

Marble Falls ISD
has an unyielding commitment
to love every child and inspire
them to achieve their fullest
potential.



**Marble Falls ISD
Regular Meeting**

**Monday, September 19, 2016
6:00 PM**

**AGENDA OF REGULAR MEETING
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
MONDAY, SEPTEMBER 19, 2016 – 6:00 PM
Marble Falls ISD Central Office Community Room**

Notice is hereby given that on September 19, 2016, 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: Lee Ann Johnson
4. Pledge to the Flags
Presenter: Karl Westerman
5. Vision Statement
Presenter: Dr. Chris Allen
6. Administration of Oath of Office to Mr. Kevin Virdell
Presenter: Krystal Dunk
7. Citizen Comments
8. Information Items
 - A. General Fund Summary 5
 - B. Expenditure Report 6
 - C. Bond Spreadsheet 24
9. Presentation/Discussion Items
 - A. Highland Lakes Legacy Fund Update 29
Presenter: Donna Klaeger
 - B. Marble Falls High School Band Uniform Purchase 30
Presenter: Brad Behrens
 - C. MSB Contract 35
Presenter: Lisa LeMon
 - D. School Bus Purchase 46
Presenter: Lisa LeMon
 - E. Maintenance Truck Purchase 66
Presenter: Lisa LeMon
 - F. Marble Falls ISD Accountability Ratings 78
Presenter: Dr. Melissa Fields
 - G. Marble Falls ISD Advanced Academics 90
Presenter: Dr. Wes Cunningham and Dr. Melissa Fields

H. District and Campus Improvement Plans Presenter: Dr. Wes Cunningham	100
I. Professional Development Waiver Request Presenter: Dr. Wes Cunningham	363
J. Early Dismissal Waiver Request Presenter: Dr. Wes Cunningham	366
K. Foreign Exchange Student Waiver Request Presenter: Dr. Wes Cunningham	367
L. State Assessment Testing Day Modification Waiver Request Presenter: Dr. Wes Cunningham	368
10. Consider and Possible Approval of Action	
A. Consent	
1. Minutes from Regular Board Meeting held on August 29, 2016	373
2. Budget Amendments	377
3. Approval of the Resolutions Providing for the Sale of Property Acquired by Burnet Central Appraisal District at Delinquent Tax Sale - 3 Bids	379
B. Spring Band Trip	395
C. FFA Nationals Competition and Convention for State Championship Nursery Landscape Team	402
D. Policy Update 105 affecting Local Policies: BJCF, BQ, CLB, CLE, CPC, DBA, DFBB, DFFA, DFFB, EHBD, and FDC	406
E. Policy GF (Local) Update	454
F. Policy Update 106 affecting EHBAF(LOCAL)	461
G. Purchase of District Suburbans	468
H. Resolution Regarding Extracurricular Status of the 4-H Organization and Adjunct Faculty Agreement	474
11. Upcoming Meetings and Board Training Opportunities	
A. Friday, September 23-25, 2016 - TASA/TASB Convention	
B. Monday, October 17, 2016 - Regular Board Meeting	
C. Tuesday, October 18, 2016 - Team of Eight Training	
D. Monday, November 14, 2016 - Regular Board Meeting	
12. Executive Session	
A. Discussion of Professional Personnel (TX Govt. Code 551.074)	
B. Discussion of Real Property (TX Govt. Code 551.072)	
13. Reconvene from Executive Session	
14. Discussion and Possible Approval of Action Arising from Executive Session	
A. Possible Approval of Professional Personnel	
15. 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

Dr. Chris Allen, Superintendent of Schools

Marble Falls ISD
Statement of Revenues and Expenditures - General Fund
As of August 31, 2016

17%	Of Fiscal Year	CURRENT YEAR YTD				% OF BUDGET	CURRENT MONTH		
		BUDGET	YTD ACTIVITY	BALANCE			BUDGET	MONTH ACTIVITY	% OF BUDGET
REVENUES									
5710	LOCAL TAX REVENUES	\$ 35,009,082	\$ 341,679	\$ 34,667,403	0.98%	\$ 35,009,082	\$ 226,690	0.65%	
57XX	OTHER LOCAL REVENUES	\$ 404,315	\$ 91,222	\$ 313,093	22.56%	\$ 404,315	\$ 60,895	15.06%	
58XX	STATE PROG. REVENUES	\$ 4,230,141	\$ 766,148	\$ 3,463,993	18.11%	\$ 4,230,141	\$ 553,569	13.09%	
5900	FEDERAL REVENUE	\$ 890,000	\$ 29,428	\$ 860,572	3.31%	\$ 890,000	\$ 2,436	0.27%	
	TOTAL REVENUE	\$ 40,533,538	\$ 1,228,477	\$ 39,305,061	3.03%	\$ 40,533,538	\$ 843,590	2.08%	
EXPENDITURES									
11	INSTRUCTION	\$ 20,153,122	\$ 478,328	\$ 19,674,794	2.37%	\$ 20,153,122	\$ 274,842	1.36%	
12	LIBRARY	\$ 433,153	\$ 8,721	\$ 424,432	2.01%	\$ 433,153	\$ 7,401	1.71%	
13	STAFF DEVELOPMENT	\$ 594,466	\$ 91,846	\$ 502,620	15.45%	\$ 594,466	\$ 48,495	8.16%	
21	INST ADMINISTRATION	\$ 943,743	\$ 135,253	\$ 808,490	14.33%	\$ 943,743	\$ 69,091	7.32%	
23	SCHOOL ADMINISTRATION	\$ 2,074,692	\$ 240,707	\$ 1,833,985	11.60%	\$ 2,074,692	\$ 159,102	7.67%	
31	GUID AND COUNSELING	\$ 1,053,293	\$ 77,040	\$ 976,253	7.31%	\$ 1,053,293	\$ 54,585	5.18%	
32	SOCIAL WORK SERVICES	\$ 48,817	\$ 8,115	\$ 40,702	16.62%	\$ 48,817	\$ 4,057	8.31%	
33	HEALTH SERVICES	\$ 387,993	\$ 6,234	\$ 381,760	1.61%	\$ 387,993	\$ 2,679	0.69%	
34	PUPIL TRANSP - REGULAR	\$ 2,004,437	\$ 62,021	\$ 1,942,416	3.09%	\$ 2,004,437	\$ 115,792	5.78%	
36	CO-CURRICULAR ACT	\$ 1,754,004	\$ 116,588	\$ 1,637,416	6.65%	\$ 1,754,004	\$ 66,402	3.79%	
41	GEN ADMINISTRATION	\$ 1,236,679	\$ 217,485	\$ 1,019,194	17.59%	\$ 1,236,679	\$ 124,204	10.04%	
51	PLANT MAINT & OPERATION	\$ 4,664,525	\$ 578,933	\$ 4,085,592	12.41%	\$ 4,664,525	\$ 378,666	8.12%	
52	SECURITY & MONITORING	\$ 112,717	\$ 13,608	\$ 99,109	12.07%	\$ 112,717	\$ 9,550	8.47%	
53	DATA PROCESSING	\$ 1,194,545	\$ 239,964	\$ 954,581	20.09%	\$ 1,194,545	\$ 167,537	14.03%	
61	COMMUNITY SERVICES	\$ 59,691	\$ 3,381	\$ 56,310	5.66%	\$ 59,691	\$ 465	0.78%	
81	FACILITIES ACQ & CONST	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
91	STUDENT ATTENDANCE CR	\$ 3,588,696	\$ 294,516	\$ 3,294,180	8.21%	\$ 3,588,696	\$ 147,258	4.10%	
99	PURCHASES & CONT SRVS	\$ 650,000	\$ -	\$ 650,000	0.00%	\$ 650,000	\$ -	0.00%	
	TOTAL EXPENDITURES	\$ 40,954,573	\$ 2,572,738	\$ 38,381,835	6.28%	\$ 40,954,573	\$ 1,630,127	3.98%	
7000	Other Sources		\$ -			Other Sources	\$ -		
8000	Other Uses		\$ -			Other Uses			
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (1,344,261)				EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (786,537)		
3000	BEG FUND BAL 07/01/16	\$ 13,709,528	Unaudited						
3000	END FUND BAL 8/31/16	\$ 12,365,267	Unaudited						

Marble Falls ISD
Statement of Revenues and Expenditures - Food Service
As of August 31, 2016

17%	Of Fiscal Year	CURRENT YEAR YTD				% OF BUDGET	CURRENT MONTH		
		BUDGET	YTD ACTIVITY	BALANCE			BUDGET	MONTH ACTIVITY	% OF BUDGET
REVENUES									
57XX	Local & Intermed Revenues	\$ 608,656	\$ 40,127	\$ 568,529	6.59%	\$ 608,656	\$ 39,511	6.49%	
58XX	State Program Revenues	\$ 12,000	\$ -	\$ 12,000	0.00%	\$ 12,000	\$ -	0.00%	
59xx	Federal Program Revenues	\$ 1,708,914	\$ -	\$ 1,708,914	0.00%	\$ 1,708,914	\$ -	0.00%	
	TOTAL REVENUE	\$ 2,329,570	\$ 40,127	\$ 2,289,443	1.72%	\$ 2,329,570	\$ 39,511	1.70%	
EXPENDITURES									
61	PAYROLL COST	\$ 887,770	\$ 43,888	\$ 843,882	4.94%	\$ 887,770	\$ (1,110)	-0.12%	
62	PURCHASE & CONTRACTED	\$ 89,355	\$ 4,641	\$ 84,714	5.19%	\$ 89,355	\$ 2,362	2.64%	
63	SUPPLIES AND MATERIALS	\$ 1,289,211	\$ 69,705	\$ 1,219,506	5.41%	\$ 1,289,211	\$ 67,231	5.21%	
64	OTHER OPERATING EXP	\$ 17,150	\$ 1,131	\$ 16,019	6.59%	\$ 17,150	\$ 1,131	6.59%	
66	CPTL OUTLAY	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
	TOTAL EXPENDITURES	\$ 2,283,486	\$ 119,366	\$ 2,164,120	5.23%	\$ 2,283,486	\$ 69,614	3.05%	
7000	Other Sources		\$ -				\$ -		
8000	Other Uses		\$ -				\$ -		
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (79,239)				EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (30,103)		
3000	BEG FUND BAL 07/01/16	\$ 420,093	Unaudited						
3000	END FUND BAL 8/31/16	\$ 340,854	Unaudited						

Marble Falls Independent School District

Financial Report

September 19th, 2016

Check Payment Fund Summary

Expenditure to Budget Report

Check Payment Fund Summary

For Bills Paid

August 1st – August 31st, 2016

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
180	COMPUTER REPAIR FUND	0.00	0.00	6,090.00	6,090.00
199	GENERAL FUND	63,173.70	249.00	498,436.83	561,859.53
211	TITLE I PART A, BASIC PROGRAMS	0.00	0.00	2,856.25	2,856.25
240	FOOD SERVICE	950.00	0.00	55,673.03	56,623.03
244	VOC. ED.-BASIC GRANT	0.00	0.00	1,434.00	1,434.00
352	21st CENTURY COMM LEARNING CEN	0.00	0.00	161,403.98	161,403.98
410	INSTRUCTIONAL MATERIALS ALLOTM	0.00	0.00	6,330.94	6,330.94
***	Fund Summary Totals ***	64,123.70	249.00	732,225.03	796,597.73

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

Expenditure to Budget Report

September 19th, 2016

General Operating Fund

&

Food Service Fund

MARBLE FALLS ISD
COMPARISON OF REVENUE TO BUDGET (Date: 8/2016)

Obj	Obj	2016-17 ESTIMATED REVENUE	August 2016-17 MTHLY ACTIVITY	2016-17 Activity	REVENUE BALANCE	PERCENT REALIZED	2016-17 YTD %
199	GENERAL FUND						
5700	REVENUE-LOCAL & INTERMED						
	571- LOCAL REAL-PROPERTY TAXES	35,009,082.00	226,690.45	341,679.45	34,667,402.55	1.22	0.98
	572- REV FM SRVCS TO LOCAL ED AG	3,315.00	0.00	0.00	3,315.00	0.00	0.00
	573- TUITION & FEES FROM PATRONS	102,000.00	800.00	5,800.00	96,200.00	5.69	5.69
	574- TRANS FROM WITHIN STATE	202,100.00	45,635.53	52,522.88	149,577.12	25.99	25.99
	575- ENTERPRISING ACTIVITIES	96,900.00	14,459.00	32,899.00	64,001.00	33.95	33.95
	57-- REVENUE-LOCAL & INTERMED	35,413,397.00	287,584.98	432,901.33	34,980,495.67	1.46	1.22
5800	STATE PROGRAM REVENUES						
	581- PER CAPITA-FOUNDATION REV	2,643,704.00	418,547.00	496,191.00	2,147,513.00	18.77	18.77
	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	1,581,437.00	135,021.58	269,956.69	1,311,480.31	17.07	17.07
	58-- STATE PROGRAM REVENUES	4,230,141.00	553,568.58	766,147.69	3,463,993.31	18.11	18.11
5900	FEDERAL PROGRAM REVENUES						
	591- FEDERALLY DIST REVENUES	40,000.00	0.00	0.00	40,000.00	0.00	0.00
	592-	50,000.00	0.00	26,302.25	23,697.75	52.60	52.60
	593- VOC ED NON FOUNDATION	800,000.00	2,436.49	3,125.68	796,874.32	0.41	0.39
	59-- FEDERAL PROGRAM REVENUES	890,000.00	2,436.49	29,427.93	860,572.07	3.32	3.31
	---- GENERAL FUND	40,533,538.00	843,590.05	1,228,476.95	39,305,061.05	3.24	3.03

MARBLE FALLS ISD
COMPARISON OF REVENUE TO BUDGET (Date: 8/2016)

Obj	Obj	2016-17 ESTIMATED REVENUE	August 2016-17 MTHLY ACTIVITY	2016-17 Activity	REVENUE BALANCE	PERCENT REALIZED	2016-17 YTD %
240	FOOD SERVICE						
5700	REVENUE-LOCAL & INTERMED						
574-	TRANS FROM WITHIN STATE	2,200.00	76.13	336.05	1,863.95	15.28	15.28
575-	ENTERPRISING ACTIVITIES	606,456.00	39,434.37	39,790.77	566,665.23	6.56	6.56
57--	REVENUE-LOCAL & INTERMED	608,656.00	39,510.50	40,126.82	568,529.18	6.59	6.59
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-		1,708,914.00	0.00	0.00	1,708,914.00	0.00	0.00
59--	FEDERAL PROGRAM REVENUES	1,708,914.00	0.00	0.00	1,708,914.00	0.00	0.00
----	FOOD SERVICE	2,329,570.00	39,510.50	40,126.82	2,289,443.18	1.72	1.72

Number of Accounts: 50

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

MARBLE FALLS ISD
RECAP OF REVENUE BY FUND (Date: 8/2016)

	Obj	Obj	2016-17 ESTIMATED REVENUE	August 2016-17 MTHLY ACTIVITY	2016-17 Activity	REVENUE BALANCE	2016-17 YTD %
199		GENERAL FUND					
	5---	REVENUE	40,533,538.00	843,590.05	1,228,476.95	39,305,061.05	3.03
	----	GENERAL FUND	40,533,538.00	843,590.05	1,228,476.95	39,305,061.05	3.03
240		FOOD SERVICE					
	5---	REVENUE	2,329,570.00	39,510.50	40,126.82	2,289,443.18	1.72
	----	FOOD SERVICE	2,329,570.00	39,510.50	40,126.82	2,289,443.18	1.72

Number of Accounts: 50

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

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 8/2016)

	Obj	Obj	2016-17 BUDGET	ENCUMBRANCE YTD	2016-17 EXPENDITURES	August 2016-17 ACTIVITY	2016-17 BALANCE	2016-17 YTD %
199		GENERAL FUND						
11		INSTRUCTION						
	61--	PAYROLL COSTS	19,266,264.94	0.00	395,776.03	201,987.77	18,870,488.91	2.05
	62--	PURCHASE & CONTRACTED SVS	299,858.78	72,409.14	21,104.21	18,233.67	206,345.43	7.04
	63--	SUPPLIES AND MATERIALS	548,643.28	67,277.62	60,006.83	54,178.23	421,358.83	10.94
	64--	OTHER OPERATING EXPENSES	38,355.00	1,160.54	1,440.45	442.45	35,754.01	3.76
	----	INSTRUCTION	20,153,122.00	140,847.30	478,327.52	274,842.12	19,533,947.18	2.37
12		INST. RESOURCES & MEDIA SVCS						
	61--	PAYROLL COSTS	334,344.00	0.00	8,597.18	7,277.15	325,746.82	2.57
	62--	PURCHASE & CONTRACTED SVS	37,236.00	0.00	0.00	0.00	37,236.00	0.00
	63--	SUPPLIES AND MATERIALS	56,125.00	8,171.20	123.76	123.76	47,830.04	0.22
	64--	OTHER OPERATING EXPENSES	5,448.00	400.00	0.00	0.00	5,048.00	0.00
	----	INST. RESOURCES & MEDIA S	433,153.00	8,571.20	8,720.94	7,400.91	415,860.86	2.01
13		CURRICULUM DEV & INST STFF DEV						
	61--	PAYROLL COSTS	393,020.00	0.00	60,416.76	25,330.56	332,603.24	15.37
	62--	PURCHASE & CONTRACTED SVS	85,920.00	2,500.00	5,238.80	5,238.80	78,181.20	6.10
	63--	SUPPLIES AND MATERIALS	67,500.00	500.00	24,512.33	17,151.24	42,487.67	36.31
	64--	OTHER OPERATING EXPENSES	48,026.00	7,301.80	1,677.63	774.23	39,046.57	3.49
	----	CURRICULUM DEV & INST STF	594,466.00	10,301.80	91,845.52	48,494.83	492,318.68	15.45
21		INSTRUCTIONAL LEADERSHIP						
	61--	PAYROLL COSTS	807,807.00	0.00	130,277.33	64,850.93	677,529.67	16.13
	62--	PURCHASE & CONTRACTED SVS	104,355.75	5,523.20	3,335.82	2,532.40	95,496.73	3.20
	63--	SUPPLIES AND MATERIALS	14,899.25	326.00	263.61	671.06	14,309.64	1.77
	64--	OTHER OPERATING EXPENSES	16,681.00	1,465.00	1,376.00	1,037.00	13,840.00	8.25
	----	INSTRUCTIONAL LEADERSHIP	943,743.00	7,314.20	135,252.76	69,091.39	801,176.04	14.33

	Obj	Obj	2016-17 BUDGET	ENCUMBRANCE YTD	2016-17 EXPENDITURES	August 2016-17 ACTIVITY	BALANCE	2016-17 YTD %
199		GENERAL FUND						
23		SCHOOL LEADERSHIP						
	61--	PAYROLL COSTS	1,983,388.00	0.00	230,290.52	151,411.75	1,753,097.48	11.61
	62--	PURCHASE & CONTRACTED SVS	29,259.00	28,679.06	3,267.58	1,787.86	-2,687.64	11.17
	63--	SUPPLIES AND MATERIALS	44,643.00	2,952.43	6,215.48	4,969.27	35,475.09	13.92
	64--	OTHER OPERATING EXPENSES	17,402.00	100.00	933.00	933.00	16,369.00	5.36
	----	SCHOOL LEADERSHIP	2,074,692.00	31,731.49	240,706.58	159,101.88	1,802,253.93	11.60
31		GUIDANCE & COUNSELING						
	61--	PAYROLL COSTS	1,011,878.00	0.00	76,816.37	54,361.46	935,061.63	7.59
	62--	PURCHASE & CONTRACTED SVS	8,820.00	0.00	0.00	0.00	8,820.00	0.00
	63--	SUPPLIES AND MATERIALS	20,550.00	0.00	223.56	223.56	20,326.44	1.09
	64--	OTHER OPERATING EXPENSES	12,045.00	1,953.00	0.00	0.00	10,092.00	0.00
	----	GUIDANCE & COUNSELING	1,053,293.00	1,953.00	77,039.93	54,585.02	974,300.07	7.31
32		SOCIAL WORK SERVICES						
	61--	PAYROLL COSTS	48,817.00	0.00	8,114.74	4,057.37	40,702.26	16.62
	----	SOCIAL WORK SERVICES	48,817.00	0.00	8,114.74	4,057.37	40,702.26	16.62
33		HEALTH SERVICES						
	61--	PAYROLL COSTS	376,994.00	0.00	5,933.50	2,379.35	371,060.50	1.57
	62--	PURCHASE & CONTRACTED SVS	350.00	0.00	300.00	300.00	50.00	85.71
	63--	SUPPLIES AND MATERIALS	9,614.00	36.00	0.00	0.00	9,578.00	0.00
	64--	OTHER OPERATING EXPENSES	1,035.00	0.00	0.00	0.00	1,035.00	0.00
	----	HEALTH SERVICES	387,993.00	36.00	6,233.50	2,679.35	381,723.50	1.61
34		PUPIL TRANSPORTATION						
	61--	PAYROLL COSTS	1,334,505.00	0.00	42,118.84	95,790.88	1,292,386.16	3.16
	62--	PURCHASE & CONTRACTED SVS	32,560.00	10,234.21	9,862.66	4,686.82	12,463.13	30.29
	63--	SUPPLIES AND MATERIALS	360,650.00	50,875.90	24,250.76	20,820.97	285,523.34	6.72
	64--	OTHER OPERATING EXPENSES	-96,732.00	1,055.96	-14,210.89	-5,506.64	-83,577.07	14.69

MARBLE FALLS ISD
COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 8/2016)

	Obj	Obj	2016-17 BUDGET	ENCUMBRANCE YTD	2016-17 EXPENDITURES	August 2016-17 ACTIVITY	2016-17 BALANCE	2016-17 YTD %
199		GENERAL FUND						
34		PUPIL TRANSPORTATION						
	66--	CPTL OUTLY LAND BLDG & EQ	373,454.00	20,640.00	0.00	0.00	352,814.00	0.00
	----	PUPIL TRANSPORTATION	2,004,437.00	82,806.07	62,021.37	115,792.03	1,859,609.56	3.09
36		COCURR./EXTRACURR.ACTIVITIES						
	61--	PAYROLL COSTS	895,780.00	0.00	58,284.53	28,321.09	837,495.47	6.51
	62--	PURCHASE & CONTRACTED SVS	153,865.00	6,298.13	7,961.71	5,057.14	139,605.16	5.17
	63--	SUPPLIES AND MATERIALS	174,035.00	13,538.86	16,595.17	16,587.95	143,900.97	9.54
	64--	OTHER OPERATING EXPENSES	377,574.00	3,658.62	33,747.07	16,436.12	340,168.31	8.94
	66--	CPTL OUTLY LAND BLDG & EQ	152,750.00	0.00	0.00	0.00	152,750.00	0.00
	----	COCURR./EXTRACURR.ACTIVIT	1,754,004.00	23,495.61	116,588.48	66,402.30	1,613,919.91	6.65
41		GENERAL ADMINISTRATION						
	61--	PAYROLL COSTS	918,218.00	0.00	164,868.41	80,639.67	753,349.59	17.96
	62--	PURCHASE & CONTRACTED SVS	121,850.00	31,158.13	13,166.78	6,316.69	77,525.09	10.81
	63--	SUPPLIES AND MATERIALS	83,391.00	10,301.73	30,702.83	30,034.35	42,386.44	36.82
	64--	OTHER OPERATING EXPENSES	113,220.00	14,331.89	8,747.07	7,213.28	90,141.04	7.73
	----	GENERAL ADMINISTRATION	1,236,679.00	55,791.75	217,485.09	124,203.99	963,402.16	17.59
51		PLANT MAINTENANCE & OPERATIONS						
	61--	PAYROLL COSTS	2,191,994.00	0.00	377,668.12	195,069.15	1,814,325.88	17.23
	62--	PURCHASE & CONTRACTED SVS	1,685,717.00	201,064.42	145,626.34	130,152.22	1,339,026.24	8.64
	63--	SUPPLIES AND MATERIALS	517,900.00	117,305.51	55,638.09	53,444.42	344,956.40	10.74
	64--	OTHER OPERATING EXPENSES	181,100.00	3,660.00	0.00	0.00	177,440.00	0.00
	66--	CPTL OUTLY LAND BLDG & EQ	87,814.00	0.00	0.00	0.00	87,814.00	0.00
	----	PLANT MAINTENANCE & OPERA	4,664,525.00	322,029.93	578,932.55	378,665.79	3,763,562.52	12.41

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 8/2016)

Obj	Obj	2016-17 BUDGET	ENCUMBRANCE YTD	2016-17 EXPENDITURES	August 2016-17 ACTIVITY	BALANCE	2016-17 YTD %
199	GENERAL FUND						
52	SECURITY & MONITORING SERVICES						
	61-- PAYROLL COSTS	48,817.00	0.00	8,114.86	4,057.43	40,702.14	16.62
	62-- PURCHASE & CONTRACTED SVS	58,400.00	3,500.00	2,496.00	2,496.00	52,404.00	4.27
	63-- SUPPLIES AND MATERIALS	5,500.00	323.59	2,997.02	2,997.02	2,179.39	54.49
	---- SECURITY & MONITORING SER	112,717.00	3,823.59	13,607.88	9,550.45	95,285.53	12.07
53	DATA PROCESSING SERVICES						
	61-- PAYROLL COSTS	605,887.00	0.00	106,934.58	53,988.59	498,952.42	17.65
	62-- PURCHASE & CONTRACTED SVS	213,373.00	41,910.50	48,941.56	43,688.53	122,520.94	22.94
	63-- SUPPLIES AND MATERIALS	275,048.00	29,827.71	82,679.99	68,561.84	162,540.30	30.06
	64-- OTHER OPERATING EXPENSES	30,000.00	995.00	1,408.08	1,297.92	27,596.92	4.69
	66-- CPTL OUTLY LAND BLDG & EQ	70,237.00	0.00	0.00	0.00	70,237.00	0.00
	---- DATA PROCESSING SERVICES	1,194,545.00	72,733.21	239,964.21	167,536.88	881,847.58	20.09
61	COMMUNITY SERVICES						
	61-- PAYROLL COSTS	39,691.00	0.00	3,381.09	464.72	36,309.91	8.52
	62-- PURCHASE & CONTRACTED SVS	20,000.00	0.00	0.00	0.00	20,000.00	0.00
	---- COMMUNITY SERVICES	59,691.00	0.00	3,381.09	464.72	56,309.91	5.66
91	INTERGOVERNMENTAL CHARGES						
	62-- PURCHASE & CONTRACTED SVS	3,588,696.00	0.00	294,516.00	147,258.00	3,294,180.00	8.21
	---- INTERGOVERNMENTAL CHARGES	3,588,696.00	0.00	294,516.00	147,258.00	3,294,180.00	8.21
99	OTHR INTERGOVERNMENTAL CHARGES						
	62-- PURCHASE & CONTRACTED SVS	650,000.00	0.00	0.00	0.00	650,000.00	0.00
	---- OTHR INTERGOVERNMENTAL CH	650,000.00	0.00	0.00	0.00	650,000.00	0.00
	---- GENERAL FUND	40,954,573.00	761,435.15	2,572,738.16	1,630,127.03	37,620,399.69	6.28

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 8/2016)

Obj	Obj	2016-17 BUDGET	ENCUMBRANCE YTD	2016-17 EXPENDITURES	August 2016-17 ACTIVITY	BALANCE	2016-17 YTD %
240	FOOD SERVICE						
35	FOOD SERVICES						
	61-- PAYROLL COSTS	887,770.00	0.00	43,888.20	-1,109.62	843,881.80	4.94
	62-- PURCHASE & CONTRACTED SVS	89,355.00	8,496.89	4,641.31	2,361.51	76,216.80	5.19
	63-- SUPPLIES AND MATERIALS	1,289,211.00	900,620.15	69,705.34	67,231.05	318,885.51	5.41
	64-- OTHER OPERATING EXPENSES	17,150.00	0.00	1,130.90	1,130.90	16,019.10	6.59
	---- FOOD SERVICES	2,283,486.00	909,117.04	119,365.75	69,613.84	1,255,003.21	5.23
	---- FOOD SERVICE	2,283,486.00	909,117.04	119,365.75	69,613.84	1,255,003.21	5.23

Number of Accounts: 1937

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

	Obj	Obj	2016-17 BUDGET	ENCUMBRANCE YTD	2016-17 EXPENDITURES	August 2016-17 ACTIVITY	2016-17 BALANCE	2016-17 YTD %
199		GENERAL FUND						
	6---	EXPENDITURES	40,954,573.00	761,435.15	2,572,738.16	1,630,127.03	37,620,399.69	6.28
	----	GENERAL FUND	40,954,573.00	761,435.15	2,572,738.16	1,630,127.03	37,620,399.69	6.28
240		FOOD SERVICE						
	6---	EXPENDITURES	2,283,486.00	909,117.04	119,365.75	69,613.84	1,255,003.21	5.23
	----	FOOD SERVICE	2,283,486.00	909,117.04	119,365.75	69,613.84	1,255,003.21	5.23

Number of Accounts: 1937

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

End T	Fn	Obj	Sb	Org	F	Pr	L	L2	End	Obj	Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
622	E	11	6399	05	001	0	22	0	00	CPF - CATE	GENERAL SUPPLIES											
<u>P.O. #</u>	<u>*Year</u>	<u>Description</u>	<u>Vendor</u>	<u>P.O. Date</u>	<u>PO Amount</u>	<u>PO Enc Amount</u>	<u>Liquidated</u>	<u>Adj Enc Amount</u>	<u>Amount Open</u>	<u>Sts</u>												
6001600067	2015	MT - HS LIGHTING PROJECT	E3 ENTEGRAL SOLUTION	05/27/2016	5,635.00	5,635.00	0.00	0.00	5,635.00	O												
221700001	2016	Replacement PO for approved 20	O'CONNOR TRAILER SAL	07/27/2016	3,500.00	3,500.00	0.00	0.00	3,500.00	O												
6001700014	2016	MT - HS LIGHTING PROJECT PER Q	E3 ENTEGRAL SOLUTION	08/09/2016	5,635.00	5,635.00	0.00	0.00	5,635.00	H												
				*Total	14,770.00	14,770.00	0.00	0.00	14,770.00													
				*622 E 11 6399 05 001 0 22 0 00							0.00											
622	E	11	6399	10	001	0	22	0	00	CPF - CATE	GENERAL SUPPLIES											
<u>P.O. #</u>	<u>*Year</u>	<u>Description</u>	<u>Vendor</u>	<u>P.O. Date</u>	<u>PO Amount</u>	<u>PO Enc Amount</u>	<u>Liquidated</u>	<u>Adj Enc Amount</u>	<u>Amount Open</u>	<u>Sts</u>												
6001600067	2015	MT - HS LIGHTING PROJECT	E3 ENTEGRAL SOLUTION	05/27/2016	7,044.00	7,044.00	0.00	0.00	7,044.00	O												
6001700014	2016	MT - HS LIGHTING PROJECT PER Q	E3 ENTEGRAL SOLUTION	08/09/2016	7,044.00	7,044.00	0.00	0.00	7,044.00	H												
				*Total	14,088.00	14,088.00	0.00	0.00	14,088.00													
				*622 E 11 6399 10 001 0 22 0 00							0.00											
622	E	11	63--	--	--	--	--	--	--	CPF - CATE												
622	E	11	----	--	--	--	--	--	--	CPF - CATE												
622	E	81	6629	10	001	0	22	0	00	CPF - CATE	BUILDING PURCHASE/CONST/IMPRVM											
<u>P.O. #</u>	<u>*Year</u>	<u>Description</u>	<u>Vendor</u>	<u>P.O. Date</u>	<u>PO Amount</u>	<u>PO Enc Amount</u>	<u>Liquidated</u>	<u>Adj Enc Amount</u>	<u>Amount Open</u>	<u>Sts</u>												
6221700000	2016	MT - HS WELD CUT SHOP FIRE PRO	JM ELECTRONICS INC	08/19/2016	7,271.00	7,271.00	0.00	0.00	7,271.00	O												
				*Total	7,271.00	7,271.00	0.00	0.00	7,271.00													
				*622 E 81 6629 10 001 0 22 0 00							0.00											
622	E	81	66--	--	--	--	--	--	--	CPF - CATE												
622	E	81	----	--	--	--	--	--	--	CPF - CATE												
622	-	--	----	--	--	--	--	--	--	CPF - CATE												
651	E	51	6249	35	103	0	99	0	00	CPF - MAINTENANCE	CONTRACTED MAINTENANCE &REPAIR											
<u>P.O. #</u>	<u>*Year</u>	<u>Description</u>	<u>Vendor</u>	<u>P.O. Date</u>	<u>PO Amount</u>	<u>PO Enc Amount</u>	<u>Liquidated</u>	<u>Adj Enc Amount</u>	<u>Amount Open</u>	<u>Sts</u>												
6001700009	2016	W.O. #1404 - HS RR RNVTN	DECKER EQUIPMENT	07/19/2016	82.12	82.12	0.00	0.00	82.12	O												
				*Total	82.12	82.12	0.00	0.00	82.12													
				*651 E 51 6249 35 103 0 99 0 00							0.00											
651	E	51	62--	--	--	--	--	--	--	CPF - MAINTENANCE												
651	E	51	6399	49	001	0	99	0	00	CPF - MAINTENANCE	GENERAL SUPPLIES											
<u>P.O. #</u>	<u>*Year</u>	<u>Description</u>	<u>Vendor</u>	<u>P.O. Date</u>	<u>PO Amount</u>	<u>PO Enc Amount</u>	<u>Liquidated</u>	<u>Adj Enc Amount</u>	<u>Amount Open</u>	<u>Sts</u>												
6001600067	2015	MT - HS LIGHTING PROJECT	E3 ENTEGRAL SOLUTION	05/27/2016	45,435.00	45,435.00	0.00	0.00	45,435.00	O												
6001600067	2015	MT - HS LIGHTING PROJECT	E3 ENTEGRAL SOLUTION	05/27/2016	16,906.00	16,906.00	0.00	0.00	16,906.00	O												
6001700014	2016	MT - HS LIGHTING PROJECT PER Q	E3 ENTEGRAL SOLUTION	08/09/2016	45,435.00	45,435.00	0.00	0.00	45,435.00	H												
6001700014	2016	MT - HS LIGHTING PROJECT PER Q	E3 ENTEGRAL SOLUTION	08/09/2016	16,906.00	16,906.00	0.00	0.00	16,906.00	H												

* The Year column displays the first year of the fiscal year pair (2016 for 2016-2017).

Fnd	T	Fn	Obj	Sb	Org	F	Pr	L	L2	Fnd	Obj										
Date	Src	Sub	Batch	Vendor Name/Ref			PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount								
P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj	Enc	Amount	Amount	Open	Sts								
651 E 51 6399 49 001 0 99 0 00 (continued)																					
					*Total	124,682.00	124,682.00	0.00		0.00	124,682.00										
*651 E 51 6399 49 001 0 99 0 00														0.00							
651	E	51	63	--	--	--	--	--	--	CPF - MAINTENANCE											
651	E	51	----	----	----	----	----	----	----	CPF - MAINTENANCE											
651	E	81	6629	41	041	0	99	0	00	CPF - MAINTENANCE	BUILDING PURCHASE/CONST/IMPRVM										
08/02/16	AP				JB	FORD & CREW HOME AND	6001700012	W.O. #1327 - MS 6TH GR RR	a60481	08/02/16	1497	08/02/16	5.68								
						HARDWARE		RNVTN													
08/02/16	AP				JB	FORD & CREW HOME AND	6001700012	#1327 - MS 6TH GR RR	a60389	08/02/16	1497	08/02/16	20.67								
						HARDWARE															
08/02/16	AP				JB	FORD & CREW HOME AND	6001700012	W.O. #1327 - MS 6TH GR RR	b38293	08/02/16	1497	08/02/16	10.56								
						HARDWARE		RNVTN													
08/11/16	AP				JB	FERGUSON ENTERPRISES INC	6001700011	W.O. #1327 - MS 6TH GR RR	3723121	08/08/16	1498	08/12/16	44.37								
						#1869		RNVTN													
08/11/16	AP				JB	FERGUSON ENTERPRISES INC	6001700011	W.O. #1327 - MS 6TH GR RR	3729246	08/08/16	1498	08/12/16	5.98								
						#1869		RNVTN													
08/11/16	AP				JB	FORD & CREW HOME AND	6001700012	W.O. #1327 - MS 6TH GR RR	B39545	08/10/16	1500	08/12/16	1.72								
						HARDWARE		RNVTN													
08/11/16	AP				JB	FORD & CREW HOME AND	6001700012	W.O. #1327 - MS 6TH GR RR	B39091	08/10/16	1500	08/12/16	27.54								
						HARDWARE		RNVTN													
08/11/16	AP				JB	FORD & CREW HOME AND	6001700012	W.O. #1327 - MS 6TH GR RR	B39361	08/10/16	1500	08/12/16	42.71								
						HARDWARE		RNVTN													
08/11/16	AP				JB	FORD & CREW HOME AND	6001700012	W.O. #1327 - MS 6TH GR RR	B39459	08/10/16	1500	08/12/16	3.44								
						HARDWARE		RNVTN													
08/11/16	AP				JB	FORD & CREW HOME AND	6001700012	W.O. #1327 - MS 6TH GR RR	A61374	08/10/16	1500	08/12/16	28.40								
						HARDWARE		RNVTN													
08/11/16	AP				JB	FERGUSON ENTERPRISES INC	6001700011	W.O. #1327 - MS 6TH GR RR	3739991	08/10/16	1498	08/12/16	24.44								
						#1869		RNVTN													
08/11/16	AP				JB	LOWE'S	6001700002	W.O. #1327 - MS 6TH GR RR	2249551	08/10/16	1502	08/12/16	27.06								
						REMODEL															
08/11/16	AP				JB	FERGUSON ENTERPRISES INC	6001700011	W.O. #1327 - MS 6TH GR RR	3760336	08/10/16	1498	08/12/16	81.47								
						#1869		RNVTN													
08/11/16	AP				JB	FORD & CREW HOME AND	6001700012	W.O. #1327 - MS 6TH GR RR	B39634	08/10/16	1500	08/12/16	28.09								
						HARDWARE		RNVTN													
08/11/16	AP				JB	FERGUSON ENTERPRISES INC	6001700011	W.O. #1327 - MS 6TH GR RR	3746786	08/10/16	1498	08/12/16	174.00								
						#1869		RNVTN													
08/11/16	AP				JB	FORD & CREW HOME AND	6001700012	W.O. #1327 - MS 6TH GR RR	A61969	08/10/16			16.13								

Fnd T Fn Obj Sb Org F Pr L L2 Fnd
651 E 81 6629 41 041 0 99 0 00 (continued)

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
08/11/16	AP		JB	FORD & CREW HOME AND	6001700012	W.O. #1327 - MS 6TH GR RR	A61969	*08/10/16			-16.13
08/11/16	AP		JB	FORD & CREW HOME AND	6001700012	W.O. #1327 - MS 6TH GR RR	A61969	08/10/16	1500	08/12/16	16.13
08/17/16	AP		JB	FORD & CREW HOME AND	6001700016	W.O. #1327 - MS 6TH GR RR	a62277	08/17/16	1505	08/19/16	12.80
08/17/16	AP		JB	FORD & CREW HOME AND	6001700016	W.O. #1327 - MS 6TH GR RR	a62101	08/17/16	1505	08/19/16	10.43
08/17/16	AP		JB	FERGUSON ENTERPRISES INC	6001700011	W.O. #1327 - MS 6TH GR RR	3727941	08/17/16	1504	08/19/16	234.27
08/17/16	AP		JB	FERGUSON ENTERPRISES INC	6001700011	W.O. #1327 - MS 6TH GR RR	3733419	08/17/16	1504	08/19/16	16.17
08/17/16	AP		JB	FERGUSON ENTERPRISES INC	6001700011	W.O. #1327 - MS 6TH GR RR	3776711	08/17/16	1504	08/19/16	166.39
08/17/16	AP		JB	FORD & CREW HOME AND	6001700016	W.O. #1327 - MS 6TH GR RR	b39952	08/17/16	1505	08/19/16	32.46
08/25/16	AP		JB	FERGUSON ENTERPRISES INC	6001700017	W.O. #1327 - MS 6TH GR	3766584	08/24/16	1507	08/26/16	25.76
08/25/16	AP		JB	FERGUSON ENTERPRISES INC	6001700017	W.O. #1327 - MS 6TH GR	3751372	08/24/16	1507	08/26/16	3,070.32
08/25/16	AP		JB	FERGUSON ENTERPRISES INC	6001700011	W.O. #1327 - MS 6TH GR RR	3767649	08/25/16	1507	08/26/16	1,427.79
08/25/16	AP		JB	FORD & CREW HOME AND	6001700016	W.O. #1327 - MS 6TH GR RR	B40407	08/24/16	1508	08/26/16	22.79
08/25/16	AP		JB	FORD & CREW HOME AND	6001700016	W.O. #1327 - MS 6TH GR RR	A62917	08/25/16	1508	08/26/16	5.98

August

5,567.42

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001600075	2015	MT - MS & HS TILE PROJECTS	MIKE'S FLOORCOVERING	06/16/2016	13,284.50	13,284.50	0.00	0.00	13,284.50	O
6001700002	2016	W.O. #1327 - MS 6TH GR RR REMO	LOWE'S OF MARBLE FAL	07/14/2016	150.00	150.00	27.06	0.00	122.94	O
6001700008	2016	W.O. #1327 - MS 6TH GR RR RNVT	DECKER EQUIPMENT	07/19/2016	656.87	656.87	0.00	0.00	656.87	O
6001700011	2016	W.O. #1327 - MS 6TH GR RR RNVT	FERGUSON ENTERPRISES	07/20/2016	3,500.00	3,500.00	2,174.88	0.00	1,325.12	O
6001700012	2016	W.O. #1327 - MS 6TH GR RR RNVT	FORD & CREW HOME AND	07/20/2016	150.00	150.00	184.94	34.94	0.00	O
6001700015	2016	MT - MS & HS TILE PROJECTS	MIKE'S FLOORCOVERING	08/09/2016	13,284.50	13,284.50	0.00	0.00	13,284.50	H
6001700016	2016	W.O. #1327 - MS 6TH GR RR RNVN	FORD & CREW HOME AND	08/16/2016	150.00	150.00	84.46	0.00	65.54	O
6001700017	2016	W.O. #1327 - MS 6TH GR RESTROO	FERGUSON ENTERPRISES	08/20/2016	3,500.00	3,500.00	3,096.08	0.00	403.92	O
*Total					34,675.87	34,675.87	5,567.42	34.94	29,143.39	

* The Year column displays the first year of the fiscal year pair (2016 for 2016-2017).

