



Learners Today...

Leaders Tomorrow...

*Mustangs  
Forever!*

**Marble Falls ISD  
Regular Meeting**

**Monday, September 21, 2015  
6:00 PM**

**AGENDA OF REGULAR MEETING  
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES  
MONDAY, SEPTEMBER 21, 2015 – 6:00 PM  
Marble Falls ISD Central Office Community Room**

Notice is hereby given that on September 21, 2015, 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, 1800 Colt Circle, Marble Falls, TX 78654.

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.

1. Call to Order  
Presenter: Rick Edwards, President
2. Roll Call  
Presenter: Rick Edwards, President
3. Invocation  
Presenter: Kelly Fox
4. Pledge to the Flags  
Presenter: Dr. Chris Allen
5. Citizen Comments
6. Special Recognitions
  - A. Donald McDonald Excellence in Teaching Award from the College of Education at Texas Tech University-Melissa Fletcher 4  
Presenter: Dr. Chris Allen and Leslie Baty
  - B. National Merit Semi-Finalist- Wiley Baskin 5  
Presenter: Manny Lunoff
7. Consent Agenda
  - A. Approval of Minutes from August 17th Regular Meeting 6
  - B. Approval of Financial Report 9
  - C. Approval of Budget Amendments 32
  - D. Approval of Revision to Policy FFC(Local) 36
  - E. Approval of Resolution Designating Burnet County 4-H Organization as an Extra-Curricular Activity and Granting Extension Agents Adjunct Faculty Status 37
  - F. Approval of the Resolutions Providing for the Sale of Property Acquired by Burnet Central Appraisal District at Delinquent Tax Sale - 4 Bids 43
8. Action Items
  - A. Discussion and Possible Action to Approve Technology Lease Agreement 64  
Presenter: Robert Keith
  - B. Discuss and Possibly Approve the Pavement Improvements at the High School Behind Max Copeland Gym 68  
Presenter: Michael Phillips
  - C. Discussion and Possible Approval of Marble Falls High School Cheerleader Trip to Orlando, Florida 74

- Presenter: Lauren Berkman
- D. Discussion and Possible Approval for the Marble Falls High School Cheerleader Candidates Over Seas Trip to London, UK 76  
 Presenter: Lauren Berkman
9. Superintendent's Report
- A. Lawn Bids 78  
 Presenter: Michael Phillips
- B. Pest Control Bids 80  
 Presenter: Michael Phillips
- C. District and Campus Improvement Plans 82  
 Presenter: Dr. Wes Cunningham
10. Executive Session
- A. Discussion of Professional Personnel (TX. Govt. Code 551.074)
- B. Discussion of Personally Identifiable Student Information (TX. Govt. Code 551.0821)
11. Reconvene From Executive Session
12. Discussion and Possible Approval of Action Arising from Executive Session
- A. Discussion and Possible Approval of Professional Personnel
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, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). 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. [See BEC(LEGAL)]*

FOR THE BOARD OF TRUSTEES  
 MARBLE FALLS INDEPENDENT SCHOOL

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Dr. Chris Allen, Superintendent of Schools

For Immediate Release: August 28, 2015

## Spicewood Teacher wins Excellence in Teaching Award



Dr. Kelly Fox, Leslie Baty, Melissa Fletcher and Dr. Chris Allen

Melissa Fletcher, Spicewood's GT and Challenge Lab Teacher last year, and now its Instructional Technology Specialist, celebrated after receiving the news that she had been awarded the *2015 Donald McDonald Excellence in Teaching Award* through Texas Tech University. Fletcher will receive a \$1,500 cash stipend, a plaque, and her name engraved in the Donald McDonald Excellence in Teaching Award plaque which permanently hangs in the Texas Tech University College of Education.

Fletcher was honored last week at the Spicewood campus by MFISD's Superintendent Chris Allen, Director of Elementary Curriculum, Leslie Baty, and School Board Trustee and Texas Tech's Coordinator for the College of Education at the Division of Off-Campus Sites, Dr. Kelly Fox. She was also honored by the TTU Dean of the college of Education, Dr. Scott Ridley, during the August Faculty meeting via video conferencing at the TTU Hill Country campus in Marble Falls.

"Melissa was the first staff member at our school to come to mind for this award because she not only has been heavily involved in helping our student teachers over the last two years, but she herself is a current Texas Tech student in your graduate program, as she's pursuing a Master's Degree in Educational Leadership," said Baty, who nominated Fletcher for the award. "Melissa has also been able to assist our Tech Teach students. Through intentional collaboration, they have been able to dig more into their curriculum, design lessons to promote higher level thinking, create quality assessments, and set high expectations. I am confident our Tech Teach students will find much success in their future teaching endeavors because Melissa Fletcher has poured into their experience!

For more information about the *Donald McDonald Excellence in Teaching Award* or the Tech Teach Teacher preparation program at Texas Tech University, contact TTU at (830) 798-9548 or on the web at <http://www.depts.ttu.edu/education/undergraduate/techteach-across-texas.php>.

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

For Immediate Release: September 10, 2015

## MFHS National Merit Semifinalist



MFHS Senior, Wiley Baskin

Officials of the National Merit Scholarship Corporation (NMSC) announced yesterday that Marble Falls High School Student, Wiley Baskin, is a National Merit Scholarship Semifinalist. Baskin is among the approximately 16,000 Semifinalists from across that Nation to qualify in the 61st annual National Merit Scholarship Program. These academically talented high school seniors have an opportunity to continue in the competition for some 7,400 National Merit Scholarships worth more than \$32 million that will be offered next spring.

“It is an impressive accomplishment that Wiley achieved the National Merit Semifinalist level,” said Manny Lunoff, Principal of Marble Falls High School. “About 1.5 million juniors in more than 22,000 high schools entered the 2016 National Merit Scholarship Program by taking the 2014 Preliminary sat/National Merit Scholarship Qualifying Test (PSAT/NMSQT®), which served as an initial screen of program entrants. The nationwide pool of Semifinalists, representing less than one percent of U.S. high school seniors, includes the highest-scoring entrants in each state.”

To become a Finalist, Baskin will be working with his counselor and Principal to submit a detailed scholarship application, including his academic record, participation in school and community activities, demonstrated leadership abilities, employment, and honors and awards received. Baskin must have an outstanding academic record throughout high school, be endorsed and recommended by a high school official, write an essay, and earn SAT® scores that confirm his earlier performance on the qualifying test. From the approximately 16,000 Semifinalists, about 15,000 are expected to advance to the Finalist level, and in February they will be notified of this designation. All National Merit Scholarship winners will be selected from this group of Finalists and will be announced in April, 2016.

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

Marble Falls Independent School District  
Board Meeting Minutes  
August 17, 2015

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Rick Edwards, President, called the regular meeting to order at 6:07 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:** Rick Edwards, Larry Berkman, Kevin Naumann, Kelly Fox, Karl Westerman and Lee Ann Johnson

**Board Members Absent:** Mike Savage

**Administrators Present:** Dr. Chris Allen, Wade Stanford, Leslie Baty, Michael Pittard, Bruce Peckover, Manny Lunoff, Peggy Little, Lisa LeMon, Roger Barr, Melissa Fields, Michael Phillips, Michael Haley, Keith Powell, Susan Maughan, George Hamilton and Deborah Canup

**Members of the Press:** Emily Hilley-Sierzchula

**Citizen Comments**

No one requested to speak.

**Consent Agenda**

Upon a motion by Karl Westerman, second by Kelly Fox, the Board approved the following:

- Financial Report
- Budget Amendments
- Resolutions Providing for the Sale of Property acquired by Burnet Central Appraisal District at Delinquent Tax Sale
- Join Harris County Department of Education Purchasing Cooperative and 1 Governmental Procurement Alliance
- Purchasing Cooperative Report
- Amendments to Policy FNF (LOCAL)
- Authorized Representative Add Form for First Republic Lone Star Investment Pool

For: 6                      Against: 0                      Absent: 1

Upon a motion by Kevin Naumann, second by Karl Westerman, the Board approved the minutes from the July 13<sup>th</sup> Regular Board Meeting.

For: 6                      Against: 0                      Absent: 1

Upon a motion by Kevin Naumann, second by Lee Ann Johnson, the Board approved the minutes from the July 13<sup>th</sup> Special Board Meeting.

For: 6                      Against: 0                      Absent: 1

Upon a motion Kevin Naumann, second by Larry Berkman, the Board approved the minutes from the August 4<sup>th</sup> Special Board Meeting.

For: Lee Ann Johnson, Kevin Naumann, Rick Edwards, Larry Berkman, and Kelly Fox  
Against: None  
Abstained: Karl Westerman  
Absent: Mike Savage

**Action Items**

**Discussion and Possible Approval of the 2015-2016 Code of Conduct**

Michael Pittard, Interim Executive Director of Support Services, informed the Board of the updates from TASB for this school years Code of Conduct.

Upon a motion by Karl Westerman, second by Lee Ann Johnson, the Board approved the 2015-2016 Code of Conduct as recommended.

For: 6                      Against: 0                      Absent: 1

Mr. Pittard reviewed the student handbooks as well as the extracurricular handbook. Changes include the length of shorts/skirts/dresses to be fingertip length; no longer to the knees.

**Discussion and Possible Approval of TEA Innovative Course- Student Leadership Course**

Leslie Baty, Director of Elementary Education, requested approval of the course to provide high school credit for eighth graders this coming school year as an elective.

Upon a motion by Kelly Fox, second by Karl Westerman, the Board approved the Student Leadership Course.

For: 6                      Against: 0                      Absent: 1

**Discussion and Possible Approval of Expenditure for Additional Facility Improvements**

Michael Phillips, Director of Maintenance, described the possible paving improvements and the cost for each project.

Upon a motion by Lee Ann Johnson, second by Karl Westerman, the Board approved the additional ribbon curb to be added and the section to be paved behind the 300 wing of the high school.

For: 6                      Against: 0                      Absent: 1

**Superintendent's Report**

**Approval of the Swim Project Contract for 2015-2016 School year** was withdrawn by the Superintendent.

**Marble Falls ISD Accountability Ratings and AP Scores**

Dr. Melissa Fields reviewed all accountability ratings and AP scores from 2014-2015 school year.

**Executive Session**

At 7:22 p.m. the Board adjourned into executive session to discuss professional personnel including the employment of Assistant Superintendent of Curriculum and Instruction. (TX Govt. Code 551.074)

The Board reconvened from executive session at 7:55 p.m.

**Discussion and Possible Approval of Action Arising from Executive Session**

Upon a motion by Kevin Naumann, second by Karl Westerman, the Board approved the hiring of the professional staff as presented including Dr. Wesley Cunningham as the new Assistant Superintendent of Curriculum and Instruction.

For: 6                      Against: 0                      Absent: 1

**Adjournment**

Hearing no objection, the Board adjourned at 8:01 p.m.

**Approved:**

\_\_\_\_\_  
Rick Edwards, President

\_\_\_\_\_  
Lee Ann Johnson, Secretary

*Marble Falls Independent School District*

*Financial Report*

*September 21<sup>st</sup>, 2015*

***\*\*Check Payment Fund Summary\*\****

***\*\*Expenditure to Budget Report\*\****

*Check Payment Fund Summary*

*For Bills Paid*

*August 1 – August 31, 2015*

FUND SUMMARY

FUND DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
199 GENERAL FUND	84,896.22	0.00	339,093.49	423,989.71
211 TITLE I PART A, BASIC PROGRAMS	0.00	0.00	1,900.55	1,900.55
224 IDEA PART B FORMULA	0.00	0.00	182.35	182.35
240 FOOD SERVICE	950.00	0.00	43,452.60	44,402.60
242 SUMMER FEEDING PROGRAM-DHS	0.00	0.00	2,036.36	2,036.36
244 VOC. ED.-BASIC GRANT	0.00	0.00	185.13	185.13
352 21st CENTURY COMM LEARNING CEN	0.00	0.00	82,755.03	82,755.03
410 INSTRUCTIONAL MATERIALS ALLOTM	0.00	0.00	9,401.00	9,401.00
*** Fund Summary Totals ***	85,846.22	0.00	479,006.51	564,852.73

\*\*\*\*\* End of report \*\*\*\*\*

*Expenditure to Budget Report*

*September 21<sup>st</sup>, 2015*

*General Operating Fund*

*Food Service Fund*

*Capital Projects*

Obj	Obj	2015-16 ESTIMATED REVENUE	August 2015-16 MTHLY ACTIVITY	2015-16 ACTIVITY	REVENUE BALANCE	PERCENT REALIZED	2015-16 YTD %
199	GENERAL FUND						
5700	REVENUE-LOCAL & INTERMED						
	571- LOCAL REAL-PROPERTY TAXES	32,973,352.00	179,530.64	291,099.50	32,682,252.50	1.14	0.88
	573- TUITION & FEES FROM PATRONS	42,000.00	0.00	0.00	42,000.00	0.00	0.00
	574- TRANS FROM WITHIN STATE	249,808.71	9,776.16	15,558.98	234,249.73	6.56	6.23
	575- ENTERPRISING ACTIVITIES	91,000.00	19,160.00	22,950.00	68,050.00	28.97	25.22
	57-- REVENUE-LOCAL & INTERMED	33,356,160.71	208,466.80	329,608.48	33,026,552.23	1.26	0.99
5800	STATE PROGRAM REVENUES						
	581- PER CAPITA-FOUNDATION REV	2,199,930.00	408,873.00	524,053.00	1,675,877.00	23.82	23.82
	582-- STATE REVENUE DISTRBD BY TEA	5,000.00	0.00	0.00	5,000.00	0.00	0.00
	583- TRS ON BEHALF BENEFIT	1,556,513.00	124,894.77	253,401.94	1,303,111.06	16.28	16.28
	58-- STATE PROGRAM REVENUES	3,761,443.00	533,767.77	777,454.94	2,983,988.06	20.67	20.67
5900	FEDERAL PROGRAM REVENUES						
	591- FEDERALLY DIST REVENUES	70,000.00	0.00	0.00	70,000.00	0.00	0.00
	592-	20,000.00	0.00	18,380.00	1,620.00	91.90	91.90
	593- VOC ED NON FOUNDATION	610,000.00	3,040.88	5,445.81	604,554.19	1.01	0.89
	59-- FEDERAL PROGRAM REVENUES	700,000.00	3,040.88	23,825.81	676,174.19	3.50	3.40
	----- GENERAL FUND	37,817,603.71	745,275.45	1,130,889.23	36,686,714.48	3.23	2.99

Obj	Obj	2015-16 ESTIMATED REVENUE	August 2015-16 MTHLY ACTIVITY	2015-16 Activity	REVENUE BALANCE	PERCENT REALIZED	2015-16 YTD %
240	FOOD SERVICE						
5700	REVENUE-LOCAL & INTERMED						
	574- TRANS FROM WITHIN STATE	2,200.00	141.77	304.01	1,895.99	13.82	13.82
	575- ENTERPRISING ACTIVITIES	629,406.00	35,865.17	41,283.31	588,122.69	7.41	6.56
	57-- REVENUE-LOCAL & INTERMED	631,606.00	36,006.94	41,587.32	590,018.68	7.43	6.58
5800	STATE PROGRAM REVENUES						
	582- STATE REVENUE DISTRBD BY TEA	12,000.00	0.00	0.00	12,000.00	0.00	0.00
	58-- STATE PROGRAM REVENUES	12,000.00	0.00	0.00	12,000.00	0.00	0.00
5900	FEDERAL PROGRAM REVENUES						
	592-	1,463,706.00	0.00	0.00	1,463,706.00	0.08	0.00
	59-- FEDERAL PROGRAM REVENUES	1,463,706.00	0.00	0.00	1,463,706.00	0.08	0.00
	---- FOOD SERVICE	2,107,312.00	36,006.94	41,587.32	2,065,724.68	2.28	1.97

Number of Accounts: 44

\*\*\*\*\* End of report \*\*\*\*\*

Obj	Obj	2015-16 ESTIMATED REVENUE	August 2015-16 MTHLY ACTIVITY	2015-16 ACTIVITY	REVENUE BALANCE	2015-16 YTD %
199	GENERAL FUND					
	5--- REVENUE	37,817,603.71	745,275.45	1,130,889.23	36,686,714.48	2.99
	---- GENERAL FUND	37,817,603.71	745,275.45	1,130,889.23	36,686,714.48	2.99
240	FOOD SERVICE					
	5--- REVENUE	2,107,312.00	36,006.94	41,587.32	2,065,724.68	1.97
	---- FOOD SERVICE	2,107,312.00	36,006.94	41,587.32	2,065,724.68	1.97

Number of Accounts: 44

\*\*\*\*\* End of report \*\*\*\*\*

199	Obj	2015-16 BUDGET	ENCUMBRANCE YTD	2015-16 EXPENDITURES	August 2015-16 ACTIVITY	BALANCE	2015-16 YTD %
11	GENERAL FUND INSTRUCTION						
	61-- PAYROLL COSTS	17,780,596.40	0.00	511,625.99	282,649.57	17,268,970.41	2.88
	62-- PURCHASE & CONTRACTED SVS	269,781.24	90,199.26	3,724.78	3,724.78	175,857.20	1.38
	63-- SUPPLIES AND MATERIALS	460,725.64	51,718.35	6,370.95	8,487.48	402,636.34	1.38
	64-- OTHER OPERATING EXPENSES	47,652.00	199.89	2,049.13	689.28	45,402.98	4.30
	---- INSTRUCTION	18,558,755.28	142,117.50	523,770.85	295,551.11	17,892,866.93	2.82
12	INST. RESOURCES & MEDIA SVCS						
	61-- PAYROLL COSTS	340,544.18	0.00	7,431.66	3,965.45	333,112.52	2.18
	62-- PURCHASE & CONTRACTED SVS	36,565.00	0.00	0.00	0.00	36,565.00	0.00
	63-- SUPPLIES AND MATERIALS	62,994.00	4,651.34	0.00	0.00	58,342.66	0.00
	64-- OTHER OPERATING EXPENSES	5,876.00	0.00	0.00	0.00	5,876.00	0.00
	---- INST. RESOURCES & MEDIA S	445,979.18	4,651.34	7,431.66	3,965.45	433,896.18	1.67
13	CURRICULUM DEV & INST STFF DEV						
	61-- PAYROLL COSTS	319,859.47	0.00	64,733.37	32,802.05	255,126.10	20.24
	62-- PURCHASE & CONTRACTED SVS	45,289.00	31,540.00	1,978.55	0.00	11,770.45	4.37
	63-- SUPPLIES AND MATERIALS	45,717.00	4,185.45	7,763.10	8.99	33,768.45	16.98
	64-- OTHER OPERATING EXPENSES	41,772.00	6,244.37	1,140.17	120.77	34,387.46	2.73
	---- CURRICULUM DEV & INST STF	452,637.47	41,969.82	75,615.19	32,931.81	335,052.46	16.71
21	INSTRUCTIONAL LEADERSHIP						
	61-- PAYROLL COSTS	656,524.91	0.00	76,922.85	50,420.00	579,602.06	11.72
	62-- PURCHASE & CONTRACTED SVS	60,543.04	4,614.08	4,019.14	2,510.93	51,909.82	6.64
	63-- SUPPLIES AND MATERIALS	16,170.00	39.26	881.30	512.18	15,249.44	5.45
	64-- OTHER OPERATING EXPENSES	12,530.00	989.50	365.00	270.00	11,175.50	2.91
	---- INSTRUCTIONAL LEADERSHIP	745,767.95	5,642.84	82,188.29	53,713.11	657,936.82	11.02

199 23	Obj	Obj	2015-16		2015-16		August 2015-16		2015-16		
			BUDGET	ENCUMBRANCE YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %			
			GENERAL FUND								
			SCHOOL LEADERSHIP								
	61--	PAYROLL COSTS	1,990,567.92	0.00	209,690.89	143,098.46	1,780,877.03	10.53			
	62--	PURCHASE & CONTRACTED SVS	29,386.64	24,993.94	1,873.76	1,873.76	2,518.94	6.38			
	63--	SUPPLIES AND MATERIALS	46,150.56	6,087.33	717.33	678.65	39,345.90	1.55			
	64--	OTHER OPERATING EXPENSES	17,646.00	1,700.00	1,669.00	1,303.30	14,277.00	9.46			
	----	SCHOOL LEADERSHIP	2,083,751.12	32,781.27	213,950.98	146,954.17	1,837,018.87	10.27			
			GUIDANCE & COUNSELING								
	61--	PAYROLL COSTS	1,029,548.16	0.00	110,927.03	80,360.44	918,621.13	10.77			
	62--	PURCHASE & CONTRACTED SVS	9,795.00	0.00	0.00	0.00	9,795.00	0.00			
	63--	SUPPLIES AND MATERIALS	21,547.00	4,808.03	236.98	236.98	16,501.99	1.10			
	64--	OTHER OPERATING EXPENSES	12,540.00	1,100.00	-85.00	-85.00	11,525.00	-0.68			
	----	GUIDANCE & COUNSELING	1,073,430.16	5,908.03	111,079.01	80,512.42	956,443.12	10.35			
			SOCIAL WORK SERVICES								
	61--	PAYROLL COSTS	47,955.87	0.00	8,017.15	4,034.00	39,938.72	16.72			
	62--	PURCHASE & CONTRACTED SVS	2,500.00	0.00	0.00	0.00	2,500.00	0.00			
	----	SOCIAL WORK SERVICES	50,455.87	0.00	8,017.15	4,034.00	42,438.72	15.89			
			HEALTH SERVICES								
	61--	PAYROLL COSTS	369,843.44	0.00	33,828.13	27,009.20	336,015.31	9.15			
	62--	PURCHASE & CONTRACTED SVS	730.00	0.00	375.00	375.00	355.00	51.37			
	63--	SUPPLIES AND MATERIALS	9,257.75	2,125.63	0.00	0.00	7,132.12	0.00			
	64--	OTHER OPERATING EXPENSES	1,035.25	0.00	0.00	0.00	1,035.25	0.00			
	----	HEALTH SERVICES	380,866.44	2,125.63	34,203.13	27,384.20	344,537.68	8.98			
			PUPIL TRANSPORTATION								
	61--	PAYROLL COSTS	1,303,076.71	0.00	157,760.67	100,188.06	1,145,316.04	12.11			
	62--	PURCHASE & CONTRACTED SVS	26,171.56	9,440.29	10,388.49	10,647.24	6,342.78	39.69			
	63--	SUPPLIES AND MATERIALS	384,850.00	54,374.70	14,746.31	10,045.66	315,728.99	3.83			

199	34	36	41	51	52	2015-16		2015-16		August 2015-16		2015-16	
						BUDGET	ENCUMBRANCE YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %		
						Obj	Obj						
						GENERAL FUND							
						PUPIL TRANSPORTATION							
						64--	OTHER OPERATING EXPENSES	-95,512.00	3,086.10	-18,855.93	-10,012.18	-79,742.17	19.74
						----	PUPIL TRANSPORTATION	1,618,586.27	66,901.09	164,039.54	110,868.78	1,387,645.64	10.13
						COCURR./EXTRACURR.ACTIVITIES							
						61--	PAYROLL COSTS	790,468.23	0.00	135,440.77	72,058.98	655,027.46	17.13
						62--	PURCHASE & CONTRACTED SVS	139,940.28	41,858.36	5,544.19	3,159.19	92,537.73	3.96
						63--	SUPPLIES AND MATERIALS	171,556.00	30,657.75	13,266.09	16,363.09	127,632.16	7.73
						64--	OTHER OPERATING EXPENSES	315,391.00	3,407.99	39,517.15	14,061.24	272,465.86	12.53
						----	COCURR./EXTRACURR.ACTIVIT	1,417,355.51	75,924.10	193,768.20	105,642.50	1,147,663.21	13.67
						GENERAL ADMINISTRATION							
						61--	PAYROLL COSTS	1,015,381.65	0.00	152,627.02	86,905.62	862,754.63	15.03
						62--	PURCHASE & CONTRACTED SVS	112,149.52	14,591.18	8,139.65	8,291.13	89,418.69	7.26
						63--	SUPPLIES AND MATERIALS	42,158.00	8,674.52	5,210.59	3,802.84	28,272.89	12.36
						64--	OTHER OPERATING EXPENSES	99,820.00	9,863.00	12,365.09	9,023.46	77,591.91	12.39
						----	GENERAL ADMINISTRATION	1,269,509.17	33,128.70	178,342.35	108,023.05	1,058,038.12	14.05
						PLANT MAINTENANCE & OPERATIONS							
						61--	PAYROLL COSTS	2,149,070.54	0.00	320,166.19	205,407.20	1,828,904.35	14.90
						62--	PURCHASE & CONTRACTED SVS	1,506,466.52	60,989.10	116,317.85	131,882.92	1,329,159.57	7.72
						63--	SUPPLIES AND MATERIALS	436,990.00	76,449.48	52,407.69	29,500.45	308,132.83	11.99
						64--	OTHER OPERATING EXPENSES	177,785.00	4,450.00	0.00	0.00	173,335.00	0.00
						----	PLANT MAINTENANCE & OPERA	4,270,312.06	141,888.58	488,891.73	366,790.57	3,639,531.75	11.45
						SECURITY & MONITORING SERVICES							
						61--	PAYROLL COSTS	47,955.87	0.00	8,118.98	4,135.87	39,836.89	16.93
						62--	PURCHASE & CONTRACTED SVS	59,500.00	0.00	0.00	0.00	59,500.00	0.00
						63--	SUPPLIES AND MATERIALS	3,100.00	2,325.38	0.00	0.00	774.62	0.00
						----	SECURITY & MONITORING SER	110,555.87	2,325.38	8,118.98	4,135.87	100,111.51	7.34

199	Obj	Obj	2015-16 BUDGET		ENCUMBRANCE		2015-16 EXPENDITURES		August 2015-16 ACTIVITY		2015-16 BALANCE		2015-16 YTD %		
					YTD										
			GENERAL FUND												
53			DATA PROCESSING SERVICES												
	61--	PAYROLL COSTS	536,624.21		0.00	97,560.34	51,743.58	439,063.87	18.18						
	62--	PURCHASE & CONTRACTED SVS	406,730.00		34,425.16	141,882.98	65,045.22	230,421.86	34.88						
	63--	SUPPLIES AND MATERIALS	103,026.00		7,510.15	41,590.91	41,259.22	53,924.94	40.37						
	64--	OTHER OPERATING EXPENSES	39,011.00		466.75	291.05	91.05	38,253.20	0.75						
	----	DATA PROCESSING SERVICES	1,085,391.21		42,402.06	281,325.28	158,139.07	761,663.87	25.92						
61			COMMUNITY SERVICES												
	61--	PAYROLL COSTS	36,689.00		0.00	1,113.71	556.86	35,575.29	3.04						
	62--	PURCHASE & CONTRACTED SVS	20,000.00		0.00	0.00	0.00	20,000.00	0.00						
	----	COMMUNITY SERVICES	56,689.00		0.00	1,113.71	556.86	55,575.29	1.96						
91			INTERGOVERNMENTAL CHARGES												
	62--	PURCHASE & CONTRACTED SVS	3,547,561.00		0.00	832,352.00	416,176.00	2,715,209.00	23.46						
	----	INTERGOVERNMENTAL CHARGES	3,547,561.00		0.00	832,352.00	416,176.00	2,715,209.00	23.46						
99			OTHER INTERGOVERNMENTAL CHARGES												
	62--	PURCHASE & CONTRACTED SVS	650,000.00		0.00	0.00	0.00	650,000.00	0.00						
	----	OTHER INTERGOVERNMENTAL CH	650,000.00		0.00	0.00	0.00	650,000.00	0.00						
	----	GENERAL FUND	37,817,603.56		597,766.34	3,204,208.05	1,915,378.97	34,015,629.17	8.47						

Obj	Obj	2015-16		2015-16		August 2015-16		2015-16	
		BUDGET	ENCUMBRANCE YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %		
240	FOOD SERVICE								
35	FOOD SERVICES								
	61-- PAYROLL COSTS	826,090.00	0.00	126,022.76	75,428.43	700,067.24	15.26		
	62-- PURCHASE & CONTRACTED SVS	103,684.00	7,111.58	3,846.02	1,746.02	92,726.40	3.71		
	63-- SUPPLIES AND MATERIALS	1,123,636.00	809,703.73	41,203.92	41,067.13	272,728.35	3.67		
	64-- OTHER OPERATING EXPENSES	5,450.00	0.00	895.00	895.00	4,555.00	16.42		
	---- FOOD SERVICES	2,058,860.00	816,815.31	171,967.70	119,136.58	1,070,076.99	8.35		
	---- FOOD SERVICE	2,058,860.00	816,815.31	171,967.70	119,136.58	1,070,076.99	8.35		

Number of Accounts: 1961

\*\*\*\*\* End of report \*\*\*\*\*

Obj	Obj	2015-16 BUDGET	2015-16 ENCUMBRANCE YTD	2015-16 EXPENDITURES	August 2015-16 ACTIVITY	BALANCE	2015-16 YTD %	
199		GENERAL FUND						
	6---	37,817,603.56	597,766.34	3,204,208.05	1,915,378.97	34,015,629.17	8.47	
	----	37,817,603.56	597,766.34	3,204,208.05	1,915,378.97	34,015,629.17	8.47	
240		FOOD SERVICE						
	6---	2,058,860.00	816,815.31	171,967.70	119,136.58	1,070,076.99	8.35	
	----	2,058,860.00	816,815.31	171,967.70	119,136.58	1,070,076.99	8.35	

Number of Accounts: 1961

\*\*\*\*\* End of report \*\*\*\*\*

Fnd T Fn Obj Sb Org F Pr L L2 Fnd Obj  
 Date Src Sub Batch Vendor Name/Ref PO#/Line# Description Inv Date Chk#/Rec# Check Date Amount  
 622 E 11 6399 01 001 0 22 0 00 CPF - CATE GENERAL SUPPLIES \*622 E 11 6399 01 001 0 22 0 00 0.00

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount	Open	Sts
622 E 11 6399 02 001 0 22 0 00	CPF - CATE	GENERAL SUPPLIES								
221600004	2015 A/V CABLES, PLANNING BOARD & T QUILL		08/17/2015	285.84	285.84	0.00	0.00	285.84	0	
	*Total			285.84	285.84	0.00	0.00	285.84		
622 E 11 6399 02 001 0 22 0 00	CPF - CATE	GENERAL SUPPLIES								0.00

622 E 11 6399 04 001 0 22 0 00 CPF - CATE GENERAL SUPPLIES \*622 E 11 6399 04 001 0 22 0 00 0.00

622 E 11 6399 05 001 0 22 0 00 CPF - CATE GENERAL SUPPLIES \*622 E 11 6399 05 001 0 22 0 00 0.00

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount	Open	Sts
622 E 11 6399 06 001 0 22 0 00	CPF - CATE	GENERAL SUPPLIES								
08/18/15	JE 15-00074		08/18/15							-173.39
	REVERSE ADJUST A/P FOR O/S									
	PO'S									
	August									
622 E 11 6399 06 001 0 22 0 00	CPF - CATE	GENERAL SUPPLIES								-173.39
	*Journal Entries									-173.39

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount	Open	Sts
622 E 11 6399 08 001 0 22 0 00	CPF - CATE	GENERAL SUPPLIES								
221600001	2015 HEALTH SCIENCES TEAM LEADER AN INDECO SALES INC		08/17/2015	1,984.62	1,984.62	0.00	0.00	1,984.62	0	
	*Total			1,984.62	1,984.62	0.00	0.00	1,984.62		
622 E 11 6399 08 001 0 22 0 00	CPF - CATE	GENERAL SUPPLIES								0.00

622 E 11 6399 10 001 0 22 0 00 CPF - CATE GENERAL SUPPLIES  
 08/27/15 AP JB STITCH AMERICA 6221600009 MT - HS VO/AG WELD SHOP SAFETY STITCH AMERICA 13969 08/26/15 1319 08/28/15 60.00

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount	Open	Sts
622 E 11 6399 10 001 0 22 0 00	CPF - CATE	GENERAL SUPPLIES								
6221600009	2015 MT - HS VO/AG WELD SHOP SAFETY STITCH AMERICA		08/21/2015	60.00	60.00	60.00	0.00	60.00	0	
	*Total			60.00	60.00	60.00	0.00	60.00		
622 E 11 6399 10 001 0 22 0 00	CPF - CATE	GENERAL SUPPLIES								60.00
	*Accounts Payable									60.00

\* The Year column displays the first year of the fiscal year pair (2015 for 2015-2016).

End T	En	Obj	Sb	Org	F	Pr	L	L2	End	Obj	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount	
Date	Src	Sub	Batch	Vendor	Name/Ref	Vendor	P.O. #	*Year	Description	Vendor	P.O. #	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount	Open Sts
622 E 11 6629 01 001 0 22 0 00	CPF	-	CATE	A-1 FENCE & WELDING	JB	AP	6221600000	2015	MT - HS ANIMAL SCIENCE KENNELS A-1 FENCE & WELDING	KENNELS A-1 FENCE & WELDING	07/09/2015	4,152.33	4,152.33	3,152.07	0.00	1,000.26	0	
08/14/15	AP	JB	A-1 FENCE & WELDING	JB	AP	6221600000	2015	MT - HS ANIMAL SCIENCE KENNELS/BLDG & HORTICULTURE	KENNELS/BLDG & HORTICULTURE	BLDG	08/12/15	1300	08/14/15	560.00				
August																		
*Total 4,152.33 3,152.07 0.00 1,000.26																		
*622 E 11 6629 01 001 0 22 0 00																		
*Accounts Payable 560.00																		
622 E 11 6629 07 001 0 22 0 00	CPF	-	CATE	BUILDING PURCHASE/CONST/IMPRVM	JB	AP	6221600000	2015	MT - HS ANIMAL SCIENCE	BUILDING PURCHASE/CONST/IMPRVM	08/12/15	1300	08/14/15	1,440.00				
08/14/15	AP	JB	A-1 FENCE & WELDING	JB	AP	6221600000	2015	MT - HS ANIMAL SCIENCE KENNELS/BLDG & HORTICULTURE	KENNELS/BLDG & HORTICULTURE	BLDG	08/12/15	1300	08/14/15	1,440.00				
August																		
*Total 10,677.41 8,105.32 0.00 2,572.09																		
*622 E 11 6629 07 001 0 22 0 00																		
*Accounts Payable 1,440.00																		
622 E 11 6639 04 001 0 22 0 00	CPF	-	CATE	FURNITURE & EQUIPMENT	JB	AP	6221600000	2015	MT - HS ANIMAL SCIENCE	FURNITURE & EQUIPMENT	07/09/2015	10,677.41	10,677.41	8,105.32	0.00	2,572.09	0	
08/06/15	AP	JB	FERGUSON ENTERPRISES INC #1869	JB	AP	6221600000	2015	MT - HS ANIMAL SCIENCE	FERGUSON ENTERPRISES INC #1869	FERGUSON ENTERPRISES INC	08/05/15	1294	08/07/15	36.83				
08/06/15	AP	JB	ELLIOTT ELECTRIC SUPPLY	JB	AP	6221600000	2015	MT - HS ANIMAL SCIENCE	ELLIOTT ELECTRIC SUPPLY	ELLIOTT ELECTRIC SUPPLY	08/06/15	1293	08/07/15	843.93				
08/06/15	AP	JB	FERGUSON ENTERPRISES INC #1869	JB	AP	6221600000	2015	MT - HS ANIMAL SCIENCE	FERGUSON ENTERPRISES INC #1869	FERGUSON ENTERPRISES INC	08/05/15	1294	08/07/15	1,254.36				
08/06/15	AP	JB	FORD & CREW HOME AND HARDWARE	JB	AP	6221600000	2015	MT - HS ANIMAL SCIENCE	FORD & CREW HOME AND HARDWARE	FORD & CREW HOME AND HARDWARE	08/06/15	1296	08/07/15	1.89				
08/06/15	AP	JB	ELLIOTT ELECTRIC SUPPLY	JB	AP	6221600000	2015	MT - HS ANIMAL SCIENCE	ELLIOTT ELECTRIC SUPPLY	ELLIOTT ELECTRIC SUPPLY	08/06/15	1293	08/07/15	504.34				
08/06/15	AP	JB	ELLIOTT ELECTRIC SUPPLY	JB	AP	6221600000	2015	MT - HS ANIMAL SCIENCE	ELLIOTT ELECTRIC SUPPLY	ELLIOTT ELECTRIC SUPPLY	08/06/15	1293	08/07/15	996.99				

End T	Fn	Obj	Sb	Org	F	Pr	L	I2	Fnd	Obj	Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount	
622	E	81	6629	07	001	0	22	0	00	(continued)													
08/06/15	AP	JB			ELLIOTT ELECTRIC SUPPLY	6221600002	MT	-	HS	VO/AG RNVTN	365424301	08/06/15	1293	08/07/15	41.86								
					GREENHOUSE ELEC																		
08/06/15	AP	JB			ELLIOTT ELECTRIC SUPPLY	6221600002	MT	-	HS	VO/AG RNVTN	365564001	08/06/15	1293	08/07/15	275.61								
					GREENHOUSE ELEC																		
08/06/15	AP	JB			FORD & CREW HOME AND	6221600006	MT	-	HS	VO/AG GREENHOUSE	A27412	08/06/15	1296	08/07/15	27.54								
					HARDWARE																		
08/06/15	AP	JB			FORD & CREW HOME AND	6221600006	MT	-	HS	VO/AG GREENHOUSE	C18735	08/06/15	1296	08/07/15	22.61								
					HARDWARE																		
08/06/15	AP	JB			FORD & CREW HOME AND	6221600006	MT	-	HS	VO/AG GREENHOUSE	A27571	08/06/15	1296	08/07/15	5.22								
					HARDWARE																		
08/06/15	AP	JB			FERGUSON ENTERPRISES INC	6221600003	MT	-	HS	VO/AG GREENHOUSE	cm251378	08/05/15	1294	08/07/15	-6.93								
					#1869																		
08/06/15	AP	JB			FERGUSON ENTERPRISES INC	6221600003	MT	-	HS	VO/AG GREENHOUSE	2237289	08/05/15	1294	08/07/15	625.75								
					#1869																		
08/14/15	AP	JB			ELLIOTT ELECTRIC SUPPLY	6221600002	MT	-	HS	VO/AG RNVTN	365755401	08/12/15	1301	08/14/15	93.33								
					GREENHOUSE ELEC																		
08/20/15	AP	JB			ELLIOTT ELECTRIC SUPPLY	6221600002	MT	-	HS	VO/AG RNVTN	365798301	08/18/15	1305	08/21/15	483.01								
					GREENHOUSE ELEC																		
08/20/15	AP	JB			ELLIOTT ELECTRIC SUPPLY	6221600002	MT	-	HS	VO/AG RNVTN	365805301	08/18/15	1305	08/21/15	697.18								
					GREENHOUSE ELEC																		
08/20/15	AP	JB			FERGUSON ENTERPRISES INC	6221600007	MT	-	HS	VO/AG GREENHOUSE	2240357	08/18/15	1306	08/21/15	8.11								
					#1869																		
08/20/15	AP	JB			ELLIOTT ELECTRIC SUPPLY	6221600002	MT	-	HS	VO/AG RNVTN	365795901	08/18/15	1305	08/21/15	20.58								
					GREENHOUSE ELEC																		
08/20/15	AP	JB			ELLIOTT ELECTRIC SUPPLY	6221600002	MT	-	HS	VO/AG RNVTN	365817801	08/18/15	1305	08/21/15	82.28								
					GREENHOUSE ELEC																		
08/20/15	AP	JB			ELLIOTT ELECTRIC SUPPLY	6221600002	MT	-	HS	VO/AG RNVTN	365805302	08/18/15	1305	08/21/15	184.15								
					GREENHOUSE ELEC																		
08/20/15	AP	JB			UNITED RENTALS (NORTH	6221600004	MT	-	HS	GREENHOUSE PLUMBING	130131689001	08/18/15	1314	08/21/15	2,455.79								
					AMERICA) INC																		
08/20/15	AP	JB			COLLIER MATERIALS INC	6221600005	MT	-	HS	GREENHOUSE PLUMBING	79571	08/18/15	1304	08/21/15	261.00								
					ELLIOTT ELECTRIC SUPPLY	6221600002	MT	-	HS	VO/AG RNVTN	365762301	08/18/15	1305	08/21/15	295.93								
					GREENHOUSE ELEC																		
08/27/15	AP	JB			UNITED RENTALS (NORTH	6221600010	MT	-	HS	GREENHOUSE PLMBING	130293873001	08/26/15	1320	08/28/15	123.00								
					AMERICA) INC																		
08/27/15	AP	JB			FERGUSON ENTERPRISES INC	6221600007	MT	-	HS	VO/AG GREENHOUSE	2243283	08/26/15	1317	08/28/15	32.93								
					#1869																		



End T	Fn	Obj	Sb	Org	F	Pr	L	I	J	End	Obj	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
636	E	36	6619	00	001	0	91	0	00	(continued)		6001600000	MT - HS DRAINAGE PROJECT	816	08/20/15	1303	08/21/15	4,289.14
													August					9,055.14
													*636 E 36 6619 00 001 0 91 0 00					9,055.14
													*Accounts Payable					9,055.14

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
651 E 51 6249 35 103 0 99 0 00	CPF	- MAINTENANCE								
08/06/15	AP	FERGUSON ENTERPRISES INC	FERGUSON ENTERPRISES INC	07/28/2015	5,000.00	5,000.00	474.98	0.00	4,525.02	O
			#1869							
08/06/15	AP	FERGUSON ENTERPRISES INC	FERGUSON ENTERPRISES INC	08/06/15	2,13	2,13				
			#1869							
08/07/15	AP	FERGUSON ENTERPRISES INC	FERGUSON ENTERPRISES INC	*08/06/15	-2.13	-2.13				
			#1869							
08/07/15	AP	FERGUSON ENTERPRISES INC	FERGUSON ENTERPRISES INC	08/06/15	2.13	2.13				
			#1869							
08/27/15	AP	FERGUSON ENTERPRISES INC	FERGUSON ENTERPRISES INC	08/26/15	71.35	71.35				
			#1869							
08/27/15	AP	FERGUSON ENTERPRISES INC	FERGUSON ENTERPRISES INC	08/26/15	373.19	373.19				
			#1869							
08/28/15	AP	FERGUSON ENTERPRISES INC	FERGUSON ENTERPRISES INC	*08/26/15	-373.19	-373.19				
			#1869							
08/28/15	AP	FERGUSON ENTERPRISES INC	FERGUSON ENTERPRISES INC	08/26/15	373.19	373.19				
			#1869							

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001600017	2015	MT - HLES PRE-K RESTROOMS	FERGUSON ENTERPRISES INC	07/28/2015	5,000.00	5,000.00	474.98	0.00	4,525.02	O
					*Total		474.98	0.00	4,525.02	
					*651 E 51 6249 35 103 0 99 0 00				459.57	
					*Accounts Payable				459.57	

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
651 E 51 6399 34 103 0 99 0 00	CPF	- MAINTENANCE								
08/06/15	AP	GENERAL SUPPLIES								
08/06/15	AP	HLES PLAYGROUND FALL ZONE COLLIER MATERIALS IN	COLLIER MATERIALS IN	07/29/2015	987.50	987.50	0.00	0.00	987.50	O
08/06/15	AP	HLES PLAYGROUND RENOVATIO COLLIER MATERIALS IN	COLLIER MATERIALS IN	08/13/2015	800.00	800.00	0.00	0.00	800.00	O
08/06/15	AP	HLES PLAYGRND RENOVATION COLLIER MATERIALS IN	COLLIER MATERIALS IN	08/13/2015	400.00	400.00	0.00	0.00	400.00	O

\* The Year column displays the first year of the fiscal year pair (2015 for 2015-2016).

