name: COLT EL

Campus #: 027904102

District Name: MARBLE FALLS ISD
 Campus Name: COLT EL
 Campus #: 027904102

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 575
 Grade Span: EE - 05
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	95.6%	96.4%	96.3%	95.5%	96.6%	96.2%	*	98.4%	*	*	96.0%	96.0%	97.2%
2009-10	95.5%	95.5%	96.2%	96.0%	95.5%	96.4%	95.8%	*	97.8%	-	*	95.7%	95.8%	97.2%

District Name: MARBLE FALLS ISD
 Campus Name: COLT EL
 Campus #: 027904102

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 575
 Grade Span: EE - 05
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	575	100.0%	19,821	4,054	4,978,120
Students By Grade:					
Early Childhood Education	14	2.4%	0.7%	0.3%	0.3%
Pre-Kindergarten	55	9.6%	7.1%	4.5%	4.5%
Kindergarten	96	16.7%	14.1%	7.4%	7.6%
Grade 1	75	13.0%	14.6%	7.5%	7.9%
Grade 2	84	14.6%	14.0%	7.0%	7.7%
Grade 3	75	13.0%	15.3%	7.1%	7.6%
Grade 4	87	15.1%	17.2%	7.8%	7.5%
Grade 5	89	15.5%	14.9%	7.4%	7.6%
Grade 6	0	0.0%	1.5%	7.6%	7.5%
Grade 7	0	0.0%	0.4%	7.4%	7.4%
Grade 8	0	0.0%	0.3%	7.7%	7.2%
Grade 9	0	0.0%	0.0%	7.8%	7.9%
Grade 10	0	0.0%	0.0%	7.3%	7.0%
Grade 11	0	0.0%	0.0%	7.3%	6.5%
Grade 12	0	0.0%	0.0%	5.8%	5.9%
Ethnic Distribution:					
African American	6	1.0%	10.7%	1.9%	12.8%
Hispanic	234	40.7%	46.7%	40.2%	50.8%
White	327	56.9%	38.0%	55.8%	30.5%
American Indian	1	0.2%	0.4%	0.3%	0.4%
Asian	5	0.9%	1.7%	0.6%	3.6%
Pacific Islander	1	0.2%	0.5%	0.2%	0.1%
Two or More Races	1	0.2%	2.0%	1.0%	1.7%
Economically Disadvantaged	410	71.3%	71.4%	60.7%	60.4%
Non-Educationally Disadvantaged	165	28.7%	28.6%	39.3%	39.6%
Limited English Proficient (LEP)	115	20.0%	18.5%	12.8%	16.8%
Students w/Disciplinary Placements (2010-11)	1	0.2%	0.4%	2.8%	1.8%
At-Risk	254	44.2%	45.8%	44.6%	45.4%
Mobility (2010-11)	97	20.6%	18.0%	15.6%	17.8%
Number of Students per Teacher	14.2	n/a	15.7	14.1	15.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	0.0%	2.6%	0.4%	2.2%	0.0%	13.7%	3.2%	10.3%
Grade 1	0.0%	4.4%	1.2%	4.7%	15.4%	7.3%	10.7%	8.8%
Grade 2	1.6%	3.3%	1.6%	2.8%	0.0%	4.0%	0.0%	4.0%
Grade 3	0.0%	1.6%	0.7%	1.9%	0.0%	1.5%	0.0%	1.7%
Grade 4	0.0%	0.7%	0.4%	1.0%	0.0%	1.0%	0.0%	0.9%
Grade 5	1.2%	1.3%	0.8%	1.2%	0.0%	1.2%	0.0%	1.1%
Grade 6	-	0.0%	0.0%	0.7%	-	0.0%	0.0%	1.0%
Grade 7	-	0.0%	0.0%	1.0%	-	0.0%	0.0%	1.2%
Grade 8	-	6.5%	0.0%	1.1%	-	0.0%	0.0%	1.8%

District Name: MARBLE FALLS ISD
 Campus Name: COLT EL
 Campus #: 027904102

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 2
 Total Students: 575
 Grade Span: EE - 05
 School Type: Elementary

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	20.0	18.8	19.5	19.4
Grade 1	20.7	18.6	20.6	19.4
Grade 2	21.0	18.5	18.3	19.3
Grade 3	15.6	18.3	16.8	19.4
Grade 4	15.2	19.2	16.8	19.6
Grade 5	20.5	21.3	18.7	21.8
Grade 6	-	21.1	20.1	21.0
Mixed Grades	-	22.0	-	23.2
Secondary: English/Language Arts	-	15.4	17.6	17.3
Foreign Languages	-	12.0	19.3	19.0
Mathematics	-	13.6	17.9	17.8
Science	-	15.4	22.1	19.0
Social Studies	-	15.4	23.4	19.5

District Name: MARBLE FALLS ISD
 Campus Name: COLT EL
 Campus #: 027904102

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 575
 Grade Span: EE - 05
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	59.4	100.0%	100.0%	100.0%	100.0%
Professional Staff:	46.4	78.1%	81.2%	77.0%	63.8%
Teachers	40.5	68.2%	69.4%	61.6%	50.8%
Professional Support	3.9	6.5%	7.7%	9.9%	9.1%
Campus Admin. (School Leader.)	2.0	3.4%	4.0%	3.4%	2.9%
Educational Aides:	13.0	21.9%	18.8%	12.8%	9.1%
Total Minority Staff:	13.0	21.9%	22.3%	14.3%	44.6%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	5.0%	2.4%	9.2%
Hispanic	8.0	19.8%	11.9%	10.4%	24.4%
White	32.5	80.2%	80.9%	86.5%	63.4%
American Indian	0.0	0.0%	0.6%	0.7%	0.4%
Asian	0.0	0.0%	0.4%	0.0%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.0%	0.0%	1.2%
Males	2.0	4.9%	6.5%	20.9%	23.2%
Females	38.5	95.1%	93.5%	79.1%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	3.7%	0.0%	4.6%
1-5 Years Experience	8.5	21.0%	26.5%	22.1%	28.7%
6-10 Years Experience	11.0	27.2%	24.2%	20.2%	22.3%
11-20 Years Experience	11.0	27.2%	25.7%	32.9%	26.6%
Over 20 Years Experience	10.0	24.7%	19.8%	24.8%	17.9%
			Campus Group	District	State
Average Years Experience of Teachers:		13.5 yrs.	12.0 yrs.	13.8 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		8.8 yrs.	8.9 yrs.	8.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$37,387	-	\$40,911
1-5 Years Experience		\$40,537	\$41,337	\$40,752	\$43,669
6-10 Years Experience		\$44,241	\$44,463	\$44,061	\$46,224
11-20 Years Experience		\$48,549	\$48,116	\$48,899	\$50,064
Over 20 Years Experience		\$56,234	\$54,955	\$56,150	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$47,595	\$46,389	\$47,912	\$48,375
Professional Support		\$53,381	\$50,993	\$55,761	\$56,219
Campus Administration (School Leadership)		\$68,297	\$67,047	\$68,472	\$70,510
Contracted Instructional Staff (not incl. above):		0.0	4.7	0.0	1,645.5
Instructional Staff Percent:				78.5%	64.1%

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ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,325,693	100.0%	\$5,907	\$3,749,432	100.0%	\$6,660	\$119,970,556	100.0%	\$6,052
Instruction (11,95)	\$2,699,104	81.2%	\$4,794	\$3,092,619	82.5%	\$5,493	\$91,086,507	75.9%	\$4,595
Instructional-Related Services (12,13)	\$109,730	3.3%	\$195	\$133,264	3.6%	\$237	\$4,064,301	3.4%	\$205
Instructional Leadership (21)	\$113,240	3.4%	\$201	\$113,240	3.0%	\$201	\$1,344,661	1.1%	\$68
School Leadership (23)	\$220,785	6.6%	\$392	\$222,755	5.9%	\$396	\$8,220,548	6.9%	\$415
Support Services-Student (31,32,33)	\$179,105	5.4%	\$318	\$174,439	4.7%	\$310	\$5,527,032	4.6%	\$279
Other Campus Costs (35,36,51,52,53)	\$3,729	0.1%	\$7	\$13,115	0.3%	\$23	\$9,727,507	8.1%	\$491
By Program:									
Total Operating Expenditures	\$3,291,320	100.0%	\$5,846	\$3,666,422	100.0%	\$6,512	\$109,527,554	100.0%	\$5,525
Bilingual/ESL Education (25)	\$620,245	18.8%	\$1,102	\$629,405	17.2%	\$1,118	\$5,596,708	5.1%	\$282
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$51,937	0.0%	\$3
Accelerated Education (24,30)	\$241,992	7.4%	\$430	\$566,071	15.4%	\$1,005	\$15,306,375	14.0%	\$772
Gifted & Talented Education (21)	\$79,718	2.4%	\$142	\$79,718	2.2%	\$142	\$2,147,022	2.0%	\$108
Regular Education (11)	\$1,849,462	56.2%	\$3,285	\$1,849,462	50.4%	\$3,285	\$71,601,535	65.4%	\$3,612
Special Education (23)	\$499,903	15.2%	\$888	\$541,766	14.8%	\$962	\$14,788,328	13.5%	\$746
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$2	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$35,647	0.0%	\$2

	District	State
Instructional Expenditure Ratio (11,12,13,31)	60.0%	64.8%

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	127	22.1%	19.0%	13.1%	16.3%
Career & Technical Education	0	0.0%	0.3%	22.8%	21.5%
Gifted & Talented Education	34	5.9%	5.2%	7.2%	7.7%
Special Education	81	14.1%	9.1%	10.8%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	5.7	14.1%	5.0%	5.9%	5.3%
Career & Technical Education	0.0	0.0%	0.3%	3.6%	4.1%
Compensatory Education	2.0	4.9%	7.7%	2.8%	2.9%
Gifted & Talented Education	1.0	2.5%	0.9%	2.4%	1.9%
Regular Education	31.3	77.3%	77.6%	76.1%	73.7%
Special Education	0.5	1.2%	8.4%	7.1%	8.9%
Other	0.0	0.0%	0.0%	2.0%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.

Target Campus Name: COLT EL
 Target Campus #: 027904102
 District Name: MARBLE FALLS ISD
 Campus Type: Elementary School

Texas Education Agency
 2011-12 Campus Comparison Group

Campus Number	Campus Name	District Name	%	%	%	%	%	%
			Econ	White	Hispanic	Mobility	LEP	Afr_Amer
011901109	BLUEBONNET EL	BASTROP ISD	71.7	28.1	62.5	19.8	34.1	5.2
014906102	CLIFTON PARK EL	KILLEEN ISD	71.8	24.8	50.3	27.1	36.0	18.5
020901109	HOOD-CASE EL	ALVIN ISD	70.7	30.0	65.4	14.1	23.9	2.3
020902104	WESTSIDE EL	ANGLETON ISD	71.7	23.7	64.8	13.2	34.0	8.6
026902101	SOMERVILLE EL	SOMERVILLE ISD	70.5	41.8	31.5	20.3	8.0	23.9
027904102	> COLT EL	MARBLE FALLS ISD	71.3	56.9	40.7	20.6	20.0	1.0
028902103	NAVARRO EL	LOCKHART ISD	72.1	29.3	63.1	12.1	3.3	4.5
037901101	ALTO EL	ALTO ISD	72.1	41.4	29.3	14.4	23.8	22.4
043911104	HARPER EL	PRINCETON ISD	71.3	42.2	52.3	17.8	34.7	3.0
076904101	ROTAN EL	ROTAN ISD	70.5	48.8	43.4	22.9	2.4	3.0
094901110	VOGEL EL	SEGWIN ISD	71.1	33.9	60.9	23.0	22.0	4.1
095905108	LA MESA ELEMENTARY SCHOO	PLAINVIEW ISD	71.5	31.0	63.8	19.0	12.8	3.1
101907137	WALKER ELEMENTARY	CYPRESS-FAIRBANKS ISD	72.0	13.1	59.3	12.7	32.1	22.9
101911114	TRAVIS EL	GOOSE CREEK CISD	72.2	23.0	59.6	17.4	18.3	16.0
101917127	FRAZIER EL	PASADENA ISD	71.0	11.9	66.9	13.4	28.0	14.0
102902103	CROCKETT EL	MARSHALL ISD	70.5	37.9	36.5	12.8	30.3	22.6
107901103	ATHENS INT	ATHENS ISD	71.5	43.7	40.3	12.2	20.9	12.1
107906102	MALAKOFF EL	MALAKOFF ISD	71.8	60.7	16.6	25.6	8.1	18.5
109910101	MOUNT CALM EL	MOUNT CALM ISD	71.8	67.2	23.7	17.4	6.1	3.8
114901041	GOLIAD INT	BIG SPRING ISD	70.7	24.2	66.9	14.8	1.9	6.1
116903104	ALBERT C WILLIAMS EL	COMMERCE ISD	71.5	51.8	20.8	17.3	9.7	19.1
116908101	A E BUTLER INT	QUINLAN ISD	71.8	77.0	20.0	20.9	9.2	0.9
120901104	EDNA EL	EDNA ISD	71.1	36.9	46.4	14.4	12.9	16.2
129905105	LAKEVIEW EL	MABANK ISD	71.5	76.7	13.9	27.0	3.0	2.5
138903101	MUNDAY EL	MUNDAY CISD	70.7	34.9	52.1	11.6	11.2	8.8
140907101	SPRINGLAKE-EARTH ELEM/MI	SPRINGLAKE-EARTH ISD	71.7	30.3	67.0	19.2	7.7	2.7
140908101	SUDAN EL	SUDAN ISD	71.8	35.7	58.6	12.2	8.6	4.1
164901101	MENARD EL	MENARD ISD	72.1	46.7	52.1	18.1	4.8	0.6
170904101	PARMLEY EL	WILLIS ISD	70.8	60.9	25.7	23.9	6.2	10.6
188901103	BIVINS EL	AMARILLO ISD	71.9	50.7	37.6	19.9	5.0	6.9
188901143	TRADEWIND EL	AMARILLO ISD	71.8	33.4	51.3	16.3	10.8	5.4
191901105	LAKEVIEW EL	CANYON ISD	71.7	70.5	26.0	26.7	1.7	1.7
204904102	SHEPHERD INT	SHEPHERD ISD	71.8	66.4	27.5	16.0	11.4	5.7
220901113	SWIFT EL	ARLINGTON ISD	70.6	39.5	36.6	29.1	25.2	14.6
220902106	RICHLAND EL	BIRDVILLE ISD	70.9	48.5	42.1	18.0	17.7	5.7
220905163	BRUCE SHULKEY EL	FORT WORTH ISD	70.7	29.8	38.3	24.2	33.4	19.3
220910103	MARINE CREEK EL	LAKE WORTH ISD	71.8	36.8	40.4	21.4	14.1	17.3
220916114	MIDWAY PARK EL	HURST-EULESS-BEDFORD ISD	70.9	28.8	29.2	20.2	20.1	20.9
221901151	THOMAS EL	ABILENE ISD	71.1	38.3	44.0	18.4	3.2	11.7
226903115	MCGILL EL	SAN ANGELO ISD	70.5	29.8	62.5	13.9	3.4	4.9
246904110	JAMES E MITCHELL EL	GEORGETOWN ISD	71.6	33.0	63.3	12.7	35.1	1.6
	Group Average		71.4	38.0	46.7	18.0	18.5	10.7

*** Order of columns will vary on lists for other campuses ***

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2012 - 2013

CAMPUS IMPROVEMENT PLAN

"Together We Grow!"
- 191 -

Marble Falls ISD Mission Statement:

The mission of MFISD 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.

District and Campus Goals

- GOAL I: We will build strong, vital relationships within our diverse communities.
- GOAL II: We will embrace innovative applications of technology with primary focus on student immersion.
- GOAL III: We will cultivate opportunities for student participation that extend beyond the classroom.
- GOAL IV: We will ensure all students receive exceptional instruction through inspired learning experiences.
- GOAL V: We will promote personal wellness and healthy choices.
- GOAL VI: We will exemplify strength of character.
- GOAL VII: We will provide a safe and drug-free environment.

MFISD Board of Trustees

Rick Edwards	President
Kevin Naumann	Vice-President
Craig Mabry	Secretary
Mike Savage	Member
Dr. Kelly Fox	Member
Tommy Chaney	Member
Karl Westerman	Member

“Together We Grow!”

2012-2013 Colt Elementary School CEIC Members

<u>Name</u>	<u>Position</u>	<u>Term</u>
Powell, Keith and Richert, Mark	Administration	On-going
Smathers, Jodye	Counselor	On-going
Weihs, Lenore	Librarian	On-going
Otero, Nancy	Teacher	May 2015
Hardaway, Katherine	Teacher	May 2013
Johnson, Debby	Teacher	May 2013
Bridges, Julie	Teacher	May 2013
Thompson, Connie	Teacher	May 2015
Gray, Holley	Teacher	May 2014
Taylor, Cindy	Teacher	May 2015
Layton, Terry	Paraprofessional Representative	May 2014
Narvaez, Darlene	Parent Representative	May 2015
Jones, Keith	Business Representative	May 2015
Jones, Pauline	Community Representative	May 2015
Fields, Melissa	District Representative	May 2013
Sparks, Becky	DEIC Liaison	May 2015
Helms, Christina	Special Education Representative	May 2015
Schumacher, Kathy	Title I Representative	May 2013

**Responsible for Colt Elementary CIP Implementation
2012 - 2013**

Title/Position	Name
Administration	Keith Powell, Mark Richert
Counselor	Jodye Smathers
Librarian/Media Specialist	Lenore Weihs
Nurse	Sandra Pollock
Office Staff	Mary Ratliff, Frances Najera
Teachers	CES Staff
Instructional Assistants	CES Staff
PTO	President
Assistant Superintendent C&I	Dr. Janice Mauldin
Bilingual District Coordinator	Leslie Talamantes
Special Education Campus Coordinator	Stacey Cox
Campus LSSP	Danielle Sims
G/T Campus Coordinator	Karen Maples
District Maintenance Director	Michael Phillips
Title IV District Coordinator	Cord Woerner

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Academic Performance Indicators and Goals

All Students	2009	Gain	2010	Gain	2011	Needed Gain	2012
3 rd Grade Math	83%	12%	95%	-2%	93%	7%	100%
3 rd Grade Reading	95% (94% in March)	3%	98%	-5%	93%	7%	100%
4 th Grade Math	95%	-1%	94%	1%	95%	5%	100%
4 th Grade Reading	96%	-2%	94%	0%	94%	6%	100%
4 th Grade Writing	96%	1%	97%	0%	97%	3%	100%
5 th Grade Math	93%	5%	98%	-3%	95%	5%	100%
5 th Grade Reading	98% (89% in March)	2% (86% in April)	100%	-6%	94% (88% in April)	6%	100%
5 th Grade Science	89%	6%	97%	-5%	92%	8%	100%

3rd Grade Math	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	80%	--	--	--	--	--	100%
Hispanic	94%	-4%	90%	4%	94%	6%	100%
White	81%	17%	98%	-3%	95%	5%	100%
Eco. Disadvantaged	90%	6%	96%	-4%	92%	8%	100%
Bilingual	92%	-13%	79%	--	--	--	100%

“Together We Grow!”

3rd Grade Reading	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	99%	--	--	--	--	--	100%
Hispanic	86%	13%	99%	-5%	94%	6%	100%
White	96%	2%	98%	-3%	95%	5%	100%
Eco. Disadvantaged	97%	-1%	96%	-4%	92%	8%	100%
Bilingual	99%	-6%	93%	--	--	--	100%

4th Grade Math	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	--	--	99%	--	--	--	100%
Hispanic	88%	2%	90%	2%	92%	8%	100%
White	98%	-5%	93%	3%	96%	4%	100%
Eco. Disadvantaged	90%	7%	97%	-6%	91%	9%	100%
Bilingual	--	--	78%	--	--	--	100%

4th Grade Writing	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	--	--	99%	--	--	--	100%
Hispanic	90%	1%	91%	3%	94%	6%	100%
White	98%	0%	98%	0%	98%	2%	100%
Eco. Disadvantaged	95%	2%	97%	3%	100%	0%	100%
Bilingual	--	--	99%	1%	100%	0%	100%

5th Grade Math	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	--	--	--	--	--	--	100%
Hispanic	93%	3%	96%	4%	100%	0%	100%
White	94%	6%	100%	-2%	98%	2%	100%
Eco. Disadvantaged	90%	8%	98%	-9%	89%	11%	100%
Bilingual	--	--	--	--	--	--	100%

5th Grade Reading	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	80%	---	---	--	--		100%
Hispanic	98%	-9%	89%	-8%	81%	19%	100%
White	84%	12%	96%	0%	96%	4%	100%
Eco. Disadvantaged	96%	2%	98%	-10%	88%	12%	100%
Bilingual	--	--	--	--	80%	20%	100%

5th Grade Science	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	--	--	--	--	--	--	100%
Hispanic	83%	9%	92%	-14%	78%	22%	100%
White	92%	7%	99%	-3%	96%	4%	100%
Eco. Disadvantaged	82%	15%	97%	-10%	87%	13%	100%
Bilingual	--	--	--	--	83%	17%	100%

"Together We Grow!"

DRA/EDL on Grade Level at End-of-Year	2009	Gain	2010	Gain	2011	Needed Gain	2012
Kindergarten (2-4)	95%	-2%	95%		80%	20%	100%
First Grade (16-20)	57%	-20%	57%		48%	52%	100%
Second Grade (28-30)	63%	-13%	63%		72%	28%	100%

DRA/EDL at Fluency Level at End-of-Year	2009	Gain	2010	Gain	2011	Needed Gain	2012
Kindergarten (no rate)	NA	-	NA	-	NA	-	NA
First Grade (47-74 wpm)	-	-	60%	-15%	45%	55%	100%
Second Grade (94-124 wpm)	-	-	31%	38%	69%	31%	100%

2012-2013 Comprehensive Needs Assessment

(1) Working to improve passing and commended state assessment scores in Grades 3-5.

- Third Grade Math
 - Hispanic passing rate
 - Low SES passing rate
 - Hispanic commended rate
 - Females passing rate
 - Low SES commended rate
- Third Grade Reading
 - Low SES passing rate
 - Hispanic commended rate
- Fourth Grade Reading
 - Low SES passing rate
 - Hispanic commended rate
 - Low SES commended rate
 - Bilingual commended rate
- 4th Grade Writing
 - Low SES commended rate
 - Low SES passing rate
- Fifth Grade Reading
 - Hispanic passing rate
 - Low SES passing rate
 - All student commended rate
 - Male commended rate
 - Hispanic commended rate
 - Bilingual commended rate
- Fifth Grade Math
 - Bilingual passing rate
 - Low SES passing rate
 - Hispanic commended rate
 - Bilingual commended rate
- Fifth Grade Science
 - Bilingual commended rate

- Low SES passing rate

(2) Improve first and second grade DRA results in on grade level and fluency level measures.

(3) Increase student attendance rate to at least 97%. (2009-2010 final avg. - 95.66%)

4(5) Staff survey results

- Increase opportunities to recognize staff
- Appropriately enforce all campus rules.
- Campus rules are consistently enforced.
- Appropriately address all discipline referrals in a timely manner.

Campus Goal I: We will build strong, vital relationships within our diverse communities.

Performance Objective: Parent and staff end-of-year surveys will demonstrate a 90% or higher approval rating.

Formative Assessment: Volunteer List; Volunteer Sign-In sheets; file of newsletters sent home; student planners; PTO meeting attendance; parent attendance at special events on campus; community participation in special events on campus; file of media communications

Summative Assessments: Parent Survey, Staff Survey, final Volunteer List and sign in sheets

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Communicate consistently with parents.</p> <ul style="list-style-type: none"> • Class and/or grade level newsletters and notices (translated in Spanish as appropriate) sent home and posted on teachers' web pages. • Designated day of week for campus and district-wide communication in identified folder to establish consistency. • Provide parents and caregivers information on special programs at monthly PTO meetings (Title I, Title III, RTI, Special Education, Character Counts, etc.). • Provide a translator at parent meetings (Spanish). • Call homes of absent students to communicate concern and procedures for returning to school. • Use Sky Alert System to keep families informed of campus and district issues (including weather, important dates, emergency procedures, etc.) • Provide monthly issues of Home-School Connection Parent Newsletter ; includes hints and information 	<p>CES teachers</p> <p>CES teachers</p> <p>PTO Board, CES admin</p> <p>PTO Board, CES admin Classroom teachers, J. Tellez</p> <p>CES admin</p> <p>K. Schumacher</p>	<p>Title III(translations)</p> <p>Folders (donated)</p> <p>Meeting calendar, agendas</p> <p>PTO, CES funds</p> <p>Current phone numbers</p> <p>Title I (district level)</p> <p>Title I (100% salary)</p>	<p>Minimum - twice monthly</p> <p>Weekly</p> <p>Monthly</p> <p>As needed</p> <p>Daily (after 10am)</p> <p>As needed</p> <p>Monthly</p>

	<p>for parenting, activities, homework tips, etc. (Eng/Sp)</p> <ul style="list-style-type: none"> • Provide real-time parent access to student grades and attendance records through <i>GradeBook</i>, <i>TxConnect</i>. • Encourage teachers to work on <i>Rosetta Stone</i> to begin to develop Spanish language skills to improve parent communication. • Hold parent conferences at the end of 1st and 3rd nine weeks. • Continue Family Reading Night to encourage families to read and take AR tests together one night a month • Provide learning activities for families at annual Family Science Night. 2012-2013 theme: TBA. <p>Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses.</p> <ul style="list-style-type: none"> • Meet the Teacher Night with registration and information tables in cafeteria. (Transportation, Nurse, Cafeteria). • Conduct fall open house to extend opportunities for parents to meet teachers. Use time to arrange parent conferences as needed. <p>Develop and maintain a volunteer program.</p> <ul style="list-style-type: none"> • Recruit and build campus PTO Board and general membership. • Continue WatchDOGS program through PTO. Pizza Kick-Off Night will provide information and opportunity to join. • Continue to recruit community members to participate in volunteer opportunities on and off 	<p>MFISD Technology, CES teachers</p> <p>CES admin</p> <p>CES teachers</p> <p>L. Weihs</p> <p>P. Clymer, CES Science Committee</p> <p>CES admin</p> <p>CES admin</p> <p>PTO Board</p> <p>PTO Board (Mark Magee)</p>	<p>District funds</p> <p>Title I (stimulus)</p> <p>Planning time, early release days Library funds</p> <p>Campus, Title I, community donations</p> <p>PTO funds</p>	<p>Daily</p> <p>On-going</p> <p>By Oct. 14 and March 9 Second Tuesday, monthly</p> <p>March, 2013</p> <p>Aug. 19</p> <p>Sept. 22 (mid 1st nine weeks)</p> <p>On-going</p> <p>Oct. 2012</p>
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	<p>campus.</p> <ul style="list-style-type: none"> Establish a "coordinator" to recruit and organize volunteers. <p>Spotlight campus activities to inform and encourage participation and/or sponsorship.</p> <ul style="list-style-type: none"> Invite local media to Colt Elementary events and/or submit photos and stories as they occur. <p>Connect and enlist community resources available to parents and students.</p> <ul style="list-style-type: none"> Utilize local partnerships to provide needs and resources for the student body and staff (Rotary Club Dictionaries, Seriff Foundation School Supplies, Edwards Risk Management, Walmart, Payless gift cards, etc.) Provide resource information (brochures, etc.) in foyer of campus. <p>Increase opportunities to recognize staff and celebrate campus accomplishments.</p> <ul style="list-style-type: none"> Establish Hospitality Committee to coordinate donations, gifts, luncheons, etc. Celebrate staff news at the start of monthly meetings (babies, graduations, etc) Place messages of appreciation and encouragement in staff mailboxes. Provide special treats (snacks, desserts, etc) in staff lunchroom. Organize staff luncheons to celebrate birthdays. Establish a procedure for staff to recognize one another (Kudos, Atta-ways, etc). 	<p>CES admin, PTO Board</p> <p>PTO Board (Nancy Floyd)</p> <p>CES admin, M.Ratliff</p> <p>J. Smathers, PTO Board</p> <p>CES admin, M. Ratliff</p> <p>CES admin.</p>	<p>Campus funds</p>	<p>On-going</p> <p>Beginning Aug. 20 and then on-going</p> <p>On-going</p> <p>On-going/as needs are identified</p> <p>On-going (check regularly to keep current)</p> <p>Monthly (minimum)</p>
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District & Campus Goal II: We will embrace innovative applications of technology with primary focus on student immersion.

Performance Objective: A minimum of 25% of student instruction will utilize or integrate technology.

Formative Assessment: Lesson plans; class observations; student projects; Technology Fair participation; CES Technology Committee reviews; sign up sheet for computer lab flex times;

Summative Assessment: STAR report; CES Technology Committee review; final computer lab usage report; report of student software usage; student survey; staff survey; parent survey

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Provide specialized training based on campus and individual needs with the expectation that all staff will be technologically proficient.</p> <ul style="list-style-type: none"> • Provide continuing staff development (including PD 360 and Atomic Learning). • Send teacher representatives to the State Computer Education Conference in Austin, Texas (one primary, one intermediate) <p>Instructional technology will be commensurate with the demands of the 21st century learner. Ensure effective and consistent use of instructional technology.</p> <ul style="list-style-type: none"> • Integrate technology in all content areas: teacher and student created electronic projects, distance learning collaborations, multi-media projects, Power Points, Webquests, graphs & charts created through Excel, graphic organizers through Kidspiration, etc. • Research software, identify funding sources, and purchase one or more of the following: Inspiration, Enchanted Learning (web-based and campus wide), 	<p>District Tech.</p> <p>CES Tech Committee</p> <p>CES teachers, CES Tech Committee</p> <p>CES Tech Committee, CEIC</p>	<p>Title I, campus and district funds, fed funds as available</p> <p>CES funds</p> <p>CES funds, Title I, district funds</p>	<p>One Tues per month (minimum) April 2013</p> <p>On-going</p> <p>On-going (prioritized by</p>

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	<p>Timeline XF.</p> <ul style="list-style-type: none"> • Research hardware, identify funding sources, and purchase one or more of the following: projectors for identified areas, document cameras for each classroom, microscope attachment for document camera in the science lab, Palm Pilots for TPRI testing, wireless laptops for each teacher, tablet lab with 30 tablets. • Research and provide distance learning opportunities. • Upgrade teacher computer stations to include effective processing speed, projectors, and document cameras. • Campus Technology Committee will regularly review teacher and campus technology needs. • Students will use MP3 devices to record and listen to stories as part of the language arts curriculum. <p>Conduct a student-directed technology showcase.</p> <ul style="list-style-type: none"> • Establish a "Technology Fair" to highlight student and staff applications of technology. • Purchase a class set of digital cameras for student use • Increase the number of student stations in the classroom from a minimum of 4 to 6. • Implement filter criteria that is conducive to on-line learning. • Ensure understanding of new staff policy regarding electronic communication. • Extend and evaluate use of on-line learning opportunities. 	<p>CES Tech Committee, CEIC</p> <p>CES teachers</p> <p>IT Assistant, CES Admin</p> <p>IT Assistant, CES Admin D. Gordon, J. Mayfield (CES teachers)</p> <p>CO staff,</p> <p>IT Assistant, CES Admin IT Assistant, CES Admin District Tech</p> <p>CES admin</p>	<p>CES funds, Title I, district funds</p> <p>CES/district funds, Title I</p> <p>Legacy grant</p> <p>Title I, Title II, CES funds</p> <p>Title I, Title II, CES funds</p> <p>District Technology</p>	<p>committees)</p> <p>On-going (prioritized by committees)</p> <p>On-going (target by end of year)</p> <p>As scheduled</p> <p>Weekly</p> <p>December 2010</p> <p>Target: end of year</p> <p>August 2012</p>
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	<p>Utilize computer-based interventions in conjunction with and monitored by teachers to address students' academic needs. Programs include but are not limited to:</p> <ul style="list-style-type: none"> • SuccessMaker • Lexia • Study Island • Reading A to Z • Razz Kids • Key Skills • Brain Pop • Type to Learn • Easy Tech • United Streaming (Think Central) 	<p>CES Tech Committee</p> <p>Reading/math specialists, CES teachers</p>	<p>Title I, CES funds, Sp Ed funds</p>	<p>As scheduled</p> <p>Daily</p>
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District & Campus Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objective: Parent/Student/Staff surveys will show a 90% or more approval rating.

Formative Assessments: Student log during family nights; Volunteer List; Volunteer/Student Sign-In sheets; file of newsletters sent home; student planners; student attendance at special events on campus; student - community participation in special events on campus; file of media communications that relate to student involvement

Summative Assessments: Parent/Student Survey, Staff Survey, final Volunteer List, sign in sheets

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
224	Establish a parent volunteer program. <ul style="list-style-type: none"> • Continue WatchDOGS program through PTO. Pizza Kick-Off Night will provide information and opportunity to join. • Actively recruit through signs, newsletters, and WatchDOGS visibility throughout the campus. • Identify and recruit parents and community to work with students, help with special activities and programs, and assist teachers. 	PTO Board (Mark Magee)	PTO funds	Oct. 2012
		PTO Board	PTO funds	On-going
		PTO Board (Nancy Floyd), CES admin and staff		On-going
	Actively inform all students and parents about district-wide and campus-wide student participation opportunities. <ul style="list-style-type: none"> • Invite local media to Colt Elementary events and/or submit photos and stories for promotion and as they occur. • Include information on web site, grade level newsletters, and parent newsletters from PTO. • Continue Family Reading Night to encourage families to read and take AR tests together one night a month. 	CES admin, M. Ratliff		On-going
		IT Assistant, CES Admin, CES teachers, PTO L. Weihs	Library funds	Updated weekly/ monthly as needed
			CES funds, Title I, donations	Second Tues monthly

"Together We Grow!"

	<ul style="list-style-type: none"> • Provide learning activities for families at annual Family Science Night. 2012-2013 theme: TBA. • Coordinate volunteer resources to host a "Marbleous Falls Festival." <p>Establish an environment of shared success throughout the campus.</p> <ul style="list-style-type: none"> • Hold monthly rallies to build a sense of community through common celebration of accomplishments and shared events. <p>Continue development and establishment of the Colt Learning Garden.</p> <ul style="list-style-type: none"> • Provide opportunities for students and/or grade levels to plant and care for themed gardens. • Maintain garden design with community sponsorship, volunteers, and students. <p>Research and plan the implementation of a student mentoring group.</p> <p>Coordinate</p>	<p>P. Clymer, CES Science Committee PTO Board</p> <p>CES admin</p> <p>CES teachers, CES Science Committee</p> <p>P. Clymer, CES Science Committee</p> <p>J. Smathers, CES CEIC</p>	<p>PTO funds, donations</p> <p>Lowe's grant, Edwards donation</p>	<p>March 2013</p> <p>October 2012</p> <p>Last Friday monthly</p> <p>Integrated into curriculum weekly</p> <p>On-going</p> <p>Bi-monthly meetings, implement in 2012- 2013</p>
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	<p>intervention needed</p> <ul style="list-style-type: none"> ○ Establish monitoring frequency based on RTI plan and student needs. ○ Utilize current universal screeners including STAR, STAR Early Literacy, TEMI ○ Research and consider addition and use of math universal screener - STAR Math from Renaissance. ○ Include monitoring reports from CAI programs including Study Island, SuccessMaker, and Lexia. <ul style="list-style-type: none"> ● Provide effective early literacy instruction and intervention for grades K-5 <ul style="list-style-type: none"> ○ Balanced literacy model ○ Professional development in research-based strategies ○ RTI (frequent monitoring) ○ TEA-Time built into daily schedules (instructional assistants monitor while teachers work with small groups) ● Use scheduled planning meetings (GC) to address student concerns and curriculum/assessment issues. <ul style="list-style-type: none"> ○ PK through 5th grade ○ Bilingual ○ Vertical alignment (math, language arts, science) ○ Special education ● Utilize strategies to increase science school-wide achievement. <ul style="list-style-type: none"> ○ Continue to establish alignment of science vocabulary. ○ Implement aligned science vocabulary in grades K-5. ○ Include "Word of the Week" in daily morning 	<p>Tellez, J. Smathers, C. Helms</p> <p>J. Smathers, MFMS Counselors Math and reading specialists, CES admin</p> <p>CES Staff, CES admin</p> <p>CES admin, teachers, math and reading</p>	<p>Campus funds, Title I, SCE</p> <p>Title I (materials and salaries), SCE (salaries)</p>	<p>Daily (IEP specific) May 2012</p> <p>As identified in RTI plan</p> <p>Per Assessment Calendar January 2013</p> <p>On-going (weekly for GC meetings)</p> <p>Daily</p> <p>Per RTI tier Daily as scheduled</p> <p>Monthly as scheduled</p>
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	<p>announcements</p> <ul style="list-style-type: none"> ○ Send representatives (3rd-5th) to CAST Conference and/or relevant staff development regarding new TEKS. <ul style="list-style-type: none"> • Utilize school library to support campus-wide reading instruction. <ul style="list-style-type: none"> ○ Increase library collection to support campus-wide efforts to improve reading in expository text. ○ Continue to develop AR collection. <p>Honor students who achieve excellence.</p> <ul style="list-style-type: none"> • Recognize students who display positive character traits in main hallway display, through morning announcements, and monthly awards presentations. • Submit names of students achieving "all A" and "A-B" honor roll to local media. • Submit names of students achieving "perfect attendance" to local media. • Reward 3rd through 4th grade students who achieve AR goals with "buddy reading" with kinder through 2nd grade students. Continue to generate/ implement strategies for student recognition. 	<p>specialists, S. Cox</p> <p>P. Clymer, CES Science Committee</p> <p>L. Weihs</p> <p>CES admin, J. Smathers, CEIC</p>	<p>Library funds, Title I</p>	<p>On-going</p> <p>Weekly</p> <p>As available</p> <p>On-going</p> <p>Daily</p> <p>Each 9 weeks</p> <p>Each 9 weeks</p> <p>Each 9 weeks Bi-monthly CEIC</p>
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District & Campus Goal V: We will promote personal wellness and healthy choices.

Performance Objective: There will be a group of staff members who consistently go to yoga classes; there will be a 20% increase in the number of students competing/finishing races; a plan will be in place for the implementation of the health curriculum.

Formative Assessments: Staff sign-in log for yoga classes; file of health fliers; student list of "marathon" completions; participation list of all runs; submit ideas of implementation of health curriculum.

Summative Assessment: Sign in sheets; list of participating students in health programs; Staff/Student/Parent surveys

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Provide health information, support programs, and in-services for staff.</p> <ul style="list-style-type: none"> • Distribute district wellness bulletin to staff • After school yoga classes will be made available to all interested staff. <p>Offer health and wellness information to staff, parents, and caretakers.</p> <ul style="list-style-type: none"> • Notify families of opportunities such as free dentist visits on campus, Care-a-Van locations, etc. <p>Post connection to MyPyramid.gov on CES website for parent access</p> <p>Encourage and ensure healthy snack alternatives for students.</p> <ul style="list-style-type: none"> • Use NCLB information and guidelines to direct staff and families regarding FMNV and acceptable foods for snacks and classroom use. <p>Promote health through exercise programs and activities.</p>	<p>CO staff D. Johnson, PE teacher</p> <p>S. Pollock</p> <p>IT Assistant, CES Admin</p> <p>CES admin, District Food Services</p>	<p>Staff (personal)</p> <p>Federal guidelines</p>	<p>Monthly Weekly beginning Oct.</p> <p>On-going</p> <p>September 2012</p> <p>Send out in Aug; include on CES website and PTO bulletins</p>

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"Together We Grow!"

District & Campus Goal VI: We will exemplify strength of character.

Performance Objective: Discipline referrals will be reduced by a minimum of 50%. There will be NO teacher reprimands.

Formative Assessment: Student planners; discipline referrals; staff write-ups/reprimands; Star Student Wall; membership in student organizations

Summative Assessments: PEIMS discipline report; staff survey; PDAS; student survey; parent survey

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Implement a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the campus.</p> <ul style="list-style-type: none"> • Monthly classroom visits by counselor using Character Counts curriculum. • Continue to build collection of books in library that teach, illustrate, model traits <p>Establish and recognize a culture of exemplary character.</p> <ul style="list-style-type: none"> • Character Counts Pillars displayed in common areas • Character Counts Pledge recited each day during announcements • Colt Character Award (STAR Students and STAR Teachers) • Recognize Colt Kids for Character at PTO 	<p>J. Smathers</p> <p>L. Weihs, J. Smathers</p> <p>L. Weihs, J. Smathers</p> <p>CES admin</p> <p>J. Smathers, CES staff</p> <p>J. Smathers, PTO Board</p>	<p>CES funds, Title IV</p> <p>Library funds, Title IV</p> <p>PTO funds, donations</p>	<p>Monthly</p> <p>On-going</p> <p>Late October/early November</p> <p>Daily On-going</p> <p>Monthly (Character Counts timeline)</p>

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“Together We Grow!”

	<p>meetings, as special Helpers in classrooms, and in newspaper.</p> <ul style="list-style-type: none"> • Sponsor Pennies for Patients and other community service projects. • Sponsor canned food drive for community • Student Leadership Opportunities <ul style="list-style-type: none"> ○ Student Council ○ Safety Patrol ○ National Honor Society ○ Library Assistants 	<p>J. Smathers</p> <p>CES admin, K. Maples, L. Weihs, sponsors TBA</p> <p>J. Smathers</p>	<p>Campus funds</p>	<p>Spring 2013</p> <p>On-going</p> <p>Nov. 2012</p>
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District & Campus Goal VII: We will provide a safe and drug-free environment.

Performance Objective: Discipline referrals will be reduced by a minimum of 50%. There will be NO breaches of campus security.