End T	En Obj	Sb Org	F Pr	L L2	Fnd	Obj							
651	E 81	6629	61	041	0 99	0 00	(continued)						
Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount		
08/02/16	AP		JB	FORD & CREW HOME AND HARDWARE	6001700004	MS WT RM RNVTN	b38273	08/02/16	1497	08/02/16	18.04		
08/11/16	AP		JB	SHERWIN-WILLIAMS CO HARDWARE	6001700010	W.O. #845 - MS WEIGHT RM	95552	08/09/16	1503	08/12/16	81.95		
08/11/16	AP		JB	FOXWORTH-GALBRAITH LUMBER CO	6001700005	W.O. #845 - MS WT RM RNVTN	18433023	08/08/16	1501	08/12/16	105.44		
08/11/16	AP		JB	SHERWIN-WILLIAMS CO RNVTN	6001700010	W.O. #845 - MS WEIGHT RM	95560	08/09/16	1503	08/12/16	22.95		
08/11/16	AP		JB	FOXWORTH-GALBRAITH LUMBER CO	6001700005	W.O. #845 - MS WT RM RNVTN	18432704	08/08/16	1501	08/12/16	519.58		

August

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001700004	2016	W.O. #845 - MS WT RM RNVTN	FORD & CREW HOME AND	07/19/2016	250.00	250.00	102.23	0.00	147.77	O
6001700005	2016	W.O. #845 - MS WT RM RNVTN	FOXWORTH-GALBRAITH L	07/19/2016	1,000.00	1,000.00	625.02	0.00	374.98	O
6001700010	2016	W.O. #845 - MS WEIGHT RM RNVTN	SHERWIN-WILLIAMS CO	07/19/2016	300.00	300.00	104.90	0.00	195.10	O
				*Total	1,550.00	1,550.00	832.15	0.00	717.85	
				*651 E 81 6629 61 041 0 99 0 00					832.15	
				*Accounts Payable					832.15	

651 E 81 66-- -- -- -- -- CPF - MAINTENANCE
651 E 81 ---- -- -- -- -- CPF - MAINTENANCE
651 - -- ---- -- -- -- -- CPF - MAINTENANCE

Total for Accounts Payable 6,785.47
Grand Total 6,785.47

Number of Accounts: 9

* The Year column displays the first year of the fiscal year pair (2016 for 2016-2017).

** The report displays only accounts with activity in the date range selected.

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

2014 Bond Program - Summary				
		Cost Estimate	Amount Spent/Encumbered	Balance
TECHNOLOGY - \$1,400,000 - Alotted from Bond				
Smart Boards K - 5 Grades		\$0.00	\$0.00	
Digital Learning Resources		\$0.00	\$0.00	
1:1 Technology Distribution to Students, Teachers, & Administration				
Devices for Elementary Students		\$1,071,837.01	\$587,876.39	\$483,960.62
SPARK Cohort 1 (elem) iPads, Cases, & Provisioning		\$180,400.00	\$180,400.00	
SPARK Cohort 2 & 3 (elem) iPads, Cases, & Provisioning (Lease 2)		\$330,992.17	\$220,661.44	
SPARK Cohort 4 & 5 (elem)iPads, Cases & Provisioning (Lease 4)		\$560,444.84	\$186,814.95	
Devices for Teachers & Administrators		\$192,718.84	\$103,003.95	\$89,714.89
Laptops for HS Teachers & Administration (Lease 2)		\$111,821.68	\$74,547.80	
Laptops for Elementary Principals (Lease 2)		\$4,472.87	\$2,981.39	
Laptops for MS Teachers & Administration (Lease 4)		\$76,424.29	\$25,474.76	
Devices for Secondary Students		\$847,552.53	\$409,712.49	\$437,840.04
SPARK 1:1 student/laptop ratio 10-12 grades (Lease 3)		\$381,585.00	\$254,389.98	
SPARK 1:1 student/laptop ratio 8-9th grades (Estimate Lease 5 - 2016)		\$465,967.53	\$155,322.51	
SPARK 1:1 student/laptop ratio 6-7th grades (Estimate Lease 6 - 2017)				
District Technology Infrastructure		\$1,335,257.05	\$1,335,257.05	\$0.00
Server Upgrades		\$792,591.28	\$792,591.28	
Tech Equipment		\$53,565.77	\$53,565.77	
CISCO Infrastructure		\$477,000.00	\$477,000.00	
District Fiber Upgrade				
iPad Management Software		\$12,100.00	\$12,100.00	
Subtotal Bond Funds		\$1,335,257.05	\$1,335,257.05	\$0.00
Subtotal Fund Balance		\$2,112,108.38	\$1,100,592.83	\$1,011,515.55
CAREER & TECHNICAL IMPROVEMENTS - \$2,400,000 Alotted from Bond				
Business & Accounting Pathways		\$42,881.01	\$17,881.01	25,000.00
Instructional Equipment				
Computer Sciences and Computer Technology		\$31,415.61	\$31,415.61	-
Instructional Equipment				
Welding & Constrution Pathways				
Metal Fabrication Equipment Ω		\$462,342.78	\$462,342.78	-
Construction Technology Ω		\$209,136.70	\$177,636.70	31,500.00
Agriculture, Food, & Natural Resources Pathways				
Horticulture Equipment, Greenhouse Equipment Ω		\$450,352.33	\$445,970.33	4,382.00
Animal Science Ω		\$349,962.22	\$349,962.22	-
Health Science Pathway				
Health Science Technology Equipment		\$45,893.50	\$45,893.50	1,984.62
Human Services Pathway				
Instructional Equipment		\$3,903.17	\$3,903.17	6,096.83
Science, Technology, Engineering, & Mathematics (STEM) Pathway				
Engineering Equipment, Classroom Computers		\$50,208.12	\$50,208.12	13,724.16
Arts, Audio-Video Technology, & Communications Pathway				
Media Technology Studio		\$601,239.82	\$601,239.82	-
Amount Left to Budget		\$152,662.84		
Subtotal - Career & Technical Education		\$2,399,998.10	\$2,186,453.26	\$82,687.61

TOTAL for CTE				
RENOVATION & REPAIRS - \$2,000,000 - Alotted from Bond				
Highland Lakes Elementary		242,118.09	\$242,118.09	\$0.00
Marble Falls Elementary		\$59,827.00	\$58,327.00	\$1,500.00
Colt Elementary		\$16,500.00	\$0.00	\$16,500.00
Middle School		\$344,798.45	\$308,638.26	\$36,160.19
High School		\$330,027.63	\$282,689.89	\$47,337.74
Transportation		\$103,500.00	\$14,767.44	\$88,732.56
School buses/District vehicles: must be used to transport students		\$860,676.00	\$860,676.00	\$0.00
A/C Units		\$27,956.29	\$27,956.29	\$0.00
Energy Efficient lighting - See Symbol Ω				
Amount left to budget		\$113,551.71	\$2,068.50	\$111,483.21
Subtotal - Renovations & Repairs		\$2,098,955.17	\$1,797,241.47	\$301,713.70
TOTAL - Renovations & Repair				
MISCELLANEOUS PROGRAM NEEDS - \$750,000 Allotted to Bond				
Purchase of Fine Arts Equipment		\$297,705.25	\$297,705.25	-
Address Drainage Issues at MFHS Athletic Complex		\$418,084.43	\$418,084.43	-
Subtotal - MISC.		\$715,789.68	\$715,789.68	-
TOTAL - MISC.				
Sub Total Bond Funds		6,550,000.00	\$6,034,741.46	384,401.31
Sub Total Fund Balance		2,112,108.38	1,100,592.83	1,011,515.55
GRAND TOTAL		8,662,108.38	7,135,334.29	1,395,916.86

2014 Bond Program - Detail				
Color Code = Black - in process, blue not started, green complete, pink bid amount	Cost Estimate	Amount Spent/Encumbered	Balance	Approx.Percent Complete
TECHNOLOGY - \$1,400,000 - Alotted from Bond				
Smart Boards K - 5 Grades				
Digital Learning Resources				
1:1 Technology Distribution to Students, Teachers, & Administration				
Rollout #1 - Tablets for Elementary Students				
SPARK Cohort 1 (elem) iPads, Cases, & Provisioning	\$180,400.00	\$180,400.00	\$0.00	100%
Rollout #2 - Tablets for Elementary Students				
SPARK Cohort 2 & 3 (elem) iPads, Cases, & Provisioning (Lease 2)	\$330,992.17	\$220,661.44	\$110,330.73	66%
Rollout #2 - Laptops for Teachers / Administrators				
Laptops for Teachers at MFHS (Lease 2)	\$111,821.68	\$74,547.80	\$37,273.88	66%
Laptops for Elementary Principals (Lease 2)	\$4,472.87	\$2,981.39	\$1,491.48	66%
Rollout #3 - Laptops for Secondary Students				
SPARK 1:1 student/laptop ratio 10-12 grades (Lease 3)	\$381,585.00	\$254,389.98	\$127,195.02	33%
Rollout #4 - Tablets for Elementary Students				
SPARK Cohort 4 & 5 (elem)iPads, Cases & Provisioning (Lease 4)	\$560,444.84	\$186,814.95	\$373,629.89	33%
Rollout #4 - Laptops for Teachers / Administrators				
MS Teachers & Admin Laptops (Lease 4)	\$76,424.29	\$25,474.76	\$50,949.53	33%
Rollout #5 - Laptops for Secondary Students				
SPARK 1:1 student/laptop ratio 6-9th grades (Lease 5 - 2016) (originally planned as 8-9th grades)	\$465,967.53	\$155,322.51	\$310,645.02	33%
Rollout #6 - Laptops for Secondary Students				
SPARK 1:1 student/laptop ratio 6-7th grades (Estimate Lease 6 - 2017) (proposed - include in lease 5)			\$0.00	0%
TOTAL Fund Balance for Technology	\$2,112,108.38	\$1,100,592.83	\$1,011,515.55	
Address District network needs				
Tech Equipment	\$53,565.77	\$53,565.77	\$0.00	100%
Storage Array Network and CORE Cisco UCS (Servers)	\$792,591.28	\$792,591.28	\$0.00	100%
Campus Cisco Switch Upgrade	\$477,000.00	\$477,000.00	\$0.00	100%
Airwatch	\$12,100.00	\$12,100.00	\$0.00	100%
Subtotal - Technology Bond Funds	\$1,335,257.05	\$1,335,257.05	\$0.00	
TOTAL for Technology	\$3,447,365.43	\$2,435,849.88	\$1,011,515.55	
\$3,447,365.43				
CAREER & TECHNICAL IMPROVEMENTS - \$2,400,000 Alotted from Bond				
Business & Accounting Pathways	\$42,881.01	\$17,881.01	\$25,000.00	40%
Instructional Equipment				
Computer Sciences and Computer Technology	\$31,415.61	\$31,415.61	\$0.00	100%
Instructional Equipment				
Welding & Constrution Pathways				
Metal Fabrication Equipment Ω	\$462,342.78	\$462,342.78	\$0.00	100%
Construction Technology Ω	\$209,136.70	\$177,636.70	\$31,500.00	98%
Agriculture, Food, & Natural Resources Pathways				
Horticulture Equipment, Greenhouse Equipment Ω	\$450,352.33	\$445,970.33	\$4,382.00	95%
Animal Science Ω	\$349,962.22	\$349,962.22	\$0.00	100%
Health Science Pathway				
Health Science Technology Equipment	\$45,893.50	\$45,893.50	\$0.00	100%
Human Services Pathway				
Instructional Equipment	\$3,903.17	\$3,903.17	\$0.00	100%
Science, Technology, Engineering, & Mathematics (STEM) Pathway				
Engineering Equipment, Classroom Computers	\$50,208.12	\$50,208.12	\$0.00	100%
Arts, Audio-Video Technology, & Communications Pathway				
Media Technology Studio	\$601,239.82	\$601,239.82	\$0.00	100%
Amount left to budget	\$152,662.84		\$152,662.84	

Subtotal - Career & Technical Education	\$2,399,998.10	\$2,186,453.26	\$213,544.84	
TOTAL for CTE				
\$2,399,998.10				
RENOVATION & REPAIRS - \$2,000,000 - Allotted from Bond				
Highland Lakes Elementary				
Replace carpet in Classrooms (Approx. 16 @ \$2,700 ea.)	\$29,120.25	\$29,120.25	-	100%
Playground Make-over West Campus (Playscapes)	\$71,298.61	\$71,298.61	\$0.00	100%
Add tile to hall walls, cork boards, & paint (tile work)	\$84,943.84	\$84,943.84	-	100%
Make-over Pre-K bathrooms (16 bathrooms @ \$2,300 ea)	\$1,561.84	\$1,561.84	-	100%
Repaint Fire Lane	\$0.00			100%
Paint I-beam in front of the building	\$9,000.00	\$9,000.00	-	100%
Add Entrance Cover	To be bid as one project			0%
Panel Underside of Awning (Existing)				0%
Add Awning to Library rear exit door				0%
Sub-Total for this project	\$43,000.42	\$43,000.42	\$0.00	100%
Tile Front Entrance	\$3,193.13	\$3,193.13	\$0.00	100%
Marble Falls Elementary				
Add Swings (\$9,949)	\$9,949.00	\$9,949.00	\$0.00	100%
Repair Stucco (corner of library)	\$1,500.00	\$0.00	\$1,500.00	0%
Add basketball goals to playground	\$268.00	\$268.00	\$0.00	100%
Clean and paint back ramps and walls and i-beams at HLE	\$48,110.00	\$48,110.00	\$0.00	100%
Colt Elementary				
Improve ADA Path to Play grounds	\$3,000.00	\$0.00	\$3,000.00	0%
Add library awning	\$12,000.00	\$0.00	\$12,000.00	0%
Improve drainage around Speech class	\$1,500.00	\$0.00	\$1,500.00	0%
Middle School				
6th Grade Classroom Paint (16 rooms @ \$1,000 ea.)	\$43,068.24	\$43,068.24	\$0.00	100%
Replace Ceiling Tiles in classrooms (16 rooms)	\$39,402.88	\$39,402.88	\$0.00	100%
Make over 6th grade restrooms	\$51,252.16	\$51,252.16	\$0.00	0%
Paint stadium	\$67,925.00	\$67,925.00	\$0.00	100%
Add tile to halls				0%
Remove 6th grade lockers				0%
Sub-Total for this project	\$65,000.00	\$29,287.47	\$35,712.53	0%
Replace exterior panels and insulate	\$48,500.00	\$48,500.00	\$0.00	100%
Replace garage doors (2 @ \$3500)	\$3,346.64	\$3,346.64	\$0.00	100%
Miscellaneous Finishing Items	\$7,648.53	\$7,814.82	-\$166.29	100%
Add ventilation - Old Blue Bldg/Weight Room	\$12,255.00	\$12,255.00	\$0.00	0%
Add lights (16 @ \$400 per light) - Old Blue Bldg. Weight room Q	\$6,400.00	\$5,786.05	\$613.95	100%
High School				
Improve Campus Restrooms (15 Restrooms @ \$4,000 ea.)	\$34,436.24	\$34,518.36	-\$82.12	100%
Furniture	\$85,072.48	\$57,652.62	\$27,419.86	80%
Replace Baseball Outfield Fence	\$51,711.38	\$51,711.38	-	100%
Tile main halls		\$0.00	-	0%
Tile side halls and install cork boards		\$0.00	-	0%
Sub-Total for this project	\$76,466.53	\$76,466.53	\$0.00	
Replace outside fixtures	\$62,341.00	\$62,341.00	\$0.00	100%
Improve grass area adj. to library	\$20,000.00	\$0.00	\$20,000.00	0%
Transportation				
Add Bathrooms	\$75,000.00	\$0.00	\$75,000.00	0%
New furniture	\$20,000.00	\$0.00	\$20,000.00	0%
Move storage shed	\$500.00	\$0.00	\$500.00	0%
Grade parking for drainage	\$8,000.00	\$14,767.44	-\$6,767.44	16%
School buses/District vehicles: must be used to transport students				
School buses and vehicles	\$860,676.00	\$860,676.00	-	100%
A/C Units				
Replace A/C units (8 classrooms @ \$3,500 ea.)	\$27,956.29	\$27,956.29	-	100%
Energy Efficient lighting - See Symbol Q				
Amount left to budget	\$113,551.71	\$2,068.50	\$111,483.21	
Subtotal - Renovations & Repair	\$2,098,955.17	\$1,797,241.47	\$301,713.70	
TOTAL - Renovations & Repair				
\$2,098,955.17				
MISCELLANEOUS PROGRAM NEEDS - \$750,000 Allotted to Bond				
Purchase of Fine Arts Equipment				
Band Instruments and Equipment	\$297,705.25	\$297,705.25		100%
Address Drainage Issues at MFHS Athletic Complex				
Drainage around Athletic Fields	\$418,084.43	\$418,084.43	\$0.00	100%
Subtotal - MISC.	\$715,789.68	\$715,789.68	\$0.00	

TOTAL - MISC.				
\$715,789.68				
Sub Total Bond Funds	\$6,550,000.00	\$6,034,741.46	\$515,258.54	
Sub Total Fund Balance	\$2,112,108.38	\$1,100,592.83	\$1,011,515.55	
GRAND TOTAL	\$8,662,108.38	\$7,135,334.29	\$1,526,774.09	



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

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

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		



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

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

STANBURY UNIFORMS, INC.
P.O. Box 100 - Stanbury Industrial Drive
Brookfield, Missouri 64628
Phone (660) 258-2246
Fax (660) 258-5781

Our Order No. _____
Customer Order No. _____
Salesman _____

Estimated Ship Date _____ Days
After Receipt of All Details
Shipping Charges to be Paid By:
Stanbury
Buyer
Deposit \$ _____

Order Date _____ Invoice No. _____
Sold To: _____ Ship To: _____

This order is made in good faith with the understanding that same will become a contract for the sale of goods described at the prices and terms shown, upon the Acceptance by Stanbury Uniforms, Inc. and subject to the conditions of sale appearing below hereof which are incorporated in and made part of such agreement.

QUANTITY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
140	SHAKO - C-51 XD	47.00	6,580.00
140	SHAKO MIRROR - 4" x 1.5 gold layered rectangle w velcro hook on back	15.00	2,100.00
140	PLUME #1 - 14" Purple French Upright w/ gold mylar (EXACT MATCH)	28.80	4,032.00
140	COAT - Fusion - XD w/out SUB, gilt gold buttons, BB zip - SLEEVELESS	140.00	19,600.00
140	JUMPSUIT - Fusion (580-16-1), XD, snap up, w/ stitched permacrease & stirrups	86.80	12,152.00
3	COAT - DRUM MAJOR Same specs, replace purple w/ grey	140.00	420.00
140	SIDE CAPE - XD - No sub	39.75	5,565.00
140	PR G CUFFS - XD	38.00	5,320.00
140	SHAKO BOX - Shako Mate	12.00	1,680.00
140	PLAQUE (show specific) - Sub on XD	39.00	5,460.00
TOTAL			\$62,909.00

We, the undersigned, have read and fully understand the contract and all of its terms and conditions stated therein, and fully agree to accept all of them.

ORGANIZATION MARBLE FALLS HIGH SCHOOL

()

NAME (TYPED OR PRINTED PLEASE)	POSITION	DAYTIME TELEPHONE NUMBER
SIGNATURE _____		
BOOSTERS: PRESIDENT _____		DAYTIME TELEPHONE () _____
TREASURER _____		DAYTIME TELEPHONE () _____

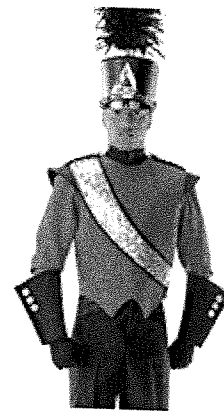
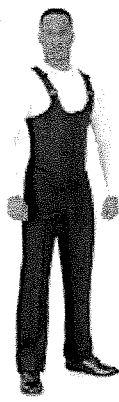
TERMS

- Term A: OPEN ACCOUNT - NET 30 DAYS. If bonafide Board of Education (School Board of Directors) purchase order is issued; or if this contract is signed by Superintendent, Principal or Purchasing Agent, who is authorized to purchase on behalf of this Board of Education (School Board of Directors).
- Term B: FIFTY PERCENT DEPOSIT WITH ORDER, balance C.O.D. This applies to all orders from organizations and individuals except those where term "A" applies.
- Term C: PREPAYMENT - Cash discount is allowed, provided a check for the contract amount is mailed with the contract and purchase order. Freight charges, unless included in the price above, will be invoiced. This prepayment discount is not available for credit card payments.

A late charge of 1.5% per month will be assessed against all accounts not paid within 30 days from date of payment specified in the contract. This is equal to 18% per year or such lesser amount tot he extend this exceeds that authorized by law.

CONDITIONS OF SALE

All uniforms, accessories, and/or other made-to-order garments shall be made in accordance with the specifications. This order is subject to approval and acceptance by Stanbury Uniforms, Inc., Brookfield, Missouri, and cannot be cancelled after it has been accepted by Stanbury Uniforms, Inc. The estimated ship date stated above (which shall be the estimated date for delivery to the specified transportation company at Brookfield) is subject to any delays by strikes, fire or other casualty, failure of suppliers to make deliveries, and any other causes of delay over which Stanbury Uniforms, Inc., may have no control. All orders are shipped immediately after completion. All shipments are to be made F.O.B. Brookfield, Missouri. At sellers option, accessories may be shipped direct to purchaser, F.O.B. suppliers. Seller will not assume additional expense for airmail, airfreight or special delivery shipments. All payments on this order are to be made direct to Stanbury Uniforms, Inc., at its offices in Brookfield, Missouri. The contract expressly made performable in Brookfield, Missouri. This contract may not be altered, varied or changed except in writing, and such change must be authorized by the president of Stanbury Uniforms, Inc. It is specifically understood that all terms and conditions of this sale are set out herein in writing, and that there are no oral agreements in the transaction. **NOTE: Estimated ship date is established upon receipt at factory of all the following information, signed, itemized contract and/or purchase order, sample approval form signed and dated; sample uniform, all measurements and/or stock sizes approval and repricing approval in writing. These conditions of sale are considered to be as binding upon a purchase order as signed contract. Notification for necessary alterations due to factory error must be made at our factory, within 21 days. Only by special agreement with our office should any alterations be made locally, to protect your warranty. **ATTENTION: Quoted prices do not include any taxes, including sales and use taxes, required to be collected by Stanbury Uniforms, Inc. They must be shown as separate line item above.



<http://www.bandshoppe.com/In-Stock-Custom-Marching-Band-Uniform-Jacket-p/in9090.htm>

Stock Marching Band Jacket

<http://www.bandshoppe.com/In-Stock-Custom-Marching-Band-Uniform-Jacket-p/in9090.htm>

Our Price: \$104.95

<http://www.bandshoppe.com/Custom-Marching-Band-Uniform-Deluxe-Bibbers-p/in4065.htm>

Deluxe Bibbers

<http://www.bandshoppe.com/Custom-Marching-Band-Uniform-Deluxe-Bibbers-p/in4065.htm>

Our Price: \$45.95

<http://www.bandshoppe.com/In-Stock-Marching-Band-Uniform-Sash-p/in452g.htm>

In Stock Sash

<http://www.bandshoppe.com/In-Stock-Marching-Band-Uniform-Sash-p/in452g.htm>

Our Price: \$34.95

Our Price: \$45.95

Product Code: HW635



14" colors: \$22.00 ea

14" black/white: \$18.25ea

Band Shoppe In Stock Uniform Quote

In Stock Marching Band Jacket	140	104.95	14,693.00
Deluxe Bibbers	140	45.95	6,433.00
In Stock Sash	140	34.95	4,893.00
Shako	140	45.95	6,433.00
14" Colored Plume	140	22.00	3,080.00
Gauntlets	140 pr.	18.95	2,653.00
Gloves	140 pr.	2.95	413.00
			38,598.00

Fred J. Miller Aunt,

----- Forwarded message -----

From: "Mary Lynn Dorow" <marylynn.dorow@fjminc.com>
Date: Fri, Sep 9, 2016 at 8:58 AM -0500
Subject: Re: Gemini Series Marching Uniforms
To: "Sinde, Brandon" <BSinde@mfisd.txed.net>

Hello Brandon,

Thank you for your interest in FJM and the Gemini collection. The Gemini collection runs a little higher than our regular uniforms. Our regular uniforms usually range from \$325.00-\$375.00. The Gemini usually starts at \$375.00 and can go up to \$400.00. The reason being is there are more parts and they can be interchanged. The initial investment is a little higher but the option for more variety and interchangeable parts year after year is there for you. Let me know if you have nay more questions. I am attaching the questionnaire if you would like to get a design started. Return at your convenience and we can begin creating a fabulous look for your band.

Sincerely,
Mary Lynn



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

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

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

AGREEMENT
For Medicaid Consultation and Billing

THIS AGREEMENT is entered into as of October 17, 2016 by and among:

MSB Consulting Group (MSB™), a limited liability company, having an address of 12885 Research Boulevard, Suite 204, Austin, TX 78750; and

Marble Falls ISD, (the “District”), having an address of 1800 Colt Circle, Marble Falls, TX 78654.

MSB™ is in the business of providing Medicaid Consultation and Billing for school districts as defined in **Exhibit A**; and

MSB™ wishes to provide Medicaid Consultation and Billing to the District; and

MSB represents and warrants that it is fully qualified, certified, and licensed to perform any and all services generally performed by MSB in MSB’s Contractor’s usual line of business;

the District desires to utilize Medicaid Consultation and Billing;

the parties agree, for good and valuable consideration, the receipt of which is hereby acknowledged, and intend to be bound by the terms of this agreement as set forth in this document.

The parties intend that MSB, in performing the specified Services, will act as MSB and must have control of the work and the manner in which it is performed. MSB will be free to contract for similar services to be performed for other employers while MSB is under contract with the District. MSB is not to be considered an agent or employee of the District and is not entitled to participate in any pension plans, bonus, stock, or similar benefits that the District provides for its employees. The District and MSB agree that MSB, MSB’s subcontractors, agents and employees are not covered under any District insurance policy, including but not limited to the District’s liability, property and casualty, or workers’ insurance policies.

The District expressly authorizes MSB, and any of its representatives, to the extent provided by law and upon reasonable notice and by appointment to enter upon the District premises at any time during normal business hours for the Services subject to this Agreement. MSB understands and agrees that whenever any of its officers, employees, agents, or representatives is upon the District premises, he or she may be escorted by and under the surveillance of District employees. MSB agrees to comply with all District rules, regulations, and policies while on the District property, attending District-related or District-sponsored events, and while performing services under this Agreement. This includes, but is not limited to, written evaluations, progress reports, and other required documentation.

Texas Education Code Chapter 22 requires entities/individuals that contract with school districts to provide service to obtain name-based criminal history and/or fingerprinting record information regarding covered employees. MSB must certify to the District that they have complied. Covered employees with disqualifying criminal histories are prohibited from serving at the District. MSB agrees to request criminal history information for each person MSB directs to perform the services in accordance with Texas Education Code, section 22.0834, and to obtain any and all information necessary to secure the criminal history review, including fingerprints and photographs, if required. MSB agrees to wear a name tag at all times when present on any property owned by the District.

Insurance coverage described below shall be furnished by the MSB with the following limits at a minimum:

- a) Workers’ Compensation and Employers’ Liability:
 - a. Workers’ Compensation – Statutory
 - b. Employer’s Liability
 - i. Bodily Injury by Accident
 - 1. Each Accident \$100,000
 - ii. Bodily Injury by Disease
 - 1. Each Disease \$100,000
- b) Commercial General Liability
 - a. General Aggregate \$100,000
 - b. Prod/Comp-Op Aggregate \$100,000
 - c. Pars/Advert Injury \$50,000
 - d. Each Occurrence \$50,000
 - e. Fire Damage \$5,000
 - f. Medical Expense \$500

Coverage shall include: Premises-Operations; MSB; Products – Completed Operations, Contractual Liability; and Broad Form Property Damage

- c) Comprehensive Automobile Liability
 - a. Owned, Non-Owned, and Hired; Combined Single Limit \$300,000
- d) Professional Liability: \$1,000,000 per claim and \$2,000,000 in the aggregate.

INDEMNITY. DISTRICT SHALL NOT BE LIABLE OR RESPONSIBLE FOR, AND SHALL BE SAVED AND HELD HARMLESS BY MSB FROM AND AGAINST ANY AND ALL SUITS, ACTIONS, LOSSES, DAMAGES, CLAIMS OR LIABILITY OF ANY CHARACTER, TYPE, OR DESCRIPTION, INCLUDING ALL EXPENSES OF LITIGATION, COURT COSTS, AND ATTORNEY'S FEES FOR INJURY OR DEATH TO ANY PERSON, OR INJURY TO ANY PROPERTY, RECEIVED OR SUSTAINED BY ANY PERSON OR PERSONS OR PROPERTY; ARISING OUT OF, OR OCCASIONED BY, DIRECTLY OR INDIRECTLY, THE PERFORMANCE OF MSB UNDER THIS AGREEMENT, INCLUDING CLAIMS AND DAMAGES ARISING IN WHOLE OR IN PART FROM THE NEGLIGENCE OF THE DISTRICT. IT IS THE EXPRESSED INTENT OF THE PARTIES TO THIS AGREEMENT THAT THE INDEMNITY PROVIDED FOR IN THIS SECTION IS AN INDEMNITY EXTENDED BY MSB TO INDEMNIFY AND PROTECT THE DISTRICT FROM THE CONSEQUENCES OF THE DISTRICT'S OWN NEGLIGENCE, WHETHER THAT NEGLIGENCE IS THE SOLE OR CONTRIBUTORY CAUSE OF THE RESULTANT INJURY, DEATH, OR DAMAGE. MSB FURTHER AGREES TO DEFEND, AT ITS OWN EXPENSE, AND ON BEHALF OF THE DISTRICT AND IN THE NAME OF THE DISTRICT, ANY CLAIM OR LITIGATION BROUGHT IN CONNECTION WITH ANY SUCH INJURY, DEATH, OR DAMAGE.

Definitions.

A. "X Logs™" means "X Logs™" Clinical Notation Solution necessary to access MSB™'s host server facilities.

B. "Licensed System" means X Logs™, Clinical Notation Solution, and Support Services.

1) Agreement Term. The **Agreement Term** shall be from October 17, 2016 to October 16, 2019 unless otherwise terminated as provided herein. Upon completion of the **Agreement Term**, this Agreement shall continue in force and the District will continue to be invoiced per the rates indicated in **Paragraph 2**, as may be amended from time to time pursuant to Paragraph 4 hereof. The District agrees to pay all invoices within 30 days from the date of the invoice.

2) Administration Fee. Based upon the Agreement Term, your administration fee for Medicaid Consultation and Billing is:

1st Year Rate: 8%

2nd Year Rate: 8%

3rd Year Rate: 8%

3) Services and Responsibilities. MSB™ hereby agrees to provide Medicaid Consultation and Billing as outlined in **Exhibit**

A. The District agrees to perform the District Responsibilities outlined in **Exhibit B** and to pay the rates set forth above to MSB™.

4) Consideration. In exchange for MSB's provision of Medicaid Consultation and Billing, the District shall pay MSB™ an Administration Fee for matters upon which MSB has provided claims services. The Administration Fee will be calculated based on the agreed upon percentage of the amount actually received in Medicaid reimbursement during the agreement term, either direct deposit or checks delivered to the District, as defined in **Paragraph**

2. The Administration Fee is payable upon receipt of each invoice which will accompany the fully reconciled remittance report. During the contract term, the District shall pay an Administration Fee for all reimbursements received through the Medicaid to Schools Program. This includes, but is not limited to, the following types of reimbursement:

- Interim reimbursements
- Cost Settlements
- Medicaid Administrative Claiming (MAC)

MSB™ reserves the right to renegotiate the administrative fee rate upon mutual agreement by both parties as found in **Paragraph 2** should either the federal and/or state governments revise the protocols for submitting and/or paying Medicaid claims.

5) Strict Compliance. If a Party fails to exercise any right or to insist that the other Party strictly comply with any obligation, no such failure or insistence shall be a waiver of the right of a Party to demand strict compliance with each duty or obligation. No custom or practice of the Parties that varies from this Agreement shall constitute a waiver of the right of a Party to demand exact compliance. Waiver by one Party of any particular default by the other Party shall not affect or impair a Party's rights in connection with any subsequent default of the same or of a different nature, nor shall any delay or omission of a Party to exercise any rights arising from such default affect or impair the rights of that Party as to such default or any subsequent default.

6) Jointly Drafted. This Agreement shall be deemed to have been drafted by both Parties and, in the event of a dispute, shall not be construed against either party.

7) Waiver of Equitable Remedies. The Parties waive all equitable remedies including equitable rescission and rescission at law.

8) Intellectual Property Rights/Confidentiality. The parties acknowledge that use of some or all personally identifiable information from education records (“Student Data”), is subject to the Family Educational Rights and Privacy Act, (“FERPA”) and/or other federal and state statutory protections, including but not limited to the Individuals with Disabilities Education Act (“IDEA”) and the Health Insurance Portability and Accountability Act (“HIPAA”); MSB and each of MSB’s employees, representatives, and agents with access to The District’s information, must agree to abide by the confidentiality provisions surrounding the use and dissemination of student educational records and information as contained in FERPA and its implementing regulations found at 34 CFR Part 99. MSB also agrees that MSB may be held professionally and personally liable for any violation of FERPA. MSB and each of MSB’s employees, representatives, and agents with access to The District’s information shall complete and abide by the Confidential Student Information Agreement and accompanying Access Agreement attached hereto at Exhibit C and fully incorporated herein.

Regarding Student Data and associated documentation used in connection with the software license provided under this Agreement, MSB: (1) shall use the Student Data only for the purpose of satisfying the scope and intent of this Agreement; (2) shall secure the Student Data; (3) shall limit access to Student Data to only those individuals with legitimate interests and (4) shall destroy or return the Student data when the information is no longer needed for the purposes for which the Student Data was collected, within the specified time period set forth herein after termination of this Agreement.

To the extent Student Data is stored on MSB’s servers or computers, or in the physical offices of MSB, MSB shall employ industry best practices, by providing appropriate technical, physical and administrative safeguards to properly protect the District’s Student Data from unauthorized physical and electronic access. MSB also covenants, agrees and warrants that it will:

- a) Protect all Student Data using appropriate, state of the art computer technology.
- b) Destroy or return the data at termination of this Agreement.
- c) Use the Student Data shared with it only among its officers, employees, or agents on a need to know basis, and solely for the purposes stated in this Agreement.
- d) In the event of a data breach, the MSB shall immediately notify the District and take any and all actions to mitigate the extent of the breach and fully cooperate with the District to comply with state and federal laws in connection to repairing or mitigating the effects of a breach.

Upon termination of this Agreement, MSB shall return to the District all Student Data delivered to it or collected during the process of this Agreement in a readily convertible format. Software Services Provider shall certify in writing with five (5) business days that all copied of the Student Data stored on MSB’s servers, computer, backup servers, backup media, or other media including paper copies have been returned to the District, and/or permanently erased or destroyed using industry best practices to assure complete destruction. “Permanently erased” for purposes of the Agreement shall mean that the Student Data have been completely overwritten and are unrecoverable. File deletions or media high level formatting operations do not constitute a permanent erasure.

MSB shall comply with all applicable federal laws and regulations protecting the privacy of students including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), Children’s Online Privacy Protection Act (COPPA), Individuals with Disabilities Education Act (IDEA) and the Health Insurance Portability and Accountability Act (HIPPA).

MSB acknowledges and agrees that District Data will not be stored outside the United States, including any backups or copies of District Data, without prior written consent from the District.

8) Bankruptcy. If, at any time, MSB™ seeks the protection of the U.S. Bankruptcy Act of 1978, as amended or any applicable state bankruptcy law and:

- a. Has a receiver in equity appointed for its property requests or consents to the appointment of a receiver, or
- b. Has a trustee in reorganization appointed for its property, or
- c. Files a voluntary petition for reorganization or arrangement, or
- d. Files a voluntary petition in bankruptcy, or
- e. Files an answer admitting bankruptcy or agreeing to a reorganization or arrangement, or
- f. Makes an assignment for the benefit of its creditors, then this Agreement shall expire. Any payments due from the bankrupt Party to the other Party under this Agreement shall be deemed an administrative expense under 11 U.S.C. §503. This Paragraph shall not apply in the event of a withdrawal or discharge of any petition that occurs within 45 days of the date on which any such petition is filed.

9) Further Assurances. If requested by one Party, the other Party shall execute and deliver such other documents and take such other action as may be necessary to effect the terms of this Agreement.

10) Authority to Execute. Each of the undersigned individuals represents and warrants that he or she is expressly and duly authorized by his or her respective entity or agency to execute this Agreement and to legally bind each such entity or agency as set forth in this Agreement.

11) Termination. Both MSB, Inc., and the School District agree to terminate this Agreement if thirty (30) days' notice is given by either party that it wants to terminate this Agreement. At that time, the processing of claims will continue up until the date of termination. The School District will pay the Administration Fee for all claims successfully processed by MSB, Inc. up until the date of termination.

12) Costs. In the event that litigation is commenced to enforce any of the terms of this Agreement, the prevailing party in the litigation (whether by court or arbitration) shall be entitled to the costs thereof, including reasonable attorneys' fees.

13) Exclusions. MSB™ in no way implies nor should any language herein be construed that MSB™ guarantees that the utilization of Medicaid Consultation and Billing by the District will guarantee the District's compliance with State or Federal requirements relative to Medicaid reimbursements. No utilization of Medicaid Consultation and Billing by the District will constitute the formation of an attorney-client relationship between MSB™ and the District.

14) Notices. Except as otherwise expressly set forth in this Agreement, all notices, demands and other communications to be given or delivered under or by reason of the provisions of this Agreement will be in writing and will be deemed to have been given when delivered personally, or by documented overnight delivery service, or sent by telecopy, telefax, or other electronic transmission service, provided a confirmation copy is also sent no later than the next business day by first class certified mail, return receipt requested to the party at the address set forth at the head of this Agreement, or such other address as specified in writing by such party.

15) Force Majeure. The parties agree that MSB™ will not be held responsible for non-performance under the terms of this contract stemming from events reasonably outside of the control of MSB™, such as, but not limited to, fires, floods, war, terrorist attack, regulatory action, utility interruption, viruses and the like.

16) MSB shall maintain all books, records or other documents relating to this Agreement required by District policy and/or state or federal law. The District or its designee shall have access to such books, records or other documents for purposes of making audits, examinations, excerpts and transcripts.

17) General. This Agreement: (i) may be executed in any number of counterparts, each of which, when executed by all parties to this Agreement shall be deemed to be an original, and all of which counterparts together shall constitute one and the same instrument; (ii) shall be governed by and construed under the laws of Texas applicable to contracts made, accepted, and performed wholly within Texas, without application of principles of conflicts of laws; (iii) constitutes the entire agreement of the parties with respect to its subject matter, superseding all prior oral and written communications, proposals, negotiations, representations, understandings, courses of dealing, agreement, contracts, and the like between the parties in such respect; (iv) may be amended or modified only by a writing signed by the parties and any right under this Agreement may be waived in whole or in part, only by a writing signed by the parties; (v) contains headings only for convenience, which headings do not form part, and shall not be used in construction, of this letter agreement; (vi) no party to this Agreement may assign this Agreement or its rights or obligations hereunder without the prior written consent of all other parties to this Agreement (vii) shall bind and inure to the benefit of the parties and their respective legal representatives, successors and permitted assigns; (viii) is not intended to inure to the benefit of any third-party beneficiaries; The parties expressly agree that this Agreement is governed by and will be construed and enforced in accordance with Texas law. Venue for any dispute shall be in the courts of Burnet County. Burnet County is the County of Performance.; (x) invalidity of any one or more of the provisions of this Agreement shall in no way affect any of the other provisions hereof which shall remain in full force and effect; and (xi) in the event litigation cases are settled prior to adjudication, the parties are responsible for their own attorney's fees.

IN WITNESS WHEREOF, the parties hereby execute this Agreement to be effective as of the date first written above:

Marble Falls ISD

Name of Duly Authorized Agent: _____
Title of Duly Authorized Agent: _____
Signature of Duly Authorized Agent: _____
Signature Date: _____

MSB Consulting Group, LLC

Name of Duly Authorized Agent: Chris Meroff
Title of Duly Authorized Agent: Executive Director
Signature of Duly Authorized Agent: _____
Signature Date: _____



Exhibit A
Summary of Medicaid Consultation and Billing

As the consulting and billing agent, MSB™ agrees to adhere to all rules and regulations that pertain to the submission of claims under the Rules and Regulations that govern School-Based Medicaid reimbursement programs.

MSB™ is pleased to provide the following services to your school district:

- Unlimited access to your assigned local Program Specialist who will provide a single point of contact to manage your entire Medicaid to schools program
- Complete enrollment management for National Provider Identifier
- Complete enrollment management for Texas Provider Identifier
- Complete management of Fairbanks (STAIRS) account
- Complete management of Medicaid Administrative Claiming (MAC) enrollment
- Maintain annual state training certifications for Cost Reporting, Random Moment Time Study (RMTS) Participant List and MAC
- Complete management of quarterly RMTS Participant List certification, including staff training and response management
- Complete management of MAC financial certification
- Complete management of Provider credentials to ensure they are current per SHARS billing guidelines
- Complete management of Professional Oversight of applicable Providers (COTA, PTA, SLPA, Grandfathered SLP, Delegated Nursing Services) per SHARS billing guidelines
- Unlimited onsite and online training for administrators and service providers to ensure the success of the SHARS program in the District
- Daily monitoring of Provider participation in the SHARS program (Clinical documentation)
- Complete management of Specialized Transportation sessions and claiming
- Accurate, dependable, and confidential billing process: Processing of all Medicaid claims using both paper logs and/or the electronic files generated by the school districts’ health care practitioners and other qualified staff via **X Logs™** service documentation
- Audit Provider clinical notation for SHARS compliance and deny or hold any sessions missing needed information
- Tracking and Reconciliation of all submitted claims from Texas Medicaid & Healthcare Partnership (TMHP), including the resubmission of rejected claims and the appeal of denied claims
- Reports which show the status of all Medicaid transactions, reimbursements and cataloguing of electronic service delivery records
- Special reports as requested by the school districts
- Complete management of the Certification of Funds process
- Storage of all Remittance and Status reports from TMHP
- Complete analysis, audit and appeal/corrections of the previous two years’ Cost Reports as allowed by the State
- Complete management of the annual Cost Reporting Process
- Complete management of the salary allocation for SSAs and Co-ops
- State and federal Medicaid information, liaisons, and updates: Timely and accurate information regarding the rules and regulations associated with Medicaid reimbursement to schools
- Advise school districts in contract negotiations with non-employees regarding contract sections related to payment terms and proper documentation for billing purposes
- Assistance in audit preparation and facilitation to assist with proper procedure and rigorous compliance; Interface with State Medicaid Agencies and State Education Agencies as appropriate as a result of audit findings.
- Assistance in audit preparation and facilitation to assist with proper procedure and rigorous compliance; Interface with State Medicaid Agencies and State Education Agencies as appropriate as a result of audit findings.
- Review filed cost report(s) compared to what was desk reviewed and submitted to the state to ensure the amounts agree with what was filed. Additional review of subsequent cost reports to ensure the settlement trend is consistent across years. If an appeal opportunity is identified, MSB advises the district of the appeal and prepares the documentation to submit to the state. If no appeal is needed, MSB supports the district in next steps to waive the appeal and receive funds.
- MSB takes on the audit process to defend methodologies, and information that was reported. Cost reports are subject to audit for up to 7 years beyond the state submission date.
- MSB does not invoice the district while a recoupment originating from an audit is on the district’s account with the state, as the district is receiving no payments.

- Administrative, consulting, statistical and audit services to the District
- Complete management of the audit process, including audit preparation and facilitation to assist with proper procedure and rigorous compliance; Interface with State Medicaid Agencies and State Education Agencies as appropriate as a result of audit findings.
- **X Logs™** Licensed System
 - School data hosted on a secure server
 - **X Logs™** web-based software usage
 - Unlimited technical support --- 5 days a week via toll free number, Live Chat, and/or email
 - Supporting documentation (Online User Guides, Video Tutorials)
 - **X Logs™** software updates

Exhibit B District Responsibilities

As the Provider of Record, the school district agrees to provide information to MSB™ that adheres to all Rules and Regulations that govern school-based Medicaid programs. Below is a list of responsibilities that the District agrees to fulfill:

The District is responsible for the following:

- Maintain **X Logs™** forms and fields related to certifications, licensures, etc. of all staff for whose services the District is seeking reimbursement
- Maintain individual education programs (IEP)s within the school-based Medicaid program guidelines for all services for which the District is seeking reimbursement
- Maintain necessary paperwork related to all Medicaid required referrals, orders or recommendations for services for which the District is seeking reimbursement
- Maintain attendance records
- Maintain actual cost data for covered services

EXHIBIT C
Confidential Student Information Agreement

MSB CONSULTING GROUP, LLC with offices at 12885 Research Boulevard, Suite 204, Austin, TX 78750 (“MSB”), on behalf of itself and its subsidiaries and affiliates, I understand that MSB may receive access to student information of students of the Marble Falls Independent School District (the “District”) pursuant to the Agreement For Medicaid Consultation and Billing between MSB and the District ("Agreement"). For purposes of the Services to be performed, MSB is a "school official" as the term is used in Policy FL (Local). Therefore, MSB has a legitimate educational interest in such student information provided for the use in the Services defined. As such, MSB's access to individual student information is permitted under the Family Educational Rights and Privacy Act of 1974 (FERPA) and its implementing federal regulations found in 34 CFR Part 99.