End T	Fn	Obj	Sb	Org	F	Pr	L	L2	End	Obj				Amount
Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	P.O. Date	PO Amount	PO Enc Amount	Inv Date	Liquidated	Adj Enc Amount	Check Date	Amount
P.O. #	*Year	Description	Vendor					PO Amount	PO Enc Amount	Inv Date	Liquidated	Adj Enc Amount	Check Date	Amount
*Total 2,187.50														
*651 E 51 6399 34 103 0 99 0 00														
GENERAL SUPPLIES														
651 E 51	6399	38 103 0 99 0 00	CPF - MAINTENANCE											
08/06/15	AP	JB	SHERWIN-WILLIAMS CO			6001600006 MT - HLES WALLS PROJECT		53940		08/06/15	1299		08/07/15	16.95
08/14/15	AP	JB	SHERWIN-WILLIAMS CO			6001600006 MT - HLES WALLS PROJECT		60473		08/12/15	1302		08/14/15	21.75
08/14/15	AP	JB	SHERWIN-WILLIAMS CO			6001600006 MT - HLES WALLS PROJECT		60309		08/12/15	1302		08/14/15	62.87
08/14/15	AP	JB	SHERWIN-WILLIAMS CO			6001600006 MT - HLES WALLS PROJECT		59798		08/12/15	1302		08/14/15	173.04
08/14/15	AP	JB	SHERWIN-WILLIAMS CO			6001600006 MT - HLES WALLS PROJECT		83960		08/12/15	1302		08/14/15	7.85
08/20/15	AP	JB	LOWE'S			6001600007 MT - HLES WALLS PROJECT		2109650		08/20/15	1312		08/21/15	14.28
08/20/15	AP	JB	LOWE'S			6001600007 MT - HLES WALLS PROJECT		2059196		08/20/15	1312		08/21/15	-445.48
08/20/15	AP	JB	LOWE'S			6001600007 MT - HLES WALLS PROJECT		2008417		08/20/15	1312		08/21/15	20.91
08/20/15	AP	JB	LOWE'S			6001600007 MT - HLES WALLS PROJECT		2059328		08/20/15	1312		08/21/15	336.49
08/20/15	AP	JB	LOWE'S			6001600007 MT - HLES WALLS PROJECT		2196693		08/20/15	1312		08/21/15	19.80
08/20/15	AP	JB	LOWE'S			6001600007 MT - HLES WALLS PROJECT		2185895		08/20/15	1312		08/21/15	19.12
08/20/15	AP	JB	LOWE'S			6001600007 MT - HLES WALLS PROJECT		2882425		08/20/15	1312		08/21/15	449.25
August														
*Total 6,751.08														
*651 E 51 6399 38 103 0 99 0 00														
*Accounts Payable														
651 E 51	63--	--	--	CPF - MAINTENANCE										
651 E 51	6639	34 103 0 99 0 00	CPF - MAINTENANCE											
651 E 51	6639	34 103 0 99 0 00	CPF - MAINTENANCE											
651 E 51	66--	--	--	CPF - MAINTENANCE										
651 E 51	66--	--	--	CPF - MAINTENANCE										
*Total 62,326.46														
*651 E 51 6639 34 103 0 99 0 00														
BUILDING PURCHASE/CONST/IMPRVM														
651 E 81	6629	36 001 0 99 0 00	CPF - MAINTENANCE											
08/20/15	AP	JB	FORD & CREW HOME AND HARDWARE			6001600023 MT - MFHS RESTROOMS PROJECT		A27880		08/18/15	1307		08/21/15	18.78

\* The Year column displays the first year of the fiscal year pair (2015 for 2015-2016).

End T	Fn	Obj	Sb	Org	F	Pr	L	I2	End	Obj	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
651	E	81	6629	36	001	0	99	0	00	(continued)							
08/20/15	AP	JB	JB	SHERWIN-WILLIAMS CO	6001600024	MT	-	MFHS RESTROOMS PROJECT	59855	08/18/15	1313	08/21/15	90.90				
08/20/15	AP	JB	JB	FORD & CREW HOME AND HARDWARE	6001600023	MT	-	MFHS RESTROOMS PROJECT	A28387	08/18/15	1307	08/21/15	4.27				
08/20/15	AP	JB	JB	LOWE'S	6001600022	MT	-	MFHS RESTROOMS PROJECT	2348083	08/20/15	1312	08/21/15	42.05				
08/20/15	AP	JB	JB	FORD & CREW HOME AND HARDWARE	6001600023	MT	-	MFHS RESTROOMS PROJECT	a28776	08/18/15			8.15				
08/21/15	AP	JB	JB	FORD & CREW HOME AND HARDWARE	6001600023	MT	-	MFHS RESTROOMS PROJECT	a28776	*08/18/15			-8.15				
08/21/15	AP	JB	JB	FORD & CREW HOME AND HARDWARE	6001600023	MT	-	MFHS RESTROOMS PROJECT	a28776	08/18/15	1307	08/21/15	8.15				
08/27/15	AP	JB	JB	FORD & CREW HOME AND HARDWARE	6001600023	MT	-	MFHS RESTROOMS PROJECT	A29248	08/26/15	1318	08/28/15	4.69				
August																	
P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount	Open	Sts						
6001600016	2015	MT - MFHS RESTROOMS PROJECT	RRR SPECIALTIES, INC	07/28/2015	32,849.00	32,849.00	0.00	0.00	32,849.00	0							
6001600022	2015	MT - MFHS RESTROOMS PROJECT	LOWE'S OF MARBLE FAL	08/10/2015	250.00	250.00	42.05	0.00	207.95	0							
6001600023	2015	MT - MFHS RESTROOMS PROJECT	FORD & CREW HOME AND	08/10/2015	200.00	200.00	35.89	0.00	164.11	0							
6001600024	2015	MT - MFHS RESTROOMS PROJECT	SHERWIN-WILLIAMS CO	08/10/2015	200.00	200.00	90.90	0.00	109.10	0							
6001600025	2015	MT - MFHS RESTROOMS PROJECT	LOWE'S OF MARBLE FAL	08/10/2015	100.00	100.00	0.00	0.00	100.00	0							
					*Total	33,599.00	168.84	0.00	33,430.16	168.84							
					*651 E 81 6629 36 001 0 99 0 00				168.84								
					*Accounts Payable				168.84								
August																	
P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount	Open	Sts						
6001600018	2015	MT - HLES WALLS PROJECT	FORD & CREW HOME AND	07/29/2015	100.00	100.00	36.50	0.00	63.50	0							
					*Total	100.00	36.50	0.00	63.50								
					*651 E 81 6629 38 103 0 99 0 00				36.50								
					*Accounts Payable				36.50								

\* The Year column displays the first year of the fiscal year pair (2015 for 2015-2016).





**Marble Falls ISD**  
**Statement of Revenues and Expenditures - General Fund**  
**As of August 31, 2015**

17%	Of Fiscal Year	CURRENT YEAR YTD				% OF BUDGET	CURRENT MONTH		
		BUDGET	YTD ACTIVITY	BALANCE			BUDGET	MONTH ACTIVITY	% OF BUDGET
<b>REVENUES</b>									
5710	LOCAL TAX REVENUES	\$ 32,973,352	\$ 111,569	\$ 32,861,783	0.34%	\$ 32,973,352	\$ 179,531	0.54%	
57XX	OTHER LOCAL REVENUES	\$ 382,809	\$ 9,573	\$ 373,236	2.50%	\$ 382,809	\$ 28,936	7.56%	
58XX	STATE PROG. REVENUES	\$ 3,761,443	\$ 243,687	\$ 3,517,756	6.48%	\$ 3,761,443	\$ 533,768	14.19%	
5900	FEDERAL REVENUE	\$ 700,000	\$ 2,405	\$ 697,595	0.34%	\$ 700,000	\$ 3,041	0.43%	
	<b>TOTAL REVENUE</b>	<b>\$ 37,817,604</b>	<b>\$ 367,234</b>	<b>\$ 37,450,370</b>	<b>0.97%</b>	<b>\$ 37,817,604</b>	<b>\$ 745,275</b>	<b>1.97%</b>	
<b>EXPENDITURES</b>									
11	INSTRUCTION	\$ 18,558,755	\$ 523,771	\$ 18,034,984	2.82%	\$ 18,558,755	\$ 295,551	1.59%	
12	LIBRARY	\$ 445,979	\$ 7,432	\$ 438,548	1.67%	\$ 445,979	\$ 3,965	0.89%	
13	STAFF DEVELOPMENT	\$ 452,637	\$ 75,615	\$ 377,022	16.71%	\$ 452,637	\$ 32,932	7.28%	
21	INST ADMINISTRATION	\$ 745,768	\$ 82,188	\$ 663,580	11.02%	\$ 745,768	\$ 53,713	7.20%	
23	SCHOOL ADMINISTRATION	\$ 2,083,751	\$ 213,951	\$ 1,869,800	10.27%	\$ 2,083,751	\$ 146,954	7.05%	
31	GUID AND COUNSELING	\$ 1,073,430	\$ 111,079	\$ 962,351	10.35%	\$ 1,073,430	\$ 80,512	7.50%	
32	SOCIAL WORK SERVICES	\$ 50,456	\$ 8,017	\$ 42,439	15.89%	\$ 50,456	\$ 4,034	8.00%	
33	HEALTH SERVICES	\$ 380,866	\$ 34,203	\$ 346,663	8.98%	\$ 380,866	\$ 27,384	7.19%	
34	PUPIL TRANSP - REGULAR	\$ 1,618,586	\$ 164,040	\$ 1,454,547	10.13%	\$ 1,618,586	\$ 110,869	6.85%	
36	CO-CURRICULAR ACT	\$ 1,417,356	\$ 193,768	\$ 1,223,587	13.67%	\$ 1,417,356	\$ 105,643	7.45%	
41	GEN ADMINISTRATION	\$ 1,269,509	\$ 178,342	\$ 1,091,167	14.05%	\$ 1,269,509	\$ 108,023	8.51%	
51	PLANT MAINT & OPERATION	\$ 4,270,312	\$ 488,892	\$ 3,781,420	11.45%	\$ 4,270,312	\$ 366,791	8.59%	
52	SECURITY & MONITORING	\$ 110,556	\$ 8,119	\$ 102,437	7.34%	\$ 110,556	\$ 4,136	3.74%	
53	DATA PROCESSING	\$ 1,085,391	\$ 281,325	\$ 804,066	25.92%	\$ 1,085,391	\$ 158,139	14.57%	
61	COMMUNITY SERVICES	\$ 56,689	\$ 1,114	\$ 55,575	1.96%	\$ 56,689	\$ 557	0.98%	
81	FACILITIES ACQ & CONST	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
91	STUDENT ATTENDANCE CR	\$ 3,547,561	\$ 832,352	\$ 2,715,209	23.46%	\$ 3,547,561	\$ 416,176	11.73%	
99	PURCHASES & CONT SRVS	\$ 650,000	\$ -	\$ 650,000	0.00%	\$ 650,000	\$ -	0.00%	
	<b>TOTAL EXPENDITURES</b>	<b>\$ 37,817,604</b>	<b>\$ 3,204,208</b>	<b>\$ 34,613,396</b>	<b>8.47%</b>	<b>\$ 37,817,604</b>	<b>\$ 1,915,379</b>	<b>5.06%</b>	
7000	Other Sources		\$ -			Other Sources	\$ 9,050		
8000	Other Uses		\$ -			Other Uses	\$ -		
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ (2,836,974)			EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (1,161,054)		
3000	BEG FUND BAL 07/01/15	\$ 13,560,978	Unaudited						
3000	END FUND BAL 7/31/15	\$ 10,724,004	Unaudited						

**Marble Falls ISD**  
**Statement of Revenues and Expenditures - Food Service**  
**As of August 31, 2015**

17%	Of Fiscal Year	CURRENT YEAR YTD				% OF BUDGET	CURRENT MONTH		
		BUDGET	YTD ACTIVITY	BALANCE			BUDGET	MONTH ACTIVITY	% OF BUDGET
<b>REVENUES</b>									
57XX	Local & Intermed Revenues	\$ 631,606	\$ 5,310	\$ 626,296	0.84%	\$ 631,606	\$ 36,007	5.70%	
58XX	State Program Revenues	\$ 12,000	\$ -	\$ 12,000	0.00%	\$ 12,000	\$ -	0.00%	
59xx	Federal Program Revenues	\$ 1,463,706	\$ -	\$ 1,463,706	0.00%	\$ 1,463,706	\$ -	0.00%	
	<b>TOTAL REVENUE</b>	<b>\$ 2,107,312</b>	<b>\$ 5,310</b>	<b>\$ 2,102,002</b>	<b>0.25%</b>	<b>\$ 2,107,312</b>	<b>\$ 36,007</b>	<b>1.71%</b>	
<b>EXPENDITURES</b>									
61	PAYROLL COST	\$ 826,090	\$ 126,023	\$ 700,067	15.26%	\$ 826,090	\$ 75,428	9.13%	
62	PURCHASE & CONTRACTED	\$ 103,684	\$ 3,846	\$ 99,838	3.71%	\$ 103,684	\$ 1,746	1.68%	
63	SUPPLIES AND MATERIALS	\$ 1,123,636	\$ 41,204	\$ 1,082,432	3.67%	\$ 1,123,636	\$ 41,067	3.65%	
64	OTHER OPERATING EXP	\$ 5,450	\$ 895	\$ 4,555	16.42%	\$ 5,450	\$ 895	16.42%	
66	CPTL OUTLAY	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
	<b>TOTAL EXPENDITURES</b>	<b>\$ 2,058,860</b>	<b>\$ 171,968</b>	<b>\$ 1,886,892</b>	<b>8.35%</b>	<b>\$ 2,058,860</b>	<b>\$ 119,137</b>	<b>5.79%</b>	
7000	Other Sources		\$ -				\$ -		
8000	Other Uses		\$ -				\$ -		
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ (166,658)			EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (83,130)		
3000	BEG FUND BAL 07/01/15	\$ 12,876	Unaudited						
3000	END FUND BAL 7/31/15	\$ (153,782)	Unaudited						



Marble Falls  
Independent  
School District

INTEROFFICE MEMORANDUM

Date: September 14, 2015

To: Board of Trustees and Dr. Allen

From: David Hemond, Accounting Supervisor

Subject: Consider Approval of Budget Amendments

---

Budget amendments included for approval (copies follow):

15-00009	Increase budget for new copier lease - \$3,000
15-00014	Increase budget for nursing supplies - \$800
15-00015	Increase budget for principal travel - \$745

MARBLE FALLS ISD  
BUDGET AMENDMENT

Batch #:	15-00009	Reason for amendment:	increase budget for annual copier maintenance in teacher workroom
Fiscal Year:	2015-2016	Account Description	
Account Number			
<b>EXPENDITURES</b>			
1	199-E-23-6248-00-104-0-99-0-00	Repair and Maintenance	
2	199-E-11-6248-00-104-0-11-0-00	Repair and Maintenance	3,000.00
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
<b>REVENUE</b>			
21			
22			
23			
24			
Totals			3,000.00

Prepared by: Delight Dehorty  
Date: 8/21/15

Reviewed by: [Signature]  
Date: 8/25/15

Entered by: G. R. R. [Signature]  
Date: 8-23-15

Board Approval Required  
 Yes  No

Approved by: [Signature]  
Date: 8/21/15

3,000.00

Revised 8/01/05

**MARBLE FALLS ISD  
BUDGET AMENDMENT**

<b>Batch #:</b>	08 2015 15-00014	<b>Reason for amendment:</b>	Increase Budget for Nursing Supplies
<b>Fiscal Year:</b>	2015-2016	<b>Account Description</b>	
<b>Account Number</b>			
<b>EXPENDITURES</b>			
1	199-33-6399-00-103-099-000	Supplies	800.00
2	199-11-6399-00-103-011-000	Supplies	800.00
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
<b>REVENUE</b>			
21			
22			
23			
24			
<b>Totals</b>			800.00
<b>Board Approval Required</b>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Prepared by:</b> Linda Ganske		<b>Reviewed by:</b> [Signature]	<b>Entered by:</b>
<b>Date:</b> 9/4/15		<b>Date:</b> 9/11/15	<b>Date:</b>

MARBLE FALLS ISD  
BUDGET AMENDMENT

Batch #:	15-00015	Reason for amendment:	Principals training - BREAKTHROUGH COACH FOR BETHANY BIRDWELL	
Fiscal Year:	2015-2016	Account Description	Debit	Credit
EXPENDITURES			Increase	Decrease
1	199e23641100103099000	TRAVEL	745.00	
2	199e41641100701099000	TRAVEL		745.00
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			745.00	745.00
Board Approval Required		Prepared by: <i>Chris Galt</i>	Reviewed by: <i>DA</i>	Entered by: <i>CKM</i>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Date: 09/10/15	Date: 9/11/15	Date: 9/10/15

## DRAFT- 09.14.15

LIAISON FOR  
HOMELESS  
STUDENTS

The District has designated the following staff person as the liaison for homeless students:

Name: ~~Allen Roberts~~ Wes Cunningham

Position: Assistant Superintendent of Curriculum and Instruction Operations

Address: 1800 Colt Circle, Marble Falls, TX 78654

Telephone: (830) 693-4357

# TEXAS A&M AGRI LIFE EXTENSION

Burnet County Office

August 14, 2015

Marble Falls Independent School District  
1800 Colt Circle  
Marble Falls, Texas 78654

Dear Dr. Chris Allen, Superintendent

On behalf of the 4-H member of Burnet County, we hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. The enclosed RESOLUTION should be presented for consideration at the next scheduled meeting of the Board of Trustees of the Marble Falls Independent School District. We further request that questions regarding this RESOLUTION be directed to us in a timely manner so that we may prepare and present an appropriate response so as not to delay action on this request.

Finally, we request that a signed copy of this RESOLUTION, along with the approved and signed Adjunct Faculty Agreements be forwarded to us for our files. If possible it would be good to also receive a copy of the minutes of the Board meeting where this transaction was completed. If you would like for us to meet with you and your Board of Trustees, we would be happy to schedule a time to do so at your convenience.

Thank you and the members of the Board of Trustees for your consideration of this request. We appreciate your support of our 4-H program in Burnet County.

Sincerely,



Linda S. Wells, CEA/FCS  
Texas A&M AgriLife Extension  
1701 E. Polk Street  
Burnet, Texas 78611  
\* 512-756-5463 ext 2121

Sincerely,



Kelly Tarla, CEA/AgNR  
Texas A&M AgriLife Extension  
1701 E. Polk Street  
Burnet, Texas 78611  
512-756-5463 ext 2120

Enclosure(s): RESOLUTION (Regarding Extracurricular Status of 4-H Organization  
Adjunct Faculty Agreements: Wells & Tarla

## ADJUNCT FACULTY AGREEMENT

1. We encourage a plan for cross-county CEA joint appointments to consolidate travel and supervisory responsibilities at major livestock shows.
2. Remember, when you have youth chosen for National 4-H Congress, National 4-H Conference, or Texas 4-H Leadership Conference, include one of the chaperones on your adjunct list.

THE STATE OF TEXAS  
COUNTY OF Burnet

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Marble Falls Independent School District, hereinafter referred to as "District." A quorum having been established, the Board proceeded to consider the appointment of the herein named individual as an adjunct member of the Marble Falls Independent School District.

Upon consideration and vote of \_\_\_\_\_ in favor, Kelly Tarla, is hereby named as adjunct faculty member of the Marble Falls Independent School District subject to the following considerations and provisions of such appointment to wit:

1. This appointment shall commence on the 24th day of August and end on the 26th day of May, being the end of the 2015-2016 academic year.
2. Adjunct faculty member will receive no compensation, salary, or remuneration from Marble Falls Independent School District.
3. Adjunct faculty member is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.
4. Adjunct faculty member shall be under the direct supervision of either the District Extension Administrator of District 7 or the Burnet County Extension Director.
5. Adjunct faculty member shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member is not the employee of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Burnet County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (k)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Kelly Tarla, County Extension Agent(s) (Extension employee) is/are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Marble Falls Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 2015.

Marble Falls Independent School District

By: \_\_\_\_\_

Adjunct Faculty Appointment Accepted By:

\_\_\_\_\_  
County Extension Agent(s)

Approved:

\_\_\_\_\_  
County/District Extension Administrator, District \_\_\_\_\_  
Texas A&M AgriLife Extension Service

## ADJUNCT FACULTY AGREEMENT

1. We encourage a plan for cross-county CEA joint appointments to consolidate travel and supervisory responsibilities at major livestock shows.
2. Remember, when you have youth chosen for National 4-H Congress, National 4-H Conference, or Texas 4-H Leadership Conference, include one of the chaperones on your adjunct list.

THE STATE OF TEXAS  
COUNTY OF Burnet

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Marble Falls Independent School District, hereinafter referred to as "District." A quorum having been established, the Board proceeded to consider the appointment of the herein named individual as an adjunct member of the Marble Falls Independent School District.

Upon consideration and vote of \_\_\_\_\_ in favor, Linda S. Wells, is hereby named as adjunct faculty member of the Marble Falls Independent School District subject to the following considerations and provisions of such appointment to wit:

1. This appointment shall commence on the 24th day of August and end on the 26th day of May, being the end of the 2015-2016 academic year.
2. Adjunct faculty member will receive no compensation, salary, or remuneration from Marble Falls Independent School District.
3. Adjunct faculty member is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.
4. Adjunct faculty member shall be under the direct supervision of either the District Extension Administrator of District 7 or the Burnet County Extension Director.
5. Adjunct faculty member shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member is not the employee of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Burnet County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (k)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Linda S. Wells, County Extension Agent(s) (Extension employee) is/are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Marble Falls Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 2015.

Marble Falls Independent School District

By: \_\_\_\_\_

Adjunct Faculty Appointment Accepted By:

\_\_\_\_\_  
County Extension Agent(s)

Approved:

\_\_\_\_\_  
County/District Extension Administrator, District \_\_\_\_\_  
Texas A&M AgriLife Extension Service

**RESOLUTION  
regarding  
EXTRACURRICULAR STATUS OF 4-H ORGANIZATION**

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the Marble Falls Independent School District meeting in public with a quorum present and certified, did adopt this resolution that recognizes the Burnet County Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject to all rules and regulations set forth under the 19 Texas Administrative Code as interpreted by this Board and designated officials of this school district whose rules shall be final.

Approved this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
*(For Board of Trustees)*

\_\_\_\_\_  
*(Superintendent)*



**Marble Falls ISD**  
**Board of Trustees**  
**Agenda Item Information**

<b>Meeting Date:</b>		
<b>Meeting Type:</b> <input type="checkbox"/> Regular Meeting <input type="checkbox"/> Special Meeting/Workshop <input type="checkbox"/> Hearing	<b>Agenda Placement:</b> <input type="checkbox"/> Public Hearing <input type="checkbox"/> Administrative Report <input type="checkbox"/> Open Session <input type="checkbox"/> Consent Agenda <input type="checkbox"/> Executive Session <input type="checkbox"/> Regular Agenda <input type="checkbox"/> Recognition <input type="checkbox"/> Information/Discussion	
<b>Date Submitted:</b>		
<b>Subject:</b>		
<b>Executive Summary:</b>		
<b>Fiscal Impact:</b>  <b>Cost:</b> <input type="checkbox"/> Recurring <input type="checkbox"/> One-Time <input type="checkbox"/> No Fiscal Impact	<b>Funding Source:</b> <input type="checkbox"/> General Fund <input type="checkbox"/> Grant Funds <input type="checkbox"/> Other Funds (Specify)	<b>Fiscal Year:</b> Amendment Required? <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Administrator's Recommendation:</b>		
<b>Department Submitting:</b>	<b>Requested By:</b>	
<b>Cabinet Member's Approval:</b>		
<b>Board Approval Required:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		

**RESOLUTION PROVIDING FOR THE SALE  
OF PROPERTY ACQUIRED BY THE BURNET CENTRAL APPRAISAL DISTRICT  
AT DELINQUENT TAX SALE**

**WHEREAS**, Lot K2046, Plat K2, Horseshoe Bay South, Burnet County, Texas, being that property more particularly described in Volume 424, Page 880 of the Deed Records of Burnet County, Texas were offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to judgments of foreclosure for delinquent taxes by the District Court; and

**WHEREAS**, no sufficient bid was received and the property was struck off to the Burnet Central Appraisal District or Lake LBJ Municipal Utility District, Trustee, and thereafter assigned to the Burnet Central Appraisal District, Trustee, pursuant to the "ASSIGNMENT OF TAX SALE TRUSTEESHIP" from the Lake LBJ Municipal Utility District to the Burnet Central Appraisal District of record in the Official Public Records of Burnet County, Texas File No. 011690 in Volume 1277, Page 264, pursuant to TEX.PROP.TAX CODE Section 34.01(c); and

**WHEREAS**, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of ONE THOUSAND, ONE HUNDRED, FIVE AND NO/100 DOLLARS (\$1,105.00) has been made by BAY HOMES OF TEXAS, said bid being less than the taxes due, and

**THEREFORE, BE IT HEREBY RESOLVED** by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lot K2046, Plat K2, Horseshoe Bay South, Burnet County, Texas to BAY HOMES OF TEXAS, for the sum of ONE THOUSAND, ONE HUNDRED, FIVE AND NO/100 DOLLARS (\$1,105.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

**PASSED, APPROVED AND ADOPTED THIS** \_\_\_\_\_ day of \_\_\_\_\_,  
20\_\_\_\_.

\_\_\_\_\_  
Rick Edwards  
President, Board of Trustees  
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT  
BURNET COUNTY EDUCATION DISTRICT

**MCCREARY, VESELKA, BRAGG & ALLEN, P.C.**  
**ATTORNEYS AT LAW**

223 South Pierce  
Burnet, Texas 78611  
(512) 756-8291

September 3, 2015

Mr. Stan Hemphill, Chief Appraiser  
Burnet Central Appraisal District  
P.O. Box 908  
Burnet, TX 78611

RE: Distribution of Funds: Cause No. 31,629; Burnet Central Appraisal District vs. Lucia Sanchez et al; Lot K2046, Plat K2, Horseshoe Bay South, Burnet County, Texas  
Account Number 21183 (2015 Assessed Value = \$2,000)

Dear Mr. Hemphill:

A bid of \$1,105.00 has been made by Bay Homes of Texas, P.O. Box 4412, Horseshoe Bay, TX 78657 to purchase the property, the subject of the above-referenced suit. The money should be disbursed as follows:

CAUSE NO. 31,629

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	\$ 32.00	Burnet Co. Clerk
Court Costs:	\$ 755.00	Burnet Co. Dist. Clerk
Attorney ad Litem Fee	\$ 250.00	MVBA
Abstract Fee:	\$ 68.00	MVBA
Due to Burnet Central Appraisal District		
City of Horseshoe Bay	\$ 0.00	Burnet CAD
Burnet County	\$ 0.00	
Burnet County Special	\$ 0.00	
Emergency Services District #1	\$ 0.00	
Water Conservation District	\$ 0.00	
Marble Falls ISD	\$ 0.00	
<b>TOTAL MONIES DISBURSED</b>	<b>\$ 1,105.00</b>	

Please contact me if you have any questions or need further information.

Sincerely,

Darby Howell  
Legal Assistant

DH/jb

ATTENTION:  
Stan/Joy

**Bid for Property Held in Trust**  
(return to BCAD, PO Box 908, Burnet, TX 78611)  
(512) 756-8291

Name (as it should appear on deed): Bay Homes of Texas

Address (mailing address):  
P.O. Box 4412  
Horseshoe Bay, TX 78657

Phone number: 956-328-7200

Property Account number: 21183 - Lot K2046, Plat K2


Property Description: Mobile Home lot in HSB South

Bid Amount: \$ 1,105-

Other information for entities to consider (optional):

To Taxing Authorities: The intended purpose in acquiring this property is to improve it with a new/newer manufactured home which will simultaneously increase property value, thus tax base.

I understand this bid in trust property may be subject to a statutory right of redemption. This redemption period commenced to run from the date the Sheriff's Deed was filed for record in the County Clerk's office. Purchasers have the right of possession during the redemption period. There is a two year right of redemption for homestead property and property appraised as agricultural land. There is a 180 day right of redemption for all other property.