Formative Assessment: Front office sign in/sign out documentation, PEIMS discipline reports, discipline referrals, walk-through observations, student planners and other documentation of parent contact

Summative Assessments: PEIMS and V-Soft reports

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Review and modify the District/Campus Crisis Management Flow Chart and plan to establish procedures campus and district-wide.</p> <p>Red Ribbon Month activities will feature and celebrate making safe and healthy choices.</p> <ul style="list-style-type: none"> • Celebrate healthy choices through slogans and dress themes. • Invite local emergency response teams (fire, police, etc) to help educate students in safety. <p>Firmly establish drug free awareness by designating one day each month to wear red.</p> <p>Train/update reception area personnel in student/parent sign-in and sign-out procedures (including checking for legal documents).</p> <ul style="list-style-type: none"> • V-Soft procedures 	<p>C. Coleman, CES admin</p> <p>J. Smathers</p> <p>CES admin</p> <p>L. Weihs, J. Smathers</p> <p>J. Smathers</p>	<p>Title IV</p>	<p>October 2012</p> <p>October 2012</p> <p>October to first week in November</p> <p>Monthly</p>

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	<ul style="list-style-type: none"> ○ Insert alerts/caution flags as identified <p>Utilize additional walkie-talkies to expand communication on campus.</p> <p>Appropriately enforce all campus rules.</p> <ul style="list-style-type: none"> • Teachers will be included and/or informed regarding consequences for student misbehavior. <p>Consistently enforce all campus rules.</p> <ul style="list-style-type: none"> • Ensure understanding of the campus discipline plan through staff development and conferences. • Establish expectation that every student area has a STOP Station. <p>Appropriately address all discipline referrals in a timely manner.</p> <p>Provide staff development opportunities in strategies when working with "hard to manage" children.</p> <ul style="list-style-type: none"> • Site based • Research based seminars as available • Utilize /LSSP as consultant in classrooms • CPI for selected staff <p>Comply with regularly scheduled safety audits and utilize walk-throughs to identify areas for repair and/or improvements.</p>	<p>J. Tellez, M. Ratliff</p> <p>CES admin</p> <p>CES admin</p> <p>CES admin</p> <p>CES admin, LSSP, sp ed staff District sp ed staff</p> <p>CES admin, M. Phillips, C. Coleman</p>	<p>Campus funds, Title I</p> <p>Title I, sp ed funds Sp ed funds</p> <p>Title IV, district and campus funds</p>	<p>August 2012 and on-going</p> <p>On-going (and as needs arise)</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>As needed</p> <p>Fall and spring audits</p>
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2011-2012 Federal and State Funding

Title I - \$17,000 (based on last year's plan)

- Payroll -
 - Kathy Schumacher, math specialist - 100%
 - Margo Lane, reading specialist - 100%
 - Janessa Tellez and Memie Villarreal, bilingual paraprofessionals - 100%

- Staff Development - \$5000

- Supplies and Materials (including technology) - \$12,000

Title II-D -

- Technology -

411 -

Title III - \$10,320.00

- Payroll - \$2185.00
 - After school tutorials (up to 109 hrs)
- Contracted Services - \$3,000.00
 - LPAC administrative paperwork (up to 2% or \$315.00)
 - Additional tutoring during school day (up to 200 hrs.)
 - Translations of written communication to parents (\$20.00 per hr)
- Supplies and Materials - \$4,135.00
- Staff Development - \$1000.00
 - Registration fees
 - Substitutes for teachers
 - Teacher travel
 -

Title IV -

“Together We Grow!”

- **Supplies and Materials -**

State Compensatory Education - (Based on last year's plan)

- **Salaries**
 - Rachel King, bilingual reading specialist - 100%
 - Karen Maples, gifted/talented teacher - 100%
 - Paraprofessionals Layton, Pool, Palacio - 100%

Campus: Colt Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement One: Teacher lesson plans will align and be relevant to the TEKS

<p>Current State: Data reflects that not all lesson plans are aligned to the content, context, and concept of the TEKS.</p> <p>Data: May 1, 2012 - Observations, Lesson Plan Audits, G.C. Meetings, Team Leader Meetings</p>	<p>Desired State: All teachers align lesson plans with the content, context, and concept of the TEKS.</p> <p>Data: Observations, Lesson Plan Audits, G.C. Meetings, Team Leader Meetings</p>
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Targeted Group	Action	Person Accountable	Observable	Data
K-5	K - 5th grade reading/math and 3rd - 5th grade science Student Expectations will be written/posted verbatim daily.	Campus Administration Teacher Leader	Administrator and Teacher Leader walkthroughs and observations (formal and informal)	100% by January 2013
K-5	K - 5th grade reading/math and 3rd - 5th grade science Student Expectations, as posted, will be discussed and/or understood by both the students and teacher.	Campus Administration Teacher Leader	Administrator and Teacher Leader walkthroughs and observations (formal and informal)	100% by January 2013
K-5	K - 5th activities will be aligned to the posted Student Expectations.	Campus Administration Teacher Leader	Administrator and Teacher Leaders walkthroughs and observations (formal and informal)	100% by January 2013
K-5	K - 5th lesson plans will be posted in CScope and will align to the TEKS and Student Expectations.	Campus Administration	Monitored by administrator	100% by January 2013

Observed:
Next Step:

Campus: Colt Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Two: Teachers understand the appropriate conceptual level of lessons and Student Expectations

<p>Current State: Data reflects misconceptions that lessons and adopted resources are aligned to the TEKS at the appropriate depth and complexity of the Student Expectations. Data: Observations, Lesson Plan Audits, G.C. Meetings, Team Leader Meetings</p>	<p>Desired State: Lessons and resources are aligned to the TEKS. Data: Observations, Lesson Plan Audits, G.C. Meetings, Team Leader Meetings</p>
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Targeted Group	Action	Person Accountable	Observable	Data
K-5	Teachers use the district's year-at-a-glance document to pace and plan lessons.	Teacher Campus Administration Teacher Leader	Lesson Plans	100% January 2013
K-5	Teachers collaborate with colleagues to develop appropriately aligned TEKS based lessons.	Teacher Campus Administration Teacher Leader Team Leader	G.C. Meetings, Grade level Meetings, Lesson Plans	100% January 2013
K-5	Teachers use resources that support the appropriately aligned TEKS based lesson.	Teacher Campus Administration Teacher Leader	Classroom Observations/Walkthroughs (formal and informal), Grade Level Meetings	100% January 2013

Observed:
Next Step:

Campus: Colt Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Three: Students will understand their role in the learning process, track their academic progress, and have a place to record their data.

<p>Current State: Students do not consistently track their academic progress.</p> <p>Data: Observations</p>	<p>Desired State: All Students will have a basic understanding of their academic progress and the TEKS needed to master.</p> <p>Data: Student Data Folders</p>
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Targeted Group	Action	Person Accountable	Observable	Data
K-5	Each grade level will create graphs to help students understand their progress.	Teacher, Teacher Leader, Campus administration	Students can verbally give an account for their progress in the classroom and can point to a graph that shows their progress	100% January 2013
K-5	Each grade level will help their students create procedures to track progress	Teacher, Teacher Leader, Campus Administration	Students can verbally give an account for their progress in the classroom and can point to a graph that shows their progress	100% January 2013

Observed:
Next Step:

"Together We Grow!"

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Campus: Colt Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Four: Classroom grades reflect student performance on district and state assessments.

<p>Current State: Data suggest that the student grades do not reflect TEKS mastery.</p> <p>Data: DMAC reports, report cards, state assessment reports</p>	<p>Desired State: Data will be analyzed so that student classroom grades will reflect TEKS mastery.</p> <p>Data: DMAC reports, report cards, state assessment reports</p>
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Targeted Group	Action	Person Accountable	Observable	Data
K - 5	Teachers will select grades from lessons that are aligned to the TEKS.	Teacher Campus Administration	District assessment data will reflect classroom grade	DMAC reports, report cards, state assessment reports
K - 5	Following each district assessment, teachers will analyze data and spiral back into instruction TEKS that were not mastered.	Teacher Campus Administration Teacher Leader	Grade Level Meetings, Observations, Lesson Plans, District Assessment	DMAC reports, report cards, state assessment reports

Observed:
Next Step:

“Together We Grow!”

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Campus: Colt Elem

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement One: Campus staff understands the RTI process

Current State: Staff needs more training on the RTI framework. Data: GC Meetings, Discussions, Student Data	Desired State: Staff understands the RTI framework Data: GC Meetings, Discussions, Student Data
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Targeted Group	Action	Person Accountable	Observable	Data
K - 5	Staff will receive training on the RTI framework.	Campus Administration Counselor Reading/Math Specialists	In-Service Training will be provided to staff.	Before start of new school year.

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Observed:

Next Step:

Campus: Colt Elem

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement Two: Staff successfully implements the RTI framework

<p>Current State: The RTI framework is not followed with fidelity.</p> <p>Data: GC meetings, Discussions, Lack of data discussion protocol or system.</p>	<p>Desired State: The RTI framework is followed with fidelity.</p> <p>Data: GC Meetings, Discussions, Data discussion protocol or system.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
K-5	Teachers bring appropriate documentation driven by TEKS to GC Meetings.	Teachers	Proper Student Documentation driven by the TEKS is filed.	100% by January 2013

Observed:
Next Step:

"Together We Grow!"

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Highland Lakes Elementary

2011 - 2012

- Campus Performance
- Campus Profile
- Campus Comparison Group

No **Comparable Improvement** reports are available for 2011 - 2012.

2011-12 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD

Campus Name: HIGHLAND LAKES EL

Campus #: 027904103

District Name: MARBLE FALLS ISD
 Campus Name: HIGHLAND LAKES EL
 Campus #: 027904103

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 662
 Grade Span: PK - 05
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	95.6%	96.7%	96.3%	*	96.6%	95.8%	*	-	-	*	95.6%	96.2%	97.3%
2009-10	95.5%	95.5%	96.2%	95.8%	*	96.2%	95.2%	*	*	-	95.3%	94.1%	95.8%	97.0%

District Name: MARBLE FALLS ISD
 Campus Name: HIGHLAND LAKES EL
 Campus #: 027904103

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 662
 Grade Span: PK - 05
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	662	100.0%	21,786	4,054	4,978,120
Students By Grade:					
Early Childhood Education	0	0.0%	0.4%	0.3%	0.3%
Pre-Kindergarten	74	11.2%	5.7%	4.5%	4.5%
Kindergarten	90	13.6%	14.0%	7.4%	7.6%
Grade 1	95	14.4%	15.5%	7.5%	7.9%
Grade 2	95	14.4%	15.0%	7.0%	7.7%
Grade 3	95	14.4%	17.1%	7.1%	7.6%
Grade 4	115	17.4%	16.8%	7.8%	7.5%
Grade 5	98	14.8%	14.2%	7.4%	7.6%
Grade 6	0	0.0%	1.1%	7.6%	7.5%
Grade 7	0	0.0%	0.0%	7.4%	7.4%
Grade 8	0	0.0%	0.0%	7.7%	7.2%
Grade 9	0	0.0%	0.0%	7.8%	7.9%
Grade 10	0	0.0%	0.0%	7.3%	7.0%
Grade 11	0	0.0%	0.0%	7.3%	6.5%
Grade 12	0	0.0%	0.0%	5.8%	5.9%
Ethnic Distribution:					
African American	7	1.1%	8.3%	1.9%	12.8%
Hispanic	434	65.6%	67.3%	40.2%	50.8%
White	215	32.5%	20.0%	55.8%	30.5%
American Indian	0	0.0%	0.4%	0.3%	0.4%
Asian	0	0.0%	2.1%	0.6%	3.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0.1%
Two or More Races	6	0.9%	1.7%	1.0%	1.7%
Economically Disadvantaged	515	77.8%	77.8%	60.7%	60.4%
Non-Educationally Disadvantaged	147	22.2%	22.2%	39.3%	39.6%
Limited English Proficient (LEP)	266	40.2%	30.6%	12.8%	16.8%
Students w/Disciplinary Placements (2010-11)	0	0.0%	0.3%	2.8%	1.8%
At-Risk	383	57.9%	53.1%	44.6%	45.4%
Mobility (2010-11)	80	14.6%	15.8%	15.6%	17.8%
Number of Students per Teacher	13.2	n/a	15.3	14.1	15.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	0.0%	2.7%	0.4%	2.2%	0.0%	14.7%	3.2%	10.3%
Grade 1	0.0%	4.8%	1.2%	4.7%	11.1%	8.0%	10.7%	8.8%
Grade 2	0.0%	3.1%	1.6%	2.8%	0.0%	3.6%	0.0%	4.0%
Grade 3	0.0%	2.0%	0.7%	1.9%	0.0%	1.7%	0.0%	1.7%
Grade 4	0.0%	1.2%	0.4%	1.0%	0.0%	1.1%	0.0%	0.9%
Grade 5	0.0%	1.0%	0.8%	1.2%	0.0%	0.9%	0.0%	1.1%
Grade 6	-	0.6%	0.0%	0.7%	-	0.0%	0.0%	1.0%
Grade 7	-	-	0.0%	1.0%	-	-	0.0%	1.2%
Grade 8	-	-	0.0%	1.1%	-	-	0.0%	1.8%

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District Name: MARBLE FALLS ISD
 Campus Name: HIGHLAND LAKES EL
 Campus #: 027904103

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 2
 Total Students: 662
 Grade Span: PK - 05
 School Type: Elementary

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	20.0	19.4	19.5	19.4
Grade 1	19.4	18.9	20.6	19.4
Grade 2	16.3	18.8	18.3	19.3
Grade 3	15.1	19.4	16.8	19.4
Grade 4	15.5	20.3	16.8	19.6
Grade 5	17.4	22.9	18.7	21.8
Grade 6	-	18.5	20.1	21.0
Mixed Grades	-	38.1	-	23.2
Secondary: English/Language Arts	-	-	17.6	17.3
Foreign Languages	-	-	19.3	19.0
Mathematics	-	10.0	17.9	17.8
Science	-	-	22.1	19.0
Social Studies	-	-	23.4	19.5

District Name: MARBLE FALLS ISD
 Campus Name: HIGHLAND LAKES EL
 Campus #: 027904103

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 662
 Grade Span: PK - 05
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	72.7	100.0%	100.0%	100.0%	100.0%
Professional Staff:	57.7	79.4%	82.2%	77.0%	63.8%
Teachers	50.1	68.9%	70.1%	61.6%	50.8%
Professional Support	5.6	7.7%	8.0%	9.9%	9.1%
Campus Admin. (School Leader.)	2.0	2.8%	4.2%	3.4%	2.9%
Educational Aides:	15.0	20.6%	17.8%	12.8%	9.1%
Total Minority Staff:	17.8	24.5%	40.6%	14.3%	44.6%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	4.1%	2.4%	9.2%
Hispanic	9.8	19.5%	32.7%	10.4%	24.4%
White	39.3	78.5%	60.9%	86.5%	63.4%
American Indian	1.0	2.0%	0.3%	0.7%	0.4%
Asian	0.0	0.0%	0.9%	0.0%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.1%	0.0%	1.2%
Males	1.0	2.0%	7.9%	20.9%	23.2%
Females	49.1	98.0%	92.1%	79.1%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	4.7%	0.0%	4.6%
1-5 Years Experience	12.1	24.1%	31.4%	22.1%	28.7%
6-10 Years Experience	15.0	29.9%	23.3%	20.2%	22.3%
11-20 Years Experience	12.0	24.0%	25.3%	32.9%	26.6%
Over 20 Years Experience	11.0	22.0%	15.3%	24.8%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		12.5 yrs.	11.2 yrs.	13.8 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		8.2 yrs.	8.3 yrs.	8.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$41,185	-	\$40,911
1-5 Years Experience		\$41,051	\$43,227	\$40,752	\$43,669
6-10 Years Experience		\$44,068	\$45,561	\$44,061	\$46,224
11-20 Years Experience		\$48,643	\$49,117	\$48,899	\$50,064
Over 20 Years Experience		\$56,015	\$56,638	\$56,150	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$47,060	\$47,216	\$47,912	\$48,375
Professional Support		\$50,886	\$52,701	\$55,761	\$56,219
Campus Administration (School Leadership)		\$68,932	\$66,904	\$68,472	\$70,510
Contracted Instructional Staff (not incl. above):		0.0	0.8	0.0	1,645.5
Instructional Staff Percent:				78.5%	64.1%

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ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,371,580	100.0%	\$5,101	\$3,857,499	100.0%	\$5,836	\$141,790,709	100.0%	\$6,673
Instruction (11,95)	\$2,739,242	81.2%	\$4,144	\$3,212,574	83.3%	\$4,860	\$103,463,993	73.0%	\$4,869
Instructional-Related Services (12,13)	\$94,785	2.8%	\$143	\$97,144	2.5%	\$147	\$5,393,192	3.8%	\$254
Instructional Leadership (21)	\$131,410	3.9%	\$199	\$131,410	3.4%	\$199	\$2,094,947	1.5%	\$99
School Leadership (23)	\$227,039	6.7%	\$343	\$230,416	6.0%	\$349	\$10,278,754	7.2%	\$484
Support Services-Student (31,32,33)	\$175,052	5.2%	\$265	\$170,823	4.4%	\$258	\$7,066,975	5.0%	\$333
Other Campus Costs (35,36,51,52,53)	\$4,052	0.1%	\$6	\$15,132	0.4%	\$23	\$13,492,848	9.5%	\$635
By Program:									
Total Operating Expenditures	\$3,339,492	100.0%	\$5,052	\$3,786,063	100.0%	\$5,728	\$127,423,330	100.0%	\$5,997
Bilingual/ESL Education (25)	\$881,874	26.4%	\$1,334	\$904,281	23.9%	\$1,368	\$15,079,756	11.8%	\$710
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$-4,732	0.0%	\$0
Accelerated Education (24,30)	\$654,229	19.6%	\$990	\$962,908	25.4%	\$1,457	\$19,800,829	15.5%	\$932
Gifted & Talented Education (21)	\$85,983	2.6%	\$130	\$85,983	2.3%	\$130	\$2,138,554	1.7%	\$101
Regular Education (11)	\$1,306,427	39.1%	\$1,976	\$1,306,427	34.5%	\$1,976	\$71,776,104	56.3%	\$3,378
Special Education (23)	\$410,979	12.3%	\$622	\$526,464	13.9%	\$796	\$18,621,034	14.6%	\$876
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$197	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$11,588	0.0%	\$1

	District	State
Instructional Expenditure Ratio (11,12,13,31)	60.0%	64.8%

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	269	40.6%	31.9%	13.1%	16.3%
Career & Technical Education	0	0.0%	0.0%	22.8%	21.5%
Gifted & Talented Education	22	3.3%	6.4%	7.2%	7.7%
Special Education	70	10.6%	8.4%	10.8%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	10.2	20.4%	12.9%	5.9%	5.3%
Career & Technical Education	0.0	0.0%	0.3%	3.6%	4.1%
Compensatory Education	2.0	4.0%	5.2%	2.8%	2.9%
Gifted & Talented Education	1.0	2.0%	1.0%	2.4%	1.9%
Regular Education	34.0	67.9%	73.0%	76.1%	73.7%
Special Education	2.8	5.6%	7.6%	7.1%	8.9%
Other	0.0	0.0%	0.0%	2.0%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

Target Campus Name: HIGHLAND LAKES EL
 Target Campus #: 027904103
 District Name: MARBLE FALLS ISD
 Campus Type: Elementary School

Texas Education Agency
 2011-12 Campus Comparison Group

Campus Number	Campus Name	District Name	% Econ	% Hispanic	% LEP	% White	% Mobility	% Afr_Amer
003903129	SLACK EL	LUFKIN ISD	78.4	68.6	51.4	23.0	9.7	6.1
011901107	RED ROCK EL	BASTROP ISD	77.0	61.4	37.5	34.1	18.1	1.3
015910121	EL DORADO EL	NORTH EAST ISD	78.8	75.0	26.5	16.1	15.7	6.3
020905114	GRIFFITH EL	BRAZOSPORT ISD	78.3	82.3	37.6	12.2	15.9	4.1
027904103	> HIGHLAND LAKES EL	MARBLE FALLS ISD	77.8	65.6	40.2	32.5	14.6	1.1
037904102	EAST SIDE EL	JACKSONVILLE ISD	77.9	40.0	29.0	37.0	9.2	19.4
043907105	BURKS EL	MCKINNEY ISD	78.3	63.7	41.6	23.2	18.8	10.7
043907118	ALBERT & IOLA LEE DAVIS	MCKINNEY ISD	78.6	63.2	48.0	17.1	20.2	14.6
043910105	MEMORIAL EL	PLANO ISD	78.5	70.0	48.3	14.3	11.1	13.4
057903113	DAVIS EL	CARROLLTON-FARMERS BRANC	77.2	64.1	48.0	12.8	16.2	12.1
057905169	ARTHUR KRAMER EL SCHOOL	DALLAS ISD	78.3	68.0	55.9	12.3	18.5	16.3
057909126	DAVIS EL	GARLAND ISD	76.9	57.2	49.8	11.5	19.3	15.2
057912116	BRANDENBURG EL	IRVING ISD	78.2	72.0	46.9	13.2	17.4	10.6
057912120	TOWNLEY EL	IRVING ISD	77.9	70.9	38.5	17.3	10.6	5.5
058906103	NORTH EL	LAMESA ISD	78.1	80.9	8.9	14.9	13.8	2.3
059901104	NORTHWEST EL	HEREFORD ISD	77.5	78.1	24.9	18.4	15.7	1.9
071902153	WHITAKER EL	EL PASO ISD	77.9	80.4	26.9	10.5	12.4	4.8
071909128	CHESTER E JORDAN	SOCORRO ISD	77.5	82.8	32.2	10.2	17.1	3.4
077901101	A B DUNCAN EL	FLOYDADA ISD	77.2	76.6	11.2	17.6	16.9	5.2
095905102	COLLEGE HILL EL	PLAINVIEW ISD	77.3	72.2	10.0	20.3	14.5	5.1
096904101	AUSTIN EL	MEMPHIS ISD	77.4	68.4	19.5	23.3	16.0	6.8
101912115	DURHAM EL	HOUSTON ISD	77.1	63.7	32.7	14.9	10.6	20.3
101924108	SHELDON EL	SHELDON ISD	77.1	67.9	38.3	19.2	15.4	9.3
105902103	DEZAVALA EL	SAN MARCOS CISD	78.4	83.0	18.5	13.9	9.9	2.7
105902105	TRAVIS EL	SAN MARCOS CISD	78.7	71.0	8.6	20.9	19.5	4.9
109904109	HILLSBORO INTERMEDIATE	HILLSBORO ISD	77.1	56.5	11.9	25.3	10.7	13.8
126903109	COOKE EL	CLEBURNE ISD	77.3	65.3	43.3	28.9	18.1	3.1
161909101	MCGREGOR ELEMENTARY SCHO	MCGREGOR ISD	77.7	53.7	29.1	37.9	10.9	5.3
166901101	CAMERON EL	CAMERON ISD	77.5	46.0	7.4	35.9	12.9	17.0
178904103	CALK EL	CORPUS CHRISTI ISD	77.8	76.4	5.5	18.1	22.8	3.0
198906101	MUMFORD EL	MUMFORD ISD	77.2	57.9	21.2	31.0	7.3	9.5
220902102	DAVID E SMITH EL	BIRDVILLE ISD	78.7	61.0	31.3	31.9	12.7	2.9
220905166	SOUTH HI MOUNT EL	FORT WORTH ISD	78.2	74.4	43.1	14.1	14.6	7.7
220920101	LIBERTY EL	WHITE SETTLEMENT ISD	78.6	42.9	21.0	47.9	18.0	5.0
226903102	AUSTIN EL	SAN ANGELO ISD	77.1	60.2	5.3	32.7	17.1	4.1
227901158	SUNSET VALLEY EL	AUSTIN ISD	78.3	77.5	47.6	16.6	18.1	1.4
227907108	PIONEER CROSSING EL	MANOR ISD	76.9	45.5	43.5	10.7	24.0	20.9
232903101	BENSON EL	UVALDE CISD	78.7	86.3	5.3	11.1	14.4	0.0
235902102	DUDLEY EL MAGNET SCHOOL	VICTORIA ISD	77.5	74.9	5.3	15.1	24.5	7.8
235902112	SMITH EL MAGNET	VICTORIA ISD	78.6	70.0	13.6	19.7	21.8	8.4
246909111	VIC ROBERTSON EL	ROUND ROCK ISD	77.7	61.3	32.3	21.2	21.5	11.0
	Group Average		77.8	67.3	30.6	20.0	15.8	8.3

*** Order of columns will vary on lists for other campuses ***

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Highland Lakes Elementary Campus Improvement Plan 2012-2013



The mission of Marble Falls Independent School District 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.

2012-2013 Marble Falls District Goals

MFISD has:

- GOAL I:** We will build strong, vital relationships within our diverse communities.
- GOAL II:** We will embrace innovative applications of technology with primary focus on student immersion.
- GOAL III:** We will cultivate opportunities for student participation that extend beyond the classroom.
- GOAL IV:** We will ensure all students receive exceptional instruction through inspired learning experiences.
- GOAL V:** We will promote personal wellness and healthy choices.
- GOAL VI:** We will exemplify strength of character.
- GOAL VI:** We will provide a safe and drug-free environment.

These are both District “targeted” goals and Campus “targeted” goals.

Beliefs

Proposed as the district's fundamental convictions, values, and characters

We believe that....

- Safety is paramount.
- Every individual has unique needs and potential.
- Positive self-worth is critical to healthy development.
- Open communication promotes success.
- Relationships are vital.
- Parent and family involvement profoundly influences a child's life.
- Knowledge fosters independence and self-sufficiency.
- Good character traits are essential to a productive society.
- All people are innately responsible for their actions.

Objectives

Proposed as the desired and measurable end results for the district

- Every student will achieve extraordinary academic success.
- Every student will actively pursue learning throughout life.
- Every student will exhibit strength of character.
- All students will realize their uniqueness as citizens and contribute to the well being of their community.

Parameters

Proposed as the established guidelines within which the district will accomplish its mission

- *We will* stress safety throughout the district.
- *We will* honor relationships and treat all people with dignity and respect.
- *We will* model and expect impeccable character.
- *We will* be responsible stewards of our resources.
- *We will* practice and promote open communication.
- *We will not* compromise excellence.

**Marble Falls Independent School District
Board of Trustees
2012-2013**

	Rick Edwards	President	
	Kevin Naumann	Vice-President	
	Craig Mabray	Secretary	
Mike Savage	Trustee	Dr. Kelly Fox	Trustee
Karl Westerman	Trustee	Tommy Chaney	Trustee

**Highland Lakes Elementary School
CEIC Members
2012-2013**

Name	Position
Michael Pittard	Administration, Chair
Amy Pullon	5 th Gr. Teacher
Tina Brewer	4 th Gr. Teacher
Mary Ann Stanton	3 rd Gr. Teacher
Christina Hartley	2 nd Gr. Teacher
Stephanie Butler	1 st Gr. Teacher
Thacarli Bohorquez	Kindergarten Teacher
Kim Smythe	Pre-Kindergarten Teacher
Amy Kitches	Special Education Representative
Cynthia Dixon	Title I Specialist
Kelly Herrington	Parent Representative
Shanna Murrell	Parent Representative
	Business Representative
Linda Mezger	Community Representative

**Responsible for Highland Lakes Elementary CIP Implementation
2012-2013**

Title/Position	Name
Administration	Michael Pittard/Stacy Lashbrook
Counselor	Katy Brickey
Librarian/Media Specialist	Teresa Marchuk
Nurse	Shannon O'Connor
Office Staff	Linda Tellez/Debbie Nelson
Teachers	HLES Staff
Instructional Assistants	HLES Para Staff
Instructional Technologist/Tech Cohort	Brenda Smith/Kasey Belk /Christina Hartley
PTO	Michelle Boshears
Director C&I	Janice Mauldin
Bilingual District Coordinator	Leslie Talamantes
Special Education Campus Coordinator	Julie Skero
Campus LSSP	Dr. Leslie Doan
Student Services Director	Central Office Staff
G/T District/Campus Coordinators	Lee Courville/Linda Angelosante
District Technology	Kevin Wier
District Maintenance Director	Michael Phillips
Title IV District Coordinator	Cord Woerner

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Comprehensive Needs Assessment

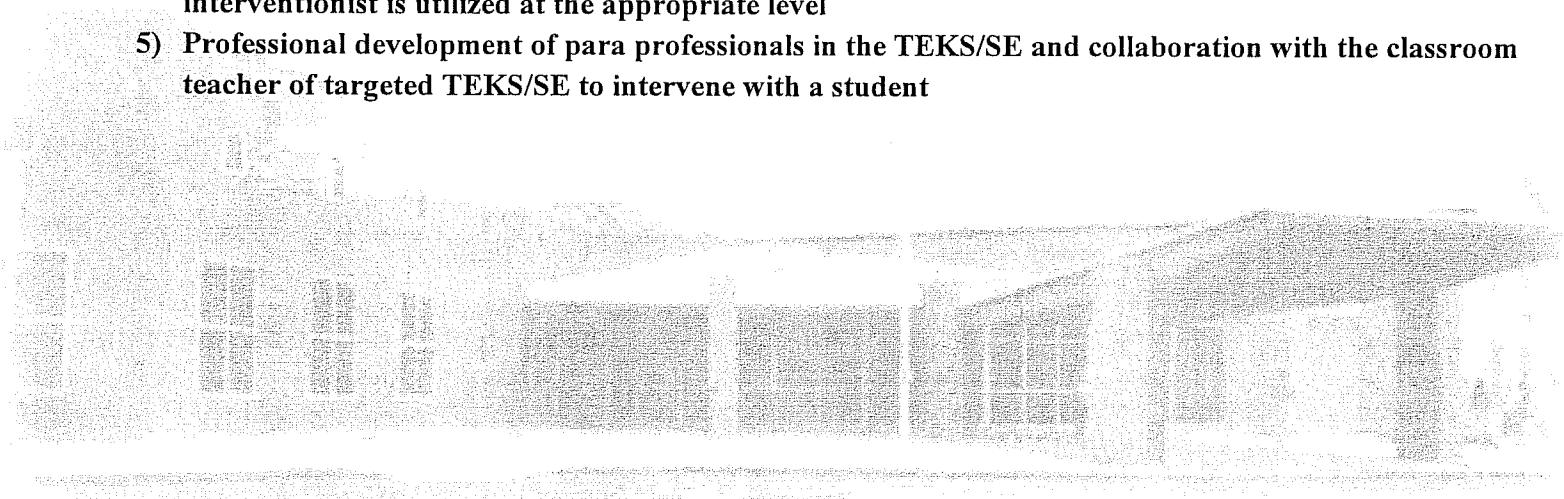
Highland Lakes Elementary School conducted a Curriculum Audit in the spring of 2012. The resulting summaries and identified targeted needs resulted in the Action Plan found on pages 36-44 of the Campus Improvement Plan for 2012-13.

A1 Summary: Highland Lakes Elementary School as a professional staff understands the importance of starting all planning surrounding the TEKS/SE's. The materials selection seems to be based on ideas that certain resources are aligned with the TEKS already. This might or might not be true, especially if using out-dated resources. Alignment is often conversed at just the grade level alignment and not as much from a vertical alignment understanding. Data is shared at some common levels, but not as broad to certain stake holders on a regular basis as they should (ex: students and parents). The mastery of TEKS/SE's seems to be an area of concern still both from district documents (ex: grade level report cards and rubrics) and establish standards of what mastery looks like and if grades are reflecting this.

A2 Summary: Highland Lakes Elementary School specialists are usually found at a TIER 3 level of intervention, not TIER 2. However, the responses were noted from the professional staff that the proper intervention involved analyzing the RTI paperwork, reviewing available assessment data, and teacher collaboration on a student determines which area or SE to address. Due to possible breaking down that SE into working smaller parts, often times the intervention might address this first before the student is able to master the specific SE. Assessments are commonly used to see if intervention is working. Areas of concerns identified were materials being used in some areas might or might not be out-dated are not aligned properly to the intervention necessary. Verifying alignment was another concern to make sure the student is being completely addressed in the proper way. Paraprofessionals responses seem to indicate overall that they are lacking in the levels of understanding of addressing the students properly except for what they receive from the classroom teachers. They have very limited understanding of the TEKS/SE's and the depth of how they can assist the classroom teacher appropriately.

TARGETED NEEDS for HLES for 2012-2013

- 1) Collaboration and analyzing TEKS/SE vertically/horizontally and confirming understanding of what is to be taught at the appropriate grade/subject level**
- 2) Reviewing all materials used against the TEKS/SE and using only those that are appropriate**
- 3) Determine mastery level for grades and report cards both at campus and district levels to make sure grades are a reflection of that mastery level of the TEKS/SE**
- 4) Revisit RTI process and make sure that targeted intervention addresses specific TEKS/SE; making sure that interventionist is utilized at the appropriate level**
- 5) Professional development of para professionals in the TEKS/SE and collaboration with the classroom teacher of targeted TEKS/SE to intervene with a student**



District & Campus Goal I: We will build strong, vital relationships within our diverse communities.

Result Statements:

1. Campuses will communicate consistently with parents.
2. Each campus will hold a parent orientation for the school year, scheduled at different dates for elementary, middle school, and high school to accommodate multi-sibling families.
3. Each campus will develop and maintain a volunteer program.
4. Campuses will establish effective transitional activities.
5. The district will provide a list of community resources available to parents and students.

Summative Evaluations:

1. Parent & Staff survey to determine effectiveness (May 2013)
2. Chart parent response and involvement as a baseline for future reference
3. Record of parent involvement

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2012)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
Communicate consistently with parents ❖ Schedule parent orientation prior to the beginning of school -	<ul style="list-style-type: none"> • Campus Administrator – campus funds (August 			

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<p>scheduled for August 27 at 6:00 p.m.</p> <ul style="list-style-type: none"> ❖ Maintain an up-to-date web page that includes: <ul style="list-style-type: none"> ○ Calendar of campus & district events ○ Campus information ○ Class & grade level info. ○ Special events ○ PTO news ○ CEIC minutes and other pertinent information ○ SkyAlert ○ Newsletters ○ NutriKids and Grade Connection ❖ Provide a campus newsletter once a month highlighting campus news and coming events ❖ Student planners will be utilized for ongoing communication between home & school for attendance, assignments, celebrations, concerns, etc. ❖ Provide parents and caregivers 	<p>2012)</p> <ul style="list-style-type: none"> • Campus Secretary (weekly, August 2012-May 2013) • Administrator – campus funding (Monthly beginning in September) • HLES staff – daily (August 2012-May 2013) • Administrator, PTO, and HLES staff – campus funding (Bi-monthly) 			
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<p>information on special programs at PTO meetings</p> <ul style="list-style-type: none"> ○ October- SSI/TAKS/STAAR ○ November - ○ January - AEIS Report/ ○ March -Student Organizations, Clubs and Book Fair ○ May -Board Elections <ul style="list-style-type: none"> ❖ Call home of absent students to communicate concern and procedures for returning to school ❖ Use Sky Alert to keep families informed of campus and district issues ❖ Provide parent access to student grades and attendance records through Parent Access ❖ Translation both written and orally in English and Spanish 	<ul style="list-style-type: none"> • HLES staff (August 2012-May 2013 daily as needed) • Administrator (August 2012-May 2013 per needed basis) • District Administrators/campus Registrars (September 2012-May 2013) • Administrator/Bilingual Staff (as needed)-Campus budget (August 2012-May 2013) 			
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Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses

- ❖ Meet the Teacher Night with registration and information tables in foyer
- ❖ Conduct fall open house with grade-level parent orientations for grades PK-5 early in the school year to provide additional information
- ❖ Schedule October 19, 2012 and February 15, 2013 for all teachers to conduct parent conferences

Develop and maintain a volunteer program

- ❖ Increase parent and community members to serve as volunteers, reading partners, mentors, tutors, etc. by providing an interest form during registration, as well as at PTO and community functions. (ex: live music at lunch, grandparent's day, special cafeteria luncheon days,

- **All campus staff – campus budget (August 24, 2012 from 5:00-6:30 p.m.)**
- **All HLES classroom teachers – campus budget (September 23 from 5:30-6:00 p.m. for PK-2 & 6:30-7:00 p.m. for 3rd-5th)**
- **All HLES classroom teachers – campus budget**
- **Office Staff, PTO – campus budget (August 2012-May 2013 ongoing)**

<p>Destination Imagination, Local EMS, Master Gardeners of Burnet County, Burnet County Agricultural Extension Agency, Sheriff Department, Watch Dog Program, etc)</p> <ul style="list-style-type: none"> ❖ Establish a coordinator to recruit and organize volunteers <p>Establish effective transitional activities</p> <ul style="list-style-type: none"> ❖ HLES will plan to implement a smooth transition between grade levels, taking into consideration growth & development, parent, and student understanding and needs. <p>Provide a list of community resources available to parents and students</p> <ul style="list-style-type: none"> ❖ The district will produce and provide a list of community resources to HLES school counselor that may be disseminated to parents 	<ul style="list-style-type: none"> • Administrator/HLES designated staff member (September 2012) • HLES Teachers/Administrators (Develop by March 2013) • District Administrators (Spring 2013) 			
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District & Campus Goal II: We will embrace innovative applications of technology with primary focus on student immersion.

Result Statements:

1. The district filter criteria will be conducive to online learning.
2. Specialized training based on individual needs will be provided with the expectation that all staff will be technologically proficient.
3. Instructional technology will be commensurate with the demands of the 21st century learner.
4. A campus-based cohort of teachers who excel in technological learning will assist campus instructional technologists with curriculum integration.
5. A technical support response system will be established to meet district and campus needs.

Summative Evaluations:

Staff surveys to determine program effectiveness (May 2013)

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2012)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
Implement a filter criterion that is conducive to online learning ❖ Ensure understanding of district	<ul style="list-style-type: none"> • District and Campus Administrators and all staff (August 2012) 			

<p>policy regarding electronic communication and online resources</p> <p>Specialized staff training will be implemented to ensure staff understanding of technology applications</p> <ul style="list-style-type: none"> ❖ Provide continuing staff development <ul style="list-style-type: none"> • DMAC • Other Technology application training ❖ Send staff representatives to Texas Computers Education Association Conference in Austin, Texas for training of trainers <p>Instructional technology will be commensurate with the demands of the 21st century learner</p> <ul style="list-style-type: none"> ❖ The campus technology committee will convene to discuss the technology needs of Highland Lakes Elementary. The committee will examine current needs and goals and objectives in the future that will facilitate the needs of 21st century learners. 	<ul style="list-style-type: none"> • Tech Cohort Teachers and other Staff (August 2012-May 2013) • February 2013 -2 HLES staff members (Costs from Campus Budget \$400) • HLES Technology Committee, Administrators, HLES Technology Cohorts, District Technology Department (Fall 2012-Spring 2013) 			
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Campus-based cohort of teachers who excel in technological learning will assist campus instructional technologists with curriculum integration

- ❖ Cohort teachers will receive access to district resources to utilize and share technology that provides for increase instructional usage within the classroom

Technical support response system will be established to meet district and campus needs.

- ❖ HLES will designate staff that will work with the District Technology Department in meeting the needs of the campus

- **District Technology and GT coordinator/HLES Cohort Teachers (September 2012-May 2013)**

- **Designated Staff IT/Campus Secretary/District Technology Department (August 2012-May 2013)**

District & Campus Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.

Result Statements:

1. The district will actively inform all students and parents about district-wide student participation opportunities.
2. Each campus will establish a parent volunteer program.
3. Each campus will establish a student mentoring group to encourage student participation.

Summative Evaluations:

Staff surveys to determine program effectiveness (May 2013)

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2012)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>Maintain an up-to-date web page that includes:</p> <ul style="list-style-type: none"> ○ Calendar of campus & district events ○ Campus information ○ Class & grade level info. ○ Special events 	<ul style="list-style-type: none"> • Campus Secretary, Sponsors, and Staff (August 2012-May 2013 – ongoing) 			

<ul style="list-style-type: none"> ○ PTO news ○ Club and Organization information <p>Showcase Clubs and organizations to create interest and opportunities.</p> <ul style="list-style-type: none"> ❖ Provide regular student showcases in Morning Meeting, afterschool, and other presentation opportunities. ❖ Public School Week in March will be student led by all student groups and organizations at HLES. <ul style="list-style-type: none"> • Student Council • Journalism/Yearbook Club • Choir • Safety Patrol • Archery Club • Destination Imagination • Millionaire Club (Accelerated Readers) • HLES Running Club • Challenge Lab • Spirit Club 	<ul style="list-style-type: none"> • All Staff - Ongoing • HLES staff and students - Activity and Campus funds (March 2013 – Public School Week) 			
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❖ In partnership with the Andy Roddick Tennis Foundation, we will provide opportunities for our students to take part in tennis programs that they might not necessarily be able to do otherwise because of logistics and cost.

Establish a parent volunteer program

❖ Continue Watch Dog Program

Establish a student mentoring group to encourage student participation

❖ HLES will develop and implement a program of student leadership that will encourage student participation

- **Campus Administration, Campus P.E. department, Andy Roddick Foundation Representative, The City Council of Granite Shoals-MFISD transportation department and campus funds (September 2012-May 2013)**

- **HLES Staff Member, Watch Dog Coordinator (August 2012-May 2013 ongoing)**

- **Administrators/HLES Staff (Fall 2012)**

District & Campus Goal IV: We will ensure all students receive exceptional instruction through inspired learning experiences.

Result Statements:

1. Every campus will honor students who achieve excellence.
2. Teachers will engage in purposeful professional development opportunities based on our district's strategic plan.
3. Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations.
4. Teachers will provide authentic learning experiences for students using a variety of technologies.