MSB agrees and understands that information concerning any individual student is to be held in strictest confidence and assures that procedures are in place for monitoring and protecting confidentiality of student information. All media that contain individual student records that contain individual student records will be kept in a secure area. Each MSB representative (employees and/or contractors) that will access the individual student records must agree to protect student confidentiality by signing the attached "Access Agreement."

In addition, MSB agrees that any data sets or output reports that its representatives may generate with individual student data are confidential. MSB will not disclose to any unauthorized person any data sets or reports with individual student data which is obtained or devised. MSB agrees to be responsible for any access by tracking access to student identifiable information through the use of password(s).

MSB understands that any unauthorized disclosure of confidential student information is illegal as provided in FERPA and its implementing regulations. FERPA is specifically incorporated into the Texas Public Information Act as an exception to records which are subject to disclosures to the public (Texas Government Code, Chapter 552).

Signed by Authorized Representative of MSB:

By: _____

Date: _____

ACCESS AGREEMENT

I, _____ (PRINT NAME), understand and accept the following conditions and responsibilities of my employment with MSB CONSULTING GROUP, LLC, with offices at 12885 Research Boulevard, Suite 204, Austin, TX 78750, on behalf of itself and its subsidiaries and affiliates, (collectively, “MSB” or “Employer”) while serving students of the Marble Falls Independent School District (“MFISD”):

1. Under the terms of the Confidential Student Information Agreement between MSB and the Marble Falls Independent School District ("District"), I understand that I may receive access to confidential student information, based on consent, for the purpose of providing the Services outlined in the Agreement For Medicaid Consultation and Billing between MSB and the District.

2. In the performance of my duties, I may have access to confidential information, which includes records of MFISD students, faculty, or staff; business information, correspondence and reports. All of these types of information are considered confidential.

3. I shall treat ALL information accessible to me in the performance of my duties as Confidential Information, regardless of its format (e.g., electronic, paper, oral), unless and until advised otherwise by my supervisor.

4. I agree to not access Confidential Information unless I am authorized to do so, and I agree to maintain the confidentiality and privacy of Confidential Information during and after my period of employment with Employer. I shall not, directly or indirectly, communicate orally, in writing, or by e-mail, any Confidential Information to any unauthorized person, including, without limitation, other students, work colleagues, family members, etc.

5. I may gain access to sensitive or confidential information and records that may be protected from disclosure by federal or state law. Examples include education records protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). I understand that unauthorized disclosure of such Information can adversely impact Employer, the MFISD, individual persons, or affiliated organizations.

6. I understand that any data sets or output reports containing individual student information that I may generate, or that may be generated by my superior, using confidential data are to be protected. I will not distribute to any unauthorized person any data sets or reports containing individual student information that I have access to or that may be generated using confidential data. Except as required by law, I will not disclose any data analysis or report containing individual student information to any party without the consent of the District. I understand that I am

responsible for any telephone or computer transactions performed as a result of access authorized by use of sign-on/password(s).

7. I shall use my access to Confidential Information for the sole purpose of performing my job duties. I shall not disclose Information to ANYONE without prior authorization from my supervisor.

8. I shall not permit myself or any other person to copy, reproduce, alter, delete, or enter any Information other than what is required in the regular performance of my job duties.

9. I am aware that any breach of this Agreement, release of Confidential Information, or any abuse of my position, may result in disciplinary action, including possible termination of my position and civil and criminal legal sanctions.

10. The provisions contained in this Agreement are considered conditions of my participation in the provision of services under the Agreement for Medicaid Consultation and Billing.

I have reviewed and read this document. I understand its terms and its legal effect.

Employee Name (Print)

Signature

Date



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

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

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		



INTEGRATED CE S BUS

Sales Proposal For:
Marble Falls ISD

Presented By:
LONGHORN BUS SALES

Prepared For:

Marble Falls ISD
DIRECTOR OF TRANSPORTATION
2001 Broadway St.
Marble Falls, TX 78654-4803
(830)693 - 4357
Reference ID: 77cmns250

Presented By:

LONGHORN BUS SALES
Jeanette Javellaneda
6921 HOMESTEAD ROAD
HOUSTON TX 77028 -
(713)631-9306

Thank you for the opportunity to provide you with the following quotation on a new IC Corporation vehicle. I am sure the following detailed specification will meet your operational requirements, and I look forward to serving your business needs.

Model Profile
2018 INTEGRATED CE S BUS (PB105)

APPLICATION: School Transportation
MISSION: Requested GVWR: 29800. Calc. GVWR: 29800
 Calc. Geared Speed: 76.0 MPH

DIMENSION: Wheelbase: 276.00, CA: N/A, Axle to Frame: 157.00

ENGINE, DIESEL: {Cummins ISB 250} EPA 2010, 250 HP @ 2400 RPM, 660 lb-ft Torque @ 1600 RPM, 2600 RPM Governed Speed, 250 Peak HP (Max) School Bus Only

TRANSMISSION, AUTOMATIC: {Allison 2500_PTS} 5th Generation Controls; Wide Ratio, 5-Speed, With Overdrive; Less PTO Provision, Less Retarder, With 33,000-lb GVW & GCW Max. School Bus

CLUTCH: Omit Item (Clutch & Control)

AXLE, FRONT NON-DRIVING: {Meritor MFS-10-122A} I-Beam Type, 10,000-lb Capacity

AXLE, REAR, SINGLE: {Meritor MS-19-14X-3DFL} Single Reduction, 19,800-lb Capacity, 190 Wheel Ends Gear Ratio: 5.57

TIRE, FRONT: (2) 11R22.5 Load Range H HSR2 (CONTINENTAL), 498 rev/mile, 75 MPH, All-Position

TIRE, REAR: (4) 11R22.5 Load Range H HSR2 (CONTINENTAL), 498 rev/mile, 75 MPH, All-Position

SUSPENSION, REAR, AIR, SINGLE: {International} Ride Optimized Suspension (IROS); 21,000-lb Capacity, 9.25" Ride Height, With Shock Absorbers

PAINT: Cab schematic 100NB
 Location 1: 4421, School Bus Yellow (Std)
 Chassis schematic N/A

Vehicle Specifications
2018 INTEGRATED CE S BUS (PB105)

September 07, 2016

<u>Code</u>	<u>Description</u>
PB10500	Base Chassis, Model INTEGRATED CE S BUS with 276.00 Wheelbase, N/A CA, and 157.00 Axle to Frame.
1CAC	FRAME RAILS High Strength Low Alloy Steel (50,000 PSI Yield); 10.125" x 3.062" x 0.312" (257.2mm x 77.8mm x 8.0mm); 480.1" (12195mm) Maximum OAL
1LLE	BUMPER, FRONT Full Width, Aerodynamic, Heavy Duty, Steel
1LNT	CROSSING GATE, FRONT Omit Item
1SAM	CROSSMEMBER, REAR, AF (2)
1WJE	WHEELBASE RANGE 276" (700cm) Only
2ASH	AXLE, FRONT NON-DRIVING {Meritor MFS-10-122A} I-Beam Type, 10,000-lb Capacity
3ADB	SUSPENSION, FRONT, SPRING Parabolic, Taper Leaf; 10,000-lb Capacity; With Shock Absorbers
4091	BRAKE SYSTEM, AIR Dual System for Straight Truck Applications
4722	DRAIN VALVE {Bendix DV-2} Automatic; with Heater; for Air Tank
4AZA	AIR BRAKE ABS {Bendix AntiLock Brake System} Full Vehicle Wheel Control System (4-Channel)
4EBS	AIR DRYER {Bendix AD-9} With Heater
4EXP	BRAKE CHAMBERS, FRONT AXLE {Bendix} 20 Sqn
4EXU	BRAKE CHAMBERS, REAR AXLE {Bendix EverSure} 30/30 Spring Brake
4JCG	BRAKES, FRONT, AIR CAM S-Cam; 15.0" x 4.0"; Includes 20 Sq. In. Long Stroke Brake Chambers
4NDB	BRAKES, REAR, AIR CAM S-Cam; 16.5" x 7.0"; Includes 30/30 Sq. In. Long Stroke Brake Chamber and Spring Actuated Parking Brake
4SPA	AIR COMPRESSOR {Cummins} 18.7 CFM Capacity
4VCY	AIR TANK LOCATION One Mounted Left Side to Provide Clearance for Larger Body Builder Supplied Battery Box
4WZT	GVWR LIMITATION FOR BUS With Air Brakes, Limited to 33,000-lbs Maximum to meet FMVSS 105 Requirements, for Conventional Bus
5708	STEERING COLUMN Tilting
5CAL	STEERING WHEEL 2-Spoke, 18" Dia., Black
5PRR	STEERING GEAR {TRW (Ross) TAS66} Power
7BJV	EXHAUST SYSTEM Inline, Horizontal Aftertreatment Device, Frame Mounted Right Side, Includes Long Horizontal Tail Pipe
7WBL	TAIL PIPE Long Horizontal, Exits Left Side Through Bumper
8000	ELECTRICAL SYSTEM 12-Volt, Standard Equipment
8GXK	ALTERNATOR {Leece-Neville BLP4006HN} Brushless, 12 Volt 325 Amp. Capacity, Pad Mount, with Remote Sense
8MKL	BATTERY SYSTEM {International} Maintenance-Free, (3) 12-Volt 1950CCA Total
8TTK	BATTERY BOX Steel, With Sliding Tray, 25.25" Wide, for Standard Batteries, Mounted Left Side Behind Front Axle Perpendicular to Frame Rail
8VAZ	HORN, ELECTRIC (2) Trumpet Style, Mounted on Top of Mega-Bracket
8WPB	HEADLIGHTS Halogen; Composite Aero Design for Two Light System; Includes Daytime Running Lights
8WTK	STARTING MOTOR {Delco Remy 38MT Type 300} 12 Volt; less Thermal Over-Crank Protection

Vehicle Specifications
2018 INTEGRATED CE S BUS (PB105)

September 07, 2016

<u>Code</u>	<u>Description</u>
8WWJ	INDICATOR, LOW COOLANT LEVEL With Audible Alarm
8WXB	HEADLIGHT WARNING BUZZER Sounds When Head Light Switch is on and Ignition Switch is in "Off" Position
8XAH	CIRCUIT BREAKERS Manual-Reset (Main Panel) SAE Type III With Trip Indicators, Replaces All Fuses Except For 5-Amp Fuses
9WAB	HOOD TILT ASSIST {EASY TILT} Mechanical
9WAY	FRONT END Tilting, Fiberglass, With Three Piece Construction
10020	CHASSIS PAINT Full Chassis
10060	PAINT SCHEMATIC, PT-1 Single Color, Design 100
10788	PAINT TYPE Urethane, One or Two Colors, Other than Imron or International.
10XAK	PROMOTIONAL PACKAGE 7 Year Unlimited Miles/km Warranty, Limited Time Program for Allison 2000 Series Transmission on School and Commercial Buses (Supplied directly through Allison)
11001	CLUTCH Omit Item (Clutch & Control)
12703	ANTI-FREEZE Red, Extended Life Coolant; To -40 Degrees F/ -40 Degrees C, Freeze Protection
12EEM	ENGINE, DIESEL {Cummins ISB 250} EPA 2010, 250 HP @ 2400 RPM, 660 lb-ft Torque @ 1600 RPM, 2600 RPM Governed Speed, 250 Peak HP (Max) School Bus Only
12TSY	FAN DRIVE {Borg-Warner SA85} Viscous Type, Screw On
12UGN	THROTTLE, HAND CONTROL Electronic
12UPB	FEDERAL EMISSIONS {Cummins ISB} EPA, OBD and GHG Certified for Calendar Year 2016
12UYE	RADIATOR Aluminum; 2-Row, Cross Flow, Over Under System, 717 SqIn Louvered, With 313 SqIn Charge Air Cooler. With In-Tank Transmission Cooler
12VBR	AIR CLEANER With Service Protection Element
12VVN	CRUISE CONTROL Electronic
12VWH	GOVERNOR Electronic Road Speed Type; for Electronic Engines and Bus Models; With 55 MPH Default
12WZE	EMISSION COMPLIANCE Federal, Does Not Comply With California Clean Air Idle Regulations
13ART	TRANSMISSION, AUTOMATIC {Allison 2500_PTS} 5th Generation Controls; Wide Ratio, 5-Speed, With Overdrive; Less PTO Provision, Less Retarder, With 33,000-lb GVW & GCW Max. School Bus
13WLN	TRANSMISSION OIL Synthetic; 20 thru 28 Pints
13WYV	SHIFT CONTROL PARAMETERS Allison 1000 or 2000 Series Transmissions, 5th Generation Controls, with EcoCal and Dynamic Shift Sensing (FuelSense Basic)
14ANH	AXLE, REAR, SINGLE {Meritor MS-19-14X-3DFL} Single Reduction, 19,800-lb Capacity, 190 Wheel Ends . Gear Ratio: 5.57
14TBS	SUSPENSION, REAR, AIR, SINGLE {International} Ride Optimized Suspension (IROS); 21,000-lb Capacity, 9.25" Ride Height, With Shock Absorbers
15SHU	FUEL TANK Top Draw; Rectangular, Steel; 100 U.S. Gal., 397 L Capacity, Mounted Between Frame Sidemembers and Behind Rear Axle, Includes Protective Cage and with Fuel Filler Assembly and Vent Hosing
15WDK	DEF TANK 12 U.S. Gal. 45.4L Capacity, Frame Mounted Outside Right Rail
16010	COWL Flat Back
16HBA	GAUGE CLUSTER English With English Electronic Speedometer
16HGH	GAUGE, OIL TEMP, AUTO TRANS , for Allison Transmission

Vehicle Specifications
2018 INTEGRATED CE S BUS (PB105)

September 07, 2016

Code	Description
16HKT	IP CLUSTER DISPLAY On Board Diagnostics Display of Fault Codes in Gauge Cluster
16HLJ	GAUGE, DEF FLUID LEVEL
27DUG	WHEELS, FRONT {Accuride 50408} DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs
28DUG	WHEELS, REAR {Accuride 50408} DUAL DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs
29580	WHEEL SEALS, FRONT {International} Oil-Lubricated Wheel Bearings
47AGK	BODY, BUS Conventional; 78" Headroom, 34'2" Body Length, 77 Passenger, 276" WB
47AJA	BODY CERTIFICATION TAG Metal
47AJC	BODY TAG, METAL Capacity to Include the Total Number of Passengers
47AJW	STEP, FRONT ENTRANCE DOOR 27 1/4" Depth; 14ga Steel
47AMA	FASTENERS, EXTERIOR MOUNTED Stainless Steel Screws; for Fender and Body Exterior Rear View Mirrors, Bumper Mounted Crossing Gate and Body Mounted Stop Arm
47APJ	BODY RATING TAG Metal; for State of Texas, Includes Design Capacity and Seat Capacity
47APR	HEADLINER, BODY Conventional; 25'11"-34'11" Body Length, Perforated Full Length With Sound Insulation Full Length
47APX	FASTENERS, HEADLINER Screws
47ARH	BOWS, ROOF 14 ga., One Piece Construction
47ARP	LIGHT BARS Plastic
47ASG	SKIRT, BODY for Conventional, 14 1/2", 16ga
47AUR	TIE DOWNS, BODY Grade 8 Bolts, Every Body Section
47AXT	RUB RAILS, BODY (4) Conventional; Steel, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", Body Length, Includes Snow Rail
47AYB	BODY, REAR Includes Emergency Door
47AZE	SIDE SHEET, BODY, EXTERIOR Conventional, 16ga., Smooth, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", Body Length
47AZL	FLOOR, BODY With Wheel Wells
47BAR	SUPPORTS, REAR BUMPER Bolted to Frame
47BAU	BUMPER, REAR Painted; 12" High, 3/16" Thick, With 7" Hole for Exhaust
47BBH	LINING, SIDE INTERIOR, LOWER Embossed Steel, Clear Coated
47BEX	SEALER Water-proof Sealer on all Floor Covering Seams
47BKK	LETTERS, SCHOOL BUS FRONT/REAR Decal; "SCHOOL BUS"; With 8" Black Reflective Letters, 3M Fluorescent Diamond Grade, Yellow On Front and Rear Cap
47DAJ	COVER, REAR DOOR INSIDE HANDLE Partial Coverage
47DAK	FASTENERS, REAR DOOR Bolts and Nutserts, Rear Door To Body
47DBP	DOOR, ENTRANCE, FRONT Air, Outward Opening, With Split Pane Glass
47DDE	HANDLE, ASSIST, ENTRANCE DOOR Outside Entrance
47DDH	HOLD BACK, REAR DOOR Stationary, No Cables, With Plastic Cover

Vehicle Specifications
2018 INTEGRATED CE S BUS (PB105)

September 07, 2016

<u>Code</u>	<u>Description</u>
47DDU	LATCH, REAR DOOR One Point Slide Bar, Cam Operated, with One Inch Stroke
47DEH	LOCK, VANDAL, ENTRANCE DOOR for Air, Electric Control, with Key Switch
47DEK	LOCK, VANDAL, REAR DOOR with Ignition Starter Interlock
47DEY	HANDLE, EXTERIOR, REAR Emergency Door; Yellow
47DNK	SWITCH, LOCATION Steering Wheel; Includes Master Flasher, Flasher ON/OFF, Red Override, and Door Control
47DXG	FASTENERS, HANDRAIL Plusnuts & Screws
47EBM	HOLD DOWN, BATTERY For (2) Standard Size Batteries
47ECS	COMPARTMENT, TOOL, FWD LEFT Aft of Standard Battery Box, Key Lock, 13"x 15"x 25 1/2"
47KDC	MONITOR, POST TRIP INSPECTION {Leave No Student Behind} Accessory Controlled, With Push Button Alarm Disable at Rear of Bus Prompts Driver to Walk to Back of Bus and Push Button in Light Bar to Deactivate System
47LAB	NOISE REDUCTION, DRIVER FLOOR Insulation Covering Complete Driver Floor Area
47LAT	NOISE REDUCTION, ROOF BOW Conventional; Insulation, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", Body Lengths
47LAU	INSULATION, ROOF AND SIDES 1.50", All Models
47MAV	LETTERS, SCHOOL BUS SIDE Decal; "SCHOOL BUS"; in 8" Reflective Black Letters, Each Side
47MBA	UNDERCOAT, BODY Fire Resistant, Water Based, TT-C-730 Spec
47MBC	INSULATION, STEPWELL
47MJR	LETTERS, DOOR, REAR Decals; "EMERGENCY DOOR", 2" Black Letters Inside and Outside
47MNT	ARROW, RR DOOR, INSIDE Decal; Red, .75" Stroke, Indicating Handle Direction
47MRU	LETTERS, K/O WINDOW, LEFT (2) Decal Sets, "EMERGENCY EXIT", Black Inside and Outside
47MTY	WIRING DIAGRAM Schematic, Electrical
47MVA	LETTERS, HEADER Decal; "WATCH YOUR STEP", 1" Black, Above Windshield
47MVC	LETTERS, STEPWELL Decal, "WATCH YOUR STEP", 2.5" Black, Behind Door on Step Riser
47NAB	PAINT COLOR, RUB RAILS 0001 Canyon Black
47NGP	LETTERS, FUEL I.D. Paint; "DIESEL FUEL", 2" Black, Adjacent to Fuel Filler Door
47NGW	SEAL, RUB RAILS Top Edge, All Rails
47NHB	PLATE INSTR, LT. K/O WINDOW (2) Mounted Under Window
47NHL	LETTERS, K/O WINDOW, RIGHT (2) Decal Sets, "EMERGENCY EXIT", Black, Inside and Outside
47NHW	PLATE INSTR, RT. K/O WINDOW (2) Mounted Under Window
47NJA	PAINT COLOR, BODY EXTERIOR 4421 Yellow, SBNS
47NJM	PAINT FLASHER BACKGRD 0001 Canyon Black
47NJS	PAINT COLOR, BUMPER Rear; 0001 Canyon Black
47NKD	PAINT COLOR, ROOF 9219 Winter White, Beginning 5" Above Drip
47NKL	PAINT, RUB RAIL Flange to Flange
47NKR	PAINT COLOR, BODY INTERIOR Light Gray

Vehicle Specifications
2018 INTEGRATED CE S BUS (PB105)

September 07, 2016

<u>Code</u>	<u>Description</u>
47NMG	OPERATING INSTR, REAR Decal, Inside Rear Emergency Door
47NTE	LOGO, ROOF LINE Decal; Wing and Shield, First Body Section, Above Driver Window and Entrance Door Over Driver Window and Entrance Door
47NTY	PAINT HOOD AND FENDER To Match Body Exterior
47NWH	STRIPING, ROOF HATCH, REAR Decal, Perimeter, 1", Yellow, 3M Fluorescent Diamond Grade
47NWJ	STRIPING, SEATLINE {3M} 2" Yellow, Fluorescent Diamond Grade
47NWR	STRIPING, REAR END {3M} 2" Yellow Fluorescent Diamond Grade
47NWT	STRIPING, ROOF HATCH, FRONT {3M} Decal, Perimeter, 1", Yellow Fluorescent Diamond Grade
47NWU	STRIPING, K/O WINDOW, RIGHT (02) Perimeter, 1" 3M Yellow Fluorescent Diamond Grade
47NXH	STRIPING, K/O WINDOW, LEFT {3M} (02) Perimeter, 1" Yellow Fluorescent Diamond Grade
47NXN	STRIPING, PERIMETER, REAR Emergency Door; 1" Wide, 3M Fluorescent Diamond Grade, Yellow
47PBZ	HANDLE, ASSIST Windshield Side Mounted, Left and Right, Body Color
47PLX	LETTERS, DEF, I.D. Decal; "DEF ONLY", 1" Black, on DEF Filler Door
47SBB	SUB FLOOR, PLYWOOD Conventional; B-B Marine Grade, Less Sealed Edges, 5/8", 5 Ply, for 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", Body Length
47SPC	ALPHA/NUMERIC DECAL GUIDE Quantity 031-40
48ACN	SEAT BELT, DRIVER, COLOR With Blaze Orange Seat Belt Webbing
48ANE	WINDOW, ENTRANCE DOOR, TOP Laminated, Clear
48ANM	WINDOW, ENTRANCE DOOR, BOTTOM Laminated, Clear
48ANT	WINDOW, DRIVER Laminated, Clear
48APL	WINDOW, STOPS 12" Opening, Only With 78" Headroom
48ARW	WINDOW, SASH (22) 27" Sections, 9"x 23" Opening
48AUN	WINDOW, PASSENGER, TINT Conventional; 28% Light, Laminated Glass, 78" Headroom, With 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", Body Length
48BAH	WINDOW, K/O, LEFT (2) Vertical Hinge
48BJA	COLOR, WINDOW FRAME, PASS Passenger Window, Natural Aluminum Finish
48BKP	WINDOW, K/O, RIGHT (2) Vertical Hinge
48GHC	HEATER, DRIVER 90,000 BTU, with Defroster and Without Rear Heat Duct
48GYV	HEATER, DEFLECTOR Kit, for Driver Heater
48NAT	FITTINGS, AIR SEAT for Driver Seat
48PAM	WINDSHIELD 3 Flat Pieces, 73% Light, With Band
48PAV	WHEEL POCKET COVER Plastic, ABS
48PAY	AISLE POSITION Center, for balanced seating
48PEW	FLOOR COVERING, COLOR Gray #766
48PHR	UPHOLSTERY, PASS SEATS, TYPE Prevaill, 42 oz.; for (25-26) Seats
48PJR	FLOOR COVERING, TRIM Aluminum

Vehicle Specifications
2018 INTEGRATED CE S BUS (PB105)

September 07, 2016

<u>Code</u>	<u>Description</u>
48PJZ	FLOOR COVERING, TYPE {Koroseal} All Body Lengths
48PKC	HOSE CLAMPS, HEATER HOSE Constant Torque for Heater System
48PMJ	HEATER, PASS, LT REAR 84,500 BTU
48PNW	HEATER, WATER PUMP {2MPU 12} Self Priming, With Plastic Housing
48PPC	SWITCH, HTR FAN, REAR, LT With 84,500 BTU Rear Heater Only
48PPM	HEATER CUT OFF, VALVE Ball, With Butterfly Handle
48PPP	HEATER CUT OFF, VALVE INSIDE Brass Ball, Inside Forward of Driver Heater
48PPS	ROOF VENT, FRONT Static
48PUT	NUTS, BELT MOUNTING Standard Nuts For Seat Belt Mounting
48PVA	UPHOLSTERY, DRIVER SEAT, STYLE Plain, With Cloth Insert
48PVN	UPHOLSTERY, DRIVER SEAT, COLOR Drivers Seat, Gray
48PWD	UPHOLSTERY, PASS SEATS, COLOR Gray, for Seats, Barriers and Head Bumpers
48PWR	UPHOLSTERY, DRIVER SEAT, TYPE Prevail, 42 oz.
48PXP	UPHOLSTERY, BARRIER, TYPE (1-2) Prevaill, 42 oz.
48PZP	ROOF HATCH, FRONT {Specialty 9245-0200} Emergency Exit With Alarm
48PZR	ROOF HATCH, REAR {Specialty 9245-0200} Emergency Exit With Alarm
48RAE	BARRIER, CRASH, AFT ENTRY DOOR 39", 1 Leg
48RAL	BARRIER, CRASH, AFT DRIVER 39", 1 Leg
48RDL	FAN, DEFOG LEFT OF DRIVER 6.50" Diam., Black, Mounted Left of Driver Above Windshield, 2 Speed Switch in Panel
48RGE	HAND RAIL, ENTRANCE DOOR, FWD Stainless Steel; Curved
48RGR	HAND RAIL, ENTRANCE DOOR, AFT Stainless Steel, 4", Above Step
48RLX	CUSHION, SEAT 15" Depth
48RRA	UPHOLSTERY, SEAT, STITCHING Single
48RYW	SEAT, DRIVER {National 2000} Air Suspension, High Back With Integral Headrest, Cloth, Isolated, With 2 Position Front Cushion Adjustment, 6 to 17 Degree Seat Back Adjustment, Mechanical Lumbar Support, Includes Additional Back Padding For School Bus Use
48RZJ	STEP TREADS {Koroseal} Pebble Top With White Nosing, With Non-Metal Backing
48SAD	SEAT,PASS,LT,26",2 LEG (01)
48SDV	SEAT,PASS,LT,39",2 LEG (12)
48SKP	SEAT,PASS,RT,39",2 LEG (13)
48USV	SEAT BACK, PASSENGER High Back
49008	BODY PLAN, APPROVED VARIATION Number 008
49AGE	STOP ARM, FRONT {Specialty 2900} Air, 18" Octagon, Flashing Red Lights, 1/2" White Border, High Intensity Scotchlite, Double Sided
49AJH	CONNECTION, LIGHTS Cluster, Clearance and Side Marker To Tail Lights

Vehicle Specifications
2018 INTEGRATED CE S BUS (PB105)

September 07, 2016

Code	Description
49AKM	STOP ARM, LEFT REAR {Specialty 2901} Air, 18" Octagon, Flashing Red Lights, 1/2" White Border, High Intensity Scotchlite, Single Side
49AMD	SWITCH, DRIVER PANEL, TYPE Rocker
49AMJ	ALARM, BACKING {Ecco #575} 107 db
49AML	SWITCH, REAR DOOR BUZZER Rear Door With Knob, for State of Texas
49AMT	CIRCUIT, PROTECTION Breakers, Manual Reset in Lieu of Fuses
49ANH	SWITCH, MAGNETIC, DISCONNECT Master, Ignition Operated, All Body Circuits
49ANU	SOURCE, POWER 12 Volt DC, Mounted On Dash
49APA	LIGHT, DRIVER, CEILING Deluxe, With Separate Switch, Mounted in Light Bar
49APZ	LIGHTS, DOME Conventional; Two Full Rows Rectangular Recessed Dome Lights, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", Body Length
49ARN	LIGHT, STEP Wired to Clearance Lights
49AWU	SPEAKERS AND WIRING (6) Flush Mounted in Light Bar
49BCN	FLASHER SYSTEM (8) Warning Lights, 8-Lamp System, Electronic Relay Flasher, Non-Sequential Operation, Red Lights Activate With Door Open
49BCR	LIGHT, EXTERIOR, CHECK Automatically Activates Lights for Pre Trip Inspection
49BVE	MIRROR, CROSS VIEW, EXTERIOR {Mirror Lite High Definition Busboy} for Left & Right Side; Black
49BXN	SWITCH, RED, OVERRIDE WARNING Wired Hot, With ESC, Mounted Left of Driver
49BYC	RADIO, ENTERTAINMENT {Panasonic} AM/FM/CD Stereo, Includes Antenna and Cable, With Public Address System
49BYT	LIGHTS, STOP (2) {Sound Off} and Tail; 7" Round LED, Red
49BYV	LIGHTS, MARKER, FRONT, REAR {Sound Off} Rectangular LED, Armored, (8) Four Amber Front and Four Red Rear
49BYZ	LIGHTS, DIRECTIONAL, REAR (2) {Sound Off} LED, 7" Round Amber LED
49DAG	LIGHT, INDIC, WARNING LIGHTS LED Type; Red and Amber
49DBR	HOOD, WARNING LAMP (4) Black, 8-Lamp System, One Hood Above Two Lights
49DMU	MIRROR, REAR VIEW, EXTERIOR {Rosco} Open View, Black, Motorized, Non-Detent
49EAW	LIGHTS, MARKER, SIDE {Sound Off} Rectangular LED, Armored Type, Intermediate, Centered; Required for Units 30 Foot or Longer
49EBA	KIT, FIRST AID Plastic; 24 Unit, Spec State
49EGB	MIRROR, INSIDE 10" x 30", Clear
49ENK	VISOR, INTERIOR, LEFT FRONT 6" x 30", Transparent, For Left Windshield
49EVL	SWITCH, NOISE SUPPRESSION Actuator Legend States, "NOISE SUPP ", for Separate Solenoid, With Red Switch in Panel
49EWM	LIGHT, STROBE ECCO 6550C, low profile, double flash, 4.9" high
49GAY	KIT, BODY FLUID Texas
49GBV	WINDSHIELD WIPERS (2) Cowl Mounted

Vehicle Specifications
2018 INTEGRATED CE S BUS (PB105)

September 07, 2016

Code	Description
49GDG	PADDING COMPART ABOVE DRIVER Window; Safety Equipment, Vandal Equip Compartment with Cutout for dome light
49GDS	COMPARTMENT ABOVE DRIVER Left of the Driver
49GEH	SAFETY TRIANGLES Warning Reflectors, Mounted on Drivers Barrier Level With Top of a Modesty Shield
49GGE	FIRE EXTINGUISHER, DRIVER AREA 5 lb 2A-40BC Minimum With Flexible Hose and Metal Nozzle
49GKZ	FUEL FILLER DOOR With Non-Locking Latch
49GLA	REFLECTORS, SIDE, INTERMEDIATE (2) 3" Amber, 1 Each Side, Mounted With Screws, Below The Third Rub Rail From the Top
49GLG	REFLECTORS, SIDE, REAR (2) 3", Red, Mounted With Screws
49GLM	REFLECTORS, SIDE, FRONT (2) 3", Amber; 1 Aft Drivers Window Left, 1 Aft Entrance Door Right, Mounted With Screws
49GLP	REFLECTORS, REAR (2) 3", Red, Mounted With Screws
49GUB	CUTTER, SEAT BELT {TIE TECH Safecut} for Cutting Seat Belts
49GUM	INSPECTION PLATE Fuel Sending Unit 8" x 8" Steel
49GVC	MUD FLAPS, REAR WHEELS (2) Rubber; Behind Rear Wheels
49GWW	WINDSHIELD WASHER Kit; 6 Quart Capacity, Bottle
49GZT	FUEL FILLER PIPE Neck Cap and Vent Hosing for Use With Right Side Fill 100 Gal. Between the Rails Fuel Tanks
49JAC	DEF FILLER DOOR With Non-Locking Latch
49JBS	LIGHTS, CLUSTER {Sound Off} Oval, 1 Internal LED per Light; Amber Front and Red Rear
49JBU	LIGHT, ENTRY DOOR {Sound Off} LED; 4" Oval; Light Mounted in Skirt Behind Entrance Door, Wired To Step Light
49JBV	LIGHT, LICENSE PLATE {Sound Off} LED, With Mounting Gasket
49MZV	LATCH, COMPARTMENT Locking, for Overhead Storage Compartment
49NGJ	LIGHTS, WARNING (8) {Sound Off} (4) 7" Round Red Strobing LED and (4) 7" Round Amber Strobing LED, 2 Front, 2 Rear Each Color
49PTB	LIGHTS, DIRECTIONAL, SIDE {Sound Off} Rectangular LED Armor Type, Amber, 1 Each Side, Second Bow Section Aft of Entrance Door Between 2nd & 3rd Rub Rail
49UBZ	STATE OF OPERATION Texas
49ZNC	LIGHTS, BACK UP (2) {Sound Off} 4" Round, White, LED, With Flange
49ZNG	LIGHTS, STOP & TAIL ADDITIONAL (2) {Sound Off} 4" Round LED, Red, With Flange
50BHG	BODY PLAN, NON-SPECIAL NEEDS Conventional; 34' 2" Body Length, 77 Passenger, 276" WB, DX3471A000
7382135415	(2) TIRE, FRONT 11R22.5 Load Range H HSR2 (CONTINENTAL), 498 rev/mile, 75 MPH, All-Position
7382135415	(4) TIRE, REAR 11R22.5 Load Range H HSR2 (CONTINENTAL), 498 rev/mile, 75 MPH, All-Position

Services Section:

40114 WARRANTY Standard for CE, RE, BE School Bus Models, Effective with Vehicles Built January 2, 2015 or Later, CTS-3304G

Vehicle Specifications
2018 INTEGRATED CE S BUS (PB105)

September 07, 2016

<u>Code</u>	<u>Description</u>
40KMA	SERVICES, TOWING {Navistar} Service Call to 24-Month/Unlimited Mileage to the Nearest Navistar Dealer for Navistar Warrantable Failure as Contract Defined; Includes Engine Failure if Supplier Declines Tow Coverage & ESC Supplied thru Navistar; \$550 (USA) Maximum Benefit per Incident
40PKZ	SRV CONTRACT, EXT VEH COVERAGE {Navistar} To 24-Month/50,000 Miles (80,000 km), Covers 100% Parts and Labor; Includes Body; Excludes Extending Warranty for Engine, Transmission, Perforation or Corrosion of Cab/Cowl Structure and Paint
49GVN	WARRANTY 5-Year, Limited DOT INSPECTION WEIGHT SLIP GOVERN SPEED @65MPH PRE DELIVERY INSPECTION ACT 136,000 BTU AIR CONDITIONER GEOTAB ANGEL TRAX QUEST EDGE BACK UP CAMERA WITH MONITOR IN MIRROR ***PRICE PER UNIT IS \$97,784.00***

Financial Summary
2018 INTEGRATED CE S BUS (PB105)

September 07, 2016

<u>Description</u>	(US DOLLAR)	<u>Price</u>
Net Sales Price:		\$293,352.00

Please feel free to contact me regarding these specifications should your interests or needs change. I am confident you will be pleased with the quality and service of an IC Corporation vehicle.

THIS IS BUYBOARD PRICING. BUYBOARD FEE \$800 NOT INCLUDED. PLEASE ADD

Approved by Seller:

Accepted by Purchaser:

Official Title and Date

Firm or Business Name

Authorized Signature

Authorized Signature and Date

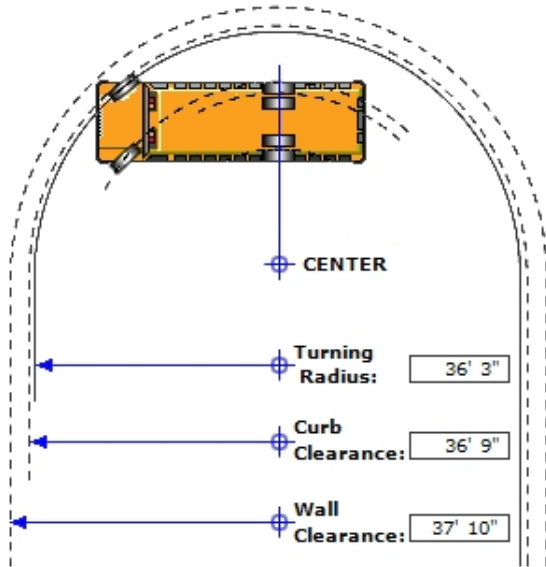
This proposal is not binding upon the seller without Seller's Authorized Signature

Official Title and Date

The TOPS FET calculation is an estimate for reference purposes only. The seller or retailer is responsible for calculating and reporting/paying appropriate FET to the IRS.

Turning Radius Summary
2018 INTEGRATED CE S BUS (PB105)

September 07, 2016



Series: INGB
 Model: PB105
 Description: INTEGRATED CE S BUS
 Model Year: 2018

Calculation Factors

Wheelbase: 276
 Front Axle: 0002ASH
 Description: AXLE, FRONT NON-DRIVING, {Meritor MFS-10-122A} I-Beam Type, 10,000-lb Capacity
 Front Wheel: 0027DUG
 Description: WHEELS, FRONT, {Accuride 50408} DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs
 Front Tire: 07382135415
 Description: TIRES, 11R22.5 Load Range H HSR2 (CONTINENTAL), 498 rev/mile, 75 MPH, All-Position
 Steering Gear: 0005PRR
 Description: STEERING GEAR, {TRW (Ross) TAS66} Power

Turning Radius Statistics

General Information

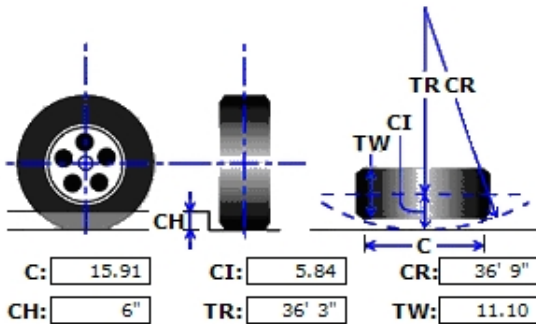
Inside Turn Angle: 50 Degrees
 Radial Overhang: 19

Axle Information

KingPin Inclination: 6.25 Degrees
 KingPin Center: 69

Turning Radius - Curb View

C - Curb Contact Length: 15.91
 CI - Curb Clearance Increment: 5.84
 CR - Curb Clearance Radius: 36'9"
 CH - Curb Height: 6"
 TR - Turning Radius: 36'3"
 TW - Tire Width: 11.10



* All Measurements are in inches, unless otherwise specified.

This information is based on engineering information available at this time. Actual figures may vary. Navistar, Inc. cannot accept liability for consequences due to this variance.



MARBLE FALLS ISD

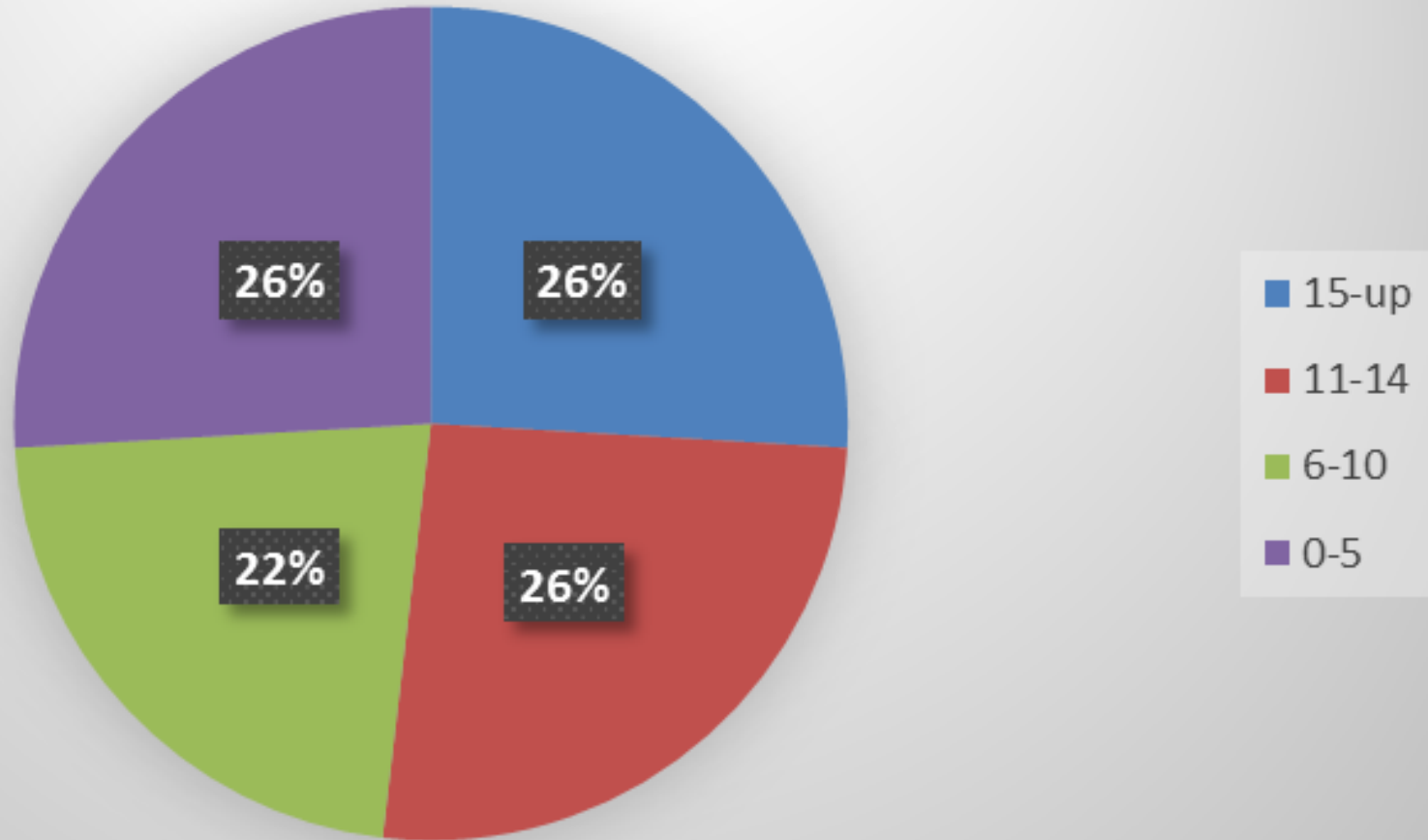
Bus Replacement Schedule

INDUSTRY STANDARDS

- Industry experts recommend replacing buses when they are 15 years old or older.