Signature: 

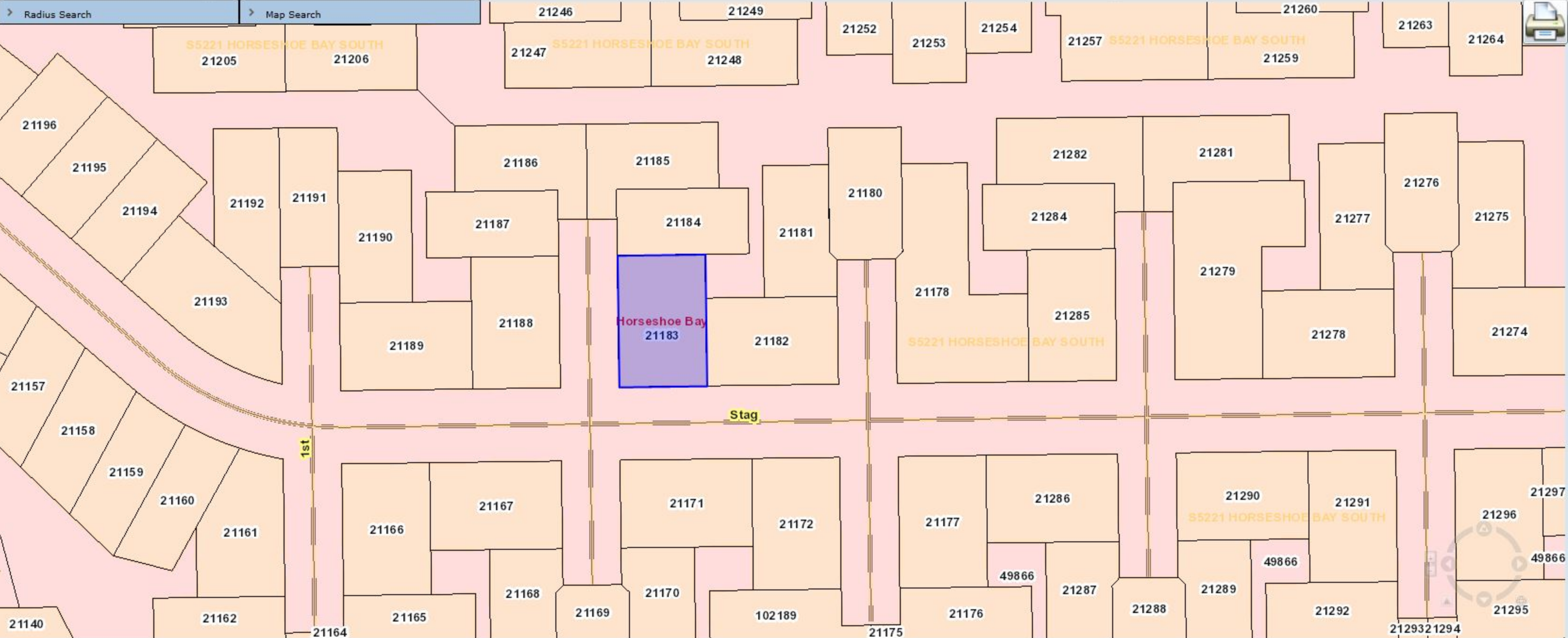
Property Search Results > Property ID 21183 BURNET CENTRAL APPRAISAL for Year 2015

Details | Map

<b>Account</b> Property ID: 21183 Geo. ID: 05220-K020-02046-000 Type: Real Legal Description: S5221 HORSESHOE BAY SOUTH LOT K2046, PLAT K2	<b>Location</b> Situs Address: STAG , Neighborhood: HORSESHOE BAY SOUTH MOBILE HOME MapSCO: Jurisdictions: CHB, ESD, GBU, RSP, SMA, WCD, CAD	<b>Owner</b> Owner Name: BURNET CENTRAL APPRAISAL Mailing Address: DISTRICT TRUSTEE, PO BOX 908, , BURNET, TX 78611-0908	<b>Property</b> Appraised Value: \$2,000.00
--	--	--	--

Layers

- Parcels Group
- Lot Lines
- Subdivisions
- Abstracts
- School Districts
- City Limits
- Lakes
- Streets
- Aerials

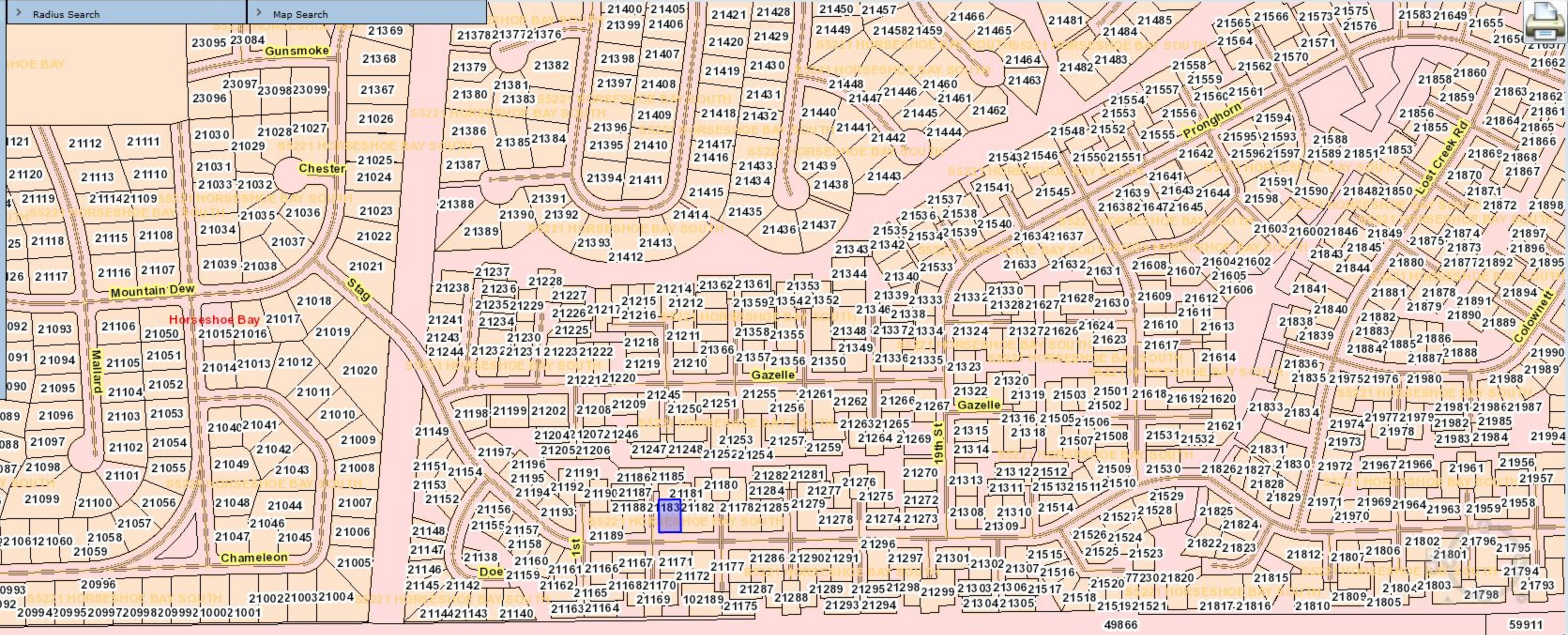


Property Search Results > Property ID 21183 BURNET CENTRAL APPRAISAL for Year 2015

New Search

<b>Account</b> Property ID: 21183 Geo. ID: 05220-K020-02046-000 Type: Real Legal Description: S5221 HORSESHOE BAY SOUTH LOT K2046, PLAT K2	<b>Location</b> Situs Address: STAG , Neighborhood: HORSESHOE BAY SOUTH MOBILE HOME Mapsc: Jurisdictions: CHB, ESD, GBU, RSP, SMA, WCD, CAD	<b>Owner</b> Owner Name: BURNET CENTRAL APPRAISAL Mailing Address: DISTRICT TRUSTEE, PO BOX 908, , BURNET, TX 78611-0908	<b>Property</b> Appraised Value: \$2,000.00
--	---	--	--

- Layers
- Parcels Group
- Lot Lines
- Subdivisions
- Abstracts
- School Districts
- City Limits
- Lakes
- Streets
- Aerials



**RESOLUTION PROVIDING FOR THE SALE  
OF PROPERTY ACQUIRED BY THE BURNET CENTRAL APPRAISAL DISTRICT  
AT DELINQUENT TAX SALE**

**WHEREAS**, Lot K7051, Plat K7.1, Horseshoe Bay South Addition to the City of Horseshoe Bay, Burnet County, Texas, being that property more particularly described in Volume 1050, Page 389 of the Deed Records of Burnet County, Texas were offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to judgments of foreclosure for delinquent taxes by the District Court; and

**WHEREAS**, no sufficient bid was received and the property was struck off to the Burnet Central Appraisal District or Lake LBJ Municipal Utility District, Trustee, and thereafter assigned to the Burnet Central Appraisal District, Trustee, pursuant to the "ASSIGNMENT OF TAX SALE TRUSTEESHIP" from the Lake LBJ Municipal Utility District to the Burnet Central Appraisal District of record in the Official Public Records of Burnet County, Texas File No. 011690 in Volume 1277, Page 264, pursuant to TEX.PROP.TAX CODE Section 34.01(c); and

**WHEREAS**, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of SIX HUNDRED, TWELVE AND NO/100 DOLLARS (\$612.00) has been made by BAY HOMES OF TEXAS, said bid being less than the taxes due, and

**THEREFORE, BE IT HEREBY RESOLVED** by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lot K7051, Plat K7.1, Horseshoe Bay South Addition to the City of Horseshoe Bay, Burnet County, Texas to BAY HOMES OF TEXAS, for the sum of SIX HUNDRED, TWELVE AND NO/100 DOLLARS (\$612.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

**PASSED, APPROVED AND ADOPTED THIS** \_\_\_\_\_ day of \_\_\_\_\_,  
20\_\_.

\_\_\_\_\_  
Rick Edwards  
President, Board of Trustees  
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT  
BURNET COUNTY EDUCATION DISTRICT

**MCCREARY, VESELKA, BRAGG & ALLEN, P.C.**

**ATTORNEYS AT LAW**

223 South Pierce  
Burnet, Texas 78611  
(512) 756-8291

September 3, 2015

Mr. Stan Hemphill, Chief Appraiser  
Burnet Central Appraisal District  
P.O. Box 908  
Burnet, TX 78611

RE: Distribution of Funds: Cause No. 38,265; Burnet Central Appraisal District vs. Thomas A. Rivera et al; Lot K7051, Plat K7.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas  
Account Number 21697 (2015 Assessed Value = \$2,000)

Dear Mr. Hemphill:

A bid of \$612.00 has been made by Bay Homes of Texas, P.O. Box 4412, Horseshoe Bay, TX 78657 to purchase the property, the subject of the above-referenced suit. The money should be disbursed as follows:

---

CAUSE NO. 38,265

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	\$ 32.00	Burnet Co. Clerk
Court Costs:	\$ 462.00	Burnet Co. Dist. Clerk
Abstract Fee:	\$ 118.00	MVBA
Due to Burnet Central Appraisal District		
City of Horseshoe Bay	\$ 0.00	Burnet CAD
Burnet County	\$ 0.00	
Burnet County Special	\$ 0.00	
Emergency Services District #1	\$ 0.00	
Water Conservation District	\$ 0.00	
Marble Falls ISD	\$ 0.00	
<b>TOTAL MONIES DISBURSED</b>	<b>\$ 612.00</b>	

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Please contact me if you have any questions or need further information.

Sincerely,

Darby Howell  
Legal Assistant

DH/jb

ATTENTION:  
Stan/Joy

**Bid for Property Held in Trust**  
(return to BCAD, PO Box 908, Burnet, TX 78611)  
(512) 756-8291

Name (as it should appear on deed): Bay Homes of Texas

Address (mailing address):  
P.O. Box 4412  
Horseshoe Bay, TX 78657

Phone number: 956-328-7200

Property Account number: 21697

Property Description: Mobile Home lot in HSB South

Bid Amount: \$ 612- Lot K7051, Plat K7.1

**Other information for entities to consider (optional):**

To Taxing Authorities: The intended purpose in acquiring this property is to improve it with a new/newer manufactured home which will simultaneously increase property value, thus tax base.

I understand this bid in trust property may be subject to a statutory right of redemption. This redemption period commenced to run from the date the Sheriff's Deed was filed for record in the County Clerk's office. Purchasers have the right of possession during the redemption period. There is a two year right of redemption for homestead property and property appraised as agricultural land. There is a 180 day right of redemption for all other property.

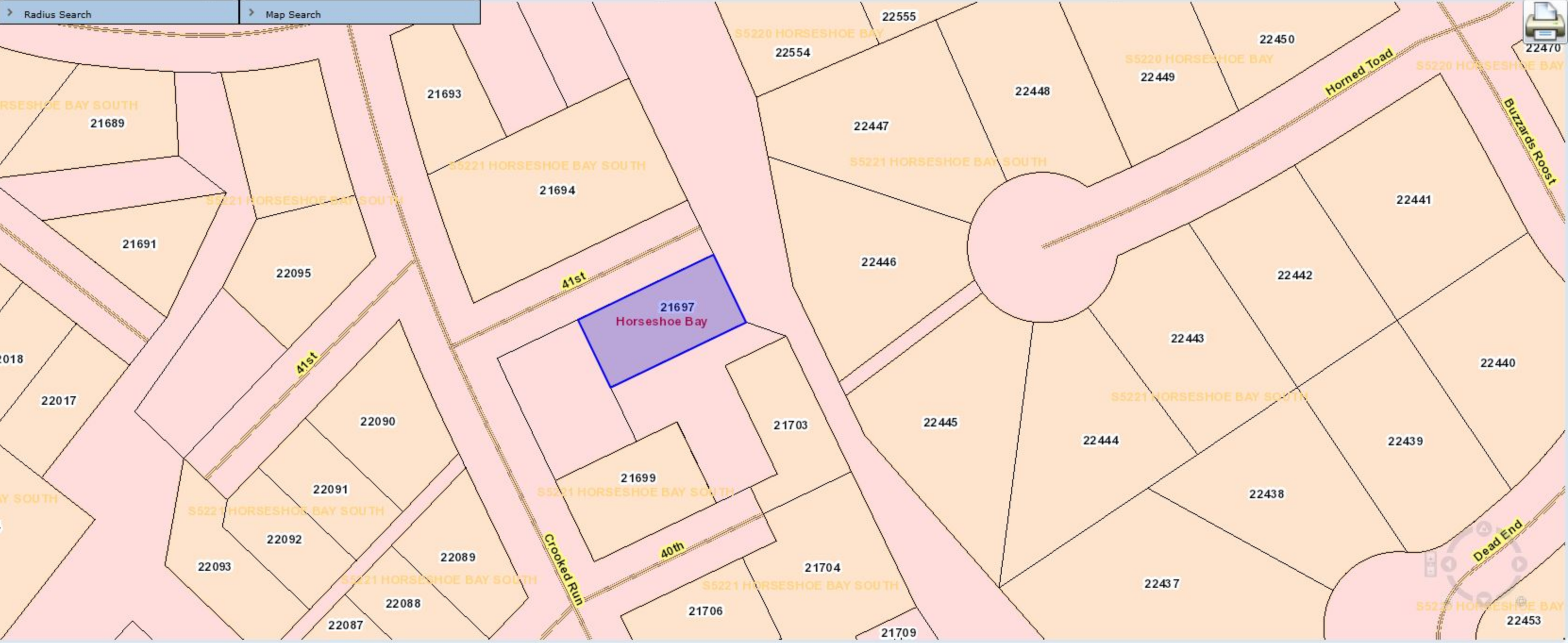
Signature: 

[Property Search Results](#) > Property ID 21697 BURNET CENTRAL APPRAISAL for Year 2015

<b>Account</b> Property ID: 21697 Geo. ID: 05220-K070-07051-000 Type: Real Legal Description: S5221 HORSESHOE BAY SOUTH LOT K7051, PLAT K7	<b>Location</b> Situs Address: 41ST ST TX  Neighborhood: HORSESHOE BAY SOUTH MOBILE HOME Mapsc: Jurisdictions: CHB, ESD, GBU, RSP, SMA, WCD, CAD	<b>Owner</b> Owner Name: BURNET CENTRAL APPRAISAL Mailing Address: DISTRICT TRUSTEE, PO BOX 908, , BURNET, TX 78611-0908	<b>Property</b> Appraised Value: \$2,000.00
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Layers

- Parcels Group
- Lot Lines
- Subdivisions
- Abstracts
- School Districts
- City Limits
- Lakes
- Streets
- Aerials



Property Search Results > Property ID 21697 BURNET CENTRAL APPRAISAL for Year 2015

New Search

**Account**  
 Property ID: 21697  
 Geo. ID: 05220-K070-07051-000  
 Type: Real  
 Legal Description: S5221 HORSESHOE BAY SOUTH LOT K7051, PLAT K7

**Location**  
 Situs Address: 41ST ST TX  
 Neighborhood: HORSESHOE BAY SOUTH MOBILE HOME  
 Mapsco:  
 Jurisdictions: CHB, ESD, GBU, RSP, SMA, WCD, CAD

**Owner**  
 Owner Name: BURNET CENTRAL APPRAISAL  
 Mailing Address: DISTRICT TRUSTEE, PO BOX 908, , BURNET, TX 78611-0908

**Property**  
 Appraised Value: \$2,000.00

Layers

- Parcels Group
- Lot Lines
- Subdivisions
- Abstracts
- School Districts
- City Limits
- Lakes
- Streets
- Aerials



**RESOLUTION PROVIDING FOR THE SALE  
OF PROPERTY ACQUIRED BY THE BURNET CENTRAL APPRAISAL DISTRICT  
AT DELINQUENT TAX SALE**

**WHEREAS**, Lot K7273, Plat K7.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas, being that property more particularly described in Volume 289, Page 621 of the Deed Records of Burnet County, Texas were offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to judgments of foreclosure for delinquent taxes by the District Court; and

**WHEREAS**, no sufficient bid was received and the property was struck off to the Burnet Central Appraisal District or Lake LBJ Municipal Utility District, Trustee, and thereafter assigned to the Burnet Central Appraisal District, Trustee, pursuant to the "ASSIGNMENT OF TAX SALE TRUSTEESHIP" from the Lake LBJ Municipal Utility District to the Burnet Central Appraisal District of record in the Official Public Records of Burnet County, Texas File No. 011690 in Volume 1277, Page 264, pursuant to TEX.PROP.TAX CODE Section 34.01(c); and

**WHEREAS**, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of FOUR HUNDRED, ELEVEN AND NO/100 DOLLARS (\$411.00) has been made by BAY HOMES OF TEXAS, said bid being less than the taxes due, and

**THEREFORE, BE IT HEREBY RESOLVED** by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lot K7273, Plat K7.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas to BAY HOMES OF TEXAS, for the sum of FOUR HUNDRED, ELEVEN AND NO/100 DOLLARS (\$411.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

**PASSED, APPROVED AND ADOPTED THIS** \_\_\_\_\_ day of \_\_\_\_\_,  
20\_\_\_\_.

\_\_\_\_\_  
Rick Edwards  
President, Board of Trustees  
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT  
BURNET COUNTY EDUCATION DISTRICT

**MCCREARY, VESELKA, BRAGG & ALLEN, P.C.**

**ATTORNEYS AT LAW**

223 South Pierce  
Burnet, Texas 78611  
(512) 756-8291

September 3, 2015

Mr. Stan Hemphill, Chief Appraiser  
Burnet Central Appraisal District  
P.O. Box 908  
Burnet, TX 78611

RE: Distribution of Funds: Cause No. 36,851; Burnet Central Appraisal District vs. Jimmie G. Tunstall et al; Lot K7273, Plat K7.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas  
Account Number 21917 (2015 Assessed Value = \$2,000)

Dear Mr. Hemphill:

A bid of \$411.00 has been made by Bay Homes of Texas, P.O. Box 4412, Horseshoe Bay, TX 78657 to purchase the property, the subject of the above-referenced suit. The money should be disbursed as follows:

---

CAUSE NO. 36,851

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	\$ 32.00	Burnet Co. Clerk
Court Costs:	\$ 261.00	Burnet Co. Dist. Clerk
Abstract Fee:	\$ 118.00	MVBA
Due to Burnet Central Appraisal District		
City of Horseshoe Bay	\$ 0.00	Burnet CAD
Burnet County	\$ 0.00	
Burnet County Special	\$ 0.00	
Emergency Services District #1	\$ 0.00	
Water Conservation District	\$ 0.00	
Marble Falls ISD	\$ 0.00	
<b>TOTAL MONIES DISBURSED</b>	<b>\$ 411.00</b>	

---

Please contact me if you have any questions or need further information.

Sincerely,

Darby Howell  
Legal Assistant

DH/jb

ATTENTION:  
Stan/Joy

**Bid for Property Held in Trust**  
(return to BCAD, PO Box 908, Burnet, TX 78611)  
(512) 756-8291

Name (as it should appear on deed): Bay Homes of Texas

Address (mailing address):  
P.O. Box 4412  
Horseshoe Bay, TX 78657

Phone number: 956-328-7200

Property Account number: 21917

Property Description: Mobile Home lot in HSB South

Bid Amount: \$ 411- Lot K 7273, Plat K 7.1

Other information for entities to consider (optional):

To Taxing Authorities: The intended purpose in acquiring this property is to improve it with a new/newer manufactured home, which will simultaneously increase property value, thus tax base.

I understand this bid in trust property may be subject to a statutory right of redemption. This redemption period commenced to run from the date the Sheriff's Deed was filed for record in the County Clerk's office. Purchasers have the right of possession during the redemption period. There is a two year right of redemption for homestead property and property appraised as agricultural land. There is a 180 day right of redemption for all other property.

Signature: 

[Property Search Results](#) > Property ID 21917 BURNET CENTRAL APPRAISAL for Year 2015

New Search

<b>Account</b> Property ID: 21917 Geo. ID: 05220-K070-07273-000 Type: Real Legal Description: S5221 HORSESHOE BAY SOUTH LOT K7273, PLAT K7	<b>Location</b> Situs Address: 48TH ST TX  Neighborhood: HORSESHOE BAY SOUTH MOBILE HOME Mapsc: Jurisdictions: CHB, ESD, GBU, RSP, SMA, WCD, CAD	<b>Owner</b> Owner Name: BURNET CENTRAL APPRAISAL Mailing Address: DISTRICT TRUSTEE, PO BOX 908, , BURNET, TX 78611-0908	<b>Property</b> Appraised Value: \$2,000.00
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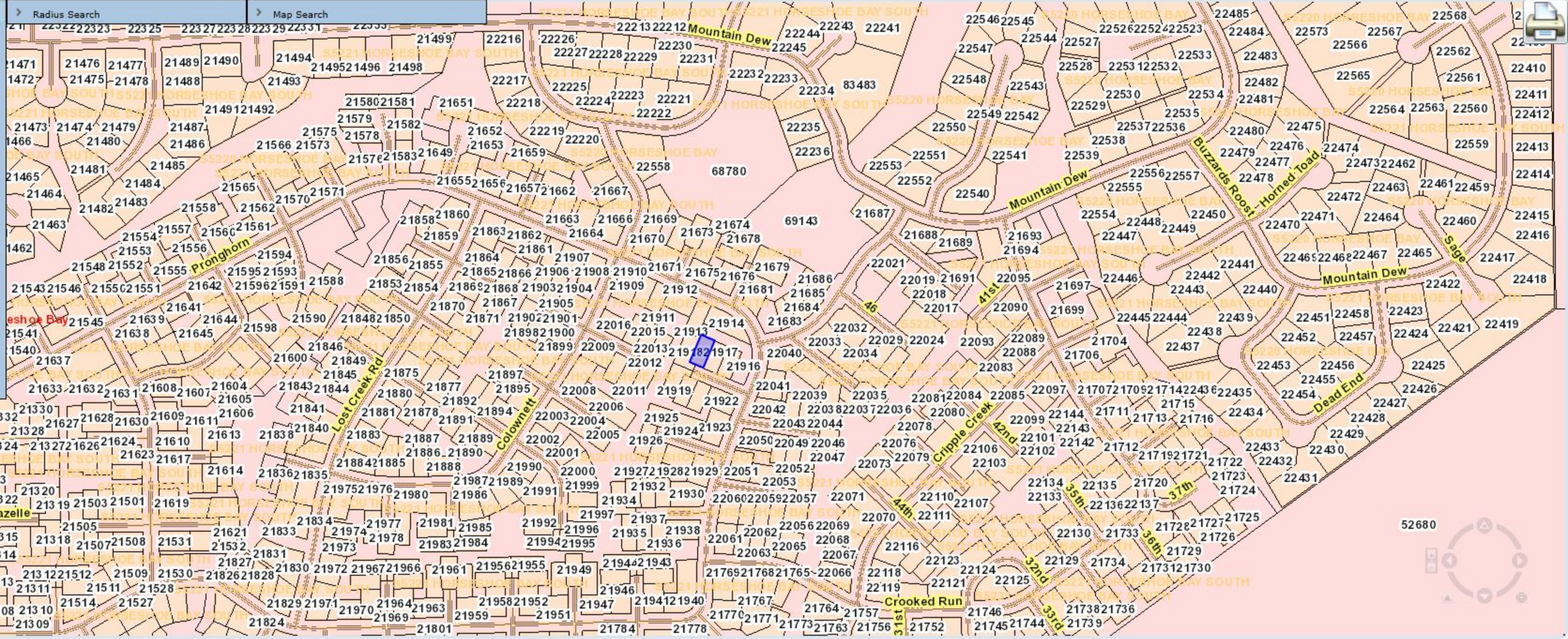
- Layers
- Parcels Group
  - Lot Lines
  - Subdivisions
  - Abstracts
  - School Districts
  - City Limits
  - Lakes
  - Streets
  - Aerials



Property Search Results > Property ID 21917 BURNET CENTRAL APPRAISAL for Year 2015

<b>Account</b> Property ID: 21917 Geo. ID: 05220-K070-07273-000 Type: Real Legal Description: S5221 HORSESHOE BAY SOUTH LOT K7273, PLAT K7	<b>Location</b> Situs Address: 48TH ST TX Neighborhood: HORSESHOE BAY SOUTH MOBILE HOME Mapsc: Jurisdictions: CHB, ESD, GBU, RSP, SMA, WCD, CAD	<b>Owner</b> Owner Name: BURNET CENTRAL APPRAISAL Mailing Address: DISTRICT TRUSTEE, PO BOX 908, , BURNET, TX 78611-0908	<b>Property</b> Appraised Value: \$2,000.00
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- Layers
- Parcels Group
- Lot Lines
- Subdivisions
- Abstracts
- School Districts
- City Limits
- Lakes
- Streets
- Aerials



**RESOLUTION PROVIDING FOR THE SALE  
OF PROPERTY ACQUIRED BY THE BURNET CENTRAL APPRAISAL DISTRICT  
AT DELINQUENT TAX SALE**

**WHEREAS**, Lot K14010, Plat K14, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas, being that property more particularly described in Volume 427, Page 802 of the Deed Records of Burnet County, Texas was offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to a judgment of foreclosure for delinquent taxes by the District Court; and

**WHEREAS**, no sufficient bid was received and the property was struck off to the Burnet Central Appraisal District or Lake LBJ Municipal Utility District, Trustee, and thereafter assigned to the Burnet Central Appraisal District, Trustee, pursuant to the "ASSIGNMENT OF TAX SALE TRUSTEESHIP" from the Lake LBJ Municipal Utility District to the Burnet Central Appraisal District of record in the Official Public Records of Burnet County, Texas File No. 011690 in Volume 1277, Page 264, pursuant to TEX.PROP.TAX CODE Section 34.01(c); and

**WHEREAS**, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of TWO THOUSAND AND NO/100 DOLLARS (\$2,000.00) has been made by NEAL W. YOUNKER, said bid being less than the taxes due, and

**THEREFORE, BE IT HEREBY RESOLVED** by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lot K14010, Plat K14, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas to NEAL W. YOUNKER, for the sum of TWO THOUSAND AND NO/100 DOLLARS (\$2,000.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

**PASSED, APPROVED AND ADOPTED THIS** \_\_\_\_\_ day of \_\_\_\_\_,  
20\_\_.

\_\_\_\_\_  
Rick Edwards  
President, Board of Trustees  
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT  
BURNET COUNTY EDUCATION DISTRICT

**MCCREARY, VESELKA, BRAGG & ALLEN, P.C.**

**ATTORNEYS AT LAW**

223 South Pierce  
Burnet, Texas 78611  
(512) 756-8291

September 3, 2015

Mr. Stan Hemphill, Chief Appraiser  
Burnet Central Appraisal District  
P.O. Box 908  
Burnet, TX 78611

RE: Distribution of Funds: Cause No. 41,948; Burnet Central Appraisal District vs. Josefina D. Sandoval; Lot K14010, Plat K14, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas  
Account Number 22922 (2015 Assessed Value = \$6,400)

Dear Mr. Hemphill:

A bid of \$2,000.00 has been made by Neal W. Younker, 401 Val White Cove, Horseshoe Bay, TX 78657-6728 to purchase the property, the subject of the above-referenced suit. The money should be disbursed as follows:

CAUSE NO. 41,948

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	\$ 32.00	Burnet Co. Clerk
Court Costs:	\$ 288.00	Burnet Co. Dist. Clerk
Abstract Fee:	\$ 175.00	MVBA
Due to Burnet Central Appraisal District City of Horseshoe Bay (including MLB, MLBD, MLBS & MLBW)	\$ 517.39	Burnet CAD
Burnet County	\$ 176.84	
Burnet County Special	\$ 16.85	
Emergency Services District #1	\$ 8.60	
Water Conservation District	\$ 2.54	
Marble Falls ISD (and EBU)	\$ <u>782.78</u>	
<b>TOTAL MONIES DISBURSED</b>	<b>\$ 2,000.00</b>	

Please contact me if you have any questions or need further information.

Sincerely,

Darby Howell  
Legal Assistant

DH/jb

**RECEIVED**

**Bid for Property Held in Trust**  
**(return to BCAD, PO Box 908, Burnet, TX 78611)**  
**(512) 756-8291**

AUG 26 2015

**CHIEF APPRAISER**  
Burnet Central Appr. Dist.

Name (as it should appear on deed):

Neal W Younker

Address (mailing address):

401 Val White CV

Horseshoe Bay, TX 78657-6728

Phone number: 830 693 0396

Property Account number: 22922

Property Description:

5520 Horseshoe Bay Lot K1401D Plat K14 South

Bid Amount: \$ 2000.00

Other information for entities to consider (optional):

I do not plan to build on this lot

I understand this bid in trust property may be subject to a statutory right of redemption. This redemption period commenced to run from the date the Sheriff's Deed was filed for record in the County Clerk's office. Purchasers have the right of possession during the redemption period. There is a two year right of redemption for homestead property and property appraised as agricultural land. There is a 180 day right of redemption for all other property.

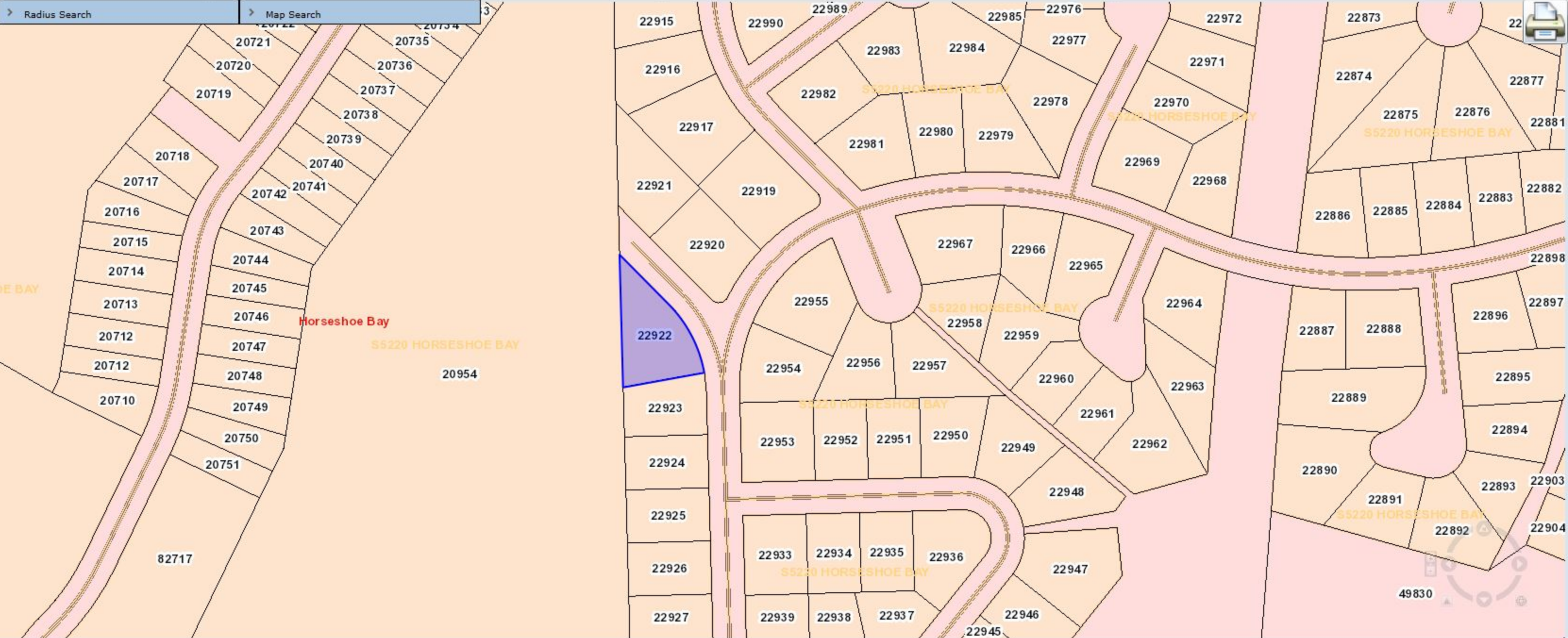
Signature: Neal W. Younker 8/22/2015

Property Search Results > Property ID 22922 BURNET CENTRAL APPRAISAL for Year 2015

<b>Account</b> Property ID: 22922 Geo. ID: 05220-K140-14010-000 Type: Real Legal Description: S5220 HORSESHOE BAY LOT K14010 PLAT K14, SOUTH	<b>Location</b> Situs Address: MOUNTAIN DEW , Neighborhood: HORSESHOE BAY SOUTH RESIDENTIAL HOMES Mapsc0: Jurisdictions: CHB, ESD, GBU, RSP, SMA, WCD, CAD	<b>Owner</b> Owner Name: BURNET CENTRAL APPRAISAL Mailing Address: DISTRICT TRUSTEE, PO BOX 908, , BURNET, TX 78611-0908	<b>Property</b> Appraised Value: \$6,400.00
--	--	--	--

Layers

- Parcels Group
- Lot Lines
- Subdivisions
- Abstracts
- School Districts
- City Limits
- Lakes
- Streets
- Aerials

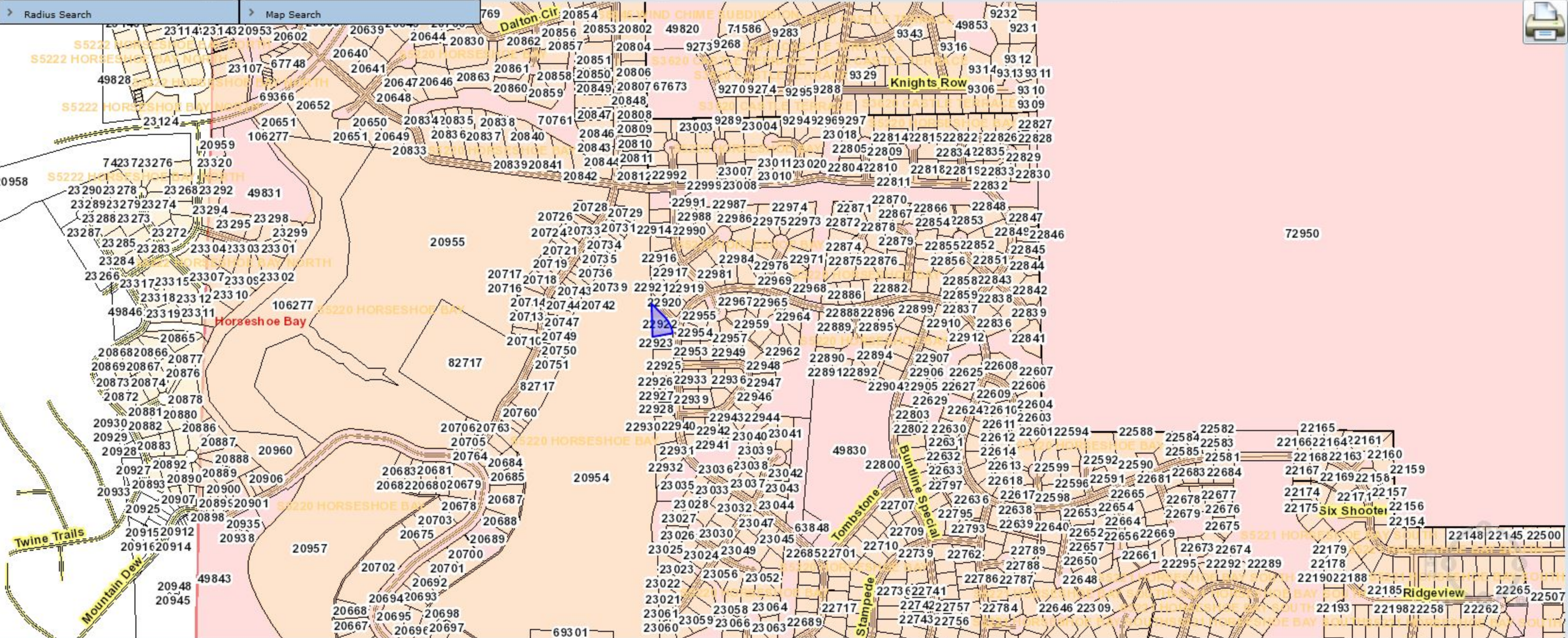


Property Search Results > Property ID 22922 BURNET CENTRAL APPRAISAL for Year 2015

New Search

<b>Account</b> Property ID: 22922 Geo. ID: 05220-K140-14010-000 Type: Real Legal Description: S5220 HORSESHOE BAY LOT K14010 PLAT K14, SOUTH	<b>Location</b> Situs Address: MOUNTAIN DEW , Neighborhood: HORSESHOE BAY SOUTH RESIDENTIAL HOMES Mapsc0: Jurisdictions: CHB, ESD, GBU, RSP, SMA, WCD, CAD	<b>Owner</b> Owner Name: BURNET CENTRAL APPRAISAL Mailing Address: DISTRICT TRUSTEE, PO BOX 908, , BURNET, TX 78611-0908	<b>Property</b> Appraised Value: \$6,400.00
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- Layers
- Parcels Group
  - Lot Lines
  - Subdivisions
  - Abstracts
  - School Districts
  - City Limits
  - Lakes
  - Streets
  - Aerials





**Marble Falls ISD**  
**Board of Trustees**  
**Agenda Item Information**

<b>Meeting Date:</b>		
<b>Meeting Type:</b> <input type="checkbox"/> Regular Meeting <input type="checkbox"/> Special Meeting/Workshop <input type="checkbox"/> Hearing	<b>Agenda Placement:</b> <input type="checkbox"/> Public Hearing <input type="checkbox"/> Administrative Report <input type="checkbox"/> Open Session <input type="checkbox"/> Consent Agenda <input type="checkbox"/> Executive Session <input type="checkbox"/> Regular Agenda <input type="checkbox"/> Recognition <input type="checkbox"/> Information/Discussion	
<b>Date Submitted:</b>		
<b>Subject:</b>		
<b>Executive Summary:</b>		
<b>Fiscal Impact:</b>  <b>Cost:</b> <input type="checkbox"/> Recurring <input type="checkbox"/> One-Time <input type="checkbox"/> No Fiscal Impact	<b>Funding Source:</b> <input type="checkbox"/> General Fund <input type="checkbox"/> Grant Funds <input type="checkbox"/> Other Funds (Specify)	<b>Fiscal Year:</b> Amendment Required? <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Administrator's Recommendation:</b>		
<b>Department Submitting:</b>	<b>Requested By:</b>	
<b>Cabinet Member's Approval:</b>		
<b>Board Approval Required:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		

**VAR Resources, Inc.**  
2330 Interstate 30  
Mesquite, TX 75150  
972-755-8200  
FAX 972-755-8210

DATE: September 15, 2015

Submission # 236303

Marble Falls Independent School District

**AMOUNT DUE AT SIGNING OF LEASE AGREEMENT**

Documentation Fee (if applicable) .....	\$0.00
Deposit Due.....	<u>\$212,289.71</u>
<b>Total Due .....</b>	<b><u>\$212,289.71</u></b>

*\*Deposits are held until such time as the lease is commenced. **Upon lease commencement deposits will be applied to the first annual payment under the lease contract.** The lease will commence upon sending of the first invoice and not before.*

PLEASE MAKE CHECK PAYABLE TO: VAR Resources, Inc.

**CHECK MUST BE DRAWN ON THE BUSINESS CHECKING ACCOUNT OF:**  
**Marble Falls Independent School District.**

MONEY ORDERS CANNOT BE ACCEPTED. PLEASE BE ADVISED THAT INCLUDED IN THE FIRST MONTHLY INVOICE THAT YOU RECEIVE ON YOUR LEASE YOU WILL BE BILLED FOR THE APPLICABLE TAXES THAT WERE NOT COLLECTED UPFRONT. AS WELL, YOU MAY BE CHARGED A ONE TIME DOCUMENTATION FEE TO COVER ADMINISTRATIVE COSTS RELATED TO THE DOCUMENTATION PROCESS AND PUBLIC FILINGS PER THE TERMS IN YOUR LEASE DOCUMENTS AND YOU WILL ALSO BE CHARGED A ONE TIME UCC FILING FEE.

THANK YOU.



Equipment Lease Schedule No. 4

This Equipment Lease Schedule (this "Schedule") is made and entered into as of the \_\_\_\_\_ day of \_\_\_\_\_, by and between VAR Resources, Inc. (hereinafter "We," "Us" or "Our") and Marble Falls Independent School District (hereinafter "You" or "Your"). This Schedule is entered into subject to that certain Master Lease Agreement No. 603-0078600-000/004 (the "Master Agreement") between You and Us. All of the terms and conditions set forth in the Master Agreement are hereby reaffirmed and incorporated in and made part of this Schedule, as if fully set forth herein. The Master Agreement, together with this Schedule and the related and supporting documents entered into in connection with this Schedule, represent the final and only agreement between You and Us regarding the leasing of the Equipment identified below and may not be contradicted by evidence of prior, contemporaneous or subsequent oral agreements. There are no unwritten oral agreements between You and Us relating to the leasing of the Equipment. This Schedule may not be changed except by way of a written agreement between You and Us. Other agreements (including, without limitation, those contained in any purchase agreement or order between You and the Supplier of Equipment) not stated in the Master Agreement or in the Schedule or other supporting documents are not binding on Us. This Schedule, inclusive of the terms and conditions set forth in the Master Agreement, constitutes a separate lease between You and Us. Any amendment to the Master Agreement subsequent to the date of this Schedule shall be ineffective as to this Schedule unless otherwise expressly stated in such amendment. This Schedule may not be modified except in a writing signed by You and Us.