Summative Evaluations:

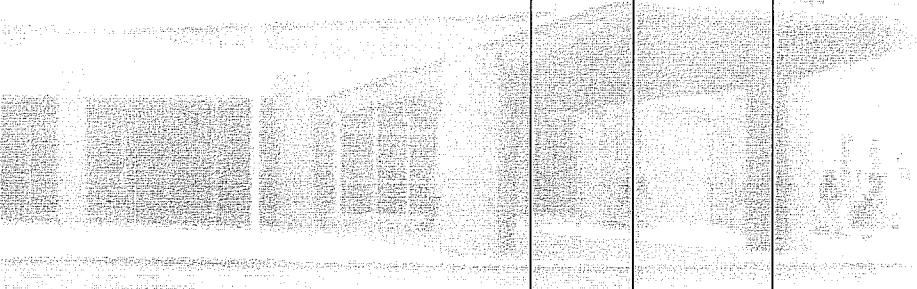
Staff surveys to determine program effectiveness (May 2013)

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2012)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>Honor students who achieve excellence</p> <ul style="list-style-type: none"> ❖ Recognize students who display positive character traits in and out of class with morning announcements 	<ul style="list-style-type: none"> • Counselor, Administrator, all staff – Campus Budget (August 2012-May 			

<p>and other presentations (bulletin boards, etc)</p> <ul style="list-style-type: none"> ❖ Recognize students who achieve "all A's and "A-B" honor roll through local media, certificates, morning meeting, and other reward opportunities/presentations ❖ Recognize students achieving "perfect attendance through local media, morning meeting, certificates, and other reward opportunities/presentations <p>Professional Development</p> <ul style="list-style-type: none"> ❖ Provide effective, relevant professional development that directly impacts classroom instruction in the areas of balanced literacy, math, writing and science. <ul style="list-style-type: none"> ○ Staff Peer Mentoring Groups, Staff and Specialists(balanced literacy) ○ Math Teachers/Specialists Mentoring Groups ○ Bilingual Staff and Specialists Mentoring Groups ○ Technology Training -Tech 	<p>2013)</p> <ul style="list-style-type: none"> • Counselor, Administrator, all staff – Campus Budget (August 2012-May 2013) • Administrator, Bilingual Coordinator, and all teaching staff - District and Campus budget Cost of materials • District/Campus professional development time (June 2012-May 2013) 			
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<p>Cohort Teachers and other staff</p> <ul style="list-style-type: none"> ○ Team Building (also at each staff meeting) ○ Fall- Grade Level Planning/DMAC Training/Assessments/CST & RTI ○ PD 360 ○ Across district grade level training <p>❖ Provide training for all staff to ensure awareness of "safety net" options available for students at risk of failure, including legal implications for each option.</p> <ul style="list-style-type: none"> ○ Content Mastery ○ Literacy Team interventions ○ Individual/small-group tutoring ○ Dyslexia ○ CST ○ 504 Accommodations ○ RTI <p>Intervention/Assessment</p> <p>❖ Utilize a flow chart of available interventions to support educational services (RTI)</p>	<ul style="list-style-type: none"> • HLES Counselor (August 2012)  <ul style="list-style-type: none"> • ATM time for monitoring (Bi-Weekly on Thursdays) • Administrators, Counselor, and all 			
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<p>the scope and sequence are aligned with the academic objectives.</p> <ul style="list-style-type: none"> ○ All lesson plans will consistently include required Special Education modifications, ELP strategies and information on how the classroom teacher is adhering to differentiating instruction in the classroom. Administration will support, advise, and assist on lesson plan requirements that will promote success for all students. ○ Based on campus wide needs assessments, HLES will utilize Title 1 funds to provide opportunities for all students to meet the states proficient and advance levels of student performance. HLES will use effective methods and instructional strategies that are based on scientific research. Strategies will address the 	<p>Exemplary Lessons, Staff ATM time (Campus budget and time)</p> <ul style="list-style-type: none"> • Campus Administration, Grade level staff, Specialists, Title staff –Title 1 funds (Professional salaries-\$102,790; Paraprofessional salaries-\$85,361 & supplies costs \$20,000) (September 2012-May 2013) 			
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<p>needs of all students on campus particularly with a focus on low achieving and at risk students.</p> <ul style="list-style-type: none"> ○ HLES will utilize Title 1 funds to provide additional supplemental programs and materials in order to ensure student success. Title 1, Part A funds for Highland Lakes Elementary will purchase supplemental teaching materials in accordance data and feedback from classroom teachers and Title math and reading specialists. ○ The Success Maker program for Title support and the integration of the Rosetta Stone program for ESL support will be utilized in planned lessons and objectives for targeted students. 	<ul style="list-style-type: none"> • Campus Administration, Grade level staff, Specialists, Title staff –Title 1 funds (Professional salaries-\$102,790; Paraprofessionals salaries-\$85,361 & supplies \$20,000) (September 2012-May 2013) • Campus Administration, Grade level staff, Specialists, Title staff –Guided Reading, Literacy library, RTI process (September 2012-May 2013) 			
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<ul style="list-style-type: none"> ○ HLES will increase the commended performance percentage in all state administered tests. Differentiated instruction strategies will be strongly emphasized, monitored and shared with the teaching staff. Teachers will take full advantage of the PD 360 program in order to explore and implement ideas and curriculum enrichment that will provide support for their students being able to increase their mastery of the subject area. ○ HLES will utilize Title 3 funds to assist the Bilingual students with support and materials designed to increase their opportunity for academic success. 	<ul style="list-style-type: none"> • District , Campus Administration, Grade level staff, and Counselor-C-scope Exemplary Lessons, Staff ATM time (Campus budget and time) • Campus Administration, MFISD Bilingual director, Bilingual teaching staff, Title staff-Title 3 funding (Salaries and Services-\$13,000 & supplies/travel-\$11,021)), professional and contracted services, LPAC paperwork, supplies and materials (September 2012-May 			
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	2013)			
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District & Campus Goal V: We will promote personal wellness and healthy choices

Result Statements:

1. Health information, support programs, and in-services for staff will be provided.
2. Health and wellness information will be offered for parents and caretakers.

Summative Evaluations:

Staff surveys to determine program effectiveness (May 2013)

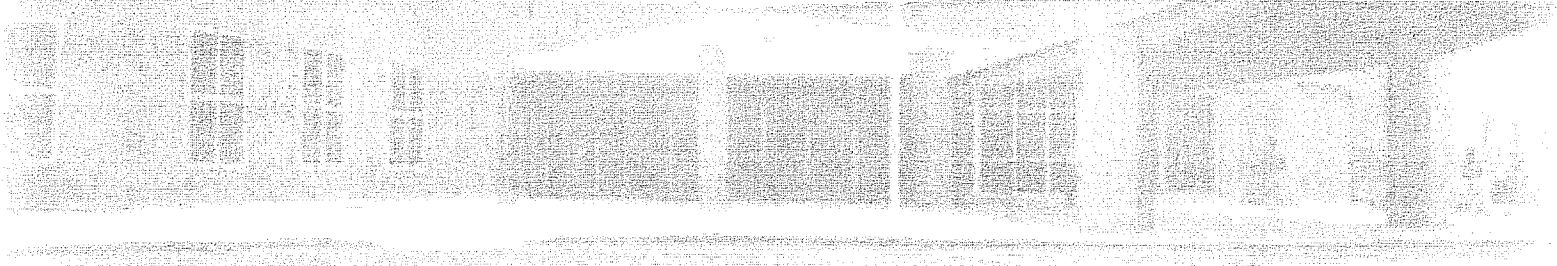
Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2012)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>Provide health information, support programs, and in-services for staff</p> <ul style="list-style-type: none"> ❖ Distribute district wellness bulletin to staff 	<ul style="list-style-type: none"> • District and Campus Administrators and staff – (August 2012- May 2013) 			
<p>Offer health and wellness information to staff, parents, and caretakers</p> <ul style="list-style-type: none"> ❖ Notify families of opportunities for free health services and screenings 	<ul style="list-style-type: none"> • Cafeteria, Administrator, Nurse – (Fall 2012) 			

<ul style="list-style-type: none"> • Texas Mobile Dentistry • Flu Vaccinations • Department of Health • Seton Care Van • Annual Vision & Screening <p>Encourage and ensure healthy snack alternatives for students</p> <ul style="list-style-type: none"> ❖ Use FMNV guidelines for acceptable foods and snacks and classroom use ❖ Share information with staff and parents and to encourage healthy snack alternatives through a variety of communications (newsletter, webpage, posted in cafeteria, PTO meetings, etc) <p>Promote health and wellness through exercise programs activities and educational programs</p> <ul style="list-style-type: none"> ❖ Students will work toward running a "marathon" and receive recognition as goals are reached ❖ Continue involvement and promotion of annual Turkey Trot ❖ Health curriculum information in PE 	<ul style="list-style-type: none"> • Cafeteria, Administrator, Nurse, IT, PTO – (Fall 2012) • P.E. Teacher (Ongoing {Marathon}) • P.E. Teacher, PTO, Administrator, Nurse, and HLES Staff (November 2012{Turkey Trot}) • P.E. Teacher, HLES staff (August 2012-May 2013 – ongoing) • Nurse (August/September 2012) 			
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<p>and other classes</p> <ul style="list-style-type: none"> ❖ Hygiene information and instruction in hand washing, cleanliness, and other age appropriate topics ❖ Growth and Development presentation with 4th and 5th grade students ❖ One-on-One program for identified students/families for an individualized health program 	<ul style="list-style-type: none"> • Nurse (Spring • Nurse, HLES staff (August 2012-May 2013) 			
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District & Campus Goal VI: We will exemplify strength of character.

Result Statements:

1. We will ensure a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the district.
2. We will establish and recognize a culture of exemplary character.

Summative Evaluations:

Staff surveys to determine program effectiveness (May 2013)

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2012)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>Implement a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the campus</p> <ul style="list-style-type: none"> ❖ Classroom visits by counselor using Character Counts curriculum 	<ul style="list-style-type: none"> • Counselor – campus budget (September 2012- May 2013- monthly) 			

<ul style="list-style-type: none"> ❖ Guidance groups will address the character of respect to self and others in discussion with anti-bullying ❖ Model character in action and discussions in and out of class by HLES staff ❖ Ongoing Character Ed. curriculum will be discussed in morning announcements, school wide assemblies, and teaching strategies in the academic school day. <p>Establish and recognize a culture of exemplary character</p> <ul style="list-style-type: none"> ❖ Recognition of positive character traits exhibited by students on campus during morning announcements and bulletin boards ❖ Recognize and honor selected students for the Student of the Month. These students will be selected on the basis of demonstrating good citizenship 	<ul style="list-style-type: none"> • Counselor (September 2012-May 2013) • All HLES staff (August 2012-2013) • Counselor, all HLES staff-campus budget (August 2012-2013) • Counselor, all HLES staff-campus budget (August 2012-2013) • Campus counselor, HLES teacher staff (September 2012-May 2013) 			
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<p>and showing behavior that supports their school, fellow students, and staff.</p> <ul style="list-style-type: none"> ❖ The school principal will recognize students who demonstrate strength of character and award them with a Principal's Assistant Certificate awards throughout the course of the 2011-2012 school year. ❖ HLES students will be spotlighted in local papers and the campus newsletter for good deeds and a commitment in working hard and supporting their campus. 	<ul style="list-style-type: none"> • Campus counselor, Administrators, and HLES teacher staff (September 2012-May 2013) • Campus counselor, Administrators, and HLES teacher staff (September 2012-May 2013) 			
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District & Campus Goal VII: We will provide a safe and drug-free environment.

Performance Objective:

Highland Lakes Elementary School will provide a safe, drug-free campus.

Summative Evaluations:

1. Parent & staff surveys to determine program effectiveness (May 2013)
2. Decrease in number of accident reports filed by school nurse

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2012)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>Safety</p> <ul style="list-style-type: none"> ❖ Provide playground and school safety training for all students ❖ Provide parking area safety training and communication for drop off and pick up procedures. ❖ Provide Yellow Dino presentation in the dangers of strangers and 	<ul style="list-style-type: none"> • Administrators and all staff (August 2012 – during the first two weeks) • Administrators and all staff (August 2012) • Counselor (September/October 2012) 			

<p>other adult situations</p> <ul style="list-style-type: none"> ❖ Utilize local emergency, rescue units for information on safety (i.e. fire, EMT, sheriff) <p>Drug Prevention</p> <ul style="list-style-type: none"> ❖ Use Red Ribbon Week to educate students about the dangers of drugs ❖ Grade Level Counseling Groups will meet in guidance to discuss the dangers and effects of tobacco, alcohol, and drugs <p>Crisis Intervention</p> <ul style="list-style-type: none"> ❖ Conduct one weather and one lock-down drill each semester, along with accompanying staff training, in addition to regularly scheduled fire drills. ❖ Provide staff development to staff personnel on violence prevention techniques ❖ Apply strategies to diffuse possible violent situations toward self/others by utilizing 	<p>lasting 4 weeks)</p> <ul style="list-style-type: none"> • Administrators, Counselor, and HLES staff (October 2012) • Counselor, all HLES staff – campus budget (October 2012) • Counselor - Counseling Groups(regular monthly basis starting September 2012) • All HLES staff - Fire 1 x per month (some announced, some not) Lockdown: Sept. 14th and Jan. '11 Weather: Oct. '5 and Feb. '15 • Counselor, all HLES staff – (Fall 2012) • Counselor, all HLES staff – (September 2012-May 			
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the district Crisis Plan for violence

- ❖ Instruct selected staff personnel on Crisis Prevention Intervention
- ❖ Acknowledge and investigate all threats

2013)

- **Counselor, selected HLES staff (August 2012)**
- **Administrators, Counselor (August 2012-May 2013)**



Campus: Highland Lakes Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement One: Lessons plans, materials, and assessments are aligned with curriculum and contain purposeful activities.

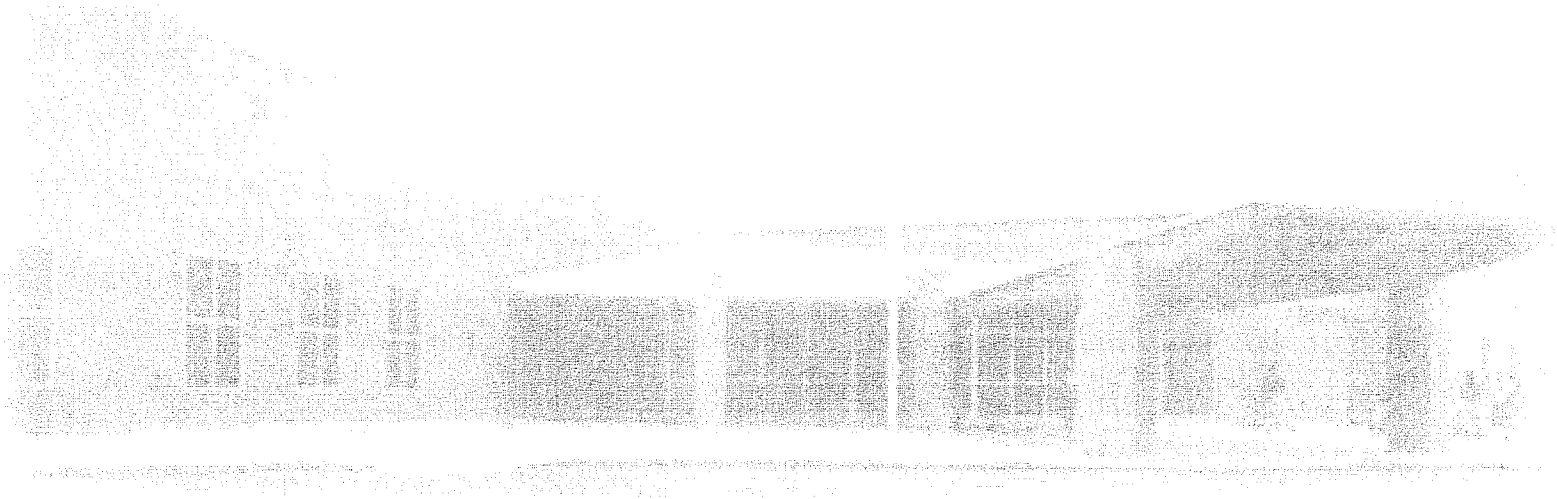
<p>Current State: Majority of the teachers align curriculum using CScope resources and state adopted textbooks. Collaboration occurs horizontally across the grade level to align lesson plans, materials, and assessments with grade level TEKS.</p> <p>Data: Curriculum Audit Spring 2012 - Assumptions are made that CScope and textbooks will address all TEKS appropriately.</p>	<p>Desired State: All grade level educators will align their lesson plans, instructional materials, and assessments with their grade level TEKS, and collaborate both horizontally and vertically to ensure that instruction and activities are aligned to appropriate grade level TEKS.</p> <p>Data: Student assessments for 2012-2013 will indicate student passing rates of 95% or higher. Professional activities (i.e. meetings, inservice) will support alignment to the TEKS.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Common planning time for horizontal and vertical team meetings to discuss TEKS alignment, materials, and assessments.	Team Leader Teachers Administration	Regularly scheduled meetings on school calendar. Collaboration in horizontal and vertical team meeting GLC Discussions	Attendance at meetings utilizing sign-in sheets. data disaggregation agenda/minutes

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			Academic Team Binder	Walk thru
Teachers	Professional development: Teachers will develop and maintain a clear understanding of content, context, and concept of the TEKS.	Teacher Leaders Teachers Administration	PD - Student Expectations, academic vocabulary, unpacking the standards Lesson Plans TEKS/SE objective statements visible in classroom Grade Level collaborative planning	Sign-in sheet of PD Student assessment data Walk thru
Teachers	Learning objectives will be posted daily in the classroom.	Teachers	Professional Development - posting the TEKS/SEs TEKS/SE objective statements visible in the classroom	Sign-in sheet for PD Walk Thru
Teachers	Lessons, instructional materials, and activities will align with grade level TEKS at the appropriate depth and complexity	Teachers Teacher Leaders Interventionists	Lesson plans posted in CSCOPE Activities in the classroom align with the TEKS posted in the classroom Grade level teams will discuss instructional materials to be discarded that do not support grade level TEKS	Walk Thru Data review of instructional materials in Academic Team Binder Data disaggregation of assessments

			Grade level teams will begin researching new materials/activities to support the TEKS	
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Campus: Highland Lakes Elementary School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Two: Students' grades/progress will reflect mastery of TEKS/SEs.

<p>Current State: It is unclear if current practices of grades reflect mastery of the TEKS. Assessment data and report card grades do not reflect alignment consistency.</p> <p>Data: Curriculum Audit Spring 2012</p>	<p>Desired State: 100% of teachers know that grades reflect mastery of the TEKS. All report cards will be measurable to the TEKS.</p> <p>Data: Consistent grade level assessments will be utilized across the grade levels. Students will be able to apply the knowledge of the TEKS 95% of the time in formal and informal assessments/settings.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Common Planning time for horizontal team meetings with all team members (Bilingual/English).	Team Leaders Teachers Teacher Leaders Administration	Regularly scheduled meetings to disaggregate and discuss assessments, materials, and alignment. GLC Discussions	Check list of SEs Minutes of meetings in Academic Binder Walk Thru
Teachers	Assessments will be analyzed with grade level team members and shared with administration and appropriate stakeholders	Teachers Teacher Leaders	Assessments and grades will show no more than a 10 point differential. TEKS/SEs will be monitored for success rate of 95% and	Student Assessment data/Comparison chart Check list of SEs

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		Administration	consistency across grade level.	Minutes of meetings
Teachers	Utilizing assessment data, teachers will develop re-teach and enrichment activities that are aligned with the TEKS.	Teachers Teacher Leaders	Students will be placed in fluid groups based on academic need. Student assignments and activities are differentiated. GLC discussion of assessment data.	Improved student achievement through assessment data.
Teachers	Professional development on alternative assessment strategies	Teacher Leaders	PD - rubrics, portfolios Collaboration of alternative assessments New assessments seen instructionally Alternative assessment strategies are used to reflect student mastery of TEKS/SEs.	Walk Thru Assessment results Minutes of meetings in Academic Binder

Campus: Highland Lakes Elem

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement One: The campus RTI will result in instructional staff targeting TEKS/SEs.

Current State for data analysis: Day allotted during staff development to review data. Limited planning for follow up. Information is not passed on to all parties involved. Time needed for teachers to meet. RTI process is vaguely defined, inconsistent and unmonitored, implemented without all stakeholders involved in proces. No systematic implementation in place. Vague definition of what students need are to be addressed. Questions of whether interventions continue in regular class once students begins with intervention, Lack of student awareness of their own goals. Clearly defined entrance and exit expectations.

Data:
 1. Reading-DRA, Benchmark Assessments, TPRI, teacher information, STAR Reading, STAR Early LIT
 2.Math-Star Math, Teacher Data, Benchmarks, TEMI

Desired State: Using data analysis, stakeholders will systematically create & evaluate individualized intervention plans to meet targeted standards. Consistent communication between the stakeholders will vary and be predetermined in the intervention plan.

Data:
 1. Reading-DRA, Benchmark Assessments, TPRI, teacher information, STAR Reading, STAR Early LIT
 2.Math-Star Math, Teacher Data, Benchmarks, TEMI
 3. District and State Assessments

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Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Teachers are knowledgeable in the systematic RTI process including interventions, progress monitoring, documentation, and criteria for decision making.	Administration Teachers Teacher Leaders Interventionists	PD -Review of the RTI Decision Making Chart and systematic processes	One chart per grade level by beginning of the year 2012-13

Teachers Interventionists	Professional development on RTI decision-making will give clarity to TIER's I,II, and III interventions.	Interventionists Administration	PD - TIER's I,II, III GLC discussions Teacher-Interventionist collaboration Decision-making chart	Attendance @ meeting Walk Thru Interventions, progress monitoring, documentation, and criteria for decision making
Teachers	Formal/informal discussions held to review RTI process for teach and reteach expectations	Teacher Leaders Teachers Administration	Meeting agenda for GLC	Dates of Data discussions
Teachers	Data will be collected through progress monitoring	Teachers	Research based interventions Student groups developed aligning with TEKS	Data disaggregation Progress monitoring assessments GLC
Teachers Interventionists	Teachers and Interventionists will collaborate together using student data.	Teacher Interventionist Administrator	Planned meetings at pre-designated times (after school, conference period)	On going assessments and progress monitoring Walk Thru
Teachers Interventionists	TEKS/SE intervention plan is developed	Teacher Interventionists	Research based intervention Common progress monitoring goals and	Progress monitoring data

			strategies	
Teachers Interventionists	Consistent and persistent monitoring of students identified RTI.	Teachers Interventionists	Meeting monitored and facilitated by Administration at GLC	Ongoing tracking for student success (entrance, interventions, and exit)



Campus: Highland Lakes Elem

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement Two: Professional Development will result in greater understanding of the TEKS/SEs by paraprofessionals

<p>Current State: Paraprofessionals are mostly dependent on teacher directives which usually target students below grade level with no professional development provided.</p> <p>Data: Curriculum Audit Spring 2012</p>	<p>Desired State: Professional development that will lend itself to more knowledge of grade level TEKS in order to provide classroom assistance for students at or above grade level while teachers implement interventions.</p> <p>Data: Student assessment data will indicate increased student performance after interventions.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Paraprofessionals	Professional development: To develop an understanding of content, context, and concept of the TEKS	Teacher Leaders Administration Paraprofessionals	PD - Student Expectations, academic vocabulary, and unpacking the standards	Sign-in sheets of PD
			Collaboration during planning	Walk thru
			Assigned student groups instruction	

Spicewood Elementary

2011 - 2012

- Campus Performance
- Campus Profile
- Campus Comparison Group

No **Comparable Improvement** reports are available for 2011 - 2012.

2011-12 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD

Campus Name: SPICEWOOD EL

Campus #: 027904104

District Name: MARBLE FALLS ISD
 Campus Name: SPICEWOOD EL
 Campus #: 027904104

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 220
 Grade Span: PK - 05
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	95.6%	96.7%	95.9%	*	95.9%	95.8%	-	*	*	*	94.9%	95.2%	96.8%
2009-10	95.5%	95.5%	96.4%	96.2%	*	96.2%	96.2%	*	*	*	*	95.8%	95.9%	96.6%

District Name: MARBLE FALLS ISD
 Campus Name: SPICEWOOD EL
 Campus #: 027904104

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 220
 Grade Span: PK - 05
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	220	100.0%	19,393	4,054	4,978,120
Students By Grade:					
Early Childhood Education	0	0.0%	0.3%	0.3%	0.3%
Pre-Kindergarten	19	8.6%	3.9%	4.5%	4.5%
Kindergarten	28	12.7%	13.7%	7.4%	7.6%
Grade 1	43	19.5%	14.0%	7.5%	7.9%
Grade 2	29	13.2%	15.4%	7.0%	7.7%
Grade 3	33	15.0%	17.2%	7.1%	7.6%
Grade 4	36	16.4%	19.0%	7.8%	7.5%
Grade 5	32	14.5%	13.8%	7.4%	7.6%
Grade 6	0	0.0%	2.7%	7.6%	7.5%
Grade 7	0	0.0%	0.0%	7.4%	7.4%
Grade 8	0	0.0%	0.0%	7.7%	7.2%
Grade 9	0	0.0%	0.0%	7.8%	7.9%
Grade 10	0	0.0%	0.0%	7.3%	7.0%
Grade 11	0	0.0%	0.0%	7.3%	6.5%
Grade 12	0	0.0%	0.0%	5.8%	5.9%
Ethnic Distribution:					
African American	0	0.0%	2.2%	1.9%	12.8%
Hispanic	43	19.5%	18.5%	40.2%	50.8%
White	165	75.0%	74.8%	55.8%	30.5%
American Indian	1	0.5%	0.7%	0.3%	0.4%
Asian	2	0.9%	1.3%	0.6%	3.6%
Pacific Islander	3	1.4%	0.1%	0.2%	0.1%
Two or More Races	6	2.7%	2.4%	1.0%	1.7%
Economically Disadvantaged	100	45.5%	36.2%	60.7%	60.4%
Non-Educationally Disadvantaged	120	54.5%	63.8%	39.3%	39.6%
Limited English Proficient (LEP)	19	8.6%	4.9%	12.8%	16.8%
Students w/Disciplinary Placements (2010-11)	0	0.0%	0.1%	2.8%	1.8%
At-Risk	54	24.5%	29.1%	44.6%	45.4%
Mobility (2010-11)	32	17.9%	12.2%	15.6%	17.8%
Number of Students per Teacher	12.0	n/a	15.2	14.1	15.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	0.0%	2.7%	0.4%	2.2%	0.0%	15.0%	3.2%	10.3%
Grade 1	0.0%	2.6%	1.2%	4.7%	0.0%	6.0%	10.7%	8.8%
Grade 2	0.0%	1.4%	1.6%	2.8%	0.0%	1.5%	0.0%	4.0%
Grade 3	0.0%	1.0%	0.7%	1.9%	0.0%	2.4%	0.0%	1.7%
Grade 4	0.0%	0.4%	0.4%	1.0%	-	0.8%	0.0%	0.9%
Grade 5	0.0%	0.3%	0.8%	1.2%	-	0.7%	0.0%	1.1%
Grade 6	-	0.4%	0.0%	0.7%	-	1.7%	0.0%	1.0%
Grade 7	-	-	0.0%	1.0%	-	0.0%	0.0%	1.2%
Grade 8	-	-	0.0%	1.1%	-	0.0%	0.0%	1.8%

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District Name: MARBLE FALLS ISD
 Campus Name: SPICEWOOD EL
 Campus #: 027904104

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 2
 Total Students: 220
 Grade Span: PK - 05
 School Type: Elementary

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	14.0	19.0	19.5	19.4
Grade 1	20.5	19.2	20.6	19.4
Grade 2	14.5	19.5	18.3	19.3
Grade 3	15.8	19.2	16.8	19.4
Grade 4	18.0	19.3	16.8	19.6
Grade 5	16.0	20.5	18.7	21.8
Grade 6	-	21.3	20.1	21.0
Mixed Grades	-	28.4	-	23.2
Secondary: English/Language Arts	-	18.8	17.6	17.3
Foreign Languages	-	-	19.3	19.0
Mathematics	-	-	17.9	17.8
Science	-	-	22.1	19.0
Social Studies	-	-	23.4	19.5

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District Name: MARBLE FALLS ISD
 Campus Name: SPICEWOOD EL
 Campus #: 027904104

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 220
 Grade Span: PK - 05
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	24.2	100.0%	100.0%	100.0%	100.0%
Professional Staff:	22.2	91.7%	85.8%	77.0%	63.8%
Teachers	18.3	75.9%	73.1%	61.6%	50.8%
Professional Support	3.3	13.8%	8.6%	9.9%	9.1%
Campus Admin. (School Leader.)	0.5	2.1%	4.1%	3.4%	2.9%
Educational Aides:	2.0	8.3%	14.2%	12.8%	9.1%
Total Minority Staff:	2.0	8.3%	5.9%	14.3%	44.6%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	1.3%	2.4%	9.2%
Hispanic	1.0	5.5%	2.9%	10.4%	24.4%
White	17.3	94.5%	94.3%	86.5%	63.4%
American Indian	0.0	0.0%	0.2%	0.7%	0.4%
Asian	0.0	0.0%	0.5%	0.0%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	0.0%	1.2%
Males	1.0	5.5%	5.3%	20.9%	23.2%
Females	17.3	94.5%	94.7%	79.1%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	3.1%	0.0%	4.6%
1-5 Years Experience	6.0	32.7%	20.6%	22.1%	28.7%
6-10 Years Experience	4.0	21.8%	21.6%	20.2%	22.3%
11-20 Years Experience	6.3	34.6%	32.5%	32.9%	26.6%
Over 20 Years Experience	2.0	10.9%	22.2%	24.8%	17.9%
			Campus Group	District	State
Average Years Experience of Teachers:		11.9 yrs.	13.4 yrs.	13.8 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		6.4 yrs.	8.7 yrs.	8.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$37,058	-	\$40,911
1-5 Years Experience		\$40,876	\$40,895	\$40,752	\$43,669
6-10 Years Experience		\$43,423	\$44,663	\$44,061	\$46,224
11-20 Years Experience		\$49,771	\$48,393	\$48,899	\$50,064
Over 20 Years Experience		\$56,094	\$55,399	\$56,150	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$46,167	\$47,250	\$47,912	\$48,375
Professional Support		\$57,995	\$51,490	\$55,761	\$56,219
Campus Administration (School Leadership)		\$80,049	\$68,435	\$68,472	\$70,510
Contracted Instructional Staff (not incl. above):	0.0		36.6	0.0	1,645.5
Instructional Staff Percent:				78.5%	64.1%

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ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$1,516,033	100.0%	\$6,891	\$1,549,584	100.0%	\$7,044	\$116,849,719	100.0%	\$5,930
Instruction (11,95)	\$1,138,609	75.1%	\$5,175	\$1,161,839	75.0%	\$5,281	\$89,951,559	77.0%	\$4,565
Instructional-Related Services (12,13)	\$46,260	3.1%	\$210	\$50,468	3.3%	\$229	\$4,596,870	3.9%	\$233
Instructional Leadership (21)	\$43,498	2.9%	\$198	\$43,498	2.8%	\$198	\$1,160,301	1.0%	\$59
School Leadership (23)	\$123,904	8.2%	\$563	\$126,233	8.1%	\$574	\$7,682,596	6.6%	\$390
Support Services-Student (31,32,33)	\$160,656	10.6%	\$730	\$160,751	10.4%	\$731	\$5,618,290	4.8%	\$285
Other Campus Costs (35,36,51,52,53)	\$3,106	0.2%	\$14	\$6,795	0.4%	\$31	\$7,840,103	6.7%	\$398
By Program:									
Total Operating Expenditures	\$1,512,927	100.0%	\$6,877	\$1,514,358	100.0%	\$6,883	\$108,330,690	100.0%	\$5,498
Bilingual/ESL Education (25)	\$0	0.0%	\$0	\$1,431	0.1%	\$7	\$757,860	0.7%	\$38
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$18,206	0.0%	\$1
Accelerated Education (24,30)	\$230,088	15.2%	\$1,046	\$230,088	15.2%	\$1,046	\$9,259,496	8.5%	\$470
Gifted & Talented Education (21)	\$87,547	5.8%	\$398	\$87,547	5.8%	\$398	\$1,554,907	1.4%	\$79
Regular Education (11)	\$1,039,048	68.7%	\$4,723	\$1,039,048	68.6%	\$4,723	\$81,595,175	75.3%	\$4,141
Special Education (23)	\$156,244	10.3%	\$710	\$156,244	10.3%	\$710	\$15,128,661	14.0%	\$768
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$16,385	0.0%	\$1

	District	State
Instructional Expenditure Ratio (11,12,13,31)	60.0%	64.8%

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	19	8.6%	4.8%	13.1%	16.3%
Career & Technical Education	0	0.0%	0.0%	22.8%	21.5%
Gifted & Talented Education	15	6.8%	5.3%	7.2%	7.7%
Special Education	14	6.4%	8.8%	10.8%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	0.8%	5.9%	5.3%
Career & Technical Education	0.0	0.0%	0.0%	3.6%	4.1%
Compensatory Education	1.0	5.5%	4.7%	2.8%	2.9%
Gifted & Talented Education	1.0	5.5%	0.7%	2.4%	1.9%
Regular Education	15.3	83.6%	86.1%	76.1%	73.7%
Special Education	1.0	5.5%	7.8%	7.1%	8.9%
Other	0.0	0.0%	0.0%	2.0%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.

Target Campus Name: SPICEWOOD EL
 Target Campus #: 027904104
 District Name: MARBLE FALLS ISD
 Campus Type: Elementary School

Texas Education Agency
 2011-12 Campus Comparison Group

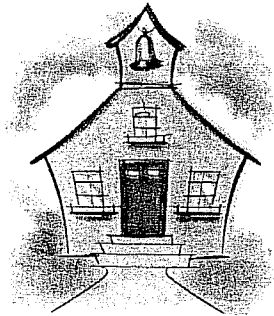
Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% LEP	% Afr Amer
014901101	ACADEMY EL	ACADEMY ISD	73.7	45.5	21.2	11.8	7.5	1.6
025905101	MAY EL	MAY ISD	75.8	55.3	19.7	11.4	6.8	0.8
025909101	EARLY EL	EARLY ISD	73.9	44.5	19.8	13.4	3.5	2.1
027904104	SPICEWOOD EL	MARBLE FALLS ISD	75.0	45.5	19.5	17.9	8.6	0.0
036902103	BARBERS HILL EL	BARBERS HILL ISD	74.7	25.3	20.1	8.6	2.1	2.6
050902103	GATESVILLE INT	GATESVILLE ISD	75.3	51.2	19.0	10.8	3.1	2.3
057905171	LAKEWOOD EL	DALLAS ISD	74.7	13.4	19.1	8.1	6.2	1.8
061906101	PONDER EL	PONDER ISD	74.3	43.8	21.6	17.7	6.1	1.4
061911102	JUSTIN EL	NORTHWEST ISD	74.0	28.9	18.6	10.1	8.0	2.3
061911111	PRAIRIE VIEW EL	NORTHWEST ISD	75.3	42.1	21.0	16.5	8.6	2.0
061911115	SENDERA RANCH EL	NORTHWEST ISD	74.0	17.4	17.8	13.2	3.8	4.4
070908103	IRVIN EL	MIDLOTHIAN ISD	74.3	41.4	18.1	17.7	1.4	3.5
074909102	LEONARD INT	LEONARD ISD	76.2	57.7	16.2	15.6	4.6	3.1
084910117	LLOYD R FERGUSON EL	CLEAR CREEK ISD	74.3	9.8	15.8	6.3	4.0	3.3
090904101	AUSTIN EL	PAMPA ISD	74.9	35.0	18.2	17.3	1.6	1.4
091902102	COLLINSVILLE PRI	COLLINSVILLE ISD	76.1	47.8	16.9	17.2	6.0	2.0
105905101	JACOB'S WELL EL	WIMBERLEY ISD	75.6	33.2	21.6	9.2	11.4	0.4
111901105	NETTIE BACCUS EL	GRANBURY ISD	74.1	68.9	21.1	23.1	8.2	0.4
111901107	MAMBRINO SCHOOL	GRANBURY ISD	74.3	53.0	20.2	22.0	3.8	0.5
116901102	KATHRYN GRIFFIS EL	CADDO MILLS ISD	75.2	41.2	18.6	9.3	6.7	1.7
123905101	HELENA PARK EL	NEDERLAND ISD	73.9	37.4	16.8	14.6	5.0	2.3
126902111	IRENE CLINKSCALE EL	BURLESON ISD	73.9	33.5	15.4	11.8	1.4	3.7
146903101	DEVERS EL	DEVERS ISD	73.8	41.5	20.8	7.7	12.3	2.3
152906104	LUBBOCK-COOPER WEST EL S	LUBBOCK-COOPER ISD	75.3	17.3	19.0	8.7	3.2	1.5
167901101	GOLDTHWAITE EL	GOLDTHWAITE ISD	76.1	47.5	21.7	10.5	5.8	0.4
170902121	BUSH EL	CONROE ISD	74.8	9.7	15.2	6.5	3.9	1.7
170902125	KAUFMAN EL	CONROE ISD	74.1	13.1	15.6	7.4	3.8	4.2
170907104	PINEY WOODS EL	SPLENDORA ISD	75.7	53.4	20.7	17.0	4.0	2.8
174906101	WODEN EL	WODEN ISD	75.0	65.3	20.0	18.4	11.8	3.2
174908101	CENTRAL HEIGHTS EL	CENTRAL HEIGHTS ISD	75.8	40.8	15.5	13.7	6.0	3.4
184907104	MCCALL EL	ALEDO ISD	74.9	22.2	19.1	7.6	6.1	1.8
188902101	ROLLING HILLS EL	RIVER ROAD ISD	75.0	69.3	20.9	19.5	2.8	0.8
198903101	REYNOLDS EL	FRANKLIN ISD	74.1	45.2	18.4	10.6	3.4	4.1
199901108	DOROTHY SMITH PULLEN EL	ROCKWALL ISD	75.5	17.1	15.4	11.8	4.2	3.8
209901101	NANCY SMITH EL	ALBANY ISD	76.0	45.1	17.4	7.0	2.4	1.4
219901101	HAPPY EL	HAPPY ISD	76.3	47.4	22.2	6.2	5.2	0.7
227912101	LAGO VISTA EL	LAGO VISTA ISD	75.8	39.9	21.1	12.4	7.8	0.3
243901104	I C EVANS EL	BURKBURNETT ISD	75.4	50.4	13.9	19.0	1.6	2.7
246904107	VILLAGE EL	GEORGETOWN ISD	74.5	26.9	18.6	7.4	2.2	0.6
246913103	BLOCK HOUSE CREEK EL	LEANDER ISD	73.8	23.2	19.8	7.1	2.9	2.0
250904101	QUITMAN EL	QUITMAN ISD	76.2	60.1	16.2	12.8	7.9	2.9
	Group Average		74.8	36.2	18.5	12.2	4.9	2.2

*** Order of columns will vary on lists for other campuses ***

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Spicewood Elementary School

Campus Improvement Plan



2011 – 2012

2012-2013

“Where Excellence is Expected”

District Mission Statement

The mission of Marble Falls Independent School District 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.

District and Campus Goals

- Goal 1: We will build strong, vital relationships within our diverse communities.
- Goal 2: We will embrace innovative applications of technology with primary focus on student immersion.
- Goal 3: We will cultivate opportunities for student participation that extend beyond the classroom.
- Goal 4: We will ensure all students receive exceptional instruction through inspired learning experiences.
- Goal 5: We will promote personal wellness and healthy choices.
- Goal 6: We will exemplify strength of character.
- Goal 7: We will provide a safe and drug-free environment.

Marble Falls Independent School District Board of Trustees

Rick Edwards	President
Kevin Naumann	Vice President
Craig Mabray	Secretary
Tommy Chaney	Trustee
Dr. Kelly Fox	Trustee
Mike Savage	Trustee
Karl Westerman	Trustee

Campus Educational Improvement Committee

Leslie Baty	Principal, Chair
Valerie Wleczyk	PK-K Representative
Donna Counts	1 st Grade Representative
Michelle Jacoby	2 nd -3 rd Grade Representative
Brad Houser	4 th -5 th Grade Representative
Kathryn Lane	Specials Area Representative
Patti Cryer	District Representative
Jane Gannaway	Community Representative
Dr. Gary Sengbusch	Business Representative
Kara Stewart	Parent Representative

Comprehensive Needs Assessment

- Target grade level and content area instruction to raise the level of rigor required to prepare students for STAAR exams (multi-step processing, higher level thinking/reasoning, academic vocabulary, subject specific reading comprehension, process skill and instructional gaps)
- Increased emphasis on Character Education
- Ongoing professional development opportunities for teachers
 - Technology integration
 - RtI
 - “Best practices” for instruction
 - Behavior
- Upgrade computers
- Better overall communication for parents, staff and students
- Continue to improve partnership with community
- Build a strong volunteer program
- Build staff morale
- Increase opportunities to recognize staff/students
- Safe, orderly learning environment
 - Emphasize campus wide discipline procedures
 - Consistently enforce all campus rules
 - Appropriately address all discipline referrals in a timely manner
 - Monthly facility walk-throughs

**Spicewood Elementary Accountability Data
2010-2011**

	Reading	Writing	Math	Science
All Students	90	90	93	93
White	90	92	96	96
Hispanic	86	*	86	80
African American	*	*	*	*
Economically Disadvantaged	87	99	90	85
Special Education	*	*	*	*

* no data due to low numbers

Campus Goal I: We will build strong, vital relationships within our diverse communities.

Performance Objective: SWE will actively involve parents and community in the education of our students.