STATE OF CURRENT FLEET

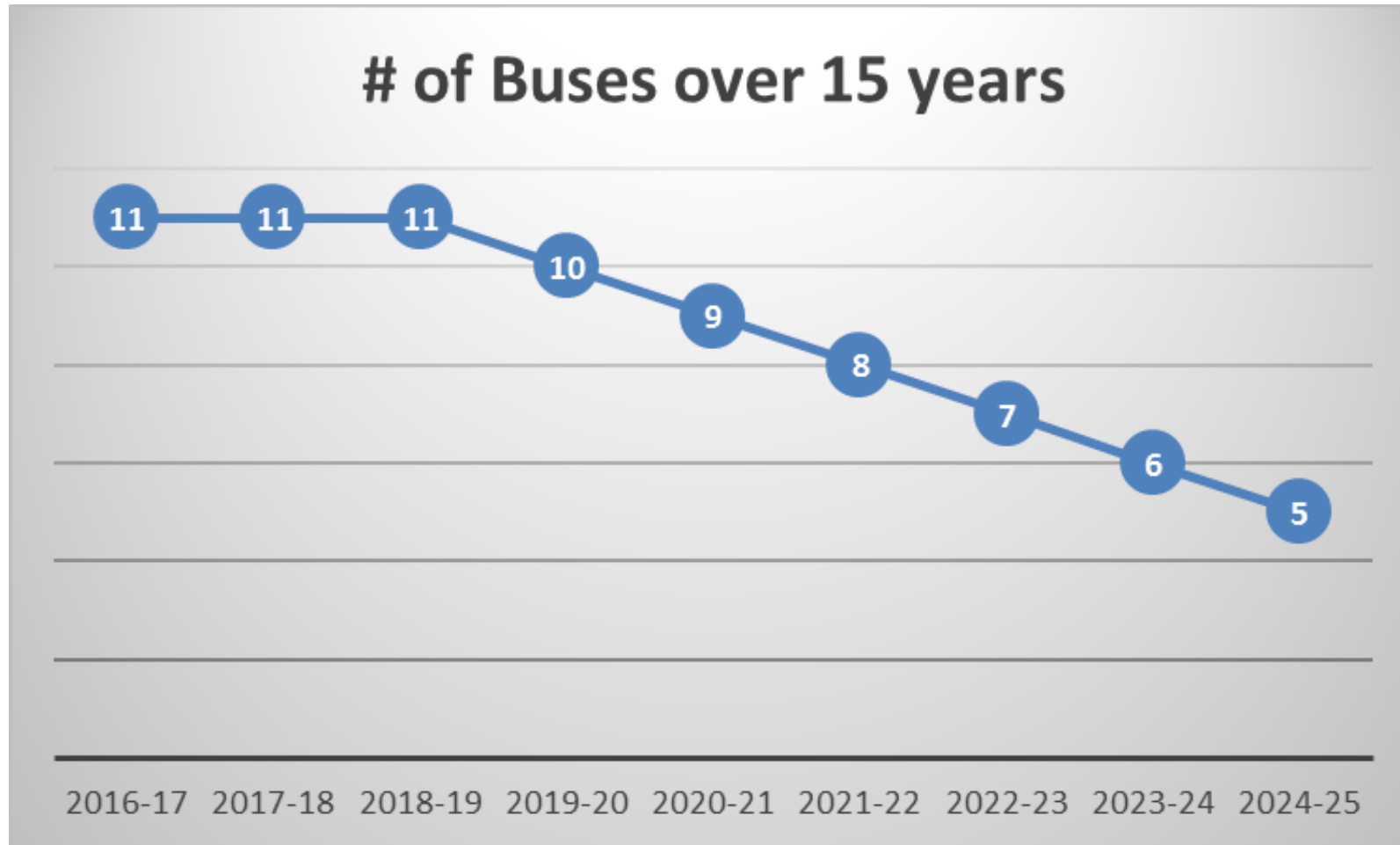
Age of Bus Fleet



REPLACEMENT SCHEDULE

- 2016-17 – Purchase 3 buses
- 2017-18 – Forward – Purchase 4 buses per year.

AFTER PURCHASE OF 3 BUSES IN 2016-17



2016-17 BUS PURCHASE

- Quote attached
- Buy Board vendor
- Total cost - \$294,152
- Amount budgeted \$300,000



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

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

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Marble Falls ISD
Summary of Maintenance Truck Quotes

Vendors	Truck # 1	Truck # 2	Total
Caldwell County Ford-Chevrolet (Ford)	\$ 23,578.05	\$ 28,247.85	\$ 51,825.90
Caldwell County Ford-Chevrolet (Chevy)	\$ 24,310.00	\$ 29,775.00	\$ 54,085.00
Silsbee Ford	\$ 24,993.00	\$ 31,188.00	\$ 56,181.00
Sam Pack's Five Star Ford	\$ 25,873.52	\$ 30,908.52	\$ 56,782.04

Truck # 1 - Regular Single Cab 3/4 Ton

Truck # 2 - 3/4 Ton with Service Body



CALDWELL COUNTRY
FORD & CHEVROLET
BUYBOARD BID 430-13

End User: MARBLE FALLS ISD Caldwell Rep: AARON WILEY
 Contact: MICHAEL PHILLIPS Phone/fax: 254-773-8824 / 254-773-8808
 Phone/email: 830-693-4357/mphillips@mfisd.txed.net Date: Thursday, June 30, 2016
 Product Description: FORD F-250 SUPER DUTY email: aaron@caldwellcountry.com

A. Bid Series: 113 A. Base Price: **\$ 22,293.00**

B. Published Options [Itemize each below]

Code	Options	Bid Price	Code	Options	Bid Price
F2A	2017 REGULAR CAB 3/4 TON SRW	\$ 343.00	X3E	3.73 E- LOCKING REAR AXLE	\$ 370.00
	6.2L V8 GAS; 6-SPD AUTOMATIC	INCL			
	VINYL 40/20/40 SEAT	INCL			
	AC & HEAT; AM/FM RADIO	INCL			
	RUBBER FLOOR	INCL			
	8 FT BED	INCL			
	TRAILER TOW PACKAGE	INCL			
	SPARE TIRE	INCL			
	MANUAL WINDOWS & LOCKS	INCL			
	9950# GVWR	INCL			

Total of B. Published Options: **\$ 713.00**

C. Unpublished Options [Itemize each below, not to exceed 25%] \$= 0.0 %

Options	Bid Price	Options	Bid Price
		WHITE	COLOR
		ESTIMATED 90-120 DAYS FROM 7-11-16	DELIVERY
		2017 BUILDS START 7-11-16	NOTE

Total of C. Unpublished Options: **\$ -**

- D. Pre-delivery Inspection: **\$ -**
- E. Texas State Inspection: **\$ -**
- F. Manufacturer Destination/Delivery: **\$ -**
- G. Floor Plan Interest (for in-stock and/or equipped vehicles): **\$ -**
- H. Lot Insurance (for in-stock and/or equipped vehicles): **\$ -**
- I. Contract Price Adjustment: **\$ -**
- J. Additional Delivery Charge: 93 miles **\$ 172.05**
- K. Subtotal: **\$ 23,178.05**
- L. Quantity Ordered 1 x K = **\$ 23,178.05**
- M. Trade in: **\$ -**
- N. BUYBOARD FEE PER PURCHASE ORDER: **\$ 400.00**
- O. TOTAL PURCHASE PRICE WITH BUYBOARD FEE: **\$ 23,578.05**

CALDWELL COUNTRY

FORD & CHEVROLET

BUYBOARD BID 430-13

End User: MARBLE FALLS ISD Caldwell Rep: AARON WILEY

Contact: MICHAEL PHILLIPS Phone/fax: 254-773-8824 / 254-773-8808

Phone/email: 830-693-4357/mphillips@mfisd.txed.net Date: Thursday, June 30, 2016

Product Description: FORD F-250 SUPER DUTY email: aaron@caldwellcountry.com

A. Bid Series: 113 A. Base Price: \$ **22,293.00**

B. Published Options [Itemize each below]

Code	Options	Bid Price	Code	Options	Bid Price
F2A	2017 REGULAR CAB 3/4 TON SRW	\$ 343.00	X3E	3.73 E- LOCKING REAR AXLE	\$ 370.00
	6.2L V8 GAS; 6-SPD AUTOMATIC	INCL	66D	BED DELETE	\$ (572.00)
	VINYL 40/20/40 SEAT	INCL	512	SPARE TIRE	\$ 280.00
	AC & HEAT; AM/FM RADIO	INCL			
	RUBBER FLOOR	INCL	MH787	KNAPHIEDE TRUCK EQUIP.	\$ 4,961.80
	8 FT BED	INCL		SEE ATTACHED QUOTE	
	TRAILER TOW PACKAGE	INCL			
	SPARE TIRE	INCL			
	MANUAL WINDOWS & LOCKS	INCL			
	9950# GVWR	INCL			
Total of B. Published Options:					\$ 5,382.80

C. Unpublished Options [Itemize each below, not to exceed 25%] \$= 0.0 %

Options	Bid Price	Options	Bid Price
		WHITE	COLOR
		ESTIMATED 90-120 DAYS FROM 7-11-16	DELIVERY
		2017 BUILDS START 7-11-16	NOTE
Total of C. Unpublished Options:			\$ -

D. Pre-delivery Inspection: \$ -

E. Texas State Inspection: \$ -

F. Manufacturer Destination/Delivery: \$ -

G. Floor Plan Interest (for in-stock and/or equipped vehicles): \$ -

H. Lot Insurance (for in-stock and/or equipped vehicles): \$ -

I. Contract Price Adjustment: \$ -

J. Additional Delivery Charge: 93 miles \$ **172.05**

K. Subtotal: \$ **27,847.85**

L. Quantity Ordered 1 x K = \$ **27,847.85**

M. Trade in: \$ -

N. BUYBOARD FEE PER PURCHASE ORDER: \$ **400.00**

O. TOTAL PURCHASE PRICE WITH BUYBOARD FEE: \$ **28,247.85**

QUOTE# 001

CONTRACT PRICING WORKSHEET

End User: MARBLE FALLS ISD			Contractor: CALDWELL COUNTRY		
Contact Name: MICHAEL PHILLIPS			CALDWELL COUNTRY		
Email: MPHILLIPS@MFISD.TXED.NET			Prepared By: Averyt Knapp		
Phone #: 830-693-2046			Email: aknapp@caldwellcountry.com		
Fax #:			Phone #: 979-567-6116		
Location City & State: MARBLE FALLS			Fax #: 979-567-0853		
Date Prepared: SEPTEMBER 14, 2016			Address: P. O. Box 27, Caldwell, TX 77836		
Contract Number: BUY BOARD #430-13			Tax ID # 14-1856872		
Product Description: CHEVROLET 2500HD SILVERADO 4X2 REG CAB CC25903					
A Base Price & Options:					\$23,910
B Fleet Quote Option:					
Code	Description	Cost	Code	Description	Cost
	4X2-REGULAR CAB, 9,300#GVWR, 6.0L-V8 GAS, 6-SPD AUTOMATIC, 4.10 LOCKIKNG REAR AXLE DIFFERENTIAL, FULL SIZE SPARE TIRE & WHEEL, 40-20-40 VINYL SEATS, FULL RUBBER FLOOR, AIR CONDITION, AMFM- STEREO, TILT, CRUISE, POWER DOOR LOCKS, 8' BED, REAR STEP BUMPER	INCL			
	GM WARRANTY 5YR/100,000 MILES POWERTRAIN @ N/C	INCL		CALDWELL COUNTRY PO BOX 27 CALDWELL, TEXAS 77836	
Subtotal B					INCL
C Unpublished Options					
Code	Description	Cost	Code	Description	Cost
Subtotal C					
D Other Price Adjustments (Installation, Delivery, Etc...)					
Subtotal D FOB MARBLE FALLS, TEXAS					INCL
E Unit Cost Before Fee & Non-Equipment Charges (A+B+C+D)					\$23,910
Quantity Ordered					1

Subtotal E	\$23,910
F Non-Equipment Charges (Trade-In, Warranty, Etc...)	
BUY BOARD	\$400
G. Color of Vehicle: WHITE	
H. Total Purchase Price (E+F)	
	\$24,310
Estimated Delivery Date:	(2017 MODEL 60-90 DAYS APPX, (2016 MODEL IN STOCK- IMMEDIATE)

QUOTE# 001-Q63667

CONTRACT PRICING WORKSHEET

End User: MARBLE FALLS ISD	Contractor: CALDWELL COUNTRY
Contact Name: MICHAEL PHILLIPS	CALDWELL COUNTRY
Email: MPHILLIPS@MFISD.TXED.NET	Prepared By: Averyt Knapp
Phone #: 830-693-2046	Email: aknapp@caldwellcountry.com
Fax #:	Phone #: 979-567-6116
Location City & State: MARBLE FALLS	Fax #: 979-567-0853
Date Prepared: SEPTEMBER 14, 2016	Address: P. O. Box 27, Caldwell, TX 77836
Contract Number: BUY BOARD #430-13	Tax ID # 14-1856872

Product Description: CHEVROLET 2500HD SILVERADO 4X2 REG CAB CC25903

A Base Price & Options: \$29,775

B Fleet Quote Option:

Code	Description	Cost	Code	Description	Cost
	4X2-REGULAR CAB, 9,300#GVWR, 6.0L-V8 GAS, 6-SPD AUTOMATIC, 4.10 LOCKIKNG REAR AXLE DIFFERENTIAL, FULL SIZE SPARE TIRE & WHEEL, 40-20-40 VINYL SEATS, FULL RUBBER FLOOR, AIR CONDITION, AMFM- STEREO, TILT, CRUISE, POWER DOOR LOCKS, 8' RKI #S5680 SERVICE BODY, 44" TALL SERVICE BODY, 3 COMPARTMENTS PER SIDE, 14.6" DEEP COMPARTMENTS, STANDARD SHELVING AND DIVIDERS, 51" WIDE FLOOR, LIGHTS, REFLECTORS, 8" STEEL TREADPLATE BUMPER	INCL		\$ 53,685.00	
	GM WARRANTY 5YR/100,000 MILES POWERTRAIN @ N/C	INCL			CALDWELL COUNTRY PO BOX 27 CALDWELL, TEXAS 77836
Subtotal B					INCL

C Unpublished Options

Code	Description	Cost	Code	Description	Cost

Subtotal C					
D Other Price Adjustments (Installation, Delivery, Etc...)					
Subtotal D FOB MARBLE FALLS, TEXAS					INCL
E Unit Cost Before Fee & Non-Equipment Charges (A+B+C+D)					\$29,775
Quantity Ordered					1
Subtotal E					\$29,775
F Non-Equipment Charges (Trade-In, Warranty, Etc...)					
BUY BOARD (INCL W/PICKUP QUOTE 001)					INCL
G. Color of Vehicle: WHITE					
H. Total Purchase Price (E+F)					\$29,775
				Estimated Delivery Date:	(2017 MODEL 90-120 DAYS APPX, (2016 MODEL IN STOCK-IMMEDIATE, 14-21 DAY BODY INSTALL)

PRODUCT PRICING SUMMARY BUYBOARD CONTRACT #430-13

Vehicles and Heavy Duty Trucks

VENDOR--Silsbee Ford, 1211 Hwy 96 N., Silsbee TX 77656

End User: MARBLE FALLS ISD

Prepared by: RICHARD HYDER

Contact: MICHAEL PHILLIPS 830.693.4357

Phone: (409) 300-1385

Email: MPHILLIPS@MFISD.TXED.NET

Email: rhyder.cowboyfleet@gmail.com

Product Description: 2017 FORD F250 PICKUP

Date: June 28, 2016

A. Bid Series: 113

A. Base Price: \$ **21,226.00**

B. Published Options [Itemize each below]

Code	Options	Bid Price	Code	Options	Bid Price
F2A	F250 REGULAR CAB 4X2	\$ 2,195.00			
996	6.2L V8 GAS	\$ -			
X3E	3.73 LIMITED SLIP AXLE	\$ 367.00			
Z1	EXTERIOR WHITE	\$ -			
AS	INTERIOR VINYL 40/20/40	\$ -			
52B	TRAILER BRAKE CONTROLLER	\$ 259.00			

Total of B. Published Options: \$ **2,821.00**

C. Unpublished Options [Itemize each below, not to exceed 25%]

\$= 0.0 %

Options	Bid Price	Options	Bid Price

Total of C. Unpublished Options: \$ -

\$ -

\$ -

\$ -

\$ -

\$ -

equipped vehicles):

pped vehicles):

I. Contract Price Adjustment: _____

J. Additional Delivery Charge: 312 miles

K. Subtotal:

L. Quantity Ordered 1 x K =

M. Trade in: _____

N. BUYBOARD Administrative Fee (\$400 per purchase order)

O. TOTAL PURCHASE PRICE INCLUDING BUYBOARD FEE

\$ -

\$ 400.00

\$ **24,993.00**

\$56,181

PRODUCT PRICING SUMMARY BUYBOARD CONTRACT #430-13

Vehicles and Heavy Duty Trucks
 VENDOR--Silsbee Ford, 1211 Hwy 96 N., Silsbee TX 77656

End User: MARBLE FALLS ISD Prepared by: RICHARD HYDER
 Contact: MICHAEL PHILLIPS 830.693.4357 Phone: (409) 300-1385
 Email: MPHILLIPS@MFISD.TXED.NET Email: rhyder.cowboyfleet@gmail.com
 Product Description: 2017 FORD F250 PICKUP Date: July 5, 2016

A. Bid Series: 113 A. Base Price: \$ 21,226.00

B. Published Options [Itemize each below]

Code	Options	Bid Price	Code	Options	Bid Price
F2A	F250 REGULAR CAB 4X2	\$ 2,195.00			
996	6.2L V8 GAS	\$ -			
X3E	3.73 LIMITED SLIP AXLE	\$ 367.00			
Z1	EXTERIOR WHITE	\$ -			
AS	INTERIOR VINYL 40/20/40	\$ -			
52B	TRAILER BRAKE CONTROLLER	\$ 259.00			
HIT	KNAPHEIDE 696J SERVICE BODY	\$ 6,195.00			

Total of B. Published Options: \$ 9,016.00

C. Unpublished Options [Itemize each below, not to exceed 25%] \$= 0.0 %

Options	Bid Price	Options	Bid Price

Total of C. Unpublished Options: \$ -

- D. Pre-delivery Inspection: \$ -
- E. Texas State Inspection: \$ -
- F. Manufacturer Destination/Delivery: \$ -
- G. Floor Plan Interest (for in-stock and/or equipped vehicles): \$ -
- H. Lot Insurance (for in-stock and/or equipped vehicles): \$ -
- I. Contract Price Adjustment: _____
- J. Additional Delivery Charge: 312 miles \$ 546.00
- K. Subtotal: \$ 30,788.00
- L. Quantity Ordered 1 x K = \$ 30,788.00
- M. Trade in: _____
- N. BUYBOARD Administrative Fee (\$400 per purchase order) \$ 400.00
- O. TOTAL PURCHASE PRICE INCLUDING BUYBOARD FEE \$ 31,188.00



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

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Marble Falls Independent School District

**State Accountability Report
2015 - 2016**



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2015-16 STAAR Summary – High School

Assessment Area	MFISD 2016	Region 2016	State 2016	MFISD 2015	Region 2015	State 2015
Algebra I (MFISD)	81	84	81	87	85	81
Biology	91	94	91	94	94	91
English I	64	70	63	71	76	71
English II	66	73	66	79 (Dec. 2015)	77	72
US History	92	95	94	95	94	91

80



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2015-16 STAAR Summary – Middle School

Assessment Area	MFISD 2016	Region 2016	State 2016	MFISD 2015	Region 2015	State 2015
6th Reading	69	72	71	73	82	77
6th Math	75	75	74	73	79	77
7th Reading	64	74	72	81	80	76
7th Math	49	69	71	77	74	73
7th Writing	71	71	70	73	76	73
8th Reading	87	87	85	88	91	88
8th Math	84	87	80	78	80	75
8th Science	79	76	76	76	77	71
8th Social Studies	67	79	65	60	71	65

81



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2015-16 STAAR Summary – Elementary

Assessment Area	MFISD 2016	Region 2016	State 2016	MFISD 2015	Region 2015	State 2015
3rd Reading	72	76	74	79	80	77
3rd Math	72	77	76	74	80	77
4th Reading	74	76	77	79	78	74
4th Math	72	75	74	77	77	73
4th Writing	65	69	69	72	72	70
5th Reading	80	82	80	86	90	87
5th Math	91	86	85	84	82	79
5th Science	73	75	75	78	76	72



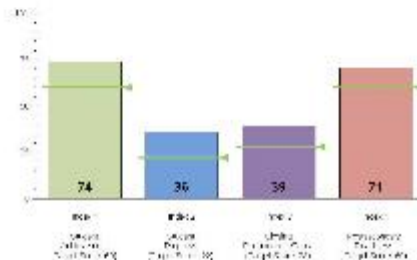
← Camous/District

Accountability Rating	
Met Standard	
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> Student Achievement Student Progress Closing Performance Gaps Postsecondary Readiness 	NONE
<small>STAAR scores for 114 students at Marble Falls ISD are available at data.pearsoned.com/indicators. Please refer to the Texas Education Agency website for more information on the Texas Education Agency's data portal.</small>	

← Rating

Performance Index Report

Distinction Designation



Postsecondary Readiness
Percent of all MC measures in top quartile: 8 out of 14 = 57%
NO DISTINCTION EARNED

← Distinctions

← Performance Index

Performance Index Summary

System Safeguards

Index	Points Earned	Maximum Points	Index Score	Number and Percentage of Indicators Met
1- Student Achievement	5,123	6,002	74	Performance Rates: 25 out of 26 = 72%
2- Student Progress	276	1,200	36	Participation Rates: 7 out of 7 = 100%
3- Closing Performance Gaps	1,324	2,600	39	Graduation Rates: 5 out of 5 = 100%
4- Postsecondary Readiness	100	100	71	Met Federal Limits on Alternative Assessments: 0 out of 1 = 0%
Total	7,823	10,902	71	Total: 48 out of 59 = 81%

← Safeguards

For further information on both reports, please see the Performance Reporting User's Guide at www.tea.state.tx.us/per/pe/peaccountability/index.htm



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MFISD Distinctions

- **Marble Falls Independent School District**
 - **No Distinction Earned (only 1 available)**



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MFISD Distinctions High Schools

- **Falls Career HS**

- **Not Eligible**

- **Marble Falls HS**

- **Academic Achievement in ELA/Reading**
- **Academic Achievement in Mathematics**
- **Academic Achievement in Science**
- **Academic Achievement in Social Studies**
- **Postsecondary Readiness**



MFISD Distinctions Middle School

- **Marble Falls Middle School**
 - **Academic Achievement in Science**



MFISD Distinctions Elementary Schools

- **Colt Elementary**
 - **Academic Achievement in Mathematics**
 - **Academic Achievement in Science**
 - **Postsecondary Readiness**
- **Highland Lakes Elementary**
 - **Academic Achievement in Science**



MFISD Distinctions Elementary Schools

▪ **Marble Falls Elementary**

- **Academic Achievement in ELA/Reading**
- **Top 25% - Student Progress**
- **Postsecondary Readiness**

▪ **Spicewood Elementary**

- **Academic Achievement in ELA/Reading**
- **Top 25% - Closing Performance Gaps**
- **Postsecondary Readiness**



District Summary

TEXAS EDUCATION AGENCY
 DEPARTMENT OF ASSESSMENT AND ACCOUNTABILITY
 DIVISION OF PERFORMANCE REPORTING
 2016 ACCOUNTABILITY RATINGS AS OF AUGUST 15, 2016

District/Campus Name	District/ Campus Number	2016 Accountability Rating*	Index 1 Student Achievement			Index 2 Student Progress			Index 3 Closing Performance Gaps			Index 4 Postsecondary Readiness		
			Index Score	Index Target	Index Met	Index Score	Index Target	Index Met	Index Score	Index Target	Index Met	Index Score	Index Target	Index Met
MARBLE FALLS ISD	027904	Met Standard	74	60	Y	36	22	Y	39	28	Y	71	60	Y
MARBLE FALLS H S	001	Met Standard	76	60	Y	21	17	Y	41	30	Y	76	60	Y
FALLS CAREER H S	002	Met Alternative Standard	86	35	Y				46	13	Y	100	33	Y
MARBLE FALLS MIDDLE	041	Met Standard	72	60	Y	33	30	Y	36	26	Y	35	13	Y
MARBLE FALLS EL	101	Met Standard	77	60	Y	55	32	Y	36	28	Y	37	12	Y
COLT EL	102	Met Standard	73	60	Y	44	32	Y	38	28	Y	38	12	Y
HIGHLAND LAKES EL	103	Met Standard	69	60	Y	40	32	Y	38	28	Y	38	12	Y
SPICEWOOD EL	104	Met Standard	88	60	Y	48	32	Y	46	28	Y	56	12	Y



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

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Marble Falls ISD

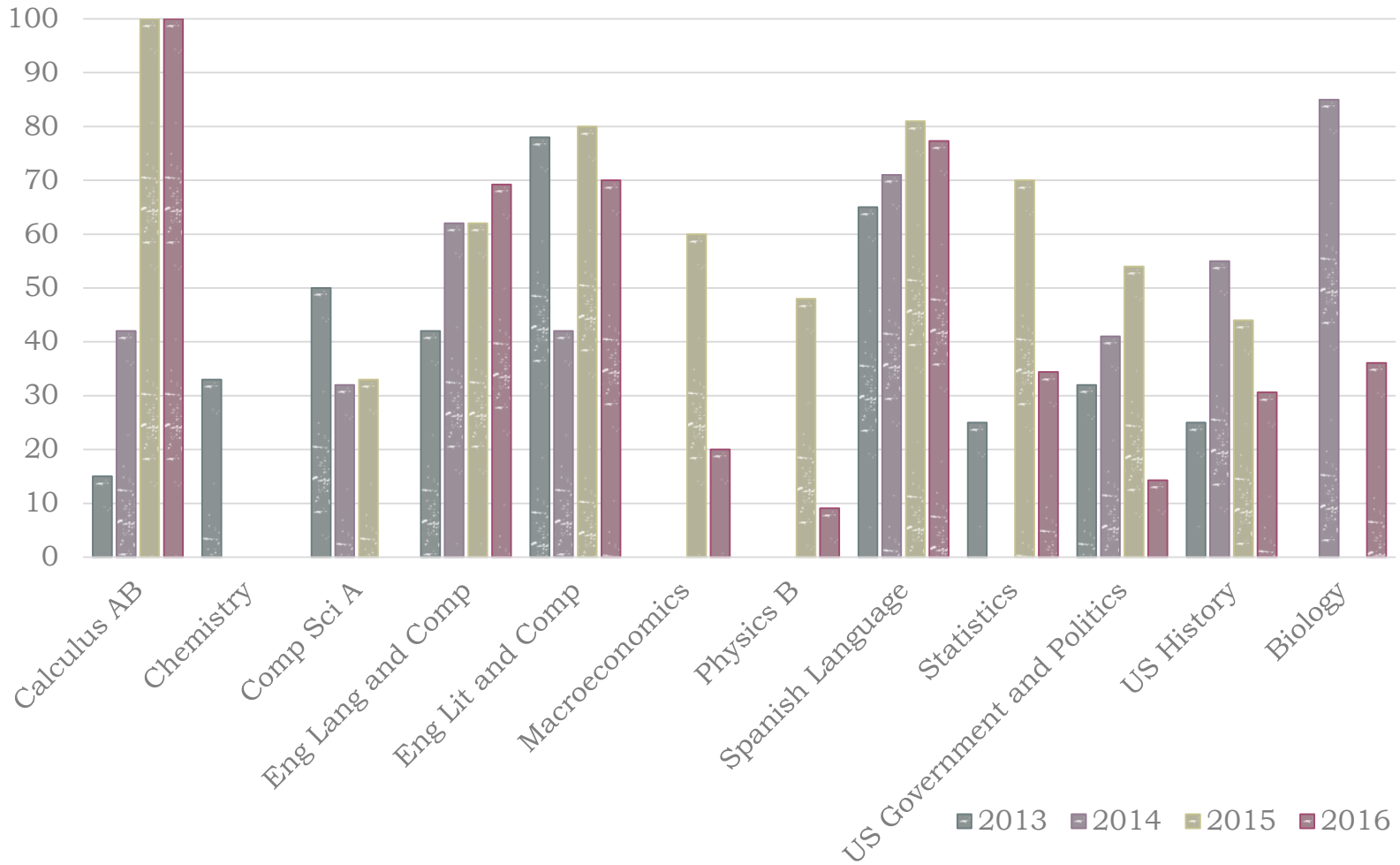
Advanced Academics Report 2015 - 2016



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“Passing Rates” – (% of 3’s or Higher)

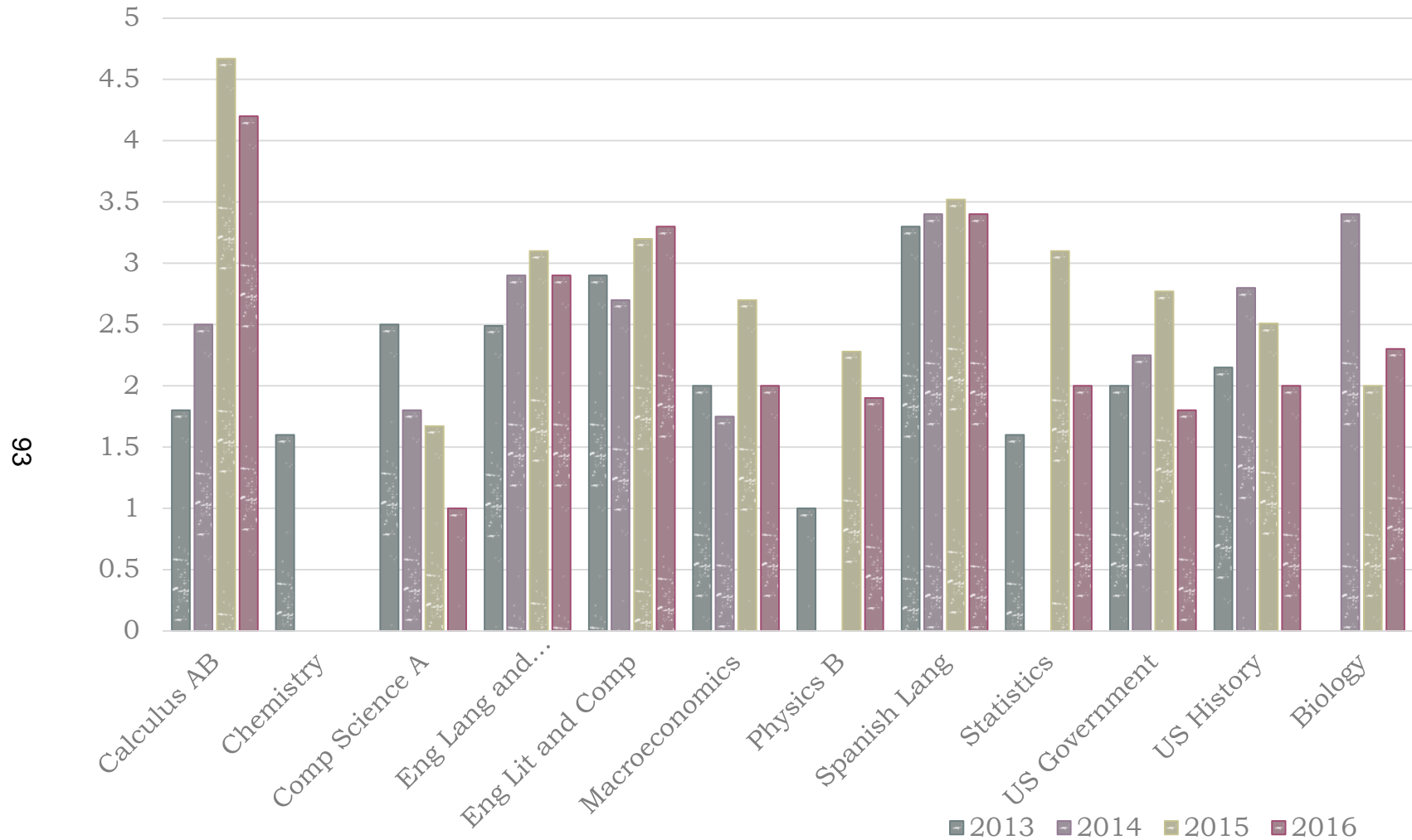
92



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AP Exam Averages



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SAT Scores

	2013	2014	2015	2016
MFISD	1445	1429	1456	1456
State	1422	1417	1410	1393



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ACT Scores

	2013	2014	2015	2016
MFISD	20.6	21.2	21.5	21.7
State	20.9	20.9	20.9	20.6

96



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Advanced Placement

	2015-2016	2016-2017
Courses Offered	12	18
Student Enrollment	447	595
New Courses		AP Human Geography AP World History AP Chemistry AP Physics 2 AP Music Theory AP Studio Art

96



Articulations

2016-2017	
Courses Offered	5
Student Enrollment	200
Approved Courses	Ag. Mechanics Welding I Welding II Construction Technology II Graphic Design II



Dual Credit

	2015-2016	2016-2017
Courses Offered	9	9
Student Enrollment	178	192

88



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Questions?



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

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Marble Falls Independent School District District Improvement Plan

2016-2017

MFISD Vision

Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.

MFISD Mission

The mission of the Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

MFISD School Board

Rick Edwards - President
Kevin Naumann - Vice-President
Lee Ann Johnson - Secretary
Mike Savage - Member
Kevin Virdell - Member
Gary Boshears - Member
Karl Westerman - Member



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Marble Falls ISD
District Educational Improvement Committee

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Wes Cunningham	Chair	
Melissa Fields	Ex-Officio	
Deb Canup	Ex-Officio	
Sharon Oldham	Ex-Officio	
Leslie Baty	Ex-Officio	
Nancy Herrington	Community Member	
Kay Stripling	Community Member	
Susie Baskin	Parent	
Sandra Vasquez	Parent	
Cory Hanneman	Businessman	
Kara Stewart	Businessman	
Mickey Hughes	Administrator	
Brittany Chrisman	At-Large Teacher	
Marcy Mueller	Non-Teaching Professional	
Lisa Persyn	Non-Teaching Professional	
Johnny Mitchell	Teacher	
Jennifer Virdell	Teacher	
Matt Turner	Teacher	
Clayton Patterson	Teacher	

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Amy Miller	Teacher	
Jeannette Gegogeine	Teacher	
Gaynelle Mandel	Teacher	
Mary Pond	Teacher	
Debby Phillips	Teacher	
Charles Ewing	Teacher	
Mary Groth	Teacher	
Tamra Chance	Teacher	
Bea Jakubec	Teacher	
Nora Carrizales	Teacher	
Anna Olivo	Teacher	
Christina Hartley	Teacher	
Vonda Orton	Teacher	
Audrey Beltran	Teacher	
Ashley Crouse	Teacher	

MFISD COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the District Educational Improvement Committee during the 2015-16 School Year

Participants in Attendance	Data Sources Examined	
Wes Cunningham	<input checked="" type="checkbox"/> TAPR	
Melissa Fields	<input checked="" type="checkbox"/> Disaggregated STAAR / TAKS Data	
Deb Canup	<input checked="" type="checkbox"/> Campus PEIMS Reports	
Sharon Oldham	<input checked="" type="checkbox"/> Student Attendance Data	
Leslie Baty	<input checked="" type="checkbox"/> Truancy Data	
Nancy Herrington	<input checked="" type="checkbox"/> Referral % for SPED Students	
Kay Stripling	<input checked="" type="checkbox"/> Campus Parent Participation	
Susie Baskin	<input type="checkbox"/> Failure Rates	
Sandra Vasquez	<input checked="" type="checkbox"/> Parent Survey	
Cory Hanneman	<input checked="" type="checkbox"/> TELPAS Data	
Kara Stewart	<input checked="" type="checkbox"/> Achievement Test Data	
Mickey Hughes	<input type="checkbox"/> TBA Data	
Brittany Chrisman	<input checked="" type="checkbox"/> DRA, BAS, or Other Reading	
Marcy Mueller	<input checked="" type="checkbox"/> Pre AP / AP Scores	
Lisa Persyn	<input checked="" type="checkbox"/> PSAT / SAT / ACT Scores	
Johnny Mitchell	<input checked="" type="checkbox"/> Completion Rate	
Jennifer Virdell	<input checked="" type="checkbox"/> Federal Accountability Data	
Matt Turner	<input type="checkbox"/> Other	
Clayton Patterson		
Amy Miller		
Jeannette Gegogeine		
Gaynelle Mandel		
Mary Pond	List Other Data Here	
Debby Phillips		

Participants in Attendance	Data Sources Examined	
Charles Ewing		
Mary Groth		
Tamra Chance		
Bea Jakubec		
Nora Carrizales		
Anna Olivo		
Christina Hartley		
Vonda Orton		
Audrey Beltran		
Ashley Crouse		

MFISD
Comprehensive Needs Assessment Summary

Number of Students served in 2016-2017 - 4147 - Number of Students served in 2015-2016 - 4123

Classroom Organization (EE - 5; 6-8; 9-12); SPED Classrooms; ESL/BE Classrooms; DAEP

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

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

DEMOGRAPHICS

Strengths: Met standard for accountability rating at each campus.

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

FAMILY AND COMMUNITY INVOLVEMENT

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

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

STAFF QUALITY, RECRUITMENT AND RETENTION

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

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

SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION

Strengths: The school culture and climate is friendly and warm to our clientele. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in parent ed. classes, community outreach, multicultural night, and PTA sponsored events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives to arrive to school on time and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safer environment for all students. Dismissal areas (bus line, after school program) are in need of more supervision so students arrive safely in their correct dismissal area and safely home. Teambuilding will remain a focus for us. Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus. Allowing staff recognition, teambuilding activities throughout the school day can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of establishing collegial and peer relationship with our students.