- 1. We hereby agree to lease to You, and You hereby agree to lease from Us, the following-described Equipment upon the terms and conditions set forth in this Schedule and in the Master Agreement:

Description of Equipment - INCLUDE MAKE, MODEL AND SERIAL NUMBERS (ATTACH ADDITIONAL PAGE IF NECESSARY)

See attached Schedule A

- 2. Equipment Supplier: VAR Resources, Inc.
3. Equipment Location Address: 1511 Pony Dr., Marble Falls, TX 78654-4964
4. Original Term: 36 Months
5. Commencement Date of this Lease:
6. Lease Payment Option: \$212,289.71 per: [ ] Month [ ] Quarter [x] Year [ ] Other:
7. Check here [ ] if Lease Payment amount includes sales/use tax
8. \$212,289.71 Lease Payment(s) is(are) due at the time this Schedule is signed, which shall be applied to the: [x] First Lease Payment [ ] First and Last Lease Payments [ ] Other:
9. Security Deposit: \$
10. Purchase Option at end of Original Term: [ ] None [x] Fair Market Value as of end of Original Term [ ] One Dollar (\$1.00) [ ] Other:

The above equipment purchase options may be exercised by You only at the end of the Original Term. If you are in default under the Master Agreement or this Schedule at the time you desire to exercise a purchase option, You must cure such default to Our satisfaction before having the right to exercise such option. If the "One Dollar" purchase option is checked above, then the last two sentences of Section 3 of the Master Agreement shall not apply to this Lease (in other words, the "automatic renewal" provisions in Section 3 shall not apply to this Lease). If the "Fair Market Value" option is checked above, then the purchase price will be the fair market retail value of the Equipment, as determined by Us in our sole but reasonable judgment, as of the end of the Original Term.

- 11. This Schedule is not binding upon Us unless and until We accept this Schedule by signing below. A facsimile copy of this Schedule shall have the same force and effect as the original. This Schedule is non-cancelable and may not be terminated early.

VAR Resources, Inc.

You: Marble Falls Independent School District

By: X
Date:

By: X
Name (Print):
Title:
Date Signed:

# SCHEDULE "A"

## Marble Falls Independent School District

Quantity	Manufacturer	Description
52		30-BAY TABLET CHARGING CART W/ ELECTRIC
52		Cart Configuration
1300		OtterBox Carrying Case for iPad Air - Slate Gray - Drop Resistant Interior, Ding Resistant Interior, Wear Resistant Interior, Tear Resistant Interior, Scrape Resistant Screen Protector, Scratch Resistant ScreenProtector
1300		iPad Services Provisioning, IOS Update, Asset Tag, Install Case, Delivery to single location
75	Lenovo	20DKCTO1WW ThinkPad S1 Yoga 3yr
75		LIGHT TOUCH IMAGE DEPLOY W-VPN
75		VPN DOMAIN JOIN ONLY
130	Apple	iPad Air Wi-Fi 16GB - Space Grey (10-pack)

Lessee: Marble Falls Independent School District

Signature: \_\_\_\_\_

Title: \_\_\_\_\_



**Marble Falls ISD**  
**Board of Trustees**  
**Agenda Item Information**

<b>Meeting Date:</b>		
<b>Meeting Type:</b>	<b>Agenda Placement:</b>	
<input type="checkbox"/> Regular Meeting <input type="checkbox"/> Special Meeting/Workshop <input type="checkbox"/> Hearing	<input type="checkbox"/> Public Hearing <input type="checkbox"/> Administrative Report <input type="checkbox"/> Open Session <input type="checkbox"/> Consent Agenda <input type="checkbox"/> Executive Session <input type="checkbox"/> Regular Agenda <input type="checkbox"/> Recognition <input type="checkbox"/> Information/Discussion	
<b>Date Submitted:</b>		
<b>Subject:</b>		
<b>Executive Summary:</b>		
<b>Fiscal Impact:</b>		
<b>Cost:</b>	<b>Funding Source:</b>	<b>Fiscal Year:</b>
<input type="checkbox"/> Recurring <input type="checkbox"/> One-Time <input type="checkbox"/> No Fiscal Impact	<input type="checkbox"/> General Fund <input type="checkbox"/> Grant Funds <input type="checkbox"/> Other Funds (Specify)	Amendment Required? <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Administrator's Recommendation:</b>		
<b>Department Submitting:</b>	<b>Requested By:</b>	
<b>Cabinet Member's Approval:</b>		
<b>Board Approval Required:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		



69

46 ft

© 2015 Google  
© 2015 Europa Technologies

Google earth

Imagery Date: 1/18/2015 30°35'04.99" N 98°15'06.33" W elev 996 ft eye alt 1199 ft

1995



70



71





73



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 Leaders Tomorrow...  
*Mustangs  
 Forever!*

Marble Falls ISD  
 Board of Trustees  
 Agenda Item Information

Meeting Date:		
Meeting Type:	Agenda Placement:	
<input type="checkbox"/> Regular Meeting <input type="checkbox"/> Special Meeting/Workshop <input type="checkbox"/> Hearing	<input type="checkbox"/> Public Hearing <input type="checkbox"/> Open Session <input type="checkbox"/> Executive Session <input type="checkbox"/> Recognition	
Date Submitted:	<input type="checkbox"/> Administrative Report <input type="checkbox"/> Consent Agenda <input type="checkbox"/> Regular Agenda <input type="checkbox"/> Information/Discussion	
Subject:		
Executive Summary:		
Fiscal Impact:		
Cost:	Funding Source:	Fiscal Year:
<input type="checkbox"/> Recurring <input type="checkbox"/> One-Time <input type="checkbox"/> No Fiscal Impact	<input type="checkbox"/> General Fund <input type="checkbox"/> Grant Funds <input type="checkbox"/> Other Funds (Specify)	Amendment Required? <input type="checkbox"/> Yes <input type="checkbox"/> No
Administrator's Recommendation:		
Department Submitting:	Requested By:	
Cabinet Member's Approval:		
Board Approval Required: <input type="checkbox"/> Yes <input type="checkbox"/> No		

## Cheerleading Trip for Board Approval

### National High School Cheerleading Competition (UCA Nationals)

- Location: Orlando, Florida- Walt Disney World Resort
- Dates: February 4-8, 2016
- The National High School Cheerleading Championship (NHSCC) is the most prestigious cheerleading championship in the country. The NHSCC is held at the Walt Disney World® Resort in Orlando, Florida, and nationally televised on ESPN and ESPN2 to over 100 million homes and 32 countries nationwide each year.
- Cost (per student): approx. \$850 (\$631 lodging/ registration + \$200 airfare)
- Students involved: Varsity cheerleaders
- Chaperones: Lauren Berkman and Pam Hickingbottom; parent chaperones



**Marble Falls ISD**  
**Board of Trustees**  
**Agenda Item Information**

<b>Meeting Date:</b>		
<b>Meeting Type:</b> <input type="checkbox"/> Regular Meeting <input type="checkbox"/> Special Meeting/Workshop <input type="checkbox"/> Hearing	<b>Agenda Placement:</b> <input type="checkbox"/> Public Hearing <input type="checkbox"/> Administrative Report <input type="checkbox"/> Open Session <input type="checkbox"/> Consent Agenda <input type="checkbox"/> Executive Session <input type="checkbox"/> Regular Agenda <input type="checkbox"/> Recognition <input type="checkbox"/> Information/Discussion	
<b>Date Submitted:</b>		
<b>Subject:</b>		
<b>Executive Summary:</b>		
<b>Fiscal Impact:</b>  <b>Cost:</b> <input type="checkbox"/> Recurring <input type="checkbox"/> One-Time <input type="checkbox"/> No Fiscal Impact	<b>Funding Source:</b> <input type="checkbox"/> General Fund <input type="checkbox"/> Grant Funds <input type="checkbox"/> Other Funds (Specify)	<b>Fiscal Year:</b> Amendment Required? <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Administrator's Recommendation:</b>		
<b>Department Submitting:</b>	<b>Requested By:</b>	
<b>Cabinet Member's Approval:</b>		
<b>Board Approval Required:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		

## Cheerleading Trip for Board Approval

### Varsity Spirit London Tour

- Location: London, England
- Dates: December 26- January 2
- Cost (per student): approx. \$3000
- Students will perform in the London New Year's Parade and tour London with other All American cheerleaders and dancers from Varsity Brand companies (NCA, NDA, UCA, UDA)
- Students involved: Avery Marshall and Megan Offutt
- No district personnel will be travelling with the students
- Students will meet chaperones/ travel companions from the company at the DFW airport



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

Marble Falls ISD  
Board of Trustees  
Agenda Item Information

Meeting Date: <u>September 21<sup>st</sup> 2015</u>		
Meeting Type: <input checked="" type="checkbox"/> Regular Meeting <input type="checkbox"/> Special Meeting/Workshop <input type="checkbox"/> Hearing	Agenda Placement: <input type="checkbox"/> Public Hearing <input type="checkbox"/> Open Session <input type="checkbox"/> Executive Session <input type="checkbox"/> Recognition <input type="checkbox"/> Administrative Report <input checked="" type="checkbox"/> Consent Agenda <input type="checkbox"/> Regular Agenda <input type="checkbox"/> Information/Discussion	
Date Submitted:		
Subject: <u>Campus Mowing</u>		
Executive Summary: <u>Mowing Campus grounds was released in the newspaper several companies picked up packets. Only two companies submitted bids. Recommendation on bid tabulation.</u>		
Fiscal Impact:  Cost: <input checked="" type="checkbox"/> Recurring <input type="checkbox"/> One-Time <input type="checkbox"/> No Fiscal Impact	Funding Source: <input checked="" type="checkbox"/> General Fund <input type="checkbox"/> Grant Funds <input type="checkbox"/> Other Funds (Specify)	Fiscal Year: Amendment Required? <input type="checkbox"/> Yes <input type="checkbox"/> No
Administrator's Recommendation: <u>Recommend the Board approve Integrity lawn and Matt Kuenstler to provide lawn maintenance per bid opening.</u>		
Department Submitting: <u>Maintenance</u>	Requested By:   <u>Michael Phillips</u>	
Cabinet Member's Approval:		
Board Approval Required: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

# Marble Falls ISD Lawn Service 2015-2016

## Minutes of the Bid Opening for Lawn Maintenance Service

On Monday September 14, 2015 bids were opened at 3:15 pm CST at MFISD 306 Industrial Blvd. Marble Falls, Texas

Witnessed by:

1. Michael Phillips
2. Jeff Rowland
3. Carmen Foster
4. Darlene Brinkley

	Received	HS	Colt	HLES	Spicewood	Admin / Transp	Weed Control
Integrity Lawn	9/10/2015 @ 10:45 am	\$600.00	\$300.00	\$300.00	\$275.00	\$500.00	NA
79 Matt Kuenstler	9/14/2015 @ 9:40 am	\$750.00	\$320.00	\$320.00	\$350.00	\$700.00	NA

Dr. Chris Allen and Board Members,

After reviewing the Lawn Maintenance Bids, I recommend that we use Integrity Lawn for High School, Colt and Admin/Transportation. Matt Kuenstler for Highland Lakes and Spicewood.

Thank you,  
 Michael Phillips  
 Maintenance Director



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

Marble Falls ISD  
 Board of Trustees  
 Agenda Item Information

Meeting Date: <u>September 21<sup>st</sup> 2015</u>		
Meeting Type: <input checked="" type="checkbox"/> Regular Meeting <input type="checkbox"/> Special Meeting/Workshop <input type="checkbox"/> Hearing	Agenda Placement: <input type="checkbox"/> Public Hearing <input type="checkbox"/> Open Session <input type="checkbox"/> Executive Session <input type="checkbox"/> Recognition <input type="checkbox"/> Administrative Report <input checked="" type="checkbox"/> Consent Agenda <input type="checkbox"/> Regular Agenda <input type="checkbox"/> Information/Discussion	
Date Submitted:		
Subject: <u>Campus Pest Control</u>		
Executive Summary: <u>Pest control for campuses has been released to the newspaper and ran for 2 weeks, only 1 company picked up a packet and only 1 company submitted a bid for the work.</u>		
Fiscal Impact:  Cost: <input checked="" type="checkbox"/> Recurring <input type="checkbox"/> One-Time <input type="checkbox"/> No Fiscal Impact	Funding Source: <input checked="" type="checkbox"/> General Fund <input type="checkbox"/> Grant Funds <input type="checkbox"/> Other Funds (Specify)	Fiscal Year: Amendment Required? <input type="checkbox"/> Yes <input type="checkbox"/> No
Administrator's Recommendation: <u>RECOMMEND QUALITY PEST BE AWARDED THE WORK FOR INDOOR PEST CONTROL</u>		
Department Submitting: <u>MAINTENANCE</u>	Requested By:  <u>Michael Phillips</u>	
Cabinet Member's Approval:		
Board Approval Required: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

# Marble Falls ISD Pest Control Service 2015-2016

## Minutes of the Bid Opening for Pest Control Service

On Monday September 14, 2015 bids were opened at 3:15 pm CST at MFISD 306 Industrial Blvd. Marble Falls, Texas

Witnessed by:

1. Michael Phillips
2. Jeff Rowland
3. Carmen Foster
4. Darlene Brinkley

	Received		Proposal
Quality Pest Control	9/14/2015	9:00 AM	\$800.00 per month

Dr. Chris Allen and Board Members,

After reviewing the Pest Control Service Bids, I recommend that we use Quality Pest Control.

Thank you,  
Michael Phillips  
Maintenance Director

# Marble Falls Independent School District

## District Improvement Plan 2015 – 2016



**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 2015 – 2016**

District Goal 1: Academic Achievement: The District will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

District Goal 2: Leadership Development: The District will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

District Goal 3: Communications and Community Relations: The District will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

District Goal 4: Safe and Healthy Environment: The District will provide a safe and healthy environment conducive to student learning.

District Goal 5: Human Capital: The District will recruit, develop, and retain highly qualified and effective personnel.

District Goal 6: Financial and Operations Management: The District will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

### **Marble Falls ISD Board of Trustees**

Rick Edwards – President

Kevin Naumann – Vice President

LeeAnn Johnson – Secretary

Mike Savage

Karl Westerman

Larry Berkman

Kelly Fox, Ph. D.

## **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.

**Goal 1: Academic Achievement:** The District will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

**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 State of Texas Assessments of Academic Readiness (STAAR).

**Formative Evaluations:** TEKS Based Assessments, reports on professional development, Response to Intervention (RTI), mentor program and TEKS Resource System online curriculum.

**Summative Evaluations:** STAAR, TELPAS, PEIMS, AYP, PBMAS, TAPR, professional development evaluations and DEIC Spring Survey – Parents, Students & Staff

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
85	<ul style="list-style-type: none"> <li>MFISD will improve the linguistic and academic achievement of English language learners.</li> </ul>	Title III, District	Bilingual/ESL Coordinator, Campus	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will improve student academic performance associated with state standards as measured by the TAPR report for all students. Improvement gains will be measured as compared to 2014-2015 district performance.</li> </ul>	TEKS, YAG, TAPR	C&I Staff, Campus Admin (including IC's)	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will provide staffing and resources so that all campuses exceed state STAAR standards.</li> </ul>	District	Central Admin	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will increase Advanced Academic opportunities at all campuses, including Middle School and High School campuses.</li> </ul>	G/T, District	Campus Teachers and C&I Staff	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will provide a meaningful and challenging curriculum that acknowledges and supports individual differences.</li> </ul>	District	C&I Staff, Campus Admin	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will continue implementation of TEKS-Based Assessments on prioritized standards as appropriate according to the district's plan.</li> </ul>	TEKS, YAG, District	C&I Staff, Campus Admin	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will monitor, revise, and refine cohesive, articulated scope and sequence documents.</li> </ul>	TEKS, YAG, District	C&I Staff, Campus Admin	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will optimize time and structure to collaboratively share instructional and assessment strategies to ensure consistency of curriculum implementation and differentiation of instruction.</li> </ul>	TEKS, YAG, District, Campus	C&I Staff, Campus Admin	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will strengthen the Response to Intervention Student Support process to better address individual student needs.</li> </ul>	TEKS, YAG, District	C&I Staff, Campus Admin, Counselors	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will form a Bilingual/ESL Program Model Task Force to ensure student growth.</li> </ul>	District, Title III	Bilingual/ESL Coordinator,	15-16 SC

<ul style="list-style-type: none"> <li>• Career and Technical Education programs will reflect the uniqueness of MFISD’s local and regional labor market, student interest and long-term goals of college and career ready students.</li> <li>• MFISD will empower teachers with relevant, personalized professional learning that supports student learning.</li> <li>• MFISD will ensure the technology infrastructure and hardware will support current and future needs.</li> <li>• MFISD will encourage student involvement in all extracurricular activities, including UIL academic activities.</li> </ul>	District, Bond	Task Force CTE Director and Campus Admin	15-16 SC
	District	District and Campus Admin	15-16 SC
	District	District and Campus Admin, IT’s, Technology	15-16 SC
	District, Campus	District and Campus, UIL Coordinators	15-16 SC

**Goal 2: Leadership Development:** The District will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

**Performance Objectives:** Develop a comprehensive professional development program designed to increase the instructional leadership skills of central office administrators, principals, assistant principals, instructional coaches, instructional technologists, and teachers who aspire for leadership opportunities.

**Formative Evaluations:** A Team Meetings, Principal Meetings, Assistant Principal Meetings, IC & IT Meetings, and Survey data; roles and responsibilities clearly defined and documented

**Summative Evaluations:** Retention Reports, Course Enrollment


√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
87	<ul style="list-style-type: none"> <li>• MFISD will provide professional development for district and campus leadership that is designed to build capacity of teachers to meet the needs of students.</li> <li>• MFISD will provide ongoing professional learning opportunities to support the sustainment of the attributes of a Professional Learning Community.</li> <li>• MFISD will provide opportunities for students to take courses that will build leadership skills at the middle school and high school level.</li> <li>• MFISD will provide opportunities for students to build leadership skills at the elementary school level.</li> </ul>	District	District Admin	15-16 SC
		District, Observation Data	District Admin	15-16 SC
		District, Course Catalog	District & Campus Admin	15-16 SC
		District, Campus	District & Campus Admin	15-16 SC

**Goal 3: Communications and Community Relations:** The District will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

**Performance Objectives:** Marble Falls ISD will enhance ongoing methods of communication to share MFISD messages and invite feedback including community forums, parent groups, surveying, social media and district publications.

**Formative Evaluations:** Marble Falls ISD will continually reference the district mission for effective decision-making.

**Summative Evaluations:** DEIC spring survey, parent and community event agendas, feedback loops, various forms of communication.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> <li>MFISD will continue to expand the efforts to increase communication, to the parents, community, and teachers.</li> </ul>	District	District and Campus Leadership	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will gather staff, student, and parent feedback geared towards improving district systems and meeting the needs of our teachers, students and community.</li> </ul>	District	District and Campus Leadership	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will pursue partnerships with community businesses to enhance student learning.</li> </ul>	District	District and Campus Leadership	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will ensure that each campus holds parent outreach programs and implements systems that are geared towards reaching out to our entire population.</li> </ul>	District	District and Campus Leadership	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will continue to embrace social media as a mode of communication.</li> </ul>	District	District and Campus Leadership	15-16 SC

Goal 4: Safe and Healthy Environment: The District will provide a safe and healthy environment conducive to student learning.

Performance Objective: MFISD will promote a collaborative culture with all stakeholders in order to ensure student success for all students.

Formative Evaluations: Written plans in place, training agendas, parent feedback

Summative Evaluations: Student discipline data; safety audit(s); teacher, parent and student surveys

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
88	<ul style="list-style-type: none"> <li>MFISD will provide training to educate all stakeholders about school safety and emergency programs.</li> </ul>	District and Campus	Director of Special Programs	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will continue and improve use of the Internet safety curriculum including cyber bullying.</li> </ul>	District and Campus	Campus Admin, IT's	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will provide guidance and training to teachers to proactively recognize and address bullying.</li> </ul>	District and Campus	Campus Admin, Counselors	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will implement adopted policies, plans, and procedures for exercise/drills, including After Action Reviews and corrective action plans.</li> </ul>	District and Campus	Director of Special Programs, Campus Admin	15-16 SC
	<ul style="list-style-type: none"> <li>MFISD will include systemic plans to update needed facilities for student safety.</li> </ul>	District and Campus	Director of Maintenance	15-16 SC

District Goal 5: Human Capital: The District will recruit, develop, and retain highly qualified and effective personnel.

Performance Objectives: MFISD will recruit and retain a high percentage of highly qualified personnel during the 2015-2016 and 2016-2017 school calendar years.

Formative Evaluations: District Survey Data, Exit Interview Data, Budget Reports

Summative Evaluations: Retention and Hiring Data

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
06	<ul style="list-style-type: none"> <li>• MFISD will recruit and retain exceptional personnel that reflect our school community.</li> <li>• MFISD will participate in college job fairs and alternative certification job fairs.</li> <li>• MFISD will develop relationships with community organizations and institutions of higher learning.</li> </ul>	District & Campus	HR Department, District & Campus Leadership	15-16 SC
		District	HR Department, ESC Region 13	15-16 SC
		District & Campus	HR Department	15-16 SC

**District Goal 6: Financial and Operations Management:** The District will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

**Performance Objectives:** Develop a 2016-2017 budget that continues to focus on district priorities, safety, and enhanced professional learning.

**Formative Evaluations:** Budget planning timeline and reference document; training provided; roles and responsibilities clearly defined and documented

**Summative Evaluations:** Report(s) of potential areas for reduction, staffing ratios, maintenance schedules

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
91	<ul style="list-style-type: none"> <li>The district will maintain an appropriate fund balance of 2-3 months of operating cost.</li> <li>The district will research and develop creative financing opportunities through grants, Chapter 41 bond, etc.</li> <li>MFISD will use the findings of the TASB salary study to guide salary appropriations.</li> <li>MFISD will improve participation of budget managers, principals and department directors in the process of managing the budget.</li> <li>MFISD will continue to use historical, current, and projected data with forecast assumptions in a comprehensive planning model for future budgets.</li> <li>MFISD will analyze current and prior year budgets and actual expenditures to identify potential areas for efficiencies.</li> <li>MFISD will develop recommended replacement and maintenance schedules for key district operations and activities.</li> <li>MFISD will formulate/refine process for reallocating funds (prorate and/or percent basis) matching priority designations to district funding allocation plan.</li> <li>MFISD will collaboratively define district priorities and methods for determining/assessing annual priorities.</li> </ul>	Budget Reports	Business Office	15-16 SC
		ESC13, TEA	Business Office	15-16 SC
		District Budget	Business Office	15-16 SC
		Budget Training	Business Office	15-16 SC
		Prior year financial data and reports	Business Office	15-16 SC
		Prior year financial data and reports	Business Office	15-16 SC
		Prior year financial data and reports	Business Office	15-16 SC
		Prior year financial data and reports	Business Office	15-16 SC
		Prior year financial data and reports	District Admin	15-16 SC

## Glossary of Terms

AP - Advanced Placement  
CEIC - Campus Educational Improvement Committee  
CTE - Career and Technical Education  
DAEP - District Alternative Educational Placement  
DEIC - District Educational Improvement Committee  
ELL - English Language Learner  
EOC - End of Course Exams for Algebra 1, Biology, English 1, English 2, and US History  
ESC - Educational Service Center  
ESL - English as a Second Language  
FCP – Focus Curriculum Project  
ISS - In-School Suspension  
PALS - Peer Assistance and Leadership Service  
RTI - Response to Intervention  
SHAC - School Health Advisory Committee  
STAAR - State of Texas Assessments of Academic Readiness  
TBA – TEKS Based Assessment  
TEKS - Texas Essential Knowledge and Skills  
TBSI - Texas Behavioral Support Initiative  
UIL - University of Interscholastic League

# State Compensatory Education (SCE)

## Section 1: Program Overview

### **Program Purpose**

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

### **Program Goals**

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

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### **General Uses of Funds**

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

### **Evaluation and Monitoring**

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

# State Compensatory Education (SCE)

## Section 2: Student Eligibility

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

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

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; or
13. Resided in the preceding school year or 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.

# State Compensatory Education (SCE)

## Section 3: Identification Procedures

### **Responsibilities – Campus Contact**

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

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

### **6 Procedures for Identifying Eligible Students**

The district contact will establish uniform procedures for identifying students, utilizing the State's thirteen criteria. MFISD will use a multi-year document for each student to identify and monitor the status of students in at-risk situations. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the PEIMS clerk in Central Office.

### **Periodic Updates and Eligibility Review**

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

# State Compensatory Education (SCE)

## Section 4: Provision of Services

### Services

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

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Instructional remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED Services
- 504 Services
- Special Programs
- Summer School

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### Monitoring

In addition to provision of services, the campus contact, in consultation with campus assistant principal(s) will establish measures for timely monitoring of the student's progress. Such measures may include, but are not limited to, the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of reporting period failure

## State Compensatory Education (SCE)

### Section 5: Exit Procedures

#### **Exit Review**

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

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

#### **Continued Monitoring**

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

## Section 6: Program Evaluation

### **Required Overall Program Evaluation**

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

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

**Marble Falls Independent School District  
Colt Elementary  
Campus Improvement Plan  
2015 – 2016**



**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 2015 – 2016

District Goal 1: Academic Achievement: The District will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

District Goal 2: Leadership Development: The District will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

District Goal 3: Communications and Community Relations: The District will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

District Goal 4: Safe and Healthy Environment: The District will provide a safe and healthy environment conducive to student learning.

District Goal 5: Human Capital: The District will recruit, develop, and retain highly qualified and effective personnel.

District Goal 6: Financial and Operations Management: The District will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

### **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.

**Campus Education Improvement Committee (CEIC)**

CEIC Position	2015-2016	DEIC Position	2015-2016
Chairperson	Keith Powell	Tamara Chance	Becky Sparks
Administrator	Phyllis Campbell	Teacher	Mary Groth
Community/Business	Becca Schafer		
Parent	Audrey Pope/Paula Wingate		
Kindergarten Teacher	Angelica Palacio		
First Grade Teacher	Gena Reven		
Second Grade Teacher	Sylvia Villarreal		
Third Grade Teacher	Kali Turner		
Fourth Grade Teacher	Judith Large		
Fifth Grade Teacher	Kevyn Packer		
Para Professional	Sonia Marroquin		

**Marble Falls ISD Board of Trustees**

Rick Edwards – President

Kevin Naumann – Vice President

LeeAnn Johnson – Secretary

Mike Savage

Karl Westerman

Larry Berkman

Kelly Fox, Ph. D.

**Goal 1: Academic Achievement:** The Campus will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

**Performance Objectives:** All students at Colt Elementary will be engaged, creative learners, who will make authentic connections, and use higher order thinking skills incorporating digital resources.

**Formative Evaluations:** These will include PLC meetings, team planning, monthly professional development, projects, common assessments, formal/informal observations, (teachers and admin) classroom visits, teacher reflection, and student behavior.

**Summative Evaluations:** PBL, Google Classroom, Rubrics, TBA, STAAR

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	<ul style="list-style-type: none"> <li>Teachers will maintain focus on the TEKS and appropriate rigor. Scheduled timelines for instructional interventions and in-school tutorials/Teachers will follow guidelines developed and outlined in the new district literacy plan</li> </ul> <p>Utilize planning documents to ensure mastery of all TEKS Provide documentation for grade level, campus, and district alignment (YAG)</p> <p>Implement TEA time for students who are at risk for failure in reading, math, and/ or science</p> <p>Create engaging, higher level and meaningful lessons with real world connections that support authentic learning using TEKS alignment and PBL.</p> <p>Working with campus staff and sharing with other district campuses promote and plan meaningful project based lessons for students throughout the school year</p> <p>Campus administration, grade level teachers, specialist, and instructional coach will meet monthly to evaluate the campus RTI process and data from Tier 2 and 3 students</p> <p>Grade level teachers will submit RTI documentation bi –weekly on Tier 2 students electronically</p> <ul style="list-style-type: none"> <li>Teachers will engage in purposeful staff development opportunities to meet identified needs of the campus</li> </ul>	<p>Campus funds, technology, PLC, teacher lesson plans, i.t. instructional facilitator campus specialist, professional development, district curriculum department, campus counselor, student data, opportunities through the year for vertical alignment meetings</p>	<p>CES Administration/Teachers/I.F./ Counselor/Specialists/I.T.</p>	<p>Ongoing</p>

	<ul style="list-style-type: none"> <li>- Guided Reading/Writing Process</li> <li>- Student Engagement</li> <li>-Leader In Me</li>   <li>• Colt Elementary will provide additional assistance to students identified as needing support in meeting the state’s student academic achievement standards.</li>   <li>• Continue to provide specialized training and campus professional development opportunities for CES staff based on the goals and objectives of the district’s shared technology vision plan/during the course of the 2015-2016 school year, all grade levels will have participated in the SPARK training requirements. Classroom I PADS will be used to enrich student learning and build technology foundations for successful integration and academic achievement when they reach middle school</li>   <li>• Instructional Technologist and IC collaborating with teachers on existing lessons to integrate higher levels on the HEAT map.</li> <li>• Increase integration of technology in core curriculum areas with support from the campus instructional technologist and the district’s technology department</li> <li>• Increase access of technology tools to classroom teachers and students, SPARK training for remaining grade levels.</li> </ul>	<p>Teacher materials, professional development, teacher materials, book study (The Leader in Me) Daily 5, District Literacy Handbook guidelines</p> <p>Morning tutorials, content mastery TEA time, REACH, IStation, Mathletics, ongoing data</p> <p>Scheduled planning and collaboration timelines. Campus and district funds for the purchase and integration of technology resources.</p> <p>Technology, professional development</p>	<p>CES administration/teachers K. Schumacher, C. Orts, grade level team leaders</p> <p>Staff, CES administration</p> <p>. Technology department campus administration campus IT classroom teachers</p> <p>Technology, IT, CES administration, classroom teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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Goal 2: Leadership Development: The Campus will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

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

Formative/Summative Evaluations: RTI student progress, teachers and staff mentoring each other, Heat walk throughs demonstrating high levels of learning and student engagement and achievement.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	<ul style="list-style-type: none"> <li>• Instructional coach facilitating individual growth and leadership of teachers at the campus level</li> <li>• Instructional Technologist will provide opportunities for students and teacher to connect through innovative presentations, projects, and events.</li> <li>• Team Leaders will motivate, organize, and lead grade level teams.</li> <li>• Specialists will collaborate with classroom teachers using data, interventions, strategies, and ongoing dialogue to facilitate ongoing leadership by teachers.</li> <li>• Leader In Me campus book study</li> </ul>	<p>Heat Map</p> <p>IPADS, Heat Map Lesson plans, SPARK</p> <p>SPARK, Team leader meetings Current data, IStation, Ames web, Mathletics, Lexia</p> <p>Leader in Me text for each staff member</p>	<p>IC</p> <p>IT</p> <p>Grade level reps</p> <p>Specialists, CES administration, IC, IT Counselor</p> <p>CES administration</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p> <p>Ongoing</p> <p>All year</p>

Goal 3: Communications and Community Relations: The Campus will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

Performance Objectives: CES will actively involve parents, community, and staff in the education of all bilingual and English speaking students.

Formative/Summative Evaluations: These will include monthly newsletters, Colt website, student planners, Sky Alert System announcements/texts/emails, PTO attendance, parent attendance for special events and sign-in sheets, ongoing parent/ teacher communication, Meet the Teacher by grade levels, CEIC monthly meetings, volunteer program at the corporate, local, and school level and community, parent, and staff surveys.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	<ul style="list-style-type: none"> <li>• Meet the Teacher Night: Share with parents grade level expectations and examples of academic lessons and performance objectives that students will need to master for the current school year</li> <li>• Team Colt Teacher/ Parent Partnership Initiative: Grade level teachers and specialists will have either met or communicated with their student’s parents by the end of the first week of the 2015-2016 school year in order to lay the foundation for a productive working relationship with all parents. An emphasis will be placed on what parents can do at home to foster and promote academic success for their child in the classroom.</li> <li>• Campus Administration/Teacher monthly status check on campus communication and timeline for consistency</li> <li>• Provide support and scheduling timelines for parent/teacher conferences</li> </ul>	<p>Sky alert, website information, curriculum overview</p> <p>Teacher communication log</p> <p>Communication log, PLC time</p> <p>Conference</p>	<p>CES administration/staff</p> <p>CES administration/staff</p> <p>CES administration/staff</p>	<p>August, 2015</p> <p>Initial: August, 25-September, 5</p> <p>PLC each month</p>

	<ul style="list-style-type: none"> <li>• Insure parents of bilingual students are provided Spanish translated letters and documents to ensure effective communication and inclusion</li> <li>• Bilingual parent information night to explain the district's bilingual program and answer questions</li> <li>• The campus will take an active role in sharing of ideas, input, and feedback utilizing Google Drive in order to foster free flowing academic discussions and mindsets regarding campus and district goals and objectives that will increase the quality and effectiveness of classroom instruction</li> <li>• Colt Elementary will develop a joint staff, parent, and student compact that outlines how the shared responsibility will work towards improved academic achievement.</li> <li>• Colt Elementary will host information session to explain the rules, guidelines, and objectives relating to Title I School.</li> <li>• Colt Elementary will provide at parent's request information pertaining to <ul style="list-style-type: none"> <li>-comprehensive needs assessment of the entire school based on information that includes the achievement of children</li> <li>- school wide strategies to ensure student academic success</li> <li>- instruction by highly qualified staff</li> <li>-opportunities for professional development</li> <li>- strategies to increase parental involvement</li> <li>- plans for assisting preschool children in the transition from early childhood programs</li> <li>- measures to include teachers in the decisions regarding the use of assessments</li> <li>- additional assistance provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards</li> <li>-explanation that Title I Part A expenditures are being utilized under the criteria as mandated by Federal and State guidelines.</li> </ul> </li> </ul>	<p>calendar/Substitutes to cover classroom if needed</p> <p>Spanish translator</p> <p>District Bilingual Program outline and guidelines</p> <p>Training and support from I.T. and technology department</p> <p>Compact</p> <p>Title I Part A</p> <p>Title I Part A</p>	<p>CES administration/staff</p> <p>CES administration Staff</p> <p>CES administration/bilingual Staff</p> <p>CES administration CEIC</p> <p>CES administration</p> <p>CES administration CEIC</p>	<p>As needed during 2015-2016 school year</p> <p>TBA</p> <p>Ongoing</p> <p>Aug. 24 – Beg Oct.</p> <p>October Open House</p> <p>Ongoing</p>
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**Goal 4: Safe and Healthy Environment: The Campus will provide a safe and healthy environment conducive to student learning.**

Performance Objective: CES will provide opportunities for students to explore their talents and strengths in support of their school and community.

Formative /Summative Evaluations: UIL participation, field trips, student council, organization and clubs, safety patrol, music programs/events, survey results

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	<ul style="list-style-type: none"> <li>• Encourage and increase participation in extracurricular activities such as choir, safety patrol, and student council, and Colt Clubs K-2, 3-5</li> <li>• Increase CES student involvement in district's elementary UIL competition held in December, 2015. Target objective: At least 20% increase from previous year.</li> <li>• Colt Clubs: Give all students opportunities to participate in clubs and activities to encourage their interest, choice, investment, and to foster cognitive thinking and enjoyment of school</li> </ul>	CES Sponsors	All CES staff, club sponsors, UIL teachers  CES staff  CES staff	Ongoing  Ongoing  Ongoing

## 2015-2016 Action Plan

**Campus:** Colt Elementary

**PLC:** Kindergarten

**Area of Goal:** Math

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **80% of students will score in the green category on the AimsWeb test in May 2016.**

<p>Specific Goal:</p> <ul style="list-style-type: none"> <li>● Goal 1: Students will participate in Guided Math groups and math centers at least four days per week.</li> <li>● Goal 2: Students will participate in the Mathletics program at least 3 times per week.</li> <li>● Goal 3: Students will participate in number talks daily.</li> <li>● Goal 4: Students will use Rekenreks as visual models for learning math.</li> <li>● Goal 5: Teachers will provide opportunities for timed number practice on a weekly basis.</li> </ul>	
<p>How will the goal be measured (Formative and Summative)?</p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Progress monitoring</li> <li>● Testing</li> <li>● Mathletics reports</li> <li>● Timed test results</li> </ul>	
<p>Evidence:</p> <ul style="list-style-type: none"> <li>● Student work</li> <li>● Lesson plans</li> <li>● Data from reports</li> <li>● Small group/individual observation</li> </ul>	
<p>Action Required:</p> <ul style="list-style-type: none"> <li>● Ongoing training – guided math</li> <li>● PLC discussion teachers, interventionists, IC, admin.</li> <li>● Walk throughs</li> </ul>	<p>Time-line for each action:</p> <ul style="list-style-type: none"> <li>● Goal 1: Ongoing</li> <li>● Goal 2: Ongoing</li> <li>● Goal 3: Ongoing</li> <li>● Goal 4: Ongoing</li> <li>● Goal 5: Ongoing</li> </ul>

Resources Required:

- Goal 1: Teacher will create skill specific and TEKS based math games for use during center time to increase number concepts and place value skills.
- Goal 2: Mathletics
- Goal 3: Number Talks
- Goal 4: Rekenreks (teacher made)
- Goal 5: Number Fly, Early Math Fluency Generator: <http://www.interventioncentral.org/teacher-resources/math-fluency-generator-math-for-kids>

## 2015-2016 Action Plan

**Campus:** Colt Elementary

**PLC:** Kindergarten

**Area of Goal:** Reading

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound):**

- **80% of all Kindergarteners will read at or above DRA Level 4 by May 2016**

Specific Goal:

- Goal 1: Students will participate in Guided Reading groups at least 4 times per week.
- Goal 2: Students will write and identify letters and will know sounds of all 26 letters (30 letters-bilingual).
- Goal 3: Students will know at least 50 high frequency words.
- Goal 4: Build phonics skills through Foundations 5 times per week. (IStation and Estrellita for Bilingual)
- Goal 5: Teachers will meet with parents at the beginning of the year to encourage involvement and will provide to parents a checklist of high frequency words, and letters and sounds.

How will the goal be measured (Formative and Summative)?