Formative Assessments: Parent Newsletters; student planners; PTO meeting attendance; parent attendance at special events on campus; community participation in special events on campus; file of media communications

Summative Assessments: Sign in sheets, Volunteer List, District and Campus Survey Results

✓	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Communicate consistently with parents.</p> <ul style="list-style-type: none"> • Call parents to welcome the students back to school • School wide and class newsletters and notices sent home and posted on teachers' web pages • Keep web pages current • Provide information on special programs at monthly PTO meetings • Increase usage of student planners • Call homes of absent students to communicate concern and procedures for returning to school • Use Sky Alert System to keep families informed of campus and district issues (including weather, important dates, emergency procedures, etc.) • Provide real-time parent access to student grades and attendance records through Skyward Family Access • Provide monthly issues of Home-School Connection Parent Newsletter • Hold parent conferences at the end of 1st nine weeks <p>Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses.</p> <ul style="list-style-type: none"> • Meet the Teacher Night with information table in the foyer for Transportation, Nurse, Cafeteria, PTO, Volunteer Opportunities • Open House to extend opportunities for parents to meet teachers and learn expectations for the year <p>Develop and maintain a volunteer program.</p> <ul style="list-style-type: none"> • Recruit and build campus PTO Board and general membership • Increase parent and community members to serve as volunteers 	<p>Classroom Teachers Principal, Teachers</p> <p>All SWE Staff PTO, Principal</p> <p>All SWE Staff Classroom Teachers</p> <p>Principal</p> <p>Classroom Teachers</p> <p>Office Staff</p> <p>Classroom Teachers, Specialists</p> <p>Principal, All SWE Staff, PTO</p> <p>Principal, All SWE Staff, PTO</p> <p>Principal, All SWE Staff, PTO Office Staff, PTO</p>	<p>Phone Numbers Campus Funds</p> <p>Planning Time Agendas, flyers</p> <p>Planners Phone Numbers</p> <p>District Funds</p> <p>District Funds</p> <p>Title Funds *</p> <p>Planning Time</p> <p>Meeting Time</p> <p>Meeting Time</p> <p>Title Funds* PTO Time to make contacts</p>	<p>Week before school starts Ongoing Ongoing Monthly</p> <p>Ongoing Daily</p> <p>As needed</p> <p>Daily</p> <p>Monthly</p> <p>October 2011</p> <p>August 2011</p> <p>September 2011</p> <p>Ongoing Ongoing</p>

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	Spotlight campus activities to inform and encourage participation and/or sponsorship.	Office Staff	Time to make contacts	Ongoing
	<ul style="list-style-type: none"> Invite local media to Spicewood Elementary events and/or submit photos and stories as they occur. 			
	Connect and enlist community resources available to parents and students.	Office Staff, PTO	Time to make contacts and planning	Spring 2012
	<ul style="list-style-type: none"> Enlist organizations to help implement a Community Night (Family Board Game Night, Chili Cook-off) – Community Library, Spicewood Arts Society, Spicewood Lions Club, etc. 			
	<ul style="list-style-type: none"> Utilize local partnerships to provide needs and resources for the students and staff (Spicewood Lions Club, Community Library, Spicewood Arts Society, School Supply Drive, Payless Gift Cards) 	Office Staff, PTO	Time to make contacts	Ongoing
	Increase opportunities to recognize staff and celebrate campus accomplishments.	Principal	Meeting Time	Ongoing
	<ul style="list-style-type: none"> Celebrate staff news at the beginning of faculty meetings Place messages of appreciation and encouragement in staff mailboxes. Announcements at Morning Meeting Provide special treats in lounge Sunshine Committee to organize staff luncheons to celebrate birthdays, spread cheer at special times, etc. 	Principal	Campus Funds	Ongoing
	Principal Office Staff Sunshine Committee	Meeting Time Campus Funds Campus Funds	Ongoing Ongoing Ongoing	

* Pending Title I status approval

District & Campus Goal II: We will embrace innovative applications of technology with primary focus on student immersion.

Performance Objective: A minimum of 50% of student instruction will utilize or integrate technology.

Formative Assessment: Lesson plans; class observations; student projects; Technology Fair participation; SWE Technology Committee reviews; sign up sheet for computer lab flex times

Summative Assessment: STAR report; SWE Technology Committee review; final computer lab usage report; report of student software usage; District and Campus Surveys

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Provide specialized training based on campus and individual needs with the expectation that all staff will be technologically proficient.</p> <ul style="list-style-type: none"> • Increase Technology Proficiencies in Productivity Tools such as Word, Excel, PowerPoint, Outlook, Troubleshooting Tools, and Technology Integration • Provide continuing staff development (examples - DMAC, Project Share, PD360, Atomic Learning, components of Office, programs as needed, etc.) • Send teacher representatives to the Texas Computer Education Conference in Austin <p>Ensure effective and consistent use of instructional technology.</p> <ul style="list-style-type: none"> • Integrate technology in core curriculum areas • Monitor lab usage • Increase use of technology tools • Increase use of distance learning opportunities • Utilize computer-based interventions such as Successmaker, Lexia, Education City, etc. <p>Participate in a student-directed technology showcase.</p> <p>Purchase Technology Tools to meet current needs.</p> <ul style="list-style-type: none"> • Document cameras for 3rd – 5th • Upgrade computer stations older than five years to include effective processing speed 	<p>Technology Dept, Technology Cohort Teachers</p> <p>Technology Dept, Technology Cohort Teachers Principal</p> <p>Principal, Teachers Principal Principal, Teachers Principal, Teachers Teachers</p> <p>Principal, Teachers, Students</p> <p>Principal Principal</p>	<p>Title Funds *</p> <p>District Funds</p> <p>District Funds</p> <p>Campus Funds</p> <p>Campus Funds Lab Usage Report Campus Funds Campus Funds Campus/District Funds</p> <p>Time for projects</p> <p>Title Funds * Campus Funds Campus Funds, PTO</p>	<p>Ongoing</p> <p>Ongoing</p> <p>February 2012</p> <p>Daily Monthly Daily Ongoing Daily</p> <p>December 2011</p> <p>September 2011 Fall 2011</p>

District & Campus Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objective: SWE will provide opportunities for students to learn outside of the classroom.

Summative Assessments: Sign in sheets from PTO meetings; Information Flyers; Parent Newsletters; Media Communications related to Student Involvement, UIL Participants, Field Trip Plans, Sign in Sheets from Club Meetings, District and Campus Surveys; file of media communications that relate to student involvement

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Encourage participation in extracurricular activities such as hockey, choir, journalism, Safety Patrol, Student Council, UIL and Destination Imagination with an increased emphasis on academic activities.	All SWE Staff, Specific club sponsors	Campus Funds, donations, information flyers	Ongoing
	Showcase clubs and organizations to create interest and opportunities.	Club sponsors	PTO meetings, announcements, hallway presentations	Ongoing
	Provide field trip experiences.	Principal, Teachers	Campus Funds, PTO	Trip will coincide with grade level TEKS it supports

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District & Campus Goal V: We will promote personal wellness and healthy choices.

Performance Objective: SWE will continue to emphasize healthy choices for students and staff.

Formative Assessments: Parent Newsletters, Information Flyers, Cafeteria Report

Summative Assessments: Sign in sheets; list of participating students in health programs; District and Campus Surveys

✓	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Provide health information, support programs, and in-services for students, parents and staff.</p> <ul style="list-style-type: none"> • Health section on Parent Newsletter • Notify families of opportunities such as free dentist visits, Care-a-Van locations • Notify staff/parents of local events – 5K's, etc. <p>Encourage and ensure healthy snack alternatives for students.</p> <ul style="list-style-type: none"> • Research option of frozen yogurt instead of ice cream <p>Promote health through exercise programs and activities.</p> <ul style="list-style-type: none"> • Family Fitness Night • Yoga for Teachers • Increase participation in After School Fitness Group for Teachers 	<p>Principal, Nurse Principal, Nurse</p> <p>Principal, Nurse</p> <p>Principal, Food Service</p> <p>All SWE Staff, PTO All SWE Staff All SWE Staff</p>	<p>Campus Funds Flyers, Website</p> <p>Flyers, Website</p> <p>Healthy Snacks</p> <p>PTO Meeting Yoga Mats Time to Attend</p>	<p>Monthly Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>April Weekly Weekly</p>

District & Campus Goal VI: We will exemplify strength of character.

Performance Objective: SWE will increase opportunities for staff and students to recognize good character traits in students and staff.

Formative Assessments: Student planners; Shining Star Student Wall; Morning Meeting recognitions

Summative Assessments: District and campus survey results

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Implement a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the campus.</p> <ul style="list-style-type: none"> • Classroom visits by the counselor using Character Counts curriculum • Guidance groups with the counselor • Model and discuss character in action <p>Establish and recognize a culture of exemplary character.</p> <ul style="list-style-type: none"> • Recognition of positive character traits at Morning Meeting and Bulletin Boards. • Character Counts pillars posted in every classroom and other areas of campus. • Wear color of Character Focus for a particular month. 	<p>Counselor</p> <p>Counselor All SWE Staff</p> <p>Counselor, All SWE Staff All SWE Staff</p> <p>All SWE Staff and Students</p>	<p>Character Counts Curriculum</p> <p>Character Curriculum Character Curriculum</p> <p>Campus Funds</p> <p>Campus Funds</p> <p>Clothing</p>	<p>Monthly</p> <p>As Needed Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p>

District & Campus Goal VII: We will provide a safe and drug-free environment.

Performance Objective: SWE will provide a safe, orderly and drug-free learning environment.

Formative Assessments: Front office sign in/sign out documentation, PEIMS discipline reports, discipline referrals, walk-through observations, student planners and other documentation of parent contact

Summative Assessments: PEIMS Reports, District and Campus Survey Results and V-Soft Reports

✓	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Review the Campus Crisis Management Plan for effectiveness and modify if necessary.	All SWE Staff	Crisis Mgmt Plan	Annually
	Red Ribbon Month activities will feature and celebrate making safe and healthy choices.	Counselor, All SWE Staff	Campus Funds	October 2011
	Update reception area personnel in student/parent sign-in and sign-out procedures (including checking for legal documents). <ul style="list-style-type: none"> Use V-Soft Procedures 	Office Staff	District/Campus Funds	Ongoing
	Utilize additional walkie-talkies to expand communication on campus.	All SWE Staff	Campus Funds	Ongoing
	Increased emphasis on campus wide discipline procedures.	All SWE Staff	Posters, Instructional Time	Ongoing
	Discipline plan and procedures will be reviewed during team meetings to determine effective/ineffective practices.	Principal, Teachers	Discipline Plan, Planning Time	Discipline Reports
	Analyze discipline data to determine effective/ineffective practices.	Principal	Discipline Data	Monthly
	Consistently enforce all campus rules.	All SWE Staff	Visual Aids Team Mtg Review	Ongoing
	Continue implementation of crisis, bullying and violence prevention strategies	All SWE Staff	District Funds, Campus Funds, Title Funds *	Ongoing

	Provide staff development opportunities in strategies when working with "hard to manage" children.	Principal, LSSP	Staff Development Time	As Needed
	Conduct facility walk-throughs to identify areas for repair and/or improvements.	Principal, District Maintenance Director	Work Orders	Monthly
	Conduct monthly fire drills and evaluate effectiveness	Principal	School Map, Fire Drill Procedures	Monthly
	Conduct Lock Down drills once a semester and evaluate effectiveness	Principal	Lock Down Procedures	September 2011, January 2012
	Conduct Disaster drills once a semester and evaluate effectiveness	Principal	Disaster Procedures	September 2011, February 2012

* Pending Title I status approval

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Fund Totals
2011-2012

Source	Amount	Description
Title I * (Pending approval)	\$6,000.00	Instructional Support
Title II (District)	\$128,301	Professional Development
Title III	\$1,691.00	Education for LEP Students

Campus: Spicewood Elementary School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement One: Teachers will understand the depth and complexity of TEKS/SE's

Current State: Grade level TEKS; CSCOPE as a resource-YAG, IFD	Desired State: Unpack the TEKS/SE's and utilize them into content, context and concept
Data: TEKS, CSCOPE documents	Data: Unpacking sheets and 9 week assessments

Targeted Group	Action	Person Accountable	Observable	Data
All teachers	Utilize the recently unpacked TEKS/SE's	All Staff and Principal	TEKS/SE's Binder Unpacked TEKS/SE's Documents	9 week assessments
All teachers	Understand the verb analysis of each TEK/SE and be able to implement it to the conceptual level	All Staff and Principal	Highlighted verbs on the posted TEKS/SE's within classroom	9 week assessments TEKS/SE's on wall

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Campus: Spicewood Elementary School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Two: Utilize an aligned math vocabulary for Kinder -5th

<p>Current State: Math vocabulary is inconsistent and not vertically aligned Kinder - 5th</p> <p>Data: vertically aligned meetings and inconsistent vocabulary with students throughout grade levels</p>	<p>Desired State: Math vocabulary is consistent and vertically aligned with TEKS in Kinder - 5th.</p> <p>Data: Vertically aligned meetings, Math word walls</p>
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Targeted Group	Action	Person Accountable	Observable	Data
All teachers	Discuss which words for math vocabulary are aligned with the TEKS/SE's	All classroom teachers Principal Teacher Leader	Gather and share math vocabulary words from TEKS/SE's and CSCOPE	Minutes from math vocabulary alignment meetings
All teachers	Create aligned math vocabulary words cards	All classroom teachers Principal Teacher Leader	Visible word wall	Posted math vocabulary cards on math word wall

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Campus: Spicewood Elementary School

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement One: Students will demonstrate mastery of TEKS/SE's through administration of TEKS based assessments.

<p>Current State: Each teacher uses teacher selected assessments. Some common assessments. Some may not be TEK aligned.</p> <p>Data: various assessment tools</p>	<p>Desired State: All classrooms will give regular assessments aligned to the TEKS/SE's, disaggregate the data, and use data to drive instruction.</p> <p>Data: Nine week common TEKS/SE based assessments, DMAC reports</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Kinder - 5th	Administer district TEKS/SE based assessments each nine weeks	Classroom teachers Principal	Test questions aligned to TEKS/SE's	TEKS/SE's
Kinder - 5th	Teachers will analyze and spiral TEKS/SE's not mastered back into instruction	Classroom teachers Principal Teacher Leaders	Team meetings Lesson plans Assessment Data	Assessment Results DMAC Reports

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III. Texas Higher Education Coordinating Board (THECB)

Report of 2009-2010 High School Graduates Enrollment and Academic Performance in Texas Public Higher Education in FY 2011

Note: The 2010-2011 High School Graduates Enrollment and Academic Performance in Texas Public Higher Education in FY 2012 has not been released at the time of printing the MFISD 2011-2012 District Report Card (01/10/2012). When the report is completed by THECB, an announcement will be sent to the school district contacts and will also be posted on the following website: <http://www.thecb.state.tx.us/Reports>.

Report of 2009-2010 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2011

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2009- 2010 high school graduates who attended public four-year and two-year higher education in FY 2011. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2010, spring 2011, and summer 2011 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2011, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2011 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink.cfm>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

**Texas High School Graduates from FY2010
Enrolled in Texas Public or Independent Higher Education in FY 2011**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
MARBLE FALLS ISD								
	027904002 FALLS CAREER H S							
	Four-Year Public University	0						
	Two-Year Public Colleges	3						
	Independent Colleges & Universities	0						
	Not Trackable	0						
	Not Found	24						
	Total High School Graduates	27						
	027904001 MARBLE FALLS H S							
	Four-Year Public University	57	14	7	16	15	5	0
	Two-Year Public Colleges	43	9	10	6	9	6	3
	Independent Colleges & Universities	9						
	Not Trackable	5						
	Not Found	96						
	Total High School Graduates	210						

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Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

**Texas High School Graduates From FY 2011
Enrolled in Texas Public or Independent Higher Education Fall 2011**

County=BURNET

District	Code	Institution	Students
MARBLE FALLS ISD	027904	CENTRAL TEXAS COLLEGE	24
		AUSTIN COMMUNITY COLLEGE	17
		TEXAS STATE UNIV - SAN MARCOS	14
		ANGELO STATE UNIVERSITY	11
		TARLETON STATE UNIVERSITY	11
		U. OF TEXAS AT AUSTIN	10
		U. OF TEXAS AT SAN ANTONIO	9
		BLINN COLLEGE	8
		TEXAS A&M UNIVERSITY	6
		TEXAS TECH UNIVERSITY	5
		Other Pub/Ind 4-yr Inst. (13)	14
		Other Pub/Ind 2-yr Inst. (7)	13
		Not trackable	13
		Not found	112
		Total high school graduates	267

Districts with more than 25 graduates

"Other" records combine records where total Students for one institution < 5.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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IV. Report on Violent or Criminal Incidents

2011 - 2012

Report on Violent and Criminal Incidents

Texas statute requires every district to publish a report on violent and criminal incidents at their schools for use and review by the public and district. This report must include:

- a. a statement of the number, rate, and type of violent or criminal incidents which occurred on each campus;
- b. information concerning school violence prevention and violence intervention procedures; and,
- c. findings that result from evaluations conducted under the Safe and Drug Free School and Communities Act of 1994 (20 USC 7101 et seq.)

2011-2012 Secondary Campus Incident Report Students assigned to DAEP*			
Incident	High School # of Students	Middle School # of Students	Total Students
Possession (alcohol)	12	2	14
Assault (non-weapon)	2	0	2
Felony (off-campus)	8	2	10
Possession (controlled substance)	18	10	28
Terroristic Threat	0	0	0

*As per PEIMS reporting

Incidents Resulting in Placements District Average Number of Days									
Placement Type	Eco-Disadvantage	Special Education	American Indian Alaskan Native	Asian	Black African American	Pacific Islander	White	2+	Hispanic Latino
Mandatory Placement	26	26	0	0	0	0	26	0	28
Mandatory Expulsion	0	0	0	0	0	0	0	0	0
Discretionary Placement	21	24	0	0	11	0	28	29	23
Discretionary Expulsion	0	0	0	0	0	0	0	0	0

Intervention/Prevention Efforts 11-12

A. **Prevention Training**

1. Crisis Prevention Intervention (CPI) training for staff
2. Teen Leadership training
3. **Positive Behavior Intervention Program**
4. **Character Counts Program**

B. **Crisis Management Plan**

1. District Plan developed and posted in every classroom/office in the district
2. Security checks performed on all campuses each semester by the district Safe and Drug Free Schools Coordinator
3. Each campus has a campus safety committee that reviews and evaluates crisis management needs.
4. Unscheduled safety drills monitored by administrators will be held on all campuses
5. **Safety Plan developed to assist counselors and school psychologists in addressing individuals threatening to harm themselves or others**

C. **Intervention Efforts**

1. Comprehensive Needs Assessment Survey distributed to parents, teachers, and students
2. Drug awareness programs
 - a. High School assemblies/integrated curriculum
 - b. Red Ribbon Activities
 - d. Canine Detection
 - f. Drug counseling
 - g. Teen Leadership Classes at High School
3. Safe & Drug Free School Coordinator
 - a. Oversee all security/safe and drug free school programs
 - b. Oversee all health advisory programs
4. Health Advisory Committee – District and community review board addressing comprehensive health education
5. Drug Testing Policy (all extracurricular students)
6. Dating violence curriculum; dating violence training for teachers
7. Partnership with the Hill Country Area Crimestoppers Program providing cash rewards for information that solves any crime against MFISD

D. Alternative Career High School (FALLS) with non-traditional focus

E. Protection Policies/Procedures

1. Campus Based
 - a. In school suspension (short term behavior monitoring/academic provision)
 - b. Campus counselor – individual and small group sessions
 - c. Campus Support Teams (team review of individual student intervention needs)
 - d. Computer software that tracks visitors and checks sex offender data base

2. Alternative Education Setting
 - a. Entrance profile/reflection on behavior and responsibility for actions
 - b. On-going counseling by certified counselor
 - c. Full scope of curriculum available through certified instructors/aides and on-line curriculum
 - d. Drug Counseling
 - e. Career Counseling
 - f. Exit “action plan” to support transition/return to general campus
 - g. Safety net plan to support returning students for initial six weeks

3. Special Programs Support
 - a. Comprehensive special programs for identified special education and at-risk populations
 - b. Licensed School Psychologist (screening, evaluation, counseling)

4. Serious Criminal Offense
 - a. Repeated misconduct/serious criminal conduct resulting in expulsion
 - b. Cooperative support through local criminal justice system

Glossary

for the

Academic Excellence Indicator System

2011-12 Report

Accountability Rating: There are no state accountability ratings for the 2011-12 school year. A new accountability system, based on the new State of Texas Assessments of Academic Readiness (STAAR) tests and other indicators will be used to rate campuses and districts in 2013. For more information, see the 2013 Accountability website at:

<http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Adopted Tax Rate (calendar year 2011) (*District Profile only*): This is the locally adopted tax rate set for the 2011 calendar year. The total adopted rate is composed of a maintenance and operation rate (M&O) and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per \$100 of taxable value. Taxes based on this rate were to be paid by taxpayers in early 2012. The state value shown for the adopted tax rates is the simple average of all the district rates. (*Source: Texas Comptroller of Public Accounts, July 2012*)

Advanced Course/Dual Enrollment Completion: This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit. Awarding credit for college course is described in Texas Administrative Code (TAC) §74.25 which states, in part:

(b) To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

Appendix C lists all courses identified as advanced, with the exception of courses designated only as dual enrollment. Dual enrollment courses are not shown, as the courses vary from campus to campus and could potentially include a large proportion of all high school courses.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. The values, expressed as a percent, are calculated as follows:

$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced or dual enrollment course in 2010-11}}{\text{number of students in grades 9-12 who completed at least one course in 2010-11}}$$

Special education students are included in the results shown for the campus or district and the individual student groups. For purposes of comparison, course completion rates are also shown for the prior year (2009-10). For a list of advanced courses, see *Appendix C*. (*Source: PEIMS, June 2011, June 2010*)

Advanced Placement Examinations: See *AP/IB Results*.

All Funds: Financial information is broken down by fund type (general fund only and all funds). *All Funds* consists of four fundamental fund groups: General Fund (codes 101-199, 266 and 420), Special Revenue Funds (codes 200/300/400), Debt Service Funds (code 599), and Capital Projects Funds (codes 601 and 699). It also includes the Enterprise Fund, and the National School Breakfast and Lunch Program (code 701). Within the general fund, code 420—Foundation School Program and Other State Aid—is used by charter operators only. Fund 266, State Fiscal Stabilization Fund (beginning fiscal year 2008/2009), is also included in the general fund and is federally funded by the American Recovery and Reinvestment Act of 2009.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2010-11). For more information on fund codes, see *Appendix B. (Source: PEIMS, March 2012)*

Annual Dropout Rate: For the 2011-12 AEIS Reports, the annual dropout rate methodology for campuses and districts has changed. Per Texas Education (TEC) Code Chapter 39, the following are now excluded from campus and district dropout calculations:

- 1) students who are not eligible for state funding;
- 2) students who were court-ordered into a General Educational Development (GED) program, but who did not earn a GED;
- 3) students who have been incarcerated as adults;
- 4) students coded as refugees or asylees who have not received adequate schooling outside of the United States;
- 5) any students who were previously reported as dropouts to TEA; and
- 6) students in county detention facilities outside of their home district.

Two annual dropout rate indicators are shown:

- (1) *Annual Dropout Rate (Gr 7-8)*. This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2010-11 school year}}{\text{number of grade 7 and 8 students who were in attendance at any time during the 2010-11 school year}}$$

- (2) *Annual Dropout Rate (Gr 9-12)*. This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2010-11 school year}}{\text{number of grade 9-12 students who were in attendance at any time during the 2010-11 school year}}$$

Both annual rates appear on campus, district, region, and state-level AEIS reports. However, the state and region annual dropout rates that are reported on district and campus AEIS reports are calculated without exclusions.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay. For a more

complete description of dropout rates and the change in exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2010-11* reports, available at

http://www.tea.state.tx.us/acctres/dropcomp_index.html

See also *Dropout and Leaver Record*. (Source: PEIMS, Oct. 2010, Oct. 2011 and June 2011)

AP/IB Results: These refer to the results of the College Board's Advanced Placement (AP) examinations and the International Baccalaureate's (IB) Diploma Program examinations taken by Texas public school students. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Many colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

Three values are calculated for this indicator:

- (1) *Tested*. This shows the percent of students in grades 11 and 12 taking at least one AP or IB examination:

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade students taking at least one AP or IB examination}}{\text{number of non-special education 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade students}}$$

The denominator of equation (1) does not include 11th and 12th grade students served in special education; however, all students who took at least one AP or IB examination are included in the numerator. The performance of special education students is included in both the numerator and denominator of the other equations.

- (2) *Examinees >= Criterion*. The percent of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one AP or IB score at or above criterion}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one AP or IB examination}}$$

- (3) *Scores >= Criterion*. This shows the percent of scores at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade AP \& IB examination scores at or above criterion}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade AP \& IB examination scores}}$$

For a more information, see *Criterion Score*. (Sources: *The College Board, Aug. 2011, Jan. 2011; The International Baccalaureate Organization, Aug. 2011, Aug. 2010; and PEIMS, Oct. 2011, Oct. 2010*)

ARD: This refers to the Admission, Review, and Dismissal (ARD) committee that determines the individualized education program (IEP) for every student served in special education. See also *Special Education*.

At-Risk: A student is identified as at risk of dropping out of school based on state-defined criteria (§TEC 29.081). At-risk status is obtained from the PEIMS 110 records. The percent of at-risk students is calculated as the sum of the students coded as at risk of dropping out of school, divided by the total number of students in membership:

number of students coded as at-risk

total number of students

A column showing at-risk student performance is shown on the district, region, and state reports. While this column is not available on the campus-level reports, counts of at-risk students are shown in the *Profile* section of the campus reports (as well as the district, region, and state reports).

The statutory criteria for at-risk status include each student who is under 21 years of age and who:

- 1) was not advanced from one grade level to the next for one or more school years;
- 2) is in grades 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) did not perform satisfactorily on an assessment instrument administered to the student under TEC 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;
- 4) is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 5) is pregnant or is a parent;
- 6) has been placed in an alternative education program in accordance with §TEC 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with §TEC 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 PEIMS to have dropped out of school;
- 10) is a student of limited English proficiency (LEP), as defined by §TEC 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. Section 11302 and its subsequent amendments;
or
- 13) resided in the preceding school year or resides 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.

For 2011-12, the campus-level performance of students who are at-risk of dropping out of school has been added to the AEIS data download site, for all indicators. (*Sources: PEIMS, Oct. 2011; Texas Education Code, 81st Texas Legislature*)

Attendance Rate: Attendance rates reported in AEIS are based on student attendance for the entire school year. Only students in grades 1-12 are included in the calculations.

Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2010-11}}{\text{total number of days students were in membership in 2010-11}}$$

Attendance rates are shown for 2010-11 and 2009-10. (*Source: PEIMS, June 2011, June 2010*)

Auxiliary Staff (*District Profile only*): This shows the Full-Time Equivalent (FTE) count of staff reported without a role but with a PEIMS employment and payroll record. Counts of auxiliary staff are expressed as a percent of total staff. For auxiliary staff, the FTE is simply the value of the percent of day worked. (*Source: PEIMS, Oct. 2011*)

Average Actual Salaries (*regular duties only*): For each professional staff type, the total salary is divided by the total FTE count of staff who receives that salary. The total actual salary amount is pay for regular duties only and does not include supplemental payments for coaching, band and orchestra assignments, and club sponsorships. See *Appendix A* for lists of the PEIMS role IDs included in each category shown.

- *Teachers*. This includes teachers, special duty teachers, and substitute teachers. Substitute teachers are persons hired to replace a teacher who has quit, died, or been terminated; or, persons permanently hired on an as-needed basis.
- *Campus Administration*. This includes principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration*. This includes superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators that are reported with a central office ID and not a specific school ID.
- *Professional Support*. This includes therapists, nurses, librarians, counselors, and other campus professional personnel.

A half-time employee with a reported actual salary of \$30,000 has a full-time equivalent salary of \$60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. (*Source: PEIMS, Oct. 2011*)

Average Teacher Salary by Years of Experience (*regular duties only*): Total pay for teachers within each experience group is divided by the total teacher FTE for the group. The total actual salary amount is pay for regular duties only and does not include supplements. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. (*Source: PEIMS, Oct. 2011*)

Average Years Experience of Teachers: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to the total number of (completed) years of professional experience for the individual in any district. (*Source: PEIMS, Oct. 2011*)

Average Years Experience of Teachers with District: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to tenure, *i.e.*, the number of years employed in the reporting district, whether or not there has been any interruption in service.

Bilingual Education/English as a Second Language Report (*District Performance only*): Changes to §TEC 39.051 passed during the 80th Legislative Session (2007) require districts to report performance for selected AEIS indicators disaggregated by bilingual and English as a Second Language (ESL) instructional models. To accommodate this requirement *Section III* was added beginning with the 2008-09 AEIS reports. *Section III* of the AEIS reports shows the statutorily-required performance indicators disaggregated by twelve columns for students identified as LEP in the current school year.

Current LEP students receiving either Bilingual Education (BE) or ESL program services are presented as a total as well as disaggregated by program instructional model within BE and ESL. Results are also shown for current LEP students who did not receive any BE/ESL services and for current LEP students receiving any services.

For 2011-12, the only indicators shown are: Texas Assessment of Knowledge and Skills (TAKS) Met 2012 Standard (Sum of Grades 10 and 11) and Progress of Prior Year TAKS Failers. Four columns shown in *Section III* are repeated from *Section I*: State, Region, District, and Total LEP.

Section III is included in district, region, and state AEIS reports. The information is not calculated or reported at the campus level. Only 2012 TAKS performance is shown.

For more information on *Section III*, see the sample in *Appendix G*. See also *TAKS and Progress of Prior Year TAKS Failers*. For definitions of the BE/ESL instructional model types, see the *PEIMS Data Standards*.

Campus Group: Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that campus on six characteristics. Comparison groups are provided so that schools can compare their performance to that of other schools with whom they are demographically similar.

The demographic characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically related to performance. They are:

- the percent of African American students enrolled for 2011-12;
- the percent of Hispanic students enrolled for 2011-12;
- the percent of White students enrolled for 2011-12;

- the percent of economically disadvantaged students enrolled for 2011-12;
- the percent of LEP students enrolled for 2011-12; and
- the percent of mobile students as determined from 2010-11 cumulative attendance.

All schools are first grouped by type (elementary, middle, secondary, or multi-level). Then the group is determined on the basis of the most predominant features at the target school. For example, assume a high school has 40.5% African American, 20.9% Hispanic, 32.5% White, 35.6% economically disadvantaged, 11.2% LEP, and 21.7% mobile students. Of these features, the most predominant (*i.e.*, the largest) is the percent of African American students, followed by the percent of economically disadvantaged students, the percent of White students, the percent of mobile students, the percent of Hispanic students, and finally, the percent of LEP students. The following steps illustrate the group identification process:

- Step 1: 100 secondary campuses having percentages closest to 40.5% African American are identified;
- Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of 35.6% economically disadvantaged;
- Step 3: 10 of the remaining 90 schools that are most distant from 32.5% White students are eliminated;
- Step 4: 10 of the remaining 80 schools that are most distant from 21.7% mobile students are eliminated;
- Step 5: 10 of the remaining 70 schools that are most distant from 20.9% Hispanic students are eliminated;
- Step 6: 10 of the remaining 60 schools that are most distant from 11.2% LEP students are eliminated; and
- Step 7: 10 of the remaining 50 schools that are most distant from 20.9% Hispanic students and/or 32.5% White students are eliminated. (This last reduction step is based on the least predominant characteristics among the four student groups evaluated in the accountability system: African American, Hispanic, White, and economically disadvantaged.)

The final group size is 40 schools. This methodology creates a unique comparison group for every campus. Please note the following:

- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation.
- The following schools do not have a comparison group:
 - Disciplinary alternative education programs (DAEP) and juvenile justice alternative education programs (JJAEP);

- Campuses with a high grade of 3 or less, or only grade 12;
 - Campuses rated under the Alternative Education Accountability system in 2011;
 - Campuses that only test students served by special education;
 - Paired campuses;
 - Campuses with fewer than nine students;
 - Campuses that did not test students on the TAKS in 2011;
 - Campuses that only tested grade 3 TAKS in 2011; and
 - Campuses that were rated in 2011 using Special Analysis for small number tested.
- Districts are not grouped.

In the *Performance* section of a campus AEIS report, the value given in the Campus Group column is the *median* of the values from the 40-school group for that campus. (The *median* is defined as that point in the distribution of values, above and below which one-half of the values fall.) In the *Profile* section of the report, the value given in the Campus Group column is the average value. If a report contains question marks (?) in the Campus Group column, this means there were too few schools in the comparison group (specifically, fewer than 25 schools) to have confidence in the *median* values. Such small numbers are considered too unstable to provide an adequate comparison group value.

See *Appendix D* for a sample *Campus Comparison Group* report with explanations.

Campus #: The campus number is the unique 9-digit identifying number assigned to every Texas public school. It consists of the county number (assigned alphabetically from 001 to 254), followed by the district number (9__ is used primarily for regular districts, 8__ for charter operators), and ending with the campus number (generally 00_ for high schools, 04_ for middle schools, and 1__ for elementary schools).

Class Size Averages by Grade and Subject: These values show the average class size for elementary classes (by grade) and for secondary classes (by subject) for selected subjects. Districts report actual class sizes through the PEIMS 090 (Staff Responsibility) record. Each 090 record is unique by campus ID, staff ID, service ID, and class ID number.

The methodology for averaging class size differs depending on whether the class is elementary or secondary due to differences in reporting practices for these two types of teacher schedules. For secondary classes, each unique combination of teacher and class time is counted as a class. Averages are determined by summing the number of students served (in a given subject at the campus) and dividing by the calculated count of classes.

For elementary classes, the number of records reported for each grade is considered. A teacher teaching all subjects to the same group of fourth graders all day will have only one record indicating the total number of fourth grade students served. However, an elementary teacher who teaches a single subject to five different sections of fourth graders each day will have five separate records reported, each with a unique count of students served. For example, one 4th grade science teacher teaches 5 science classes each day with: 18, 20, 19, 21, and 22 students in the different classes. That is a total of 100 students taught in 5 sections, 100 divided by 5 gives an average class size of 20 for that teacher.

The following rules apply to the average class sizes:

- 1) classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation;
- 2) subjects in the areas of English language arts (ELA), mathematics, science, social studies, foreign language, computer science, business education, career and technical, and self-contained are included in the calculation;
- 3) classes where the number of students served is reported to be zero are not included;
- 4) service codes with the "SR" prefix are not included;
- 5) teacher roles coded as "teacher" and/or "substitute teacher" are included;
- 6) only class settings coded as "regular class" are included in the calculation;
- 7) missing partial FTE counts are not included;
- 8) elementary classes where the number of students exceeds 100 are not included.

College Admissions Tests: See *SAT/ACT Results*.

College Readiness Indicators: These indicators are grouped together to help provide a picture of college preparedness at a given high school or for a specific district. They can be used by educators as they work to ensure that students are able to perform college-level course work at institutions of higher education.

For 2011-12, the indicators include:

- Advanced Course/Dual Enrollment Completion;
- Recommended High School Program/Distinguished Achievement Program Graduates;
- AP/IB Results;
- Texas Success Initiative (TSI) Higher Education Readiness Component;
- SAT/ACT Results; and
- College-Ready Graduates.

College-Ready Graduates: To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. The criteria for each are:

Subject	Exit-level TAKS		SAT		ACT
ELA	>= 2200 scale score on ELA test AND a "3" or higher on essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Math	>= 2200 scale score on mathematics test	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

Three values are calculated for this indicator:

- (1) *Eng Lang Arts*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT English language arts tests.

number of graduates who scored at or above the *College-Ready* criterion for ELA

number of graduates (class of 2011) with ELA results to evaluate

- (2) *Mathematics*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT mathematics tests.

number of graduates who scored at or above the *College-Ready* criterion for mathematics

number of graduates (class of 2011) with mathematics results to evaluate

- (3) *Both Subjects*. This shows the percent of graduates who scored at or above the criterion score on *both* the ELA and mathematics tests for TAKS, SAT, or ACT.

number of graduates who scored at or above the *College-Ready* criteria on
both ELA & mathematics

number of graduates (class of 2011) with results in both subjects to evaluate

This indicator differs from the TSI – Higher Education Readiness Component, in several ways:

- it includes performance on the SAT and ACT;
- it is based on prior year graduates rather than current year 11th graders;
- it provides an overall measure of both subjects combined; and
- performance is tied to the campus and district where the student graduated, while the TSI indicator uses the campus and district where the TAKS tests were administered.

Performance on the exit-level TAKS includes performance on TAKS (Accommodated). Neither TAKS-Modified nor TAKS-Alternate performance is included in this indicator.

(Sources: TEA Student Assessment Division, *The College Board*, Aug. 2011, Aug. 2012, ACT, Inc. Oct. 2011, Oct. 2010; and PEIMS, Oct. 2011, Oct. 2010)

Community Services (2010-11) (*District Profile only*): Expenditures for activities or purposes other than regular public education. These are activities relating to the whole community, such as the operation of a school library, swimming pool, and playgrounds for the public (objects 6100-6400, function 61). Community Services expenditures are shown as a stand-alone amount and are not included in total operating expenditures.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2010-11). See also *Appendix B*. (Source: PEIMS, March 2012)

Comparable Improvement (*Campus-level only*): There are no Comparable Improvement reports for 2011-12. This measure is based on comparing two years of results on the state-mandated examination to determine the growth of student performance. In the future, a new progress measure will be developed for the STAAR tests.

Completion Rate: These longitudinal rates show the percentage of students from a class of beginning ninth graders who, by the fall following their anticipated graduation date, graduate, remain enrolled, receive General Educational Development (GED) certificates, or drop out. Three rates are shown:

(1) *4-Year Completion Rate (Gr 9-12)*. The students in this cohort first attended ninth grade in 2007-08. They are followed through their expected graduation with the class of 2011. The rate includes graduates as well as students who continued their education in the 2011-12 school year. Four student outcomes are shown:

- *Graduated*. Based on the 2007-08 cohort, this shows the percent who received their high school diploma on time or earlier — by August 31, 2011. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2011}}{\text{number of students in the 2007-08 cohort (with mandated exclusions)*}}$$

- *Received GED*. Based on the 2007-08 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2011. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2011}}{\text{number of students in the 2007-08 cohort (with mandated exclusions)*}}$$

- *Continued High School*. Based on the 2007-08 cohort, this shows the percentage still enrolled as students in the fall of the 2011-12 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled for the 2011-12 school year}}{\text{number of students in the 2007-08 cohort (with mandated exclusions)*}}$$

- *Dropped Out*. Based on the 2007-08 cohort, this shows the percentage who dropped out and did not return by the fall of the 2011-12 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2011-12 school year}}{\text{number of students in the 2007-08 cohort (with mandated exclusions)*}}$$

These four outcomes sum to 100% (some totals may not equal exactly 100% due to rounding).

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, or 87. Also—new for 2011-12—this rate is shown with exclusions that are newly mandated in statute. See *Annual Dropout Rate* for a list of the exclusions.

(2) *4-Year Graduation Rate without Exclusions (Gr 9-12)*. This cohort consists of students who first attended ninth grade in 2007-08. They are followed through their expected graduation with the class of 2011. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2011}}{\text{number of students in the 2007-08 cohort **}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, or 87. Note that students excluded from the *4-Year Completion Rate (Gr 9-12)* are not excluded from this rate.

- (3) *5-Year Extended Graduation Rate without Exclusions (Gr 9-12)*. This cohort consists of students who first attended ninth grade in 2006-07. They are followed for five years, to see if they graduated within a year after their expected graduation with the class of 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2011}}{\text{number of students in the 2006-07 cohort***}}$$

***The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, or 87. Note that the newly mandated exclusions are not applied to this rate.

Cohorts:

- A student who *transfers into the cohort* is one who, for example, moves into the cohort from another high school in Texas or from out of state.
- A student who *transfers out of the cohort* is one who, for example, moves to another public high school in Texas; note that these students are then *transferred into the cohort* of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked, and students who leave for these reasons are not included in completion or graduation rate calculations.
- Students do not change cohorts even if they repeat a grade or skip a grade. If they begin with the 2007-08 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 2007-08, but takes 5 years to graduate (*i.e.*, in May 2012) is still part of the class of 2011 cohort; they are not switched to the class of 2012 cohort. This student would be considered a continuing student, and counted as part of the *Continued HS* number for the class of 2011.

Other important information:

- State and region-level completion and graduation rates do not exclude any students. For this reason those columns show “N/A” for *4-Year Completion Rate (Gr 9-12)* on district and campus-level AEIS reports. The state and region-level AEIS reports show this data without exclusions.
- Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.
- Beginning with the 2011 accountability cycle, the methodology for calculating completion rates was expanded. The expanded methodology creates completion rates for campuses with grade 9 and either grade 11 or 12 in both year 1 (2007-08) and year 5 (2011-12); or, campuses with grade 12 in both year 1 and year 5. High schools that do not meet these requirements do not show a rate on this indicator in 2012.
- Completion rates for districts serving Texas Juvenile Justice Department (TJJD), Texas Juvenile Probation Commission (TJPC), or Texas Youth Commission (TYC) facilities do not include students from the facilities unless the students have been attributed to

regular campuses in the district of service through *campus of accountability* procedures.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2010-11*. (Sources: PEIMS, Oct. 2011, June 2011, Oct. 2010, June 2010, Oct. 2009, June 2009, Oct. 2008, June 2008, Oct. 2007, June 2007, Oct. 2006, June 2006, June 2005, June 2004, June 2003, June 2002, and General Educational Development Information File)

Criterion Score: This refers to the scores on the SAT and ACT college admissions tests, the AP and IB tests, and the College-Ready Graduates indicator. For the college admissions tests, the criterion scores are at least 24 on the ACT (composite) and at least 1110 on the SAT (critical reading and mathematics combined). For AP and IB tests, the criterion scores are at least 3 on AP tests, and at least 4 on IB tests. For College-Ready Graduates criterion scores, see *College-Ready Graduates*.

Please note that each college and university establishes its own score criteria for admitting or granting advanced placement or credit to individual students. See also *SAT/ACT Results* and *AP/IB Results*.

Data Quality (District Profile only): The AEIS reports show the percent of errors a district made in two key data submissions: 1) the Person Identification Database (PID) Error rate in PEIMS Student Data, and 2) the percent of Underreported Students in PEIMS Student Leaver Data.

- (1) *PID Error Rate.* The PID system ensures that each time information is collected for a student the identifying information matches other data collections for that student. This allows student data to be linked, such as enrollment records, which are collected in October, to attendance records, which are collected in June; or data to be matched across years. It also helps maintain student confidentiality by assigning an ID that does not divulge the student's identifying information.

During the data submission process each district has the ability to run PID Discrepancy Reports that show any PID errors found. The district then has time to correct the errors before its submission is finalized. While the PID error rate has declined significantly over the years, any amount of error has a detrimental effect on the calculation of longitudinal measures such as the 4-year dropout rate and the high school completion rate. The AEIS reports show the PID error rate in PEIMS Student Data, collected in Submission 1 (*October 2011*).