CURRICULUM, INSTRUCTION AND ASSESSMENT

Strengths: The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student. We are structured to have collaborative conversations to impact student learning. Instructional designs, such as: Kagan structures, intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement. A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

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

STUDENT ACHIEVEMENT

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

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

TECHNOLOGY

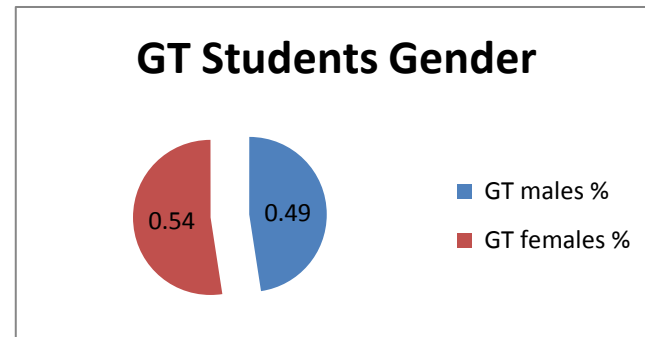
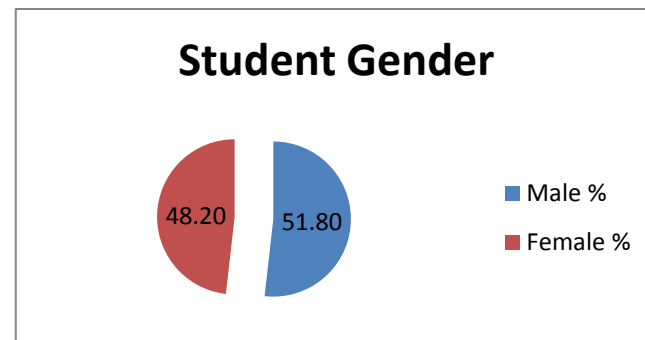
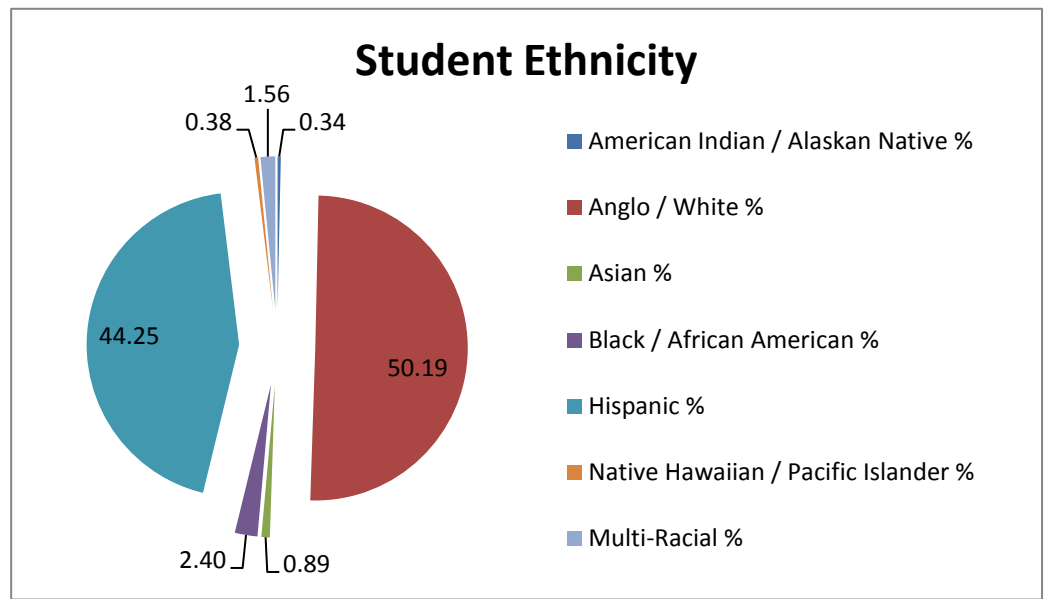
Strengths: The 2015-2016 school year will provide a wealth of technology due to our district being a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, iPads and content-specific implementation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

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

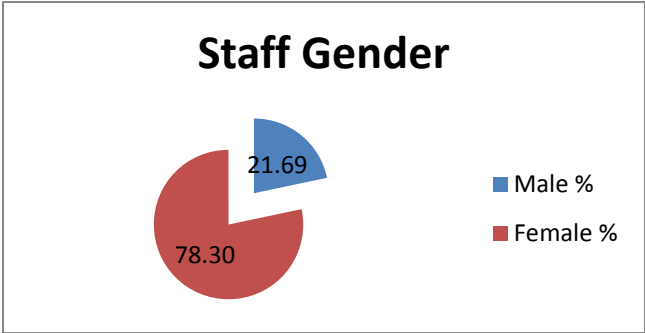
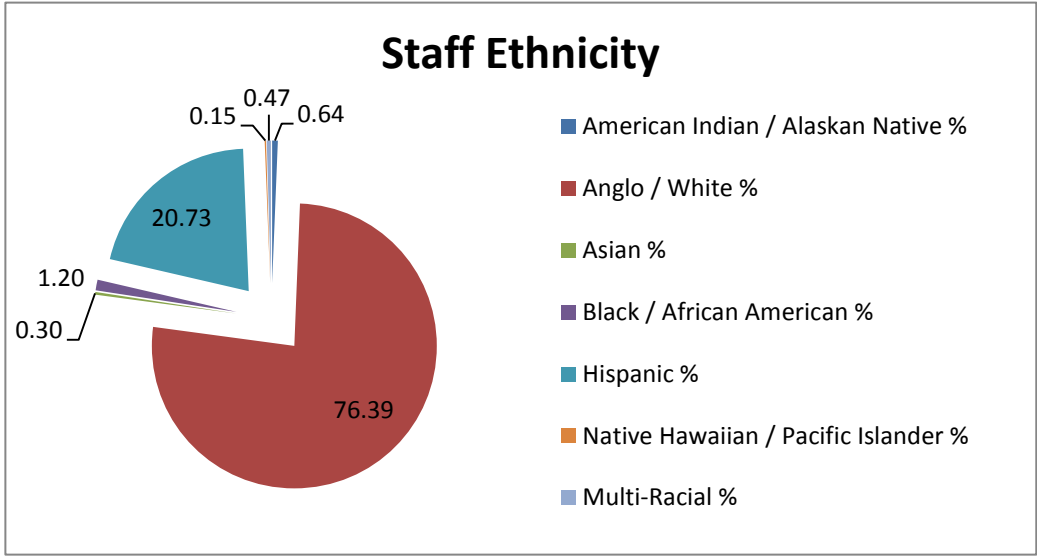
MFISD GENERAL INFO		2016-2017
Campus Name		MFISD
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	4270
grade level	text	EE-12
5 year prior enrollment	#	4065
increase in enrollment	%	5.04

STUDENT DEMOGRAPHICS		August, 2016
American Indian / Alaskan Native	%	0.34
Anglo / White	%	50.19
Asian	%	0.89
Black / African American	%	2.40
Hispanic	%	44.25
Native Hawaiian / Pacific Islander	%	0.38
Multi-Racial	%	1.56
Male	%	51.80
Female	%	48.20
Low SES	%	62.75

STAFF DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.64
Anglo / White	%	76.39
Asian	%	0.30
Black / African American	%	1.20
Hispanic	%	20.73
Native Hawaiian / Pacific Islander	%	0.15
Multi-Racial	%	0.47
Male	%	21.69
Female	%	78.30
Average years of experience	#	13.20
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00



CAMPUS CHARACTERISTICS		2015-2016
Average daily attendance for students	%	95.41
# of discipline referrals in 2015-2016	#	1940
# of discipline referrals in 2014-2015	#	1820
# English Language Learners (LEP)	#	548
# GT students	#	303
GT males	%	0.49
GT females	%	0.54
# students in 504 program	#	352
# SPED students	#	450
# students tested/not qualified for SPED	#	123/23
LEP students	%	12.83
change in discipline referrals	%	6.59
served through SPED services	%	10.54



**District Performance Objectives - All Students
Marble Falls ISD**

Math	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	1960	76.79%	78.92%
At Risk	988	60.22%	61.79%	3.54%	2.53%
Economic Disadvantage	1237	70.74%	72.60%	9.78%	11.20%
Am Indian/Alaska Native	5	80.00%	66.67%	20.00%	11.11%
Asian	16	87.50%	85.71%	37.50%	7.14%
Black/African American	45	68.89%	66.67%	11.11%	11.11%
Hispanic	862	70.30%	72.62%	8.00%	10.15%
Hawaiian/Pacific Islander	7	100.00%	100.00%	28.57%	40.00%
Multi-racial	30	63.33%	73.08%	20.00%	23.08%
White	994	82.80%	84.84%	21.23%	23.77%
Gifted Talented	133	99.25%	98.59%	61.65%	74.65%
LEP	262	52.67%	49.20%	6.49%	1.60%
Special Ed	155	41.94%	38.89%	1.94%	2.38%

Science	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	873	80.99%	81.09%
At Risk	419	63.25%	57.75%	3.58%	4.23%
Economic Disadvantage	503	72.76%	71.68%	12.72%	14.80%
Am Indian/Alaska Native	3	100.00%	100.00%	0.00%	0.00%
Asian	7	71.43%	75.00%	0.00%	0.00%
Black/African American	27	81.48%	86.67%	18.52%	20.00%
Hispanic	347	71.76%	69.61%	9.51%	13.43%
Hawaiian/Pacific Islander	2	100.00%	100.00%	50.00%	50.00%
Multi-racial	12	91.67%	70.00%	25.00%	20.00%
White	475	87.37%	89.97%	30.95%	33.15%
Gifted Talented	45	100.00%	98.78%	62.22%	65.85%
LEP	68	45.59%	20.41%	0.00%	0.00%
Special Ed	62	46.77%	31.25%	1.61%	3.12%

Social Studies	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	555	80.00%	77.88%
At Risk	269	65.80%	59.66%	5.95%	6.72%
Economic Disadvantage	322	72.67%	69.33%	12.11%	13.00%
Am Indian/Alaska Native	2	100.00%	100.00%	0.00%	0.00%
Asian	3	66.67%	50.00%	0.00%	0.00%
Black/African American	14	78.57%	78.57%	7.14%	7.14%
Hispanic	231	71.00%	69.87%	10.82%	10.48%
Hawaiian/Pacific Islander	2	100.00%	50.00%	50.00%	50.00%
Multi-racial	8	75.00%	81.82%	12.50%	0.00%
White	295	87.12%	84.78%	30.51%	26.45%
Gifted Talented	28	100.00%	100.00%	75.00%	62.22%
LEP	24	45.83%	9.52%	0.00%	0.00%
Special Ed	30	53.33%	45.71%	3.33%	2.86%

Reading	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	2379	73.39%	80.50%
At Risk	1191	52.64%	63.18%	3.99%	2.13%
Economic Disadvantage	1470	64.58%	74.13%	10.14%	9.78%
Am Indian/Alaska Native	7	71.43%	84.62%	14.29%	7.69%
Asian	22	68.00%	66.67%	12.00%	5.56%
Black/African American	54	64.29%	77.36%	10.71%	7.55%
Hispanic	1040	63.56%	71.71%	9.04%	9.26%
Hawaiian/Pacific Islander	8	87.50%	100.00%	50.00%	50.00%
Multi-racial	37	75.68%	89.29%	18.92%	14.29%
White	1210	82.27%	88.10%	22.39%	25.34%
Gifted Talented	180	99.44%	100.00%	55.56%	65.05%
LEP	315	40.75%	40.98%	5.33%	0.82%
Special Ed	161	34.13%	40.58%	2.99%	2.17%

Writing	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	566	67.49%	71.71%
At Risk	304	46.38%	45.02%	1.64%	0.37%
Economic Disadvantage	368	58.15%	64.83%	4.89%	5.23%
Am Indian/Alaska Native	2	100.00%	75.00%	0.00%	0.00%
Asian	5	40.00%	50.00%	40.00%	0.00%
Black/African American	9	44.44%	75.00%	11.11%	6.25%
Hispanic	262	58.40%	61.28%	5.34%	2.55%
Hawaiian/Pacific Islander	0	0.00%	100.00%	0.00%	100.00%
Multi-racial	8	62.50%	66.67%	12.50%	70.00%
White	280	77.14%	80.07%	14.29%	15.20%
Gifted Talented	56	100.00%	100.00%	53.57%	38.89%
LEP	102	33.33%	46.03%	0.00%	1.59%
Special Ed	39	23.08%	32.35%	0.00%	0.00%

MARBLE FALLS ISD PARENT INVOLVEMENT/ENGAGEMENT REGULATION

Statement of Purpose

objective, the district will develop and maintain partnerships with parents/caregivers in all aspects of the various local, state, and federal programs offered in Marble Falls schools. The district believes that establishing and maintaining open lines of communication will expand and enhance learning opportunities and create the best learning environment for every child.

Parent Involvement in Policy Development

Marble Falls District Education Improvement Committee (DEIC) is comprised of teachers, paraprofessionals, parents, members of the community, and central office staff. This committee will discuss the design and of publicity. Committee selections will produce a diverse parent population; parents of limited English speakers will be involved and the committee will arrange for a translator to help with communication if needed. Meetings will be planned at convenient times and locations for all members of the committee.

Annual Meeting for the Title I Parents/Caregivers

campuses will hold at least one meeting annually to review Title I guidelines and services. Copies of the Title I Campus Parent Involvement/Engagement Policy and the Parent-Student Compact will be distributed at the meeting. Parents will be encouraged to become involved in the revising and updating of the policy as necessary. Notice of the meeting will be provided through written invitation to parents/caregivers and through public notices. Translators will be available to help with Non-English speaking parents/caregivers as needed.

Teacher-Parent-Student Compacts

compact. This compact will provide an outline to enable the school and parents/caregivers to share responsibility for student performance and success. This compact explains how students, parents/caregivers, and staff will share responsibility for promoting student achievement.

The compacts are designed so that both the student and his/her parents can sign the compact. Students and parents are encouraged to discuss the contents of the compact; they are also encouraged to sign that they are in

NOTE: Parents and/or students are not required to return the compacts to the school.

Parent Involvement/Engagement Opportunities

Marble Falls ISD will support many varied ways of parental involvement as it strives to develop and maintain an optimum learning environment for all students:

- * Translators will be provided for parents as needed.
- * Information will be provided in an understandable language as needed.
- * Parents may contribute through volunteer programs.
- * Parents may contribute by creating a supportive home environment.
- * Parents are invited to participate in parent-teacher conferences.
- * Parents may participate by attending school meetings (Title I planning sessions, and student programs).
- * Parents are invited to serve on committees.
- * Parents are surveyed yearly to get their input about school.
- * Parents are invited to eat meals with their children.
- * Parents are invited to attend instructionally-based programs held on campus to promote engagement in learning between the parents and the students (i.e. Math Night, Science Night, etc...).
- * School will provide parents with assistance in understanding topics including:
 - o State's academic content standards
 - o State's process standards
 - o State and local assessments
 - o How to monitor their child's progress
 - o How to work with educators

Staff and Parent Communication

the school year; they will be consulted in the design, development and implementation of the Title I Program. Parents will be invited to participate in workshops as appropriate to reflect the students and parental needs of the Marble Falls community.

Newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls, emails, tweets, websites, and written notices will be used to establish and maintain open lines of communication with their Title I students. All students will be expected to work toward mastering these goals and objectives. Marble Falls ISD recognizes that some students will need modifications, accommodations, and/or extra assistance to achieve their full potential; these will be provided to students through the Title I Program and/or other educational services offered throughout the district or through district contacts.

Evaluation

will include questions about the overall effectiveness of the program. Teacher surveys and teacher contact records will be used to determine the number and kind of interaction that have occurred between school and parents. The DEIC will revise the district Parent Involvement/Engagement Policy based on the results of this annual review.

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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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.

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State Compensatory Education (SCE)

Section 2: Student Eligibility

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

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

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

State Compensatory Education (SCE)

Section 3: Identification Procedures

Responsibilities – Campus Contact

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

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

Procedures for Identifying Eligible Students

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The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

Periodic Updates and Eligibility Review

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

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

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

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

Monitoring

In addition to provision of services, the campus contact, in consultation with campus assistant principal(s) will establish measures for timely monitoring of the student's progress. Such measures may include the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

State Compensatory Education (SCE)

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

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

Section 6: Program Evaluation

Required Overall Program Evaluation

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

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

Title I Components
(for proposed Targeted Assistance and Schoolwide Plans)

1. Summary of the Comprehensive Needs Assessment of the entire school.

2. Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research.

3. Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk).

4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program. (Teacher disaggregation and analysis of state data; teacher classroom assessment of students).

9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance.

10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Region 13 ESC Migrant SSA Member District PFS Action Plan FY 2016-2017

District Improvement Plan (DIP) Attachment for Migrant Priority for Service (PFS) Students

GOAL: To assess the specific academic needs of Migrant PFS students and address each need with targeted instructional and support services.

OBJECTIVE: To monitor academic progress of PFS students and evaluate the effectiveness of the services provided.

ACTION	TIMELINE	RESPONSIBILITY	METHOD OF EVALUATION
(1) Provide PFS criteria and updates on New Generation System (NGS) PFS reports to appropriate Migrant SSA member district staff	At the beginning of every school year and as needed	Region 13 ESC Migrant Staff	<input type="checkbox"/> E-campus Files <input type="checkbox"/> SSA Meeting Agenda <input type="checkbox"/> PFS Action Plan <input type="checkbox"/> NGS Updates
(2) Update parents on the academic progress of their children	Ongoing, as needed	Teachers and appropriate District Staff Region 13 Migrant Staff	<input type="checkbox"/> District student progress reports and report cards <input type="checkbox"/> District Parent/Teacher communications <input type="checkbox"/> Home visits and Parent communications
(3) Generate, distribute and review PFS Reports for each SSA member district	Every month, beginning July 1 st	Region 13 ESC Migrant Staff	<input type="checkbox"/> PFS Reports and e-mails <input type="checkbox"/> PFS Reporting Forms
(4) Make sure PFS students have access to all services for which they are eligible- instructional, community resources and supplemental services	Ongoing	Region 13 ESC Migrant Staff in collaboration with SSA Member District Staff	<input type="checkbox"/> PFS Reporting Forms <input type="checkbox"/> E-mail communications <input type="checkbox"/> Campus and Home visits <input type="checkbox"/> Service Delivery Plan
(5) Coordinate, as applicable, with appropriate staff from state foundation, federal and local district programs to access services for PFS students	Ongoing	Region 13 ESC Migrant Staff in collaboration with SSA Member District Staff	<input type="checkbox"/> PFS Reporting Forms <input type="checkbox"/> E-mail communication <input type="checkbox"/> Meeting agendas
(6) *Include Migrant PFS Plan as attachment in District Improvement Plan (DIP)	Follow DIP and CIP process and timeline	Region 13 ESC Migrant Staff in collaboration with SSA Member District Staff	<input type="checkbox"/> Migrant PFS Action Plan as separate attachment to DIP

MFISD District Professional Learning 2016-2017

Back to School Professional Learning - August 2016

Need	Increase focus on standards
Strategy	Provide training to all staff on expectations for common planning; provide time for teams to plan for student learning with a focus on the content standards

Need	Increase focus on Tier 1 Instruction for all students
Strategy	Provide RTI training to all staff on expectations and processes for assisting students

Need	Increase the level of instruction in BE and ESL classrooms for students
Strategy	Provide training to paraprofessionals, teachers, and administrators: SIOP, Gomez & Gomez, and the American Reading Company.

Need	
Strategy	

Need	
Strategy	

MFISD District Professional Learning 2016-2017

Campus Professional Learning - Job Embedded

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

Need	Increase focus on standards
Strategy	On-going PLC time for teams; regularly scheduled

Need	Increase the level of instruction in BE and ESL classrooms for students
Strategy	Coaching opportunities for teachers and paraprofessionals: Gomez & Gomez and American Reading Company

Need	Increase the focus on student learning
Strategy	Structured instructional planning dates: Oct. 17, Jan. 2, March 20

Need	
Strategy	



District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
1.1	Performance Objective 1	MFISD will provide targeted professional learning opportunities to enhance student learning.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.1.1	Implement the Curriculum Alignment Project.	Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Collaborative Planning Documentation, Walk-through data, Lesson plans	Provided Intensive Training to 44 Teachers, Provided Training to all instructional staff	5% Increase in STAAR Data in each grade and content area	4,8
1.1.2	Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development.	Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Staff Survey	Waiting on Survey Results	90% Favorable Survey Results	1,3,4,8
1.1.3	Provide time to instructional staff to increase collaboration that is student-learning focused and standards-focused	Curriculum & Instruction, Human Resources, Principals	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Master Schedule	Collaborative time provided to instructional staff district-wide, during contract-time	90% of Teachers have regular collaborative time	4,5

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District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
1.2	Performance Objective 2	Our students (by grade, by subject, and by all grades tested) will improve their progress in meeting the passing standard in the state assessment system (STAAR) - Refer to Perf. Obj. Tab					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.2.1	Instructional Planning Days will be used effectively by all instructional staff on at least three occasions during the school year.	Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's	Agendas, Reflections, Collaborative Planning, STAAR Scores	STAAR Scores, Formative Assessment Data, TBA's	N/A	The overall district performance objectives will reflect: 80% of all students will meet the passing standard on the Mathematics & Reading STAAR assessments; 85% of all students will meet the passing standard on the Science & Social Studies STAAR assessments; 75% of all students will meet the passing standard on the Writing STAAR assessments	1,2,3,9
125 1.2.2	Collaborative Meetings with the PLC mindset and focused on standards will be implemented regularly.	Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's	Eduphoria Resources, TEKS Resource System, Monitoring by Administrators	STAAR Scores, Formative Assessment Data, TBA's	Each campus has a plan to provide collaborative time that is focused on the standards	The overall district performance objectives will reflect: 80% of all students will meet the passing standard on the Mathematics & Reading STAAR assessments; 85% of all students will meet the passing standard on the Science & Social Studies STAAR assessments; 75% of all students will meet the passing standard on the Writing STAAR assessments	3,4,5,8
1.2.3	Special Services and our Dual Language Program / ESL Program will respond to student academic and whole-child needs; and will involve stakeholders and parent & family members	Curriculum & Instruction, Special Services, Principals, AP's	Gomez & Gomez Coaching, ARC Coaching, ELLAC, Latino Family Literacy Project	TELPAS Scores, STAAR Scores, Formative Assessment Data, TBA's	All ESL & BE staff have been trained and coaching sessions have been scheduled	100% of Title I, II, & Title III Compliance	1,2,3,4,5,6

District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
1.3	Performance Objective 3	MFISD will provide academic opportunities to students (EE-12) within our boundaries.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.3.1	Full-Day Pre-K will be provided by MFISD	Curriculum & Instruction, Teachers, Special Services	Region 13 Training, CLI Engage Training, Enrollment Figures	Enrollment Figures		25% Increase in Pre-K Enrollment	6,7
1.3.2	Continued and Expanded Collaboration with Head-Start	Curriculum & Instruction, Head Start, Health & Wellness Committee	Head Start, FCHS, Nurses	Enrollment Figures	One additional site for Early Head Start, Addition of MFISD teachers to Head Start		6,7, 10
1.3.3	MFISD will provide co-curricular and extracurricular opportunities for extended learning	Curriculum & Instruction, ACE, Teachers	ACE, Tutorials, MFISD Curriculum Documents; Tutorial Logs	ACE & Tutorial Attendance Rates	In process		1,2,3,9

District Goal 2		MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
2.1	Performance Objective 1	MFISD will develop a comprehensive professional learning program to increase the instructional leadership skills of central office administrators.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.1.1	District Wide Book Study - "A Framework for Understanding Poverty"	Superintendent, Superintendents Cabinet	Book, Faculty Meetings, MFISD Staff Meeting with Dr. Payne on January 16, 2017	Book Study Reflections	In Process	25% increase on survey data	5,6,10
2.1.2	A-Team and other central office leaders will be provided Training on Leadership - based on Dr. Crain's work	Superintendent, Superintendents Cabinet	Monthly Meetings	Reflections	In Process	25% increase on survey data	1,5,6
2.1.3							
2.2	Performance Objective 2	MFISD will develop a comprehensive professional learning program to increase the instructional leadership skills of building administrators and other campus based leaders.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.2.1	Principals, Asst. Principals, and other Leaders will be provided Training on Leadership - based on Dr. Crain's work	Superintendent, Superintendents Cabinet	Monthly Meetings	Reflections	In Process	25% increase on survey data	1,5,6
2.2.2	District Wide Book Study - "A Framework for Understanding Poverty"	Superintendent, Central Office, Administrators	Book, Faculty Meetings, MFISD Staff Meeting with Dr. Payne on January 16, 2017	Book Study Reflections	In Process	25% increase on survey data	5,6,10
2.2.3							

District Goal 2		MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
2.3	Performance Objective 3	MFISD will develop opportunities to increase leadership skills for students.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.3.1	A Consistent Character education program will be provided to the elementary schools (Tenets of Leader in Me and Character Counts)	Counselors, ACE, Administrators, Curriculum & Instruction	Counselor-written curriculum and guidance lessons, ACE	Implementation schedule	In Process	25% increase on survey data	2,10
2.3.2	There will be opportunities for students to increase their focus on leadership skills for all MS and HS students.	Counselors, ACE, Administrators, Curriculum & Instruction	Curriculum, Master Schedule, ACE	Master Schedule, Enrollment Figures	In Process	10% increase in course enrollment figures	2,10
2.3.3	MFISD will provide opportunities for students to increase their leadership skills.	Central Office, Superintendent, Assistant to Superintendent	Superintendent's Advisory Committee	Student Reflections	In Process		1,2

District Goal 3		MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.					
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3.1	Performance Objective 1	MFISD will enhance ongoing methods of communication to share MFISD messages and invite feedback from all stakeholders.					
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Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.1.1	MFISD will host a variety of opportunities for stakeholders to be involved and to provide feedback	Central Office, Administrators	DEIC, CEIC, ELLAC, SHAC, Health & Wellness Committee, Bond Review Committee, Supt. Teacher Advisory, Supt. Student Advisory Council, Parent Engagement Meetings with Central Office Administrators	Reflections, Action Plans from opportunities	In Process		6,10
129							
3.1.2	MFISD will offer a more customer-friendly website that is efficient to utilize and access.	Central Office	Website Redesign Committee	Reflections, Action Plan, Updated Website	Planning		6
3.1.3	MFISD will offer a survey to all staff and stakeholders	Central Office	TASB Survey, Stakeholder Survey, CaSE, and DEIC	Results from surveys	Planning	90% of stakeholder response rate	6, 10

3.2	Performance Objective 2	MFISD will enhance the use of various types of media, including social media to communicate MFISD messages.					
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Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.2.1	MFISD will post celebrations of students, staff, and community on a variety of media platforms	Central Office, Director of Communications, Admin. Asst. to Superintendent, Administrators	Facebook, Twitter, Local Media, Website, Twitter Chats with Superintendent	Number of postings, stories, website hits	In Process	Baseline Year	6

District Goal 3

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

3.2.2	MFISD will promote a consistent "brand" within the Marble Falls and Highland Lakes Community	Central Office, Director of Communications, Admin. Asst. to Superintendent, Administrators	Flags, Logo, Vision Statement, Colors, Newspaper Inserts	Stakeholder Surveys	In Process		6
3.2.3	MFISD will provide resources for parents to build capacity for strong parent and family member engagement	Central Office, Special Services, Administrators	Home & School Connections, Newsletters	Stakeholder Surveys	In Process		6
3.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.3.1							
3.3.2							
3.3.3							

District Goal 4		MFISD will provide a safe and healthy environment conducive to student learning.					
4.1	Performance Objective 1	MFISD will provide training for all staff to ensure a safe, secure, and healthy environment that will ensure student learning.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.1.1	MFISD will provide safety and security trainings to all staff	Director of Security, Adminstrators	Scheduled Trainings	Dates of Scheduled Trainings	75% of Campuses Completed	100% of Staff Trained	10
4.1.2	MFISD will provide National Incident Management System Training	Central Office, Director of Security	Scheduled Trainings	NIMS Certificates	Planning	100% of Administrative Staff Certified	10
4.1.3	Staff members will be trained on the consistent implementation of the MFISD Board Approved Student Code of Conduct, including Bullying Investigation and Reporting Processes	Central Office, Administrators, Principals, AP's	MFISD Board Approved Student Code of Conduct, Scheduled Trainings	Meeting Agendas	100% of Campus Trainings Completed	100% of Campus Staff Trained; Increase in Survey Results Related to SCOC	1,10
4.2	Performance Objective 2	MFISD will provide opportunities for stakeholders to collaborate with MFISD to ensure a safe and healthy environment conducive to student learning.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.2.1	MFISD will re-invigorate the Student Health Advisory Council	Curriculum & Instruction	Council Member Roster, Scheduled Meetings	Meeting Agendas, Reflections	In Process	5 Regular Meetings	6,10
4.2.2	MFISD will continue the Health & Wellness Committee	Superintendents Cabinet	Committee Member Roster, Scheduled Meetings	Meeting Agendas, Reflections	In Process	Regular Meetings; Action Plan	6,10
4.2.3	MFISD will enhance the effectiveness of District Committees and Advisory Groups	Central Office	CTE Advisory Committee, SHAC, DEIC, ELLAC	Meeting Agendas, Reflections	In Process	Participant Feedback is Positive	1,6,10

District Goal 4		MFISD will provide a safe and healthy environment conducive to student learning.					
4.3	Performance Objective 3	MFISD will provide a safe and healthy environment for all stakeholders at all MFISD Facilities.					
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.3.1	MFISD will create and maintain a master facilities plan.	Central Office, Director of Maintenance	Facilities Study Recommendations	Facilities Study Report	In Process	Developed Master Facilities Plan	1, 10
4.3.2							
4.3.3							

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
5.1	Performance Objective 1	All MFISD instructional staff will be highly qualified.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.1.1	MFISD will improve the internal and external processes for hiring, onboarding, and retaining high quality personnel	Human Resources, Superintendent's Cabinet	Human Resources	Final Process Maps	Planning		5
5.1.2	MFISD will improve it's participation in job/career fairs	Human Resources, Superintendent's Cabinet	Scheduled Job/Career Fairs	Number of personnel interviewed or hired as a result of fairs	Planning	Participation in 3 job fairs	5
5.1.3	MFISD will review employee compensation plan in such a way that MFISD attracts and retains high quality staff.	Human Resources, Superintendent's Cabinet	TASB, Human Resources	Compensation Plan	Planning	Increase in Survey Results	5
133	5.2	Performance Objective 2	MFISD will provide appropriate, targeted, and research-based professional learning opportunities for staff.				
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.2.1	MFISD will ensure that required compliance trainings are completed by appropriate staff	Human Resources, Superintendent's Cabinet	Edu-Hero	Edu-Hero Reporting	In Process	100% of Staff Completion of all Required Trainings	4,5
5.2.2	Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development.	Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Staff Survey	Waiting on Survey Results	90% Favorable Results on PD Survey	1,3,4,8
5.2.3							

District Goal 5

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

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
5.3	Performance Objective 3	MFISD will retain highly qualified instructional staff.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.3.1	MFISD will increase it's recognition of excellence among staff members	Central Office, Administrators	Recognition Events	Staff Survey Data	In Process		5
5.3.2	MFISD will hold exit-interviews with employees who leave MFISD	Human Resources	Exit Interview Data	Action Plans	Compiling Data from 15-16	100% of Staff will provide data	5
5.3.3	MFISD will implement the district vision in such a way that employee work is connected to a deeper purpose.	All Staff	MFISD Vision	Staff Survey Data	In Process		5

District Goal 6		MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.					
6.1	Performance Objective 1	MFISD will develop a budget that continues to focus on district priorities.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.1.1	MFISD will have an appropriate fund balance at the end of the budget cycle.	Central Office	Approved Budget	Federal Compliance Reports; Budget Amendments	On Target	1-2% Positive Variance	1
6.1.2	MFISD will ensure an efficient, effective budget process with input from appropriate stakeholders that complies with Title Fund Regulations	Central Office	Approved Budget, Grant Applications; Negotiations; Compliance Documentation	Federal Compliance Reports; Budget Amendments	On Target	90% Positive Feedback; 100% Compliance with Federal Guidelines	1
6.1.3	MFISD will enhance budget planning process in such a way that there is an overt explanation of the connection between budget allocations, District goals, mission, and vision	Central Office, Administration	Grant Applications; Negotiations; Compliance Documentation	Federal Compliance Reports; Budget Amendments	On Target	100% Alignment	1
6.1.4	MFISD will plan for enhancement of CIP process in such a way that there is an overt explanation of the connection between budget allocations, campus goals, District mission, and District vision	Central Office, Administration	Approved Budget	Federal Compliance Reports; Budget Amendments	On Target	100% Alignment	1
6.2	Objective 2	MFISD will enhance fiscal transparency.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.2.1	The Bond Review Committee will Continue	Central Office	Bond Spreadsheet	Reflections	In Process		1

District Goal 6**MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.**

6.2.2	Financial Reporting will be Publicly Available	Finance Office	Website	Website	In Process		1
6.2.3	DEIC and CEIC's will be trained on compliance procedures as appropriate	Curriculum & Instruction	DEIC & CEIC Training - Trainer of Trainer	DEIC & CEIC Agendas	In Process		1

District Goal 6		MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.					
6.3	Objective 3						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.3.1							
6.3.2							
6.3.3							

Colt Elementary School (MFISD)

Campus Improvement Plan

2016-2017

MFISD Mission

The mission of the Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

MFISD VISION

Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.



**Colt Elementary School (MFISD)
Campus Educational Improvement Committee**

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Erika O'Connor	Chairperson	
Phyllis Campbell	Administrator	
Laura Powell	PK Teacher	
Dixie Bobeck	Kinder Teacher	
Cindy Tripp	1st grade Teacher	
Tamara Chance	2nd grade Teacher	
Marla Debons	3rd grade Teacher	
Judith Large	4th grade Teacher	
Kevyn Packer	5th grade Teacher	
Terry Layton	Paraprofessional	
Nancy Vazquez	Interventionist	
Christie Trudeau	Special Education	
Debby Johnson	Specials	
Lenore Weihs	Library	
Kelly Martin	Parent Representative	
Joseph Debons	Community Representative	

**Colt Elementary School (MFISD)
COMPREHENSIVE NEEDS ASSESSMENT**

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement Committee during 2015-2016 School Year

Participants in Attendance	Data Sources Examined
Keith Powell	<input checked="" type="checkbox"/> TAPR
Phyllis Campbell	<input checked="" type="checkbox"/> Disaggregated STAAR / TAKS Data
Angelica Palacio	<input checked="" type="checkbox"/> Campus PEIMS Reports
Gena Reven	<input checked="" type="checkbox"/> Student Attendance Data
Sylvia Villarreal	<input checked="" type="checkbox"/> Truancy Data
Kali Turner	<input checked="" type="checkbox"/> Referral % for SPED Students
Judith Large	<input checked="" type="checkbox"/> Campus Parent Participation
Kevyn Packer	<input checked="" type="checkbox"/> Failure Rates
Sonia Marroquin	<input checked="" type="checkbox"/> Parent Survey
	<input checked="" type="checkbox"/> TELPAS Data
	<input checked="" type="checkbox"/> Achievement Test Data
	<input checked="" type="checkbox"/> TBA Data
	<input checked="" type="checkbox"/> DRA, BAS, or Other Reading
	<input type="checkbox"/> Pre AP / AP Scores
	<input type="checkbox"/> PSAT / SAT / ACT Scores
	<input type="checkbox"/> Completion Rate
	<input type="checkbox"/> Federal Accountability Data
	<input type="checkbox"/> Other

Participants in Attendance	Data Sources Examined	
	List Other Data Here	

**Colt Elementary School (MFISD)
Comprehensive Needs Assessment Summary**

Number of Students served - 618 compared to 575 in the previous year.

Classroom Organization (PK; K-2; 3-5); SPED Classrooms; ESL/Dual Language (bilingual) Classrooms; PPCD program for the district

Colt Elementary consists of: parent and family involvement activities, intervention and enrichment, cooperative learning structures and focused professional development opportunities. Colt serves 618 students through classroom teachers, an instructional coach, a shared instructional technologist, a math specialist, two english reading specialists (who serve Tier 3 and dyslexia students, one bilingual reading specialist, one counselor, an assistant principal, a diagnostician, a shared LSSP, a shared behavior specialist, 2 1/2 resource teachers, one speech pathologist, one shared bilingual speech pathologist, one registrar, an administrative secretary, a BEST paraprofessional and various other paraprofessionals.

DEMOGRAPHICS

Strengths: Met standard for accountability rating.

Needs: Colt STAAR data is lower than expected in some areas, see the Performance Objective Tab. We need to close performance gaps for our at risk and economic disadvantaged students. One way we will address this need is to create a classroom profile and data sheet to foster an awareness of our needs. Evidence will be an increase in index 3 on our accountability rating.

FAMILY AND COMMUNITY INVOLVEMENT

Strengths: We are fortunate to have a diverse population. We have a supportive PTO that is highly involved in our our campus. We provide monthly opportunities for involvement on our campus, where we welcome parents, family members and community members. Families are well informed through newsletters (which are translated), social media and by our teachers. Administration is accessible for all stake holders. We are also fortunate to have a bilingual registrar and counselor.

Needs: Colt will increase participation of our dual language families in campus events. Our goal is to make all families feel welcomed by designing activities that reach our diverse population.

STAFF QUALITY, RECRUITMENT AND RETENTION

Strengths: Colt Elementary teachers collaboratively plan during PLCs and conference periods. Colt administration supports teachers in professional development that is aligned to their instructional and professional goals. Teachers are committed to meeting the needs of their students by aligning their lessons to the TEKS, using the Curriculum Alignment Project documents and analyzing their data to set performance goals for student success.

Needs: Guided Reading will continue to be a major focus for Colt. An effort will be made to provide guided reading books at levels that are lacking in the guided reading library. Faculty meetings and PLCs are used as continuing professional development within all curriculum areas, in which teachers learn more about Guided Reading, Conceptual Approach to Mathematics, Dyslexia and ESL/ Dual Language (bilingual). New teachers are assigned a mentor which can help them assimilate to the culture and help answer questions and support them.

SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION

Strengths: The school culture and climate is friendly and warm to our parents, staff and students. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in Back to School Night, open House, Harvest Festival, Christmas Extravaganza, Valentine's Dance, and other PTO/Campus events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives for attendance and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival and dismissal procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safe environment for all students. Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus. Staff recognition and celebrations throughout the school year can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of maintaining positive relationships with our students.

CURRICULUM, INSTRUCTION AND ASSESSMENT

Strengths: The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student. We are structured to have collaborative conversations to impact student learning. Instructional designs, such as: intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement.

Needs: Colt students are experiencing difficulty in the areas of reading, writing and mathematics (campus performance objectives). The campus will improve student learning by focusing on student data, discussion in PLC with a focus on Tier I, RTI, and SMART goals. There is a continued need to maintain a focus on standards, which we will do through the use of "What Wednesday" as we learn what it is that students must do to be successful. We will further continue our focus on literacy in K-2 and so as to impact 3rd-5th grade. Administration will conduct learning walks using the TTESS rubric and provide feedback to teachers to increase the opportunity to observe and reflect. Goal setting through TTESS will provide differentiated and targeted professional development opportunities to target instruction.

STUDENT ACHIEVEMENT

Strengths: Grade level teams have viewed several different and varied forms of data including but not limited to: previous STAAR scores, current DRA/EDL/BAS levels, iStation reports, TELPAS data, RTI and SST data, and other data. After reviewing this data, we have found some encouraging signs of growth such as earning one more distinction than the previous year and the percent of advanced students in science increased by 16% from 2015 to 2016.

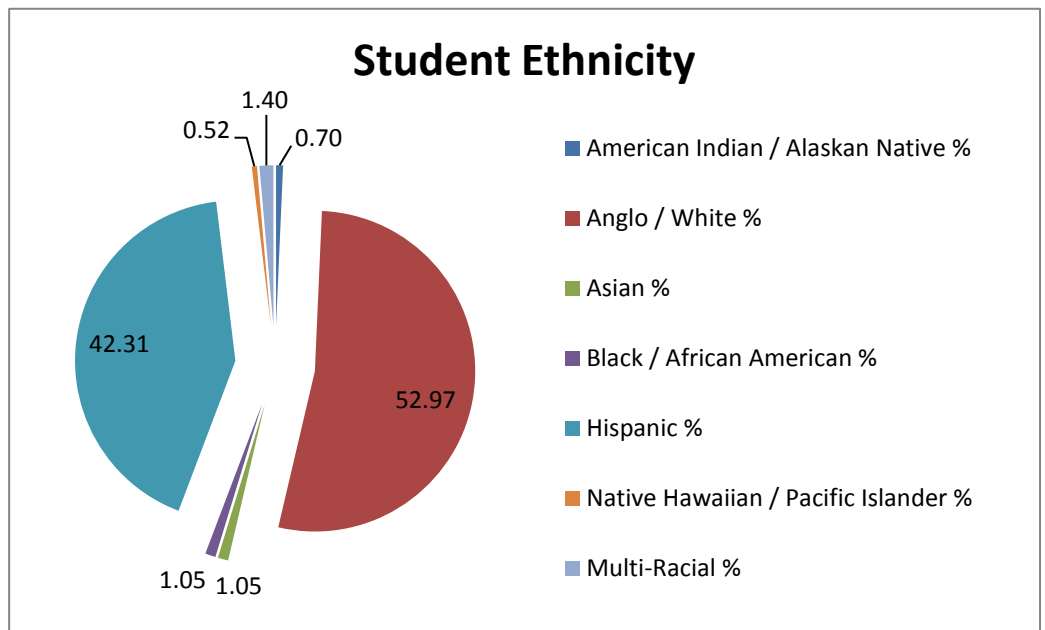
Needs: We will continue a focus and develop a deeper understanding of the content standards and maintain a focus on data and researched based interventions to support academic success. The RTI process will be an essential component in student success as we will be able to analyze interventions being used. We will use intervention/enrichment time in way that allows students to move fluidly within groups based on current needs using data to make determinations of student placement.

TECHNOLOGY

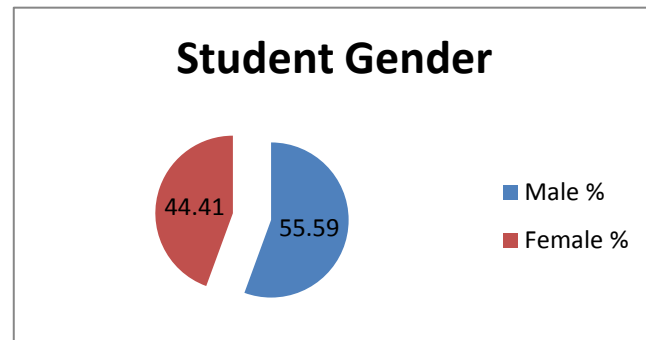
Strengths: Continued use of digital curriculum resources in all content areas and incorporation of project based learning opportunities into content areas.

Needs: Technology needs to be incorporated into campus events and other parent nights to familiarize parents with the technology that their students are currently using in the classroom. Showcase digital resources for teachers to use in the classroom at faculty meetings.

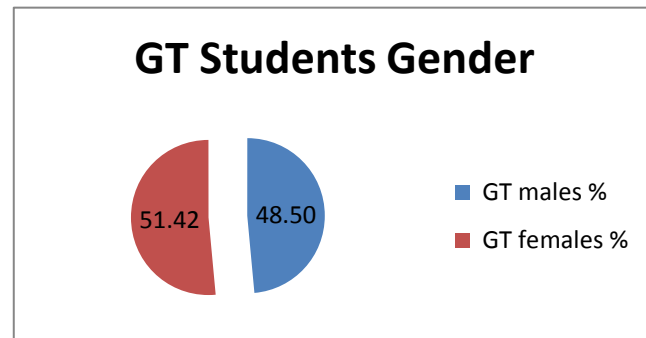
CAMPUS GENERAL INFO		2016-17
Campus Name		Colt Elementary School (MFISD)
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	618
grade level	text	EE - 5
5 year prior enrollment	#	575
increase in enrollment	%	3



STUDENT DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.70
Anglo / White	%	52.97
Asian	%	1.05
Black / African American	%	1.05
Hispanic	%	42.31
Native Hawaiian / Pacific Islander	%	0.52
Multi-Racial	%	1.40
Male	%	55.59
Female	%	44.41
Low SES	%	66.43

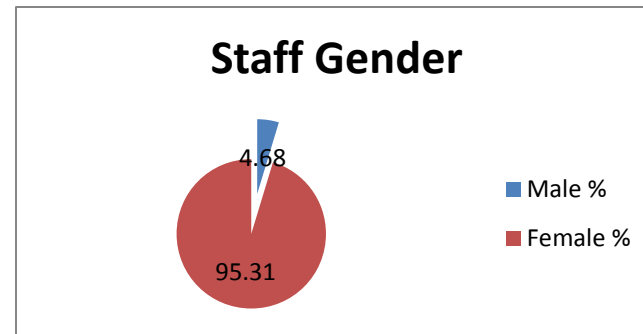
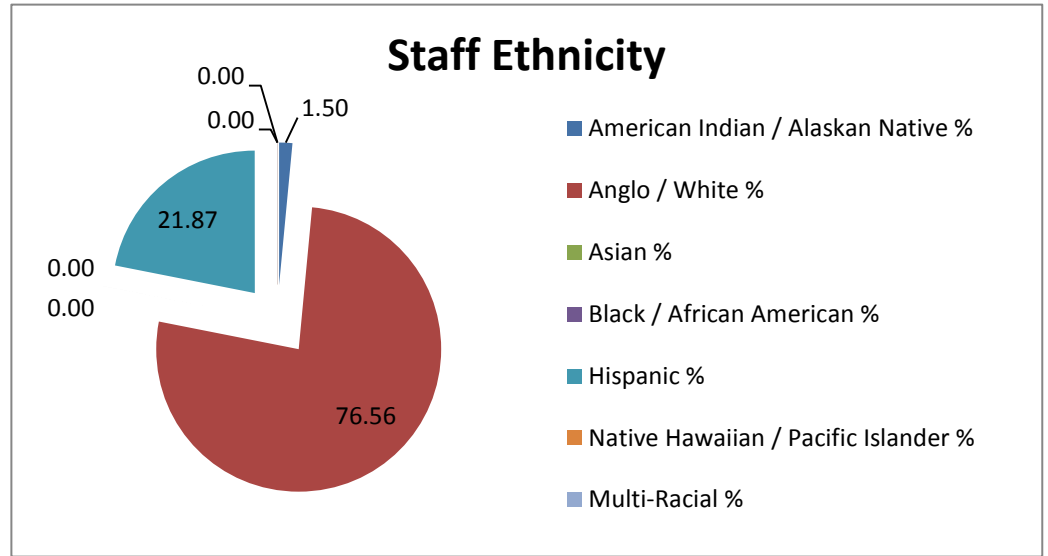


STAFF DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	1.50
Anglo / White	%	76.56
Asian	%	0.00
Black / African American	%	0.00
Hispanic	%	21.87
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.00
Male	%	4.68
Female	%	95.31
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00



CAMPUS CHARACTERISTICS	2015-2016
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Average daily attendance for students	%	96.17
# of discipline referrals in 2015-2016	#	40
# of discipline referrals in 2014-2015	#	28
# English Language Learners (LEP)	#	107
# GT students	#	35
GT males	%	48.50
GT females	%	51.42
# students in 504 program	#	37
# SPED students	#	145
# students tested/not qualified for SPED	#	48/4
LEP students	%	17.31
change in discipline referrals	%	42.86
served through SPED services	%	23.46



Campus Performance Objectives Colt Elementary School (MFISD)

Math	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	248	82.00%	85.00%	23.00%	23.00%
At Risk	97	64.00%	82.00%	10.00%	12.00%
Economic Disadvantage	154	77.00%	83.00%	17.00%	17.00%
Am Indian/Alaska Native	2	50.00%	100.00%	50.00%	52.50%
Asian	0	0.00%	50.00%	0.00%	0.00%
Black/African American	0	0.00%	100.00%	0.00%	100.00%
Hispanic	87	73.00%	81.00%	16.00%	20.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	75.00%	0.00%	50.00%
White	149	86.00%	88.00%	27.00%	23.00%
Gifted Talented	18	100.00%	100.00%	85.00%	80.00%
LEP	44	59.00%	80.00%	11.00%	8.00%
Special Ed	16	46.00%	56.00%	0.00%	0.00%

Science	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	69	78.00%	63.00%	20.00%	4.00%
At Risk	21	67.00%	41.00%	5.00%	0.00%
Economic Disadvantage	38	71.00%	54.00%	11.00%	0.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	0	0.00%	0.00%	0.00%	0.00%
Hispanic	19	68.00%	53.00%	5.00%	0.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	0.00%	0.00%	0.00%
White	45	82.00%	66.00%	27.00%	7.00%
Gifted Talented	8	100.00%	100.00%	75.00%	17.00%
LEP	8	75.00%	55.00%	0.00%	0.00%
Special Ed	3	0.00%	0.00%	0.00%	0.00%

Reading	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	243	75.00%	77.00%	19.00%	21.00%
At Risk	91	53.00%	63.00%	5.00%	4.00%
Economic Disadvantage	150	65.00%	71.00%	13.00%	14.00%
Am Indian/Alaska Native	2	50.00%	100.00%	50.00%	0.00%
Asian	0	0.00%	50.00%	0.00%	25.00%
Black/African American	0	0.00%	0.00%	0.00%	0.00%
Hispanic	83	69.00%	68.00%	10.00%	12.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	100.00%	0.00%	25.00%
White	147	78.00%	82.00%	23.00%	25.00%
Gifted Talented	26	100.00%	100.00%	65.00%	58.00%
LEP	41	61.00%	65.00%	5.00%	7.00%
Special Ed	15	20.00%	36.00%	0.00%	0.00%

Writing	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	90	64.00%	73.00%	9.00%	20.00%
At Risk	34	24.00%	51.00%	3.00%	3.00%
Economic Disadvantage	58	59.00%	62.00%	5.00%	12.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	0	0.00%	0.00%	0.00%	0.00%
Hispanic	33	55.00%	63.00%	9.00%	13.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	0.00%	0.00%	0.00%
White	53	70.00%	80.00%	8.00%	28.00%
Gifted Talented	12	100.00%	100.00%	50.00%	83.00%
LEP	18	11.00%	50.00%	0.00%	25.00%
Special Ed	3	0.00%	0.00%	0.00%	10.00%

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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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.