- Teacher Observation
- Star Early Lit.
- IStation reports (bilingual only)
- TPRI
- Weekly student /teacher conferences
- Informal assessments/student checklists

Evidence:

- Lesson plans
- Reading levels increasing
- Teacher observation in guided reading groups

Action Required:

- PLC
- Training guided reading/daily five

Time-line for each action:

- Goal 1: Ongoing
- Goal 2: December 2015
- Goal 3: Ongoing
- Goal 4: Ongoing
- Goal 5: First nine weeks

Resources Required:

- Goal 1: Instructional Aide push forward initiative first nine weeks to help work with groups.
- Goal 2: Daily practice, Foundations, Raz Kids, Homework, Kids helping kids with letter identification
- Goal 3: Daily Practice, Colt word list book, A-Z high frequency word books, Raz Kids, word list
- Goal 4: Foundations Program, (IStation for Bilingual)
- Goal 5: Level 4 sample reader to show parents goals, parent information checklist of high frequency words and phrases, letters and sounds.

## 2015-2016 Action Plan

**Campus:** Colt Elementary

**PLC:** Kindergarten

**Area of Goal:** Writing

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **80% of Kindergartners will be able to write at least a three thought composition by May 2016 and have correct spacing between words.**

<p>Specific Goal:</p> <ul style="list-style-type: none"> <li>● Goal 1: Students will participate in an interactive and guided writing workshop at least four times per week. (Including brainstorming, sequencing actions, revising draft by adding details, and editing draft using the editing symbols, and publishing.)</li> <li>● Goal 2: Students will practice the writing process to produce a three thought story one time per nine weeks beginning in the second semester.</li> <li>● Goal 3: Students will participate in daily journal writing as a response to literature in a variety of genres.</li> </ul>	
<p>How will the goal be measured (Formative and Summative)?</p> <ul style="list-style-type: none"> <li>● Student writing</li> <li>● Teacher/student writing workshop conferences</li> <li>● Teacher Observation</li> </ul>	
<p>Evidence:</p> <ul style="list-style-type: none"> <li>● Evidence:</li> <li>● Published student writing</li> <li>● Lesson Plans</li> <li>● Daily Schedule</li> </ul>	
<p>Action Required:</p> <ul style="list-style-type: none"> <li>● Daily writing schedule</li> <li>● Ongoing training for writer’s workshop</li> <li>● PLC – discussing student work admin, IC, teachers</li> <li>● Mini lessons</li> </ul>	<p>Time-line for each action:</p> <ul style="list-style-type: none"> <li>● Time-line for each action:</li> <li>● Goal 1: Ongoing</li> <li>● Goal 2: Beginning in second semester</li> <li>● Goal 3: Ongoing</li> </ul>

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Resources Required:

- Journal
- Anchor charts
- Trade books for ideas

### 2015-2016 Action Plan

**Campus:** Colt Elementary

**PLC:** 1st Grade

**Area of Goal:** Math

**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.

**SMART Goal** (Specific, Measurable, Achievable, Results focused, Time-bound)

- **Increase total scores so that 80% of first graders score 80 or above on the Spring 2016 AimsWeb.**

Specific Goal:

- Goal 1: Students will participate in guided math groups and math centers at least four days a week.
- Goal 2: Students will participate in number talks at least three times per week to increase understanding of numbers and increase mental math skills.
- Goal 3: Teachers will provide opportunities for timed fact practice (numbers 0-18) on a weekly basis.
- Goal 4: Practice weekly problem solving with student discussion, collaboration, and manipulatives used to solve problems.
- Goal 5: Teachers will develop weekly common assessments that will include fluency skills, and data will be used to spiral and reteach skills not mastered.

How will the goal be measured (Formative and Summative)?

- Common assessments
- Weekly fact practices
- Teacher Observation
- Student/Teacher discussion

Evidence:

- Lesson plans
- Student work
- Common assessments
- TBA
- AimsWeb

Action Required:

- Ongoing training in guided math
- Training in Mathletics and reporting
- Progress monitoring
- PLC

Time-line for each action:

- Goal 1: Beginning first nine weeks
- Goal 2: Ongoing
- Goal 3: Beginning first nine weeks
- Goal 4: Ongoing
- Goal 5: Beginning first nine weeks

Resources Required:

- Goal 1: Teachers will provide skill specific and TEKS based math games for use during center time to increase number concepts and place value skills.
- Goal 2: Number Talks
- Goal 3: Number Fly, Early math Fluency Generator: <http://www.intervntioncentral.org/teacher-resources/math-fluency-generator-math-for-kids>
- Goal 4: Campus problem solving plan, word problems.
- Goal 5: Teacher developed common assessments, Mathletics program.

## 2015-2016 Action Plan

**Campus:** Colt Elementary

**PLC:** 1st Grade

**Area of Goal:** Reading

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **80% of students will be reading on or above DRA level 18 by May 2016**

Specific Goal:

- Goal 1: Students will participate in Guided Reading groups at least four days per week.
- Goal 2: Teachers will use Running Records at least once every two weeks to monitor fluency of below level students.
- Goal 3: Students will know at least 100 sight words by the end of the first grade year.
- Goal 4: STAR Early Literacy Test administered every nine weeks and results reported to parents. (IStation for all students)
- Goal 5: Students will use Lexia and IStation at least three times per week for the first half of the year. (Tier 2)
- Goal 6: Students will have opportunities to read daily (read to read with listening to read alouds).
- Goal 7: All students will have AR goal beginning the 2<sup>nd</sup> 9 weeks.

How will the goal be measured (Formative and Summative)?

- Running records
- Teacher Observation
- Teacher /student conferences
- STAR reports
- Lexia reports/IStation reports
- AR goals
- Sight word

Evidence:

- Running records
- Teacher Observation
- Teacher /student conferences
- STAR reports
- Lexia reports
- AR goals
- Sight word

<p>Action Required:</p> <ul style="list-style-type: none"> <li>● Ongoing training on running records</li> <li>● Walk thru</li> <li>● PLC discussion /viewing data</li> <li>● Lesson plans</li> <li>● Common assessments/TBA</li> </ul>	<p>Time-line for each action:</p> <ul style="list-style-type: none"> <li>● Once in Fall/Spring</li> <li>● Weekly</li> <li>● Weekly</li> <li>● Weekly</li> <li>● 9 weeks</li> </ul>
<p>Resources Required:</p> <ul style="list-style-type: none"> <li>● Goal 1: Guided Reading groups established during the first nine weeks with Instructional Aide Push Forward Initiative.</li> <li>● Goal 2: Running Records training and implementation of data.</li> <li>● Goal 3: Colt sight word list,Fundations</li> <li>● Goal 4: Parent letter or conference.</li> <li>● Goal 5: Lexia Program and IStation</li> <li>● Goal 6: Reading buddies with upper grade level class, AR books, Raz Kids, leveled library.</li> <li>● Goal 7: AR books and program</li> </ul>	

## 2015-2016 Action Plan

**Campus:** Colt Elementary

**PLC:** 1st Grade

**Area of Goal:** Writing

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **80% of students will be able to write a 6-8 sentence composition by May 2016, including sentences that begin with capital letters, end with correct punctuation, have correct spacing and use appropriate capital and lower case letters.**

<p>Specific Goal:</p> <ul style="list-style-type: none"> <li>● Goal 1: Students will participate in a writing workshop process at least four times per week including brainstorming, sequencing actions, revising draft by adding details, and editing draft, and publishing.</li> <li>● Goal 2: Students will practice the writing process to produce 4-6 sentence composition one time per nine weeks.</li> <li>● Goal 3: Students will participate in daily journal writing and will incorporate writing as a response to literature in a variety of genres.</li> <li>● Goal 4: Teachers will provide opportunities for students to share writing daily</li> </ul>	
<p>How will the goal be measured (Formative and Summative)?</p> <ul style="list-style-type: none"> <li>● Student writing</li> <li>● Teacher observation/teacher editing with student process</li> <li>● Common assessments</li> </ul>	
<p>Evidence:</p> <ul style="list-style-type: none"> <li>● Student writing</li> <li>● Student discussion about writing and the writing process</li> </ul>	
<p>Action Required:</p> <ul style="list-style-type: none"> <li>● Lesson plans</li> <li>● Scheduled writing time daily</li> <li>● Ongoing training in writer’s workshop</li> <li>● Teacher training in scoring student writing</li> <li>● Walk throughs</li> <li>● PLC discussion with admin, IC, interventionists, teachers</li> </ul>	<p>Time-line for each action:</p> <ul style="list-style-type: none"> <li>● Goal: 1 Beginning first week of school and ongoing</li> <li>● Goal: 2 Beginning first week of school and ongoing</li> <li>● Goal: 3 Beginning first week of school and ongoing</li> <li>● Goal: 4 Beginning first week of school and ongoing</li> </ul>

Resources Required:

- Goal 1-4: Student writing journals and samples. PLC meetings.
- Trade books over genres for writing ideas
- Anchor charts created from mini lessons

## 2015-2016 Action Plan

**Campus:** Colt Elementary

**PLC:** 2nd Grade

**Area of Goal:** Math

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **85% of students will achieve mastery of 75% on the Spring 2<sup>nd</sup> grade TBA3.**

Specific Goal:

- Goal 1: Students will participate in guided math groups and math centers four times per week.
- Goal 2: Teachers will provide daily problem solving activities that students will have the opportunity to discuss, collaborate and solve.
- Goal 3: Teachers will provide opportunities for fact fluency practice on a daily basis and test weekly.
- Goal 4: Students will participate in number talks at least four times per week to increase understanding of numbers and increase mental math skills.
- Goal 5: Teachers will provide a variety of manipulatives and students will discover their own ways to solve problems.
- Goal 6: Utilize common assessments at least every two weeks and will use data to reteach skills not mastered

How will the goal be measured (Formative and Summative)?

- Common assessments
- TBA
- Weekly fact tests
- Teacher observation

Evidence:

- Lesson plans
- PLC – ongoing discussions IC, Admin, Teachers and Interventionists
- Weekly grades on common assessments
- Progress monitoring

Action Required:

- Walk throughs
- Ongoing discussion, looking at data weekly in PLC
- Lesson plans

Time-line for each action:

- Goal 1: Beginning of the first 9 weeks.
- Goal 2: Ongoing
- Goal 3: Ongoing
- Goal 4: Ongoing
- Goal 5: Ongoing
- Goal 6: Ongoing

Resources Required:

- Goal 1: Skill specific and TEKS based math games for center times
- Goal 2: Problem solving structures story mats
- Goal 3: Games, flash cards, apps and computer programs
- Goal 4: Number Talks
- Goal 5: Base 10 blocks, coins, dice, counters, clocks
- Goal 6: Teacher created common assessments

## 2015-2016 Action Plan

**Campus:** Colt Elementary

**PLC:** 2nd Grade

**Area of Goal:** Reading

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **85% of 2<sup>nd</sup> grade students will read at or above DRA Level 28 by May 2016.**

<p>Specific Goal:</p> <ul style="list-style-type: none"> <li>● Goal 1: Students will participate in guided reading groups at least four days per week.</li> <li>● Goal 2: Teachers will complete running records on targeted students at least one time per week.</li> <li>● Goal 3: Students will set an AR goal during DEAR time and teachers will monitor status weekly.</li> <li>● Goal 4: Students will read different genres of books to stretch learning and build stamina and vocabulary.</li> <li>● Goal 5: Students will have a time of sharing of what they have read in order to increase motivation.</li> <li>● Goal 6: Teachers will communicate with all parents at beginning, middle and end of the year to inform them of expectations and academic goals and progress.</li> </ul>	
<p>How will the goal be measured (Formative and Summative)?</p> <ul style="list-style-type: none"> <li>● Running records</li> <li>● Progress monitoring in guided reading groups</li> <li>● AR goals</li> <li>● Weekly /biweekly mini assessments</li> <li>● TBA's</li> </ul>	
<p>Evidence:</p> <ul style="list-style-type: none"> <li>● Lesson plans</li> <li>● AR reports</li> <li>● Progress monitoring</li> <li>● Daily schedule</li> </ul>	
<p>Action Required:</p> <ul style="list-style-type: none"> <li>● Ongoing teacher training</li> <li>● PLC's – ongoing conversations IC, Admin, Teachers, Interventionists</li> <li>● Running records</li> <li>● Walk thru</li> </ul>	<p>Time-line for each action:</p> <ul style="list-style-type: none"> <li>● Goal 1: Week 2 and ongoing entire school year</li> <li>● Goal 2: October 28</li> <li>● Goal 3: Ongoing</li> <li>● Goal 4: Ongoing</li> <li>● Goal 5: All classes full implementation by week</li> </ul>

Resources Required:

- Goal 1: Leveled Readers, Big Books
- Goal 2: Running Record training
- Goal 3: Goal setting and progress data
- Goal 4: Classroom sets, Balanced Literacy Library, Campus Library
- Goal 5: Fixed times in lesson plans
- Goal 6: Information on expectations and work example in reading, math, and writing

## 2015-2016 Action Plan

**Campus:** Colt Elementary

**PLC:** 2<sup>nd</sup> Grade

**Area of Goal:** Writing

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **By May 2016 at least 85% of second grade students will follow the writing process to write a composition scoring at least 3 or 4 point rubric using correct conventions and complex sentences.**

<p>Specific Goal:</p> <ul style="list-style-type: none"> <li>● Goal 1: Students will participate in Writing Workshop through a variety of genres 4-5 days per week.</li> <li>● Goal 2: Students will write rough drafts, self/peer edit, revise, and publish self-selected topics daily and also write to a prompt once per week.</li> <li>● Goal 3: Students will use resources such as dictionaries and word walls to edit their writing.</li> <li>● Goal 4: Students will progress through the complete writing process at least two times per nine weeks.</li> <li>● Goal 5: Students (with teacher guidance) will develop and use a checklist reminder to include in their student writing notebook.</li> </ul>	
<p>How will the goal be measured (Formative and Summative)?</p> <ul style="list-style-type: none"> <li>● Teacher editing with students weekly</li> <li>● TBA</li> <li>● Teacher observation</li> <li>● Published student writing</li> </ul>	
<p>Evidence:</p> <ul style="list-style-type: none"> <li>● Lesson plans</li> <li>● Student writing</li> <li>● Rough drafts/published writing, journals</li> </ul>	
<p>Action Required:</p> <ul style="list-style-type: none"> <li>● Ongoing training for writing workshop</li> <li>● PLC looking/discussing student writing</li> <li>● Walk throughs</li> <li>● Training in scoring student writing</li> </ul>	<p>Time-line for each action:</p> <ul style="list-style-type: none"> <li>● Goal 1: Ongoing</li> <li>● Goal 2: Ongoing</li> <li>● Goal 3: Ongoing</li> <li>● Goal 4: Ongoing</li> <li>● Goal 5: Ongoing</li> </ul>

Resources Required:

- Goal 1: Examples of variety of writing genres
- Goal 2: Graphic organizers
- Goal 3: Dictionaries, word walls
- Goal 4: Set times in daily lesson plans/daily schedule
- Goal 5: Student writing portfolio

**2015-2016 Action Plan**

**Campus:** Colt Elementary      **PLC:** 3rd Grade      **Area of Goal:** Math

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **At least 85% of 3<sup>rd</sup> grade students will achieve mastery of 70% on TBA 3.**

Specific Goal:

- Goal 1: Students will participate in guided math groups at least 4 times per week.
- Goal 2: Students will be engaged and work high level multi step problems utilizing collaboration, discussion, and manipulatives daily.
- Goal 3: Students will take a common assessment written to the rigor of STAAR once every 2-3 weeks, and data will be used to spiral and reteach skills not mastered.
- Goal 4: Focus on math fluency during the first 9 weeks of school during TEA time and master math facts by practicing daily.
- Goal 5: Incorporate Number Talks and Mathletics into daily routine daily 3 times per week.

How will the goal be measured (Formative and Summative)?

- Fact practice
- TBA
- Mathletics Reports
- Common assessments

Evidence:

- Common assessments
- TBA
- Mathletics Reports
- Guided math daily

Action Required:

- Training in guided math
- Planning problem solving/consistent strategies
- PLC/TEA data updated weekly/monthly
- Grade level planning time each 9 weeks to plan PBL

Time-line for each action:

- Goal 1: Ongoing
- Goal 2: Ongoing
- Goal 3: Ongoing at end of each unit
- Goal 4: Ongoing
- Goal 5: Will be implemented in the 2<sup>nd</sup> 9 weeks.

Resources Required:

- Goal 1: Countdown to STAAR and Pearson-Envision Math
- Goal 2: Teacher planning and PLC time
- Goal 3: Teacher generated tests
- Goal 4: Fact games, mad minutes, Xtra math
- Goal 5: Number Talks, Mathletics

## 2015-2016 Action Plan

**Campus:** Colt Elementary

**PLC:** 3rd Grade

**Area of Goal:** Reading

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **At least 85% of students will have an IRL level at or above 3.5 by May 2016 as measured by the STAR Enterprise reading test. (At least 85% of bilingual students will make one year's growth by May 2016).**

Specific Goal:

- Goal 1: All students will participate in a guided reading group at least 5 times per week, completing running records on targeted students.
- Goal 2: Students will read in their ZPD at least 30 minutes daily and attain an average of 90% or higher and will attain their AR goals, and will have opportunities to share a summary of their reading.
- Goal 3: Students will take a Star Test at the beginning of each 9 weeks to check growth.
- Goal 4: Students will read books from three different genres to stretch learning, build vocabulary and stamina.
- Goal 5: Teachers will meet with the parents at the beginning of the year to communicate expectations, encourage involvement and share resources.

How will the goal be measured (Formative and Summative)?

- AR
- Star test
- Student reading levels ZPD
- Teacher observation
- Student/teacher conferences
- District-wide Common Assessments

Evidence:

- TBA
- Common Assessment results
- AR
- STAR
- Running Records

<p>Action Required:</p> <ul style="list-style-type: none"> <li>● Training in guided reading</li> <li>● Student ownership – ZPD – self selection</li> <li>● Take STAR tests each 9 weeks</li> <li>● PLC student data discussions</li> <li>● TEA time interventions weekly</li> </ul>	<p>Time-line for each action:</p> <ul style="list-style-type: none"> <li>● Goal 1: Ongoing</li> <li>● Goal 2: Ongoing</li> <li>● Goal 3: Beginning of each grading cycle</li> <li>● Goal 4: Ongoing</li> <li>● Goal 5: Meet or communicate by phone with all parents by first nine weeks.</li> </ul>
<p>Resources Required:</p> <ul style="list-style-type: none"> <li>● Goal 1: Journeys, leveled library, running records and training on how to use data from running records</li> <li>● Goal 2: AR books, AR program, AR incentives</li> <li>● Goal 3: Star Enterprise AR program and reports</li> <li>● Goal 4: Daily 5, Literacy Workstations, Buddy classes to read with and read to</li> <li>● Goal 5: Parent information and resources, reading log</li> </ul>	

## 2015-2016 Action Plan

**Campus:** Colt Elementary

**PLC:** 3rd Grade

**Area of Goal:** Writing

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **By May 2016 85% of students will follow the writing process to write a creative, multi-paragraph composition scoring at least 3 on a 4 point rubric using correct conventions and complex sentences.**

<p>Specific Goal:</p> <ul style="list-style-type: none"> <li>● Goal 1: Students will use Writer’s Workshop to learn the writing process to write: 1<sup>st</sup> nine weeks-narrative, 2<sup>nd</sup> nine weeks-poetry, 3<sup>rd</sup> nine weeks-multi paragraph procedural, 4<sup>th</sup> nine weeks-multi paragraph expository and will have opportunities to share their finished products and will draft, self, peer, and teacher edit, revise and publish.</li> <li>● Goal 2: Students will have content area journals and will write weekly to a prompt and/or a response to literature.</li> <li>● Goal 3: Students will use a variety of resources to aid in the writing process.</li> <li>● Goal 4: Teachers will provide mini lessons weekly on the writing process.</li> </ul>
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How will the goal be measured (Formative and Summative)?

- Teacher /Student writer’s workshop conferences weekly
- Student writing portfolio
- TBA
- Writing to a prompt pieces
- Rubrics

Evidence:

- Student writing
- Progress monitoring
- TBA

Action Required:

- Training on Writer’s workshop
- PLC
- Daily writing workshop scheduled

Time-line for each action:

- Goal 1: Narrative first nine weeks, Poetry 2<sup>nd</sup> nine weeks, multi paragraph procedural 3<sup>rd</sup> nine weeks, multi paragraph expository 4<sup>th</sup> nine weeks
- Goal 2: Ongoing
- Goal 3: Ongoing
- Goal 4: Weekly with class all year

Resources Required:

- Goal 1: 4 point rubric
- Goal 2: Content journals/portfolios
- Goal 3: Graphic organizers, Dictionary, Thesaurus

## 2015-2016 Action Plan

**Campus:** Colt      **PLC:** 4th Grade      **Area of Goal:** Math

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **Number of students scoring in satisfactory range for Phase 2 Standard will increase to 90%. (86% of last year's 3rd grade students met satisfactory range.)**

<p>Specific Goal:</p> <ul style="list-style-type: none"> <li>• Goal 1: Students will participate in guided math groups at least 2-3 times per week.</li> <li>• Goal 2: Teachers will model and teach problem solving strategies utilizing discussion, collaboration, and manipulatives.</li> <li>• Goal 3: Focus on math fluency and low SEs from 3<sup>rd</sup> grade STAAR during the first 9 weeks of school during intervention time (3.4G, 3.5B (R), 3.6D, 3.8B, 3.9A, 3.9D)</li> <li>• Goal 4: Students will take a common assessment written to the rigor of STAAR once every 2-3 weeks, and data will be used to spiral and reteach skills not mastered.</li> <li>• Goal 5: Incorporate Number Talks into routine at least 2 times per week.</li> <li>• Goal 6: Students will utilize PBL for math concepts in the Fall and Spring.</li> </ul>	
<p>How will the goal be measured (Formative and Summative)?</p> <ul style="list-style-type: none"> <li>• Common assessments</li> <li>• TBA</li> <li>• Fact practices</li> <li>• PBL rubrics</li> <li>• Teacher Observation</li> </ul>	
<p>Evidence:</p> <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Progress monitoring</li> <li>• Student work</li> <li>• Data from TBA and common assessments</li> </ul>	
<p>Action Required:</p> <ul style="list-style-type: none"> <li>• PLC ongoing discussion using student data</li> <li>• Training in guided math</li> <li>• Team planning time for PBL</li> </ul>	<p>Time-line for each action:</p> <ul style="list-style-type: none"> <li>• Goal 1: Beginning at second 9 week cycle</li> <li>• Goal 2: Ongoing</li> <li>• Goal 3: Ongoing</li> <li>• Goal 4: Assessments given at the midpoint and end of each unit.</li> <li>• Goal 5: Ongoing</li> </ul>

Resources Required:

- Goal 1: TBD, new TES resources
- Goal 2: Teachers will meet at the beginning of year to develop a consistent campus problem solving plan.
- Goal 3: Data from 3<sup>rd</sup> grade STAAR, fact games, mad minutes, math fact computer games
- Goal 4: Teacher generated common assessments
- Goal 5: Incorporate Number Talks into routine at least 2 times per week.

**2015-2016 Action Plan**

**Campus:** Colt Elementary    **PLC:** 4th Grade    **Area of Goal:** Reading

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **90% of students will grow at least one grade level in reading comprehension (through the use of increased vocabulary development by the end of the year, right fit level books, and guided reading groups)**

Specific Goal:

- Goal 1: Utilize guided reading groups 5 times per week to improve comprehension and fluency.
- Goal 2: Teachers will use a variety of strategies to increase student vocabulary.
- Goal 3: Students will read in their ZPD at least 30 minutes daily and attain an average of 90% or higher and will attain their AR goals, and will have opportunities to share a summary of their reading.
- Goal 4: Students will take a Star Test at the beginning of each 9 weeks to check growth.
- Goal 5: Parent informational meeting at the beginning of the year to share resources and encourage involvement and reading support. Meet individually with all parents of students below grade level.

How will the goal be measured (Formative and Summative)?

- STAR tests
- Teacher observation
- AR
- Running records/guided reading observation

Evidence:

- TBA
- Common assessments
- Teacher/student conferences
- Lesson planning
- Guided reading groups daily

Action Required:

- Training in guided reading
- Vocabulary enrichment daily
- Read independently daily
- STAR testing each 9 weeks
- Plan /execute parent meetings with all students
- PLC to discuss student data

Time-line for each action:

- Goal 1: Guided reading groups ongoing
- Goal 2: Ongoing
- Goal 3: Average 85% first nine weeks, average 90% by second nine weeks/ongoing
- Goal 4: Completed at the start of each nine week cycle
- Goal 5: Communications with all parents at start of first nine weeks. Ongoing conferences with targeted students

Resources Required:

- Goal 1: Journeys, leveled readers, novels, guided reading books, Model book conversations, vocabulary and targeted questions for guided reading, anchor charts, discussions
- Goal 2: Word of the Day, vocabulary cards from Journeys
- Goal 3: AR books, AR program, AR incentives
- Goal 4: Star Enterprise AR program and report data
- Goal 5: Parent letter, contacts. Meetings, resources to share with parents

## 2015-2016 Action Plan

**Campus:** Colt Elementary

**PLC:** 4th Grade

**Area of Goal:** Writing

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **90% of students will be able to use the writing process to complete a personal narrative and expository composition scoring at least a 3 on a 4 point rubric using multiple paragraphs and complex, well-developed sentences.**

<p>Specific Goal:</p> <ul style="list-style-type: none"> <li>● Goal 1: Students will participate in modeled writing activities weekly.</li> <li>● Goal 2: Students will develop ideas using graphic organizer, focusing on and narrowing topics.</li> <li>● Goal 3: Students will use the writing process to brainstorm ideas, write a rough draft, revise and edit, publish compositions and share 4 times per week.</li> <li>● Goal 4: Students will use content area journals to practice procedural and expository writing and focus on vocabulary and not taking skills in content areas.</li> <li>● Goal 5: Students will write to a prompt once weekly.</li> </ul>	
<p>How will the goal be measured (Formative and Summative)?</p> <ul style="list-style-type: none"> <li>● Teacher observation/student teacher conferences</li> <li>● TBA</li> <li>● Common assessments</li> <li>● Writing to a prompt weekly</li> </ul>	
<p>Evidence:</p> <ul style="list-style-type: none"> <li>● Student writing</li> <li>● Teacher observation</li> <li>● Journals</li> <li>● Student writing portfolio</li> </ul>	
<p>Action Required:</p> <ul style="list-style-type: none"> <li>● Training in Writer’s workshop</li> <li>● Scheduled writing time daily</li> <li>● PLC ongoing discussion</li> </ul>	<p>Time-line for each action:</p> <ul style="list-style-type: none"> <li>● Goal 1: Ongoing daily Writers Workshop</li> <li>● Goal 2: Ongoing writing workshop, personal narrative beginning, middle, end, expository</li> <li>● Goal 3: Ongoing steps of writing</li> <li>● Goal 4: Ongoing</li> </ul>

Resources Required:

- Goal 1: Write Source, Razzle Dazzle, Writing notebooks/journal
- Goal 2: Graphic organizers
- Goal 3: Steps of Writing
- Goal 4: Math, Science, and Social Studies will be incorporated in writing activities

## 2015-2016 Action Plan

**Campus:** Colt Elementary

**PLC:** 5th Grade

**Area of Goal:** Math

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **Number of students scoring satisfactory at Phase 2 Standard will increase to 80%.**
- **Students showing mastery on the 5<sup>th</sup> grade STAAR will increase scores on 5.4D — from 58% to 75%.**

Specific Goal:

- Goal 1: Students will use Mathletics to improve fluency, and overall math skills
- Goal 2: Focus on facts and fluency during the first 9 weeks.
- Goal 3: Students will learn and use a problem solving strategy on a daily basis.
- Goal 4: Students will learn math skills in a real world context and will use problem solving daily.
- Goal 5: teachers will build vocabulary using a variety of strategies planned and discussed in PLCs and IC support.

How will the goal be measured (Formative and Summative)?

- Mathletics reports
- Weekly facts test.
- Problem solving strategies used consistently throughout the grade levels.
- Problem solving will be assessed during daily math starters and daily work.
- Vocabulary activities in daily math journal

Evidence:

- Mathletics reports
- Pass weekly fact test with 90% mastery.
- Monitoring evidence of problem solving strategies on daily work and assessments.
- Classroom observation of problem solving mastery.
- Observation of correct use and application of math vocabulary words.

Action Required:

- Team planning for collaboration
- PLC for data analysis and continuous monitoring
- Incorporating project based learning

Time-line for each action:

- Goal 1: Ongoing
- Goal 2: Targeted goal is by first 9 weeks
- Goal 3: Ongoing
- Goal 4: Ongoing
- Goal 5: Ongoing

Resources Required:

- Goal 1: Mathletics Program
- Goal 2: Weekly fact practice using a variety of resources
- Goal 3: Consistent problem solving strategies will be developed and shared through vertical planning, PLCs, IC support.
- Goal 4: Campus programs, support materials
- Goal 5: Graphic organizers, word of the day/week, word wall

## 2015-2016 Action Plan

**Campus:** Colt Elementary      **PLC:** 5th Grade      **Area of Goal:** Reading

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **At least 85% of students will have an IRL level increase of 1 reading level (one point) or more by May 2016 as measured by the STAR Enterprise reading test.**

<p>Specific Goal:</p> <ul style="list-style-type: none"> <li>● Goal 1: All students will engage in guided reading groups 3 days per week.</li> <li>● Goal 2: Students showing a deficit in reading skills will participate in a small group at least 3 times per week to build fluency and comprehension.</li> <li>● Goal 3: Monitor student’s fluency using STAR tests and complete running records on students that score below 4th grade level..</li> <li>● Goal 4: Students will read books from a variety of genres each nine weeks and keep a record of what they have read.</li> </ul>	
<p>How will the goal be measured (Formative and Summative)?</p> <ul style="list-style-type: none"> <li>● Guided Reading menu/checklist/assessment</li> <li>● Teacher observation</li> <li>● STAR Enterprise reading test</li> <li>● Running Records and comprehension checks</li> <li>● Teacher observation</li> </ul>	
<p>Evidence:</p> <ul style="list-style-type: none"> <li>● Lesson planning</li> <li>● TBA</li> <li>● AR</li> <li>● STAR</li> <li>● Running Records</li> </ul>	
<p>Action Required:</p> <ul style="list-style-type: none"> <li>● Training in guided reading</li> <li>● STAR testing each nine weeks</li> <li>● PLC to discuss student data</li> <li>● Look into additional grade appropriate resources for stations during Daily 5</li> </ul>	<p>Time-line for each action:</p> <ul style="list-style-type: none"> <li>● Goal 1: Ongoing/during TEA time and Academies</li> <li>● Goal 2: Ongoing</li> <li>● Goal 3: Running Record Refresher by first 9 weeks</li> <li>● Goal 4: Implement first 9 weeks</li> </ul>

Resources Required:

- Goal 1: Utilize Reading A-Z, Leveled books, chapter books, all genres.
- Goal 2: Utilize the TCRWP. running records, including comprehension questions (literal and inference)
- Goal 3: Refresh running record training for teachers.
- Goal 4: Teacher created genre checklist in student reading, folders, Journeys text for students to record genres read.

**2015-2016 Action Plan**

**Campus:** Colt Elementary

**PLC:** 5th Grade

**Area of Goal:** Writing

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

- **By May 2016 85% of students will be able to identify genres and compose a composition from a list of genres, scoring at least 3 on a 4 point rubric.**

Specific Goal:

- Goal 1: Students will go through the writing process to complete at least two compositions from genres specified on the YAG each nine weeks.
- Goal 2: Utilize graphic organizers during pre-writing to organize thought and ideas.
- Goal 3: Students will write in content area reflection journals and Line of Learning in science journals on a weekly basis.
- Goal 4: Students will practice procedural and expository writing and focus on vocabulary and note taking skills in content areas.

How will the goal be measured (Formative and Summative)?

- Writing journals
- Ongoing writing pieces
- Completed writing pieces
- Rubrics and self/ peer scoring

Evidence:

- Completed writing pieces
- Rough drafts will show writing process and use of graphic organizers
- Journal writing in various content areas is reviewed periodically and discussed with students during conferences
- Interactive notebooks
- Vocabulary rings

Action Required:

- Conferencing with students on writing/teaching peer editing
- Compile a graphic organizer bank for various 5th grade topics.
- Continually adding additional vocabulary terms in lessons.

Time-line for each action:

- Goal 1: First 9 weeks students have completed 2 compositions personal narrative and poetry, Second 9 weeks students have completed 2 compositions autobiography and biography, Third 9 weeks students have completed 2 compositions, persuasive and expository writing.
- Goal 2: Ongoing
- Goal 3: Ongoing
- Goal 4: Ongoing/vocabulary list

Resources Required:

- Goal 1: Multiple text readings
- Goal 2: Graphic organizers
- Goal 3: Student journals/portfolios
- Goal 4: Graphic organizer, multiple texts

**Marble Falls Independent School District  
Marble Falls Elementary  
Campus Improvement Plan  
2015 – 2016**



**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 2015 – 2016

District Goal 1: Academic Achievement: To ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

District Goal 2: Leadership Development: To identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

District Goal 3: Communications and Community Relations: To foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.

District Goal 4: Safe and Healthy Environment: To provide a safe and healthy environment conducive to student learning.

District Goal 5: Human Capital: To recruit, develop, and retain highly qualified and effective personnel.

District Goal 6: Financial and Operations Management: To exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

### **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.

**Campus Executive Improvement Committee (CEIC)**

CEIC Position	2014-2015	CEIC Position	2014-2015
Chairperson	Michael Haley	Teacher	Debbie Ruebush
Community	Shane Stewart	Teacher	Brittany Alaniz
Parent	Anna Womack	Teacher	Kaye Glaeser
Business	Stacey Nash	Teacher	Tina Van Gundy
Admin. – District Level	Melissa Fields		
Administrator At-large	Jennifer Lockner		
At-Large Classroom Teacher	Christi Chisolm		
Non-Teaching Prof	Lisa Schwandner		
Teacher	Cecily Howze		
Teacher	Vickie Weil		
Teacher	Mary Pond		
Teacher	Ashlea Lehman		
Teacher	Annette Nolen		

## Marble Falls ISD Board of Trustees

Rick Edwards – President

Kevin Naumann – Vice-President

LeeAnn Johnson – Secretary

Larry Berkman

Kelly Fox, Ph. D.

Mike Savage

Karl Westerman



## MFES CORE Beliefs

### We Believe:



***In high expectations and accountability for all.***



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



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



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

**Goal I: To ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.**

Performance Objectives: 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).

Formative Evaluations: Classroom Data, TBA's, Walkthrough Data, PDAS Evaluations, Student sign in Sheets.

Summative Evaluations: School Report Card, DEIC Survey results, STAAR results.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
1.1	All teachers, campus-wide, will participate in SPARK Learning staff development and implement "HEAT" guidelines.	District	Principal Grade level teams	September 2014- May 2017
1.2	All teachers will follow the Elementary Literacy Plan based on data to address the literacy needs of elementary students	District	Principal Assistant Principal Reading Specialists Instructional Coach Teachers	May 2016
1.3	MFES will encourage and monitor attendance to achieve a minimum 97 percent attendance rate.	Campus District	Principal Assistant Principal Registrar District Attendance Coordinator	Daily
1.4	Use 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
1.5	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
1.6	Provide SSI remediation to give identified students additional time to master necessary content and skills	SSI Resources Teaching Staff	Principal Teachers	Weekly
1.7	Use the Wilson Program for identified dyslexic students	Wilson materials Staff to	Literacy Specialist Principal	Weekly

		implement program		
1.8	Provide extended year to students needing to pass STAAR (and/or needing to meet promotion criteria, as funds allow)	OEYP funds	Principal	June 2016
1.9	Increase amount of direct instructional assistance provided to students through the learning lab open before school	Compensatory funds	Principal Content Mastery Aide	Daily
1.10	Implement the components of the Student Success Initiative to include: <ul style="list-style-type: none"> <li>▪ Parental notification of at-risk status (Gr. K-5)</li> <li>▪ Intervention services for any student coming into 5th grade who meets at-risk criteria based on Spring 15 STAAR scores in reading and / or math</li> <li>▪ Implement research-based teaching strategies in grades PK-5</li> <li>▪ Periodically measure student progress and adjust instruction accordingly.</li> <li>▪ Establish Grade Placement Committees for grade 5</li> </ul>	SSI Guidelines TPRI Assessment	Principal Teachers Counsellor	Weekly
1.11	Literacy & Math Specialists will work with teachers and continue to develop teacher awareness and competencies by reviewing best practices.	Common planning time	Teachers Principal Literacy Specialists Math Specialist	Ongoing
1.12	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 2015 Training August 2015
1.13	Grade level collaborative 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	Weekly
1.14	Develop test familiarity and test taking skills by using activities from various STAAR focused ancillary materials.	Text budgeting	Classroom Teachers (Grades 3-5) Special Program Classroom Teachers	Daily

			Principal	
1.15	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: <ul style="list-style-type: none"> <li>• RTI</li> <li>• Extended Day</li> <li>• Tutorials</li> <li>• Title I Assistance</li> <li>• Counseling</li> <li>• Special Education Services</li> <li>• Content mastery</li> <li>• Computer based remediation software</li> <li>• Differentiated Instruction</li> <li>• SSI Tutorials</li> <li>• Extended Year</li> </ul>	Local Assessments Student Data State and Federal Funding sources if available	Classroom Teachers Principal Title 1 Staff Special Program Staff Teachers	Weekly
1.16	Guided Reading / Writing approach will be expected and supported in all K-5 classrooms.	Leveled Readers / Guided Reading library.	Title I support staff Principal Classroom Teachers	Ongoing
1.17	In grades 3-5, regularly chart student progress by charting tested objectives in reading and math. Review data and adjust instruction.	Local and State Assessment Data	Principal Teacher	Monthly
1.18	District TEKS Based Assessments will be administered according to District testing schedule. The results will assist teachers in planning for STAAR: <ul style="list-style-type: none"> <li>• grouping for instruction based on identified needs</li> <li>• reinforce objectives and reinforce use of strategies</li> </ul>	Benchmark Tests Reports with student data	Central Office Staff Principal Teachers Special Program Staff	Quarterly
1.19	Use and review uniform reading strategies. Strategies will be introduced to 2nd graders during the second semester and will be continued through 5th grade	Collaboration time for Reading teachers in grade 2-5	Principal Literacy Specialist Classroom Teachers	Ongoing
1.20	Evaluate student performance on STAAR formatted reading passages (mini assessments).	STAAR formatted Reading	Title I support staff Principal	Weekly

		resources		
1.21	Provide extended day tutorials for struggling students.	SSI funds / staff	Central Office Staff Principal	Weekly
1.22	Establish Science and Math “Word Walls”, anchor charts, 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
1.23	Engage in data analysis of state & local assessments to determine appropriate intervention strategies	Data Analysis Sheets	Principal Teachers	Weekly
1.24	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, Think Through Math, Istation)	Computer hardware Program licensing Title I support staff	Literacy Specialist Title I Math Specialist Principal	Weekly
1.25	Conduct regular walkthrough monitoring of instruction in all learning environments	Walkthrough documentation	Principal	Ongoing
1.26	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
1.27	Lesson plans will include sheltered instruction strategies for GT, Special Education, LEP and a component.	Common Planning Time	Principal Teacher Leader Classroom Teacher	Weekly
1.28	Teachers will establish a student writing portfolio and collect samples at the beginning, middle and end of each school year.	General Supplies	Principal Teacher Leader Classroom Teacher	September January May
1.29	The level of skills demonstrated in the classroom will be raised by increasing the use of digital technology tools (i.e., tablets, 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
1.30	Encourage students to participate in extracurricular activities such as UIL and Robotics Club that promote higher levels of thinking.	Extra duty pay Funds for instructional materials	Central Office Staff Principal Classroom Teachers	Weekly

		Funding for team fees		
1.31	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

Goal II: To identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

Performance Objectives: MFES will provide opportunities to build leadership capacity among staff and students.