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2011)}}{\text{number of student records in PEIMS submission 1 (fall 2011)}}$$

- (2) *Percent of Underreported Students.* Underreported students are 7th-12th graders who were enrolled at any time the prior year and who were not accounted for through district records or TEA processing in the current year. A district is required to submit a leaver record for any student served in grades 7-12 the previous year, unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to

the district by the end of the school-start window (for 2011-12 the end of the school-start window was September 30, 2011). For students who attended in 2010-11, there were 17 possible leaver reasons, including: graduated, died, or dropped out. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of grade 7-12 students who were served in the district in the 2010-11 school year}}$$

Distinguished Achievement Program: See *RHSP/DAP Graduates*.

Dropout: A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a GED certificate, continue school outside the public school system, begin college, or die.

Dropout counts are obtained from PEIMS records. Based on the attendance and enrollment records of all districts, the records of Texas graduates from 2009-10 and earlier, and GED certificate records, TEA identifies students for whom districts do not need to submit leaver records. School districts must account for all other students through the submission of leaver reasons. The leaver record provides 17 possible reasons for leaving school in 2010-11, including three which indicate the student is a dropout (codes 88, 89, and 98).

Note that for 2011-12, some students are excluded from the dropout rate. For more information, see *Annual Dropout Rate*. (Source: *PEIMS, Oct. 2011*)

Dropout Rate: See *Annual Dropout Rate*.

Economically Disadvantaged: The percent of economically disadvantaged students is calculated as the sum of the students coded as eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students:

$$\frac{\text{number of students coded as eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

See also *Campus Group* and *Total Students*. (Source: *PEIMS, Oct. 2011, Oct. 2010; and TEA Student Assessment Division*)

Educational Aides: Educational aides are staff who are reported with a role ID of 033 (Educational Aide), 036 (Certified Interpreter), or 037 (Non-Certified Interpreter). These aides are referred to as paraprofessional staff. The FTE counts of educational aides are expressed as a percent of the total staff FTE. (Source: *PEIMS, Oct. 2011*)

English Language Learners Progress Indicator: This indicator is not available for the 2011-12 AEIS reports.

Enrollment: See *Total Students*.

Equity Transfers (2010-11) (District Profile only): The amount “excluded from revenues” is the expenditures reported by districts for reducing their property wealth to the required equalized wealth level (function 91). The amount “excluded from expenditures” is the expenditures reported by districts for the cost of reducing their property wealth to the required equalized wealth level (function 91).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2010-11). See also *Appendix B. (Source: PEIMS, March 2012)*

Ethnic Distribution: Students and staff are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. In the *Profile* section, both counts and percentages of the total number of students and staff in each of these categories are shown.

For some performance measures—Completion Rate and TAKS Exit-level—the groups of Asian, Pacific Islander, and Two or More Races have no data available for the prior school year since the former definitions were in use that year.

(Source: PEIMS, Oct. 2011, Oct. 2010; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

FTE: Full-Time Equivalent.

Fund Balance Information (*District Profile only*): The amount of undesignated, unreserved fund balance that existed at the end of the 2010-11 school year is reported for each district.

The unreserved fund balance is not legally restricted and has two components: designated and undesignated. The designated component requires local board action to earmark the balance for bona fide purposes that will be fulfilled within a reasonable period of time. The undesignated component is available to finance monthly operating expenditures.

The amount reported in the AEIS report is the undesignated component, calculated as the difference between the total unreserved fund balance and the designated unreserved fund balance. This balance amount is expressed as a percent of the total budgeted expenditures (for the general fund) for the current year (2011-12) as specified in statute.

A district can have a negative, undesignated, unreserved fund balance when the district's reserved fund balance is greater than the district's total fund balance.

Note that while other finance items are now reported as actual, fund balance information is still expressed as a percent of total *budgeted* expenditures for the current year as required in statute. *(Source: Financial Audit Report, Jan. 2012)*

General Fund: This is a governmental fund used for operations of on-going organizations and activities. The amounts reported in this fund classification are reported separately from All Funds. General fund reporting includes codes 101-199, 266 and 420. Fund 420, Foundation School Program and Other State Aid, is included in the general fund for charter schools only. Fund 266, State Fiscal Stabilization Fund (beginning fiscal year 2008/2009), is also included in the general fund and is federally funded by the American Recovery and Reinvestment Act of 2009.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2010-11). See also *Appendix B. (Source: PEIMS, March 2012)*

Gold Performance Acknowledgment: There are no *Gold Performance Acknowledgments* for 2012.

Graduates (Class of 2011): Shown in the *Profile* section, this is the total number of graduates (including summer graduates) for the 2010-11 school year, as reported by districts in the fall of 2011. The value includes 12th graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals, and are also reported as a separate group. Special education graduates are students who graduated with a special education graduation type code or who received special education services their entire senior year (as determined by attendance data). Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2011 could be coded with one of the following graduation types:

- Minimum High School Program
- Recommended High School Program
- Distinguished Achievement Program
- Special Education student completing an individualized education program (IEP)

Counts of graduates are calculated slightly differently for three graduation-related indicators on the *Performance* section of the AEIS report:

- SAT/ACT results do not indicate whether the examinee is served in special education; therefore, there is no way to know if a student taking the SAT or ACT is served in special education. However, because relatively fewer students served in special education take college admissions tests, only non-special education graduates are included in the denominator.
- The *RHSP/DAP* indicator as well as the *College-Ready Graduates* indicator include all graduates, special education and non-special education, in both the numerator and denominator.

See also *College-Ready Graduates, Completion Rate, and RHSP/DAP Graduates*.
(Source: PEIMS, Oct. 2011)

Graduation Rate: See *Completion Rate*.

Instructional Expenditure Ratio (2010-11): This measure, required by TEC §44.0071, indicates the percentage of the district's total actual expenditures for the 2010-11 fiscal year that were used to fund direct instructional activities. The instructional expenditure ratio is a district-level only measure, and is calculated as follows:

$$\frac{\text{expenditures reported in function codes 11, 12, 13, 31 and object codes 6112 through 6499}}{\text{expenditures reported in function codes 11-52, 92, and 95 and object codes 6112 through 6499}}$$

For 2011-12, this district-level item has been added to the campus reports. Because it is only reported at the district level, the campus column is blank.

Contact the Division of State Financial Review at (512) 463-9095 for further details on this measure. See *Appendix B* for function and expenditure code labels. (Source: PEIMS, March 2012)

Instructional Staff Percent: This measure, required by TEC 44.0071, indicates the percentage of the district's full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2011-12 school year. The instructional staff percent is a district-level-only measure, and is calculated as follows:

$$\frac{\text{total number of hours district staff reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

For 2011-12, this district-level item has been added to the campus reports. Because it is only reported at the district level, the campus column is blank.

Contact the Division of State Financial Review at (512) 463-9095 for further details about this measure. (*Source: PEIMS, Oct. 2011*)

International Baccalaureate (IB): See *AP/IB Results*.

Leaver Record: In determining the status of prior year 7th through 12th grade students who are no longer enrolled at a Texas public school, TEA reviews attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records. Districts, for their part, are required to submit a leaver code for all other students. This group of "leavers" includes students such as those who graduated, enrolled in school in another state, returned to their home country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

See *Data Quality*. See also the *Secondary School Completion and Dropouts in Texas Public Schools, 2010-11* reports, available at

http://www.tea.state.tx.us/acctres/dropcomp_index.html

(*Source: PEIMS, Oct. 2011*)

Limited English Proficient (LEP): These are students identified as LEP by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all students identified as LEP receive bilingual or English as a second language instruction, although most do. In the *Profile* section of the reports, the percent of LEP students is calculated by dividing the number of LEP students by the total number of students in the school or district.

The LEP column in the *Performance* section shows the performance of students identified as LEP in the current year only; students who are no longer considered LEP are not included in this column.

Section III of the district, region, and state reports shows the performance of LEP students in greater detail. See *Bilingual Education/English as a Second Language Report* and *Appendix G*. See also *Campus Group*. (*Source: PEIMS, Oct. 2011*)

Mobility (Campus Profile only): A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (*i.e.*, has missed six or more weeks at a particular school).

$$\frac{\text{number of mobile students in 2010-11}}{\text{number of students who were in membership at any time during the 2010-11 school year}}$$

This rate is calculated at the campus level. The mobility rate shown in the *Profile* section of campus reports under the “district” column is based on the count of mobile students identified at the campus level. That is, the district mobility rate reflects school-to-school mobility, within the same district or from outside the district. For 2011-12, district-level mobility has been added to the AEIS data download of district data. See also *Campus Group*. (Source: PEIMS, June 2011)

n/a: This indicates that data are not available or are not applicable.

Non-Educationally Disadvantaged: This is a new item for the 2011-12 AEIS reports. It is the complementary count and percent to Economically Disadvantaged. That is, it is defined as those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance.

Number of Students per Teacher: This shows the total number of students divided by the total teacher FTE count. (Source: PEIMS, Oct. 2011)

Paired Schools: For 2011-12, schools were paired for purposes of determining the Adequate Yearly Progress (AYP) status, as required by the federal Elementary and Secondary Education Act (ESEA). Schools that reported enrollment but did not have grades in which the state-mandated test was given (e.g. K-2 schools), were paired with schools with which they have a “feeder” relationship to determine AYP status. For example, assuming Travis Primary (K-2) feeds students into Navarro Elementary (3-5), the district would pair these two schools for AYP purposes. This means that the test performance of Navarro Elementary was also used for assigning an AYP status to Travis Primary. See pages 62-64 of the 2012 AYP Guide, at <http://ritter.tea.state.tx.us/ayp/2012/index.html> for more information on the AYP pairing process. Note that some schools that did not receive an AYP status (e.g. 12th grade centers) were also paired.

PBM Special Education Monitoring Results Status: This label appears on the cover of AEIS reports for districts with a special education monitoring status. For an explanation of each label, see *Appendix F*.

Performance of Mobile Students (State Performance only): This additional report shows the aggregate state-level performance of students who were excluded from the district accountability subset due to mobility across districts between October and the time of testing. It is calculated for each TAKS subject as:

$$\frac{\text{number of mobile students who passed each test}}{\text{number of mobile students tested}}$$

These results are shown at <http://ritter.tea.state.tx.us/perfreport/aeis/2012/state.html>. Scroll down to *Performance of Mobile Students* (past the TAKS indicators) and click on the link.

The report shows performance by subject summed across all grades tested.

This indicator is not available at the region, district, or campus level. (Source: TEA Student Assessment Division)

Professional Staff: This is a full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and, on the district profile, central administrators. Staff are grouped according to the PEIMS roles reported. Each type of professional staff is

shown as a percentage of the total staff FTE. See also *Appendix A. (Source: PEIMS, Oct. 2011)*

Progress of Prior Year TAKS Failers: This indicator provides two measures that show the progress of students who failed the English language arts (ELA) portion or the mathematics portion of the TAKS in the prior year. Note that for the 2011-12 AEIS reports, only performance for grades 10 and 11 is available.

Percent of Failers Passing TAKS (Sum of Grades 10 and 11). Of the students who failed the TAKS, including TAKS (Accommodated) and TAKS-Modified, in the prior year, this measure shows the percent that passed the corresponding assessment in the current year.

For 2012, the reported values for ELA and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2011 but passed in 2012}}{\text{number of matched students who failed in 2011}}$$

For 2012, students included in this measure are those who:

- took the spring 2012 TAKS ELA and/or mathematics tests in grades 10-11;
- are part of the 2012 Accountability Subset (see *TAKS*);
- can be matched to the spring 2011 TAKS administration—anywhere in the state—to find their prior year score for ELA and/or mathematics;
- failed the 2011 TAKS administration of ELA and/or mathematics.

(Source: TEA Student Assessment Division)

Recommended High School Program: See *RHSP/DAP Graduates*.

Retention Rates by Grade: The retention rate, reported in the *Profile* section, shows the percent of students in Texas public schools who enrolled in the fall of 2011-12 in the same grade as their grade in the last reported six-week period of the prior year (2010-11). It is calculated as follows:

$$\frac{\text{total students not advanced to the next grade}}{\text{total students advanced to the next grade} + \text{total students not advanced to the next grade}}$$

Special education retention rates are calculated and reported separately from the rates of non-special education students because local retention practices differ greatly between these two populations of students.

The AEIS report only shows retention rates for grades K-8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2010-11*, available from TEA. *(Source: PEIMS, Oct. 2011, June 2011)*

RHSP/DAP Graduates: This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. It is calculated as follows:

$$\frac{\text{number of graduates reported with graduation codes for Recommended High School Program or Distinguished Achievement Program}}{\text{number of graduates}}$$

RHSP graduates are students with codes 15, 19, 22, 25 or 28; DAP graduates are students with codes 17, 20, 23, 26 or 29. See the *PEIMS Data Standards* for more information.

See also *Graduates*. (Source: *PEIMS, Oct. 2011, Oct. 2010*)

SAT/ACT Results: These include the College Board’s SAT and ACT, Inc.’s ACT Assessment. Both testing companies annually provide the agency with testing information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken.

Three values are calculated for this indicator:

- (1) *Tested*. This shows the percent of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of non-special education graduates}}$$

Note that “graduates” in the denominator of equation (1) does not include special education graduates; however, special education graduates who took either the SAT or ACT are included in the numerator. The performance of special education students is included in both the numerator and denominator of the other equations. (See *Graduates*.)

- (2) *At/Above Criterion*. This shows the percent of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\text{number of examinees who scored at or above criterion on either or both examinations}}{\text{number of examinees}}$$

- (3) *Average Score*. This shows the average score for the SAT critical reading and mathematics combined and the average score for the ACT composite, calculated as follows:

$$\frac{\text{total score (mathematics plus critical reading) for all students who took the SAT}}{\text{number of students who took the SAT}}$$

and

$$\frac{\text{total composite score for all students who took the ACT}}{\text{number of students who took the ACT}}$$

Despite the addition of the *writing* portion of the SAT, the criterion score continues to be based on mathematics and critical reading only.

See also *Criterion Score*. (Sources: *The College Board, Aug. 2011, Jan. 2011; ACT, Inc. (ACT) Oct. 2011, Oct. 2010; and PEIMS, Oct. 2011, Oct. 2010*)

School Type: For purposes of creating the Campus Groups, schools are placed into one of four classifications based on the lowest and highest grades in which students are enrolled at the school (*i.e.* in membership): *elementary*, *middle* (including junior high school), *secondary*, and both *elementary/secondary* (K-12). Generally speaking, elementary schools are PK-5 or PK-6, middle schools are 6-8, and secondary schools are 9-12.

Schools with grade spans that do not exactly match these are grouped with the school type most similar to their grade span. For exact details on the low and high grade combinations included with each type see the “2012 School Types Chart” at:

http://ritter.tea.state.tx.us/perfreport/account/2012/schtype_chart.html

Section III: Bilingual Education/English as a Second Language Report (*district only*):

See *Bilingual Education/English as a Second Language Report*.

Special Education: This refers to the population served by programs for students with disabilities. Assessment and other decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties.

For 2011-12, students in grades 10 and 11 may have taken the regular TAKS, TAKS (Accommodated), or TAKS-M. Other indicators that include the performance of students in special education are: advanced course/dual enrollment completion, attendance rate, annual dropout rates, college-ready graduates, completion rates, RHSP/DAP, TAKS exit-level cumulative pass rate, and the Texas Success Initiative. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates are shown separately for special education and non-special education students. See also *TAKS Special Education Assessments*. (Source: PEIMS, Oct. 2011, Oct. 2010, and TEA Student Assessment Division)

Special Education Compliance Status: See *PBM Special Education Monitoring Results Status*.

STAAR (State of Texas Assessments of Academic Readiness): No STAAR results are shown on the 2011-12 AEIS reports, since performance standards were not finalized for the grades 3–8 STAAR assessments prior to the publication of the 2012 AEIS reports. Results of the spring and summer 2012 STAAR EOC assessments at the state, region, district, and campus levels can be accessed online at <http://www.texasassessment.com>.

Staff Exclusions: These are counts of individuals who serve public school students, but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* work in schools located in districts other than their employing district, or their assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person’s total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed

to supplying instructional staff for the district. They are never employees of the reporting school district. (*Source: PEIMS, Oct. 2011*)

Standardized Local Tax Base (comptroller valuation) (*District Profile only*): The Comptroller conducts a study each year that uniformly evaluates the property values within school district boundaries. Locally assessed values may vary from the Comptroller's study values. The values certified by the Comptroller's Property Tax Division (Comptroller Valuation) are standardized in that they are deemed to be comparable across the state. Note that the values shown are final for tax year 2011. This is not the property value used for school funding calculations.

- *Value (after exemptions)*. This refers to the market value of all property in a district, minus certain exemptions and deductions. The value after exemptions reflects deductions for the state-mandated homestead exemptions, the disabled veterans' exemptions, the school tax ceiling for homeowners over age 65 or disabled, and other state-mandated exemptions.
- *Value per Pupil*. This refers to school district property value, or Standardized Local Tax Base, divided by the total number of students. This per pupil figure is one definition of "wealth." Note that the values shown are final for tax year 2011. At the state level, the per pupil amount is created by dividing by the total number of students in districts with property value. Some districts do not have property value; their students are not included.
- *Value by Category*. This shows aggregates of individual property tax categories expressed as a percent of the Comptroller's property value *before* the exemptions are applied. Thus, the sum of the category values will exceed the value used for per pupil calculations. Note that the values shown are final for tax year 2011.
 - Business –
 - real property: commercial and industrial;
 - real and tangible personal property: utilities; and
 - personal property: commercial and industrial.
 - Residential – real property: single-family, residential; multifamily, residential; and inventory.
 - Land – real property: vacant lots and tracts; acreage at market value, and farm and ranch improvements; acreage at productivity value.
 - Oil and Gas – real property: oil, gas, and other minerals.
 - Other – tangible personal property: other; and intangible personal property.

(*Source: Texas Comptroller of Public Accounts, July 2012*)

Student Enrollment by Program: Students are identified as served in programs and/or courses for Special Education, Career and Technical Education, Bilingual/ESL Education, or Gifted and Talented Education. The percentages do not sum to 100, as a student may be enrolled in more than one of these programs. (*Source: PEIMS, Oct. 2011*)

Student Success Initiative (SSI): For the 2011-12 school year the student success initiative was suspended. No performance information is available to report.

Students by Grade: Percentages are calculated by dividing the number of students in each grade by the total number of students. (*Source: PEIMS, Oct. 2011*)

Students with Disciplinary Placements: Counts and percents of students placed in alternative education programs under Chapter 37 of the *Texas Education Code* (Discipline; Law and Order) are shown (for the 2010-11 school year) in the AEIS reports. Disciplinary placement counts are obtained from PEIMS records. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program (DAEP) or juvenile justice alternative education program (JJAEP). It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2011-12, the following 19 codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (*Source: PEIMS, June 2011*)

TAKS (Texas Assessment of Knowledge and Skills): The TAKS, a comprehensive testing program for public school students, was administered to students in grades 3–11 from 2003 to 2011. For 2012, only students in grades 10 and 11 were administered the TAKS.

A new set of tests, the State of Texas Assessments of Academic Readiness (STAAR) were administered in 2012 to students in grades 3-9. Due to the transition and the time needed to set standards on the STAAR, no STAAR results are available on the 2011-12 AEIS reports.

The following TAKS performance is shown:

- *By Grade for grades 10 and 11.* For the following subjects: English language arts (ELA), mathematics, science, and social studies.
- *Sum of Grades 10 and 11.* Three indicators are shown which sum TAKS results (by subject) across grades.
 - *TAKS Met 2012 Standard (Sum of Grades 10 and 11).* This measure includes performance of students who took the TAKS, as well as those who were administered the TAKS (Accommodated) and TAKS-Modified (TAKS-M).
 - *TAKS Commended Performance (Sum of Grades 10 and 11).* This measure includes performance of students who took the TAKS, as well as those who were administered the TAKS (Accommodated) and TAKS-M.
 - *TAKS-M Met 2012 Standard (Sum of Grades 10 and 11).* This measure shows the percent of those students who met the TAKS passing standard on the TAKS-M assessment.

Other Information:

- *Prior Year.* No prior year (2011) performance is shown for the TAKS.
- *TAKS-Alternate.* TAKS-Alt was not administered in 2012.

- *Sum of all grades tested.* This refers to the grades tested at the particular school. For example, the percent passing ELA in a high school with a grade span of 9-12 is calculated as follows:

$$\frac{\text{number of students who passed the ELA test in grades 10 \& 11}}{\text{number of students who took the ELA test in grades 10 \& 11}}$$

- *Rounding of Met Standard Percent.* TAKS performance on the AEIS is rounded to whole numbers. For example, 59.877% is rounded to 60%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *Masking for Very High and Very Low Performance.* Since 2004, very stringent masking rules have applied to results for the TAKS. In cases where performance is at or near 100%, the value is shown as “>99%.” In cases where performance is at or near 0%, the value is shown as “<1%.” It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act* (FERPA). For more information about the masking rules employed on the AEIS reports, see the “Explanation of AEIS Masking Rules” at:

<http://ritter.tea.state.tx.us/perfreport/aeis/2012/masking.html>

- *Accountability Subset.* Only test takers who were enrolled on the last Friday in the previous October are included in the calculations shown on the AEIS reports. This is referred to as the “October subset” or the *Accountability Subset*. For the district, a student who moved into the district after October 28, 2011 would not have his performance included with any district or campus. At the campus level, a student who changed to a different campus within the same district after October 28, 2011 would not have his performance included at that or any other school, though it would be included at the district level.
- *All Tests Taken.* This measure is shown on the AEIS reports, both “by grade” and “summed across grades.” The value shows the percent of students who passed every test they took. For example, a group of 100 students tested in ELA, social studies, science and mathematics at the 10th grade might have the following results: 90 students passed ELA, 70 students passed social studies, 75 students passed science, and 80 students passed mathematics. However, only 60 of those students passed ALL assessments. For this reason, while the percent passing ELA would be 90%, social studies 70%, science 75% and mathematics 80%, the percent passing *All Tests Taken* would be 60%, not an average of 90%, 70%, 75%, and 80%. *All Tests Taken* is always equal to or less than the percent of students who passed any of the individual subject areas. The more tests taken and considered for this measure, the more likely the *All Tests Taken* value will be lower than any of the individual subject areas.

See also *Appendix E. (Source: TEA Student Assessment Division)*

TAKS (Accommodated): This is the same as the general TAKS assessment with certain format accommodations such as larger font and fewer items per page. It also contains no embedded field-test items. It is administered in all grades and subjects and is included in every TAKS measure shown on the AEIS.

TAKS-Alternate (TAKS-Alt): The TAKS-Alt assessment was not administered in 2012.

TAKS Commended Performance: This measure refers to the highest performance level on the TAKS, as set by the State Board of Education. Students who achieve Commended Performance have shown a thorough understanding of the knowledge and skills at their grade level. For 2011-12, this indicator includes performance on TAKS (Accommodated) and TAKS-M tests.

TAKS Exit-level Cumulative Pass Rate (*District Performance only*): The TAKS cumulative pass rate shows the percent of students who first took the TAKS exit-level test in spring 2011, and eventually passed all TAKS tests taken (in the same district) by spring 2012. (Students who failed the first time had four additional opportunities to retake test(s) before their graduation date.) This measure is intended to show the relative success of districts in their efforts to help all their students pass the exit-level TAKS, which is a requirement for graduation from Texas public schools. Performance on the TAKS (Accommodated) is included; performance on the TAKS-M and TAKS-Alt tests is not included.

Test takers included in the *TAKS Exit-level Cumulative Pass Rate* for the class of 2012:

- Any student who took the TAKS or TAKS (Accommodated) for the first time in spring 2011.
- All special education students who took any TAKS or TAKS (Accommodated) test.
- All above students, whether or not they were in the *Accountability Subset* in spring 2011.

Test takers NOT included in the *TAKS Exit-level Cumulative Pass Rate*:

- Students who first took the exit-level test in District A, did not pass all sections and then moved to District B and retested. These students are taken out of both the numerator and denominator, whether or not they eventually passed all tests taken.
- Students who moved out of state, left the country, or died before passing all tests taken. These students are in the denominator but not the numerator. They cannot be removed because they are not specifically identified in the data.
- Students who dropped out of school before passing all tests taken are in the denominator but not the numerator.
- Students who moved into the state after the spring of 2011 are not included, even if they took the TAKS and graduated with the class of 2012.
- Performance is disaggregated according to the new definitions for race and ethnicity. For this reason, “N/A” is shown for those racial categories that did not exist within the former definitions for 2011.

(Source: TEA Student Assessment Division)

TAKS-Modified (TAKS-M): This alternate assessment is based on modified academic achievement standards and is designed for students served by special education who meet certain participation requirements. TAKS-M results are available on the 2011-12 AEIS

reports by subject, summed across grades in *TAKS-M Met 2012 Standard (Sum of Grades 10 and 11)*. The percent meeting the standard is calculated as:

$$\frac{\text{number of students who passed TAKS-M [subject] test in grades 10 and 11}}{\text{number of students who took the TAKS-M [subject] test in grades 10 and 11}}$$

Unless otherwise noted, for other TAKS measures shown on the AEIS, performance on the TAKS-M tests is included. (*Source: TEA Student Assessment Division*)

TAKS Participation: This section of the AEIS reports is not available for 2011-12.

TAKS Special Education Assessments: For students receiving special education services, the ARD committee determines which TAKS assessment is appropriate for each student based, on his/her individual needs. For 2011-12, assessments available for students receiving special education services were: TAKS, TAKS (Accommodated), and for students who could not be appropriately assessed with TAKS and/or TAKS (Accommodated), TAKS-M was available. Note that TAKS-Alt was not administered in 2012.

For more information on alternative assessments, see the Student Assessment Division website at <http://www.tea.state.tx.us/student.assessment/>.

Teachers by Ethnicity and Sex: These are counts of teacher FTEs by the major ethnic groups and by sex. Counts are also expressed as a percent of the total teacher FTEs. Beginning this year, the ethnic groups are based on the new federal definitions of race and ethnicity which allow for separation of the Asian and Pacific Islander races and for the new grouping of Two or More Races. (*Source: PEIMS, Oct. 2011*)

Teachers by Highest Degree Held (District Profile only): This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. (*Source: PEIMS, Oct. 2011*)

Teachers by Program (population served): Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technical education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (*Source: PEIMS, Oct. 2011*)

Teachers by Years of Experience (District Profile only): This is the FTE count of teachers with years of professional experience that fall into the ranges shown. Experience in these categories is the total years of experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (*Source: PEIMS, Oct. 2011*)

Texas Success Initiative (TSI) – Higher Education Readiness Component: The Texas Success Initiative (TSI) is a program designed to improve student success in college. It requires students to be assessed in reading, writing and mathematics skills prior to enrolling in college, and to be advised based on the results of that assessment.

The AEIS reports show the percent of students who were exempted from taking a test for the Texas Success Initiative because they had a high enough score on their exit-level TAKS tests for mathematics and English language arts (ELA), as set by the Texas Higher Education Coordinating Board (THECB). The qualifying scores are scale scores of 2200 on their TAKS mathematics and ELA with a written composition score of 3 or higher on the writing component. This indicator shows the percent of students who achieved this level of proficiency by subject (ELA and mathematics) for 2012 and 2011. Note also:

- This indicator is subject to accountability subset rules.
- Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2012) and prior year (2011).
- TAKS-M and TAKS-Alt performance is not included. THECB's standard of college readiness on the exit-level TAKS does not apply to these alternate assessments because students are not required to pass the TAKS-M or TAKS-Alt in order to graduate.

(Source: Division of Student Assessment)

Total Expenditures by Object (2010-11) (*District Profile only*): Total actual expenditures are grouped by object of expense. Total actual expenditures for groups of object categories are expressed as a percentage of total expenditures. The values in the Per Student column show actual expenditure object categories divided by the total number of 2010-11 students in membership. Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total. Object codes appear in parentheses.

- *Payroll Costs* – These are the gross salaries or wages and benefit costs for all employees (6100).
- *Other Operating Costs* – These include: services rendered to school districts by firms, individuals and other organizations; supplies and materials including fuel for vehicles; other reading materials (not including the cost of state-adopted textbooks); food service supplies; and other expenses necessary for the operation of the school district (6200-6400).
- *Debt Service* – This includes all expenditures for debt service, including the retirement of debt and bond principal, and all interest expenses (6500).
- *Capital Outlay* – These are expenditures for fixed assets, such as land, buildings, and equipment (6600).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2010-11). See also *Appendix B*. (Source: PEIMS, March 2012)

Total Operating Expenditures by Function (2010-11): Actual total operating expenditures are grouped by function of expense. Actual operating expenditures for groups of function categories are expressed as a percent of actual total operating expenditures. The values in the Per Student column show actual operating expenditures by function divided by the total number of 2010-11 students in membership. Per student operating expenditures are

shown for total operating expenditures and for various groupings of operating categories. Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total.

When comparing averages for school-level expenditures, note that the state and district averages include all types of schools. For example, a high school's per student expenditure may not be comparable to the state average because the state value includes elementary and middle schools, which typically have lower per student expenditures than high schools. Other variables that may affect comparisons are the experience level of teachers and administrators, the types of instructional programs offered, and the student characteristics. Function codes appear in parentheses.

- *Instruction* – These are all activities dealing directly with the interaction between teachers and students, including instruction aided with computers (11), and expenditures to provide resources for Juvenile Justice Alternative Education Programs (95).
- *Instructional-Related Services* – These are expenditures for educational resources and media, such as resource centers and libraries (12), and curriculum development and instructional staff development (13).
- *Instructional Leadership* – This includes managing, directing, supervising, and providing leadership for staff who provide instructional services (21).
- *School Leadership* – This includes directing and managing a school (23).
- *Support Services - Student* – These include guidance, counseling, and evaluation services (31), social work services (32), and health services (33).
- *Student Transportation (District Profile only)* – This includes transporting students to and from school (34).
- *Food Services* – These include food service operation, including cost of food and labor (35).
- *Cocurricular Activities* – These include school-sponsored activities during or after the school day that are not essential to the delivery of instructional services (36).
- *Central Administration (District Profile only)* – This includes managing or governing the school district as an overall entity (41), costs associated with the purchase or sale of attendance credits either from the state or from other school district(s) (92), and—for Charter Schools only—fund raising (81).
- *Plant Maintenance and Operations* – This includes keeping the physical plant and grounds in effective working condition (51).
- *Security and Monitoring Services* – These include keeping student and staff surroundings safe (52).
- *Data Processing Services* – These include data processing services, whether in-house or contracted (53).

- *Other Campus Costs (Campus Profile only)* – This combines functions 35, 36, 51, 52, 53 above.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2010-11). See also *Appendix B. (Source: PEIMS, March 2012)*

Total Operating Expenditures by Program (2010-11): Actual total operating expenditures are grouped by program of expense. Actual operating expenditures for groups of program categories are expressed as a percent of actual total operating expenditures. The values in the *Per Student* column show actual total operating expenditures divided by the total number of 2010-11 students in membership. Per student operating expenditures are shown for total operating expenditures by program for various groupings of operating categories. Note that the number shown is not the amount actually spent on each and every student; it is a per-student average of the total. Program codes appear in parentheses. The sum of operating expenditures by program area is less than total operating expenditures by function because a significant portion of expenditures have no program area designated and are reported as “99” meaning “undistributed.” These are not included in any of the program categories shown or in the total operating expenditure amount by program. Also, functions included differ between the two breakdowns (by program versus by function).

- *Regular Education* – This is the cost to provide the basic services for education/instruction to students not served in special education (11).
- *Gifted & Talented Education* – This is the cost to assess students for program placement and provide instructional services beyond the basic educational program, designed to meet the needs of students in gifted and talented programs (21).
- *Career & Technical Education* – This is the cost to evaluate, place and provide educational and/or other services to prepare students for gainful employment, advanced technical training or homemaking. This may include apprenticeship and job training activities (22).
- *Special Education* – This is the cost incurred to evaluate, place and provide educational and/or other services to students with disabilities who have Individual Educational Plans (IEP) approved by Admission, Review and Dismissal (ARD) committees. These plans are based on students’ abilities and/or learning needs (23).
- *Accelerated Education* – This is the cost of providing additional instructional services for students deemed at risk of dropping out of school (24, 30).
- *Bilingual/ESL Education* – This is the cost of evaluating, placing and providing educational and/or other services to English language learners, with the goal of making them proficient in the English language, in primary language literacy, and in composition and academic language related to required courses (25).
- *Other* – This is the cost of providing services to students who are separated from the regular classroom and sent to either a nondisciplinary or a disciplinary alternative education program (26, 28, 29).

- *High School Allotment* – This accounts for the \$275 per high school student allotment that assists districts in:
 - preparing underachieving students to enter institutions of higher education;
 - encouraging students to pursue advanced academic opportunities;
 - providing opportunities for students to take academically rigorous courses;
 - aligning secondary and postsecondary curriculum and expectations;
 - supporting other promising high school completion and success initiatives in grades 6-12 approved by the commissioner of education (31).
- *Athletics/Related Activities* – This is the cost of providing competitive athletic activities, including coaching costs as well as costs for sponsors of drill team, cheerleaders, pep squad, and other organized activities that support athletics, excluding band (91).

Note this item is reported as *actual* operating expenditures by program, not *budgeted*. Accordingly, the information is from the prior year (2010-11). See *Appendix B* for details. (Source: *PEIMS, March 2012*)

Total Revenues by Source (2010-11) (District Profile only): Actual total revenues are grouped by revenue source. Actual revenues for groups of object categories are expressed as a percent of total revenue. The values in the Per Student column show actual total revenues divided by the total number of students in membership during the 2010-11 school year. Per-student revenues are shown for total revenues by source for various groupings of revenue categories. Note that the number shown is not the amount actually received for each and every student, but rather a per-student average of the total.

The amounts appearing as revenue in any of the categories shown are the amounts that were reported by districts for the general fund and all funds. Object codes appear in parentheses.

- *Local Tax* – This is district income from local real and personal property taxes (objects 5710-5719, less function 91 expenditures).
- *Other Local and Intermediate* – This includes revenue for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, revenues from intermediate sources (county), and all other local sources (objects 5720-5769).
- *State* – This includes per capita and foundation program entitlements, revenue from other state-funded programs, revenue from other state agencies, and Teacher Retirement System benefits paid by the State of Texas on behalf of employees in the district (object 5800 series). Note that state revenue also includes the State Fiscal Stabilization Fund (SFSF). The SFSF amount is the revenue received by the Foundation School Program that was distributed according to the Federal American Recovery and Reinvestment Act of 2010. The SFSF amount received by the district is shown in a footnote at the end of the district report. A similar footnote is also shown on the region and state reports (federal revenue-fund 266 used with object code 5929).
- *Federal* – This includes revenue received by the district directly from the federal government or distributed by the TEA or other state entities for programs such as

career and technical education, programs for educationally disadvantaged children (*Education Consolidation and Improvement Act, and Elementary and Secondary Education Act*), food service programs, and other federal programs (object 5900 series).

Note this item is reported as *actual* revenues, not *budgeted*. Accordingly, the information is from the prior year (2010-11). See also *Appendix B. (Source: PEIMS, March 2012)*

Total Staff: Total staff includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percent of the total staff FTE. (*Source: PEIMS, Oct. 2011*)

Total Students: This is the total number of public school students who were reported in membership on October 28, 2011, at any grade, from early childhood education through grade 12. Membership is a slightly different number from enrollment because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (*Source: PEIMS, Oct. 2011*)

TSI: See *Texas Success Initiative*.

Turnover Rate for Teachers (District Profile only): This percent shows the total FTE count of teachers from the fall of 2010-11 who were subsequently not employed in the district in the fall of 2011-12, divided by the total teacher FTE count for the fall of 2010-11. Social security numbers for teachers employed in the district in the fall of 2010-11 were checked to verify their employment status in the same district in the fall of 2011-12. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. (*Source: PEIMS, Oct. 2011, Oct. 2010*)

Value by Category: See *Standardized Local Tax Base*.

Who to Call

Information about the calculation of all Academic Excellence Indicator System (AEIS) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of AEIS indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below. All telephone numbers are in the (512) area code unless otherwise noted.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting	463-9704
Advanced Courses	Curriculum	463-9581
Advanced Placement (AP) Programs	Curriculum	463-9581
Charter Schools	Charter Schools	463-9575
College Admissions Tests:		
SAT	College Board.....	721-1800
ACT	ACT Regional Office	320-1850
Copies of AEIS reports	http://www.tea.state.tx.us/perfreport
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	463-2395
Distinguished Achievement Program	Curriculum	463-9581
Dropout and Completion	Accountability Research	475-3523
Gold Performance Acknowledgment	Performance Reporting	463-9704
General Inquiry	General Inquiries.....	463-9290
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	463-2395
Limited English Proficient Students		
Testing Issues	Student Assessment.....	463-9536
Other Issues	Curriculum (Bilingual Education Program Unit).....	463-9581
No Child Left Behind Act	NCLB Program Coordination	463-9414
PBM Special Education Monitoring Results Status		
	Program Monitoring and Interventions	463-5226
PEIMS	PEIMS HelpLine	463-9229
Recommended High School Program	Curriculum	463-9581
Retention Policy	Curriculum	463-9581
School Finance	School Finance	463-9238
School Governance	School Governance	463-9623
School Report Card	Performance Reporting	463-9704
Special Education		
Testing Issues	Student Assessment.....	463-9536
Other Issues	Special Education.....	463-9414
Statutory (Legal) Issues	Legal Services	463-9720
TAKS (all assessments)	Student Assessment.....	463-9536
TAKS Testing Contractor	Pearson	(800) 328-5999
	Austin Operational Center.....	989-5300
TELPAS	Student Assessment.....	463-9536
Texas Success Initiative (TSI)	Texas Higher Education Coordinating Board.....	427-6101

Information on the Internet: <http://www.tea.state.tx.us/perfreport/>

PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027.....Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003.....Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004.....Assistant/Associate/Deputy Superintendent

012.....Instructional Officer

020.....Principal

028.....Teacher Supervisor

040.....Athletic Director

043.....Business Manager

044.....Tax Assessor and/or Collector

045.....Director - Personnel/Human Resources

055.....Registrar

060.....Executive Director

061.....Asst/Assoc/Deputy Exec Director

062.....Component/Department Director

063.....Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002.....Art Therapist

005.....Psychological Associate

006.....Audiologist

007.....Corrective Therapist

008.....Counselor

011.....Educational Diagnostician

013.....Librarian

015.....Music Therapist

016.....Occupational Therapist

017.....Certified Orientation & Mobility Specialist

018.....Physical Therapist

019.....Physician

021.....Recreational Therapist

022.....School Nurse

023.....LSSP/Psychologist

024.....Social Worker

026.....Speech Therapist/Speech-Lang Pathologist

030.....Visiting Teacher

032.....Work-Based Learning Site Coordinator

041.....Teacher Facilitator

042.....Teacher Appraiser

054.....Department Head

056.....Athletic Trainer

058.....Other Campus Professional Personnel

064.....Specialist/Consultant

065.....Field Service Agent

079.....Other ESC Professional Personnel

080.....Other Non-Campus Professional Personnel

TEACHERS

087.....Teacher

047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide

036.....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Financial Accounting Codes for Revenue and Expenditure Items (In Alphabetical Order by Label)

Label	Funds*	Function(s)	Object(s) + + +	Program(s)
ACTUAL EXPENDITURE INFORMATION				
By FUNCTION				
COMMUNITY SERVICES	General and All	61	6100-6400	All
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100-6400	All
Instruction**	General and All	11,95	6100-6400	All
Instructional-Related Services**	General and All	12,13	6100-6400	All
Instructional Leadership**	General and All	21	6100-6400	All
School Leadership**	General and All	23	6100-6400	All
Support Services – Student**	General and All	31,32,33	6100-6400	All
Student Transportation	General and All	34	6100-6400	All
Food Services	General and All	35	6100-6400	All
Cocurricular Activities	General and All	36	6100-6400	All
Central Administration	General and All	41,92 (or 81/Chrtr Schools)	6100-6400	All
Plant Maintenance & Operations	General and All	51	6100-6400	All
Security and Monitoring Services	General and All	52	6100-6400	All
Data Processing Services	General and All	53	6100-6400	All
Other Campus Costs***	General and All	35,36,51-53	6100-6400	All
By OBJECT				
TOTAL EXPENDITURES	General and All	All [§]	All 6000s	All
Payroll Costs	General and All	All [§]	6100	All
Other Operating Costs	General and All	All [§]	6200-6400	All
Debt Service	General and All	All [§]	6500	All
Capital Outlay	General and All	All [§]	6600	All
ACTUAL PROGRAM EXPENDITURE INFORMATION				
By PROGRAM				
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100-6400	Sum of Detail Below
Regular Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	11
Special Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	23
Accelerated Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	24, 30
Career & Technical Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	22
Bilingual/ESL Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	25
Gifted & Talented Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	21
Athletics/Related Activities	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	91
High School Allotment	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	31
Other	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	26, 28, 29

Continued on next page

ACTUAL REVENUE INFORMATION				
BY SOURCE				
TOTAL REVENUES	General and All	n/a	5000s	n/a
Local Tax	General and All	n/a	5710–5719 (less function 91 expenditures)	n/a
Other Local & Intermediate	General and All	n/a	5720–5769	n/a
State @	General and All	n/a	5800 (plus fund code 266 with object code 5929)	n/a
Federal	General and All	n/a	5900 (less fund code 266 with object code 5929)	n/a
EQUITY TRANSFERS ^{††}	General and All	91	All 6000s	All

* Funds – The general fund includes fund codes 101 – 199 & 266. Fund code 420 is also included in the general fund for charter schools only. All funds include the general fund plus fund codes 200/300/400 series, 599, 601, 699, and 701.

** Indicates the line item appears on the Campus Profile as well as District Profile. All line items not marked appear only on the District Profile.

*** Indicates the line item appears on the Campus Profile only.

**** At the campus level, only functions 11-13, 21, 23, 31 – 33, and 95 are included in expenditures by program area.

§ Excludes Intergovernmental Charges (function 90 series) except functions 92 & 95.

† Function 91 represent tuition transfers for grades not offered, not "Equity Transfers."

†† Function 91 represent the expenditure amount reported for the cost of reducing property wealth to the required equalized wealth level and payments to charter schools, respectively.