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State Compensatory Education (SCE)

Section 2: Student Eligibility

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

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

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

State Compensatory Education (SCE)

Section 3: Identification Procedures

Responsibilities – Campus Contact

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

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

Procedures for Identifying Eligible Students

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The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

Periodic Updates and Eligibility Review

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

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

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

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

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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 the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

State Compensatory Education (SCE)

Section 5: Exit Procedures

Exit Review

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

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

Continued Monitoring

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

Section 6: Program Evaluation

Required Overall Program Evaluation

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

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

Title I Components
(for proposed Schoolwide Plan)

1. Summary of the Comprehensive Needs Assessment of the entire school.

2. Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research.

3. Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk).

4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program. (Teacher disaggregation and analysis of state data; teacher classroom assessment of students).

9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance.

10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Colt Elementary School Professional Learning 2016-2017

Back to School Professional Learning - August 2016

Need	Increase focus on standards
Strategy	Provide training to all staff on expectations for consistent use of structured the structured guided planning document.

Need	Build Community, Increase culture of student success
Strategy	<i>212 Degrees</i> book study and campus implementation of 212 Degrees

Need	Develop Shared understanding of Discipline
Strategy	Develop and implement Campus Behavior Plan including recognize and highlight positive behaviors across campus, and Establish Behavior Committee

Need	Focus on Instruction; Understand needs of diverse population
Strategy	Carousel of Support Services share student needs and accommodations

Need	Differentiate during guided reading
Strategy	Training on BAS testing system and ARC system for Dual Language and disseminate data and identify student needs

Colt Elementary School Professional Learning 2016-2017

Campus Professional Learning - Job Embedded

Need	Increase literacy PK-5
Strategy	Showcase readers workshop strategies during faculty meetings, create guided reading strategy spiral and provide support in the use of the spiral to enhance guided reading groups, and provide guided reading template to be submitted weekly

Need	Needs of Diverse Population
Strategy	Book Study <i>A Framework for Understanding Poverty</i>

Need	Increase culture of student success and TTESS goal setting conferences
Strategy	<i>212 Degree</i> focus

Need	Improve math fluency
Strategy	Showcase math talks and use of research based instructional strategies during faculty meetings

Need	Increase teacher capacity
Strategy	Timely feedback from walk throughs, instructional coaching, PLC collaboration



District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Goal 1		Colt Elementary School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
1.1	Performance Objective 1	All students at Colt Elementary will be engaged, creative learners, who will make authentic connections, and use higher order thinking skills incorporating digital resources					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.1.1	Teachers will focus on the TEKS with appropriate rigor in their planning for student learning.	Administration, Teachers, ILT	Walkthrough data, PLC notes, team planning, monthly professional development, projects, formal/informal observations, (teachers and admin) classroom visits, teacher reflections.	TBA, common assessments, STAAR , BAS, TPRI, Aimsweb, T-TESS Feedback; Student Behavior Data	In Progress	100% of Planning is centered on TEKS; 5% increase in STAAR reading and 10 % increase in at risk and eco dis Data; 80% of students on Tier 1 based on Aimsweb data; 12% increase of students at EOY reading expectations for K-2nd.	2,3,4
1.1.2	Teachers will engage in purposeful, job embedded professional learning to meet the identified needs of the campus	Curriculum & Instruction, ILT, Teachers	Instructional Resources; Book Study (212 - the extra degree); CAP Documents- hyperlinked to the YAG	TBA, common assessments, STAAR , T-TESS Feedback; Student Behavior Data	In Progress	100% of teacher feedback is positive for meaningful learning	4,8
1.1.3	Colt Elementary will provide additional assistance to students identified as needing support in meeting the state's student academic achievement standards.	ILT, Teachers, Staff	Instructional Resources; TEA Time; PLC Time; Instructional Technology	TBA,, common assessments, STAAR , T-TESS Feedback; Student Behavior Data	In Progress	100% of students who are in RTI are appropriately placed and assisted	2,3,9
1.2	Performance Objective 2						

District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Goal 1		Colt Elementary School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.2.1							
1.2.2							
1.2.3							
1.3	Performance Objective 3						
158	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.3.1							
1.3.2							
1.3.3							

District Goal 2		MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
Campus Goal 2		Colt Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
2.1	Performance Objective 1	Colt Elementary will provide and facilitate opportunities for teachers and staff to exhibit leadership qualities to improve student achievement.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.1.1	The Instructional Leadership Team will take responsibility for facilitating individual growth and building capacity of teachers.	ILT, IC, IT, Team Leaders	PLC Meetings; Lesson Plan Data; Aware Data	T-TESS Feedback; TASB Survey Data	In Progress		4,5
2.1.2	The campus will collaborate and reflect on a consistent focus on the Principles of The Leader in Me, Character Counts, and 212 Degrees	Teachers, ILT, Counselors	Leader in Me; Character Counts	Student Survey Data; Observation Data	In Progress	100% of Colt Elementary Stakeholders will act according to the character guidelines	1,6
2.1.3	All staff will participate in the 212 - the Extra Degree Book Study	Administration, Teachers	212 Book	Faculty Meetings	In Progress		1,6
2.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.2.1							
2.2.2							
2.2.3							

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

District Goal 3		MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.						
Campus Goal 3		Colt Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.						
3.1	Performance Objective 1	Colt Elementary School will actively involve parents, community, and staff in the education of all bilingual and English speaking students.						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component	
3.1.1	Teachers & Instructional staff will contact all parents/guardians by the end of September to lay a foundation for a productive working relationship.	Teachers, Instructional Staff	Teacher Script; Teacher Communication Log	Teacher Communication Log	In Progress	100% of Instructional Staff will make positive contact with 100% of their students each nine weeks	2,6,9	
100%	3.1.2	Colt Elementary will host a Bilingual parent information evening on several occasions in coordination with other evening events.	Ms. Canup; Administration; Librarian	Campus Facilities	Sign in Sheets; Parent Feedback	Planning	30% of Bilingual Parents will attend	2,9
3.1.3	Colt Elementary will provide opportunities for parents and family members to be involved in the educational processes for their students.	Teachers, Instructional Staff	Parent Teacher Organizations; SkyAlert; Emails; Newsletters	Parent Feedback, CEIC	Planning	100% of parents will be offered opportunities to be involved in the CES community.	6	
3.2	Performance Objective 2							
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component	
3.2.1								
3.2.2								

District Goal 3		MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.					
		Colt Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.					
Campus Goal 3							
3.2.3							
3.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.3.1							
3.3.2							
3.3.3							

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District Goal 4		MFISD will provide a safe and healthy environment conducive to student learning.					
Campus Goal 4		Colt Elementary School will provide a safe and healthy environment conducive to student learning.					
4.1	Performance Objective 1	Colt Elementary School will enhance a healthy environment by providing opportunities for students to explore their talents and strengths.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.1.1	Encourage and increase participation in extracurricular activities such as choir, safety patrol, and student council	Teachers & Sponsors	Newsletters; Sign In Sheets	Organization Rosters	In Progress	20% Increase among participants	1,2,6,10
4.1.2	Increase CES student involvement in district's elementary UIL competition.	Teachers & Sponsors	UIL Resources; Library	UIL Participant List	In Progress	20% Increase among participants	1,2,6,10
4.1.3							
4.2		Performance Objective 2					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.2.1							
4.2.2							
4.2.3							
4.3		Performance Objective 3					

District Goal 4

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

Campus Goal 4

Colt Elementary School will provide a safe and healthy environment conducive to student learning.

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

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
Campus Goal 5		Colt Elementary School will recruit, develop, and retain highly qualified and effective personnel.					
5.1	Performance Objective 1	Colt Elementary School will create a climate of mutual respect and positivity to develop, retain, and support highly					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.1.1	Develop a framework of values & beliefs to be used in the hiring process.	Administration; Central Office	Rubric used in hiring decisions; Aligned interview questions	Retention Rate	In Progress	90% Retention Rate of new staff	3,5,7
5.1.2	Creation of Events and Celebration committee that is inclusive of the entire staff	All Staff	Committee creation and set meeting dates	Pulse Checks, End of year survey results	In Progress	90% Retention Rate of new staff	5
165 5.1.3	CES will offer job-embedded, student-centered and technology based professional development to focus on improving teacher effectiveness.	Administration; ILT; Mentor Teachers	Campus Materials; CLI Engage	Staff Survey	In Progress		3,5,7
5.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.2.1							
5.2.2							
5.2.3							

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
Campus Goal 5		Colt Elementary School will recruit, develop, and retain highly qualified and effective personnel.					
5.3	Performance Objective 3						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.3.1							
5.3.2							
5.3.3							

District Goal 6		MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.					
Campus Goal 6		Colt Elementary School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.					
6.1	Performance Objective 1	Colt Elementary School will provide students and staff with necessary resources					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.1.1	The budget process will be developed and managed to reflect the objectives of the CIP.	Administration	Budget Guidelines from MFISD; CIP; DIP	Adopted Budget	Planning		9,1
6.1.2	Increase the amount of feedback gathered to develop a budget with input from stakeholders.	Administration	Budget Guidelines from MFISD; CEIC; PLC's	Adopted Budget	Planning		9,1
6.1.3	The budget will be aligned to local, state, and federal guidelines.	Administration	Budget Guidelines from MFISD; CIP; DIP, Title Programs	Adopted Budget	Planning		9,1
6.2	Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.2.1							
6.2.2							
6.2.3							
6.3	Objective 3						

District Goal 6

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

Campus Goal 6

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

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

Marble Falls Elementary School

Campus Improvement Plan

2016-2017

MFISD Mission

The mission of the Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

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MFISD VISION

Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.





Elementary

MFES CORE Beliefs

We Believe:



In high expectations and accountability for all.



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



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



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

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

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

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE

Marble Falls Elementary School COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement Committee during the 2015-2016 school year.

Participants in Attendance	Data Sources Examined	
Michael Haley	<input checked="" type="checkbox"/> TAPR	
Kendra Thompson	<input checked="" type="checkbox"/> Disaggregated STAAR / TAKS Data	
Anna Womack	<input checked="" type="checkbox"/> Campus PEIMS Reports	
Kacey Ramaley	<input checked="" type="checkbox"/> Student Attendance Data	
Leslie Baty	<input checked="" type="checkbox"/> Truancy Data	
Jennifer Lockner	<input checked="" type="checkbox"/> Referral % for SPED Students	
Diane Arredondo	<input checked="" type="checkbox"/> Campus Parent Participation	
Courtney Stevens	<input checked="" type="checkbox"/> Failure Rates	
Cecily Howze	<input checked="" type="checkbox"/> Parent Survey	
Mary Pond	<input checked="" type="checkbox"/> TELPAS Data	
Carrie Rice	<input checked="" type="checkbox"/> Achievement Test Data	
Debi Ruebush	<input checked="" type="checkbox"/> TBA Data	
Brittany Alaniz	<input checked="" type="checkbox"/> DRA, BAS, or Other Reading	
Kristy Brewer	<input type="checkbox"/> Pre AP / AP Scores	
Annette Nolen	<input type="checkbox"/> PSAT / SAT / ACT Scores	
Tina Van Gundy	<input type="checkbox"/> Completion Rate	
	<input type="checkbox"/> Federal Accountability Data	
	<input type="checkbox"/> Other	
	List Other Data Here	

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

610 students served, compared to 580 the previous year.

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

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

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

DEMOGRAPHICS

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

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

FAMILY AND COMMUNITY INVOLVEMENT

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

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

STAFF QUALITY, RECRUITMENT AND RETENTION

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

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

SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION

Strengths: The school culture and climate is friendly and warm to our clientele. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in parent ed. classes, community outreach, multicultural night, and PTA sponsored events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives to arrive to school on time and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safer environment for all students. Dismissal areas (bus line, after school program) are in need of more supervision so students arrive safely in their correct dismissal area and safely home. Teambuilding will remain a focus for us. Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus. Allowing staff recognition, teambuilding activities throughout the school day can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of establishing collegial and peer relationship with our students.

CURRICULUM, INSTRUCTION AND ASSESSMENT

Strengths: The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student. We are structured to have collaborative conversations to impact student learning. Instructional designs, such as: Kagan structures, intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement. A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

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

STUDENT ACHIEVEMENT

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

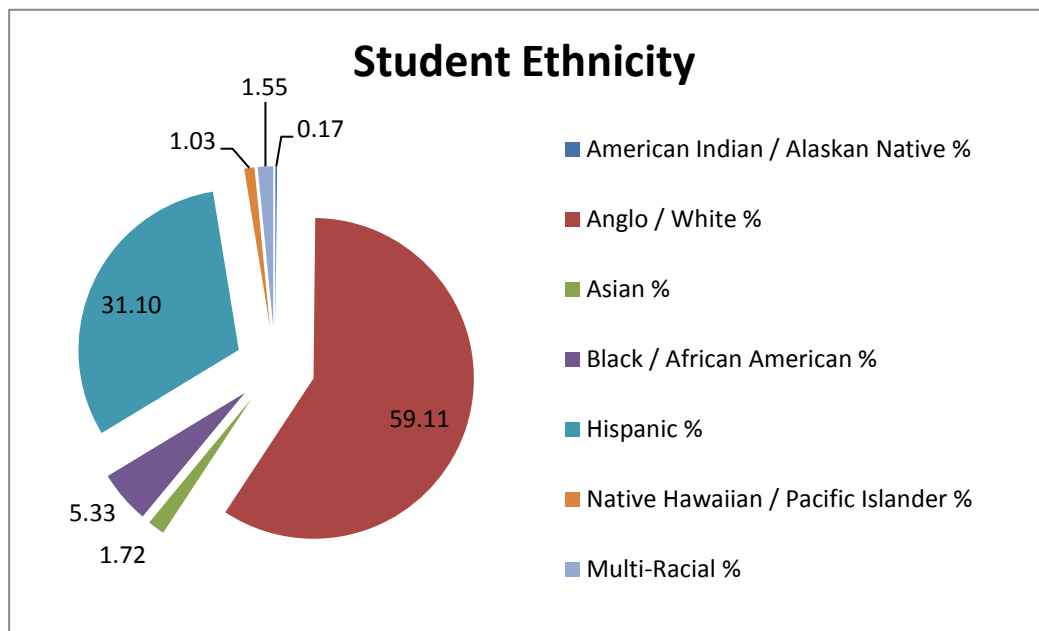
Needs: With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with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

TECHNOLOGY

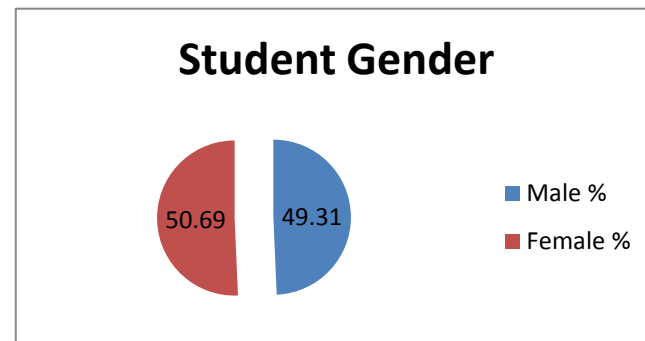
Strengths: The 2015-2016 school year will provide a wealth of technology due to our district being a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, iPads and content-specific implementation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

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

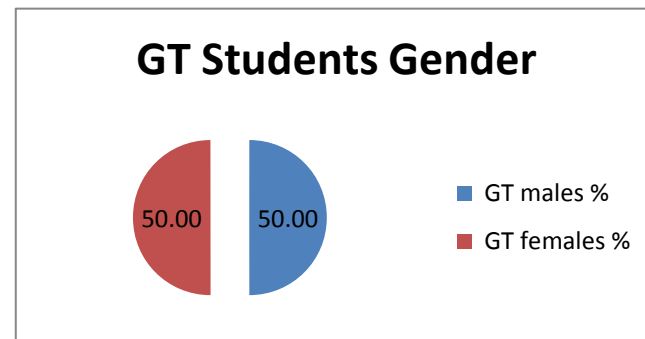
CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Marble Falls Elementary
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	605
grade level	text	EE - 5
5 year prior enrollment	#	539
increase in enrollment	%	12.24



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

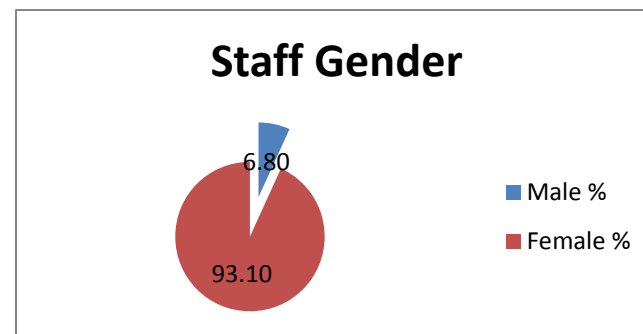
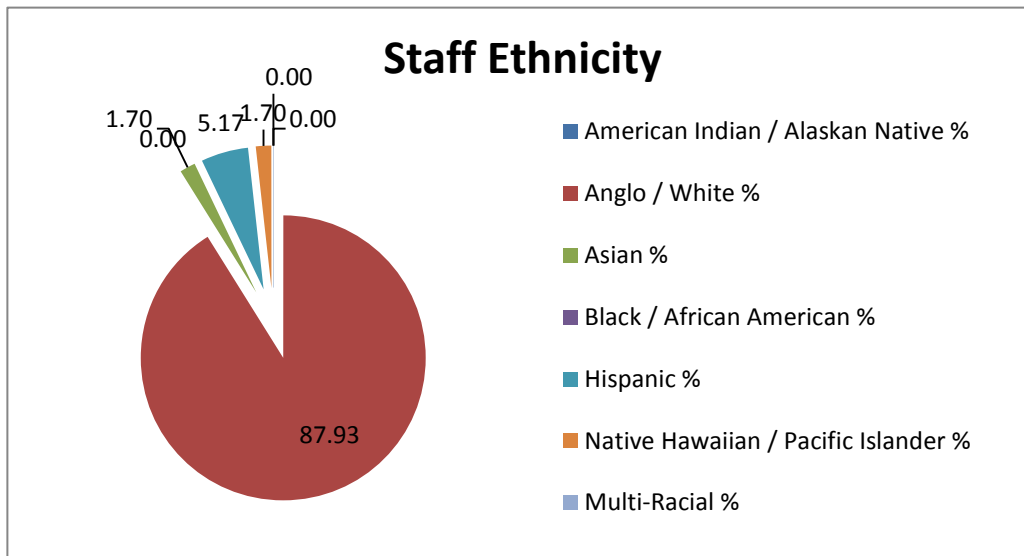


STAFF DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.00
Anglo / White	%	87.93
Asian	%	1.70
Black / African American	%	0.00
Hispanic	%	5.17
Native Hawaiian / Pacific Islander	%	1.70
Multi-Racial	%	0.00
Male	%	6.80
Female	%	93.10
highly qualified teachers	%	100.00
highly qualified paraprofessionals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



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



Campus Performance Objectives

Marble Falls Elementary School

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

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

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

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

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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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 reside in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State Compensatory Education (SCE)

Section 3: Identification Procedures

Responsibilities – Campus Contact

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

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

Procedures for Identifying Eligible Students

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The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

Periodic Updates and Eligibility Review

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

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

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

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

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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 the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

State Compensatory Education (SCE)

Section 5: Exit Procedures

Exit Review

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

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

Continued Monitoring

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

Section 6: Program Evaluation

Required Overall Program Evaluation

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

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

Title I Components
(for proposed Schoolwide Plan)

1. Summary of the Comprehensive Needs Assessment of the entire school.

2. Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research.

3. Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk).

4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program. (Teacher disaggregation and analysis of state data; teacher classroom assessment of students).

9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance.

10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Marble Falls Elementary School Professional Learning 2016-2017

Back to School Professional Learning - August 2016

Need	Increase focus on standards
Strategy	Provide training to all staff on expectations for common planning

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

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

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

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

Marble Falls Elementary School Professional Learning 2016-2017

Campus Professional Learning - Job Embedded

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

Need	
Strategy	

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

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

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



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

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

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

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

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

District Goal 3

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

Campus Goal 3

Marble Falls Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at large to be involved in our schools

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

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

District Goal 4

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

Campus Goal 4

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

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

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
Campus Goal 5		Marble Falls Elementary School will recruit, develop, and retain highly qualified and effective personnel.					
5.1	Performance Objective 1	Marble Falls Elementary School will provide opportunities for staff and students to recognize good character traits of students and staff.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.1.1	Develop a framework of values & beliefs to be used in the hiring process.	Administration; Central Office	Rubric used in hiring decisions; Aligned interview questions	Retention Rate	In Process	90% Retention Rate of new staff	3,5,7
5.1.2	All staff, including Full-Day Pre-K Staff will meet highly qualified status.	Administration; Central Office	Job Posting Requirements; Campus Interview Process	NCLB Reports	Completed	100% of Staff meet NCLB Highly Qualified Status	3,5,7
5.1.3	MFES will offer job-embedded, student-centered and technology based professional development to focus on improving teacher effectiveness.	Administration; ILT; Mentor Teachers	Campus Materials; CLI Engage	Staff Survey	In Process		3,5,7
5.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.2.1							
5.2.2							
5.2.3							

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
Campus Goal 5		Marble Falls Elementary School will recruit, develop, and retain highly qualified and effective personnel.					
5.3	Performance Objective 3						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.3.1							
5.3.2							
5.3.3							

District Goal 6		MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.					
Campus Goal 6		Marble Falls Elementary School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.					
6.1	Performance Objective 1	Marble Falls Elementary School will provide students and staff with necessary resources.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.1.1	The budget process will be developed and managed to reflect the objectives of the CIP.	Administration	Budget Guidelines from MFISD; CIP; DIP	Adopted Budget	Planning	100% Alignment with CIP and DIP	9,1
6.1.2	Increase the amount of feedback gathered to develop a budget with input from stakeholders.	Administration	Budget Guidelines from MFISD; CEIC; PLC's	Adopted Budget	Planning		9,1
6.1.3							
201							
6.2	Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.2.1							
6.2.2							
6.2.3							
6.3	Objective 3						
			Resources /	Formative and/or	Beginning of Year	Target Goal	

District Goal 6		MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.					
		Marble Falls Elementary School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.					
Campus Goal 6							
Strategy / Activity		Staff Responsible	Implementation Evidence	Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.3.1							
6.3.2							
6.3.3							

Highland Lakes Elementary School (MFISD)

Campus Improvement Plan

2016-2017

MFISD Mission

The mission of the Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

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MFISD VISION

Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

CAMPUS MISSION

HLES is a diverse community of educators, parents, and students who partner together for the success of every child. We Hold each other accountable, Learn and grow together, Excel in all we do, and Succeed as lifelong learners.

CAMPUS VISION

HLES is united in excellence for every student, every day, every opportunity.

**Highland Lakes Elementary School (MFISD)
Campus Educational Improvement Committee**

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Bethany Birdwell	Principal	
Stacy Lashbrook	Assistant Principal	
LeeAnn Harkins	Assistant Principal	
Mandy Warren	Counselor	
Sarah Forren	Teacher	
Marcela Jenks	Teacher	
Amanda Haley	Teacher	
Julie Kimmel	Teacher	
Dezlie Lust	Teacher	
Teresa Marchuk	Teacher	
Jeff Williamson	Teacher	
Joni Wollek	Teacher	
Nora Carrizales	Teacher	
John Brantley	Parent	
Margarita Dominguez	Business Representative	
Greg Lewis	Community Representative	

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE

Highland Lakes Elementary School (MFISD) COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement Committee during the 2015-2016 School Year.

Participants in Attendance	Data Sources Examined	
Bethany Birdwell	<input checked="" type="checkbox"/> TAPR	
LeeAnn Harkins	<input checked="" type="checkbox"/> Disaggregated STAAR / TAKS Data	
Stacy Lashbrook	<input checked="" type="checkbox"/> Campus PEIMS Reports	
Mandy Warren	<input checked="" type="checkbox"/> Student Attendance Data	
Nora Carrizales	<input checked="" type="checkbox"/> Truancy Data	
Sarah Forren	<input checked="" type="checkbox"/> Referral % for SPED Students	
Amanda Haley	<input checked="" type="checkbox"/> Campus Parent Participation	
Marcela Jenks	<input checked="" type="checkbox"/> Failure Rates	
Julie Kimmel	<input checked="" type="checkbox"/> Parent Survey	
Lezlie Lust	<input checked="" type="checkbox"/> TELPAS Data	
Teresa Marchuk	<input checked="" type="checkbox"/> Achievement Test Data	
Jeff Williamson	<input checked="" type="checkbox"/> TBA Data	
Joni Wollek	<input checked="" type="checkbox"/> DRA, BAS, or Other Reading	
John Brantley	<input type="checkbox"/> Pre AP / AP Scores	
Greg Lewis	<input type="checkbox"/> PSAT / SAT / ACT Scores	
Margarita Dominguez	<input type="checkbox"/> Completion Rate	
	<input checked="" type="checkbox"/> Federal Accountability Data	
	<input type="checkbox"/> Other	
	List Other Data Here	

Participants in Attendance	Data Sources Examined	

Highland Lakes Elementary School (MFISD) Comprehensive Needs Assessment Summary

Number of Students served, compared to previous year.

Classroom Organization (EE-2; 3-5); SPED Classrooms; ESL/BE Classrooms

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

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

DEMOGRAPHICS

Strengths: Met standard for accountability rating.

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

FAMILY AND COMMUNITY INVOLVEMENT

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

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

STAFF QUALITY, RECRUITMENT AND RETENTION

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

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

SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION

Strengths: The school culture and climate is friendly and warm to our clientele. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in parent ed. classes, community outreach, multicultural night, and PTA sponsored events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives to arrive to school on time and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safer environment for all students. Dismissal areas (bus line, after school program) are in need of more supervision so students arrive safely in their correct dismissal area and safely home. Teambuilding will remain a focus for us. Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus. Allowing staff recognition, teambuilding activities throughout the school day can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of establishing collegial and peer relationship with our students.

CURRICULUM, INSTRUCTION AND ASSESSMENT

Strengths: The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student. We are structured to have collaborative conversations to impact student learning. Instructional designs, such as: Kagan structures, intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement. A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

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

STUDENT ACHIEVEMENT

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

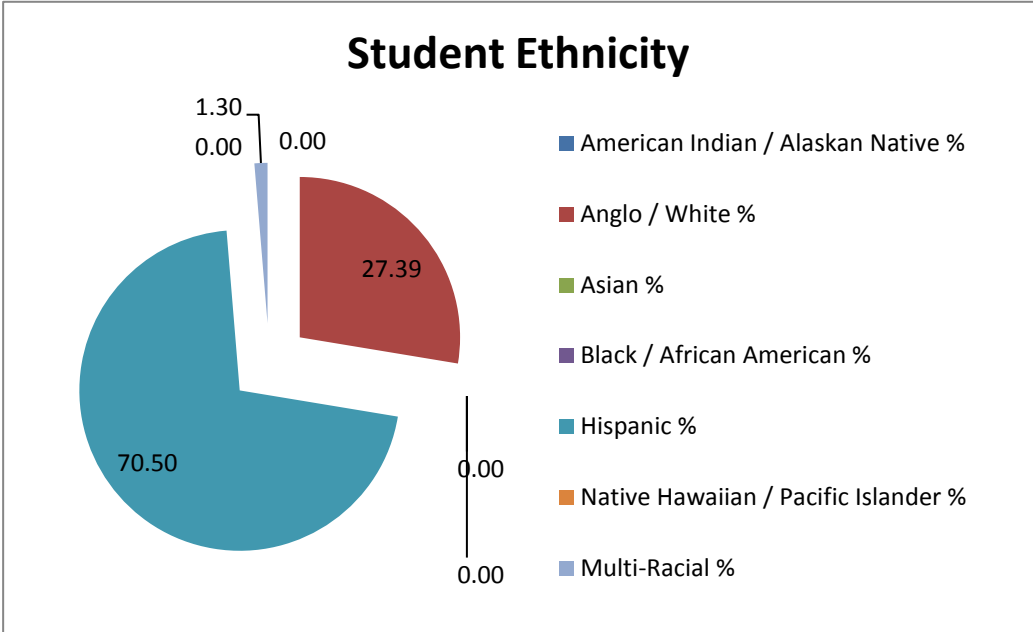
Needs: With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with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

TECHNOLOGY

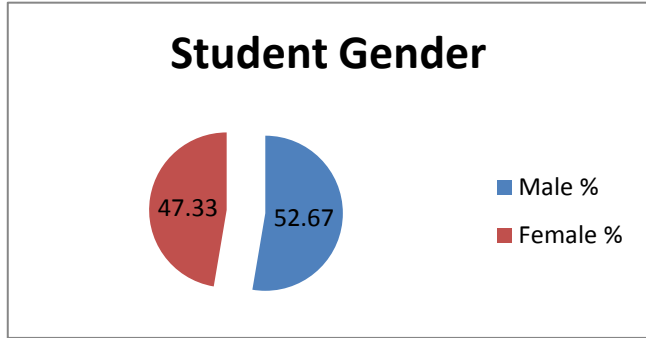
Strengths: The 2015-2016 school year will provide a wealth of technology as our district became a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, iPads and content-specific implementation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

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

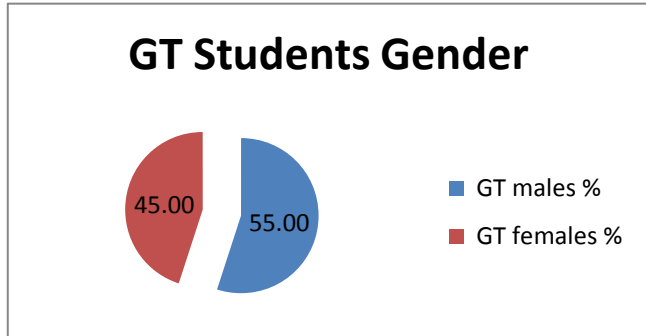
CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Highland Lakes Elementary
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	650
grade level	text	EE - 5
5 year prior enrollment	#	667
increase in enrollment	%	-2.55



STUDENT DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.00
Anglo / White	%	27.39
Asian	%	0.00
Black / African American	%	0.00
Hispanic	%	70.50
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	1.30
Male	%	52.67
Female	%	47.33
Low SES	%	46.95

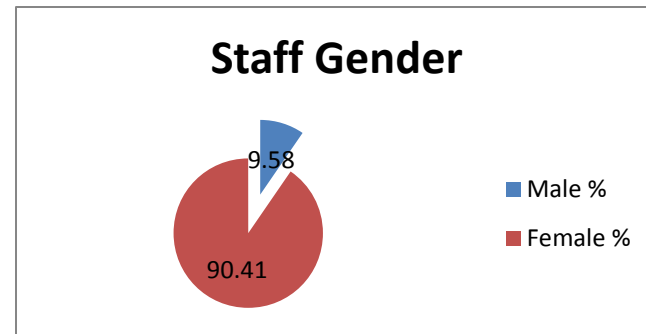
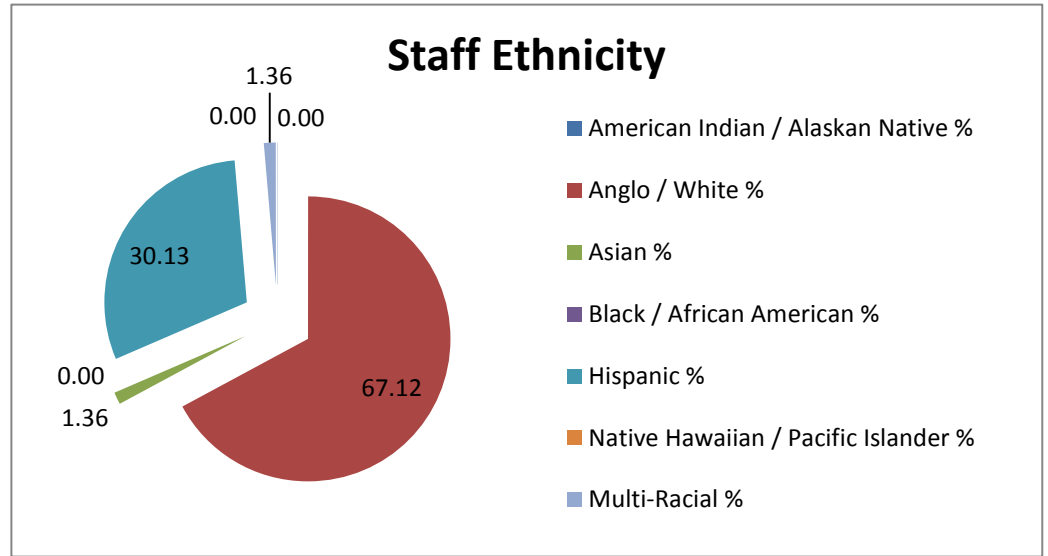


STAFF DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.00
Anglo / White	%	67.12
Asian	%	1.36
Black / African American	%	0.00
Hispanic	%	30.13
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	1.36
Male	%	9.58
Female	%	90.41
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00



CAMPUS CHARACTERISTICS	2015-2016
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Average daily attendance for students	%	96.25
# of discipline referrals in 2015-2016	#	36
# of discipline referrals in 2014-2015	#	116
# English Language Learners (LEP)	#	64
# GT students	#	29
GT males	%	55.00
GT females	%	45.00
# students in 504 program	#	51
# SPED students	#	74
# students tested/not qualified for SPED	#	23/4
LEP students	%	9.85
change in discipline referrals	%	-68.97
served through SPED services	%	11.38



Campus Performance Objectives Highland Lakes Elementary School (MFISD)

Math	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	251	76.00%	72.00%	19.00%	19.00%
At Risk	148	59.00%	52.00%	7.00%	4.00%
Economic Disadvantage	186	67.00%	67.00%	12.00%	13.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	2	50.00%	100.00%	0.00%	100.00%
Hispanic	165	58.00%	65.00%	14.00%	11.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	4	50.00%	0.00%	25.00%	0.00%
White	79	78.00%	88.00%	32.00%	41.00%
Gifted Talented	21	100.00%	100.00%	57.00%	79.00%
LEP	84	58.00%	47.00%	11.00%	5.00%
Special Ed	19	42.00%	53.85%	5.00%	19.23%

Science	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	83	77.00%	74.00%	14.00%	15.00%
At Risk	39	54.00%	47.00%	0.00%	0.00%
Economic Disadvantage	58	72.00%	71.00%	7.00%	12.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	0	0.00%	100.00%	0.00%	100.00%
Hispanic	57	68.00%	67.00%	9.00%	9.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	1	100.00%	0.00%	0.00%	0.00%
White	25	96.00%	95.00%	7.00%	32.00%
Gifted Talented	5	100.00%	100.00%	60.00%	44.00%
LEP	25	48.00%	29.00%	0.00%	0.00%
Special Ed	3	25.00%	50.00%	0.00%	25.00%

Reading	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	258	69.00%	72.00%	22.00%	17.00%
At Risk	155	51.00%	51.00%	10.00%	2.00%
Economic Disadvantage	195	61.00%	68.00%	18.00%	13.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	2	50.00%	100.00%	0.00%	100.00%
Hispanic	172	65.00%	65.00%	16.00%	9.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	4	75.00%	50.00%	0.00%	50.00%
White	79	76.00%	86.00%	38.00%	32.00%
Gifted Talented	21	100.00%	100.00%	76.00%	83.00%
LEP	91	51.00%	41.00%	13.00%	0.00%
Special Ed	19	16.00%	55.00%	11.00%	18.00%

Writing	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	89	56.00%	85.00%	8.00%	7.00%
At Risk	67	43.00%	73.00%	4.00%	3.00%
Economic Disadvantage	72	50.00%	79.00%	7.00%	6.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	0	0.00%	0.00%	0.00%	0.00%
Hispanic	67	49.00%	85.00%	6.00%	4.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	1	100.00%	0.00%	0.00%	0.00%
White	21	71.00%	87.00%	14.00%	13.00%
Gifted Talented	100	100.00%	100.00%	50.00%	100.00%
LEP	38	45.00%	73.00%	5.00%	5.00%
Special Ed	7	14.00%	60.00%	0.00%	0.00%

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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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 reside in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State Compensatory Education (SCE)

Section 3: Identification Procedures

Responsibilities – Campus Contact

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

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

Procedures for Identifying Eligible Students

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The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

Periodic Updates and Eligibility Review

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

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

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

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

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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 the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

State Compensatory Education (SCE)

Section 5: Exit Procedures

Exit Review

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

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

Continued Monitoring

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

Section 6: Program Evaluation

Required Overall Program Evaluation

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

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

Title I Components
(for proposed Schoolwide Plan)

1. Summary of the Comprehensive Needs Assessment of the entire school.

2. Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research.

3. Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk).

4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

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6. Strategies to increase parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program. (Teacher disaggregation and analysis of state data; teacher classroom assessment of students).

9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance.

10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Highland Lakes Elementary School Professional Learning 2016-2017

Back to School Professional Learning - August 2016

Need	Increase focus on standards
Strategy	Provide training to all staff on expectations for common planning

Need	Increase focus on solid (Tier 1) classroom instruction
Strategy	Kagan training

Need	Increase focus on instructional and planning feedback from administration.
Strategy	TTESS training

Need	
Strategy	BAS training

Need	
Strategy	

Highland Lakes Elementary School Professional Learning 2016-2017

Campus Professional Learning - Job Embedded

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

Need	Increase focus on solid (Tier 1) classroom instruction
Strategy	Discuss Kagan strategies in "Kagan Club" at monthly meeting

Need	Increase focus on student subpopulations
Strategy	Trainings on ELPS, RTI, SpEd, behavior

Need	
Strategy	

Need	
Strategy	



District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Goal 1		Highland Lakes Elementary School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
1.1	Performance Objective 1	All students will be successful learners in the curriculum as demonstrated by performance in the classroom and on state and local assessments.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.1.1	Implement the Curriculum Alignment Project throughout the campus.	Instructional Coach, Instructional Technologist, Administration	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	10% Increase in STAAR Data; TPRI Data; BAS Data Through the Year	1,2,4,8
1.2	Provide effective, relevant, job-embedded professional development that directly impacts classroom instruction in the areas of cooperative learning, differentiated instruction, RTI, Best Practices, Sheltered Instruction, and Collaboration	Curriculum & Instruction, ILT, Teachers	Instructional Resources; YAG Documents	TBA, STAAR , Google Classroom Rubrics, T-TESS Feedback; Student Behavior Data	In Progress	100% of teacher feedback is positive for meaningful learning	4,8
1.1.3	Continue to analyze student data for accountability and create plans to guide instruction and remediation. Rtl plans will be developed for students based on needs.	Teachers, Instructional Staff, Administration	American Reading Company; Instructional Resources; Wilson Materials; SSI Guidelines	TBA's, STAAR, Classroom Grades; TAPR Reports	In Process		1,3,4,5
1.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.2.1							

District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Goal 1		Highland Lakes Elementary School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
1.2.2							
1.2.3							
1.3	Performance Objective 3						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.3.1							
1.3.2							
1.3.3							

District Goal 2		MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
Campus Goal 2		Highland Lakes Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
2.1	Performance Objective 1	Highland Lakes Elementary School will provide leadership opportunities for students and staff, while utilizing concepts from The Leader in Me (Mustang Way) and other leadership resources.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.1.1	Instructional coach and ILT will be responsible for facilitating individual growth and leadership of teachers at the campus level	ILT, Administration, IC	PLC Time; ILT Meetings	Pre & Post Survey Data	In Process	25% Increase from previous year's data	3,5
2.1.2	Consistent application of the Principles of the Leader in Me and Character Counts for all students, and recognition of students who demonstrate these character traits.	Teachers, Administration, ILT, Counselor	Leader in Me Books, Character Count Resources	Feedback from teachers, parents, and students	In Process		1,6
2.1.3	Students have multiple opportunities to serve as leaders (special event leader, guides, students on duty, etc.	Teachers, Administration, ILT, Counselor	Schedule, Student Meetings	Duty Rosters	In Process	25% Increase from previous year's data	1,2, 6,9
2.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.2.1							
2.2.2							
2.2.3							

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

District Goal 3		MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.					
Campus Goal 3		Highland Lakes Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.					
3.1	Performance Objective 1	Highland Lakes Elementary School will actively involve parents and community in the education of our students.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.1.1	Consistent, constant communication with parents and community.	Teachers, Administrators, ILT, Counselor, Secretary	Webpage, Email, Newsletter, Sky Alert, Twitter Feed, Facebook Page, Remind, Translators, Student Planners	Participation in community and family events; Parent Survey Results, CaSE	Planning; In Process	10% Increase in parent & family member participation in school events	6,7
227 3.1.2	Consistent parent & family meetings throughout the year	Administration, Teachers	Porch Visits, Open House, Meet the Teacher, Parent Conferences, One Novel Read Family Night, Academic Showcase	Participation in community and family events; Parent Survey Results, CaSE	In Process	10% Increase in parent & family member participation	6,7
3.1.3	Maintain a volunteer program for community members, family members, and parents	Administration, ILT	Campus Facility, Time	Visitor Log; Parent Survey Results	In Process	10% Increase in volunteer participation	6,7
3.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.2.1							
3.2.2							

District Goal 3		MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.					
Campus Goal 3		Highland Lakes Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.					
3.2.3							
3.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.3.1							
3.3.2							
3.3.3							

District Goal 4		MFISD will provide a safe and healthy environment conducive to student learning.					
Campus Goal 4		Highland Lakes Elementary School will provide a safe and healthy environment conducive to student learning					
4.1	Performance Objective 1	Highland Lakes Elementary School will provide a positive and supportive learning environment					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.1.1	Staff will be trained on all safety and security procedures, Code of Conduct, and in Campus Crisis Plan	Administration; Director of Security	Safety Logs; Drill Logs; Faculty Meetings; Handbooks & Student Code of Conduct	Safety Audits; V-Soft Rosters; Sign-In Documentation	In Process	100% of Staff Trained	1, 10
4.1.2	Increased opportunities to recognize staff and celebrate campus accomplishments	Administration, Staff Spirit Committee	Updated Lounge, Thank you notes	Survey Results	In Process	10% Increase in Survey Data	5
4.1.3	Improve and Maintain a collaborative culture throughout all teams	Teachers, Administration, ILT	PLC's; Peer Observations; Vertical Planning Meetings	Survey Results	In Process	10% Increase in Survey Data	5
4.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.2.1							
4.2.2							
4.2.3							

District Goal 4		MFISD will provide a safe and healthy environment conducive to student learning.					
Campus Goal 4		Highland Lakes Elementary School will provide a safe and healthy environment conducive to student learning					
4.3	Performance Objective 3						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.3.1							
4.3.2							
4.3.3							

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
Campus Goal 5		Highland Lakes Elementary School will recruit, develop, and retain highly qualified and effective personnel.					
5.1	Performance Objective 1	Highland Lakes Elementary School will provide opportunities for staff and students to recognize good character traits of students and staff.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.1.1	HLES will offer job-embedded, student-centered and technology based professional development to focus on improving teacher effectiveness.	Administration; ILT; Mentor Teachers	Campus Materials; CLI Engage	Staff Survey	In Process		3,5,7
5.1.2	All staff, including Full-Day Pre-K Staff will meet highly qualified status.	Administration; Central Office	Job Posting Requirements; Campus Interview Process	NCLB Reports	Completed	100% of Staff meet NCLB Highly Qualified Status	3,5,7
5.1.3	Develop a framework of values & beliefs to be used in the hiring process.	Administration; Central Office	Rubric used in hiring decisions; Aligned interview questions	Retention Rate	In Process	90% Retention Rate of new staff	3,5,7
5.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.2.1							
5.2.2							
5.2.3							

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
Campus Goal 5		Highland Lakes Elementary School will recruit, develop, and retain highly qualified and effective personnel.					
5.3	Performance Objective 3	MFISD will retain highly qualified instructional staff.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.3.1	Staff Recognition						
5.3.2	Exit Interview						
5.3.3							

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

District Goal 6

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

Campus Goal 6

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

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

Spicewood Elementary School (MFISD)

Campus Improvement Plan

2016-2017

MFISD Mission

The mission of the Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

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MFISD VISION

Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.