Formative Evaluations: Action Steps, Vertical Team sign in sheets, Vertical Team survey

Summative Evaluations: Completion of SMART Goals, Staff Survey

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
2.1	All campus leaders will attend at least 2 professional staff developments during the school year.	District Campus	Principal Assistant Principal Instructional Coach	May 2016
2.2	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"> <li>• At-Risk Students</li> <li>• Gifted Students</li> <li>• LEP Students</li> <li>• Special Education Students</li> </ul> Sheltered Instruction Strategies	Funds for Professional Development	Principal Tech Cohort Representatives Teacher Leader Literacy and Math Specialists District Curriculum Dept. Director of Student Services	Ongoing
2.3	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
2.4	Attend professional staff development and opportunities for students to use multiple formats for communications with diverse audience	Technology Funds Computer Software / Hardware World Wide Web Computer Hardware	Technology Dept. Principals Tech Manager	Daily
2.5	Establish Vertical Teams for Math, ELAR, and Science	Campus	Principal Teachers	Monthly

2.6	Increase student leadership opportunities during morning assembly and throughout the school day	Campus	Principal Teachers	Monthly
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Goal III: To foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at large to be involved in our schools.

Performance Objectives: 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.

Formative Evaluations: Parent sign in sheets and event surveys

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

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
3.1	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 – Mustang Express Campus Phone Calls Skyward Family Access	Campus funds District funds Planning time Technology Resources	District Office Principal Classroom Teachers PTO Members	Ongoing
3.2	Family Reading Night to promote literacy and parent involvement.	Campus Funds Flyers	Principal Librarian Classroom Teachers	December 2015
3.3	Family STAAR Informational Flyers	Campus Funds Flyers	Principal Teacher Leader 3-5 Literacy Specialist Math Specialist	February 2016 March 2016
3.4	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
3.5	Campus will hold quarterly “Family Nights”. Events will promote cultural diversity based on campus demographics.	Campus Funds	Principal Classroom Teachers	Quarterly
3.6	The relationship with local media will be continued so	Contacts to	Principal	Ongoing

	that they are invited to attend and cover school news and report to the community.	local media	District Director of Communications	
3.7	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
3.8	Form relationship with the various civic organizations in Marble Falls to support community involvement in education	Time for meeting with civic groups	Principal	Ongoing
3.10	MFES will host a Career Day.	Activity fund	Principal Teacher Leader Grade level teams	May 2016

Goal IV: To provide a safe and healthy environment conducive to learning.

Performance Objectives: MFES will provide opportunities for staff and students to recognize good character traits in students and staff.

Formative Evaluations: Character education and development, Recognizing Mustangs of the Month, Monthly fire and other safety drills.

Summative Evaluations: DEIC Survey Results, Campus Survey Results, Fire exit drills and fire prevention checklist

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
4.1	Coordinate with local first responders, staff, and community to install and train on new emergency response radio system.	District	Principal Assistant Principal	August 2015
4.2	Train all staff on safety best practices	District	Principal Assistant Principal	December 2015
4.3	Continue campus wide Character Education Program which incorporates PRIDE (Proactive, Respect, Independent ,Disciplined, Effort)	Character Counts Materials Class Schedule	Counselor Classroom Teachers	Monthly
4.4	Continue Mustangs of the Month for students PK-5 in order to reinforce responsibility and character.	Mustang of the Month Awards	Principal Registrar Teachers	Ongoing
4.5	Provide PRIDE incentive tickets to student exemplifying strong character traits.	PRIDE Tickets Prizes	Counselor Principal	Monthly Drawings Ongoing tickets
4.6	Implement staff recognition program	Campus Funds	Principal Classroom teachers Students	Monthly
4.7	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
4.8	Each teacher will follow classroom discipline plan. A copy will be sent home to parents.	Planning time Completed Plan	Classroom Teachers Principal	August 2015
4.9	MFES will use security software to monitor visitors on campus	Security Software	Title IV Coordinator Principal Office Staff	Ongoing
4.10	Applicable District-adopted crisis, bullying, and violence prevention strategies will be implemented on the campus.	District training	Principal Title IV Director Counselor	Ongoing

4.11	MFES will conduct monthly fire evacuation drills and monitor effectiveness of evacuation plan.	Fire Evacuation Maps and Procedures	Principal	Monthly
4.12	MFES will conduct Lock Down drills once per semester and monitor effectiveness of lock down plan	Lock Down Procedures	Principal	October 2015 – January 2016
4.13	MFES will conduct Disaster drills each nine weeks and monitor effectiveness of disaster plan	Disaster Procedures	Principal	Each nine week period
4.14	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

Goal V: To recruit, develop, and retain highly qualified and effective personnel.

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

Formative Evaluations: Grade Level Representative reports and Teacher Survey Results.

Summative Evaluations: DEIC Survey Results, Campus Survey Results, STAR Student Roster.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
5.1	Refine a framework of values and beliefs to be used in hiring personnel	Campus	Principal All staff	September 2015
5.2	Offer ongoing student-centered and technology based professional development to focus on improving teacher effectiveness.	Campus	Principal Assistant Principal Instructional Coach	May 2016
5.3	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	Ongoing or as needed because of vacancy.
5.4	Provide new teaching staff with a mentor familiar with their grade level and/or content area	Campus	Principal Assistant Principal Instructional Coach	August 2015
5.5	Meetings between new staff and mentor staff	Campus	Principal Mentor teachers New Staff	Ongoing

Goal VI: To exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

Performance Objective: MFES will provide students and staff with necessary resources.

Formative Evaluations: Monthly meetings to discuss budget. Teacher input into the resources needed for students to be successful.

Summative Evaluations: CIP, 2016/17 budget

√	<b>STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINES</b>
6.1	Develop and manage a budget to reflect the objectives of the CIP	District	Principal Secretary CEIC	February 2016

**Glossary of Terms**

CEIC - Campus Educational Improvement Committee

CIP – Campus Improvement Plan

DEIC - District Educational Improvement Committee

ELAR – English Language Arts and Reading

GT – Gifted and Talented

LEP – Limited English Proficiency

PTO – Parent Teacher Organization

RTI - Response to Intervention

SSI – Student Success Initiative

STAAR - State of Texas Assessments of Academic Readiness; replacing current assessment system 2011

TBA – TEKS Based Assessment

TEKS - Texas Essential Knowledge and Skills

UIL - University of Interscholastic League

**MFES Campus Action Plan**

**PLC:** Pre-Kinder

**Area of Goal:** Fine Motor Skills

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

<b>Specific Goal:</b>  100% of pre-kindergarten students will show control of tasks that require small-muscle strength and control by the end of the school year.	
<b>How will the goal be measured (Formative and Summative)?</b>  Observations	
<b>Evidence:</b>  Students will be able to hold a pencil in the conventional manner. Students will be able to cut with scissors along a straight line.	
<b>Action Required:</b>  Provide a variety of tools in centers for children to use.	<b>Time-line for action:</b>  All year Introduce new tools as needed
<b>Action Required:</b>  Plan activities that build small-muscle strength and control.	<b>Time-line for action:</b>  All year Introduce new activities

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<b>Action Required:</b>  Ask Occupational Therapists to explain how students develop small-muscle control	<b>Time-line for action:</b>  September
<b>Resources Required:</b> <ul style="list-style-type: none"> <li>• Palm grips</li> <li>• Clay</li> <li>• Tools (tongs, eyedroppers, tweezers.....)</li> <li>• Small items to pick up with tools</li> </ul>	

**PLC: Kinder**

**Area of Goal: Reading**

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

**Specific Goal:**

80% of students will reach end of year reading expectations.

**How will the goal be measured (Formative and Summative)?**

- Observations during reading groups
- Sight word checklist
- Fountas and Pinnell Benchmark Assessment System

<p><b>Evidence:</b></p> <p>Students will be able to identify sight words.  Students will be at end of year reading expectations.  Students will use reading strategies.</p>	
<p><b>Action Required:</b></p> <p>Create sight word list:</p> <ul style="list-style-type: none"> <li>• Report Card/ Foundations list (c.25 words)</li> <li>• Required to meet EOY expectations (c. 25 more words)</li> <li>• Next Step: Above Level (up to 75 total words)</li> </ul>	<p><b>Time-line for action:</b></p> <ul style="list-style-type: none"> <li>• August Back to School in-service to mid- September</li> </ul>
<p><b>Action Required:</b></p> <p>Keep a checklist for each student of the sight words needed to learn. Monitor the learning at various times in the year. (color code)</p>	<p><b>Time-line for action:</b></p> <ul style="list-style-type: none"> <li>• Mid-October: Have a sight word base of 10 words</li> <li>• December break: Have a sight word base of 25 words.</li> <li>• Mid-March: Have a sight word base of 35 words.</li> <li>• EOY: Have a sight word base of 50 words.</li> </ul>

<p><b>Action Required:</b></p> <p>Specifically teach the expected learning behaviors required during stations and small group time.</p>	<p><b>Time-line for action:</b></p> <p>September and then on-going</p>
<p><b>Action Required:</b></p> <p>Participate in vertical alignment discussions in order to try on, reflect on, and revise strategies.</p>	<p><b>Time-line for action:</b></p> <p>On-going</p>
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• Sight word checklist</li> <li>• Color pens to mark sight word checklist based on time of year learned</li> <li>• Anchor charts: <ul style="list-style-type: none"> <li>○ station expectations</li> <li>○ small group expectations</li> </ul> </li> <li>• Variety of targeted station activities</li> </ul>	

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

<b>Specific Goal:</b>  75% of students will be able to make connections to text.	
<b>How will the goal be measured (Formative and Summative)?</b> <ul style="list-style-type: none"><li>• Observations</li><li>• Comprehension Question/Answers: Basal Story</li><li>• TPRI</li><li>• Fountas and Pinnell Benchmark Assessment System</li></ul>	
<b>Evidence:</b>  Students will be able to elaborate as they retell stories. Students will be able to think a-loud about text. A score of 70% on the End of Nine week’s Basal story.	
<b>Action Required:</b>  Teacher will model what they are thinking about text they read (by saying what they are thinking about the text a-loud).	<b>Time-line for action:</b>  On-going
<b>Action Required:</b>  Students will have opportunities to listen to classmates tell stories which they must retell.	<b>Time-line for action:</b>  On-going

<p><b>Action Required:</b></p> <p>Teachers will seek resources for more age appropriate comprehension strategies.</p>	<p><b>Time-line for action:</b></p> <p>September and then on-going</p>
<p><b>Action Required:</b></p> <p>Teachers will share with students age appropriate ways to self-monitor comprehension.</p>	<p><b>Time-line for action:</b></p> <p>September and then on-going</p>
<p><b>Action Required:</b></p> <p>Teachers will have time to meet vertically to discuss comprehension strategies.</p>	<p><b>Time-line for action:</b></p> <p>Early Fall Spring</p>
<p><b>Action Required:</b></p> <p>Students will take the Basal Story comprehension test.</p>	<p><b>Time-line for action:</b></p> <p>End of each nine weeks</p>
<p><b>Action Required:</b></p> <p>Participate in vertical alignment discussions in order to try on, reflect on, and revise strategies.</p>	<p><b>Time-line for action:</b></p> <p>On-going</p>
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• Think-aloud anchor charts</li> <li>• Resources for comprehension strategies</li> <li>• End of nine week's basal stories</li> </ul>	

**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.

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

**Specific Goal:**

85% of students who are below grade level at the beginning of the year will make at least one year’s growth as outlined in our “evidence”.

85% of students who are at or above grade level will meet end of year expectations as outlined in our “evidence”.

**How will the goal be measured (Formative and Summative)?**

- Observations
- Comprehension Question/Answers
- BAS
- TPRI

**Evidence:**

Students will be able to elaborate as they retell stories heard or read.

Students will be able to recall sight words quickly.

Students below grade level will show one year’s growth.

Students on grade level will be at end of year expectation.

**Action Required:**

Begin word study earlier in the school year (look at where introductions come in the YAG to determine start).

**Time-line for action:**

- September: Sight Words/ Phonics
- September/ October: Multi-meaning words
- October/ November: contractions
- Continue throughout the year following grammar and YAG

<p><b>Action Required:</b></p> <p>Develop a sight word list that incorporates age appropriate sight words (create from Dolch and Foundations) (color code lists).</p>	<p><b>Time-line for action:</b></p> <ul style="list-style-type: none"> <li>• End of 1<sup>st</sup> nine weeks: pre-primer and primer Dolch words fluently</li> <li>• End of 2<sup>nd</sup> nine weeks: 1<sup>st</sup> grade Dolch list</li> <li>• End of 3<sup>rd</sup> nine weeks and beyond: 2<sup>nd</sup> grade Dolch list plus beginning 3<sup>rd</sup> grade</li> </ul>
<p><b>Action Required:</b></p> <p>Provide short focused mini-lessons that target skills for intervention, based on student data.</p>	<p><b>Time-line for action:</b></p> <p>On-going</p>
<p><b>Action Required:</b></p> <p>Model metacognitive strategies so students can build comprehension.</p>	<p><b>Time-line for action:</b></p> <p>September On-going during guided reading and whole group</p>
<p><b>Action Required:</b></p> <p>Work with the librarian to provide students access to more books.</p>	<p><b>Time-line for action:</b></p> <p>On-going</p>
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• Sight word checklist</li> <li>• Data: <ul style="list-style-type: none"> <li>○ Fountas and Pinnell Benchmark Assessment System</li> <li>○ TPRI</li> <li>○ Running Records (A to Z not rigorous enough for F/P)</li> </ul> </li> <li>• Anchor charts for specific learning behaviors</li> <li>• Metacognitive strategies</li> <li>• Share mini-lessons and resources used during guided reading (When teacher creates a targeted</li> </ul>	

lesson on a level they will share it with the rest of team so team does not have to begin from scratch with same leveled book).

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**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

**Specific Goal:**

70% of students will solve one and two step problems involving addition/ subtraction using multiple strategies (3.4A, 3.5A)

**How will the goal be measured (Formative and Summative)?**

- Observations
- Give a test at the beginning of the year on TEKS 3.4A, 3.5A; give test at the end of the year on the same TEKS.
- Progress monitor these TEKS each nine weeks through weekly spiral reviews.

**Evidence:**

Students will be able to solve one and two step problems involving addition/subtraction using multiple strategies (pictorial models, number lines, arrays, strip diagrams and equations).

**Action Required:**

Create spiral reviews that allow students to practice and apply strategies that measure 3.4A and 3.5A for the beginning and end of the year.

**Time-line for action:**

September  
On-going

<p><b>Action Required:</b></p> <p>Teach multiple strategies for problem solving.</p>	<p><b>Time-line for action:</b></p> <p>On-going</p>
<p><b>Action Required:</b></p> <p>Allow for students to practice by verbalizing their process in solving problems (such as: think pair share, group scout, activities, class presentations, etc.).</p>	<p><b>Time-line for action:</b></p> <p>On-going</p>
<p><b>Action Required:</b></p> <p>Teacher will monitor students through weekly journal entries and spiral reviews.</p>	<p><b>Time-line for action:</b></p> <p>On-going</p>
<p><b>Action Required:</b></p> <p>Attend a problem solving workshop</p>	<p><b>Time-line for action:</b></p>
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• <i>Minilessons for Early Addition and Subtraction</i> and <i>Minilessons for Extending Addition and Subtraction</i> from Contexts for Learning Mathematics</li> <li>• <i>Third Grade Math: A Month by Month</i> by Suzy Rondfeldt</li> <li>• TEKS Resource System documents: Vertical Alignment and Enhanced TEKS Clarification</li> </ul>	

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**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

**Specific Goal:**

90% of students will increase vocabulary to increase their comprehension of text by one grade level

**How will the goal be measured (Formative and Summative)?**

- Observations
- Quick Checks
- Reading Notebooks
- Fountas and Pinnell Benchmark Assessment System

**Evidence:**

Students will be able to articulate and respond using academic vocabulary.  
Students will show one year’s growth at end of year.

**Action Required:**

Teach word study skills

**Time-line for action:**

Follow YAG grammar/writing sequence

**Action Required:**

Set up “Reader’s Notebooks”  
(For the purpose of tracking reading goals/levels, reflecting, responding, and sharing text, including adding reading strategies etc.)

**Time-line for action:**

September  
On-going

<p><b>Action Required:</b></p> <p>Confer with students to help them set their purpose for reading.</p>	<p><b>Time-line for action:</b></p> <p>On-going</p>
<p><b>Action Required:</b></p> <p>Students will articulate and share the strategy they are using (could be in student reading notebooks, verbally, or using technology).</p>	<p><b>Time-line for action:</b></p> <p>On-going</p>
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Whole class novel study</li> </ul>	

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**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

<b>Specific Goal:</b>  70% of students will be able to complete multi-step problems efficiently. (reference these TEKS: 4.4DEFH, 4.5A)	
<b>How will the goal be measured (Formative and Summative)?</b>  <ul style="list-style-type: none"><li>• Observations</li><li>• Quick Checks</li></ul>	
<b>Evidence:</b>  Students will be able to fluently solve basic calculations. Students will be able to solve problems strategically using a variety of methods.	
<b>Action Required:</b>  Begin multi-step word problems earlier in school year.	<b>Time-line for action:</b>  September On-going
<b>Action Required:</b>  Review skills for basic math computation to build math fluency done daily.	<b>Time-line for action:</b>  Number Talk time On-going

<p><b>Action Required:</b></p> <p>Model problems solving steps, but don't teach one strategy model strategic thinking , self-questioning (note taking).</p>	<p><b>Time-line for action:</b></p> <p>Gradual Release:</p> <ul style="list-style-type: none"> <li>• Heavy facilitating early in the year</li> </ul>
<p><b>Action Required:</b></p> <p>Corroborate with reading teachers to discuss reading strategies (such as: Main Idea versus Topic) to incorporate ideas into math.</p>	<p><b>Time-line for action:</b></p> <p>On-going</p>
<p><b>Action Required:</b></p> <p>Time provided for teaching multiple methods of solving problems.</p>	<p><b>Time-line for action:</b></p> <p>On-going</p>
<p><b>Action Required:</b></p> <p>Scaffold (during intervention time) student expectations not acquired from K-3<sup>rd</sup> grade.</p>	<p><b>Time-line for action:</b></p> <p>On-going</p>
<p><b>Action Required:</b></p> <p>Time for vertical discussion</p>	<p><b>Time-line for action:</b></p> <p>August/September January</p>
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• Resources for how to teach the multiple strategies (methods)</li> <li>• TEKS Resource System: Enhanced TEKS Clarification and Vertical Alignment documents</li> <li>• Spiral review "Skills" Resources (Target Math, Fast Focus, TEKSing Toward STAAR)</li> </ul>	

**PLC:** 4<sup>th</sup> grade

**Area of Goal:** Reading

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**SMART Goal** (Specific, Measurable, Achievable, Results focused, Time-bound)

**Specific Goal:**

90% of students will grow at least one grade level in reading comprehension (through the use of increase vocabulary development) by the end of the year.

**How will the goal be measured (Formative and Summative)?**

- Observations (videos)
- Word Work Quick Checks
- Fountas and Pinnell Benchmark Assessment System

**Evidence:**

Students will be able to utilize rich vocabulary.  
Students will be at end of year reading expectations.  
Students guide their own interactive discussion over a shared text.

**Action Required:**

Students will study word patterns in isolation and in context to transfer their skills to literature.

**Time-line for action:**

September introduce  
On-going

<b>In Isolation</b> <ul style="list-style-type: none"> <li>• Affixes</li> <li>• Homophones</li> <li>• Homographs</li> <li>• Dictionary skills</li> </ul>	<b>In Context</b> <ul style="list-style-type: none"> <li>• Poems</li> <li>• Passages</li> <li>• Songs</li> <li>• All genres</li> </ul>	
<b>Action Required:</b>  Student will listen and respond to one another during interactive read-aloud in order to guide themselves to a deeper meaning with limited teacher facilitation.		<b>Time-line for action:</b>  BOY: teach active listening expectations and accountable talk <ul style="list-style-type: none"> <li>• Partnership</li> <li>• Triads</li> <li>• Quads</li> <li>• Whole class</li> </ul> On-going: gradual release
<b>Action Required:</b>  Students will video different types of group talk in order to reflect and develop goals for themselves.		<b>Time-line for action:</b>  BOY: Watch clips of strong “talk” and video themselves to create baseline and set goals MOY: check goals, and adjust goals EOY: check goals
<b>Action Required:</b>  Students will develop their purpose for reading across all genres (including research).  Students will question when: <ul style="list-style-type: none"> <li>• comprehension breaks down</li> <li>• they don’t know the meaning of an</li> </ul>		<b>Time-line for action:</b> <ul style="list-style-type: none"> <li>• BOY: students will use question stems to establish purpose for reading</li> <li>• Ongoing</li> </ul>

unfamiliar word

- the genre is unfamiliar

**Action Required:**

Develop culminating activities at the end of a unit of study to allow students to reflect and set goals for future learning.

**Time-line for action:**

End of each unit

**Resources Required:**

- *Knee to Knee, Eye to Eye: Circling in on Comprehension* by Ardith Cole
- Resource for guided, targeted questions from Fountas and Pinnell
- Resource for cues from The Learning Community, Central Falls, RI
- List of word work to introduce
- Vocabulary Systems (Isabel Beck: *Bringing Words to Life*)
- Wordly Wise

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**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

**Specific Goal:**

Students will be able to use multiple strategies to problem solve.  
(We look at scores to see if there is a weak area to target.)

**How will the goal be measured (Formative and Summative)?**

- Observations
- Quick checks
  - whole number
  - decimals
  - fractions

**Evidence:**

Students will be able to represent and solve multistep word problems.  
Students will be able to determine the operation needed to solve problems.

**Action Required:**

Participate in vertical alignment meetings, and try and reflect on strategies.

**Time-line for action:**

Each nine weeks

**Action Required:**

Teacher will model a variety of ways to solve problems with the assistance of students

**Time-line for action:**

September  
On-going

(such as: number talks, warm ups, spiral reviews).	
<p><b>Action Required:</b></p> <p>Students will share how they approach solving the problem and be able to defend their answers (wrong or right answers).</p>	<p><b>Time-line for action:</b></p> <p>On-going</p>
<p><b>Action Required:</b></p> <p>Create anchor charts to be utilized throughout the year.</p>	<p><b>Time-line for action:</b></p> <p>On-going</p>
<p><b>Action Required:</b></p> <p>Work with math specialist to target students who are missing pre-requisite skills (K-4<sup>th</sup>).</p>	<p><b>Time-line for action:</b></p> <p>On-going</p>
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• TEKSing Toward STAAR.</li> <li>• Motivation Math</li> </ul>	

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**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

<b>Specific Goal:</b>  Students will show ____percentage of growth on EOY vocabulary assessment.	
<b>How will the goal be measured (Formative and Summative)?</b>  <ul style="list-style-type: none"><li>• Observations</li><li>• Quick checks</li><li>• Vocabulary Assessment</li></ul>	
<b>Evidence:</b>  Students will be able to understand what they are reading. Students will transfer knowledge, used words in writing. Growth will be evidenced through vocabulary assessment.	
<b>Action Required:</b>  Meet in vertical alignment teams	<b>Time-line for action:</b>  Each nine weeks
<b>Action Required:</b>  Discuss common roots with the science / math teacher	<b>Time-line for action:</b>  BOY

<p><b>Action Required:</b></p> <p>Create a root word list of commonly used roots in 4<sup>th</sup>/5<sup>th</sup> grade</p>	<p><b>Time-line for action:</b></p> <p>BOY</p>
<p><b>Action Required:</b></p> <p>Multi-meaning words</p>	<p><b>Time-line for action:</b></p> <p>BOY</p>
<p><b>Action Required:</b></p> <p>Create vocabulary assessment</p>	<p><b>Time-line for action:</b></p> <ul style="list-style-type: none"> <li>• September: Establish base</li> <li>• Mid assessment in January</li> <li>• Final assessment in April</li> </ul>
<p><b>Action Required:</b></p> <p>Use the data from the vocabulary quick check to create targeted guided word study groups</p>	<p><b>Time-line for action:</b></p> <ul style="list-style-type: none"> <li>• On-going</li> </ul>
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• Research commonly used: <ul style="list-style-type: none"> <li>○ academic vocabulary words</li> <li>○ roots, commonly used in 4<sup>th</sup>/5<sup>th</sup></li> <li>○ unfamiliar words in context</li> </ul> </li> <li>• The list we create will include bullet one and two from above.</li> <li>• Wordly Wise</li> <li>• Fountas and Pinnell Greek Roots Assessment</li> <li>• TEKS Vertical Alignment from TEKS Resource System</li> </ul>	

**Marble Falls Independent School District  
Highland Lakes Elementary  
Campus Improvement Plan  
2015 – 2016**



**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 2015 – 2016

District Goal 1: Academic Achievement: The District will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

District Goal 2: Leadership Development: The District will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

District Goal 3: Communications and Community Relations: The District will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

District Goal 4: Safe and Healthy Environment: The District will provide a safe and healthy environment conducive to student learning.

District Goal 5: Human Capital: The District will recruit, develop, and retain highly qualified and effective personnel.

District Goal 6: Financial and Operations Management: The District will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

### **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.

**Campus Education Improvement Committee (CEIC)**

<b>CEIC Position</b>	<b>2015-2016</b>	<b>DEIC Position</b>	<b>2015-2016</b>
Chairperson	Bethany Birdwell	Teacher	Christina Hartley
Community	Kathy Vest	Teacher	Nora Carrizales
Parent	Nohemi Medina	Teacher	Anna Olivo
Parent			
Business			
Non-Teaching Professional	Nora Carrizales		
Special Education Teacher	Halli Johnson		
Teacher (PK)	Marcela Jenks		
Teacher (Kinder)	Teresa Marchuk		
Teacher (1 <sup>st</sup> )	Joni Wollek		
Teacher (2 <sup>nd</sup> )	Myriah Jones		
Teacher (3 <sup>rd</sup> )	Amanda Haley		
Teacher (4 <sup>th</sup> )	Julie Kimmel		
Teacher (5 <sup>th</sup> )	Jeff Williamson		

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**Marble Falls ISD Board of Trustees**

Rick Edwards – President

Kevin Naumann – Vice President

LeeAnn Johnson – Secretary

Mike Savage

Karl Westerman

Larry Berkman

Kelly Fox, Ph. D.



	<ul style="list-style-type: none"> <li>○ HLES will increase the Level III performance percentage in all state administered tests. Differentiated instruction strategies will be strongly emphasized, monitored and shared with the teaching staff during PLC. Teachers will take full advantage of the PD 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.</li> <li>○ HLES will utilize Title III funds to assist the Bilingual/ESL students with support and materials designed to increase their opportunity for academic success.</li> </ul> <p>All teachers will be trained in SPARK learning.</p> <p>Teachers will utilize the District Literacy Framework</p> <p>Continue to analyze student data for accountability and create plans to guide instruction and remediation. RtI plans will be developed for students based on needs.</p> <ul style="list-style-type: none"> <li>● Use of universal screeners including STAR Reading, TPRI, DRA, &amp; other resources</li> <li>● Use of progress monitoring tools through STAR programs, running records, Lexia, Istation, Mathletics</li> </ul> <p>Honor students who achieve excellence</p> <ul style="list-style-type: none"> <li>● Recognize students who display positive character traits in and out of class with morning announcements and other presentations (bulletin boards, etc)</li> <li>● Recognize students who achieve “all A’s and “A-B” honor roll through local media, certificates, morning meeting, and other reward opportunities/presentations</li> <li>● Recognize students achieving “perfect attendance through local media, morning meeting, certificates, and other reward opportunities/presentations</li> </ul>	<p>District Funds, Staff Development Time Framework Document</p> <p>Assessment Data, Time to Analyze, District and Campus Funds</p> <p>Campus Funds, Lists of Honor Students and Achievements</p>	<p>All HLES Staff, C&amp;I Staff All HLES Staff</p> <p>All HLES Staff</p> <p>All HLES Staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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Goal 2: Leadership Development: The Campus will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

Performance Objective: HLES will provide leadership opportunities for students and staff, while utilizing concepts from The Leader in Me (Mustang Way) and other leadership resources.

Formative/Summative Evaluations: Students on duty, student input for events, 25% involvement in leadership measured by a pre and post survey

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	Instructional coach facilitating individual growth and leadership of teachers at the campus level	Meeting time	IC, Campus Admin, Teachers	Ongoing
	Team Leaders will motivate, organize, and lead grade level teams	Meeting time	Campus Admin, Team Leaders	Monthly
	Specialists will collaborate with classroom teachers using data, interventions, strategies, and ongoing dialogue to facilitate ongoing leadership by teachers	Current data, IStation, AIMSweb, Mathletics, Lexia	All HLES Staff	Ongoing
	Leader In Me campus book study	Leader in Me books	All HLES Staff	Ongoing
	Student facilitated routines such as morning meeting, greeting, duties, etc.	Schedule	All HLES Staff	Ongoing
	Students serve as special event leaders and guides	Schedule	Event Planner	Ongoing
	Provide opportunities for students to give input	Class meetings, mission statements	Classroom teachers	Ongoing



**Goal 4: Safe and Healthy Environment: The Campus will provide a safe and healthy environment conducive to student learning.**

Performance Objective: HLES will provide a positive and supportive learning environment.

Formative/Summative Evaluations: Front office sign in/sign out documentation, V-Soft reports, PEIMS reports, discipline referrals, walk-through observations, student planners and other documentation of parent contact, survey results

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	<p>Build a collaborative culture throughout all teams</p> <ul style="list-style-type: none"> <li>• All teachers will participate in vertical planning to increase student mastery across all grade levels</li> <li>• Provide opportunities for teachers to observe other teachers' classrooms as needed</li> <li>• Each grade level will meet at least one day per week for grade level planning</li> </ul>	Meeting Time, Time for Observations	All HLES Staff, IC, Learning Community Committee	Ongoing
	<p>Increase opportunities to recognize staff and celebrate campus accomplishments.</p> <ul style="list-style-type: none"> <li>• Mustang recognition of staff members at the beginning of faculty meetings</li> <li>• Place messages of appreciation and encouragement in staff mailboxes.</li> <li>• Announcements at Morning Meeting</li> <li>• Provide special treats in lounge</li> <li>• Staff Spirit Committee to organize staff luncheons to celebrate birthdays, spread cheer at special times, etc.</li> </ul>	Meeting Time, Campus Funds	All HLES Staff	Ongoing
	Review the Campus Crisis Management Plan for effectiveness and modify if necessary.	Crisis Mgmt. Plan	All HLES Staff	Annually
	Red Ribbon Week activities will feature and celebrate making safe and healthy choices.	Campus Funds	Counselor, All HLES Staff	October 2016
	<p>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"> <li>• Use V-Soft Procedures</li> </ul>	District & Campus Funds	Office Staff	Ongoing

	Continued emphasis on campus wide discipline procedures.	Posters, Instructional Time, Mustang Way	All HLES Staff	Ongoing
	Consistently enforce all campus rules.	Visual Aids, Instructional Time	All HLES Staff	Ongoing
	Continue implementation of crisis, bullying, suicide and violence prevention strategies	District & Campus Funds, Title Funds	All HLES Staff	Ongoing
	Conduct facility walk-throughs to identify areas for repair and/or improvements.	Work Orders	Principal, District Maintenance Director	Ongoing
	Conduct safety drills and evaluate effectiveness	School Map, Fire, Lock Down, and Disaster Procedures	All HLES Staff	Ongoing

**2015-2016 HLES Action Plan (1<sup>st</sup> Nine Weeks)**

**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.

**Pre-Kindergarten:**

**SMART Goal By the end of the 2015-2016 school year, 70% of our students will meet 80% in each domain of the PreK Guidelines as measured using the Pre-K Guidelines.**

<p>Specific Goal:</p> <p>By the end of the first nine weeks, 90% of our students will follow classroom routines 70 % of the time as measured by teacher observation using the Pre- K Guidelines.</p>	
<p>How will the goal be measured (Formative and Summative)?</p> <p>Daily observation (formal and informal)</p>	
<p>Evidence:</p> <p>Students will demonstrate and understand the classroom routines (rules) through compliance.</p> <p>Students will show academic learning.</p>	
<p>Action Required:</p> <ol style="list-style-type: none"> <li>1. Clear expectations</li> <li>2. Rules/Schedule posted pictorially</li> <li>3. Daily practice and repetition</li> <li>4. Collaboration with campus specialists to create a plan for struggling students.</li> <li>5. Shortening time students spend at work table activities.</li> <li>6. Simpler and fewer centers at the beginning of the year.</li> <li>7. ELD time begins on day one.</li> </ol>	<p>Time-line for each action:</p> <p>All actions will be initiated the first week of school.</p>

**Kindergarten:**

**SMART Goal By the end of 2015-2016 school year, 80% of students will reach level 4 independent on the DRA.**

<p>Specific Goal: The number of kindergartners who demonstrate independence on a level A will increase from * ___% to * ___% by the end of the 1<sup>st</sup> nine weeks as measured by a running record from a common book.</p> <ul style="list-style-type: none"><li>• A running record will be given during the TPRI window to determine % of kindergartners who are independent at a level A.</li><li>• A running record will be given at the end of the 1<sup>st</sup> 9 weeks to determine % of kindergartners who are independent at a level A.</li></ul>	
<p>How will the goal be measured (Formative and Summative) Formative Assessment by running records</p>	
<p>Evidence: Teacher observations during Guided Reading Running Records Student will demonstrate one to one correspondence Student will identify and repeat a similar pattern throughout a text.</p>	
<p>Action Required: Every 4 weeks student will be given a running record to assess growth. Pre-planned Shared Reading with daily focus Show and Tell related to the theme of the book (students may bring pictures/drawings and or objects that relate)</p>	<p>Time-line for each action: BOY TPRI window 2<sup>nd</sup> week of school begin Shared Reading and Show and Tell</p>
<p>Resources Required: Reading Adoption Books/Leveled Library Books Reading A-Z Emergent Readers (printed copies for each child)</p>	

## First Grade Reading:

### SMART Goal

**All students will demonstrate growth in the areas of reading accuracy and fluency as measured by DRA 2 Assessment by May 2016.**

**Subgroup A:** Students whose beginning DRA level was a level A-1 in the fall of 2015, will show growth to a level 6 or higher.

**Subgroup B:** Students whose beginning DRA level was a level 2 in the fall of 2015, will show growth to a level 8 or higher.

**Subgroup C:** Students whose beginning DRA level was a level 3 in the fall of 2015, will show growth to a level 16 or higher.

**Subgroup D:** Students whose beginning DRA level was a level 4 or higher in the fall of 2015, will show growth to a level 18 or higher.

### Specific Goal:

**Subgroup A:** Students whose beginning DRA level was a level A-1 in the fall of 2015, will show growth to a level 1-2 or higher at the end of the first nine weeks.

**Subgroup B:** Students whose beginning DRA level was a level 2 in the fall of 2015, will show growth to a level 3 or higher at the end of the first nine weeks.

**Subgroup C:** Students whose beginning DRA level was a level 3 in the fall of 2015, will show growth to a level 4 or higher at the end of the first nine weeks.

**Subgroup D:** Students whose beginning DRA level was a level 4 or higher in the fall of 2015, will show growth to a level 6 or higher at the end of the first nine weeks.

### How will the goal be measured (Formative and Summative)?

**Summative:** DRA 2 (MOY and EOY)

**Formative:** running records

### Evidence:

Students will read with 95% accuracy on a specified level before advancing to the next level.

Students will show comprehension by retelling important events in order.

### Action Required:

**\*Give DRA to ALL students at the beginning of the year.**

**Decoding:** Use Foundations unit word lists to identify decoding strategies that need to be targeted during independent and small group reading instruction.

**Fluency:** Use Foundations trick word lists to identify students' automaticity.

### Time-line for each action:

Assess new Foundation unit lists at the conclusion of each unit. Reassess lists not mastered as needed.

Resources Required:

Foundations tool kit

DRA 2

Leveled Readers

**First Grade Math:**

**SMART Goal: All students will demonstrate personal growth of 30% or more in addition and subtraction fact fluency as measured by the addition/subtraction combination portion of the TEMI.**

Specific Goal: The number of first grade students who demonstrate 70% proficiency on instantly recognizing structured arrangements up to 20, including base 10 and ten frames, will increase from \* \_\_\_\_% to \* \_\_\_\_% by the end of the first quarter as measured by a common assessment.

\*Initial data will be derived from a pretest. The same assessment will be used to measure growth at the nine weeks.

How will the goal be measured (Formative and Summative)?

Formative: Running Records during Guided Math Groups

Summative: Teacher created timed assessment

Evidence: Students will not count objects individually, but students will understand the concept of sets of five and ten and be able to count on.

Action Required:

Pretest

Small group instruction

Number talks

Base 10 and Ten Frame Flash Cards

Time-line for each action:

Beginning of September 2015

Daily during math workstation

Daily during calendar

Daily during calendar

Resources Required:

Teacher Created Assessments

## 2nd Grade ELAR:

### SMART Goal

By the end of 2016 school year, 90% of second grade students will meet their individual target reading goals through the improvement of reading comprehension, accuracy, and fluency as measured by the DRA 2 Assessment.