††† The 6400 object codes include: 6629, 6631, 6639, 6649, and 6659 which is only applicable to charter schools excluding open enrollment college and university charters. Note that these object codes are not included in the 6600 code series.

@ State revenue includes State Fiscal Stabilization Funds (fund code 266 with object code 5929), distributed under the Federal American Recovery and Reinvestment Act.

See the *Financial Resource Guide* (at <http://www.tea.state.tx.us/index4.aspx?id=1222>) for explanations of the fund, function, object, and program codes.

Advanced Academic Courses

2011-12 Academic Excellence Indicator System

English Language Arts

A3220100	English Language and Composition
A3220200	English Literature and Composition
A3220300	International English Language
I3220300	English III
I3220400	English IV
03221100	Research/Technical Writing
03221200	Creative/Imaginative Writing
03221500	Literary Genres
03221600	Humanities
03221800	Independent Study in English
03231000	Independent Study in Journalism
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study in Speech

Mathematics

A3100101	Calculus AB
A3100102	Calculus BC
A3100200	AP Statistics
I3100100	Mathematical Studies Standard
I3100200	Mathematical Standard Level
I3100300	Mathematics Higher Level
I3100400	Further Mathematics Standard
03101100	Pre-Calculus
03102500	Independent Study in Mathematics (1 st time)
03102501	Independent Study in Mathematics (2 nd time)

Computer Science

A3580100	Computer Science I
I3580200	IB Computer Science I
I3580300	IB Computer Science II
I3580400	Informational Technology in a Global Society
03580200	Computer Science I
03580300	Computer Science II

- All courses shown were for the 2009-10 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Fine Arts

A3150200	Music Theory
A3500100	History Of Art
A3500300	Art/Drawing
A3500400	Art/Two-Dimensional Design Portfolio
A3500500	Art/Three-Dimensional Design Portfolio
I3250200	Music SL
I3250300	Music HL
I3250500	Theater/Film
I3600100	Art/Design HL
I3600200	Art/Design SL-A
I3600300	Art/Design SL-B
I3750200	Theater Arts SL
I3750300	Theater Arts HL
I3830200	IB Dance
M1170158	Dance Technology I
M1170159	Dance Technology II
M1170160	Dance Choreography I
M1170161	Dance Choreography II
M1170162	Dance Choreography III
03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theater Arts IV
03251000	Theater Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV

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Science

A3010200	Biology
A3020000	Environmental Science
A3040000	Chemistry
A3050001	Physics B
A3050002	Physics C
I3010200	Biology
I3010201	Biology II
I3030001	Design Technology SL
I3030002	Design Technology HL
I3020000	Environmental Systems
I3040001	Chemistry I
I3040002	Chemistry II
I3050001	Physics I
I3050002	Physics II

Social Studies/History

A3310100	Microeconomics
A3310200	Macroeconomics
A3330100	United States Government and Politics
A3330200	Comparative Government and Politics
A3340100	United States History
A3340200	European History
A3350100	Psychology
A3360100	Human Geography
A3370100	World History
I3301100	History, Standard Level
I3301200	History: Africa, Higher Level
I3301300	History: Americas, Higher Level
I3301400	History: East and Southeast Asia, Higher Level
I3301500	History: Europe, Higher Level
I3302100	Geography, Standard Level
I3302200	Geography, Higher Level
I3303100	Economics, Standard Level
I3303200	Economics, Higher Level
I3303300	Business and Management I (IBBMT1)
I3303400	Business and Management II (IBBMT2)
I3304100	Psychology, Standard Level
I3304200	Psychology, Higher Level
I3366010	Philosophy

- All courses shown were for the 2010-11 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
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Social Studies/History (cont.)

03310301	Economics Advanced Studies
03380001	Social Studies Advanced Studies

Advanced Languages (Modern or Classical)

A3120400	Japanese IV
A3410100	French IV Language
A3420100	German IV Language
A3430100	Latin IV (Vergil)
A3430200	Latin V (Latin Literature)
A3440100	Spanish IV Language
A3440200	Spanish V Literature
A3490400	Chinese IV
I3110400	Arabic IV
I3110500	Arabic V
I3120400	Japanese IV
I3120500	Japanese V
I3410400	French IV
I3410500	French V
I3420400	German IV
I3420500	German V
I3430400	Latin IV
I3430500	Latin V
I3440400	Spanish IV
I3440500	Spanish V
I3440600	Spanish VI
I3440700	Spanish VII
I3450400	Russian IV
I3450500	Russian V
I3480400	Hebrew IV
I3480500	Hebrew V
I3490400	Chinese IV
I3490500	Chinese V
I3490600	Chinese VI
I3490700	Chinese VII
I3520400	Hindi IV
I3520500	Hindi V
I3996000	Other Foreign Language IV
I3996100	Other Foreign Language V
I3663600	Other Foreign Language VI

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- An “A” prefix indicates a College Board Advanced Placement course.
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- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical) (cont.)

I3663700	Other Foreign Language VII
03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish IV For Spanish Speakers
03440500	Spanish V
03440550	Spanish V For Spanish Speakers
03440600	Spanish VI
03440660	Spanish VI For Spanish Speakers
03440700	Spanish VII
03440770	Spanish VII For Spanish Speakers
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII

- All courses shown were for the 2010-11 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
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- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical) (cont.)

03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Language IV
03996100	Other Foreign Language V
03996200	Other Foreign Language VI
03996300	Other Foreign Language VII

Other

N1290317	GT Independent Study Mentorship III
N1290317	GT Independent Study Mentorship IV
I3000100	Theory of Knowledge
I3305100	World Religions SL
I3366100	World Religions B

- All courses shown were for the 2010-11 school year.
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- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

2011-12 Campus Comparison Group

Target Campus Name: Sample Middle
 Target Campus #: 999999999
 District Name: Sample ISD
 Campus Type: Middle School

Texas Education Agency
 2011-12 Campus Comparison Group

Campus Number	Campus Name	District Name	% Econ	% Afr_Amer	% Mobility	% Hispanic	% White	% LEP
008903041	QUEZAS MIDDLE	QUEZAS ISD	55.2	11.9	18.9	43.3	44.3	2.1
011901041	QESZUAP MIDDLE	QESZUAP ISD	54.7	11.7	15.6	32.3	54.2	6.5
011901104	QESZUAP ONZXUMXIOEZ	QESZUAP ISD	54.8	9.6	12.9	33.7	55.5	8.2
999999999	SAMPLE MIDDLE	SAMPLE ISD	54.1	50.4	29.4	24.6	21.0	6.5
015911043	XESZ CXNZU	XESZ CXNZU	54.1	5.7	15.2	51.9	41.8	3.7
015915048	UUIIXU MS	AUZHISOIX	54.1	10.4	20.5	58.0	21.6	7.5
020001046	FEOUVOX J	LVON ISD	54.1	4.2	15.0	44.4	50.0	7.5
	ZUEVOS MID	ELHAUN CA	54.0	4.2	15.0	54.9	37.0	7.5
	ENEHUEC MI	ENEHUEC ISD	54.0	26.6	15.0	26.6	51.0	7.5
	CLEUK JR HIGH	PUNOCXZAN ISD	54.0	29.4	15.0	29.4	61.0	7.5
057904103	WXSZ ONZ	CXIEU HOLL ISD	55.0	62.4	15.0	24.2	0.9	3.8
057916044	UOCHEUISAN WXSZ J H	UOCHEUISAN ISD	54.2	17.5	12.1	17.5	48.6	10.3
062901041	CUXUA J H	CUXUA ISD	52.9	12.9	15.9	12.9	58.8	2.5
079910041	SZEFFAUI MIDDLE	SZEFFAUI MSI	55.8	42.9	11.5	42.9	58.8	3.4
081905041	WAUZHEM MIDDLE	WAUZHEM ISD	52.3	18.3	14.4	18.3	56.9	4.6
083903041	SXMONALX J H	SXMONALX ISD	53.5	2.4	11.7	2.4	58.8	2.8
088902041	GALOEI MIDDLE	GALOEI ISD	52.8	6.6	16.4	6.6	48.6	3.3
092902042	MEUIX LEOUI MIDDLE	KOLGAUX ISD	54.4	18.0	11.2	18.0	56.9	6.2
092904043	PONX ZUXX MIDDLE	PONX ZUXX ISD	55.0	20.3	12.8	20.3	55.8	8.8
095901041	EQXUNEZHY J H	EQXUNEZHY ISD	56.0	3.4	13.6	3.4	46.9	1.1
	MXMPHOS MIDDLE	MXMPHOS ISD	54.8	8.9	17.2	8.9	47.6	5.6
	CEMPQXLL MIDDLE SCHOOL	CYPUXSS-FEOUQENKS ISD	54.7	23.0	16.4	23.0	20.9	7.7
	HOGHLENIS J H	GAASX CUXKK CISD	53.8	22.0	15.4	22.0	34.2	2.7
	GUEIY MIDDLE	HAUSZAN ISD	54.6	23.4	19.2	23.4	26.1	11.9
	MEYIX CUXKK J H	KEZY ISD	53.3	18.5	14.3	18.5	29.2	9.5
	MAUZAN UENCH J H	KEZY ISD	55.1	17.5	11.7	17.5	29.5	8.0
	MXEIOX PUMPHUXY JUNOAU H	XINE ISD	55.2	15.8	15.7	15.8	49.7	2.9
130902041	CAMFAUZ MIDDLE	CAMFAUZ ISD	55.4	0.9	12.0	0.9	51.1	4.6
133903104	Q Z WOLSAN SOXZH GUEIX S	KXUUVOXLL ISD	54.4	3.1	14.7	3.1	52.0	7.4
158902041	ZOIXHEVXN ONZ	ZOIXHEVXN ISD	55.7	5.7	15.7	5.7	49.4	4.3
165901045	SET JECONZA JUNOAU HOGH	MOILENI ISD	53.6	9.3	16.1	9.3	55.9	3.3
170902073	CUYEU ONZXUMXIOEZ	CANUAUX ISD	52.6	15.7	17.5	15.7	31.3	5.0
188901041	EUSZON MIDDLE	EMEULLA ISD	55.2	7.3	18.9	7.3	31.2	5.9
220905053	MANNOG MIDDLE	FAUZ WAUZH ISD	54.5	32.1	25.9	32.1	34.7	3.2
220905061	LXANEUI MIDDLE	FAUZ WAUZH ISD	55.8	20.1	27.2	20.1	35.3	4.1
220912041	H F SZXVXNS MIDDLE	CUAWLXY ISD	52.3	35.6	18.7	35.6	24.0	3.8
220912042	CUAWLXY MIDDLE	CUAWLXY ISD	54.9	51.7	16.6	51.7	31.3	1.2
220920105	ZENNEHOLL ONZ	WHOZX SXZZLXMNZ ISD	54.2	5.6	15.3	5.6	32.6	5.8
246907041	JEUUXLL MIDDLE	JEUUXLL ISD	52.4	1.1	11.3	1.1	35.4	7.4
246913042	LXENIXU MIDDLE	LXENIXU ISD	53.9	7.7	12.5	7.7	35.8	6.1
247901041	PLAUXSVOLLX MIDDLE	PLAUXSVOLLX ISD	54.3	1.7	13.0	1.7	59.5	1.9
	Group Average		54.4	16.4	15.7	40.3	39.6	5.7

Percent of students identified as African American

Percent of students identified as Mobile

Campus Type Code: Elementary, Middle, Secondary, or Multi-level

Percent of students identified as Economically Disadvantaged

Percent of students identified as Hispanic

Percent of students identified as limited English proficient

Percent of students identified as White

The order of the columns is determined by the target campus (indicated with the ">"). The most predominant characteristic for the target campus is the first column, followed by the next most predominant, and so on.

For 2011-12, there are no Comparable Improvement Reports

*** Order of columns will vary on lists for other campuses ***

TAKS Raw Scores for Spring 2012 Tests

Spring 2012 TAKS English Language Arts Performance Standards¹

English Language Arts		Standard	Total Points Possible	Number Correct	Percent Correct	
	Grade 10		Met Standard	73	44	60%
			Commended Performance		64	88%
	Grade 11		Met Standard	73	43	59%
			Commended Performance		63	86%

Spring 2012 TAKS Mathematics Performance Standards

Mathematics		Standard	Total Points Possible	Number Correct	Percent Correct	
	Grade 10		Met Standard	56	32	57%
			Commended Performance		50	89%
	Grade 11		Met Standard	60	30	50%
			Commended Performance		52	87%

Spring 2012 TAKS Social Studies Performance Standards

Social Studies		Standard	Total Points Possible	Number Correct	Percent Correct	
	Grade 10		Met Standard	50	25	50%
			Commended Performance		43	86%
	Grade 11		Met Standard	55	23	42%
			Commended Performance		47	85%

Spring 2012 TAKS Science Performance Standards

Science		Standard	Total Points Possible	Number Correct	Percent Correct	
	Grade 10		Met Standard	55	33	60%
			Commended Performance		49	89%
	Grade 11		Met Standard	55	28	51%
			Commended Performance		48	87%

¹ An essay rating of 2 or higher is required for Met Standard on the English Language Arts tests.

The numbers and percents shown on this table are based on the first administration of the spring 2012 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

PBM Special Education Monitoring Results Status

The system of special education monitoring is aligned with other PBM activities through the use of graduated interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention. The individual indicators address issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for special education programs; disproportionate student representation based on race or ethnicity or on limited English proficiency; and disciplinary actions. District and charter special education data are reviewed regularly as are complaints filed with TEA about special education services. For further information or questions about this status, please contact the Program Monitoring and Interventions Division at (512) 463-5226. The “as of date” for the statuses reported in the 2011-12 AEIS report is October 2012.

The definitions of each program status category are:

- *Local Interventions Implemented.* The LEA completed a local review process by a specified date as required in Stages 1 and 2 Intervention and retained materials and templates at the LEA.
- *Completed: Routine Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the improvement.
- *Completed: Noncompliance Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the improvement and systemic correction of areas of noncompliance identified by the review.
- *Pending Improvement Plan Resubmission.* TEA review determined that one or more areas of the CIP did not meet minimum TEA requirements, and revision was necessary.
- *Pending TEA On-Site Action.* TEA review determined that: appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of the improvement plan, could not be verified through LEA documentation; imminent program performance and/or effectiveness concerns exist; and/or ongoing noncompliance for more than one year is identified, resulting in an on-site review to determine additional TEA intervention.
- *TEA On-Site Action Completed: Routine Follow-up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised an improvement plan. TEA will monitor implementation of the improvement plan.
- *TEA On-Site Action Completed: Noncompliance Follow-up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised an improvement plan that includes actions to address noncompliance with program requirements. TEA will monitor implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.
- *Year After TEA On-Site Action: Routine Follow-up.* TEA completed an on-site review of the LEA program in the prior year. As a result, the LEA implemented and/or revised an improvement plan that continued throughout the subsequent year. TEA continues to monitor implementation of the improvement plan.

- *Year After TEA On-Site Action: Noncompliance Follow-up.* TEA completed an on-site review of the LEA program during the prior year. As a result the LEA implemented and/or revised an improvement plan that included actions to address noncompliance with program requirements, and the improvement plan continued throughout the subsequent year. TEA continues to monitor implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.
- *Year After TEA On-Site Action: Pending Report.* TEA has completed an on-site review of the LEA program. The on-site review report of findings is pending.
- *Year After TEA On-Site Action: Pending Improvement Plan Submission.* TEA has completed an on-site review of the LEA program. The LEA is developing an improvement plan that includes actions to address noncompliance with program requirements.
- *TEA On-Site Action Completed: Oversight/Sanction/Intervention.* TEA has completed an on-site review of the LEA program. As a result: ongoing noncompliance for longer than one year was identified/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; and/or improvement plan implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.
- *Pending Random Data Verification.* Regardless of whether a stage of intervention initially was assigned, an LEA may be subject to random selection for data review to ensure the integrity of monitoring system data and appropriate implementation of the program.
- *Pending Random Process Verification.* Regardless of review results or stage of intervention, an LEA may be subject to random selection for process review to ensure the integrity of the implementation of the monitoring system, including data reporting and accuracy of findings.
- *Oversight/Sanction/Intervention.* TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second improvement plan submission of an LEA at Stage 3 or Stage 4 Intervention was not adequate; (b) the improvement plan of an LEA was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) the implementation of the improvement plan was not proceeding as appropriate for any LEA; (e) the LEA previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of a CIP.
- *On-Site Intervention Assigned.* TEA has assigned a technical assistance team, special purpose monitor, conservator, or management team to oversee correction of noncompliance and/or implementation of program and monitoring requirements.
- *LEA Closure.* The LEA was closed as a result of TEA sanctions.
- *Proposed Charter Non-Renewal.* The charter school has been notified of TEA's intent not to renew the charter.
- *Charter Operations Suspended.* The operations of the charter school were suspended by the Commissioner of Education or by the governing board of the charter school.
- *In Review.* TEA had not completed initial review of the information submitted by the LEA.

No status is shown for LEAs not selected for PBM intervention for special education program areas.

Bilingual Education/English as a Second Language Report

November 2012

AEIS Glossary

378

These indicators —disaggregated as shown—are statutorily required for the AEIS.

BE-Trans. Late Exit (code 3): Transitional bilingual/late exit.

BE-Dual Two-way (code 4): Dual language immersion/two-way.

BE-Dual One-way (code 5): Dual/language immersion/one-way.

ESL Total: the aggregated performance of all current LEP students reported with ESL program type codes of '2' or '3'.

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report
Section III - Page 1

District Name: Sample ISD
District #: 555555
2011-12 District Performance Report
For Current Year LEP Students

Indicator:	State	Region 04	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP
TAKS Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	92%	93%	89%	*	*	*	*	*	45%	43%	45%	72%	45%	47%
Mathematics 2012	82%	84%	81%	*	*	*	*	*	50%	41%	51%	59%	50%	51%
Science 2012	84%	86%	81%	*	*	*	*	*	45%	39%	45%	56%	45%	45%
Soc Studies 2012	96%	96%	95%	*	*	*	*	*	76%	72%	76%	83%	76%	77%
All Tests 2012	75%	77%	71%	*	*	*	*	*	22%	21%	23%	38%	22%	23%
Progress of Prior Year TAKS Failers														
Percent of Failers Passed (Sum of Grades 10 and 11)														
Eng Lang Arts 2012				*	*	*	*	*	41%	46%	41%	50%		
Mathematics 2012				*	*	*	*	*	34%	15%	35%	41%		

BE Total: The aggregated performance of all current LEP students reported with bilingual program type codes of '2,' '3,' '4,' or '5.'

ESL Content (code 2): ESL/content based.

LEP With Services: the performance of current LEP students served in any BE/ESL instructional model (BE code = '2,' '3,' '4,' or '5' or ESL code = '2' or '3').

BE-Trans. Early Exit (code 2): Transitional bilingual/early exit.

ESL Pull-out (code 3): ESL/pull-out.

LEP No Services: the performance of current LEP students not served in any BE/ESL instructional model (BE code = '0' and ESL code = '0').

For the 2011-12 AEIS reports, only two indicators are available for this section.

LEP students are included in each program in which they are reported to have participated. If a student was reported with both a bilingual instructional model and an ESL instructional model, the student is in the results for both models.

See the 2011-12 PEIMS Data Standards for complete descriptions of the separate Bilingual Education and ESL instructional models.

Marble Falls Independent School District
Board Meeting Minutes
January 14, 2013

Rick Edwards, President, called the regular meeting to order at 6:03 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present: Tommy Chaney, Rick Edwards, Kelly Fox, Craig Mabray, Kevin Naumann, Mike Savage and Karl Westerman

Board Members Absent: None

Administrators Present: Dr. Rob O'Connor, Superintendent, Allen Roberts, Wade Stanford, Janice Mauldin, Susan Maughan, John Schumacher, Eric Penrod, Bruce Peckover, Leslie Baty, Michael Pittard, Peggy Little, Kevin Wier, Mary Davidson, Keith Powell, and Manuel Lunoff

Members of the Press: Adam Troxtell, *The Highlander*

Spotlight on Excellence

The Board recognized the following at the beginning of the meeting:

- Marble Falls High School PBIS (Positive Behavior Intervention Support) Students of the Month:
 - Shelbi Woods & Jared Edwards – 9th grade
 - Haley Booe & Jake Meadows – 10th grade
 - Lauren Parten & Joshua Guenther – 11th grade
 - Allison Walker & Alexander Villagran – 12th grade
- Marble Falls Middle School students, Paxton Friedrichs and Avery Marshall, were recognized for their exceptional character and respectful, conscientious attitudes toward others; always willing to contribute no matter the situation.
- Falls Career High School students, Heather Bennett and Fernando Trujillo, were recognized for their growth and maturity since enrolling in FCHS. Both students spoke briefly of the positive, encouraging environment that has helped them stay on track with their graduation goals.
- School Board Appreciation Month - The MFISD School Board was recognized for their service to the district and their willingness to give their best for community, staff & students; never expecting anything in return.

Citizen Comments

Glynn Wilson, patron, urged the administration to review current emergency procedures.

Southwest Securities Presentation

Brian Grubbs, consultant from Southwest Securities, presented an overview of the district's

Upon a motion by Karl Westerman, second by Kevin Naumann, the Board approved a one year extension to Dr. O'Connor's contract.

For: 7 Against: 0 Absent: 0

Upon a motion by Karl Westerman, second by Tommy Chaney, the Board approved a salary increase for Dr. O'Connor of \$10,000; increase from \$155,000 to \$165,000.

For: 7 Against: 0 Absent: 0

The Board was informed of the following employment of staff on employment agreements for the 2012-2013 school year: Kathryn Schumacher – Math teacher and Krystal Winkler – Physical Education teacher.

Adjournment:

Hearing no objection, the Board adjourned at 10:44 p.m.

Approved:

Rick Edwards, President

Craig Mabray, Secretary

Marble Falls Independent School District
Board Meeting Minutes
January 22, 2013

Rick Edwards, President, called this special meeting to order at 6:04 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present: Tommy Chaney, Rick Edwards, Kevin Naumann, Mike Savage and Karl Westerman

Board Members Absent: Kelly Fox and Craig Mabray

Administrators Present: Rob O'Connor, Superintendent, Allen Roberts, Wade Stanford and Lisa LeMon

Members of the Press: Adam Troxtell

2011-12 Fiscal Year Financial Audit

Kitty Ripley, auditor for West, Davis & Company reviewed the 2011-2012 audit noting that the district's fund balance has increased by \$1,327,437 for a total fund balance of \$9,149,072.

Upon a motion by Tommy Chaney, second by Karl Westerman, the Board approved the 2011-2012 Fiscal Year Financial Audit as presented.

For: 5

Against: 0

Absent: 2

Executive Session

At 6:09 p.m. the Board adjourned into executive session to discuss personnel matters (Gov't Code 551.074) specifically a Level III employee grievance requested by Jacque Gerth. The Board reconvened into open session at 8:11 p.m.

Upon a motion by Karl Westerman, second by Kevin Naumann, the Board approved the motion to take no action on the Level III grievance allowing the Level II decision to stand.

For: 5

Against: 0

Absent: 2

Mr. Westerman commented that in his opinion, the administration had gone to great lengths to be fair and equitable regarding the paraprofessional pay scale however, there seemed to be plenty of room for subjectivity and confusion. He encouraged the administration to review the process of calculating the paraprofessional salaries saying he would like to see the issue as an agenda item in the future or reviewed during the budget process. Mr. Naumann reiterated that the administration is working to correct the inequities in the system and agreed that he would like to have the issue brought back to the board as an agenda item.

Adjournment:

Hearing no objection the Board adjourned at 8:13 p.m.

Approved:

Rick Edwards, President

Craig Mabray, Secretary

Marble Falls ISD
Statement of Revenues and Expenditures - General Fund
As of December 31, 2012

33% Of Fiscal Year		CURRENT YEAR				PRIOR YEAR			
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET	
REVENUES									
5710	LOCAL TAX REVENUES	\$ 30,984,171	\$ 9,528,399	\$ 21,455,772	30.75%	\$ 29,990,749	\$ 9,334,476	31.12%	
57XX	OTHER LOCAL REVENUES	\$ 375,500	\$ 258,431	\$ 117,069	68.82%	\$ 412,100	\$ 116,702	28.32%	
58XX	STATE PROG. REVENUES	\$ 5,006,153	\$ 3,791,540	\$ 1,214,613	75.74%	\$ 7,640,504	\$ 4,088,007	53.50%	
5900	FEDERAL REVENUE	\$ 410,000	\$ 363,493	\$ 46,507	88.66%	\$ 210,000	\$ 406,543	193.59%	
	TOTAL REVENUE	\$ 36,775,824	\$ 13,941,863	\$ 22,833,961	37.91%	\$ 38,253,353	\$ 13,945,728	36.46%	
EXPENDITURES									
11	INSTRUCTION	\$ 17,437,739	\$ 5,707,721	\$ 11,730,018	32.73%	\$ 18,265,525	\$ 5,732,958	31.39%	
12	LIBRARY	\$ 486,009	\$ 147,712	\$ 338,297	30.39%	\$ 481,185	\$ 172,372	35.82%	
13	STAFF DEVELOPMENT	\$ 253,504	\$ 67,012	\$ 186,492	26.43%	\$ 157,828	\$ 47,245	29.93%	
21	INST ADMINISTRATION	\$ 662,417	\$ 218,240	\$ 444,177	32.95%	\$ 594,595	\$ 202,099	33.99%	
23	SCHOOL ADMINISTRATION	\$ 2,053,046	\$ 675,518	\$ 1,377,529	32.90%	\$ 2,171,416	\$ 722,284	33.26%	
31	GUID AND COUNSELING	\$ 1,056,873	\$ 371,021	\$ 685,852	35.11%	\$ 1,104,464	\$ 371,516	33.64%	
33	HEALTH SERVICES	\$ 361,535	\$ 118,283	\$ 243,252	32.72%	\$ 391,701	\$ 125,720	32.10%	
34	PUPIL TRANSP - REGULAR	\$ 1,755,292	\$ 561,981	\$ 1,193,311	32.02%	\$ 1,222,029	\$ 635,950	52.04%	
36	CO-CURRICULAR ACT	\$ 1,382,064	\$ 491,454	\$ 890,610	35.56%	\$ 1,332,452	\$ 525,838	39.46%	
41	GEN ADMINISTRATION	\$ 1,281,989	\$ 386,087	\$ 895,903	30.12%	\$ 1,141,880	\$ 434,184	38.02%	
51	PLANT MAINT & OPERATION	\$ 3,902,564	\$ 1,394,958	\$ 2,507,606	35.74%	\$ 4,199,618	\$ 1,476,458	35.16%	
52	SECURITY & MONITORING	\$ 77,119	\$ 3,789	\$ 73,330	4.91%	\$ 83,082	\$ 12,338	14.85%	
53	DATA PROCESSING	\$ 957,957	\$ 314,307	\$ 643,650	32.81%	\$ 857,053	\$ 365,625	42.66%	
61	COMMUNITY SERVICES	\$ 52,790	\$ 24,739	\$ 28,051	46.86%	\$ 53,341	\$ 14,896	27.93%	
81	FACILITIES ACQ & CONST	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
91	STUDENT ATTENDANCE CR	\$ 4,418,176	\$ -	\$ 4,418,176	0.00%	\$ 5,567,564	\$ -	0.00%	
99	PURCHASES & CONT SRVS	\$ 686,614	\$ 321,272	\$ 365,342	46.79%	\$ 667,570	\$ 342,103	51.25%	
	TOTAL EXPENDITURES	\$ 36,825,688	\$ 10,804,093	\$ 26,021,596	29.34%	\$ 38,291,303	\$ 11,181,586	29.20%	
7000	Other Sources		\$ -			Other Sources	\$ -		
8000	Other Uses		\$ -			Other Uses	\$ -		
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ 3,137,770		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2011-12		\$ 2,764,142			
3000	BEG FUND BAL 09/01/12	\$ 7,879,450	Unaudited						
3000	END FUND BAL 10/31/12	\$ 11,017,220	Unaudited						

Marble Falls ISD
Statement of Revenues and Expenditures - Food Service
As of December 31, 2012

33% Of Fiscal Year		CURRENT YEAR				PRIOR YEAR			
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET	
REVENUES									
57XX	Local & Intermed Revenues	\$ 606,453	\$ 234,531	\$ 371,921	38.67%	\$ 902,562	\$ 241,502	26.76%	
58XX	State Program Revenues	\$ 12,110	\$ -	\$ 12,110	0.00%	\$ 12,110	\$ -	0.00%	
59xx	Federal Program Revenues	\$ 1,452,229	\$ 519,587	\$ 932,642	35.78%	\$ 1,457,334	\$ 518,104	35.55%	
	TOTAL REVENUE	\$ 2,070,792	\$ 754,118	\$ 1,316,673	36.42%	\$ 2,372,006	\$ 759,606	32.02%	
EXPENDITURES									
61	PAYROLL COST	\$ 742,647	\$ 258,266	\$ 484,381	34.78%	\$ 1,261,933	\$ 250,283	19.83%	
62	PURCHASE & CONTRACTED	\$ 19,644	\$ 10,537	\$ 9,107	53.64%	\$ 15,221	\$ 8,982	59.01%	
63	SUPPLIES AND MATERIALS	\$ 980,348	\$ 400,166	\$ 580,181	40.82%	\$ 1,052,302	\$ 913,871	86.84%	
64	OTHER OPERATING EXP	\$ 9,850	\$ 2,992	\$ 6,858	30.37%	\$ 10,225	\$ 2,112	20.66%	
66	CPTL OUTLAY	\$ 25,000	\$ -	\$ 25,000	0.00%	\$ 32,325	\$ 4,820	14.91%	
	TOTAL EXPENDITURES	\$ 1,777,489	\$ 671,961	\$ 1,105,528	37.80%	\$ 2,372,006	\$ 1,180,068	49.75%	
7000	Other Sources		\$ -			\$ -	\$ -		
8000	Other Uses		\$ -			\$ -	\$ -		
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ 82,157		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2011-12		\$ (420,462)			
3000	BEG FUND BAL 09/01/12	\$ 497,135	Unaudited						
3000	END FUND BAL 10/31/12	\$ 579,292	Unaudited						

Marble Falls Independent School District

Financial Report

February 18, 2013

Check Payment Fund Summary

Expenditure to Budget Report

Check Payment Fund Summary

For Bills Paid

January 1 – January 31, 2013

FUND SUMMARY

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
199	GENERAL FUND	31,324.09	0.00	298,219.86	329,543.95
211	TITLE I PART A, BASIC PROGRAMS	3,670.94	0.00	0.00	3,670.94
224	IDEA PART B FORMULA	2,341.91	0.00	10,374.32	12,716.23
225	IDEA PART B PRESCHOOL	98.88	0.00	0.00	98.88
240	FOOD SERVICE	2,460.48	0.00	66,343.73	68,804.21
244	VOC. ED.-BASIC GRANT	0.00	0.00	431.64	431.64
255	TITLE II PART A TCHR & PRINCPL	547.63	0.00	1,143.00	1,690.63
263	TITLE III - BILINGUAL	208.61	0.00	0.00	208.61
270	TITLE VI, PART B	373.71	0.00	0.00	373.71
276	Texas Title I Priority Schools	3,187.09	0.00	20,728.47	23,915.56
863	PAYROLL CLEARING	713,944.23	0.00	0.00	713,944.23
*** Fund Summary Totals ***		758,157.57	0.00	397,241.02	1,155,398.59

***** End of report *****

Expenditure to Budget Report

February 18, 2013

General Operating Fund

&

Food Service Fund

Obj	Obj	2012-13 ESTIMATED REVENUE	January 2012-13 MTHLY ACTIVITY	2012-13 Activity	REVENUE BALANCE	PERCENT REALIZED	2012-13 YTD %
199	GENERAL FUND						
5700	REVENUE-LOCAL & INTERMED						
	571- LOCAL REAL-PROPERTY TAXES	30,984,171.00	13,367,245.80	25,885,906.12	5,098,264.88	86.43	83.55
	573- TUITION & FEES FROM PATRONS	50,000.00	9,915.00	32,703.00	17,297.00	66.61	65.41
	574- TRANS FROM WITHIN STATE	190,000.00	29,684.88	171,485.07	18,514.93	90.35	90.26
	575- ENTERPRISING ACTIVITIES	135,500.00	4,063.05	97,898.90	37,601.10	72.71	72.25
	57-- REVENUE-LOCAL & INTERMED	31,359,671.00	13,410,908.73	26,187,993.09	5,171,677.91	86.36	83.51
5800	STATE PROGRAM REVENUES						
	581- PER CAPITA-FOUNDATION REV	3,763,236.00	0.00	3,370,738.00	392,498.00	89.57	89.57
	582- STATE REVENUE DISTRBD BY TEA	5,000.00	0.00	1,200.00	3,800.00	24.00	24.00
	583- TRS ON BEHALF BENEFIT	1,237,917.00	107,208.55	526,810.60	711,106.40	42.56	42.56
	58-- STATE PROGRAM REVENUES	5,006,153.00	107,208.55	3,898,748.60	1,107,404.40	77.88	77.88
6000	FEDERAL PROGRAM REVENUES						
	591- FEDERALLY DIST REVENUES	40,000.00	0.00	53,913.81	-13,913.81	134.78	134.78
	592-	20,000.00	0.00	0.00	20,000.00	0.00	0.00
	593- VOC ED NON FOUNDATION	350,000.00	41,504.60	351,083.94	-1,083.94	100.31	100.31
	59-- FEDERAL PROGRAM REVENUES	410,000.00	41,504.60	404,997.75	5,002.25	98.78	98.78
----	GENERAL FUND	36,775,824.00	13,559,621.88	30,491,739.44	6,284,084.56	85.34	82.91

6000

Obj	Obj	2012-13 ESTIMATED REVENUE	January 2012-13 MTHLY ACTIVITY	2012-13 Activity	REVENUE BALANCE	PERCENT REALIZED	2012-13 YTD %
240	FOOD SERVICE						
5700	REVENUE-LOCAL & INTERMED						
	574- TRANS FROM WITHIN STATE	1,969.00	254.16	1,181.50	787.50	60.01	60.01
	575- ENTERPRISING ACTIVITIES	604,483.84	74,067.62	318,450.45	286,033.39	54.63	52.68
	57-- REVENUE-LOCAL & INTERMED	606,452.84	74,321.78	319,631.95	286,820.89	54.65	52.71
5800	STATE PROGRAM REVENUES						
	582- STATE REVENUE DISTRBD BY TEA	12,110.00	0.00	0.00	12,110.00	0.00	0.00
	58-- STATE PROGRAM REVENUES	12,110.00	0.00	0.00	12,110.00	0.00	0.00
5900	FEDERAL PROGRAM REVENUES						
	592-	1,452,229.12	115,300.70	634,887.79	817,341.33	43.72	43.72
	59-- FEDERAL PROGRAM REVENUES	1,452,229.12	115,300.70	634,887.79	817,341.33	43.72	43.72
	---- FOOD SERVICE	2,070,791.96	189,622.48	954,519.74	1,116,272.22	46.66	46.09

Number of Accounts: 49

***** End of report *****

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	Obj	Obj	2012-13 ESTIMATED REVENUE	January 2012-13 MTHLY ACTIVITY	2012-13 Activity	REVENUE BALANCE	2012-13 YTD %
199		GENERAL FUND					
	5---	REVENUE	36,775,824.00	13,559,621.88	30,491,739.44	6,284,084.56	82.91
	----	GENERAL FUND	36,775,824.00	13,559,621.88	30,491,739.44	6,284,084.56	82.91
240		FOOD SERVICE					
	5---	REVENUE	2,070,791.96	189,622.48	954,519.74	1,116,272.22	46.09
	----	FOOD SERVICE	2,070,791.96	189,622.48	954,519.74	1,116,272.22	46.09

Number of Accounts: 49

***** End of report *****

	Obj	Obj	2012-13 BUDGET	ENCUMBRANCE YTD	2012-13 EXPENDITURES	January 2012-13 ACTIVITY	2012-13 BALANCE	2012-13 YTD %
199		GENERAL FUND						
11		INSTRUCTION						
	61--	PAYROLL COSTS	16,568,588.52	0.00	6,873,199.14	1,408,388.68	9,695,389.38	41.48
	62--	PURCHASE & CONTRACTED SVS	318,099.03	80,885.35	171,537.65	14,517.51	65,676.03	53.93
	63--	SUPPLIES AND MATERIALS	505,507.95	43,171.02	90,937.89	15,030.00	371,399.04	17.99
	64--	OTHER OPERATING EXPENSES	33,770.50	1,310.00	8,137.63	746.80	24,322.87	24.10
	66--	CPTL OUTLY LAND BLDG & EQ	11,538.00	11,538.00	0.00	0.00	0.00	0.00
	----	INSTRUCTION	17,437,504.00	136,904.37	7,143,812.31	1,438,682.99	10,156,787.32	40.97
12		INST. RESOURCES & MEDIA SVCS						
	61--	PAYROLL COSTS	387,702.49	0.00	161,045.37	36,248.23	226,657.12	41.54
	62--	PURCHASE & CONTRACTED SVS	17,768.00	35.83	867.19	0.00	16,864.98	4.88
	63--	SUPPLIES AND MATERIALS	74,184.00	5,078.97	31,985.77	11,687.84	37,119.26	43.12
	64--	OTHER OPERATING EXPENSES	7,005.00	462.60	2,632.00	882.00	3,910.40	37.57
	----	INST. RESOURCES & MEDIA S	486,659.49	5,577.40	196,530.33	48,818.07	284,551.76	40.38
13		CURRICULUM DEV & INST STFF DEV						
	61--	PAYROLL COSTS	181,239.86	0.00	62,444.57	7,704.56	118,795.29	34.45
	62--	PURCHASE & CONTRACTED SVS	32,190.00	2,474.00	3,900.00	0.00	25,816.00	12.12
	63--	SUPPLIES AND MATERIALS	5,315.00	315.00	443.93	0.00	4,556.07	8.35
	64--	OTHER OPERATING EXPENSES	33,368.00	3,269.71	11,526.37	3,598.46	18,571.92	34.54
	----	CURRICULUM DEV & INST STF	252,112.86	6,058.71	78,314.87	11,303.02	167,739.28	31.06
21		INSTRUCTIONAL LEADERSHIP						
	61--	PAYROLL COSTS	627,536.71	0.00	258,334.77	51,493.48	369,201.94	41.17
	62--	PURCHASE & CONTRACTED SVS	6,441.00	1,581.52	1,672.48	210.20	3,187.00	25.97
	63--	SUPPLIES AND MATERIALS	20,739.00	426.17	7,769.30	729.31	12,543.53	37.46
	64--	OTHER OPERATING EXPENSES	7,700.00	250.10	2,945.45	49.20	4,504.45	38.25
	----	INSTRUCTIONAL LEADERSHIP	662,416.71	2,257.79	270,722.00	52,482.19	389,436.92	40.87

	Obj	Obj	2012-13 BUDGET	ENCUMBRANCE YTD	2012-13 EXPENDITURES	January 2012-13 ACTIVITY	2012-13 BALANCE	2012-13 YTD %
199		GENERAL FUND						
23		SCHOOL LEADERSHIP						
	61--	PAYROLL COSTS	1,953,482.98	0.00	801,122.44	158,411.47	1,152,360.54	41.01
	62--	PURCHASE & CONTRACTED SVS	23,794.00	10,583.35	7,827.65	1,207.57	5,383.00	32.90
	63--	SUPPLIES AND MATERIALS	59,188.00	4,512.32	11,151.82	1,588.08	43,523.86	18.84
	64--	OTHER OPERATING EXPENSES	17,557.50	475.18	7,237.78	1,563.54	9,844.54	41.22
	----	SCHOOL LEADERSHIP	2,054,022.48	15,570.85	827,339.69	162,770.66	1,211,111.94	40.28
31		GUIDANCE & COUNSELING						
	61--	PAYROLL COSTS	1,011,049.01	0.00	423,227.96	62,527.37	587,821.05	41.86
	62--	PURCHASE & CONTRACTED SVS	14,235.00	2,086.00	959.50	0.00	11,189.50	6.74
	63--	SUPPLIES AND MATERIALS	20,768.00	1,027.45	6,752.15	1,689.76	12,988.40	32.51
	64--	OTHER OPERATING EXPENSES	10,821.00	959.32	5,357.27	1,058.82	4,504.41	49.51
	----	GUIDANCE & COUNSELING	1,056,873.01	4,072.77	436,296.88	65,275.95	616,503.36	41.28
33		HEALTH SERVICES						
	61--	PAYROLL COSTS	352,595.77	0.00	146,774.54	29,356.23	205,821.23	41.63
	62--	PURCHASE & CONTRACTED SVS	348.00	0.00	0.00	0.00	348.00	0.00
	63--	SUPPLIES AND MATERIALS	7,930.00	978.61	2,016.93	1,152.65	4,934.46	25.43
	64--	OTHER OPERATING EXPENSES	661.00	0.00	0.00	0.00	661.00	0.00
	----	HEALTH SERVICES	361,534.77	978.61	148,791.47	30,508.88	211,764.69	41.16
34		PUPIL TRANSPORTATION						
	61--	PAYROLL COSTS	1,355,557.34	0.00	510,456.44	96,440.98	845,100.90	37.66
	62--	PURCHASE & CONTRACTED SVS	26,600.00	8,843.71	13,527.63	2,160.23	4,228.66	50.86
	63--	SUPPLIES AND MATERIALS	459,150.00	87,305.11	174,832.35	32,288.07	197,012.54	38.08
	64--	OTHER OPERATING EXPENSES	-86,015.50	1,412.85	-12,860.22	-6,913.64	-74,568.13	14.95
	----	PUPIL TRANSPORTATION	1,755,291.84	97,561.67	685,956.20	123,975.64	971,773.97	39.08