CAMPUS MISSION

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

CAMPUS VISION

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

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE

**Spicewood Elementary School
Comprehensive Needs Assessment Summary**

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

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

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

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

DEMOGRAPHICS

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

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

FAMILY AND COMMUNITY INVOLVEMENT

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

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

STAFF QUALITY, RECRUITMENT AND RETENTION

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

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

SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION

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

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

CURRICULUM, INSTRUCTION AND ASSESSMENT

Strengths: A focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student. Collaborative conversations to impact student learning occur regularly. Instructional design, such as Learning Academy, coupled with support within the classroom, such as flexible grouping and student intervention, have led to increased engagement to maximize achievement.

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

STUDENT ACHIEVEMENT

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

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

TECHNOLOGY

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

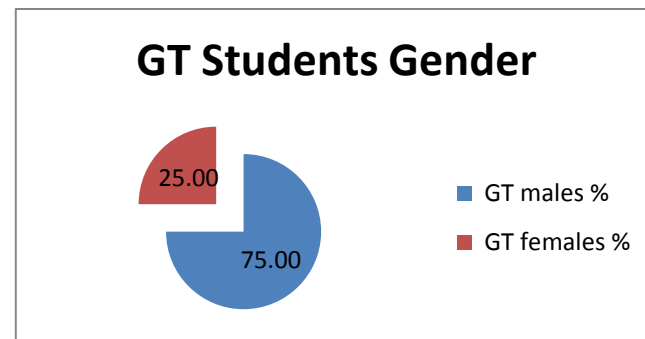
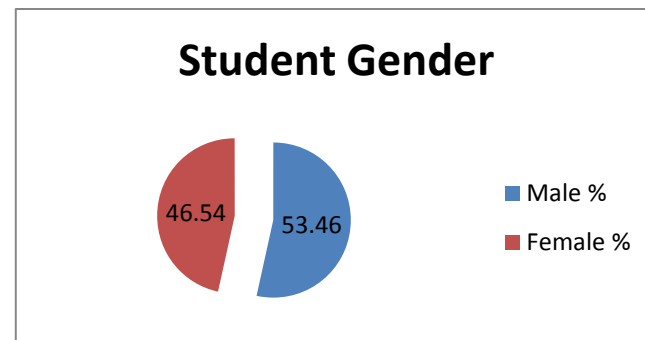
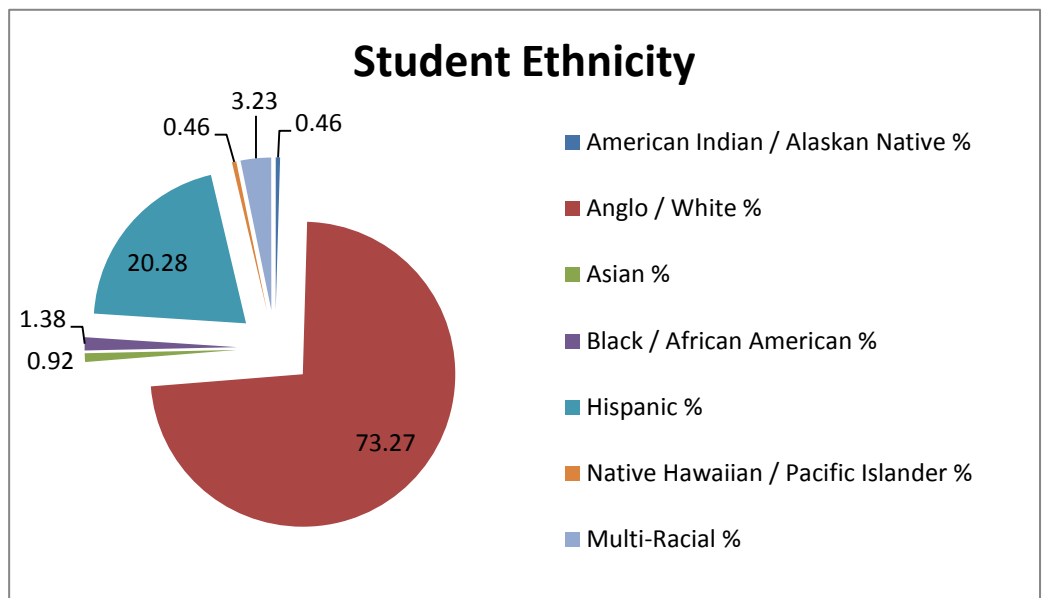
Needs: We will work to make technology integration meaningful and to connect with knowledge and experiences that would be unavailable without the technology tool.

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

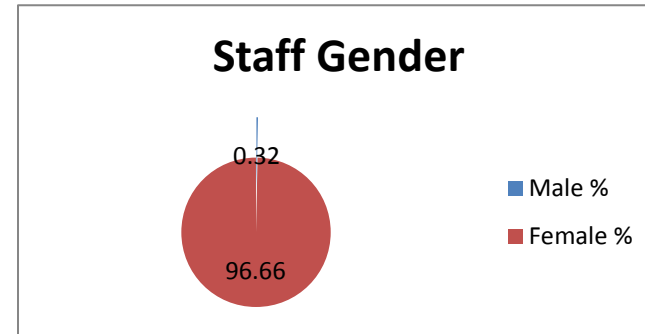
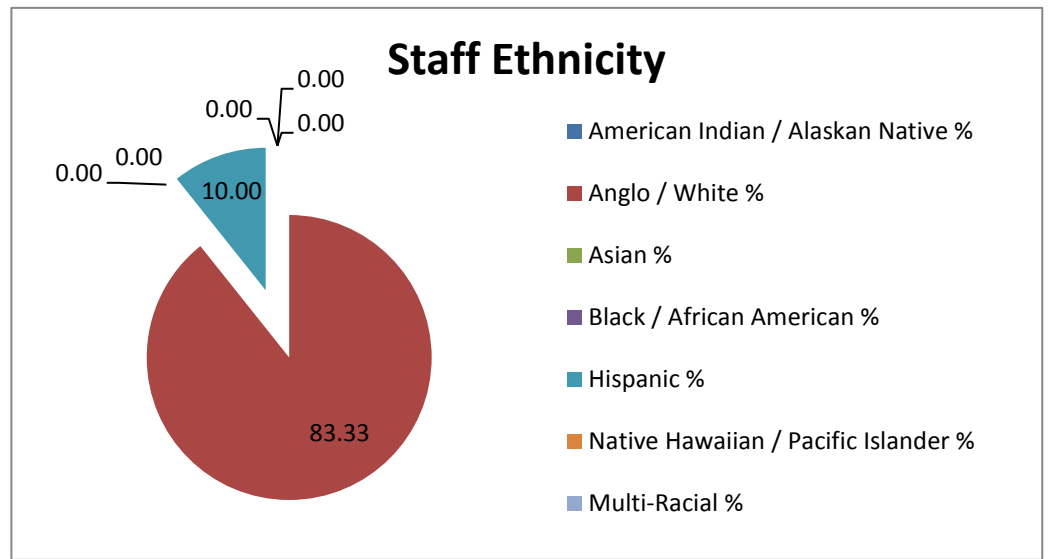
STUDENT DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.46
Anglo / White	%	73.27
Asian	%	0.92
Black / African American	%	1.38
Hispanic	%	20.28
Native Hawaiian / Pacific Islander	%	0.46
Multi-Racial	%	3.23
Male	%	53.46
Female	%	46.54
Low SES	%	48.00

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

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



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



Campus Performance Objectives Spicewood Elementary School

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

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

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

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

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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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.

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State Compensatory Education (SCE)

Section 2: Student Eligibility

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

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

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

State Compensatory Education (SCE)

Section 3: Identification Procedures

Responsibilities – Campus Contact

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

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

Procedures for Identifying Eligible Students

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The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

Periodic Updates and Eligibility Review

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

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

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

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

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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 the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

State Compensatory Education (SCE)

Section 5: Exit Procedures

Exit Review

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

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

Continued Monitoring

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

Section 6: Program Evaluation

Required Overall Program Evaluation

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

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

Title I Components
(for proposed Schoolwide Plan)

1. Summary of the Comprehensive Needs Assessment of the entire school.

2. Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research.

3. Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk).

4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program. (Teacher disaggregation and analysis of state data; teacher classroom assessment of students).

9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance.

10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Spicewood Elementary School Professional Learning 2016-2017

Back to School Professional Learning - August 2016

Need	Increase focus on standards
Strategy	Provide training to all staff on expectations for common planning and grade level and vertical CAP meetings

Need	Discipline Procedures
Strategy	Conscious discipline training provided to all staff

Need	Compliance
Strategy	All staff complete Eduhero videos

Need	Focus on culture
Strategy	Provided teambuilding activities to promote culture

Need	Safety Focus
Strategy	Table top discussion of safety plans

Spicewood Elementary School Professional Learning 2016-2017

Campus Professional Learning - Job Embedded

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

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

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

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

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



District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Goal 1		Spicewood Elementary School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
1.1	Performance Objective 1	All students will be successful learners in the curriculum as demonstrated by performance in the classroom and on state and local assessments.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.1.1	Implement the Curriculum Alignment Project throughout the campus.	Instructional Coach, Instructional Technologist, Administration	Forethought, Collaborative Planning, Walk-through data, Lesson plans, Number Talks, Vertical Alignment Documents	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	Achieve or maintain 90% or above STAAR passing; TPRI Data; BAS Data Through the Year	1,2,4,8
255 1.1.2	Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development.	Curriculum & Instruction, Instructional Coach, Instructional Technologist, Administration, Counselor	Forethought, Collaborative Planning, Walk-through data, Lesson plans, Title I Funds	Staff Survey	Survey Results	10% Increase on Survey Data	1,3,4,8
1.1.3	Continue to analyze student data for accountability and create plans to guide instruction and remediation. Rtl SMART Goals will be developed for students based on needs.	Teachers, Instructional Staff, Rtl Teams, Counselor, Administration	Instructional Resources; Wilson Materials; SSI Guidelines; Challenge Lab; AIMSweb; BAS; TPRI; TBAs	TBA's, STAAR, Classroom Grades; TAPR Reports; Rtl Documentation	In Process	Achieve or maintain 90% or above STAAR passing; TPRI Data; BAS Data Through the Year	1,3,4,5
1.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component

District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Goal 1		Spicewood Elementary School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
1.2.1							
1.2.2							
1.2.3							
1.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.3.1							
1.3.2							
1.3.3							

District Goal 2		MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
Campus Goal 2		Spicewood Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
2.1	Performance Objective 1	Spicewood Elementary School will provide leadership opportunities to students using the concepts from The Leader in Me and the Character Counts Programs.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.1.1	Consistent application of the Principles of the Leader in Me and Character Counts for all students	Teachers, Administration, ILT, Counselor	Leader in Me Books, Character Count Resources	Feedback from teachers, parents, and students	In Process		1,6
2.1.2	Students have multiple opportunities to serve as leaders (special event leader, guides, students on duty, etc.)	Teachers, Administration, ILT, Counselor	Schedule, Student Meetings	Duty Rosters	In Process	25% Increase from previous year's data	1,2, 6,9
2.1.3							
2.2		Performance Objective 2					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.2.1							
2.2.2							
2.2.3							
2.3		Performance Objective 3					

District Goal 2		MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
		Campus Goal 2		Spicewood Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.			
Strategy / Activity				Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status
2.3.1							
2.3.2							
2.3.3							

District Goal 3		MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.					
Campus Goal 3		Spicewood Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.					
3.1	Performance Objective 1	Spicewood Elementary School will actively involve parents and community in the education of our students.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.1.1	Consistent, constant communication with parents and community.	Teachers, Administrators, ILT, Counselor, Secretary	Webpage, Email, Newsletter, Sky Alert, Twitter Feed, Facebook Page, Translators, Student Planners, PTO	Participation in community and family events; Parent Survey Results, CaSE	Planning; In Process	10% Increase in parent & family member participation in school events	6,7
3.1.2	Maintain a volunteer program for community members, family members, and parents	Administration, ILT	Campus Facility, Time, PTO	Visitor Log; Parent Survey Results	In Process	10% Increase in volunteer participation	6,7
3.1.3	Consistent parent & family meetings throughout the year	Administration, Teachers	Open House, Meet the Teacher, Parent Conferences, PTO	Participation in community and family events; Parent Survey Results, CaSE	In Process	10% Increase in parent & family member participation	6,7
3.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.2.1							
3.2.2							
3.2.3							

District Goal 3		MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.					
		Campus Goal 3		Spicewood Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.			
3.3	Performance Objective 3						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.3.1							
3.3.2							
3.3.3							

District Goal 4		MFISD will provide a safe and healthy environment conducive to student learning.					
Campus Goal 4		Spicewood Elementary School will provide a safe and healthy environment conducive to student learning					
4.1	Performance Objective 1	Spicewood Elementary School will provide a positive and supportive learning environment.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.1.1	Staff will evaluate and formalize all safety and security procedures including the Code of Conduct, Campus Crisis Plan, and other systems.	All staff; Administration; Director of Security	Safety Logs; Drill Logs; Faculty and Committee Meetings; Handbooks & Student Code of Conduct; Progressive Discipline Document	Safety Audits; V-Soft Rosters; Sign-In Documentation; Discipline Referrals	In Process	Written procedures and documentation for all safety systems.	1, 10
4.1.2	Improve and maintain a collaborative culture throughout all teams	Teachers, Administration, ILT	CAP Meetings; Peer Observations; Vertical Planning Meetings	Survey Results	In Process	95% or above on relevant survey data	5
4.1.3	Increased opportunities to recognize staff and celebrate campus accomplishments	Administration, Staff Sunshine Committee	Updated Lounge, Thank you notes	Survey Results	In Process	95% or above on relevant survey data	5
4.2		Performance Objective 2					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.2.1							
4.2.2							

District Goal 4		MFISD will provide a safe and healthy environment conducive to student learning.					
Campus Goal 4		Spicewood Elementary School will provide a safe and healthy environment conducive to student learning					
4.2.3							
4.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.3.1							
4.3.2							
4.3.3							

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
Campus Goal 5		Spicewood Elementary School will recruit, develop, and retain highly qualified and effective personnel.					
5.1	Performance Objective 1	Spicewood Elementary School will provide opportunities for staff and students to recognize good character traits of students and staff.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.1.1	All staff, including Full-Day Pre-K Staff will meet highly qualified status.	Administration; Central Office	Job Posting Requirements; Campus Interview Process	NCLB Reports	Completed	100% of Staff meet NCLB Highly Qualified Status	3,5,7
5.1.2	Continue to utilize a framework of values & beliefs to be used in the hiring process.	Administration; Central Office	Rubric used in hiring decisions; Aligned interview questions	Retention Rate	In Process	90% Retention Rate of new staff	3,5,7
5.1.3	We will offer job-embedded, student-centered and technology based professional development to focus on improving teacher effectiveness.	Administration; ILT; Mentor Teachers	Campus Materials; CLI Engage	Staff Survey	In Process		3,5,7
5.2	Performance Objective 2	Spicewood Elementary will implement a redesigned mentoring program that provides regular and ongoing professional support for new-to-profession and new-to-campus staff.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.2.1	All new-to-profession and new-to-campus staff will receive a monthly New to SWES Newsletter describing events and pertinent information.	Instructional Coach	Monthly newsletters	Newsletters going out monthly	Implementing		

District Goal 5

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

Campus Goal 5

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

5.2.2	All new-to-profession and new-to-campus staff will be assigned a campus mentor with a check in not less than once a month.	administrator	documentation from mentor meetings	Survey of mentor and mentored staff	In Process		
5.2.3							
5.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.3.1							
5.3.2							
5.3.3							

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

District Goal 6

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

Campus Goal 6

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

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

Marble Falls Middle School

Campus Improvement Plan

2016-2017

MFISD Mission

The mission of the Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

MFISD VISION

Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.



CAMPUS MISSION

The mission of the Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

CAMPUS VISION

Marble Falls ISD has an unyielding commitment to love every child and to inspire them to achieve their fullest potential.

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

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Roger Barr	Principal	
Dr. Wes Cunningham	MFISD C & I Coordinator	
Brenda Belk	At-Large Professional	
Joe Powell	MFMS Teacher	
Dale Heath	MFMS Teacher	
Stephanie Hatch	MFMS Teacher	
Greg Neill	Parent Representative	
Sarah Collard	Parent Representative	
David Crall, Corina Ramirez	Business Representative (HEB)	
Kara Stewart	Community Representative	
Mihaela Hammond	MFMS Title Representative	
Heather Rodgers	MFMS Title Representative	
Kris Obermeyer	MFMS Title Representative	
Jeannette Gegogeine	MFMS Title Representative	
Samantha Suarez	6th Grade Parent Title Representative	
Sandy Garay	7th Grade Parent Title Representative	
OPEN	8th Grade Parent Title Representative	
Virginia Guerrero	Translator - Spanish	
Melissa Fields	MFISD Representative	

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Gaynelle Mandel	DEIC Representative	
Kristin Birdwell	DEIC Representative	
Jeannette Gegogeine	DEIC Representative	

Marble Falls Middle School COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement Committee during the 2015-2016 School Year.

270

Participants in Attendance	Data Sources Examined	
Roger Barr, Principal	<input checked="" type="checkbox"/> TAPR	
Dr. Cunningham	<input checked="" type="checkbox"/> Disaggregated STAAR / TAKS Data	
Brenda Belk	<input checked="" type="checkbox"/> Campus PEIMS Reports	
Joe Powell	<input checked="" type="checkbox"/> Student Attendance Data	
Dale Heath	<input checked="" type="checkbox"/> Truancy Data	
Stephanie Hatch	<input checked="" type="checkbox"/> Referral % for SPED Students	
Greg Neill	<input type="checkbox"/> Campus Parent Participation	
Sarah Collard	<input checked="" type="checkbox"/> Failure Rates	
Corina Ramirez	<input type="checkbox"/> Parent Survey	
Kara Stewart	<input checked="" type="checkbox"/> TELPAS Data	
Heather Rodgers	<input type="checkbox"/> Achievement Test Data	
Kris Obermeyer	<input type="checkbox"/> TBA Data	
Jeannette Gegogeine	<input type="checkbox"/> DRA, BAS, or Other Reading	
Samantha Suarez	<input type="checkbox"/> Pre AP / AP Scores	
Sandy Garay	<input type="checkbox"/> PSAT / SAT / ACT Scores	
Virginia Guerrero	<input type="checkbox"/> Completion Rate	
Melissa Fields	<input type="checkbox"/> Federal Accountability Data	
Gaynelle Mandel	<input type="checkbox"/> Other	
Kristin Birdwell		
	List Other Data Here	
	ACE Program Data	

Participants in Attendance	Data Sources Examined	
	Discipline Data	
	Positive Referral Data	
	A/B Honor Roll Participation	
	Perfect Attendance Participation	
	UIL Academics Participation	
	Mustangs of the Month	
	Teacher of the Month	

Marble Falls Middle School
Comprehensive Needs Assessment Summary

Number of Students served - 920.

Classroom Organization (6, 7, 8)); SPED Classrooms; ESL/BE Classrooms

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

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

DEMOGRAPHICS

Strengths: Met standard for accountability rating at our campus.

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

FAMILY AND COMMUNITY INVOLVEMENT

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

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

STAFF QUALITY, RECRUITMENT AND RETENTION

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

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

SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION

Strengths: The school culture and climate is friendly and warm to our clientele. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in parent ed. classes, community outreach, multicultural night, and PTA sponsored events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives to arrive to school on time and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safer environment for all students. Dismissal areas (bus line, after school program) are in need of more supervision so students arrive safely in their correct dismissal area and safely home. Teambuilding will remain a focus for us. Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus. Allowing staff recognition, teambuilding activities throughout the school day can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of establishing collegial and peer relationship with our students.

CURRICULUM, INSTRUCTION AND ASSESSMENT

Strengths: The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student. We are structured to have collaborative conversations to impact student learning. Instructional designs, such as: Kagan structures, intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement. A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

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

STUDENT ACHIEVEMENT

Strengths: The DEIC and Instructional Cabinet have viewed several different and varied forms of data collection including but not limited to: previous STAAR scores, current DRA & BAS levels, iStation reports, TELPAS data, RTI and SST data, and other data. After reviewing this data, we found a few encouraging signs of growth for our students. The RTI process will be an essential component in student success, as will the increased support and communication between SPED and general education teachers and ESL/BE teachers and general education teachers. Most encouraging is that a students

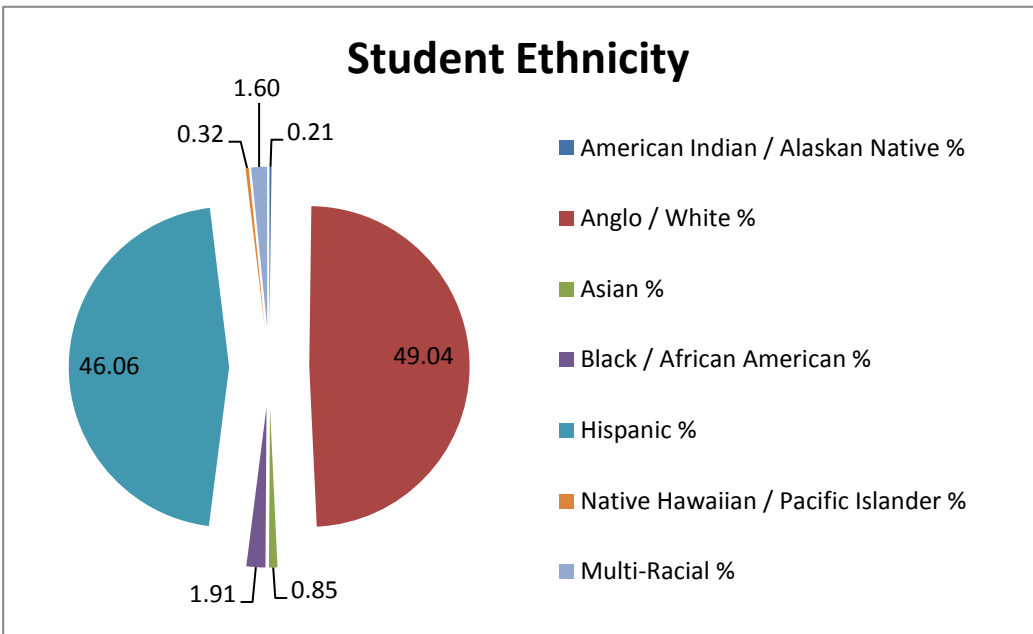
Needs: With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with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

TECHNOLOGY

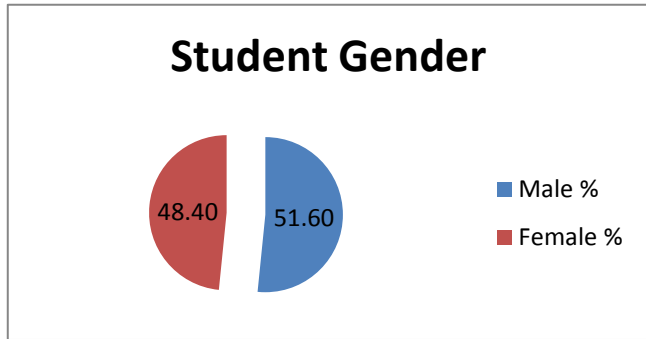
Strengths: The 2016-2017 school year will provide a wealth of technology due to our district being a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, iPads and content-specific implementation in the classroom.

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

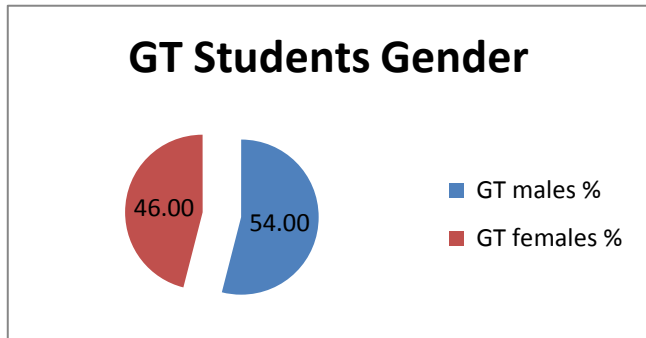
CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Marble Falls Middle School
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	921
grade level	text	6-8
5 year prior enrollment	#	920
increase in enrollment	%	0.11



STUDENT DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.21
Anglo / White	%	49.04
Asian	%	0.85
Black / African American	%	1.91
Hispanic	%	46.06
Native Hawaiian / Pacific Islander	%	0.32
Multi-Racial	%	1.60
Male	%	51.60
Female	%	48.40
Low SES	%	64.00

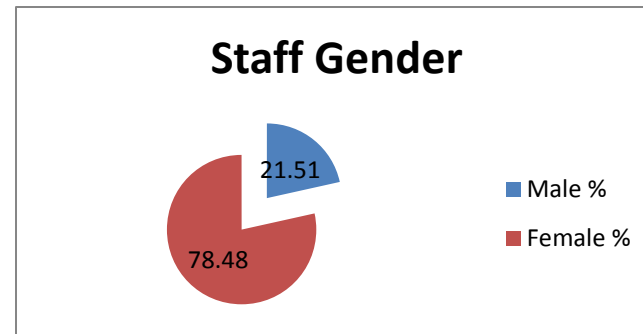
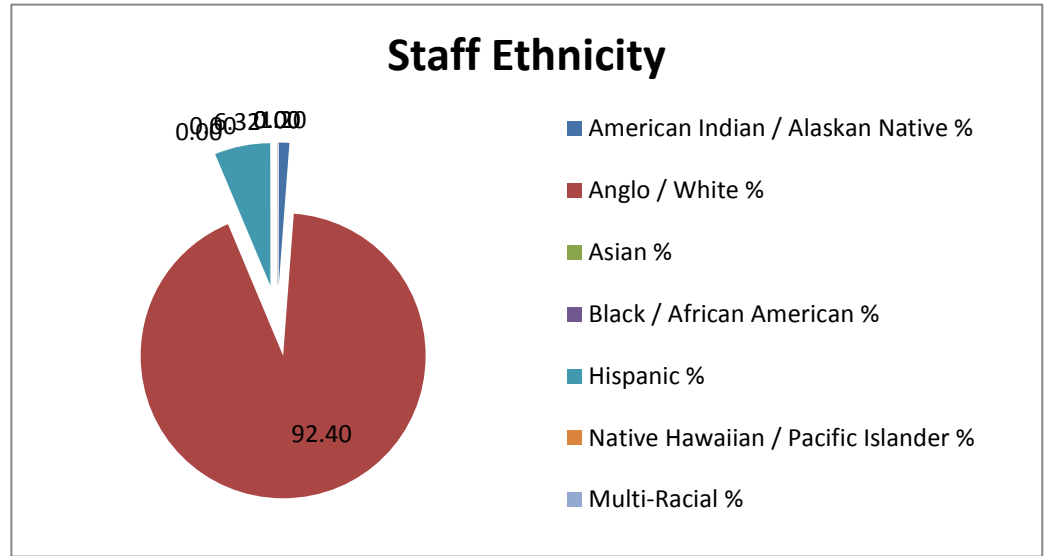


STAFF DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	1.20
Anglo / White	%	92.40
Asian	%	0.00
Black / African American	%	0.00
Hispanic	%	6.32
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.00
Male	%	21.51
Female	%	78.48
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00



CAMPUS CHARACTERISTICS	2015-2016
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Average daily attendance for students	%	96.60
# of discipline referrals in 2015-2016	#	680
# of discipline referrals in 2014-2015	#	689
# English Language Learners (LEP)	#	102
# GT students	#	92
GT males	%	54.00
GT females	%	46.00
# students in 504 program	#	100
# SPED students	#	113
# students tested/not qualified for SPED	#	10/2
LEP students	%	11.07
change in discipline referrals	%	-1.31
served through SPED services	%	12.27



**Campus Performance Objectives
Marble Falls Middle School**

Math	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	868	75.23%	78.06%
At Risk	460	56.96%	57.89%	1.30%	72.00%
Economic Disadvantage	535	69.16%	70.61%	6.54%	9.07%
Am Indian/Alaska Native	2	100.00%	66.67%	0.00%	0.00%
Asian	7	85.71%	100.00%	42.86%	0.00%
Black/African American	15	66.67%	55.00%	13.33%	0.00%
Hispanic	397	69.77%	73.14%	4.28%	8.51%
Hawaiian/Pacific Islander	3	100.00%	100.00%	33.33%	33.33%
Multi-racial	17	52.96%	53.85%	17.65%	15.38%
White	427	81.03%	84.28%	18.03%	26.04%
Gifted Talented	67	98.51%	100.00%	52.24%	78.95%
LEP	89	42.70%	52.70%	2.25%	1.35%
Special Ed	59	38.98%	40.00%	1.69%	1.54%

Science	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	295	78.98%	76.12%
At Risk	146	60.96%	49.58%	3.42%	5.04%
Economic Disadvantage	180	70.56%	66.46%	16.67%	13.66%
Am Indian/Alaska Native	1	100.00%	0.00%	0.00%	0.00%
Asian	1	100.00%	0.00%	25.00%	0.00%
Black/African American	8	75.00%	87.50%	12.50%	0.00%
Hispanic	129	68.22%	62.25%	12.40%	14.41%
Hawaiian/Pacific Islander	1	100.00%	100.00%	0.00%	50.00%
Multi-racial	6	83.33%	60.00%	16.67%	20.00%
White	149	87.92%	85.82%	38.92%	41.79%
Gifted Talented	2	100.00%	100.00%	100.00%	91.36%
LEP	19	31.58%	100.00%	0.00%	0.00%
Special Ed	18	55.56%	31.82%	0.00%	0.00%

Social Studies	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	292	67.47%	60.45%
At Risk	144	45.83%	26.89%	4.17%	1.68%
Economic Disadvantage	178	57.87%	47.83%	10.11%	6.21%
Am Indian/Alaska Native	1	100.00%	0.00%	0.00%	0.00%
Asian	1	100.00%	0.00%	0.00%	0.00%
Black/African American	8	62.50%	75.00%	12.50%	0.00%
Hispanic	128	55.47%	47.01%	8.59%	5.98%
Hawaiian/Pacific Islander	1	100.00%	50.00%	0.00%	50.00%
Multi-racial	6	66.67%	60.00%	0.00%	0.00%
White	147	77.55%	71.85%	25.17%	15.56%
Gifted Talented	2	100.00%	100.00%	100.00%	56.52%
LEP	19	42.11%	5.26%	0.00%	0.00%
Special Ed	16	31.25%	27.27%	0.00%	0.00%

Reading	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	858	75.23%	81.26%
At Risk	453	54.75%	63.36%	3.53%	2.13%
Economic Disadvantage	527	66.60%	74.90%	10.06%	10.78%
Am Indian/Alaska Native	2	100.00%	100.00%	0.00%	0.00%
Asian	6	83.33%	33.33%	0.00%	0.00%
Black/African American	14	85.71%	75.00%	21.43%	0.00%
Hispanic	397	64.48%	72.49%	9.07%	10.58%
Hawaiian/Pacific Islander	3	100.00%	100.00%	66.67%	33.33%
Multi-racial	16	75.00%	84.62%	31.25%	15.38%
White	420	84.52%	89.68%	26.67%	27.03%
Gifted Talented	67	98.51%	100.00%	65.67%	63.16%
LEP	94	30.85%	29.11%	1.06%	0.00%
Special Ed	43	44.19%	45.16%	4.65%	3.23%

Writing	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	267	71.54%	71.92%
At Risk	155	52.90%	44.97%	0.65%	0.00%
Economic Disadvantage	168	62.50%	66.48%	2.98%	7.14%
Am Indian/Alaska Native	1	100.00%	100.00%	0.00%	0.00%
Asian	2	0.00%	100.00%	0.00%	0.00%
Black/African American	4	50.00%	77.78%	25.00%	0.00%
Hispanic	123	65.85%	58.52%	2.44%	2.22%
Hawaiian/Pacific Islander	0	0.00%	100.00%	0.00%	100.00%
Multi-racial	6	50.00%	66.67%	16.67%	33.33%
White	131	79.39%	83.69%	14.50%	22.70%
Gifted Talented	31	100.00%	100.00%	51.61%	100.00%
LEP	34	35.29%	26.09%	0.00%	0.00%
Special Ed	19	31.58%	36.84%	0.00%	0.00%

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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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 reside in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State Compensatory Education (SCE)

Section 3: Identification Procedures

Responsibilities – Campus Contact

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

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

Procedures for Identifying Eligible Students

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The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

Periodic Updates and Eligibility Review

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

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

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

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

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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 the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

State Compensatory Education (SCE)

Section 5: Exit Procedures

Exit Review

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

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

Continued Monitoring

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

Section 6: Program Evaluation

Required Overall Program Evaluation

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

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

Title I Components
(for proposed Schoolwide Plan)

1. Summary of the Comprehensive Needs Assessment of the entire school.

2. Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research.

3. Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk).

4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program. (Teacher disaggregation and analysis of state data; teacher classroom assessment of students).

9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance.

10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Marble Falls Middle School Professional Learning 2016-2017

Back to School Professional Learning - August 2016

Need	Increase focus on Academic Standards (TEKS)
Strategy	Provide training and support to all staff through Professional Learning Community time, Instructional Coaches, and T-TESS coaching strategies.

Need	Increase focus on Learning Environment procedures and processes as expected for T-TESS.
Strategy	On-going discussion through Professional Learning Community time, Instructional Coaches, and T-TESS coaching strategies.

Need	T-TESS Training
Strategy	Initial T-TESS Training provided during August inservice.

Need	Building a positive building culture
Strategy	Introduction to "How Full Is Your Bucket?" philosophy and drops; review of updated Student Planner; "My Big Future"; positive referrals

Need	Emphasize of common wordtrack for building and maintaining an inclusive building culture
Strategy	Tradition + Pride + Hard Work = Success; We Are Family!; Dream Big!; Teamwork Makes the Dream Work!: We Are Marble Falls!

Marble Falls Middle School Professional Learning 2016-2017

Campus Professional Learning - Job Embedded

Need	Increase literacy through grades 6, 7, 8
Strategy	Ongoing discussion and showcasing of Reading Strategies, especially for ELL students.

Need	Increase academic conversation surrounding TEKS, Assessment, and Lesson planning
Strategy	Each Wednesday, Departments meet for dedicated Professional Learning Community conversations.

Need	Instructional Coaches lead on-going professional development
Strategy	Learning Walks; Chew-n-Chats; classroom visits; individual coaching; PLC facilitation

Need	
Strategy	

Need	
Strategy	



District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Goal 1		Marble Falls Middle School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
1.1	Performance Objective 1	Marble Falls Middle School will provide targeted professional learning opportunities to enhance student learning.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.1.1	Implement the Curriculum Alignment Project.	Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	10% Increase in STAAR Data	1,2,4,8
1.1.2	Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development.	Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Staff Survey	Waiting on Survey Results	100% of teacher feedback is positive for meaningful learning	1,3,4,8
1.1.3	Provide time to instructional staff to increase collaboration that is student-learning focused and standards-focused	Curriculum & Instruction, Human Resources, Principals	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Master Schedule	Collaborative time provided to instructional staff district-wide, during contract-time		4,5
1.2	Performance Objective 2	Marble Falls Middle School 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).					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component

District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
		Marble Falls Middle School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Goal 1							
1.2.1	Instructional Planning Days	Curriculum & Instruction, Human Resources, Instructional Coaches, Instructional Technologists, Principals	Forethought, Collaborative Planning, Walk-through data, Lesson plans	STAAR Data	In Process	10% Increase in STAAR Data	1,3,4,8
1.2.2	PLC's focused on standards	Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's	Planning Template Focused on Standards, Collaborative Planning Time Reserved for Standards Analysis	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	Weekly Meetings	1,3,4,5
1.2.3	Dual Language Program / ESL Program Compliance	Curriculum & Instruction, ESL Coordinator	LPAC's, ARD's, Master Schedule	TELPAS Data, STAAR Data	In Process	10% Increase in STAAR Data and TELPAS Data	1,3,4,8
287	1.3 Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.3.1	All Core Classes hold an Academic Fair	Core Departments; ICs; APs; Principal	Campus Calendar; PLCs	Summative	In Process	90% Student Participation	2, 3, 6, 9
1.3.2	Emphasize school-wide reading program; refine and expand use of AR program	Core and Elective Departments; Librarian; ICs; APs; Principal	AR tests; Advisory; Lesson Planning	Formative and/or Summative Evaluation	In Process	Increase in STAAR Reading Scores	2, 3, 6, 9
1.3.3	Utilize Advisory period to emphasize focus on Reading, RTI, Tutorials	Advisory Teachers; Departments; Core teachers	Campus-wide implementation	Formative and/or Summative Evaluation	In Process	Increase in STAAR Scores	2, 3, 6, 9

District Goal 2		MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
Campus Goal 2		Marble Falls Middle School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
2.1	Performance Objective 1	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.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.1.1	Develop Campus Leadership Council made up of Core and Elective department representatives	Principal	Calendar/Agenda	Agenda/Actions	In Process	Creation and Maintenance of Positive Adult Building Culture	4, 8
2.1.2	Campus Leadership Team Meetings with Support from Central Office	Principal, Assistant Principals, Instructional Coaches, Curriculum and Instruction	Learning by Doing; ILT Agendas	Reflections; Goal-Setting Agendas	In Process	Weekly Meetings; 25% Increase on Survey Data	1,3,5,6
2.1.3	Develop Teacher Mentor Program for new-to-profession and new-to-campus teachers	C & I Department; HR Department; APs; Principal; ICs	Teacher Mentor Guide	Ongoing Coaching	In Process	Increase Teacher Retention Rates	4, 5, 8
2.2	Performance Objective 2	Marble Falls Middle School will develop opportunities to increase leadership skills for students.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.2.1	Students have multiple opportunities to serve as leaders (club and organization leadership, special event leader, guides, students on duty, etc.	Teachers, Administration, ILT, Counselors, Club Sponsors	Schedule, Student Meetings	Duty Rosters, Club Membership	In Process	25% Increase from previous year's participation data	1,2, 6,9

District Goal 2		MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
Campus Goal 2		Marble Falls Middle School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
2.2.2	Consistent Character education program in alignment with MFISD Elementary Schools	Teachers, Administration, ILT, Counselors	Leader in Me Books, Character Count Resources	Feedback from teachers, parents, and students	In Process	25% Increase from previous year's survey data	1,6
2.2.3							
2.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.3.1							
2.3.2							
2.3.3							

District Goal 3		MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.					
Campus Goal 3		Marble Falls Middle School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our school.					
3.1	Performance Objective 1	Marble Falls Middle School will enhance ongoing methods of communication to share Marble Falls Middle School messages and invite feedback including community forums, parent groups, surveying, social media and district publications.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.1.1	Monthly Campus Newsletters	Principal	Curriculum Documents, School Messenger, Newsletters	Community Feedback, including Parent and Family	In Process	Monthly	6,7
3.1.2	Community Outreach to increase parent involvement	Principal, other staff as skills apply to meetings.	Curriculum Documents, School Messenger, Website	Community Feedback, including Parent and Family	In Process	Monthly/Quarterly	6,7
3.1.3							
3.2	Performance Objective 2	Marble Falls Middle School will enhance the use of various types of media, including social media to communicate MFISD messages.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.2.1	Develop Social Media Presence	Principal	Facebook & Twitter page	Social Media Contacts	In Place	On-going communication	1,6,7
3.2.2							
3.2.3							

District Goal 3		MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.					
		Marble Falls Middle School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our school.					
3.3	Performance Objective 3						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.3.1							
3.3.2							
201							

District Goal 4		MFISD will provide a safe and healthy environment conducive to student learning.					
Campus Goal 4		Marble Falls Middle School will provide a safe and healthy environment conducive to student learning.					
4.1	Performance Objective 1	Marble Falls Middle School will promote a collaborative culture with all stakeholders in order to ensure student success for all students.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.1.1	Health Public Service Announcements through multimedia	Nurse, Multimedia Teacher	Curriculum Documents, School Messenger, Website	Community Feedback, including Parent and Family	In Process	Weekly	6,7,10
4.1.2	Staff will be trained on all safety and security procedures, Code of Conduct, and in Campus Crisis Plan	Assistant Principals, Teachers	Safety Logs; Drill Logs; Faculty Meetings; Handbooks & Student Code of Conduct	Safety Audits; V-Soft Rosters; Sign-In Documentation	In Process	100% of Staff Trained; 25% increase on survey results	1,5,10
4.1.3	Explore how to educate parents and student on bullying	Assistant Principals, Counselors	Central Office, OLWEUS, CEIC	Plan presented to CEIC and MFMS Staff	Planning		5,10
4.2	Performance Objective 2	Marble Falls Middle School will provide a safe and secure environment for students, parents, family members, staff, and community.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.2.1	Develop, implement, and emphasize a Campus-wide Character Education Program	Principal, APs, Counselors, Advisory Teachers	Character Lessons; "Drops in the Bucket"; Mustang Way posters; Drops in the Bucket posters, drops, and buckets	Discipline Records	In Process	20% drop in discipline referrals	2, 9, 10

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District Goal 4

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

Campus Goal 4

Marble Falls Middle School will provide a safe and healthy environment conducive to student learning.

4.2.2	Define expectations/environment to minimize discipline problems and post in common areas (improve culture)	Principal; Assistant Principals	Discipline Records; TAC 37; Faculty Meetings; Handbooks & Student Code of Conduct; use of Student Planner	Safety Audits; Discipline Records; PBMAS	In Process	100% of Staff Trained; 25% increase on survey results	1,5,10
4.2.3							
4.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
293							
4.3.1							
4.3.2							
4.3.3							

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
Campus Goal 5		Marble Falls Middle School will recruit, develop and retain highly qualified and effective personnel					
5.1	Performance Objective 1	Marble Falls Middle School, with support from Human Resource Department, will recruit and retain a high percentage of highly qualified personnel during the 2016-2017 school calendar year.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.1.1	Work with Human Resources Department to continue building connections with student teacher programs and teacher certification programs (for example, TechTeach and A+ Certification Program)	Principal, Staff	Rubric used in hiring decisions; Aligned interview questions	Retention Rate	In Process	90% Retention Rate of new staff	3,5,7
5.1.2	Shared Strategy with Goal II: Develop Teacher Mentor Program	Principal, APs, ICs, C&I, HR	Mentor Program Guidelines	Retention Rate	In Process	90% Retention Rate of new staff	3, 5, 7
5.1.3							
5.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.2.1							
5.2.2							
5.2.3							
5.3	Performance Objective 3						

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
		Marble Falls Middle School will recruit, develop and retain highly qualified and effective personnel					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.3.1							
5.3.2							
5.3.3							

District Goal 6		MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.					
Campus Goal 6		Marble Falls Middle School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs					
6.1	Performance Objective 1	Develop budget which continues to focus on Marble Falls Middle School Campus priorities, safety, and enhanced professional learning.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.1.1	The Principal will work closely with Curriculum and Instruction Department, Human Resources, Business Office, Technology, and Maintenance and Operations Departments to ensure a safe, well-maintained, well-supplied, and well-staffed campus is available for the benefit of student learning and meets applicable FASRAG and Title Program Guidelines.	Principal	Budget Guidelines; CEIC; A-Team, Title I Guidelines	Development of Plan to CEIC, MFMS Staff, and Central Office	Planning		5,9,1
6.1.2							
6.1.3							
6.2	Objective 2	Marble Falls Middle School will enhance fiscal transparency.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.2.1							
6.2.2							
6.2.3							

District Goal 6		MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.					
		Marble Falls Middle School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs					
6.3	Objective 3						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.3.1							
6.3.2							
6.3.3							

Falls Career High School (MFISD)

Campus Improvement Plan

2016-2017

MFISD Mission

The mission of the Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

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MFISD VISION

Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

CAMPUS VISION

Lighting your way to a successful tomorrow!