**Specific Goal:** Based off initial DRA2 scores, individual rates of improvement will be determined. 90% of second grade students will achieve the appropriate rate of improvement for first nine weeks based on Reading A-Z assessment.

Ex. (Student scores DRA2 Level 10, the student should have progressed to between level 14 -16.)

How will the goal be measured (Formative and Summative)?

Formative

Reading A-Z assessment

\*initial based on DRA

### Evidence:

Accountable talks (student behavior)

Exit ticket

Comprehension quick check

Individual Goal setting

### Action Required:

1. Guided reading
2. Strategy groups
3. Individual Goal setting

### Time-line for each action:

1. Week three
2. Week three
3. Week one –two, every nine weeks

### Resources Required:

Target Reading by Lonestar Learning

Copies to make individual Reading A-Z assessments

**2nd Grade Math:**

**SMART Goal** (Specific, Measurable, Achievable, Results focused, Time-bound)

**By the end of the 2015-2016 school year, second grade students will improve basic computation and critical thinking skills so that all students will meet individual target math goals as measured by common assessment.**

<p>Specific Goal: The number of second grade students who demonstrate 70% proficiency solving problems involving the manipulation of place value will increase from * ____% to * ____% by the end of the first nine weeks measure by a common assessment.</p> <p>*A pretest, given during the second week of school, will determine the projected percentage of second grade students proficient with solving problems involving manipulation of place value.</p>	
<p>How will the goal be measured (Formative and Summative)? Teacher created formative assessment.</p>	
<p>Evidence:</p> <ol style="list-style-type: none"><li>1. Data from ongoing assessments</li><li>2. Teacher observations</li><li>3. Students will perform Number Talks (metacognition)</li></ol>	
<p>Action Required:</p> <ol style="list-style-type: none"><li>1. Problem of the Day</li><li>2. Small Group Interventions</li><li>3. Math Strategy Toolkit</li><li>4. Scaffolding Instruction</li></ol>	<p>Time-line for each action:</p> <ol style="list-style-type: none"><li>1. First Week of School</li><li>2. Second Week of School</li><li>3. First Week of School</li><li>4. First Week of School</li></ol>
<p>Resources Required: Lonestar Math (To be ordered) *Target the Question *TEKS Target Practice</p>	

**3rd Grade ELAR:**

**SMART Goal: By the end of the 2015-2016 school year, 80% of third grade students will score proficient on the State Reading Assessment.**

Specific Goal: 80% of 3 <sup>rd</sup> graders will show 70% proficiency in vocabulary development by the end of the 1 <sup>st</sup> 9 weeks as measured by a common assessment.	
All students will meet their independent reading goal as measured by DRA.	
How will the goal be measured (Formative and Summative)? Initial DRA Common assessments TBA 1 AR reading	
Evidence: Student will read independently for an sustained period of time. Individual Goal Setting	
Action Required: Target Guided Reading Intervention groups based on weekly assessment.	Time-line for each action: Beginning of the year.
Resources Required: DRA, TBA, Teacher assessments	

### 3rd Grade Math:

**SMART Goal: By the end of the 2015-2016 school year, 80% of 3<sup>rd</sup> grade students will reach proficient on the state math assessment.**

Specific Goal: The number of third grade students who demonstrate 70% proficiency solving math problems involving addition and subtraction operations given novel scenarios will increase from \* \_\_\_\_% to \* \_\_\_\_% by the end of the first quarter measured by a common assessment.

\*A pretest will be given during the first week of school to determine % of third graders proficient in math word problems using addition and subtraction.

How will the goal be measured (Formative and Summative)?  
Formative pre and post common assessment

Evidence:

1. Journals (evidence of problem solving models and quick writes)
2. Teacher observations
3. Math talks
4. Data from ongoing assessments
5. Student will show understanding in their journals

Action Required:

1. Implement a problem solving model
2. Target the question daily
3. Quick writes (mega-cognitive)
4. Small group intervention

Time-line for each action:

First week of school  
First week of school  
2<sup>nd</sup> week of school  
First week of school

Resources Required:

1. Journals
2. Math manipulatives
3. Envision
4. TEKSing Toward STAAR

**4th Grade Writing:**

**SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

EOY goal – By the end of the 2015-2016 school year, the percentage of students proficient on the state assessment (STAAR) in writing will be 90%.

Specific Goal: 1 <sup>st</sup> 9 Weeks 80% of students will demonstrate proficiency in categorizing details that support a central idea by connecting sentences to form paragraphs. Students will accomplish this goal without using fragments or run-on sentences. It will be assessed using a teacher made rubric.	
How will the goal be measured (Formative and Summative)? Students will complete an end of the quarter common assessment.	
Evidence: IStation (Writing) Weekly assessments Guided Writing	
Action Required: Writing stations Guided Writing information	Time-line for each action: 1 <sup>st</sup> 9 weeks assessment
Resources Required: IStation Weekly assessments (made by the teacher)	

## 4th Grade Reading

**SMART Goal** (Specific, Measurable, Achievable, Results focused, Time-bound)

**All students will demonstrate growth in the areas of reading comprehension and reading level measured by the May 2016 STAAR test.**

**Subgroup A:** Students whose 3<sup>rd</sup> grade Reading STAAR test was below 50, will show growth on May STAAR 2016 test according to index 2 as measured by Student Progress.

**Subgroup B:** Students whose 3<sup>rd</sup> grade Reading STAAR test was in the 50-65 range, will show growth on May STAAR 2016 test according to index 2 as measured by Student Progress and will pass the state assessment.

**Subgroup C:** Students whose 3<sup>rd</sup> grade Reading STAAR test was 65-80 will show growth on May 2016 STAAR test according to index 2 as measured by index 2 by Student Progress and will pass the state assessment.

**Subgroup D:** Students whose 3<sup>rd</sup> grade Reading STAAR test was 80 or above will show growth on May 2016 STAAR Test and will pass the state assessment and will also be awarded Advanced.

Specific 1<sup>st</sup> 9 weeks:

1<sup>st</sup> nine weeks goal – Raise the reading levels of all students. Students will meet their goal of reaching higher reading levels according to their subgroup category as measured by istation.

**Subgroup A:** Students whose beginning ISIP Advanced Reading Ability Score was below a 1543 in the fall of 2015, will show growth of 75 points or higher at the end of the first nine weeks.

**Subgroup B:** Students whose beginning ISIP Advanced Reading Ability Score was between a 1543-1652 in the fall of 2015, will show growth of 50 points or higher at the end of the first nine weeks.

**Subgroup C:** Students whose beginning ISIP Advanced Reading Ability Score was between a 1653-1785 in the fall of 2015, will show growth of 40 points or higher at the end of the first nine weeks.

**Subgroup D:** Students whose beginning ISIP Advanced Reading Score was 1786 or higher in the fall of 2015, will show growth to 30 points or higher at the end of the first nine weeks.

How will the goal be measured (Formative and Summative)?

I station data

TBA #1

Fluency checks

weekly guided reading checks

Evidence:

- Using 3<sup>rd</sup> grade DRA level, students will show evidence of growth comparing the May 2015 DRA levels to the Oct. 2015 I station DRA level.
- Students will be able to read and identify the main idea of a text.

Action Required:

- Use assessment data to develop small guided reading groups.
- Weekly guided reading instruction using a wide variety of texts and levels of difficulty.
  - Pre-teaching vocabulary, pre-reading techniques, fluency, comprehensions checks using graphic organizers and questions stems, reflections
- Consistent student use of I station 2-3 times weekly for 20 min. for each session.
- DEAR Time

Time-line for each action:

- Initial assessment of reading levels for each student using istation
- Weekly guided reading sessions
- Weekly istation sessions
- Fluency prompts in week 1 and week 8
- TBA #1 at the end of the first nine weeks

Resources Required:

- I station set up for each student
- A-Z leveled resources and lesson plans/ Journey's Guided reading books and lesson plans for guided reading instruction
- Fluency Prompts

**4th Grade Math:**

**SMART Goal 80% of the 4<sup>th</sup> grade students will perform at proficient level on the state assessment as measured by the Math STAAR.**

Specific Goal:  The number of 4 <sup>th</sup> grade students will demonstrate 70 proficiency on interpreting the value of each place value position as 10 X 1/10 and expanded will increase from * _____% to _____% by the end of the 1 <sup>st</sup> quarter as measured by a common assessment. *To be determined by a pretest.	
How will the goal be measured (Formative and Summative)?  Pretest will be given the 1 <sup>st</sup> week to determine starting data. Mini assessments will measure continuous growth Post- test will be given the last week of the quarter.	
Evidence: Students will show metacognitive understanding through their Journal writes and sharing. Teacher observation Fishbowl-Metacognitive discussion-“Value of Numbers” Unit Assessment	
Action Required: <ul style="list-style-type: none"><li>● Place Value Problem of the Day (expanded 10X and 1/10)</li><li>● Place Value Chart</li></ul>	Time-line for each action: Weekly
Resources Required: Spiral Review Pearson TEKSing Toward STAAR Motivation Math	

**5th Grade ELAR:**

**SMART Goal 85% of fifth grade students will score proficiency in reading comprehension as measured by the 2015-2016 STAAR Reading Assessment**

Specific Goal: 80% of 5 <sup>th</sup> graders will show 70% proficiency in vocabulary development by the end of the first semester as measured by a common assessment.	
How will the goal be measured (Formative and Summative)? Progression will be measured by weekly vocabulary test and application through students' writing. End of the 9 week common assessment TBA 1	
Evidence: Students will identify and use context clues in their own writing and reading. Students will identify and use context clues through a bi-weekly vocabulary activity.	
Action Required: Word of the Day Model and role play in small groups. Weekly assessments	Time-line for each action: First week of school  August
Resources Required: CC Sentences Handout Greek and Latin root word list	

**5th Grade Math:**

**SMART Goal**

By the end of the 2015-2016 school year, 80 percent of 5<sup>th</sup> grade students will be proficient on the STAAR in Math.

**Specific Goal:**

Accuracy (on a 5<sup>th</sup> grade level), in computation and problem solving will increase from \_\_\_\_\_ % of students to 90% of students within the first nine weeks measured by end of semester assessments using novel scenario problems.

- Pre Test will be given the first week of school to determine beginning data.

**How will the goal be measured (Formative and Summative)?**

- Daily computation and problem solving practice warm-ups
- Pre Test-1<sup>st</sup> week of school Form A
- Post Test-9<sup>th</sup> week of school Form B
- TBA 1

**Evidence:**

Students will be proficient in computation of all four operations and using the campus adopted problem solving model by daily observation, periodic assessments, as well as post-test Form B and TBA 1.

**Action Required:**

- Daily computation Practice
- Problem Solving Mat
- ACE/Operation Camp
- Small group intervention as determined by the pre-test.

**Time-line for each action:**

Daily for nine weeks  
Daily for nine weeks  
Week 5  
Week 2

**Resources Required:**

Laminated problem solving mats  
Warm-ups  
Dry erase markers

**5th Grade Science:**

**SMART Goal: By the end of 2014-2015 school year 80% of 5<sup>th</sup> grade students will score proficient as measured on the Science STAAR Test. (Specific, Measurable, Achievable, Results focused, Time-bound)**

Specific Goal:

80% of 5<sup>th</sup> grade students will be able to name (vocabulary), identify, and properly use common tools used in Science by the end of the 1<sup>st</sup> semester at a 70% proficiency rate as measured by a common assessment.

How will the goal be measured (Formative and Summative)?

Science labs, journal writings, oral conversations, and unit testing.

Evidence:

Students are able to use the correct vocabulary terms in their oral and written communications. They will be able to use these tools effectively and correctly in Science experiments.

Action Required:

Allow opportunities for each student to use, verbally speak, and write about their exercises and experiences using Science tools.

Time-line for each action:

Start of week 1 and continued daily.

Resources Required:

Thermometers, magnets, calculators, hand lens, metric rulers, microscopes, computers, balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, collecting nets, timing devices, terrariums and aquariums.



**Marble Falls Independent School District  
Spicewood Elementary  
Campus Improvement Plan  
2015 – 2016**



**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 2015 – 2016

District Goal 1: Academic Achievement: The District will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

District Goal 2: Leadership Development: The District will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

District Goal 3: Communications and Community Relations: The District will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

District Goal 4: Safe and Healthy Environment: The District will provide a safe and healthy environment conducive to student learning.

District Goal 5: Human Capital: The District will recruit, develop, and retain highly qualified and effective personnel.

District Goal 6: Financial and Operations Management: The District will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

### **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.

**Campus Education Improvement Committee (CEIC)**

CEIC Position	2015-2016	DEIC Position	2015-2016
Chairperson	Susan Cox	Teacher	Audrey Beltran
Community	Kathy Lloyd	Teacher	Ashley Crouse
Parent	Christina Otwell	Teacher	Vonda Orton
Parent			
Business	Wade Whiteside		
Admin. – District Level			
Administrator At-large			
At-Large Classroom Teacher	Sonya Smith		
Non-Teaching Prof	Melissa Fletcher		
Special Education Teacher	Carlette Lewis		
Teacher	Dana Zamarippa		
Teacher	Candace Mahaffey		
Teacher	Ashley Crouse		

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**Marble Falls ISD Board of Trustees**

Rick Edwards – President

Kevin Naumann – Vice President

LeeAnn Johnson – Secretary

Mike Savage

Karl Westerman

Larry Berkman

Kelly Fox, Ph. D.



	<p>pull out support for identified students. Oversee programs such as Lexia, Istation, and Think Through Math.</p> <ul style="list-style-type: none"> <li>Utilize strategies for students participating in our GT program. Classroom Teachers, Challenge Lab Teachers and Content Specialists will provide enrichment activities for all students and Challenge Lab Teachers will provide enrichment for identified GT students.</li> <li>Utilize strategies for students who are at-risk such as RtI, reading/math specialist support, content mastery, content academies, and computer assisted interventions.</li> <li>Utilize strategies for students in Special Education such as identification, inclusion, resource, and computer assisted interventions.</li> <li>Utilize strategies for students identified as dyslexic through the district dyslexia program.</li> <li>Identify and provide services to children that qualify for an ESL program.</li> </ul> <p>Continue to analyze student data for accountability and create plans to guide instruction and remediation. RtI plans will be developed for students based on needs.</p> <ul style="list-style-type: none"> <li>Use of universal screeners including STAR Reading, TPRI, DRA, TEMI &amp; other resources</li> <li>Use of progress monitoring tools through STAR programs, running records, Education City, Lexia, Istation, Think Through Math</li> <li>Student RtI folders will be used to target Tier 2 &amp; Tier 3 student's needs and interventions</li> </ul> <p>Reassess Learning Academy as part of the Campus Master Schedule</p> <p>Use grade level team meetings to address student concerns and curriculum/assessment issues as well as ongoing professional development.</p> <p>Honor students who achieve excellence.</p> <ul style="list-style-type: none"> <li>Recognize students who achieve "A" and "A-B" honor roll in the office, through Morning Meeting and submit names to local media.</li> <li>Recognize students who achieve perfect attendance in the office, through Morning Meeting and submit names to local media.</li> </ul>	<p>Assessment Data, Time to Analyze, District Funds, Campus Funds</p> <p>Master Schedule</p> <p>District Funds, Campus Funds, Time for Meetings</p> <p>Campus Funds, Lists of Honor Students and Achievements</p>	<p>All SWE Staff</p> <p>All SWE Staff</p> <p>All SWE Staff, District Academic Programs, Special Education Staff</p> <p>Office Staff</p>	<p>Ongoing</p> <p>Daily</p> <p>Ongoing</p> <p>Ongoing</p>
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Goal 2: Leadership Development: The Campus will identify and invest in the continuous development of leaders who will inspire and support

others to improve student achievement.

Performance Objective: SWE will provide leadership opportunities to students using the concepts from The Leader in Me.

Formative/Summative Evaluations: Students on duty, student input for events, 25% involvement in leadership measured by a pre and post survey

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	<p>Student facilitated routines such as morning meeting, greeting, duties, etc.</p> <p>Students serve as special event leaders and guides</p> <p>Provide opportunities for students to give input</p>	<p>Schedule</p> <p>Schedule, Campus leader badge</p> <p>Class meetings, mission statements</p>	<p>Principal, Counselor, Teachers</p> <p>Event Planner</p> <p>Classroom teachers</p>	<p>By mid-September</p> <p>As appropriate</p> <p>October</p>

Goal 3: Communications and Community Relations: The Campus will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

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

Formative/Summative Evaluations: Parent newsletters; student planners; PTO meeting attendance; parent attendance at special events on campus; community participation in special events on campus; media communications; survey results

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√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	<p>Communicate consistently with parents.</p> <ul style="list-style-type: none"> <li>• Call parents to welcome the students back to school</li> <li>• School wide and class newsletters and notices sent home</li> <li>• Keep web pages current weekly &amp; post newsletters</li> <li>• Provide information on special programs at monthly PTO meetings</li> <li>• Increase usage of student planners</li> <li>• Call homes of absent students to communicate concern and procedures for returning to school</li> <li>• Use Sky Alert System to keep families informed of campus and district issues (including weather, important dates, emergency procedures, etc.)</li> <li>• Provide real-time parent access to student grades and attendance records through Skyward Family Access</li> <li>• Provide issues of Home-School Connection Parent Newsletter</li> <li>• Hold parent conferences at the end of 1<sup>st</sup> nine weeks</li> <li>• Increase usage of social media for campus information</li> </ul> <p>Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses.</p> <ul style="list-style-type: none"> <li>• Meet the Teacher Night with information table for Transportation, Nurse, Cafeteria, PTO, Volunteer Opportunities</li> <li>• Information Night/Open House to extend opportunities for parents to meet teachers and learn expectations for the year</li> </ul> <p>Develop and maintain a volunteer program.</p> <ul style="list-style-type: none"> <li>• Recruit and build campus PTO Board and general</li> </ul>	<p>Phone Numbers Campus Funds</p> <p>Planning Time Agendas, flyers</p> <p>Planners Sky Alert System</p> <p>District Funds</p> <p>District Funds</p> <p>Title Funds</p> <p>Planning Time</p> <p>SWE Social Media Accounts, Time</p> <p>Meeting Time</p> <p>Meeting Time</p>	<p>Classroom Teachers Principal, Teachers</p> <p>All SWE Staff PTO, Principal</p> <p>All SWE Staff Principal, Registrar</p> <p>Principal</p> <p>Classroom Teachers</p> <p>Office Staff</p> <p>Classroom Teachers, Specialists SWE Staff</p> <p>Principal, All SWE Staff, PTO</p> <p>Principal, All SWE Staff, PTO</p>	<p>Week before school starts Ongoing Ongoing Monthly</p> <p>Ongoing Daily</p> <p>As needed</p> <p>Daily</p> <p>Ongoing</p> <p>October 2015</p> <p>Ongoing</p> <p>August 2015</p> <p>September 2015, March 2016</p>

	<p>membership</p> <ul style="list-style-type: none"> <li>• Increase parent and community members to serve as volunteers</li> </ul>	Time to make contacts	Principal, All SWE Staff, PTO	Ongoing
	<p>Spotlight campus activities to inform and encourage participation and/or sponsorship.</p> <ul style="list-style-type: none"> <li>• Invite local media to Spicewood Elementary events and/or submit photos and stories as they occur.</li> </ul>	Time to make contacts	Office Staff, PTO	Ongoing
	<p>Connect and enlist community resources available to parents and students.</p> <ul style="list-style-type: none"> <li>• Invite local media to Spicewood Elementary events and/or submit photos and stories as they occur.</li> </ul>	Time to make contacts	Office Staff	Ongoing
	<p>Connect and enlist community resources available to parents and students.</p> <ul style="list-style-type: none"> <li>• 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, etc.)</li> </ul>	Time to make contacts	Office Staff, PTO	Ongoing



documents). • Use V-Soft Procedures	Funds	Office Staff	Ongoing
Key and Code for off campus evacuation site – Spicewood Community Library	Key/Code	Office Staff	Ongoing
Burnet County Sheriff's Office on SWE campus	District Funds	District/Campus Office Staff	Ongoing
Continued emphasis on campus wide discipline procedures.	Posters, Instructional Time	All SWE Staff	Ongoing
Consistently enforce all campus rules.	Visual Aids Team Mtg Review	All SWE Staff	Ongoing
Continue implementation of crisis, bullying and violence prevention strategies	District Funds, Campus Funds, Title Funds	All SWE Staff	Ongoing
Provide staff development opportunities in strategies when working with “hard to manage” children.	Staff Development Time	Principal, Counselor, LSSP	As Needed
Conduct facility walk-throughs to identify areas for repair and/or improvements.	Work Orders	Principal, District Maintenance Director	Fall/Spring Semester
Conduct monthly fire drills and evaluate effectiveness	School Map, Fire Drill Procedures	Principal	Monthly
Conduct Lock Down drills once a semester and evaluate effectiveness	Lock Down Procedures	Principal	Fall 2015, Spring 2016
Conduct Disaster drills once a semester and evaluate effectiveness	Disaster Procedures	Principal	Fall 2015, Spring 2016

Action Plan/Grade Level Goals  
2015-2016

Kindergarten

1. By the end of the 2015-16 school year, 85% of Kindergarten students will be on grade level in reading as measured by the district expectation DRA level 4.
2. By the end of the 2015-16 school year, 90% of Kindergarten students will be able to solve addition and subtraction problems using a problem-solving model as described in Math TEKS K.1B and measured by a campus developed rubric.

First Grade

1. Ninety percent of first grade students will demonstrate a year or more of growth in the area of reading as measured by district level DRA standards.
2. Ninety percent of first grade students will be able to use a problem-solving model as described in Math TEKS 1.1B and measured by a campus developed rubric.
3. By the end of the 2015-16 school year, all first grade students will make one performance level increase or maintain the highest level on the campus EOY writing rubric.

Second Grade

1. By the end of the 2015-16 school year, 90% of second grade students will make one performance level increase or maintain the highest level on the campus EOY writing rubric.
2. By the end of the 2015-16 school year, 85% of second grade students will be able to use and explain multiple strategies to solve addition and subtraction problems as measured by a teacher created rubric.

### Third Grade

1. One hundred percent of third grade students will make measurable progress in writing by improving a level in at least one area of the EOY writing rubric.
2. By the end of the 2015-16 school year, all third grade students will improve in their ability to communicate in mathematics using proper mathematical vocabulary as measured by a teacher created rubric.

### Fourth Grade

1. By the end of the 2015-16 school year, each student will show a year's growth in their reading level as measured by AR/STAR.
2. By the end of the 2015-16 school year, 95% of fourth grade students will be able to write a well elaborated expository composition as measured on common assessments and STAAR and show growth in the development of ideas as measured by a campus rubric.
3. By the end of the 2015-16 school year, 85% of fourth grade students will be able to solve problems using a problem-solving model as described in Math TEKS 4.1B and measured by a campus developed rubric.

### Fifth Grade

1. Seventy percent of fifth grade students will score 70% or better in summarizing and paraphrasing text as described in TEKS ELA Fig. 19E on STAAR Reading.
2. By the end of the 2015-16 school year, 85% of fifth grade students will be able to solve problems using a problem-solving model as described in Math TEKS 5.1B and measured by a campus developed rubric.
3. Eighty-five percent of fifth grade students will pass STAAR Math.
4. Eighty-five percent of fifth grade students will pass STAAR Science.

**Marble Falls Independent School District  
Marble Falls Middle School  
Campus Improvement Plan  
2015 – 2016**



**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 2015 – 2016

District Goal 1: Academic Achievement: The District will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

District Goal 2: Leadership Development: The District will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

District Goal 3: Communications and Community Relations: The District will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

District Goal 4: Safe and Healthy Environment: The District will provide a safe and healthy environment conducive to student learning.

District Goal 5: Human Capital: The District will recruit, develop, and retain highly qualified and effective personnel.

District Goal 6: Financial and Operations Management: The District will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

### **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.

**Campus Executive Improvement Committee (CEIC)**

CEIC Position	2015-2016	CEIC Position	2015-2016
Chairperson		Teacher	
Community		Teacher	
Parent		Teacher	
Parent		Teacher	
Business		Teacher	
Admin. – District Level		Teacher	
Administrator At-large			
At-Large Classroom Teacher			
Non-Teaching Prof			
Non-Teaching Prof			
Teacher			
Teacher			
Teacher			

**Marble Falls ISD Board of Trustees**

- Rick Edwards – Place 5 President
- Kevin Naumann – Place 6 Vice-President
- LeeAnn Johnson – Place 3 Secretary
- Mike Savage – Place 1 Member At-Large
- Karl Westerman – Place 2 Member At-Large
- Larry Berkman – Place 4 Member At -Large
- Kelly Fox, Ph. D. – Place 7 Member At-Large

**Goal I: Campus will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards**

Performance Objectives: MFMS will use data and instructional best practices to increase the number of met standard and commended performance in each subgroup on the State of Texas Assessments of Academic Readiness (STAAR).

Formative Evaluations: TEKS Based Assessments, reports on professional development, Response to Intervention (RTI), mentor program and TEKS Resource System online curriculum.

Summative Evaluations: STAAR, TELPAS, PEIMS, AYP, PBMAS, TAPR, professional development evaluations and Annual yearly PDAS observations conducted by Administration.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Establish department showcase night ie. History Fair	Campus	AP Curriculum and Instruction Instructional Coaches	On-going, each 9 weeks
	Establish creation of student writing portfolios	Campus	AP Curriculum and Instruction ELA Instructional Coach ELA staff	On-going
	Professional development addressing implementation of lesson plan design	Campus	Principal AP Curriculum and Instruction	Prior to the start of the school year
	Exploration of re-implementation of common planning period	Campus	Principal, counselors	Prior to the start of the school year
	End of the Year Awards assembly	Campus	Principal, staff	Last nine weeks
	Promote ACE morning tutorials	Campus	Principal campus ACE coordinator	On-going
	Explore how to use Advisory to provide enrichment and character programs	Campus	Principal RTI coordinator	On-going

**Goal II: Campus will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement**

Performance Objectives: Develop, with input from District Curriculum and Instruction Department, a comprehensive professional development program designed to increase the instructional leadership skills of campus leadership, teachers, and all who aspire for leadership opportunities.

Formative Evaluations: Campus A-Team and Leadership Team meetings; roles and responsibilities clearly defined and documented.

Summative Evaluations: Campus employee retention reports; course attendance; numbers of those aspiring to leadership.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	A professional collaboration day each semester to provide the opportunity for a more in-depth look for alignment and lesson planning for departments that do not have common planning periods	Campus/ District	Principal AP Curriculum and Instruction	On-going
	PLC meetings for electives courses	Campus	Principal AP Curriculum and Instruction	Prior to the start of the school year
	Electives/ Fine Arts Chair (communications liaison)	Campus	Principal	2015-2016 school year
	Flexible opportunities for out of district workshops	Campus	Principal AP Curriculum and Instruction Campus staff	On-going
	Learning walks to other campuses	Campus	Principal AP Curriculum and Instruction Instructional Coaches	On-going
	Development of student leadership opportunities (philanthropy, increase STUCO membership)	Campus	Principal Program Sponsors	On-going

**Goal III: Campus will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools**

Performance Objectives: MFMS will enhance ongoing methods of communication to share MFMS messages and invite feedback including community forums, parent groups, surveying, social media and district publications.

Formative Evaluations: MFMS will continually reference the district mission for effective decision-making.

Summative Evaluations: CEIC spring survey, parent and community event agendas, feedback loops, various forms of communication.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Monthly/Quarterly campus newsletters	Campus	Principal Creative writing teachers staff	Monthly
	Video announcements linked on the website	Campus	Campus technology Multimedia teacher	Weekly
	Multimedia students create slides for announcements in the cafeteria (Sports Heroes)	Campus	Campus technology Multimedia teacher	Weekly
	Monthly CEIC pulse checks	Campus	Principal CEIC committee members	Monthly

**Goal IV: Campus will provide a safe and healthy environment conducive to student learning**

Performance Objective: MFMS will promote a collaborative culture with all stakeholders in order to ensure student success for all students.

Formative Evaluations: Written plans in place, training agendas, parent feedback

Summative Evaluations: Student discipline data; safety audit(s); teacher, parent and student surveys

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Health public service announcements through multimedia	Campus	Nurse Multimedia teacher	On-going
	Surveillance cameras	Campus	Principal Central Office Safe and Drug Free Schools Coordinator	Fall 2015
	Explore how to document discipline in a more effective manner	Campus	Assistant Principals	On-going
	Posters for proper hand washing	Campus	Nurse	On-going
	Explore the opportunity to bring in Rachel's challenge or other character education building programs	Campus	AP Curriculum and Instruction Counselors	On-going
	Explore how to educate parents and students on bullying	Campus	Assistant Principals Counselors	On-going
	Define expectations/environment to minimize discipline problems and post in common areas (improve culture)	Campus	Assistant Principals	On-going

**Goal V: Campus will recruit, develop and retain highly qualified and effective personnel**

Performance Objectives: MFMS, with support from Human Resource Department, will recruit and retain a high percentage of highly qualified personnel during the 2015-2016 and 2016-2017 school calendar years.

Formative Evaluations: Exit Interview Data, Budget Reports

Summative Evaluations: Retention and Hiring Data

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Staff shout-outs bulletin board	Campus	CEIC committee members	On-going
	Involvement of teachers in the hiring process	Campus	Principal staff	As needed
	Explore renewing the Sunshine Committee	Campus	Principal	Prior to the start of the school year

**Goal VI: Campus will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs**

Performance Objectives: Develop budget which continues to focus on MFMS Campus priorities, safety, and enhanced professional learning.

Formative Evaluations: Budget planning timeline and reference document; training provided; roles and responsibilities clearly defined and documented

Summative Evaluations: Report(s) of potential areas for reduction, staffing ratios, maintenance schedules

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Explore how to reduce energy usage by 5% (thermostats, lights, computers, etc.)	Campus	Principal	On-going
	Blinds on every exterior window	Campus	Principal Safe and Drug Free Schools Coordinator Maintenance department	Fall 2015
	Two yearly meetings to discuss budgetary process (September and January)	Campus	Principal	Once per semester

**Fund Totals**  
**2015 – 2016**

Source	Amount	Description
Title I, Part A		
Title II, Part A		
Title III, Part A (LEP)		
State Comp. Ed.		
Other		

## **Glossary of Terms**

ACE – 21<sup>st</sup> Century Grant  
AP - Advanced Placement  
CEIC - Campus Educational Improvement Committee  
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  
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  
TEKS - Texas Essential Knowledge and Skills  
TRC – Texas Resource Center  
TBSI - Texas Behavioral Support Initiative  
UIL - University of Interscholastic League

2015 – 2016 Campus Action Plan  
(Please Insert Your Campus Action Plan Here)

## 2015-2016 SMART Goals for MFMS

Department: English Language Arts			Grade/Class level: 6th grade		
	S	M	A	R	T
Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	<b>Strategic &amp; Specific:</b> Identify a long-term goal focused on the specific needs of this department & grade level.	<b>Measurable:</b> Explain how you will know if results changed due to the actions specified in the goal.	<b>Attainable:</b> Make sure to set goals that are attainable yet contain a bit of a stretch.	<b>Relevant:</b> Explain the relevance of the goal to the needs of the department & grade level.	<b>Time Bound:</b> Define timeline for implementation of action plan and evaluation. Indicate <b>specific date</b> of evaluation of goal and <b>who is responsible</b> .
<b>Strength-based Goal:</b> what is our department, class, or grade level doing well that we plan to improve?	6th Grade ELA	25% of students	meet commended/advanced	On the reading STAAR Test	By May 2016 with CA & TBA checkpoints
<b>Deficit-based Goal:</b> what is our department, class, or grade level struggling with that we plan to improve?	6th Grade ELA	85% of students will	meet satisfactory prefor	On the reading STAAR Test	By May 2016 with CA & TBA checkpoints
Action Plan for Goals Named Above					
<b>Strength-based Goal</b> Actions to be taken & name responsible parties. Be specific.	Using reader's notebooks, writing journals, word walls, literature circles, and increased reading time (Donalyn Miller strategies).				
<b>Deficit-based Goal</b> Actions to be taken & name responsible parties. Be specific.	Using reader's notebooks, writing journals, word walls, anchor charts, independent reading strategies, providing textual evidence, dictionary skills, RTI, teacher tutorials, and ACE Program				

## 2015-2016 SMART Goals for MFMS

Department: Math			Grade/Class level: 6th Grade		
Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	S	M	A	R	T
	<b>Strategic &amp; Specific:</b> Identify a long-term goal focused on the specific needs of this department & grade level.	<b>Measurable:</b> Explain how you will know if results changed due to the actions specified in the goal.	<b>Attainable:</b> Make sure to set goals that are attainable yet contain a bit of a stretch.	<b>Relevant:</b> Explain the relevance of the goal to the needs of the department & grade level.	<b>Time Bound:</b> Define timeline for implementation of action plan and evaluation. Indicate <b>specific date</b> of evaluation of goal and <b>who is responsible</b> .
<b>Strength-based Goal:</b> what is our department, class, or grade level doing well that we plan to improve?	In 6th Grade math	75% of students	will understand/ master	TEKS 6.3D - relating to integers	As measured by CA's and TBA's
<b>Deficit-based Goal:</b> what is our department, class, or grade level struggling with that we plan to improve?	In 6th Grade math	85% of students	will pass (70% or greater)	In order to reflect student learning.	Grades checked every grading period - (progress reports and report cards.)

### Action Plan for Goals Named Above

<b>Strength-based Goal</b> Actions to be taken & name responsible parties. Be specific.	6.3D will be spiraled in lessons , warm ups, formative assessments . Intervention strategies in place for struggling students
<b>Deficit-based Goal</b> Actions to be taken & name responsible parties. Be specific.	Postitive Reinforcement , Tutorials, Planners, ACE Math Help, Parent Contact, Intervention Strategies, Notebooks Interactive - 6th Grade Math Teachers

## 2015-2016 SMART Goals for MFMS

Department: Science		Grade/Class level: 6th grade			
	S	M	A	R	T
Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	<b>Strategic &amp; Specific:</b> Identify a long-term goal focused on the specific needs of this department & grade level.	<b>Measurable:</b> Explain how you will know if results changed due to the actions specified in the goal.	<b>Attainable:</b> Make sure to set goals that are attainable yet contain a bit of a stretch.	<b>Relevant:</b> Explain the relevance of the goal to the needs of the department & grade level.	<b>Time Bound:</b> Define timeline for implementation of action plan and evaluation. Indicate <b>specific date</b> of evaluation of goal and <b>who is responsible</b> .
<b>Strength-based Goal:</b> what is our department, class, or grade level doing well that we plan to improve?	Integrating technology and center based learning	CA's and TBA results	100% of the class passing the assessments	If students master vocabulary, they will better understand concepts and retain knowledge	1st timeline goal will be December 10, 2015 Our PLC members will be responsible
<b>Deficit-based Goal:</b> what is our department, class, or grade level struggling with that we plan to improve?	Continue to work on increasing SPED and ELL population passing levels	Ca's and TBA results as well as peer feedback and evaluation	ALL of our SPED/ELL population failures complete corrections	if students master vocabulary, they will better understand concepts and retain knowledge	1st timeline goal will be December 10, 2015 Our PLC members will be responsible

### Action Plan for Goals Named Above

<b>Strength-based Goal</b> Actions to be taken & name responsible parties. Be specific.	Use assignments compatible with technology to help enrich student learning, encourage student based learning with stem projects and game based projects- our PLC group is responsible
<b>Deficit-based Goal</b> Actions to be taken & name responsible parties. Be specific.	Incorporate more manipulative vocabulary builders i.e. foldables, student produced word walls

## 2015-2016 SMART Goals for MFMS

ELAR		Grade/Class Level - 7th grade On-level			
	<b>S</b>	<b>M</b>	<b>A</b>	<b>R</b>	<b>T</b>
<b>Directions: Please use this form for entering Department &amp; Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.</b>	<b>Strategic &amp; Specific:</b> Identify a long-term goal focused on the specific needs of this department & grade level.	<b>Measurable:</b> Explain how you will know if results changed due to the actions specified in the goal.	<b>Attainable:</b> Make sure to set goals that are attainable yet contain a bit of a stretch.	<b>Relevant:</b> Explain the relevance of the goal to the needs of the department & grade level.	<b>Time Bound:</b> Define timeline for implementation of action plan and evaluation. Indicate <b>specific date</b> of evaluation of goal and <b>who is responsible</b> .
<b>Strength-based Goal:</b> what is our department, class, or grade level doing well that we plan to improve?	7th grade ELAR students	100% of the time	will cite text evidence using APE strategy... with no answer choices	the students are encouraged to locate text evidence and to ultimately increase critical reading analysis	by the STAAR reading test with check points at CAs and TBAs
<b>Deficit-based Goal:</b> what is our department, class, or grade level struggling with that we plan to improve?	7th grade ELAR students	will show 10% growth in writing skills	specifically compound/complex sentences and punctuation	for tested TEKS 7.19 & 7.20	by the STAAR writing test with check points at CAs and TBAs

### Action Plan for Goals Named Above

<b>Strength-based Goal</b> Actions to be taken & name responsible parties. Be specific.	Teachers write questions with answer choices missing. Students will use text evidence to answer questions on assessments and in classwork. APE strategies will be taught, practiced, implemented, and assessed at various check points.
<b>Deficit-based Goal</b> Actions to be taken & name responsible parties. Be specific.	Teachers will create a pre-assessment of writing objective portion of 7th grade STAAR writing test. Students will take pre-assessment by October. Teacher will analyze data from the pre-assessment to focus instruction. Grammar mini-lessons will be spiraled into class warm-ups and wrting assignments.

## 2015-2016 SMART Goals for MFMS

Department: Math		Grade/Class level: 7th grade on-level			
	S	M	A	R	T
Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	<b>Strategic &amp; Specific:</b> Identify a long-term goal focused on the specific needs of this department & grade level.	<b>Measurable:</b> Explain how you will know if results changed due to the actions specified in the goal.	<b>Attainable:</b> Make sure to set goals that are attainable yet contain a bit of a stretch.	<b>Relevant:</b> Explain the relevance of the goal to the needs of the department & grade level.	<b>Time Bound:</b> Define timeline for implementation of action plan and evaluation. Indicate <b>specific date</b> of evaluation of goal and <b>who is responsible</b> .
Strength-based Goal: what is our department, class, or grade level doing well that we plan to improve?	100% of 7th grade math students	will show growth	on spiraled assessments	of 20 computation skills	on a weekly data collection.
Deficit-based Goal: what is our department, class, or grade level struggling with that we plan to improve?	7th grade math students	will show a reduction in failures	on daily assignments	related to the TEKS	each grading period.