	Obj	Obj	2012-13 BUDGET	ENCUMBRANCE YTD	2012-13 EXPENDITURES	January 2012-13 ACTIVITY	2012-13 BALANCE	2012-13 YTD %
199		GENERAL FUND						
36		COCURR./EXTRACURR.ACTIVITIES						
	61--	PAYROLL COSTS	748,851.96	0.00	333,666.80	62,427.84	415,185.16	44.56
	62--	PURCHASE & CONTRACTED SVS	139,100.00	30,196.58	67,697.49	9,467.82	41,205.93	48.67
	63--	SUPPLIES AND MATERIALS	191,999.50	20,108.00	60,816.60	12,677.58	111,074.90	31.68
	64--	OTHER OPERATING EXPENSES	302,113.00	8,146.82	137,479.96	23,633.22	156,486.22	45.51
	----	COCURR./EXTRACURR.ACTIVIT	1,382,064.46	58,451.40	599,660.85	108,206.46	723,952.21	43.39
41		GENERAL ADMINISTRATION						
	61--	PAYROLL COSTS	1,041,504.34	0.00	398,059.75	78,804.62	643,444.59	38.22
	62--	PURCHASE & CONTRACTED SVS	118,693.00	34,256.50	30,981.30	16,827.76	53,455.20	26.10
	63--	SUPPLIES AND MATERIALS	33,576.00	779.96	7,816.42	941.86	24,979.62	23.28
	64--	OTHER OPERATING EXPENSES	88,216.00	3,682.97	51,865.91	4,348.67	32,667.12	58.79
	----	GENERAL ADMINISTRATION	1,281,989.34	38,719.43	488,723.38	100,922.91	754,546.53	38.12
		PLANT MAINTENANCE & OPERATIONS						
	61--	PAYROLL COSTS	1,866,149.56	0.00	806,123.16	149,808.17	1,060,026.40	43.20
	62--	PURCHASE & CONTRACTED SVS	1,391,700.00	83,037.36	472,189.10	88,512.83	836,473.54	33.93
	63--	SUPPLIES AND MATERIALS	398,939.00	48,125.42	173,601.08	25,409.59	177,212.50	43.52
	64--	OTHER OPERATING EXPENSES	185,775.00	972.50	161,577.50	70.00	23,225.00	86.97
	66--	CPTL OUTLY LAND BLDG & EQ	60,000.00	2,137.44	51,738.59	6,470.83	6,123.97	86.23
	----	PLANT MAINTENANCE & OPERA	3,902,563.56	134,272.72	1,665,229.43	270,271.42	2,103,061.41	42.67
52		SECURITY & MONITORING SERVICES						
	61--	PAYROLL COSTS	15,518.90	0.00	0.00	0.00	15,518.90	0.00
	62--	PURCHASE & CONTRACTED SVS	56,471.00	0.00	0.00	0.00	56,471.00	0.00
	63--	SUPPLIES AND MATERIALS	5,129.00	0.00	5,052.78	1,263.52	76.22	98.51
	----	SECURITY & MONITORING SER	77,118.90	0.00	5,052.78	1,263.52	72,066.12	6.55

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	Obj	Obj	2012-13 BUDGET	ENCUMBRANCE YTD	2012-13 EXPENDITURES	January 2012-13 ACTIVITY	2012-13 BALANCE	2012-13 YTD %
199		GENERAL FUND						
53		DATA PROCESSING SERVICES						
	61--	PAYROLL COSTS	407,942.17	0.00	170,362.67	33,697.82	237,579.50	41.76
	62--	PURCHASE & CONTRACTED SVS	252,400.00	58,358.88	145,559.43	7,738.99	48,481.69	57.67
	63--	SUPPLIES AND MATERIALS	252,115.00	165,670.96	58,384.34	19,179.23	28,059.70	23.16
	64--	OTHER OPERATING EXPENSES	10,500.00	931.94	745.75	129.19	8,822.31	7.10
	66--	CPTL OUTLY LAND BLDG & EQ	35,000.00	0.00	17,050.00	17,050.00	17,950.00	48.71
	----	DATA PROCESSING SERVICES	957,957.17	224,961.78	392,102.19	77,795.23	340,893.20	40.93
61		COMMUNITY SERVICES						
	61--	PAYROLL COSTS	39,789.71	0.00	25,610.31	5,871.44	14,179.40	64.36
	62--	PURCHASE & CONTRACTED SVS	13,000.00	4,500.00	5,000.00	0.00	3,500.00	38.46
	----	COMMUNITY SERVICES	52,789.71	4,500.00	30,610.31	5,871.44	17,679.40	57.99
66		INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	4,418,176.00	0.00	0.00	0.00	4,418,176.00	0.00
	----	INTERGOVERNMENTAL CHARGES	4,418,176.00	0.00	0.00	0.00	4,418,176.00	0.00
99		OTHR INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	686,614.00	0.00	321,271.54	0.00	365,342.46	46.79
	----	OTHR INTERGOVERNMENTAL CH	686,614.00	0.00	321,271.54	0.00	365,342.46	46.79
	----	GENERAL FUND	36,825,688.30	729,887.50	13,290,414.23	2,498,148.38	22,805,386.57	36.09

	Obj	Obj	2012-13 BUDGET	ENCUMBRANCE YTD	2012-13 EXPENDITURES	January 2012-13 ACTIVITY	2012-13 BALANCE	2012-13 YTD %
240		FOOD SERVICE						
35		FOOD SERVICES						
	61--	PAYROLL COSTS	742,646.93	0.00	322,052.56	63,786.68	420,594.37	43.37
	62--	PURCHASE & CONTRACTED SVS	19,644.00	5,291.56	11,879.46	1,342.37	2,472.98	60.47
	63--	SUPPLIES AND MATERIALS	980,347.69	349,311.02	504,192.42	104,026.08	126,844.25	51.43
	64--	OTHER OPERATING EXPENSES	9,850.00	0.00	3,904.43	912.68	5,945.57	39.64
	66--	CPTL OUTLY LAND BLDG & EQ	25,000.00	0.00	0.00	0.00	25,000.00	0.00
	----	FOOD SERVICES	1,777,488.62	354,602.58	842,028.87	170,067.81	580,857.17	47.37
	----	FOOD SERVICE	1,777,488.62	354,602.58	842,028.87	170,067.81	580,857.17	47.37

Number of Accounts: 2062

***** End of report *****

		2012-13	ENCUMBRANCE	2012-13	January 2012-13	2012-13	
	Obj Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
199	GENERAL FUND						
	6--- EXPENDITURES	36,825,688.30	729,887.50	13,290,414.23	2,498,148.38	22,805,386.57	36.09
	---- GENERAL FUND	36,825,688.30	729,887.50	13,290,414.23	2,498,148.38	22,805,386.57	36.09
240	FOOD SERVICE						
	6--- EXPENDITURES	1,777,488.62	354,602.58	842,028.87	170,067.81	580,857.17	47.37
	---- FOOD SERVICE	1,777,488.62	354,602.58	842,028.87	170,067.81	580,857.17	47.37

Number of Accounts: 2062

***** End of report *****



Marble Falls
Independent
School District

INTEROFFICE MEMORANDUM

Date: February 12, 2013

To: Board of Trustees and Dr. O'Connor

From: David Hemond, Accounting Supervisor

Subject: Consider Approval of Budget Amendments

Budget amendments included for approval (copies follow):

12-00027	Increase budget for staff travel to art conference - \$971
12-00028	Increase budget for staff travel - \$200
12-00029	Increase budget for staff travel - \$2,000
12-00030	Increase budget for massages for campus staff - \$1,085
12-00031	Increase budget for student travel to leadership conference - \$150
12-00032	Move budget from library travel to staff travel - \$650

SECRET

JAN 15 2013

MARBLE FALLS ISD
BUDGET AMENDMENT MARBLE FALLS HIGH SHOO

Batch #:		Reason for amendment:		Debit		Credit	
Fiscal Year:		Account Description		Increase		Decrease	
12-00027		TRAVEL FOR ART TO A CONFERENCE					
2012-2013							
EXPENDITURES							
1	199-11-6399-00-001-0-11-A00	SUPPLIES					\$971.00
2	199-11-6495-00-001-0-11-A00	FEES		\$110.00			
3	199-11-6411-00-001-0-11-A00	EMPLOYEE TRAVEL		\$50			
4	199-13-6411-00-001-0-11-A00	EMPLOYEE TRAVEL		\$811.00			
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20							
REVENUE							
21							
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Totals				971.00			971.00
Board Approval Required		Prepared by: P. MAX	Approved by: M. LUNOFF	Entered by: jmc			
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Date: 01/11/13	Date: 1/11/13	Date: 01-15-13			

**MARBLE FALLS ISD
BUDGET AMENDMENT**

JAN 16 2013

Batch #: 12-00028		Reason for amendment: TRANSFER FUNDS TO COVER TRAVEL EXPENSES	
Fiscal Year: 2012-2013			
Account Number	Account Description	Debit	Credit
EXPENDITURES			
1 199-11-6399-00-041-0-11-S-00	SUPPLIES		
2 199-13-6411-00-041-0-99-S-00	EMPLOYEE TRAVEL	\$200.00	\$200.00
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REVENUE			
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23			
24			
Totals		200.00	200.00

Prepared by: Susan Beck
Date: 01/14/13

Approved by: *[Signature]*
Date: 01-14-2013

Reviewed by: *[Signature]*
Date: 01-16-13

Entered by:
Date:

Board Approval Required
 Yes No

MARBLE FALLS ISD
BUDGET AMENDMENT

RECEIVED
JAN 17 2013

Batch #:	12-00029	Reason for amendment:	MOVE MONEY FOR STAFF DEVELOPMENT
Fiscal Year:	2012-2013	Account Description	
Account Number		Account Description	
EXPENDITURES			
1	199-11-6494-00-102-0-11-000	RECLASSIFIED TRANSPORTATION	
2	199-13-6411-00-102-0-11-000	EMPLOYEE TRAVEL	2,000.00
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REVENUE			
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24			
Totals			2,000.00

Board Approval Required Yes No

Prepared by: MARY RATLIFF Date: 01/16/13

Approved by: *[Signature]* Date: 1-16-13

Reviewed by: *[Signature]* Date: 01-17-13

Entered by: *[Signature]* Date: *[Signature]*

MARBLE FALLS ISD
BUDGET AMENDMENT

Batch #: 12-00030		Reason for amendment: INCREASE BUDGET FOR MESSAGES FOR CAMPUS STAFF	
Fiscal Year: 2012-13			
Account Number	Account Description	Debit	Credit
EXPENDITURES			
1 199-41-6299-00-701-099-000	CONTRACTED SERVICES	Increase 1,085.00	Decrease
2 199-11-6399-00-999-011-X00	GENERAL SUPPLIES		1,085.00
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REVENUE		Decrease	Increase
21			
22			
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24			
Totals		1,085.00	1,085.00
Board Approval Required		Entered by:	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Approved by: <i>David Hermond</i>	
		Reviewed by: <i>Lisa Luman</i>	
		Date: 2-1-13	
		Date: 02-01-13	

RECEIVED

JAN 31 2013

MARBLE FALLS ISD
BUDGET AMENDMENT MARBLE FALLS HIGH SCHOOL

Batch #:	12-00031	Reason for amendment:	FOR STUDENT TO ATTEND HUGH O'BRIAN LEADERSHIP CONFERENCE
Fiscal Year:	3012-2013	Account Description:	
EXPENDITURES			
1	199-31-6411-00-001-0-99-000	COUNSELING EMPLOYEE TRAVEL	
2	199-36-6412-00-001-0-99-000	EXTRACURRICULAR ACTIVITIES	150.00
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REVENUE			
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Totals			150.00

Board Approval Required Yes No

Prepared by: S. ROBERTS Date: 01/28/13

Approved by: MANUEL LUMOFF Date: 1/30/13

Reviewed by: JMC Date: 01-31-13

Entered by: JMC Date: 01-31-13

REC'D
FEB 07 2013

MARBLE FALLS ISD
BUDGET AMENDMENT

Batch #: 12-00032		Reason for amendment: TO REPLACE FUNDS TRANSFERRED IN ERROR OUT OF GENERAL TRAVEL, SHOULD HAVE BEEN FROM LIBRARY TRAVEL	
Fiscal Year: 2012-2013		Account Description	
Account Number	Account Description	Debit	Credit
EXPENDITURES			
1 199 12 6411 00 101 099 000	LIBRARY TRAVEL		650.00
2 199 13 6411 00 101 099 000	GENERAL TRAVEL	650.00	
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REVENUE			
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Totals		650.00	650.00

Board Approval Required
 Yes No

Prepared by: Becky Fields
 Date: _____

Approved by: B. P. [Signature]
 Date: 2-6-13

Reviewed by: JMC
 Date: 02-07-13

Entered by: _____
 Date: _____

ORDER OF ELECTION FOR OTHER POLITICAL SUBDIVISIONS

An election is hereby ordered to be held on May 11, 2013 for the purpose of:

electing to the Board of Trustees of Marble Falls Independent School District two trustees for a full three-year term each for positions designated as Place 1 and Place 2.

Applications for a place on the ballot shall be filed by: March 1, 2013

Early voting by personal appearance will be conducted each weekday at

Marble Falls Courthouse Annex, 810 Steve Hawkins, Marble Falls, TX .
and
Burnet County Courthouse, 220 S. Pierce, Burnet TX 78611

between the hours of 8:00 a.m. and 5:00 p.m. at the **Burnet County Courthouse Annex in Marble Falls, TX** and between the hours of 8:00 a.m. and 5:00 p.m. at the **Burnet County Courthouse in Burnet, TX** beginning on April 29, 2013 and ending on May 7, 2013.

Applications for ballot by mail shall be mailed to:

Barbara Agnew
 Burnet County Elections Administrator and
 Early Voting Clerk for Marble Falls ISD
 220 S. Pierce St.
 Burnet TX 78611

Applications for ballot by mail must be received no later than the close of business on May 3, 2013.

Additional early voting will be held as follows:

Location	Date	Hours
<u>Burnet County Courthouse Annex, Marble Falls, TX</u>	<u>Thursday, May 2, 2013</u>	<u>7:00 a.m. - 7:00 p.m.</u>
<u>Burnet County Courthouse, Burnet TX</u>	<u>Thursday, May 2, 2013</u>	<u>7:00 a.m. - 7:00 p.m.</u>
<u>Burnet County Courthouse Annex, Marble Falls, TX</u>	<u>Monday, May 6, 2013</u>	<u>7:00 a.m. - 7:00 p.m.</u>
<u>Burnet County Courthouse, Burnet TX</u>	<u>Monday, May 6, 2013</u>	<u>7:00 a.m. - 7:00 p.m.</u>

Issued this the 18 day of February, 2013

Member

Member

Member

Member

Signature of Presiding Officer

Member

Member

Instruction Note: A copy of this election order must be delivered to the County Clerk/Elections Administrator and Voter Registrar not later than 60 days before election day.

ORDEN DE ELECCION PARA OTRA SUBDIVISION POLITICA

**Por la presente se ordena que se llevará a cabo una elección el 11 de Mayo de 2013 con
 (fecha)**

el propósito de: elegir tres (3) fideicomisarios al Patronato de Distrito de Marble Falls por un termino de 3 años completos, se nombrara una persona por cada posición en Puesto 1 y Puesto 2.

Solicitudes para un lugar en la boleta serán presentadas por. 1 de Marzo de 2013.

La votación adelantada en persona se llevará a cabo de lunes a viernes en

Burnet County Courthouse Annex, 810 Steve Hawkins, Marble Falls Texas y
Burnet County Courthouse, 220 S. Pierce, Burnet TX 78611
 (sitio)

entra las 8:00 de la mañana y las 5:00 de la tarde en Burnet County Courthouse Annex en Marble Falls, TX y entre las 8:00 de la mañana y las 5:00 de la tarde en Burnet County Courthouse en Burnet, TX empezando el 29 de Abril de 2013 y terminando el 7 de Mayo de 2013.

Las solicitudes para boletas que se votarán en ausencia por correo deberán enviarse a:

Barbara Agnew
 Burnet County Elections Administrator and
 Early Voting Clerk – Marble Falls ISD
 220 S. Pierce St.
 Burnet TX 78611

**Las solicitudes para boletas que se votarán en ausencia por correo deberán recibirse para el fin de las horas de las horas de negocio el 3 de Mayo de 2013.
 (fecha)**

La votación adelantada además se llevará a cabo de tal manera:

Sitio	Fecha	Horas
<u>Burnet County Courthouse Annex, Marble Falls, TX</u>	<u>jueves, 2 de mayo de 2013</u>	<u>7:00 a.m. - 7:00 p.m.</u>
<u>Burnet County Courthouse, Burnet TX</u>	<u>jueves, 2 de mayo de 2013</u>	<u>7:00 a.m. - 7:00 p.m.</u>
<u>Burnet County Courthouse Annex, Marble Falls, TX</u>	<u>lunes, 6 de mayo de 2013</u>	<u>7:00 a.m. - 7:00 p.m.</u>
<u>Burnet County Courthouse, Burnet TX</u>	<u>lunes, 6 de mayo de 2013</u>	<u>7:00 a.m. - 7:00 p.m.</u>

Emitida este día 18 de Febrero, 2013.

<u>Miembro</u>	<u>Firma del Oficial que Preside</u>
<u>Miembro</u>	<u>Miembro</u>
<u>Miembro</u>	<u>Miembro</u>
<u>Miembro</u>	

Nota de instrucción: Se debará entregar una copia de esta orden de elección al/a la Secretario(a) del Condado/Administrador(a) de Elecciones y el/la Registrador(a) de Votantes a más tardar 60 días antes del día de elección.

Election Day Judges
May 11, 2013 Election

County Courthouse Annex, 810 Steve Hawkins Pkwy., Marble Falls, TX 78654, 830-798-3244
Contact is Debbie Bindseil at the Annex, 830-798-3205; 6 election workers; bilingual requirement.

Polling Place for City of Marble Falls (voting precincts 19 and 20)
Polling Place for City of Meadowlakes (voting precinct 19)
Polling Place for City of Cottonwood Shores (voting precinct 19)
Polling Place for MFISD (voting precincts 19 and 20)

Melodee Slade, Presiding Judge
510 Ave. E
Marble Falls, TX 78654
VUID: 1130189356 (20)

Peggy Davis, Alternate Judge
1401 Bluebonnet Dr.
Marble Falls, TX 78654
VUID: 1001997394 (20)

Highland Haven Community Center, 118 Blackbird Dr., Highland Haven, TX 78654
Contact is Judy Schwab 598-6427; 3 election workers.

Polling Place for MFISD (voting precinct 9)
Polling Place for City of Highland Haven (voting precinct 9)

Lucille Moody, Presiding Judge
400 Flamingo Circle
Highland Haven, TX 78654
VUID: 1001946186 (9)

Judy Schwab, Alternate Judge
212 Flamingo Circle
Highland Haven, TX 78654
VUID: 1001950496 (9)

Granite Shoals Fire Station, 8410 RR 1431 W., Granite Shoals, TX 78654
Contact is Chief Austin Stanphill 830-596-8110; 4 election workers; bilingual requirement.

Polling Place for City of Granite Shoals (voting precincts 3 and 18)
Polling Place for MFISD (precinct 3 and 18)

Kenneth Hubbard, Presiding Judge
143 W. Cedar Dr.
Granite Shoals, TX 78654
VUID: 1020766141 (18)

Pat Crochet, Alternate Judge
234 Lakewood Dr.
Granite Shoals, TX 78654
VUID: 1001978872 (18)

Smithwick Community Center, 10800 E. FM 1431, Marble Falls, TX 78654
Contact is Sherry Hays 830-693-2494; 3 election workers.

Polling Place for MFISD (Burnet County precinct 6 and Travis County voting precincts 370 and 371)

Janis Giesecke, Presiding Judge
P.O. Box 36
767 Double Creek Rd.
Marble Falls, TX 78654
VUID: 1001935910 (6)

Martha (Marti) Pogue, Alternate Judge
7670 E. FM 1431
Marble Falls, TX 78654
VUID: 1011649092 (6)

Spicewood Community Center, 7901 CR 404, Spicewood, TX 78669
Contact is Karen Lacy 830-693-3381; 3 election workers; bilingual requirement.

Polling Place for MFISD (Burnet County voting precinct 4 and Travis County voting precinct 308)

Anne Boyle, Presiding Judge
156 Crest Dr.
Spicewood, TX 78669
830-613-4036
VUID: 1130821219 (4)

*Fay (Edward) Manigold, Alternate Judge
1423 CR 409
Spicewood, TX 78669
VUID: 1002013274 (4)

Central Accumulation Station – To Work During Logic & Accuracy Testing and on Election Day at Central Accumulation Station

Karen Seaver, Presiding Judge
311 Delaware Springs
Burnet, TX 78611
VUID: 1015627557 (2)

Marsha Neel, Alternate Judge
340 Granite Row
Meadowlakes, TX 78654
VUID: 1001979043 (19)

Early Voting Ballot Board

Annette Ussery, Presiding Judge
1110 FM 1980
Marble Falls, TX 78654
VUID: 1001945615 (9)

Sandra Howe, Alternate Judge
309 Delaware Springs Blvd.
Burnet, TX 78611
VUID: 1007645903 (2)

Best Regards,

Barbara Agnew
Burnet County Elections Administrator
220 S. Pierce
Burnet, TX 78611
(512) 715-5288 Office
(512) 755-5495 Cell
(512) 715-5287 Fax

Marble Falls Independent School District

Office of Academic Programs

Marble Falls, Texas 78654

(830) 693-4357



Dr. Janice Mauldin

Assistant Superintendent of Academic Programs

Dr. Rob O'Connor

Superintendent

To: Marble Falls ISD Board of Trustees

From: Eric Penrod, Director of Secondary Academic Programs

Date: February 6, 2013

RE: Approval of Foreign Exchange Student

On January 16, 2013, the Marble Falls ISD DEIC voted to limit Foreign Exchange Student enrollment to a maximum of five placements per *Foreign Exchange Student Waiver*, pursuant TEC 25.001(e). This is based on the notion that exceeding five students would create a financial or staffing hardship for the district, diminish the district's ability to provide high quality education services for the district's domestic students and/ or require domestic students to compete with foreign exchange students for resources. This waiver will run through the 2015-2016 school year.

Sincerely,

Eric Penrod



State of Texas CO-OP Program

What is the State of Texas CO-OP Program?

Created by legislation in 1979, the Texas Comptroller of Public Accounts (CPA) State of Texas CO-OP Program offers members a unique opportunity to make the most of their purchasing dollars and efforts by using the State of Texas volume buying power.

Who can join?

- Local governments
- MHMR community centers
- Assistance organizations
- Texas Rising Star Providers (certified by the Texas Workforce Commission)

Sections 271.081-271.083, Local Government Code, and Sections 2155.202 and 2175.001(1), Government Code, provide the legal authority for the CO-OP Program:

Why should you join the State of Texas CO-OP?

- **Get Best Value for Your Purchases** – Our purchasers competitively bid and award hundreds of contracts in accordance with state purchasing statutes and competitive bidding requirements. You reap the savings for your organization and ultimately for the citizens of Texas.
- **Save Valuable Time and Effort** – No bidding, just order from hundreds of established state contracts.
- **Search Thousands of Vendors** – Looking for something not on one of our negotiated contracts? Use our Centralized Master Bidder's List to identify vendors from our database of over 12,000 companies (including HUB). <http://www2.CPA.state.tx.us/cmbi/cmbihub.html>
- **Post Bid and Award Notices on the Electronic State Business Daily** – As a CO-OP member, set up FREE password access to the Electronic State Business Daily (ESBD) where you can post your entity's solicitations to increase vendor participation and provide public notice of awards. <http://esbd.CPA.state.tx.us/>
- **Save Money on Travel** – Qualified CO-OP members may use the State Travel Management Program for discounted rates on rental cars and over 1,000 hotels.

If you have any questions or need more information about our program please feel free to e-mail coop@cpa.state.tx.us or call (512) 463-3368.



RESOLUTION

State of Texas

County of _____

Whereas, the Texas Comptroller of Public Accounts is authorized to provide purchasing services for local governments pursuant to §§ 271.082 and 271.083 of the Local Government Code;

and **WHEREAS**, the _____
(e.g., Commissioner's Court, City Council, School Board, Board of Directors)

of _____, is a: (Check one of the following.)
(Name of Qualified Entity)

- | | |
|--|---|
| <input type="radio"/> County | <input type="radio"/> Independent School District |
| <input type="radio"/> Municipality | <input type="radio"/> Junior College District |
| <input type="radio"/> Political Subdivision (Special Districts, Other) | <input type="radio"/> Mental Health and Mental Retardation Community Center |
| <input type="radio"/> Assistance Organization | <input type="radio"/> Texas Rising Star Provider
(certified by the Texas Workforce Commission) |

defined as an entity qualified to participate in the Cooperative Purchasing Program of the Texas Comptroller of Public Accounts pursuant to § 271.081 of the Local Government Code; and

WHEREAS, in accordance with the requirements of 34 TAC §20.85 administrative rules, the Agent(s) of Record,
_____, _____
(Name of Person) (Title)

(and _____, _____) is/are authorized to execute
(Name of Person) (Title)

any and all documentation for _____ pertaining to its participation in the Texas Comptroller of Public Accounts Cooperative Purchasing Program; and

WHEREAS, _____ acknowledges its obligation to pay participation fees established
(Entity Name)
by the Texas Comptroller of Public Accounts.

NOW, THEREFORE BE IT RESOLVED, that request be made to the Texas Comptroller of Public Accounts to approve _____ for participation in the Texas Comptroller of Public Accounts Cooperative Purchasing Program.
(Entity Name)

Adopted this _____ day of _____, _____ by _____
(Entity Name)

By: _____
(Signature of Chair)

(Signature of Agent of Record)

(Printed Name)

(Name/Title of Agent of Record)

(Title of Chair)

(Signature of Agent of Record)

(Name/Title of Agent of Record)



State of Texas CO-OP Program

Documents required for proof of eligibility

Submit all documentation required as proof of eligibility at the time you apply for membership in the State of Texas CO-OP. All documentation must be on file at the State of Texas CO-OP BEFORE a determination of eligibility can be made.

Local Governments

County, Independent School District, Municipality, Jr. College District, Volunteer Fire Department

Documents required:

- ✓ Board approved resolution

MHMR Community Centers

Documents required:

- ✓ Board approved resolution

Special Districts or Other Legally Constituted Political Subdivisions of the State

Documents required:

- ✓ Board approved resolution
- ✓ Documentation evidencing creation of entity including statutory citation.
This can be in the form of:
 - a. Legislation in which the entity was created by name
 - b. A resolution passed by a city or a county stating that there is a need for the entity to exist and actually creating the entity

Assistance Organizations

Non-profit organizations that receive state funds and provide educational, health, or human services or provide assistance to homeless individuals

Documents required:

- ✓ Board approved resolution
- ✓ Articles of Incorporation and Certificate of Incorporation. A letter from the Secretary of State with the entity's charter number evidencing that the entity filed for incorporation will be accepted in lieu of a Certificate of Incorporation. **The State of Texas CO-OP cannot accept by-laws in lieu of Articles of Incorporation**
- ✓ Current contract or grant from a State agency to prove State funding. This document must show beginning and end dates for the current State of Texas Fiscal Year, and these dates must be valid at the time the application is reviewed.

Texas Rising Star Providers

Childcare providers certified as Texas Rising Star Providers by Texas Workforce Commission

Documents required:

- ✓ Board Approved Resolution

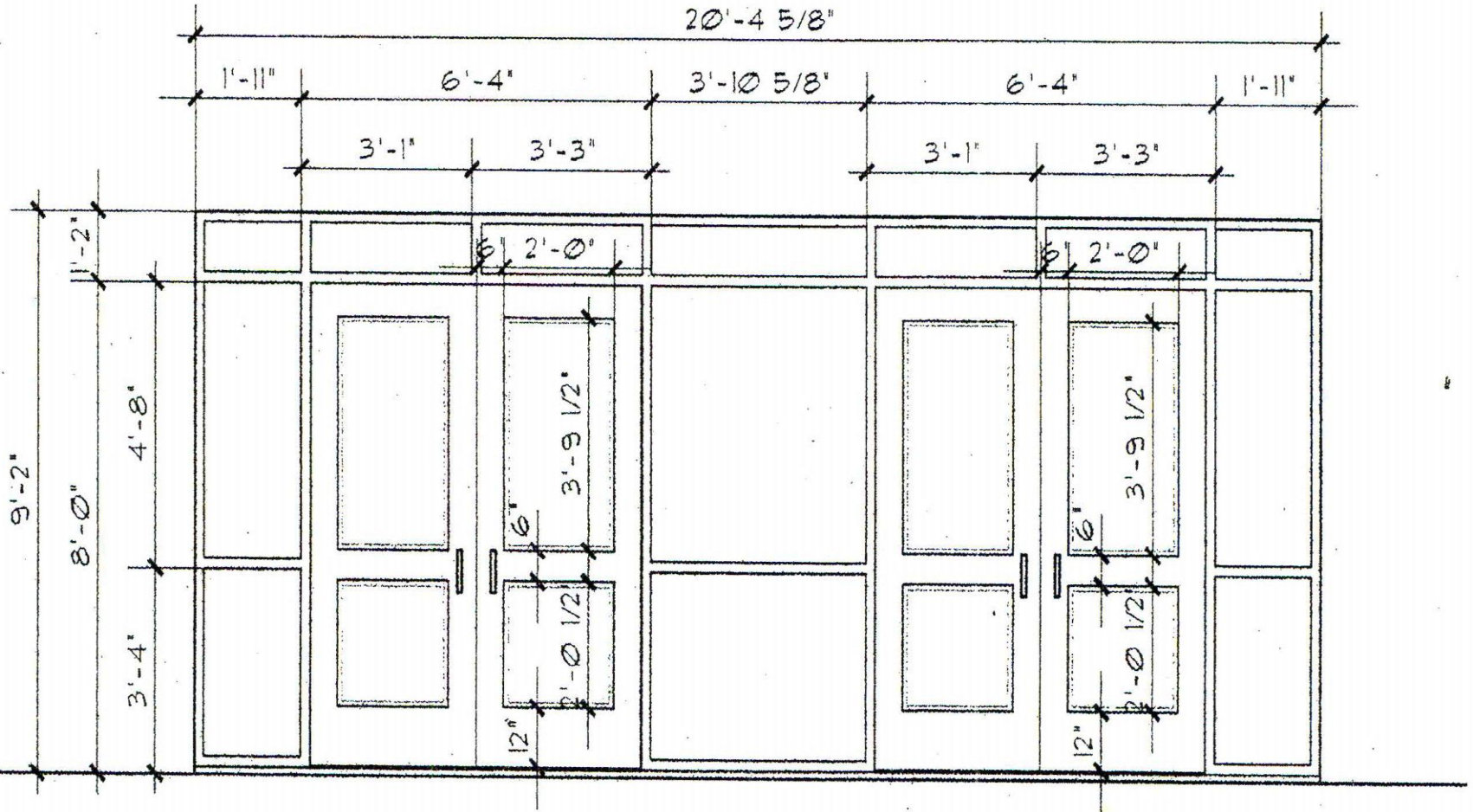
Possible Safety Modifications

- Marble Falls High School

- Highland Lakes Elementary

- Spicewood Elementary

Example of Proposed Store Front Doors

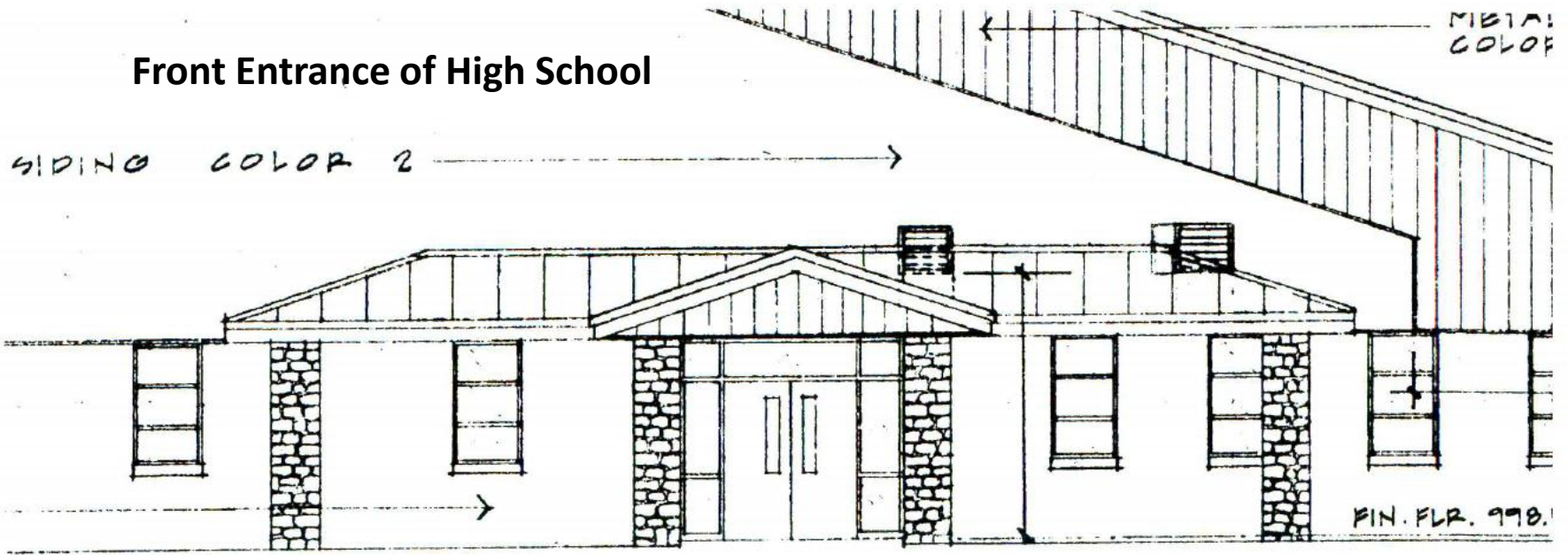


414

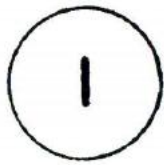
61

MENT FOR REFERENCE ONLY

Front Entrance of High School

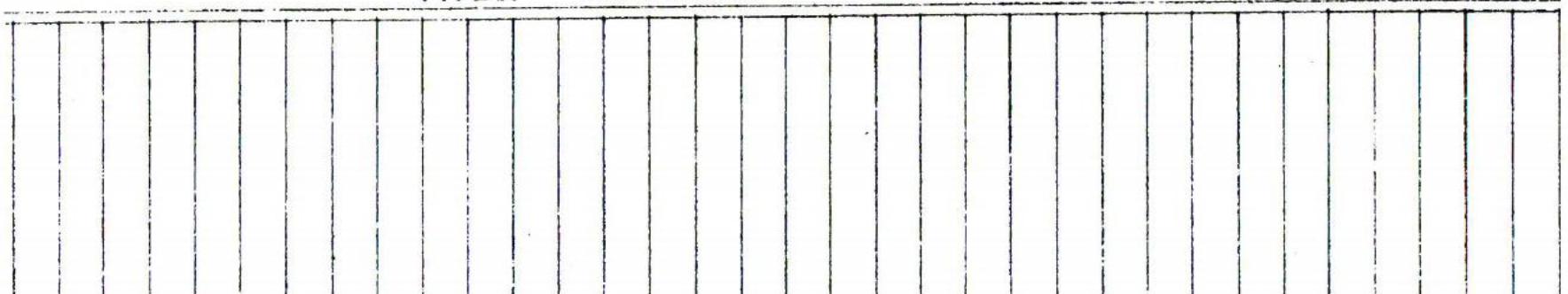


415

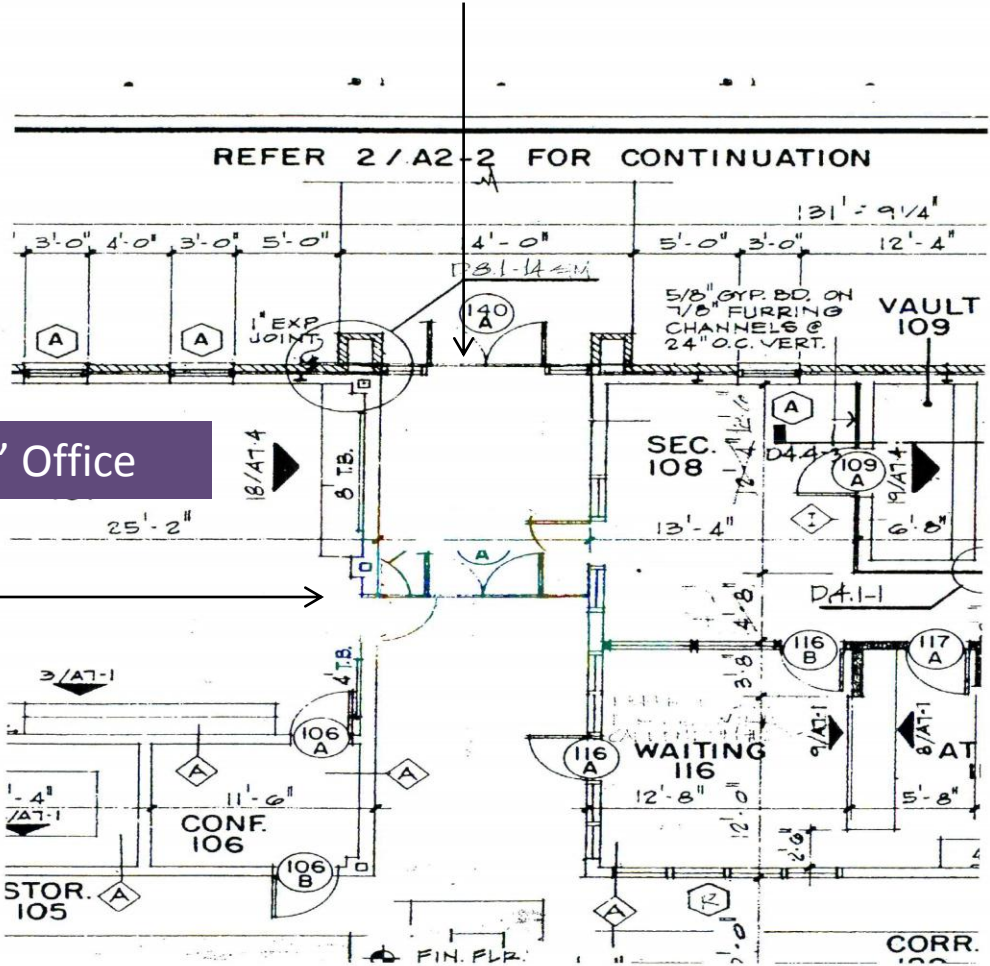


WEST ELEVATION · ADMINISTRATIVE

High School



Front Entrance



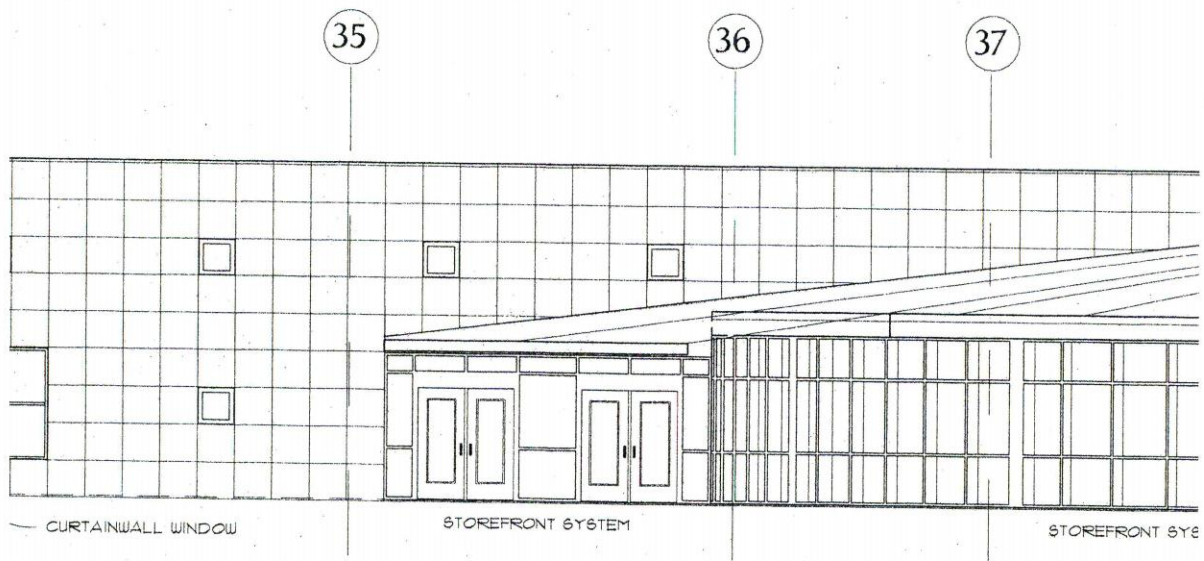
Counselors' Office

New Store Front Doors

416

High School

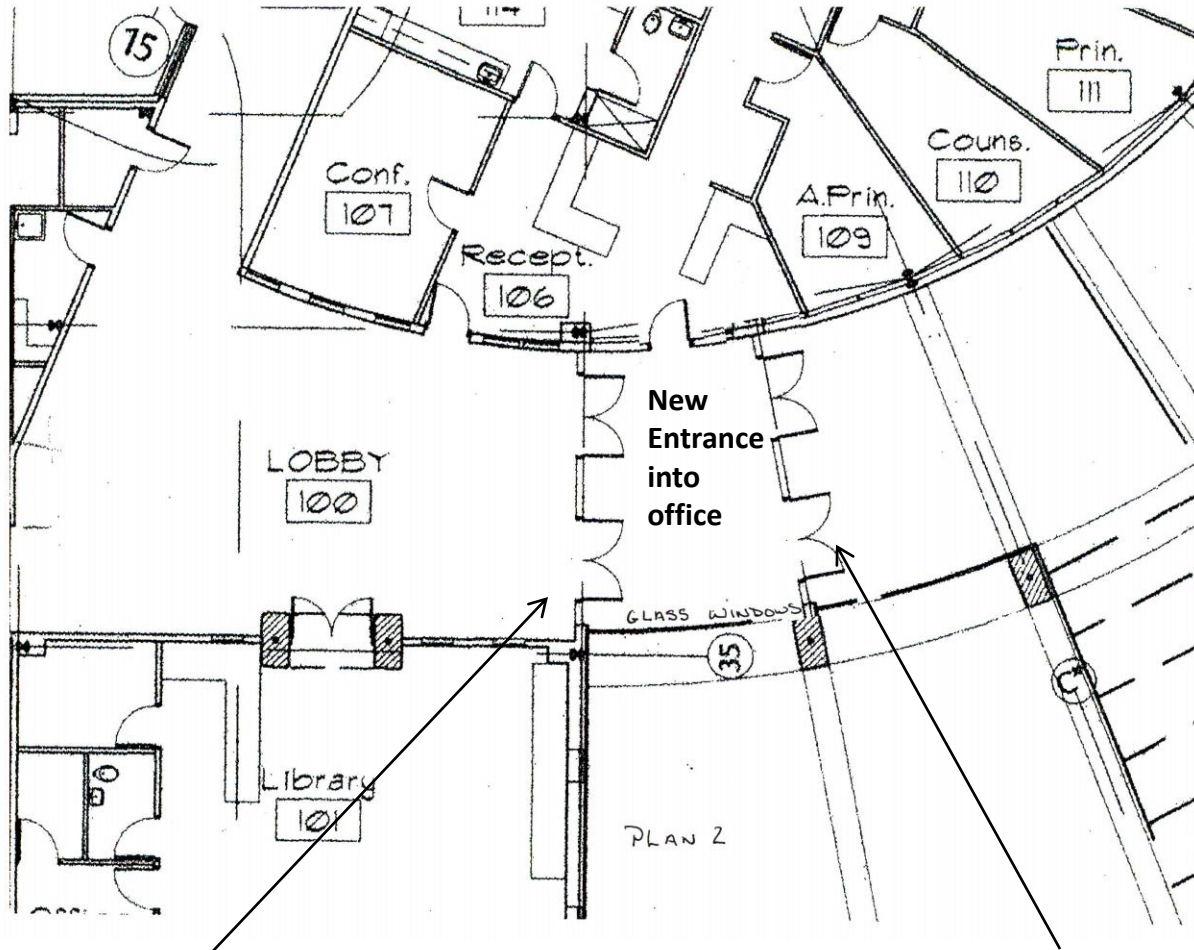
Front Entrance of Highland Lakes Elementary