### Action Plan for Goals Named Above

Strength-based Goal Actions to be taken & name responsible parties. Be specific.	Collection of data - Chart weekly growth
Deficit-based Goal Actions to be taken & name responsible parties. Be specific.	Incomplete work, reduce failures, and missing work by communication to parents using Skyward, MFISD webpage and/or Google Classroom.

## 2015-2016 SMART Goals for MFMS

Department: Math			Grade/Class level: 7th grade Pre-AP Math		
<b>Directions: Please use this form for entering Department &amp; Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.</b>	S	M	A	R	T
	<b>Strategic &amp; Specific:</b> Identify a long-term goal focused on the specific needs of this department & grade level.	<b>Measurable:</b> Explain how you will know if results changed due to the actions specified in the goal.	<b>Attainable:</b> Make sure to set goals that are attainable yet contain a bit of a stretch.	<b>Relevant:</b> Explain the relevance of the goal to the needs of the department & grade level.	<b>Time Bound:</b> Define timeline for implementation of action plan and evaluation. Indicate <b>specific date</b> of evaluation of goal and <b>who is responsible</b> .
<b>Strength-based Goal:</b> what is our department, class, or grade level doing well that we plan to improve?	We want every 7th grade Pre-AP student to score at least a 70 on the 8th grade STAAR test and TBAs.	We also want 60% of these students to be Advanced on these tests.	This would represent a decrease of 20% on those below 70 and an increase of 5% on Advanced levels.	Having an Advanced score shows that the student exhibits higher-level thinking skills necess. for AP.	Mrs. Gage will be checking TBA scores each 9-weeks to evaluate progress.
<b>Deficit-based Goal:</b> what is our department, class, or grade level struggling with that we plan to improve?	We would like to track the progress of students in 11 algebra readiness categories.	We will address a different category each week through warm-up questions	and retest the category at the end of the week.	These 11 skills need to be improved before the students take Algebra I next year.	Mrs. Gage will retest all 11 categories the 1st week of December and the 2nd week of March.

### Action Plan for Goals Named Above

<b>Strength-based Goal</b> Actions to be taken & name responsible parties. Be specific.	Mrs. Gage will monitor progress on TBAs and other benchmark tests to see if all students are meeting the goal of making at least a 70 on all tests. If not, then she will set up times for reteaching and retesting each student.
<b>Deficit-based Goal</b> Actions to be taken & name responsible parties. Be specific.	Mrs. Gage will monitor student progress in 11 algebra-readiness categories. Every week, she will review one category through warm-up questions and check with a quick quiz. She will retest all 11 categories with an assessment during the first week of December and again the 2nd week of March. She will make time for additional support for those who need it through tutorials.

## 2015-2016 SMART Goals for MFMS

Department: Science		Grade/Class level: 7th grade			
	S	M	A	R	T
Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	<b>Strategic &amp; Specific:</b> Identify a long-term goal focused on the specific needs of this department & grade level.	<b>Measurable:</b> Explain how you will know if results changed due to the actions specified in the goal.	<b>Attainable:</b> Make sure to set goals that are attainable yet contain a bit of a stretch.	<b>Relevant:</b> Explain the relevance of the goal to the needs of the department & grade level.	<b>Time Bound:</b> Define timeline for implementation of action plan and evaluation. Indicate <b>specific date</b> of evaluation of goal and <b>who is responsible</b> .
Strength-based Goal: what is our department, class, or grade level doing well that we plan to improve?	7th grade PreAp Science students	85%	commended	7th grade Science standard of % by TBA #	By April 2016, but with checkpoints along the way at all TBAs
Deficit-based Goal: what is our department, class, or grade level struggling with that we plan to improve?	The 7th grade Science students who failed to meet the 6th grade standard	38%	will meet or exceed	7th grade Science district standard of 64% as measured by TBA 3	By April 2016, but with checkpoints along the way at all TBAs

### Action Plan for Goals Named Above

Strength-based Goal Actions to be taken & name responsible parties. Be specific.	We will keep encouraging and helping the Pre-AP students to grow and not stagnate. We will offer enrichment to facilitate the growth of these students.
Deficit-based Goal Actions to be taken & name responsible parties. Be specific.	We will actively gauge where students are at and provide meaningful and differentiated lessons to help bring students up to the satisfactory category on district tests.

## 2015-2016 SMART Goals for MFMS

Department: Social Studies			Grade/Class level: 7th grade		
	<b>S</b>	<b>M</b>	<b>A</b>	<b>R</b>	<b>T</b>
<b>Directions: Please use this form for entering Department &amp; Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.</b>	<b>Strategic &amp; Specific:</b> Identify a long-term goal focused on the specific needs of this department & grade level.	<b>Measurable:</b> Explain how you will know if results changed due to the actions specified in the goal.	<b>Attainable:</b> Make sure to set goals that are attainable yet contain a bit of a stretch.	<b>Relevant:</b> Explain the relevance of the goal to the needs of the department & grade level.	<b>Time Bound:</b> Define timeline for implementation of action plan and evaluation. Indicate <b>specific date</b> of evaluation of goal and <b>who is responsible</b> .
<b>Strength-based Goal:</b> what is our department, class, or grade level doing well that we plan to improve?	In 7th Grade Texas History	students will achieve a 95% overall passing rate	on vocabulary quizzes	designed to build upon academic vocabulary	administered weekly/biweekly throughout the 2015-2016 school year
<b>Deficit-based Goal:</b> what is our department, class, or grade level struggling with that we plan to improve?	In 7th Grade Texas History	100% of students	will be exposed to and have multiple opportunities to	practice interpreting primary sources	as evaluated through CA's and TBA's

### Action Plan for Goals Named Above

<b>Strength-based Goal Actions</b> to be taken & name responsible parties. Be specific.	We will continue to expand students academic vocabulary with not only vocabulary worksheets and strategies such as the Frayer model and word walls, but also incorporate the vocabulary into the Social Studies lesson daily and consistently. (example: "farming lifestyle" would be referred to as an" agrarian lifestyle")
<b>Deficit-based Goal Actions</b> to be taken & name responsible parties. Be specific.	We will grow reading comprehension and expand vocabulary through warm-ups; exit tickets; Social Studies notebook/binder; guided reading; graphic organizers; quizzes

## 2015-2016 SMART Goals for MFMS

Department: ELAR			Grade/Class level: 8th grade		
	S	M	A	R	T
Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	<b>Strategic &amp; Specific:</b> Identify a long-term goal focused on the specific needs of this department & grade level.	<b>Measurable:</b> Explain how you will know if results changed due to the actions specified in the goal.	<b>Attainable:</b> Make sure to set goals that are attainable yet contain a bit of a stretch.	<b>Relevant:</b> Explain the relevance of the goal to the needs of the department & grade level.	<b>Time Bound:</b> Define timeline for implementation of action plan and evaluation. Indicate <b>specific date</b> of evaluation of goal and <b>who is responsible</b> .
<b>Strength-based Goal:</b> what is our department, class, or grade level doing well that we plan to improve?	In 8th grade ELAR	students will show a 7% growth	from their 7th grade STAAR (2015)	on TEKS Fig 19F	by the 2016 STAAR reading test with checkpoints on CA's and TBA's.
<b>Deficit-based Goal:</b> what is our department, class, or grade level struggling with that we plan to improve?	In 8th grade ELAR	70% of students will meet standard	on questions relating to summarization skills	on Fiction and expository texts (8.6; Fig 19E/8.10; Fig 19E/8.10A)	by the 2016 STAAR reading test with checkpoints on Ca's and TBA's.

### Action Plan for Goals Named Above

<b>Strength-based Goal Actions</b> to be taken & name responsible parties. Be specific.	APE, small group collaboration, partner grouping, tutorials, student reflection, spiral, re-teach, and a variety of formative assessments
<b>Deficit-based Goal Actions</b> to be taken & name responsible parties. Be specific.	Use specific strategies for summarizing: beginning/middle/end, GIST, 5 W's (who/ what/ when/ where/ why), small group and/or partner grouping, student reflection, tutorials, and a variety of formative assessments

## 2015-2016 SMART Goals for MFMS

Department: Math			Grade/Class level: 8th grade Algebra I		
	S	M	A	R	T
Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	<b>Strategic &amp; Specific:</b> Identify a long-term goal focused on the specific needs of this department & grade level.	<b>Measurable:</b> Explain how you will know if results changed due to the actions specified in the goal.	<b>Attainable:</b> Make sure to set goals that are attainable yet contain a bit of a stretch.	<b>Relevant:</b> Explain the relevance of the goal to the needs of the department & grade level.	<b>Time Bound:</b> Define timeline for implementation of action plan and evaluation. Indicate <b>specific date</b> of evaluation of goal and <b>who is responsible</b> .
<b>Strength-based Goal:</b> what is our department, class, or grade level doing well that we plan to improve?	We want every Algebra student to score at least 70 on all TBAs and the EOC.	We will be able to determine this through score evaluations after each test.	This goal would show a decrease of 20% over their 2015 STAAR scores (20% had scores under 70).	This will demonstrate their mastery of TEKS and readiness for high school.	Mrs. Gage will evaluate progress every 9-wks on TBAs and allow time for remediation.
<b>Deficit-based Goal:</b> what is our department, class, or grade level struggling with that we plan to improve?	We would like to increase the rigor in our Algebra classes this year.	Mrs. Gage will use a rubric to ensure that she has at least two ?s that are level 3	and 1 question that is level 4 on every assignment and test.	This is important for preparing our Pre-AP kids for the difficulty of future AP tests.	Mrs. Gage will evaluate questions each week during her lesson planning time.

### Action Plan for Goals Named Above

<b>Strength-based Goal</b> Actions to be taken & name responsible parties. Be specific.	Mrs. Gage will monitor progress on TBAs and other benchmark tests to see if all students are meeting the goal of making at least a 70 on all tests. If not, then she will set up times for reteaching and retesting each student.
<b>Deficit-based Goal</b> Actions to be taken & name responsible parties. Be specific.	Mrs. Gage will use a rubric to determine rigor levels on questions used in Algebra. She will ensure every week during lesson-planning time that at least two level 3 questions and at least one level 4 question is present during every activity and on every assignment and test.

## 2015-2016 SMART Goals for MFMS

Department: SCIENCE			Grade/Class level: 8th Grade		
	S	M	A	R	T
Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	<b>Strategic &amp; Specific:</b> Identify a long-term goal focused on the specific needs of this department & grade level.	<b>Measurable:</b> Explain how you will know if results changed due to the actions specified in the goal.	<b>Attainable:</b> Make sure to set goals that are attainable yet contain a bit of a stretch.	<b>Relevant:</b> Explain the relevance of the goal to the needs of the department & grade level.	<b>Time Bound:</b> Define timeline for implementation of action plan and evaluation. Indicate <b>specific date</b> of evaluation of goal and <b>who is responsible</b> .
<b>Strength-based Goal:</b> what is our department, class, or grade level doing well that we plan to improve?	In 8th grade science	76% of students	will meet phase II standards (passing standard: phase I-57% to phase II-64%)	on 2016 STAAR test	as measured by CAs and TBAs administered approximately every 3 weeks.
<b>Deficit-based Goal:</b> what is our department, class, or grade level struggling with that we plan to improve?	8th grade science ELL and SPED students	will show a growth of 5%	looking at phase II standards (passing standard: phase I-57% to phase II-64%)	on 2016 STAAR test	as measured by CAs and TBAs administered approximately every 3 weeks.

### Action Plan for Goals Named Above

<b>Strength-based Goal Actions</b> to be taken & name responsible parties. Be specific.	multiple opportunities for critical writing, anchor charts, word wall, vocabulary games, interactive notebooks, tutorials
<b>Deficit-based Goal Actions</b> to be taken & name responsible parties. Be specific.	In addition to the above actions, preteach vocabulary for ELL and SPED using Frayer model, graphic organizers, IEPs

## 2015-2016 SMART Goals for MFMS

Department: Social Studies			Grade/Class level: 8th Grade		
	<b>S</b>	<b>M</b>	<b>A</b>	<b>R</b>	<b>T</b>
Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	<b>Strategic &amp; Specific:</b> Identify a long-term goal focused on the specific needs of this department & grade level.	<b>Measurable:</b> Explain how you will know if results changed due to the actions specified in the goal.	<b>Attainable:</b> Make sure to set goals that are attainable yet contain a bit of a stretch.	<b>Relevant:</b> Explain the relevance of the goal to the needs of the department & grade level.	<b>Time Bound:</b> Define timeline for implementation of action plan and evaluation. Indicate <b>specific date</b> of evaluation of goal and <b>who is responsible</b> .
Strength-based Goal: what is our department, class, or grade level doing well that we plan to improve?	8th Grade Social Studies	will earn a Commended performance with 40% of the students performing at this level	on all TEKS	that are tested	as measured by 2016 STAAR, with check points at CA's and TBA's.
Deficit-based Goal: what is our department, class, or grade level struggling with that we plan to improve?	8th Grade Social Studies	will earn Satisfactory performance with 70% of the students performing at this level	on all TEKS	that are tested	as measured by 2016 STAAR, with check points at CA's and TBA's.

### Action Plan for Goals Named Above

Strength-based Goal Actions to be taken & name responsible parties. Be specific.	8th grade teachers will address the reading comprehension deficit we are experiencing with our students by conducting daily reading assignments, building vocabulary through student built glossaries (Rowland & Cook), and teacher incorporating daily use of the higher level academic and social studies vocabulary. The student's progress will be measured through daily or weekly vocabulary tests (Cook and Rowland) and by AR testing (Sralla).
Deficit-based Goal Actions to be taken & name responsible parties. Be specific.	8th grade teachers will address the reading comprehension deficit we are experiencing with our students by conducting daily reading assignments, building vocabulary through student built glossaries (Rowland & Cook), and teacher incorporating daily use of the higher level academic and social studies vocabulary. The student's progress will be measured through daily or weekly vocabulary tests (Cook and Rowland) and by AR testing (Sralla).

**Marble Falls Independent School District  
MARBLE FALLS HIGH SCHOOL  
Campus Improvement Plan  
2015 – 2016**



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

**Mission Statement**

*Marble Falls High School will meet the educational challenges of the 21<sup>st</sup> Century and provide a quality educational experience for all students in all academic & extracurricular areas. Through collaboration of stakeholders, MFHS will provide relevant instruction by developing an aligned curriculum and assessment focused on learning. The educational needs for all students will be met so that they will be ready for college, a career or other post-secondary options.*

### **Marble Falls ISD District Goals 2015 – 2016**

District Goal 1: Ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

District Goal 2: Identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

District Goal 3: Foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.

District Goal 4: Provide a safe and healthy environment conducive to student learning.

District Goal 5: Recruit, develop, and retain highly qualified and effective personnel.

District Goal 6: Exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

#### **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.

**Campus Executive Improvement Committee (CEIC)**

CEIC Position	2015-2016	CEIC Position	2014-2015
Chairperson	Manny Lunoff	Teacher	Amanda Salazar
Community	Molly Reyes	Teacher	Clayton Patterson
Parent	Susie Baskin	Teacher	Matt Turner
Parent	Jennifer Burdett	Teacher	Lauren Berkman
Business	Dennis Reed	Teacher	Emily Kunkel
Admin. – District Level	Wes Cunningham	Teacher	
Administrator At-large	Allie Hampton-Hogue		
At-Large Classroom Teacher	Denise Dittberner		
Non-Teaching Prof	Kendra Powell		
Non-Teaching Prof	Jennifer Vineyard		
Teacher	Diane Woods		
Teacher	Bryce Gage		
Teacher	Daniel Sanchez		

**Marble Falls ISD Board of Trustees**

- Rick Edwards – President
- Kevin Naumann – Vice-President
- LeeAnn Johnson –Secretary
- Mike Savage – Member
- Karl Westerman – Member
- Larry Berkman – Member
- Kelly Fox, Ph. D. – Member

**Goal I: Ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.**

Performance Objectives:

- A. Classroom observation data will show an increase in effective instructional practices that produce the following evidence of increased ELL student learning demonstrated on STAAR --an increase of 20% on Algebra, Biology, US History, ELA 1, and ELA 2 and on TELPAS-60% increase of ELL students advance 1 proficiency level.
- B. To develop a coherent instructional leadership team that will improve classroom instruction to yield the following student progress: 100% of students will meet their STAAR progress measures; 10% increase in AP scores: 10% increase in SAT and ACT scores.

Formative Evaluations: Cumulative classroom performance data; TBA data; classroom observations

Summative Evaluations: TELPAS assessment data; STAAR EOC assessment data; AP Exam data; SAT/ACT scores

√	<b>STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINES</b>
	In collaboration with the district ELL support, the campus will identify effective instructional practices and corresponding student learning behaviors,	Time in PLCs and faculty meetings	Principal, District ESL Coordinator, Campus ILT	Complete ELL BOY training by Oct 2015
	Training is provided to clarify the expected instructional practices (Tier 1 Strategies & Student Learning Behaviors) and evidence in classrooms are noted by the Administrators and Instructional Coaches walkthrough data.	PD resources	Principal, ILT members	Tier 1 strategies (questioning, formative assessment & graphic organizers) and Student Learning Behaviors introduced in August 2015; follow up training throughout the year
	Highlight and recognize successful classroom practice/ implementation models showing student learning behaviors.	Walk throughs, PLCs, faculty mtgs	Campus ILT members	Ongoing
	All teachers will participate in SPARK Learning staff development and implement "HEAT" guidelines into their lesson planning. Forty percent of teachers will introduce a minimum of 2 student-centered lessons per year.	District Funds for Professional Development	Campus Instructional Technologists, Principal, Asst Superintendent for C&I	Continuing from last year; completed by November 2015
	MFHS will implement a 1:1 initiative and use Google Tools for creating a 21st century learning environment. Additionally, MFHS will strive to implement an environment where students can access and submit the majority of their assignments online. Twenty-five percent of high school teachers will have students submit the majority of their assignments online.	Bond funding for Chromebook deployment	Principal, Campus Administration, Secondary Instructional Technologist, Campus Computer Technician, Classroom Teachers	Deployed Chromebooks to 10 <sup>th</sup> -12 <sup>th</sup> graders Aug. 10-12 and 1 <sup>st</sup> week of school. Computer carts will be placed in all core areas 9 <sup>th</sup> grade level classes.

**Goal I: Ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.**

Performance Objective: MFHS will ensure all students participate in a CTE program through relevant, engaging learning experiences led by inspirational classroom teachers.

Formative Evaluations: Identified target implementation of actions for program progression (from CTE Audit recommendations); progress of facilities development using MFISD bond funds

Summative Evaluations: Number of students in CTE courses, number of students with level 3 CTE coding (PEIMS), number of students receiving CTE certifications; participation in extracurricular CTE organizations/competitions (FFA, FCCLA, UIL Academics--Accounting, Skills USA, etc).

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will instill high expectations for ALL stakeholders within the CTE program.	Campus staff	HS Administration, CTE Director, CTE teachers	2015-2016 SC
	Students will be instructed in the essential skills of: Job application, dependability, promptness, initiative, loyalty, honesty, integrity, responsibility, and the ability to work and get along with others. To address these areas, the CTE department will identify best practices and a curriculum in the 2015-16 school year that can be implemented in the following school year.	Campus funds, CTE funds, Perkins funds	Principal, CTE Director, CTE Teachers	August 2015
	The CTE program will pursue 2 new community based partnerships to establish practicums for our students each year. Two new partnerships will be established every year over the next three years. The CTE department will continue to pursue partnerships with Central Texas College (CTC).	CTE Funds, Perkins funds, local donations	Principal, CTE Director, CTE Teachers	Ongoing through 15-16 school year
	Increase the overall number of State approved CTE program certifications by: A minimum of 3 total by the completion of the 2015-2016 school year.	Campus, CTE funds, Perkins fund	Principal, Lead Counselor, CTE Director, Appropriate College Instructor	December 2015

**Goal II: Identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.**

Performance Objective: To develop a coherent instructional leadership team that will improve classroom instruction to yield the following student progress: 100% of students will meet their STAAR progress measures; 10% increase in AP scores: 10% increase in SAT and ACT scores.

Formative Evaluations: Classroom Walk-throughs, PLC Meeting Minutes, Informal Discussions with Teachers and ILT members, Peer Learning Observations

Summative Evaluations: Teacher Observations & Summative Evaluations, STAAR EOC Scores, AP Scores, SAT/ACT Scores

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Weekly ILT meeting will review the observation data to establish a baseline to determine implementation level of Tier 1 instructional strategies and provide a needs assessment for levels of support across the faculty.	Eduphoria, ILT Meeting Agendas, Time	Campus Administrators, Instructional Coaches	Complete baseline data by the end of the 1 <sup>st</sup> Nine Weeks
	Provide opportunities for stronger teachers to facilitate learning for all staff in either PLC or faculty meetings.	Classroom observation data of instructional strategies, Technology for presentations, meeting times	Campus Administrators, Instructional Coaches, Teacher Leaders	Ongoing after the 1 <sup>st</sup> Nine Weeks
	Mentor teachers will be assigned to every new teacher on the MFHS Campus to provide assistance, advice and opportunities for instructional improvement.	Time, Learning Walks	Campus Administrators, Mentor Teachers	Assigned in August 2015; support ongoing throughout school year.

**Goal III: Foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.**

Performance Objectives: Marble Falls High School will enhance ongoing methods of communication to share MFISD messages and invite feedback including community forums, parent & student groups, surveys, technology resources (social media, website, etc.), and campus publications/letters.

Formative Evaluations: Attendance at forums/meetings, number of views on campus website/social media pages, input from parents/students for effective decision making

Summative Evaluations: Meeting/forum agendas, survey data, feedback loops, various forms of communication

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will communicate information in English and Spanish whenever possible to reach all stakeholders and host events to make Hispanic parents feel more comfortable at the campus.	Campus Funds, Title Funds	HS Administration, HS Counseling, Bilingual Staff	Aug. 2015 thru May 2016
	MFHS will incorporate videos made by students to share school events, positive news on campus and highlight student achievement.	CTE Funds	Principal, CTE Director, AV Production teacher, AV Production class	Sept. 2015 thru April 2016
	MFHS will provide parents with opportunities to come to school to learn more about their child’s instruction as well as events happening on campus (Sr. Conferences, FAFSA Nights, Technology Presentations, etc).	Campus Funds	Campus Administration, Counselors, Campus Instructional Technologist	Sept. 2015 thru May 2016
	MFHS will continue to embrace social media as a mode of communication.	Campus Staff	Principal, Campus Faculty & Staff	As of 9/1/15, MFHS has Twitter acct (over 850 followers), Facebook acct (over 160 followers) and Google + account. Email RSS Feed will be set up by Nov. 2015

**Goal IV: Provide a safe and healthy environment conducive to student learning.**

Performance Objective: MFHS will promote a positive & safe learning environment through a collaborative culture with all stakeholders to ensure success for all students.

Formative Evaluations: Classroom rules, PBIS meetings/surveys, Campus Safety Plans, Safety Trainings for staff, parent feedback

Summative Evaluations: Student discipline data; student attendance data; school safety drills report; teacher, parent & student surveys

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	The MFHS PBIS committee will continue to establish consistent campus rules for common areas, consistent expectations for the classroom and rewards for students who follow those expectations on the MFHS campus.	Campus Funds, Student Activity Funds	HS Administration, PBIS coordinator, PBIS Committee	Aug. 2015-2016
	MFHS Student Council will meet with campus administration regularly to provide leadership opportunities for student involvement, generate ways to increase school spirit on campus and provide feedback to create a positive campus culture.	Campus Funds, Student Activity funds	HS Principal, MFHS StuCo sponsor	Monthly--starting in Sept. 2015
	MFHS will provide training to educate all faculty, staff and students about school safety, campus emergency drills and unauthorized/unidentified school visitors on campus.	MFISD Emergency Plan; MFHS Emergency Plan	HS Administration, Campus Crisis team	Aug 2015; monthly emergency drills through May 2015
	MFHS will identify all "Peanut Free Allergen Zones" on campus to protect students who suffer from these allergies.	Campus Funds	HS Nurse, Campus Administration, Campus Counselors, Food Service Director	August 2015
	Directional signs will be placed on campus to provide assistance to students/visitors who are new to the campus as well as make the school culture more inviting.	ACE Grant funds	Principal, Campus ACE Site Coordinator	Completed early Aug. 2015

**Goal V: Recruit, develop, and retain highly qualified and effective personnel.**

Performance Objective: Marble Falls High School will attain an 80% retention rate for the beginning of the 2016-2017 school year.

Formative Evaluations: Informal surveys of staff morale & school climate, attendance at meetings and other staff gatherings, informal discussions with teachers and staff

Summative Evaluations: Teacher Observations, Summative Evaluations, Number of Returning Staff Members

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Provide opportunities for teachers/staff members to strengthen relationships with each other through team building activities.	Campus Funds, Professional Development Funds	Instructional Leadership Team Members	Begin in August PD with the formation of teams; continue activities monthly for teams to earn points
	Mentor teachers will be assigned to every new teacher on the MFHS Campus to provide assistance, advice and opportunities for instructional improvement.	Time, Learning Walks	Campus Administrators, Mentor Teachers	Assigned in August 2015; support ongoing throughout school year.
	Develop interactive opportunities to learn instructional strategies & share ideas that have worked for them (Grades & Grub) every nine weeks.	Campus Funds, Activity Funds	Instructional Leadership Team Members	Lunch N Learns by ICs in Fall Semester; plan for learning opportunities for teachers in different areas where food is provided
	Recognize the birthdays of staff members monthly through a small celebration during lunches	Principal Activity Funds	Campus Administration	Once a month

## Glossary of Terms

ACE – 21<sup>st</sup> Century Grant

ACT – College Readiness Exam; some colleges/universities require minimum scores for enrollment

AP - Advanced Placement

CEIC - Campus Educational Improvement Committee

CTE - Career and Technical Education

DAEP - District Alternative Educational Placement

DEIC - District Educational Improvement Committee

ELL - English Language Learner

EOC - End of Course Exams

ESC - Educational Service Center

ESL - English as a Second Language

ISS - In-School Suspension

PALS - Peer Assistance and Leadership Service

PBIS – Positive Behavior Intervention Systems

RtI - Response to Intervention

SAT – College Readiness Exam; some colleges/universities require minimum scores for enrollment

SHAC - School Health Advisory Committee

STAAR - State of Texas Assessments of Academic Readiness (state standardized test)

TAKS - Texas Assessment of Knowledge and Skills

TBA – TEKS Based Assessment (locally developed test)

TEKS - Texas Essential Knowledge and Skills

TRC – Texas Resource Center

TBSI - Texas Behavioral Support Initiative

UIL - University of Interscholastic League

2015 – 2016 Campus PLC SMART Goals

## Goal Setting for Student Academic Progress

Grade/Subject 9th English

School Year 2015-16

Learner achievement/progress should be the focus of all goals.

<p><b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)</p>	<p>On Level Freshman Inclusion Freshman ESL I/II</p>	
<p><b>II. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)</p>	<p>Spring 2015 64% of Freshmen passed the English I EOC.</p>	
<p><b>III. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)</p>	<p>English - Reading (Making Inferences) Writing - Expository writing Revising and Editing</p>	
<p><b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish.) S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal</p>	<p>75% of students will achieve mastery on the English I EOC.  85% of students will pass the English I course (70%) for the academic year.</p>	
<p><b>Action Statement</b></p>	<p><b>Evidence</b></p>	<p><b>Target Date</b></p>
<p>Teachers will utilize the following instructional strategies:</p> <p>Collaborative groups Formative assessment Summative assessments in the form of TBAs. Teacher led instruction Individual student discovery</p>	<p>TBA data</p> <p>Monitoring of students who frequently need reinforcement on key concepts (gleaned from Form. Assessment)</p>	<p>TBA 1-3 Present in classroom</p>

Daily writing through the use of structured and non-structured writing prompts.	Daily	ongoing
Focus on the following struggling areas: Short Answer Writing Revising and Editing Making inferences Expository Essay writing	Formative Assessments	daily
Teachers will utilize the following communicative strategies:  Frequent grade monitoring and encouragement to attend tutorials and/ or ACE.  Parent notification of struggling learners.	Each Progress reporting period.  Calling parents of students who fail each grading period to encourage tutorials, performance, etc.	ongoing

## Goal Setting for Student Academic Progress

Grade/Subject English 2

School Year 2015-16

Goal 1

<p><b>I. Baseline Data</b> (How can we improve our Tier 1 Instruction based on data?)</p>	<p>We know students need to be proficient in persuasive writing for the test and to be college/world-ready, we will take a Ligert scale survey using Google forms to measure level of comfort in the first weeks of school. For the first nine weeks, we will increase students' comfort level.</p>
<p><b>II. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)</p>	<p>English 2</p>
<p><b>III. Areas to Improve</b> (What Student Learning Behaviors do we want to illicit in class?)</p>	<p>Persuasive writing</p>
<p><b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish.            S-Have teachers be specific about the who and what            M-Have teachers verbalize how they will measure attainment of the goal            A-Using the data, teachers should develop goals that are attainable            R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors            T-Time bound – a time period must be established for attainment of the goal</p>	<p>We will use Kelly Gallagher's article of the week activity to increase student's persuasive writing comfort in the first nine weeks.</p>

<i>V. Intended Outcome of Goal (Actions used to accomplish the goal)</i>		
<b>What SEs/Learning Skills are we improving?</b>	<b>Evidence/Data to Support Imp</b>	<b>Target Date/Data Review</b>
<p><b>TEKS 16 (Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argument essay to the appropriate audience that includes:</b></p> <ol style="list-style-type: none"> <li><b>1. Clear thesis supported by evidence,</b></li> <li><b>2. Consideration of all sides,</b></li> <li><b>3. Anticipating objections,</b></li> <li><b>4. Organizing structure,</b></li> <li><b>5. Analysis of data, and</b></li> <li><b>6. Range of appeals</b></li> </ol>	<p>Quality of writing submitted and feedback when asked the comfort question that was asked before article of the week began</p>	<p>End of first nine-week grading period</p>

Learner achievement/progress should be the focus of all goals.

<p><b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)</p>	8 <sup>th</sup> Grade STAAR students	
<p><b>II. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)</p>	62/267 failed Algebra 1 – 2014-2015 students 58/267 students failed EOC	
<p><b>III. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)</p>	To build confidence, success for current and future math classes.	
<p><b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish.) S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal</p>	Identify true Big Rocks that our Algebra 1 students need to move forward successfully in Geometry and Algebra 2.	
<p><b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)</p>		
<p><b>Action Statement</b></p>	<p><b>Evidence</b></p>	<p><b>Target Date</b></p>
<p><b>During Summer PLC- identify essential Big Rocks(skills) of Algebra 1 from the new TEKS</b></p>	<p>YAG for 2015 – 2016 – Rocks Marked</p>	<p>June 18, 2015</p>
<p><b>Benchmarks – to see how well the students are learning the material</b></p>	<p>Daily work, Formative assessments, Gradebook</p>	<p>Every 3 wks, TBA's</p>

## Goal Setting for Student Academic Progress

Grade/Subject Algebra II

School Year 2015-16

Learner achievement/progress should be the focus of all goals.

<b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)	1. They need more time and review than previous classes 2. They only do assignments in class 3. Need help with study habits – Notebooks helped 4. They need to learn how to work independently	
<b>II. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)	They have trouble working independently	
<b>III. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)	Observational data	
<b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish. S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal	Have 80% of all students turn in completed 100% of homework assignments for each 9 week grading period	
<b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)		
<b>Action Statement</b>	<b>Evidence</b>	<b>Target Date</b>
<b>Assign at least 9 homework grades each 9 week period</b>	Gradebook	9 weeks
<b>Provide opportunities to make up the work through tutorials</b>	Tutorial Schedule	ongoing
<b>Let them know once a week what they are missing and what their grades are</b>	Teacher conversations	Once a week

## Goal Setting for Student Academic Progress

Grade/Subject Geometry

School Year 2015-16

Learner achievement/progress should be the focus of all goals.

<p><b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)</p>	<p>9<sup>th</sup> graders taking geometry (students who took Algebra 1 in 8<sup>th</sup> grade) 10<sup>th</sup> graders (students who took Algebra 1 in 9<sup>th</sup> grade) students repeating geometry</p>	
<p><b>II. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)</p>	<p>Students have trouble working independently and have motivation issues when asked to do work on their own. They sometimes give up on trying if they don't understand immediately and wait for someone to tell them what the answer is or how to do every problem.</p>	
<p><b>III. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)</p>		
<p><b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish.) S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal</p>	<p>Teachers will discuss student progress and will have a willingness to adjust course pacing based on student need. Teachers will allow students time to struggle to find solutions independently. We are looking to see a decrease in the number of times students stop work and wait for help and an increase in the number of times students use available resources to find a solution on their own. By the end of the first semester, 75% of the class will be able to work independently on a challenging problem that they have not had fully explained to them by doing appropriate research and self-taught learning using their laptops / textbooks.</p>	
<p><b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)</p>		
	<b>Evidence</b>	<b>Target Date</b>
<p><b>Teachers will model appropriate ways to research information on a given topic using available technology resources.</b></p>	<p>Students will be able to use a variety of available web resources to find solutions to problems.</p>	<p>End of SM1, 2015.</p>
<p><b>Students will be given challenge problems in which the answer cannot be found using typical means discussed in the course and will be asked to search for a solution on their own.</b></p>	<p>Students are able to find answers to challenge problems independently and through use of their own personal resources.</p>	<p>Weekly.</p>

## Goal Setting for Student Academic Progress

Grade/Subject 9/10 Biology

School Year 2015-16

Learner achievement/progress should be the focus of all goals.

<b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)		
<b>II. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)		
<b>III. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)	Biology TEKS – High School 9/10	
<b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish. S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal	More than 98% of students will score at or above mastery on the EOC test given in May.	
<b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)		
<b>Action Statement</b>	<b>Evidence</b>	<b>Target Date</b>
<b>Teachers will utilize the following Strategies:</b> <b>Word Walls</b> <b>Re-teach low TEKS based on Unit test data and TBA data</b> <b>Interactive Notebooks</b> <b>Student-Centered Learning</b>		TBA 1-3 Present in classroom
<b>Vocabulary Word Wall will be posted in the room. When vocab word is used, refer to it.</b> <b>Utilize teaching strategies that will encourage students to use the word wall for the answer. Or students must use the word in the answer - advanced</b>	Weekly – Words will be added to the wall when introduced	ongoing
<b>Use of data from CA's and TBA's to spiral and reteach TEKS that students perform low on.</b>	After Unit tests and before TBA's	ongoing
<b>Students will take notes, place activities, and add student-centered manipulatives to their notebook. This will be a study piece for students which are cumulative.</b>	Weekly within the interactive notebook – usage of stamps for compliance	ongoing

<b>Lesson plans will display more student-centered learning. Students will become the masters. Lesson plans will encompass more than 1 TEK. Application of content for understanding and relevance.</b>	More activities and labs where students utilize scientific equipment or tangible pieces to apply.	ongoing
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## Goal Setting for Student Academic Progress

Grade/Subject 9<sup>th</sup> / IPC

School Year 2015-16

Learner achievement/progress should be the focus of all goals

<b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)	Regular classes. Total students – 268, 161-EcoDis, 27-LEP, 20-SPED.	
<b>II. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)	268 students- 76.12% met standard, 66.46% EcoDis met standard, 29.63% LEP met standard, 35% SPED met standard.	
<b>III. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)	Scientific vocabulary acquisition and application for all students. .	
<b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish. S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal	1. In the 2015-2016 school year, the IPC students will demonstrate a 5% increase of “Met Standard” by TBA 3. 2. In the 2015-2016 school year, the IPC LEP and SPED students will demonstrate 35% “Met Standard” by TBA 3.	
<b>Means for Attaining Goal</b> (Actions used to accomplish the goal)		
<b>Action Statement</b>	<b>Evidence</b>	<b>Target Date</b>
<b>Introduce students to problem-solving notes and have them use a checklist in order to solve problems.</b>	Students will use checklist to remember the steps of the problem-solving process.	August 24 - ongoing 1st check of mastery- TBA 1 2nd check of mastery - TBA 2 3rd check of mastery - TBA 3
<b>Teachers will have word walls present for every unit with words in English and Spanish with non-linguistic representations for each word and will reference this during instruction for all students.</b>	Word walls present in the room and referenced during instruction.	August 24 - ongoing
<b>Teachers will pre-teach the non-academic language of the upcoming TBA to ensure that all students comprehend the questions they are presented.</b>	Anchor charts will identify the verb and clarify the meaning.	August 24 - ongoing
<b>Teachers will concentrate on cold-calling students using level 2 and 3 questioning prompts at a minimum of twice during instruction.</b>	Lesson plans and during instruction.	August 24 - ongoing
<b>Students will maintain a notebook to consolidate all vocabulary and concepts learned.</b>	Student notebooks	August 24 - ongoing

## Goal Setting for Student Academic Progress

Grade/Subject 11<sup>th</sup> /US History

School Year 2015-16

Learner achievement/progress should be the focus of all goals.

<b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)	There are 266 Juniors with a make-up of 137 female and 129 males.	
<b>II. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)	Utilizing the TBA #3 as a baseline data shows the following of the 261 students taking the assessment 145 students scored above 60%. Looking at the student lists, we feel the students that take the opportunity to do in school intervention will pass the EOC.	
<b>III. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)	High School US History	
<b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish. S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented - teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound - a time period must be established for attainment of the goal	We will improve or maintain the percentage of US History students passing the STAAR EOC (96%) with the implementation of the 2015 phase-in passing standards.	
<b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)		
<b>Action Statement</b>	<b>Evidence</b>	<b>Target Date</b>
<b>Use of primary sources - common analysis tools (APARTY)</b>	TBA Data	October 2015 December 2015 March 2016
<b>Common assessments of academic vocabulary for comprehension of multiple choice questions on TBAs and STAAR EOC</b>	TBA Data	October 2015 December 2015 March 2016
<b>Common assessments of content vocabulary</b>	TBA data Formative assessment data	October 2015 December 2015 March 2016 Ongoing
<b>Close reading activities - common reading passages/primary sources/TTWs/rubrics</b>	TBA data Formative assessment data	October 2015 December 2015 March 2016 Ongoing