HIGHLAND LAKES ELEMENTARY

2 EAST ELEVATION - LIBRA
SCALE: 1/8" = 1'-0"

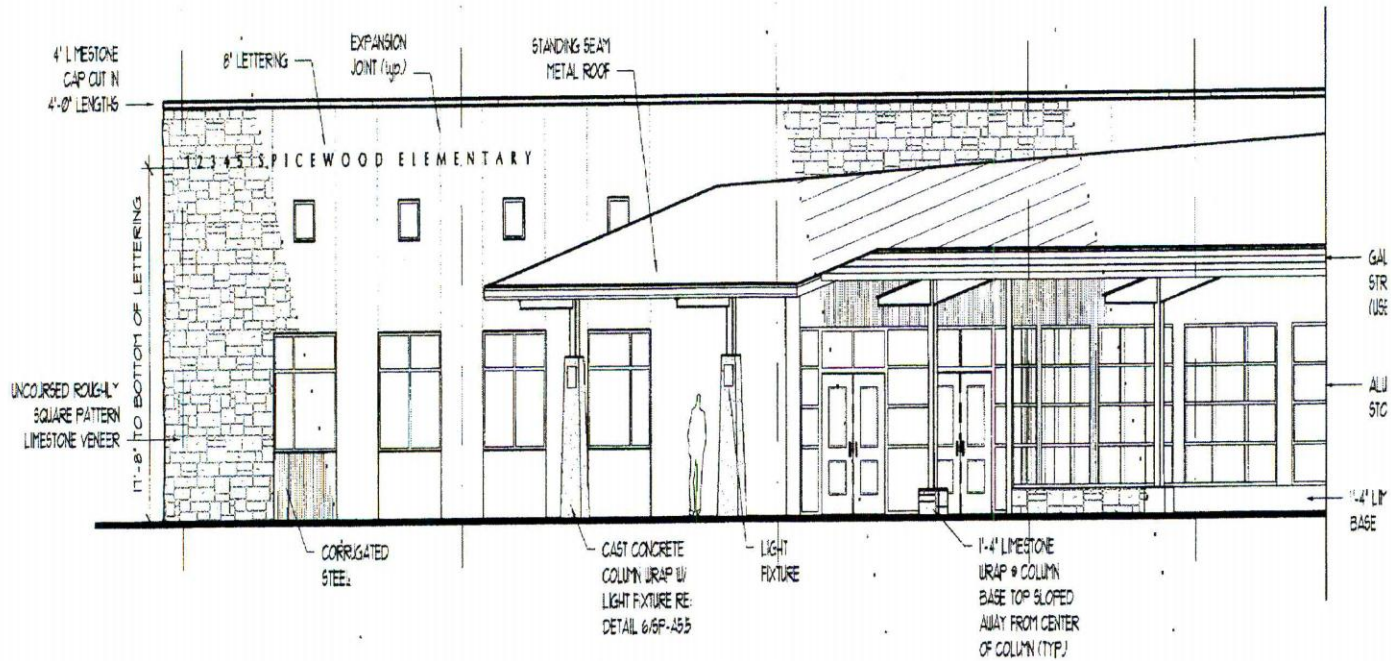
Highland Lakes Elementary



Current Storefront Doors

New Storefront doors

Front Entrance of Spicewood Elementary



2 SOUTHWEST ELEVATION - WING E
 SCALE: 1/8" = 1'-0"

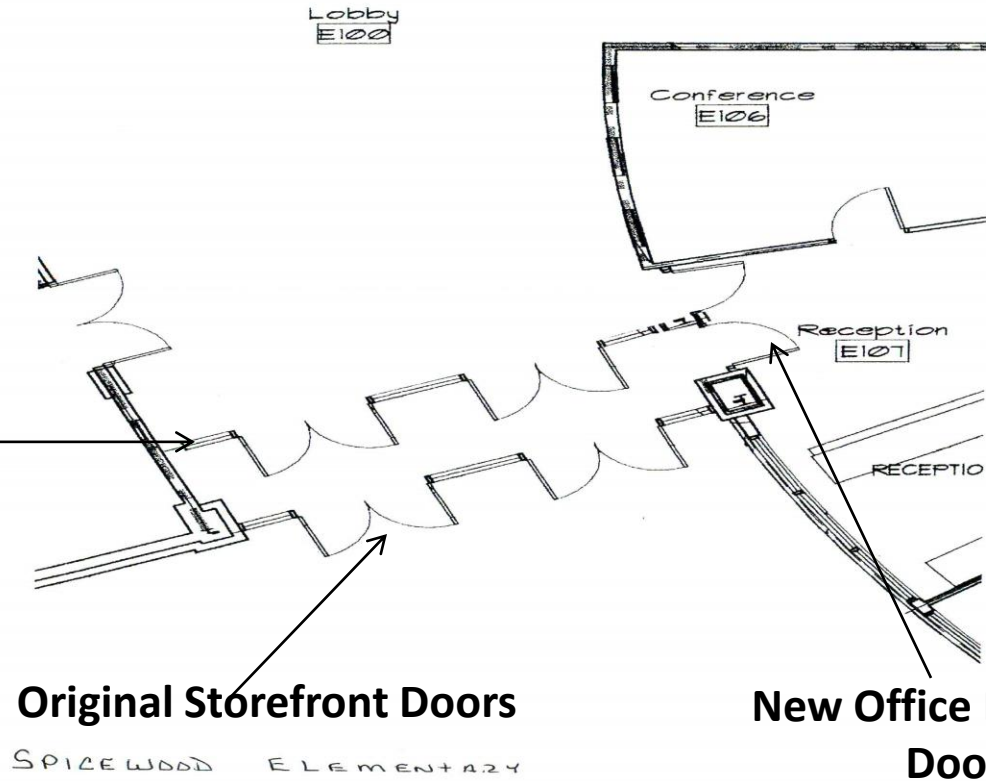
SPICEWOOD ELEMENTARY

420

Proposed New Storefront Doors

Original Storefront Doors

New Office Entrance Door



SPICE WOOD ELEMENTARY



Marble Falls Glass & Mirror, Inc.

**304 Main Street
Marble Falls, TX 78654**

(830) 693-2535 / Fax (830) 693-7166

Inv. #	Q G0018114	Date	02/11/13
Cust. #	MFISD	Price Cat	CNTR, 0001
P.O. #		Sold By	
Fed Tax #	74-6001682	Inst'l By	

**Marble Falls I S D
Attn: Accounts Payable
1800 Colt Circle
Marble Falls, TX 78654**

(830) 693-2046 Fax: (830) 693-1111

Qty	Part	Thickness	Description	List	Price	Total
			Project: Marble Falls High School			
			Vistawall Oldcastle 2000 Series clear anodized storefront entrance system. Doors will be wide stile with offset pivots, 8" pull handles, First Choice rim panics with non-key removable mullion, ADA threshold, LCN 4041 surface mounted closers, and a mid-rail. Glass will be 1/4" clear tempered.			
1	STOREFRONT		120 x107 Entry with a Pair Door per the attached drawings.	0.00	0.00	0.00
1			Total	4710.00	4710.00	4710.00

Quote includes site measure, fabrication/ installation labor, material, perimeter caulk, and manufacturer's standard warranty.

If there is plywood on the area we need to fix DO NOT THROW AWAY!
Leave next to the area we are fixing.
We appreciate your business!

SPECIAL INSTRUCTIONS			
Payment is due upon completion of job.		Labor	0.00
We accept Mastercard, Visa, and Discover.		Subtotal	4710.00
Insulated glass carries a five year pro-rated warranty against seal failure.		Tax	0.00
Terms of payment are 10 days from Invoice date. A service charge of 1.500% per month (18.000% annum) will be added to past due accounts.		Total	4710.00
		Balance	4710.00

RECEIVED BY: _____ The glass listed has been replaced / repaired with like kind and quality to my entire satisfaction, and I authorize my Insurance Company to pay the "Above named Repair / Glass Company" directly for the glass and installation charges, or repairs.

Marble Falls Glass & Mirror, Inc.
304 Main Street
Marble Falls, TX 78654

(830) 693-2535 / Fax (830) 693-7166

Inv. #	Q G0018255	Date	02/11/13
Cust. #	MFISD	Price Cat	RTL, 0001
P.O. #		Sold By	
Fed Tax #	74-6001682	Inst'l By	

Marble Falls I S D
Attn: Accounts Payable
1800 Colt Circle
Marble Falls, TX 78654

(830) 693-2046 Fax: (830) 693-1111

Qty	Part	Thickness	Description	List	Price	Total
			Option #3			
			Project: Highland Lakes Elementary			
			Vistawall Oldcastle 2000 Series clear anodized storefront entrance system. Doors will be wide stile with pair and a half offset pivots, 8" aluminum pull handles, Von Duprin 99 Series rim exit devices with Von Duprin key removable mullion, and LCN 4041 surface mounted closers. Glass will be 1/4" grey safety tempered.			
1	STOREFRONT	254 x 142	Entry with two pairs of double doors per the attached drawing.	0.00	0.00	0.00
1	STOREFRONT	4' x 10'	Entry with one single door and sidelite. Hardware will be same as above with the exception of a standard push/pull handle and an Adams Rite MS 1850 lock	0.00	0.00	0.00
1			Total	22300.00	22300.00	22300.00

Quote includes site measure, fabrication/ installation labor, material, perimeter caulk, and manufacturer's standard warranty.

If there is plywood on the area we need to fix DO NOT THROW AWAY!
 Leave next to the area we are fixing.
 We appreciate your business!

SPECIAL INSTRUCTIONS			
Payment is due upon completion of job. We accept Mastercard, Visa, and Discover. Insulated glass carries a five year pro-rated warranty against seal failure. Terms of payment are 10 days from Invoice date. A service charge of 1.500% per month (18.000% annum) will be added to past due accounts.		Labor	0.00
		Subtotal	22300.00
		Tax	0.00
		Total	22300.00
		Balance	22300.00

RECEIVED BY: _____ The glass listed has been replaced / repaired with like kind and quality to my entire satisfaction, and I authorize my Insurance Company to pay the "Above named Repair / Glass Company" directly for the glass and installation charges, or repairs.

Marble Falls Glass & Mirror, Inc.

**304 Main Street
Marble Falls, TX 78654**

(830) 693-2535 / Fax (830) 693-7166

Inv. #	Q G0018113	Date	02/11/13
Cust. #	MFISD	Price Cat	CNTR, 0001
P.O. #		Sold By	
Fed Tax #	74-6001682	Inst'l By	

**Marble Falls I S D
Attn: Accounts Payable
1800 Colt Circle
Marble Falls, TX 78654**

(830) 693-2046 Fax: (830) 693-1111

Qty	Part	Thickness	Description	List	Price	Total
Project: Spicewood Elementary						
1	STOREFRONT		Vistawall Oldcastle 2000 Series clear anodized storefront entrance system. Doors will be wide stile with offset pivots, LCN 4041 surface mounted closers, First Choice rim panics with non-key removable mullion, ADA threshold, and an 8" aluminum pull handle, and mid-rail. Glass will be 1/4" clear tempered. 24' x 9'-4" Entry with two Pair Door per the attached drawings.	0.00	0.00	0.00
2	STOREFRONT		3' x 7' Single Door with a transom. Hardware will be same as above with the exception of a standard push/pull handle and an Adams Rite MS1850 lock.	0.00	0.00	0.00
1			Total	13750.00	13750.00	13750.00

Quote includes site measure, fabrication/ installation labor, material, perimeter caulk, and manufacturer's standard warranty.

If there is plywood on the area we need to fix DO NOT THROW AWAY!
Leave next to the area we are fixing.
We appreciate your business!

SPECIAL INSTRUCTIONS			
Payment is due upon completion of job. We accept Mastercard, Visa, and Discover. Insulated glass carries a five year pro-rated warranty against seal failure. Terms of payment are 10 days from Invoice date. A service charge of 1.500% per month (18.000% annum) will be added to past due accounts.	Labor		0.00
	Subtotal		13750.00
	Tax		0.00
	Total		13750.00
	Balance		13750.00

RECEIVED BY: _____ The glass listed has been replaced / repaired with like kind and quality to my entire satisfaction, and I authorize my Insurance Company to pay the "Above named Repair / Glass Company" directly for the glass and installation charges, or repairs.

MARBLE FALLS ISD
BUDGET AMENDMENT

RECEIVED
FEB 13 2013

Batch #:		<i>12-00033</i>		Reason for amendment:		Storefront doors and Glass work on 3 campuses and Floor work at HL	
Fiscal Year:		2012-13					
Account Number				Account Description		Debit	Credit
EXPENDITURES						Increase	Decrease
1	199-81-6629.00-999-099-000	Capital Outlay - Buildings and Improvements				42,760.00	
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
REVENUE						Decrease	Increase
21							
22							
23							
24							
Totals						42,760.00	42,760.00
Board Approval Required		Prepared by: <i>Lisa Luma</i>		Approved by:		Reviewed by: <i>pmc</i>	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Date: 02/13/13		Date:		Date: 02-13-13	
						Entered by:	

TTIPS Update

Marble Falls ISD
Board of Trustees Meeting
February 18, 2013

Positive Behavior Intervention & Support (PBIS)

- Implementation of Positive Behavior Intervention and Support team on campus to provide structures and procedures to support campus discipline, promote a safe school environment and build relationships among students & staff.

Campus Mentoring Program

- Implemented through the PBIS program. An at-risk student list will be generated based on student assessment scores, discipline, attendance and graduation plans. Teachers will pick 3 students off the list to mentor and meet with them weekly throughout the school year. Academic plans and goals will be developed and presented at the end of the school year.

Double Blocked Math (9th)

- All 9th graders are double blocked in math classes (Alg 1 & Math Models) to provide reinforcement in math skills when they come into HS. Intervention classes were also created for 9th thru 12th graders who showed low performance on TAKS/EOC/STAAR

Teacher Leaders in all Core Subjects

- Teacher leaders are available in each of the core content areas to provide support for teachers through collaboration in PLCs, dissemination of student/school assessment data and feedback on classroom instruction. Three of the four teacher leaders teach one class, but are available for classroom observations/support for the remainder of the day

Technology Integration

- To date...
 - Teacher iPads
 - 2 iPad carts
 - 12 computer carts (384 laptops)
 - 40 sets of clickers
 - All new calculators for math (science received the older ones)
 - Nooks
 - All new teacher computers

Professional Library

- Over 1000 professional books ordered
- All books are aligned to our standards
- Anyone in the district may check out the books

3rd Year Funding

- Conference call on January 23
- Guaranteed 2 years, 3rd year.....

Marble Falls ISD
Current Financial
Position and
Budget Preparation for
2013-14

Current Financial Position

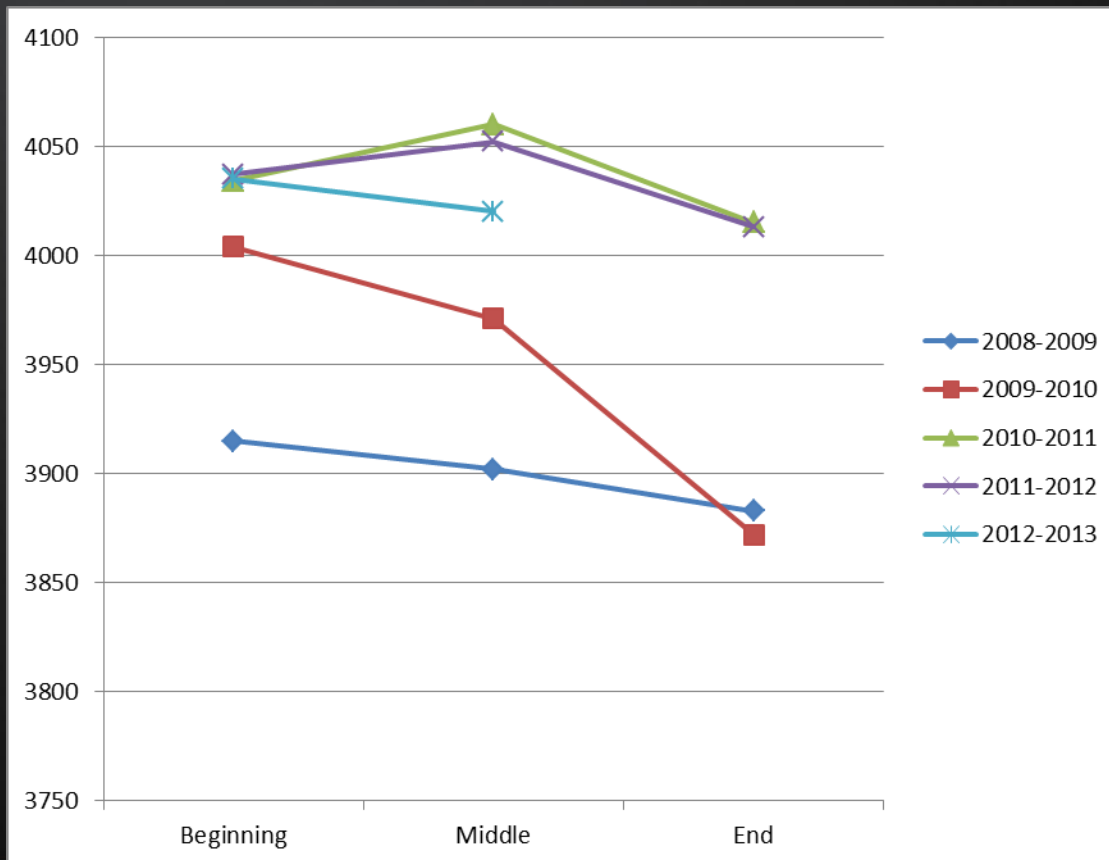
- Revenues:
 - Property Taxes 84%
 - State Revenue 78%
 - Federal Revenue 99%

State Revenue Projections

	5811	5812	Total	Difference	ADA
Original Budget	1,585,850	2,177,386	3,763,236		3788.0
1st 6 weeks	1,416,699	2,416,532	3,833,231	69,995	3836.0
2nd 6 weeks	1,538,276	2,267,852	3,806,128	42,892	3800.5
3rd 6 weeks	1,538,794	2,248,660	3,787,454	24,218	3743.4
State Revenue received to date				\$ 3,370,738	
Balance				\$ 416,716	

Enrollment Trend

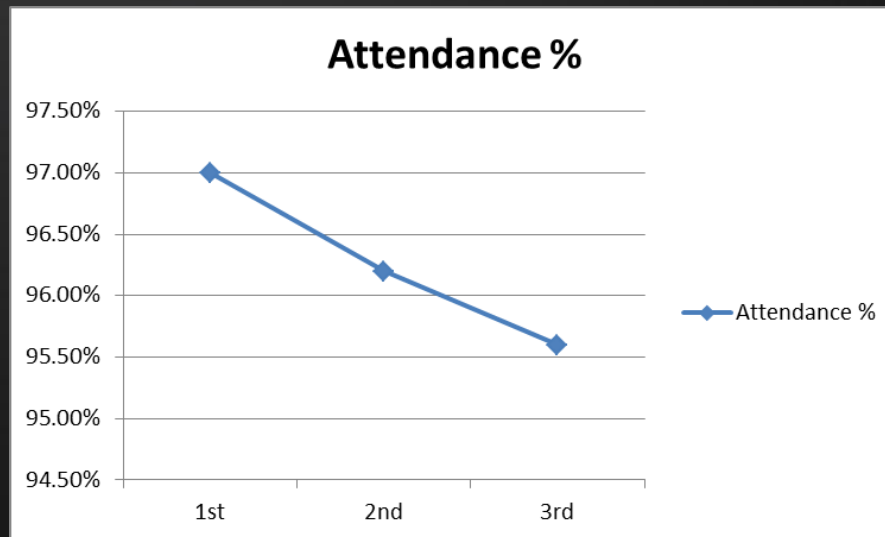
Year	Beginning	Middle	End
2008-2009	3915	3902	3883
2009-2010	4004	3971	3872
2010-2011	4034	4060	4015
2011-2012	4037	4052	4013
2012-2013	4035	4020	



ADA Trend

6 wk period Attendance %

1st	97.00%
2nd	96.20%
3rd	95.60%



Attendance Boosters



Northwest ISD



440



Expenditures

- Right on track!



Summary

Revenues \$ 36,775,824

Expenditures \$ 36,825,688

Difference \$ (49,864)

Questions



Steps to creating a budget

- Revenue projections
- Determine personnel needs. (Typically, personnel costs are 80% of the entire budget.)
- Operating costs
- Additional considerations

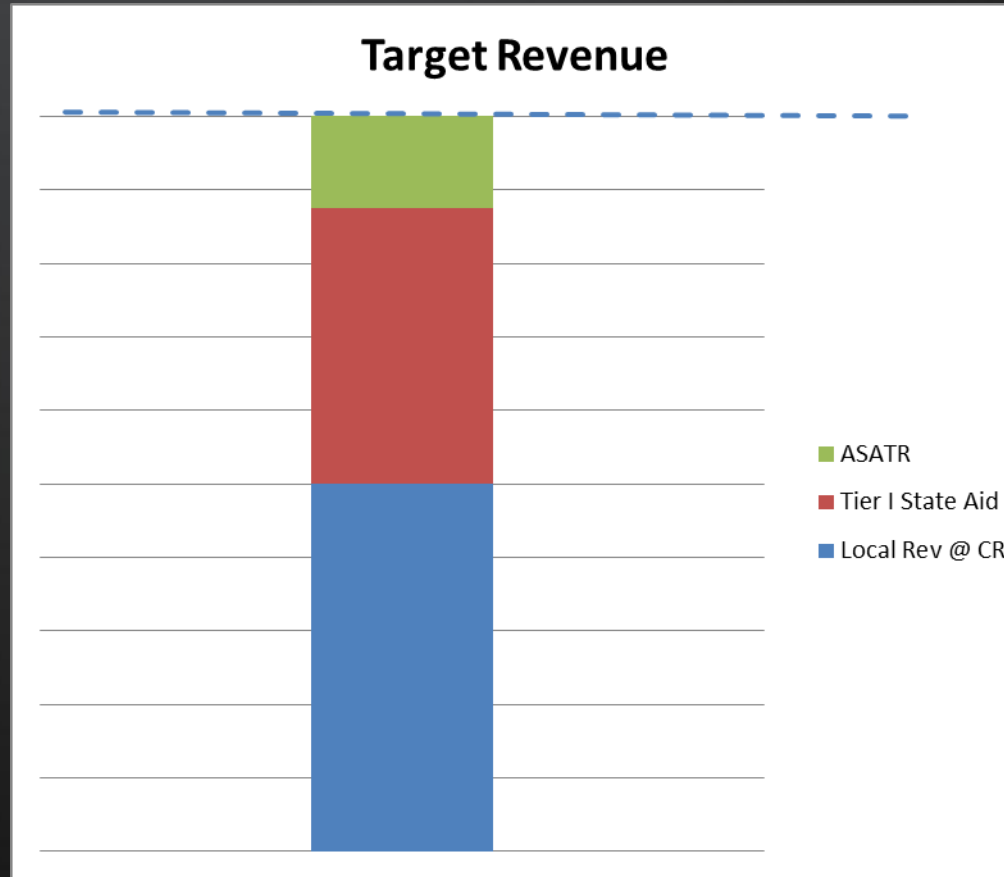


Revenue Projections

- State revenue - Template
 - Not anticipating any new revenue
- Tax collections
 - Preliminary Estimated Property Tax Values Due April 30th
- Other revenues



Target Revenue



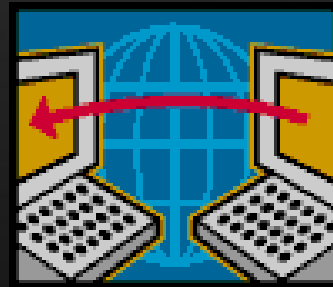
Staffing

- Will continue to use TASB Audit conducted last spring
- Reallocation of staff to meet instructional needs.



Operating Costs

- Meeting later this month to begin this process.
 - Principals and Directors turn in requests
 - Evaluate requests
- Technology, Maintenance, Transportation



Finance Sub-Committee

- Plan to meet late April/May
- Review specific information
- Guidance from committee in budget preparation

Questions



The background is a vibrant, futuristic digital scene. It features a laptop in the lower right foreground, with its keyboard and trackpad visible. The scene is filled with glowing binary code (0s and 1s) in various colors like blue, green, and orange, appearing to float and stream across the space. In the lower left, there is a faint, glowing image of a person's head in profile, looking towards the right. The overall lighting is a mix of cool blues and greens, with some warmer orange and red highlights, creating a sense of high-tech data processing and connectivity.

STAAR and TBA Data

2012 STAAR Results / District Compared to State STAAR Averages

452

	Reading		Math		Writing		Science		SS	
	TX	MF	TX	MF	TX	MF	TX	MF	TX	MF
3	76	75	68	72						
4	77	79	68	72	71	67				
5	77	84	77	86			73	78		
6	75	69	77	81						
7	76	71	71	77	71	71	70	66	59	46
8	80	80	76	80						

Above State Average

Below State Average

At State Average

2012 STAAR Results / Campus Comparison to State Averages

Reading						
	TX	MF	CES	HLES	MFES	SWES
3	76	75	91	72	65	79
4	77	79	77	69	86	89
5	77	84	86	74	88	94
Math						
	TX	MF	CES	HLES	MFES	SWES
3	68	72	84	58	73	67
4	68	72	75	57	85	76
5	77	86	95	70	94	87
Writing						
	TX	MF	CES	HLES	MFES	SWES
4	71	67	69	53	75	84
Science						
	TX	MF	CES	HLES	MFES	SWES
5	73	78	89	55	91	81

	Above State Average
	Below State Average
	At State Average

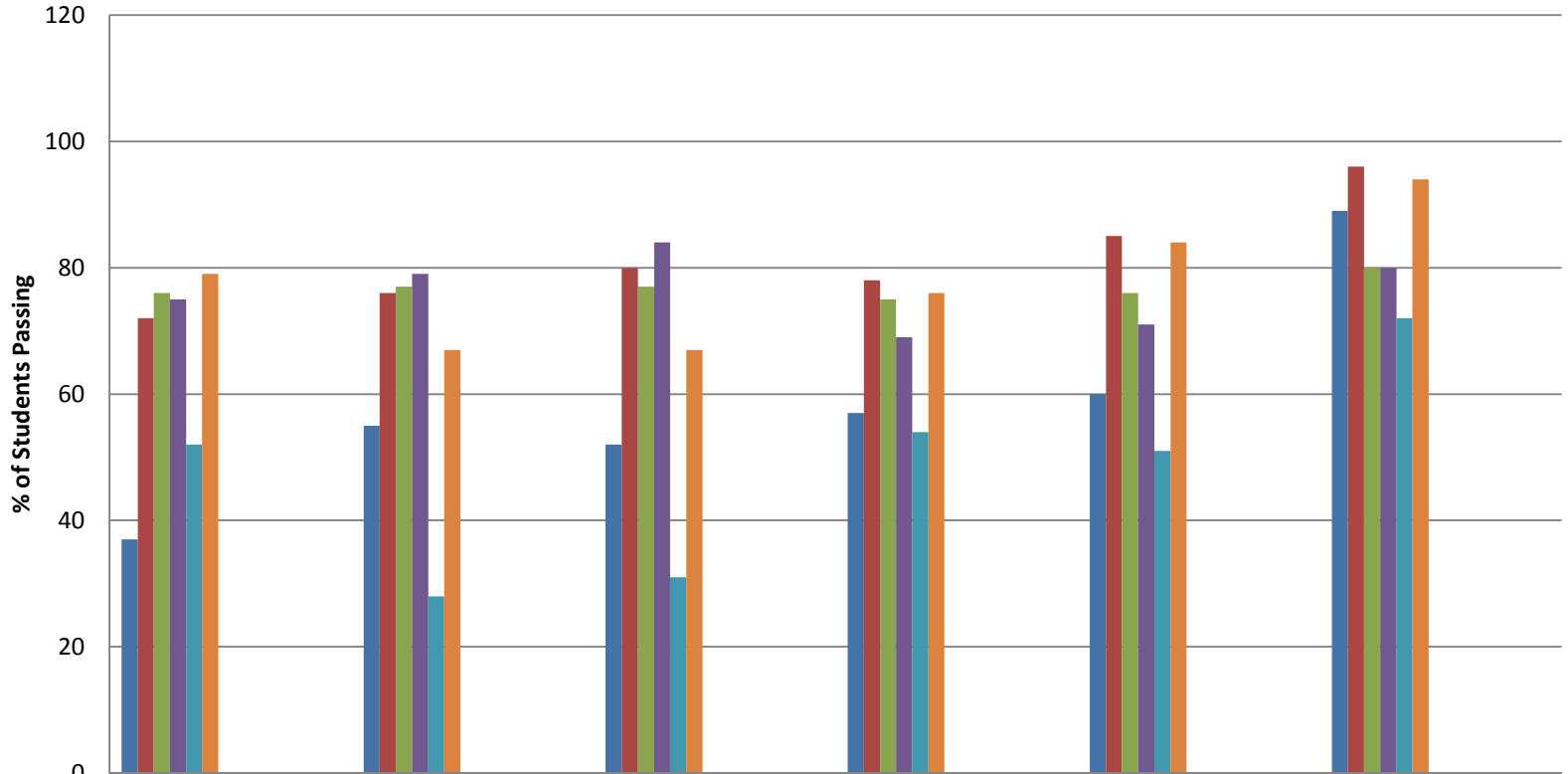
TBA 1 and TBA 2 Results Comparison to 2012 District STAAR Results

Reading

	TBA 1		STAAR		TBA 2	
	District Standard 70%	STAAR Standard	STAAR Standard	2012 Results	District Standard 70%	STAAR Standard
3rd Grade	37	72	50	75	52	79
4th Grade	55	76	52	79	28	67
5th Grade	52	80	54	84	31	67
6th Grade	57	78	56	69	54	76
7th Grade	60	85	54	71	51	84
8th Grade	89	96	52	80	72	94

454

Reading



455

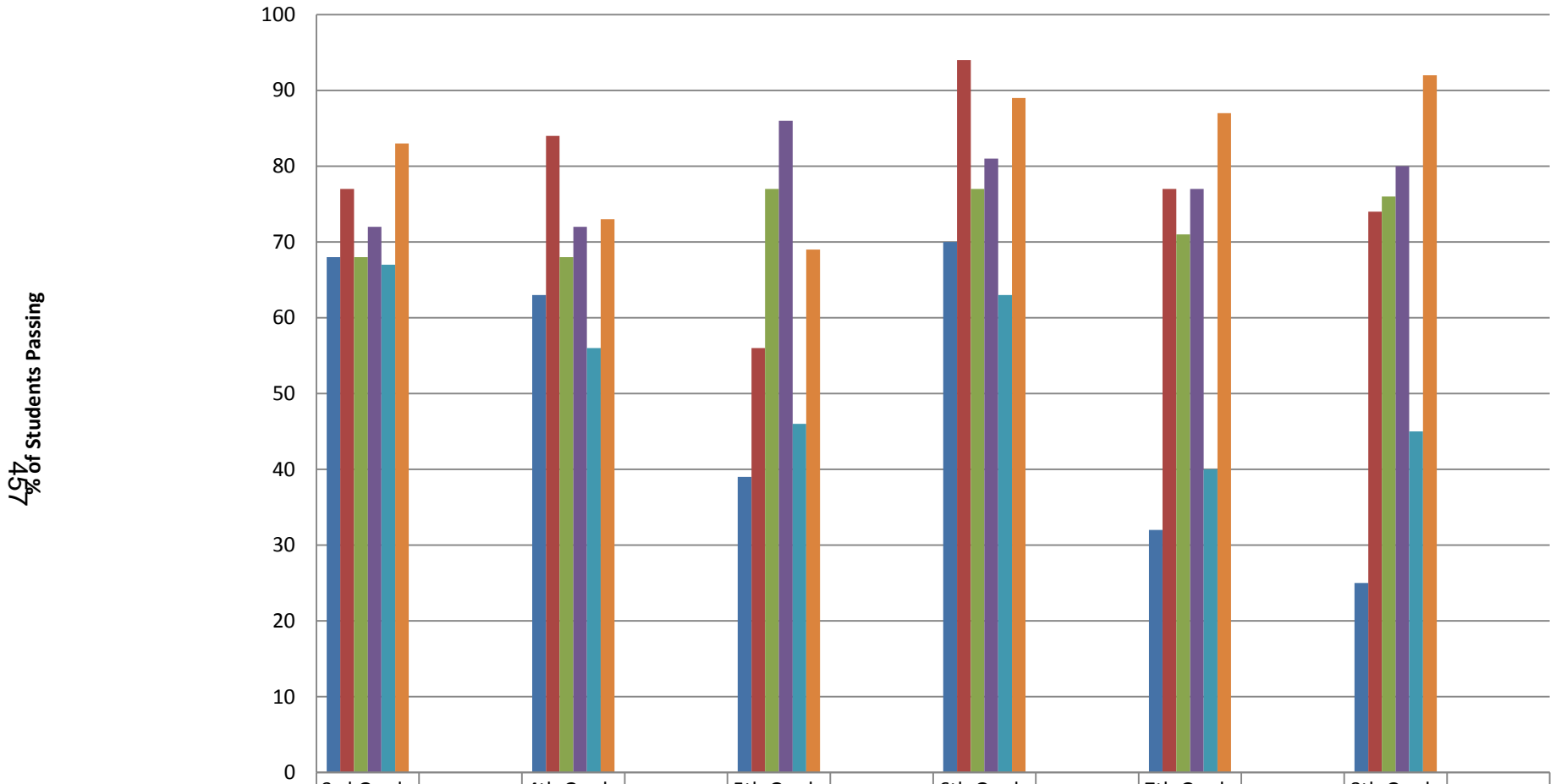
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
TBA 1 District Standard 70%	37	55	52	57	60	89
TBA 1 STAAR Standard	72	76	80	78	85	96
STAAR 2012 State Results	76	77	77	75	76	80
STAAR 2012 District Results	75	79	84	69	71	80
TBA 2 District Standard 70%	52	28	31	54	51	72
TBA 2 STAAR Standard	79	67	67	76	84	94

TBA 1 and TBA 2 Results Comparison to 2012 District STAAR Results

Math

	TBA 1		STAAR		TBA 2	
	District Standard 70%	STAAR Standard	STAAR Standard	2012 Results	District Standard 70%	STAAR Standard
3rd Grade	68	77	57	72	67	83
4th Grade	63	84	58	72	56	73
5th Grade	39	56	52	86	46	69
6th Grade	70	94	40	81	63	89
7th Grade	32	77	43	77	40	87
8th Grade	25	74	30	80	45	92

Math



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
■ TBA 1 District Standard 70%	68	63	39	70	32	25
■ TBA 1 STAAR Standard	77	84	56	94	77	74
■ STAAR 2012 State Results	68	68	77	77	71	76
■ STAAR 2012 District Results	72	72	86	81	77	80
■ TBA 2 District Standard 70%	67	56	46	63	40	45
■ TBA 2 STAAR Standard	83	73	69	89	87	92


2012 STAAR Results / District Compared to State STAAR Averages

	Reading		Math		Writing		Science		SS	
	TX	MF	TX	MF	TX	MF	TX	MF	TX	MF
3	76	75	68	72						
4	77	79	68	72	71	67				
5	77	84	77	86			73	78		
6	75	69	77	81						
7	76	71	71	77	71	71	70	66	59	46
8	80	80	76	80						

Above State Average
 Below State Average
 At State Average

**2012 STAAR Results / Campus Comparison to State
Averages**

Reading						
	TX	MF	CES	HLES	MFES	SWES
3	76	75	91	72	65	79
4	77	79	77	69	86	89
5	77	84	86	74	88	94
Math						
	TX	MF	CES	HLES	MFES	SWES
3	68	72	84	58	73	67
4	68	72	75	57	85	76
5	77	86	95	70	94	87
Writing						
	TX	MF	CES	HLES	MFES	SWES
4	71	67	69	53	75	84
Science						
	TX	MF	CES	HLES	MFES	SWES
5	73	78	89	55	91	81

 Above State Average
 Below State Average
 At State Average

Reading

	TBA 1		STAAR		TBA 2	
	District Standard 70%	STAAR Standard	STAAR Standard	2012 Results	District Standard 70%	STAAR Standard
3rd Grade	37	72	50	75	52	79
4th Grade	55	76	52	79	28	67
5th Grade	52	80	54	84	31	67
6th Grade	57	78	56	69	54	76
7th Grade	60	85	54	71	51	84
8th Grade	89	96	52	80	72	94

Math

	TBA 1		STAAR		TBA 2	
	District Standard 70%	STAAR Standard	STAAR Standard	2012 Results	District Standard 70%	STAAR Standard
3rd Grade	68	77	57	72	67	83
4th Grade	63	84	58	72	56	73
5th Grade	39	56	52	86	46	69
6th Grade	70	94	40	81	63	89
7th Grade	32	77	43	77	40	87
8th Grade	25	74	30	80	45	92

TO: Board of Trustees
Dr. Rob O'Connor, Superintendent
FROM: Vicki Crouse, Human Resources Manager
DATE: February 18, 2013
RE: PERSONNEL

Recommendations for 2012-2013 school year

Marble Falls High School
Tony Salazar

Defensive Coordinator

replacing Keith Hendrix

FOR YOUR INFORMATION ONLY

RESIGNATIONS

PROFESSIONAL

David Smith

CATE Teacher/Coord. - HS

moving effective 05.31.13

PARAPROFESSIONAL

Laura McCarty

Life Paraprofessional - HS

resigned effective 01.31.13

**RECOMMENDATION FORM
TEACHER AND PROFESSIONAL EMPLOYEES**

Name: **Tony Salazar** Coaching or other assignments: Defensive Coordinator
Football / Asst. Track

New position _____ OR replacement for: Keith Hendrix

Background information to the board:

Degree held: Master of Education Administration & Bachelor of Arts
Communication / Journalism College/University: Mary Hardin Baylor

Years of experience: 9 Is this person fully certified in Texas (yes or no): Yes

Does this person meet NCLB highly qualified for this position (yes or no): This
position does not require person to be highly qualified

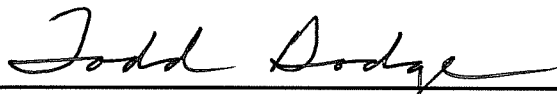
Brief background on candidate:

He has worked in this same capacity at Dripping Springs & Leander High School past 7
years. Played at Mary Hardin Baylor – All American Free Safety
Graduate Assistant at Mary Hardin Baylor – 2 years
3 years at Dripping Springs, 4 years at Leander

References and their comments:

Name: Pete Fredenburg Title: Head Football Coach Mary Hardin Baylor
A young energetic coach who has head coach written all over him.

Name: Steve Gideon Title: Head Coach Leander
Best hire he ever made.



Principal/Administrator's signature

2-13-13

Date



Central Office Administrator's signature

2-13-13

Date

David Smith
807 Wright
Llano, TX, 78643
830-613-9286
dsmith.ds13@gmail.com

December 14, 2012

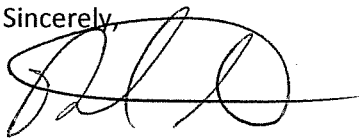
Manuel Lunoff
Principal
Marble Falls High School
2101 Mustang Drive
Marble Falls, TX, 78654

Dear Mr. Lunoff:

It is with sadness that I must inform you of my resignation, effective at the end of my 2012-13 contract. My family has already relocated to another district in Texas and it is my place to be there as well. I cannot express how much I have enjoyed my time here at Marble Falls. I will miss the support and professionalism that is exemplified by the staff here at Marble Falls.

I will work diligently to document and organize my instructional resources in preparation for the transition to a new teacher in this position.

Sincerely,



David Smith

Accepted
W



Effective Jan 31st, I will no longer
be working for the school district
as I am resigning from my position.
Please reflect my final day of
employment, Thursday, Jan 31, 2013.

Thank you,

Laura McCarty

Accepted

2-7-13