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE

Falls Career High School (MFISD) Comprehensive Needs Assessment Summary

Number of Students served, compared to previous year.

Classroom Organization (Alternative Campus - Credit Recovery, DAEP, 9th Grade Academy)

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

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

DEMOGRAPHICS

Strengths: Met standard for accountability rating at each campus.

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

FAMILY AND COMMUNITY INVOLVEMENT

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

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

STAFF QUALITY, RECRUITMENT AND RETENTION

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

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

SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION

Strengths: The school culture and climate is friendly and warm to our clientele. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in parent ed. classes, community outreach, multicultural night, and PTA sponsored events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives to arrive to school on time and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safer environment for all students. Dismissal areas (bus line, after school program) are in need of more supervision so students arrive safely in their correct dismissal area and safely home. Teambuilding will remain a focus for us. Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus. Allowing staff recognition, teambuilding activities throughout the school day can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of establishing collegial and peer relationship with our students.

CURRICULUM, INSTRUCTION AND ASSESSMENT

Strengths: The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student. We are structured to have collaborative conversations to impact student learning. Instructional designs, such as: Kagan structures, intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement. A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

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

STUDENT ACHIEVEMENT

Strengths: The DEIC and Instructional Cabinet have viewed several different and varied forms of data collection including but not limited to: previous STAAR scores, current DRA & BAS levels, iStation reports, TELPAS data, RTI and SST data, and other data. After reviewing this data, we found a few encouraging signs of growth for our students. The RTI process will be an essential component in student success, as will the increased support and communication between SPED and general education teachers and ESL/BE teachers and general education teachers. Most encouraging is that a students

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

TECHNOLOGY

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

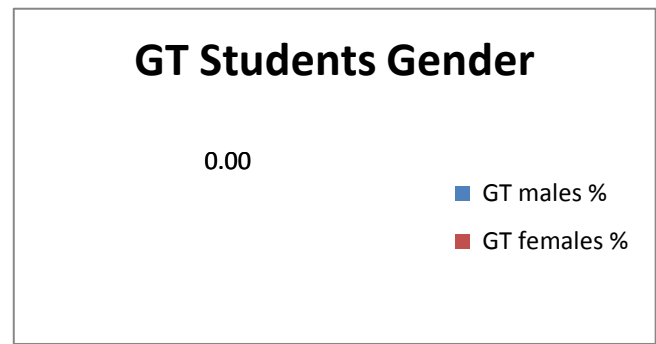
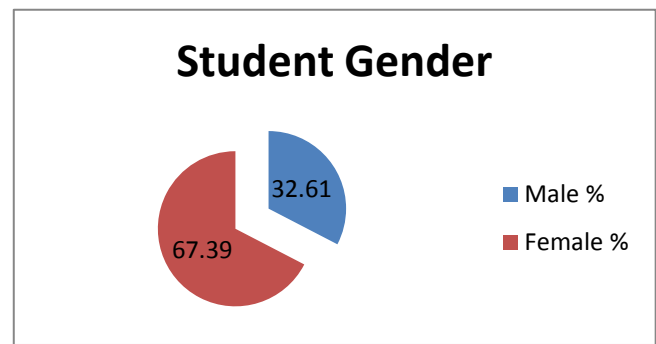
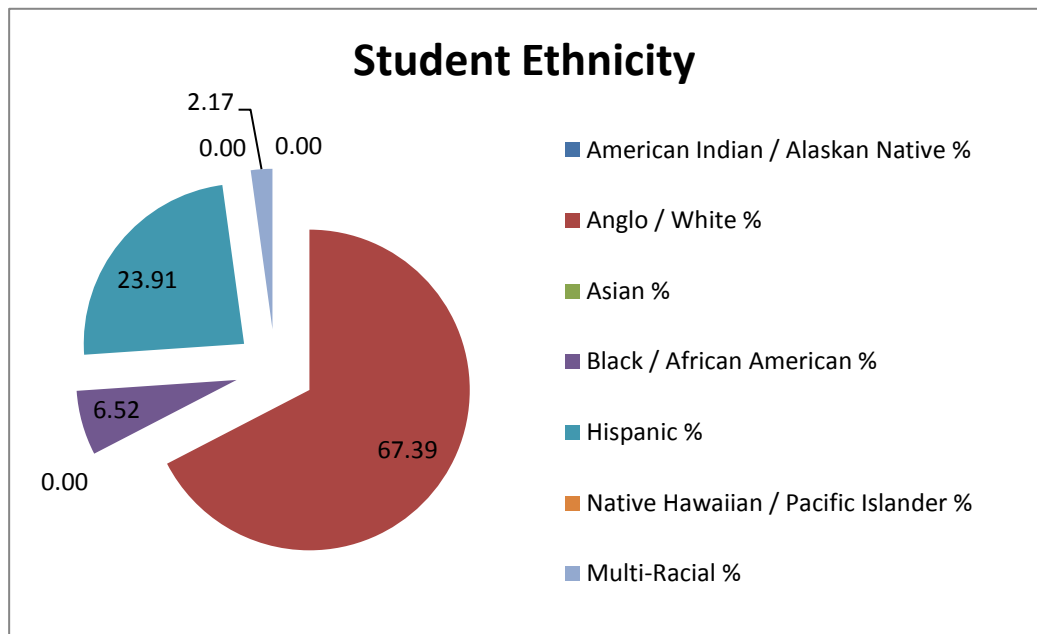
Needs: A spotlight "tech challenge" of the month for iPads or Chrome notebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum. Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize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

CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Falls Career High School
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	46
grade level	text	9-12
5 year prior enrollment	#	39
increase in enrollment	%	17.95

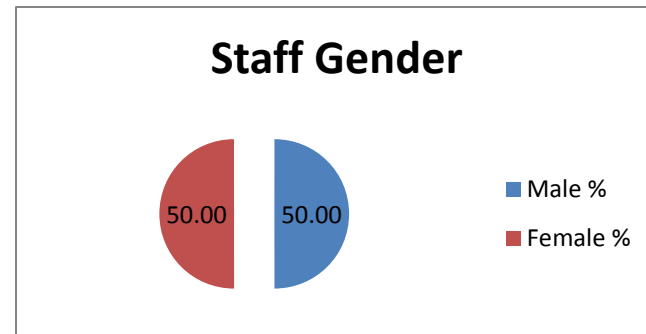
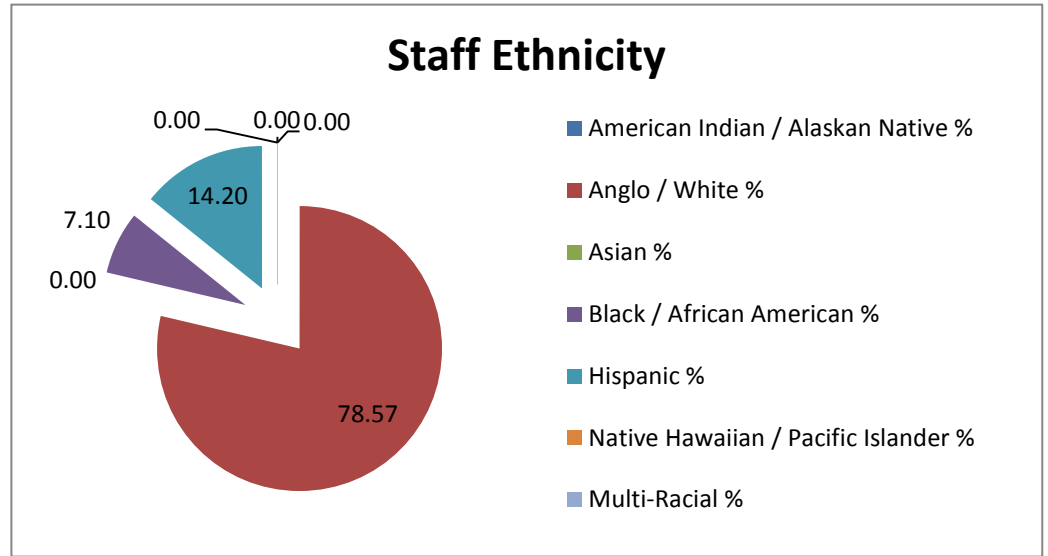
STUDENT DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.00
Anglo / White	%	67.39
Asian	%	0.00
Black / African American	%	6.52
Hispanic	%	23.91
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	2.17
Male	%	32.61
Female	%	67.39
Low SES	%	70.00

STAFF DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.00
Anglo / White	%	78.57
Asian	%	0.00
Black / African American	%	7.10
Hispanic	%	14.20
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.00
Male	%	50.00
Female	%	50.00
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00

CAMPUS CHARACTERISTICS 2015-2016



Average daily attendance for students	%	91.33
# of discipline referrals in 2015-2016	#	5
# of discipline referrals in 2014-2015	#	12
# English Language Learners (LEP)	#	0
# GT students	#	0
GT males	%	0.00
GT females	%	0.00
# students in 504 program	#	2
# SPED students	#	3
# students tested/not qualified for SPED	#	0
LEP students	%	0
change in discipline referrals	%	-58.33
served through SPED services	%	6.52



Campus Performance Objectives
MFISD Campus Name

Math	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	2	100.00%	50.00%
At Risk	1	100.00%	0.00%	0.00%	0.00%
Economic Disadvantage	1	100.00%	50.00%	0.00%	25.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	0	0.00%	100.00%	0.00%	0.00%
Hispanic	0	0.00%	0.00%	0.00%	0.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	0.00%	0.00%	0.00%
White	2	100.00%	33.33%	0.00%	33.33%
Gifted Talented	0	0.00%	0.00%	0.00%	0.00%
LEP	0	0.00%	0.00%	0.00%	0.00%
Special Ed	0	0.00%	0.00%	0.00%	0.00%

Science	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	3	100.00%	100.00%
At Risk	2	100.00%	100.00%	0.00%	0.00%
Economic Disadvantage	2	100.00%	0.00%	0.00%	0.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	0	0.00%	100.00%	0.00%	0.00%
Hispanic	0	0.00%	0.00%	0.00%	0.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	0.00%	0.00%	0.00%
White	3	100.00%	0.00%	0.00%	0.00%
Gifted Talented	0	0.00%	0.00%	0.00%	0.00%
LEP	0	0.00%	0.00%	0.00%	0.00%
Special Ed	0	0.00%	0.00%	0.00%	0.00%

Social Studies	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	16	93.75%	72.73%
At Risk	11	90.91%	75.00%	9.09%	0.00%
Economic Disadvantage	11	90.91%	87.50%	18.18%	0.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	1	100.00%	100.00%	0.00%	0.00%
Hispanic	3	66.67%	100.00%	33.33%	0.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	1	100.00%	0.00%	100.00%	0.00%
White	11	100.00%	66.67%	18.18%	0.00%
Gifted Talented	1	100.00%	0.00%	0.00%	0.00%
LEP	0	0.00%	0.00%	0.00%	0.00%
Special Ed	2	100.00%	100.00%	0.00%	0.00%

Reading	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	8	50.00%	83.33%
At Risk	8	50.00%	80.00%	0.00%	0.00%
Economic Disadvantage	7	42.00%	77.78%	0.00%	11.11%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	0	0.00%	100.00%	0.00%	0.00%
Hispanic	2	50.00%	50.00%	0.00%	0.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	100.00%	0.00%	0.00%
White	6	50.00%	85.71%	0.00%	14.29%
Gifted Talented	0	0.00%	100.00%	0.00%	0.00%
LEP	0	0.00%	0.00%	0.00%	0.00%
Special Ed	1	100.00%	100.00%	0.00%	0.00%

Writing	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students			
At Risk					
Economic Disadvantage					
Am Indian/Alaska Native					
Asian					
Black/African American					
Hispanic					
Hawaiian/Pacific Islander					
Multi-racial					
White					
Gifted Talented					
LEP					
Special Ed					

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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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 reside in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State Compensatory Education (SCE)

Section 3: Identification Procedures

Responsibilities – Campus Contact

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

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

Procedures for Identifying Eligible Students

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The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

Periodic Updates and Eligibility Review

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

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

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

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

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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 the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

State Compensatory Education (SCE)

Section 5: Exit Procedures

Exit Review

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

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

Continued Monitoring

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

Section 6: Program Evaluation

Required Overall Program Evaluation

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

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

Title I Components
(for proposed Targeted Assistance Plan)

1. Summary of the Comprehensive Needs Assessment of the entire school.

2. Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research.

3. Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk).

4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program. (Teacher disaggregation and analysis of state data; teacher classroom assessment of students).

9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance.

10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Falls Career High School Professional Learning 2016-2017

Back to School Professional Learning - August 2016

Need	Increase focus on standards
Strategy	Provide training to all staff on expectations for common planning

Need	
Strategy	

Need	
Strategy	

Need	
Strategy	

Need	
Strategy	

Falls Career High School Professional Learning 2016-2017

Campus Professional Learning - Job Embedded

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

Need	
Strategy	

Need	
Strategy	

Need	
Strategy	

Need	
Strategy	



District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Goal 1		Falls Career High School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
1.1	Performance Objective 1	Falls Career High School will support the academic progress of all students.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.1.1	Implement the Curriculum Alignment Project.	Curriculum & Instruction, Administration	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	10% Increase in STAAR Data	1,2,4,8
1.1.2	Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development.	Curriculum & Instruction, Administration	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Staff Survey	In Process		1,3,4,8
1.1.3	Provide time to instructional staff to increase collaboration that is student-learning focused and standards-focused	Curriculum & Instruction, Human Resources, Principals	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Master Schedule	Collaborative time provided to instructional staff district-wide, during contract-time		4,5
1.2	Performance Objective 2	Falls Career High School will support support interactive parent, community and student partnerships and involvement by providing accessible avenues of communication to improve student performance.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.2.1	FCHS will provide multiple opportunities for parent and family members .	Administration, Staff	Parent meetings, Email, Phone Calls, Credit Analyses, Goal Setting Documents, "The Beacon"	Community and Staff Feedback; Graduation Data	In Process	100 % of FCHS students graduate from MFISD	1,2,9

District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Goal 1		Falls Career High School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
1.2.2	Maintain current community partnerships and cultivate additional partnerships	Administration, Staff	Local Businesses, Master Gardners, Local Organizations (Rotary, Lions Club, Kiwanis, Masonic Lodge)	Community and Staff Feedback;	In Process		1,2,9
1.2.3							
1.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
319							
1.3.1							
1.3.2							
1.3.3							

District Goal 2		MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
Campus Goal 2		Falls Career High School will provide a high quality education focused on the post-graduation success of students.					
2.1	Performance Objective 1	Students will explore and understand career path options and formulate a post-graduation plan.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.1.1	FCHS will provide opportunities for students to explore post-graduation opportunities.	Administration, Staff	CTC, TSTC, Community Partners, Local Funds; Field Trips	Documented Post-HS Graduation Plans.	In Process	100% of Students will have an approved plan.	1,2,4,9
2.1.2	Mentor Program for Students	MFHS Administration, FCFS Administration, Staff	Mentor Guide; Documentation of Mentor Program	Documented Post-HS Graduation Plans.	In Process	100% of Students will have an approved plan.	1,2,4,9
2.1.3							
2.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.2.1							
2.2.2							
2.2.3							
2.3	Performance Objective 3						

District Goal 2

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

Campus Goal 2

Falls Career High School will provide a high quality education focused on the post-graduation success of students.

Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.3.1							
2.3.2							
2.3.3							

District Goal 3	MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.
	Falls Career High School will communicate with stakeholders to ensure all students are achieving higher levels of academic performance.

3.1	Performance Objective 1	Students will complete coursework in a timely manner and be successful on standardized testing
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Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.1.1	Coordinated, aligned curriculum in all core academic areas.	Administration, Curriculum & Instruction	Curriculum Documents;	STAAR Assessment; Graduation Data	In Process		1,2,3,4
3.1.2	Assembly to address social, emotional skill development & healthy lifestyle strategies	Administration, Staff	Campus Facility; Website	Student Data Files	In Process	Weekly Assemblies	1,2,4,5,9
322 3.1.3	FCHS will provide multiple opportunities for parent and family members .	Administration, Staff	Parent meetings, Email, Phone Calls, Credit Analyses, Goal Setting Documents, "The Beacon"	Community and Staff Feedback; Graduation Data	In Process	100 % of FCHS students graduate from MFISD	1,2,9

3.2	Performance Objective 2	
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Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.2.1							
3.2.2							
3.2.3							

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District Goal 3		MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.					
Campus Goal 3		Falls Career High School will communicate with stakeholders to ensure all students are achieving higher levels of academic performance.					
3.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.3.1							
3.3.2							
3.3.3							

District Goal 4		MFISD will provide a safe and healthy environment conducive to student learning.					
Campus Goal 4		Falls Career High School will provide a safe and healthy environment conducive to student learning.					
4.1	Performance Objective 1	Students, Staff, Stakeholders, and Parent & Family Members will feel emotional, socially, and physically safe at Falls Career High School.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.1.1	Student/Mentor Meetings	Administration, Staff	Mentor Meeting Agendas	Meeting Reflections; Survey Results	In Process	10 % in Survey Data; Weekly Meetings	6,7,8
4.1.2	Surveillance Cameras will be utilized to ensure a safe environment	Administration	Technology Department; Director of Security	Plan presented to Central Office	In Process		5,10
324 4.1.3	Staff will be trained on all safety and security procedures, Code of Conduct, and in Campus Crisis Plan	Administration; Director of Security	Safety Logs; Drill Logs; Faculty Meetings; Handbooks & Student Code of Conduct	Safety Audits; V-Soft Rosters; Sign-In Documentation	In Process	100% of Staff Trained	1, 10
4.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.2.1							
4.2.2							
4.2.3							

District Goal 4		MFISD will provide a safe and healthy environment conducive to student learning.					
Campus Goal 4		Falls Career High School will provide a safe and healthy environment conducive to student learning.					
4.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.3.1							
4.3.2							
4.3.3							

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
Campus Goal 5		Falls Career High School will recruit and retain effective personnel to meet the unique needs of our students.					
5.1	Performance Objective 1	Falls Career High School will retain 100% of new staff.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.1.1	Develop a framework of values & beliefs to be used in the hiring process.	Administration; Central Office	Rubric used in hiring decisions; Aligned interview questions	Retention Rate	In Process	100% Retention Rate of new staff	3,5,7
5.1.2	FCHS will offer job-embedded, student-centered and technology based professional development to focus on improving teacher effectiveness to meet the needs of an alternative campus.	Administration; Curriculum & Instruction; Human Resources	Curriculum Documents, Director of Secondary Instruction	Staff Survey	In Process	10% on Staff Survey	3,5,7
5.1.3							
5.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.2.1							
5.2.2							
5.2.3							
5.3	Performance Objective 3						

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
Campus Goal 5		Falls Career High School will recruit and retain effective personnel to meet the unique needs of our students.					
5.3	Performance Objective 5						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.3.1							
5.3.2							
5.3.3							

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

District Goal 6		MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.					
		Campus Goal 6		Falls Career High School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.			
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.3.1							
6.3.2							
6.3.3							

Marble Falls High School

Campus Improvement Plan

2016-2017

MFISD Mission

The mission of the Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

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MFISD VISION

Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

CAMPUS MISSION

MFHS will meet the educational challenges of the 21st Century and provide a quality educational experience for all students in all academic and extracurricular areas. Through collaboration of all 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.

CAMPUS VISION

Every Student Achieving Maximum Potential in an Engaging, Inspiring and Challenging Environment

MFHS
Campus Educational Improvement Committee

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Manny Lunoff	Principal/Administrator	
Sharon Oldham	District Representative	
Kimberlee McLeod	ELA Teacher	
Kate Schumacher	Math Teacher	
Shelby Butler	Science Teacher	
Kerry Graham	Social Studies Teacher/Coach	
Leonard Venghaus	CTE Teacher	
Brad Behrens	Band Director	
Carol Luce Wright	Sped Teacher	
Tim Richter	C3 Teacher/Girls Softball Coach	
Bryce Gage	Choir Director	
Jennifer Hall	Parent	
Maureen Everett	Parent	
Jennifer Burdett	Community Member	
Paul Levine	Community Member	
Alex Payson	Business Member	
<i>OPEN</i>	Business Member	

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE

MFHS COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement Committee during the 2015-2016 School Year.

Participants in Attendance	Data Sources Examined	
Lauren Berkman	<input type="checkbox"/> TAPR	
Emily Kunkel	<input type="checkbox"/> Disaggregated STAAR / TAKS Data	
Diane Woods	<input checked="" type="checkbox"/> Campus PEIMS Reports	
Shawn Reed	<input checked="" type="checkbox"/> Student Attendance Data	
Susie Baskin	<input type="checkbox"/> Truancy Data	
Bryce Gage	<input type="checkbox"/> Referral % for SPED Students	
	<input checked="" type="checkbox"/> Campus Parent Participation	
	<input type="checkbox"/> Failure Rates	
	<input type="checkbox"/> Parent Survey	
	<input type="checkbox"/> TELPAS Data	
	<input type="checkbox"/> Achievement Test Data	
	<input type="checkbox"/> TBA Data	
	<input type="checkbox"/> DRA, BAS, or Other Reading	
	<input checked="" type="checkbox"/> Pre AP / AP Scores	
	<input type="checkbox"/> PSAT / SAT / ACT Scores	
	<input type="checkbox"/> Completion Rate	
	<input type="checkbox"/> Federal Accountability Data	
	<input checked="" type="checkbox"/> Other	
	List Other Data Here	

MFHS
Comprehensive Needs Assessment Summary

Number of Students served, compared to previous year.

Classroom Organization (9-12); SPED Classrooms; ESL/BE Classrooms

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

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

DEMOGRAPHICS

Strengths: Met standard for accountability rating at our campus.

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

FAMILY AND COMMUNITY INVOLVEMENT

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

Needs: MFHS will increase participation in parent surveys by opening up computer labs and providing translation when necessary during a night time events (ex. Open House). Our goal is to design more hands-on engaging parent nights and communicate this opportunity effectively to all parents. We will also continue to look for opportunities to expand & develop more partnerships with local businesses connect CTE students to workforce ready skills whenever possible.

STAFF QUALITY, RECRUITMENT AND RETENTION

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

Needs: Reading and writing will continue to be a major focus for our district. A concentrated effort to increase the size of the classroom libraries will be made so that students have a wealth of books to choose from in various genres, especially in ESL classes. Faculty meetings are used as continuing professional development within all curriculum areas (Standards Alignment/Deconstructing the TEKS, ESL support strategies) and communication of trends on campus where staff can provide support (discipline, positive behavior support and overall campus culture). A mentor program for teachers who are new to the MFHS campus will enable us to retain high quality instructional staff.

SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION

Strengths: The school culture and climate is friendly and warm to our clientele. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in parent ed. classes, community outreach, and parent sponsored events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives to arrive to school on time and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safer environment for all students. Dismissal areas (bus line, after school program) are in need of more supervision so students arrive safely in their correct dismissal area and safely home. Teambuilding will remain a focus for us. Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus. Allowing staff recognition, teambuilding activities throughout the school day can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of establishing collegial and peer relationship with our students.

CURRICULUM, INSTRUCTION AND ASSESSMENT

Strengths: The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student. We are structured to have collaborative conversations to impact student learning. Instructional designs, such as: intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement. A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

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

STUDENT ACHIEVEMENT

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

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

TECHNOLOGY

Strengths: The 2016-2017 school year will provide a wealth of technology due to our district being a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, Chrome apps that may be applicable to content instruction and content-specific implementation in the classroom.

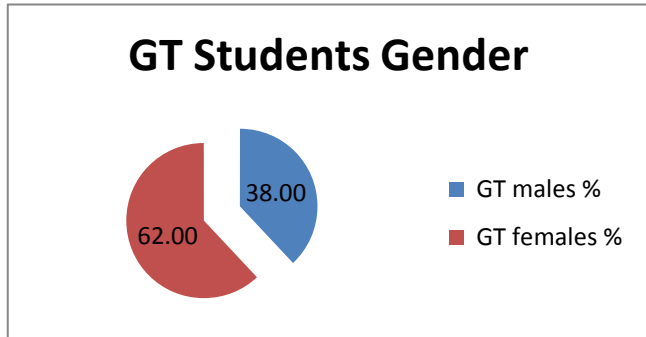
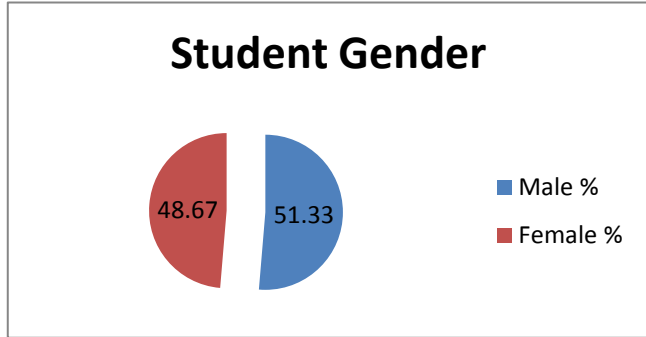
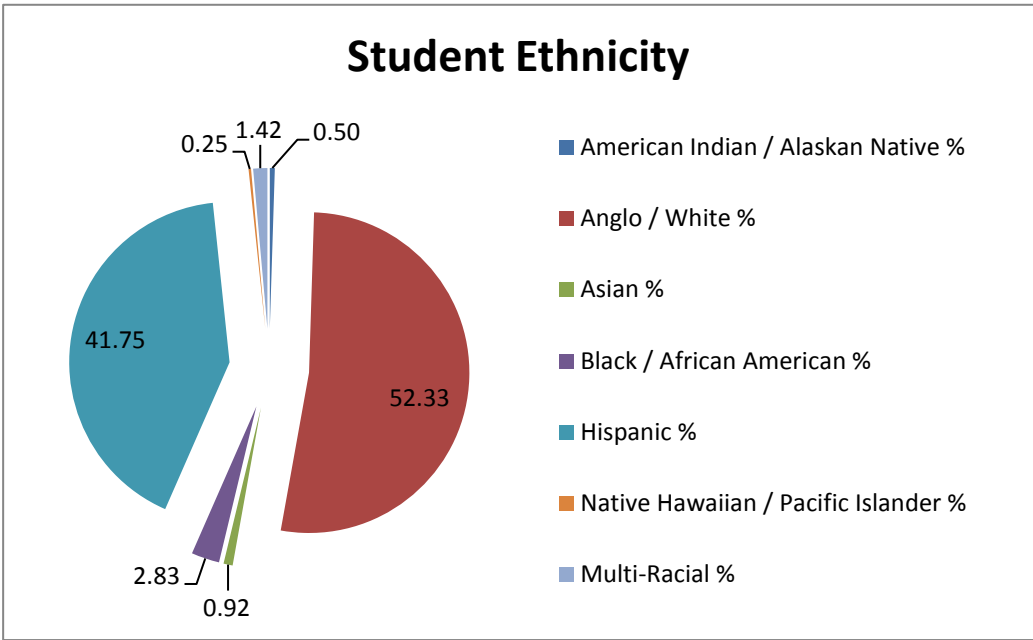
Needs: A spotlight "tech challenge" of the month for Chromebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum. Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize parents with the technology that their students are currently using in the classroom (Google Apps for Education & Google Classroom).

CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Marble Falls High School
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	1232
grade level	text	9-12
5 year prior enrollment	#	1105
increase in enrollment	%	11.49

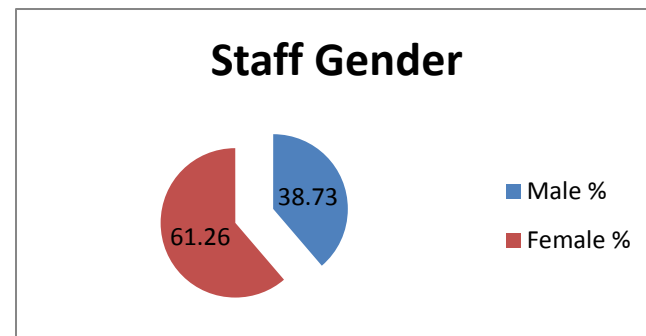
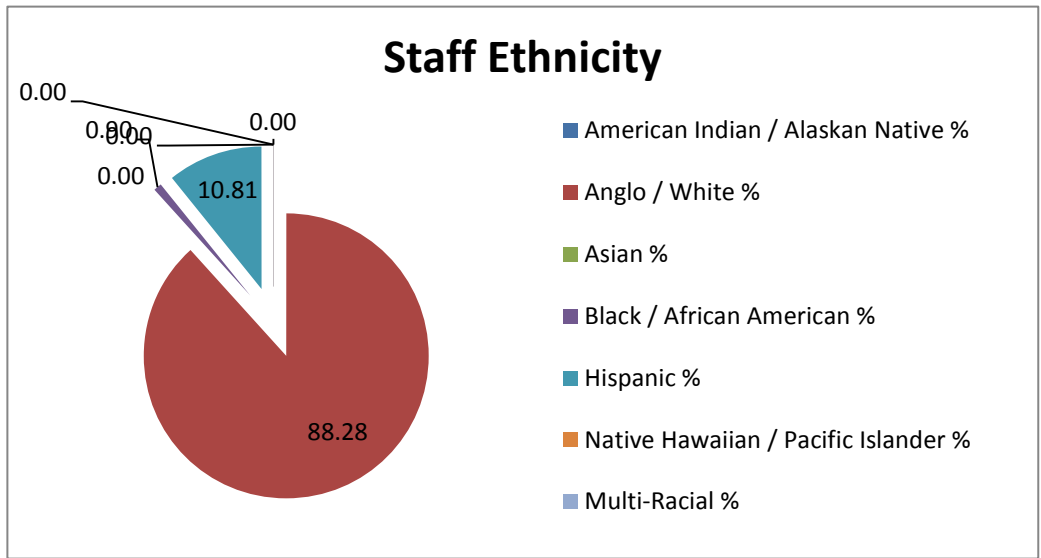
STUDENT DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.50
Anglo / White	%	52.33
Asian	%	0.92
Black / African American	%	2.83
Hispanic	%	41.75
Native Hawaiian / Pacific Islander	%	0.25
Multi-Racial	%	1.42
Male	%	51.33
Female	%	48.67
Low SES	%	55.00

STAFF DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.00
Anglo / White	%	88.28
Asian	%	0.00
Black / African American	%	0.90
Hispanic	%	10.81
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.00
Male	%	38.73
Female	%	61.26
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00

CAMPUS CHARACTERISTICS 2015-2016



Average daily attendance for students	%	91.33
# of discipline referrals in 2015-2016	#	1027
# of discipline referrals in 2014-2015	#	904
# English Language Learners (LEP)	#	50
# GT students	#	95
GT males	%	38.00
GT females	%	62.00
# students in 504 program	#	55
# SPED students	#	145
# students tested/not qualified for SPED	#	7/6
LEP students	%	4.06
change in discipline referrals	%	13.61
served through SPED services	%	11.77



**Campus Performance Objectives
Marble Falls High School**

Math	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	226	74.78%	88.51%
At Risk	127	60.63%	83.10%	0.79%	4.23%
Economic Disadvantage	157	69.43%	86.54%	4.46%	11.54%
Am Indian/Alaska Native	0	0.00%	66.67%	0.00%	33.33%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	12	83.33%	100.00%	0.00%	11.11%
Hispanic	116	70.69%	82.98%	4.31%	8.51%
Hawaiian/Pacific Islander	1	100.00%	0.00%	0.00%	0.00%
Multi-racial	4	100.00%	100.00%	25.00%	20.00%
White	92	78.26%	91.80%	6.52%	9.84%
Gifted Talented	1	100.00%	100.00%	0.00%	33.33%
LEP	19	52.63%	42.86%	0.00%	0.00%
Special Ed	27	40.74%	57.14%	4.76%	5.00%

Science	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	278	91.37%	96.32%
At Risk	129	82.95%	86.11%	6.20%	8.33%
Economic Disadvantage	145	85.52%	93.66%	15.86%	33.33%
Am Indian/Alaska Native	1	100.00%	100.00%	0.00%	0.00%
Asian	2	50.00%	100.00%	0.00%	0.00%
Black/African American	12	83.33%	100.00%	25.00%	66.67%
Hispanic	102	88.24%	94.12%	10.78%	26.47%
Hawaiian/Pacific Islander	1	100.00%	0.00%	100.00%	0.00%
Multi-racial	4	100.00%	100.00%	50.00%	50.00%
White	156	94.23%	96.77%	37.82%	36.56%
Gifted Talented	25	100.00%	100.00%	72.00%	56.52%
LEP	6	66.67%	66.67%	0.00%	0.00%
Special Ed	20	60.00%	0.00%	5.00%	0.00%

Social Studies	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	247	93.93%	96.14%
At Risk	114	88.60%	96.69%	26.32%	12.61%
Economic Disadvantage	133	90.98%	94.66%	14.29%	22.14%
Am Indian/Alaska Native	1	100.00%	100.00%	0.00%	0.00%
Asian	2	50.00%	66.37%	0.00%	0.00%
Black/African American	5	100.00%	80.00%	0.00%	20.00%
Hispanic	100	91.00%	93.69%	13.00%	15.32%
Hawaiian/Pacific Islander	1	100.00%	0.00%	100.00%	0.00%
Multi-racial	1	100.00%	100.00%	0.00%	0.00%
White	137	96.35%	99.24%	37.23%	39.39%
Gifted Talented	25	100.00%	100.00%	76.00%	68.18%
LEP	5	60.00%	50.00%	0.00%	0.00%
Special Ed	12	75.00%	75.00%	8.33%	8.33%

Reading	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	626	63.37%	78.72%
At Risk	309	44.96%	64.38%	0.29%	62.00%
Economic Disadvantage	157	59.55%	74.13%	3.02%	3.78%
Am Indian/Alaska Native	2	50.00%	71.43%	0.00%	0.00%
Asian	7	50.00%	66.67%	0.00%	0.00%
Black/African American	21	52.10%	81.25%	0.00%	6.25%
Hispanic	269	58.08%	70.00%	2.06%	4.10%
Hawaiian/Pacific Islander	2	50.00%	100.00%	0.00%	100.00%
Multi-racial	12	83.30%	83.33%	8.33%	16.67%
White	313	78.90%	85.76%	8.56%	12.91%
Gifted Talented	48	100.00%	100.00%	27.08%	45.10%
LEP	43	17.02%	11.54%	0.00%	0.00%
Special Ed	48	33.33%	37.50%	0.00%	0.00%

Writing	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students			
At Risk					
Economic Disadvantage					
Am Indian/Alaska Native					
Asian					
Black/African American					
Hispanic					
Hawaiian/Pacific Islander					
Multi-racial					
White					
Gifted Talented					
LEP					
Special Ed					

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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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.

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State Compensatory Education (SCE)

Section 2: Student Eligibility

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

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

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

State Compensatory Education (SCE)

Section 3: Identification Procedures

Responsibilities – Campus Contact

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

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

Procedures for Identifying Eligible Students

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The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

Periodic Updates and Eligibility Review

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

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

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

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

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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 the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

State Compensatory Education (SCE)

Section 5: Exit Procedures

Exit Review

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

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

Continued Monitoring

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

Section 6: Program Evaluation

Required Overall Program Evaluation

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

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

Title I Components
(for proposed Targeted Assistance Plan)

1. Summary of the Comprehensive Needs Assessment of the entire school.

2. Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research.

3. Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk).

4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

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6. Strategies to increase parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program. (Teacher disaggregation and analysis of state data; teacher classroom assessment of students).

9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance.

10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

MFISD Campus Professional Learning 2016-2017

Back to School Professional Learning - August 2016

Need	Increase focus on standards
Strategy	Provide training to all staff on expectations for common planning and the Curriculum Alignment Project

Need	Enforce Student Code of Conduct consistently across campus
Strategy	Provide training for all staff to review Student Code of Conduct and expectations for discipline in the classroom and the school

Need	Improve communication & campus culture through the continuous collaboration of administrators & teachers using T-TESS
Strategy	Provide training for teachers on the purpose & requirements of the state's new evaluation system (T-TESS)

Need	Complete annual compliance requirements for state and district
Strategy	Utilize online modules on Eduhero.net to complete these requirements and provide opportunities for staff to complete them

Need	Communication of all campus safety and security procedures for staff members
Strategy	Provide training on all safety and security procedures and Campus Crisis Plan

MFISD Campus Professional Learning 2016-2017

Campus Professional Learning - Job Embedded

Need	Communicate campus discipline trends to staff
Strategy	Share discipline data with staff in faculty meetings as well as feedback from PBIS committee for improvements

Need	Increase student achievement in content areas
Strategy	Focus discussions on knowledge of standards being taught in Wednesday PLCs

Need	Provide resources, strategies and support for teachers in all areas of classroom instruction
Strategy	Weekly ILT meetings and debriefs to look at areas of need; share information in faculty meetings to provide support across campus

Need	Focus on teambuilding to improve campus culture
Strategy	Campus ILT will participate in a book study using "Five Dysfunctions of a Team" by Patrick Lencioni

Need	
Strategy	



District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Goal 1		Marble Falls High School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards					
1.1	Performance Objective 1	Classroom observation data will show an increase in effective instructional practices that produce increases in student achievement and academic data.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.1.1	Implement the Curriculum Alignment Project throughout the campus.	Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	10% Increase in STAAR Data	1,2,4,8
OCF 1.2	Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development - focused on Tier 1 Instruction.	Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Staff Survey	In Process	25% Increase in Survey Data	1,3,4,8
1.1.3	Provide time to instructional staff to increase collaboration that is student-learning focused and standards-focused	Curriculum & Instruction, Human Resources, Principals	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Master Schedule	Collaborative time provided to instructional staff district-wide, during contract-time	10% Increase in STAAR Data	4,5
1.2	Performance Objective 2	To develop a coherent instructional leadership team that will build capacity with instructional staff in such a way that student's achieve at their fullest potential					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component

District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Goal 1		Marble Falls High School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards					
1.2.1	Highlight and recognize successful classroom practice/ implementation models showing student learning behaviors.	Administration, ILT, IC's and IT's	Forethought, Collaborative Planning, Walk-through data, Lesson plans, Faculty Meetings	Staff Survey; Classroom Observations; Faculty Meeting Agendas	In Process	10% increase in Student Progress Measures, AP Scores, SAT & ACT Scores	1,3,4,8
1.2.2	MFHS will continue the implementation of the 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	Administration, ILT, IC's and IT's	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Staff Survey; Classroom Observations;	In Process	10% increase in Student Progress Measures, AP Scores, SAT & ACT Scores	1,2,4, 5,8
1.2.3							
3.1	1.3 Performance Objective 3	Marble Falls High School will ensure all students participate in a CTE program through relevant, engaging learning experiences led by inspirational classroom teachers.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.3.1	The CTE department will monitor current partnerships and pursue new community partnerships to expand student opportunities.	CTE Department, ILT, Administration	CTE Funds, Perkins funds, local donations, local funds; EDC; Chamber of Commerce; Rotary Club	CTE Advisory Committee; Perkins Effectiveness Report; Community Feedback	In Process	25% Increase in Certifications; 2 additional partnerships	3,4,7,9
1.3.2	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.	CTE Department, ILT, Administration	CTE Funds, Perkins funds, local donations, local funds; EDC; Chamber of Commerce	CTE Advisory Committee; Perkins Effectiveness Report; Community Feedback; Classroom Observations	In Process	Increase in CaSE and Survey Results	3,4,7,9

District Goal 1

MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

Campus Goal 1

Marble Falls High School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards

1.3.3							

District Goal 2		MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
Campus Goal 2		Marble Falls High School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
2.1	Performance Objective 1	Marble Falls High School will develop, maintain, and nurture an instructional leadership team who will build capacity of each other and teachers.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.1.1	Instructional coach and ILT will be responsible for facilitating individual growth and leadership of teachers at the campus level.	Administration, ILT, PSP, Central Office	<u>The 5 Dysfunctions of a Team</u> ; Late-Start Wednesdays; ILT Meetings; Agendas	Pre & Post-Survey Data	In Process	Weekly Meetings; 25% Increase in Survey Data	3,5
2.1.2	ILT meetings that review observation data to focus on Tier 1 instructional strategies and provide a needs assessment for levels of support across the faculty for students.	Administration, ILT, PSP, Central Office	Classroom observation data of instructional strategies, Technology for presentations, meeting times	Collaborative Planning Documentation, Walk-through data, Lesson plans; RTI Forms in Aware	In Process	5% Reduction in Tier 2 & 3 Placements	1,2,9
2.1.3	Students have the opportunity to work with Adult Mentors, to provide assistance, leadership opportunities, advice and opportunities for instructional improvement.	Administration, ILT, Teachers, CEIC	Mentor Program; CEIC; Office Staff; Community Support	Pre & Post-Survey Data; Documentation of Mentor Meetings	Planning	10% Increase in Students Served	1,2,5,9
2.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.2.1							
2.2.2							

District Goal 2		MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
Campus Goal 2		Marble Falls High School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
2.2.3							
2.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.3.1							
2.3.2							
2.3.3							

District Goal 3		MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.					
Campus Goal 3		Marble Falls High School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.					
3.1	Performance Objective 1	Marble Falls High School will enhance ongoing methods of communication to share messages and invite feedback including community forums, parent & student groups, surveys, technology resources (social media, website, etc.), and campus publications/letters.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.1.1	MFHS will communicate information in English and Spanish whenever possible to reach all stakeholders and host events	Administration, Counseling Staff, Office Staff	Campus Funds, Title I Funds, Sky Alert, Webpage, Official Social Media Sites	Participation in community and family events; Parent Survey Results, CaSE	In Process	10% Increase in parent & family member participation in school events	6,7
3.1.2	MFHS will provide communication to parents and family members with opportunities to come to school to learn more about their child's instruction as well as events happening on campus	Teachers, Administrators, ILT, Counselor, Secretary	Senior Conferences, FAFSA Night, ACE, Technology, CTE Parent Nights, University for Parents, Open House	Participation in community and family events; Parent Survey Results, CaSE	In Process	10% Increase in parent & family member participation in school events	6,7
3.1.3	MFHS will continue to embrace social media as a mode of communication.	Administration, ILT, Teachers	Twitter, Facebook, Staff Handbook	Participation in community and family events; Parent Survey Results, CaSE	In Process	10% Increase in parent & family member participation in school events	6,7
3.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.2.1							
3.2.2							

District Goal 3		MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.					
		Marble Falls High School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.					
Campus Goal 3							
3.2.3							
3.3	Performance Objective 3						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.3.1							
3.3.2							
3.3.3							

District Goal 4		MFISD will provide a safe and healthy environment conducive to student learning.					
Campus Goal 4		Marble Falls High School will promote a positive and safe learning environment for all students and community members.					
4.1	Performance Objective 1	Marble Falls High School will promote a positive & safe learning environment through a collaborative culture with all stakeholders to ensure success for all students.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.1.1	Staff will be trained on all safety and security procedures, Code of Conduct, and in Campus Crisis Plan	Administration; Director of Security	Safety Logs; Drill Logs; August PD, Faculty Meetings; Campus Admin Discipline Matrix, Handbooks & Student Code of Conduct	Safety Audits; V-Soft Rosters; Sign-In Documentation	In Process	100% of Staff Trained; 25% Increase in Survey Results	1,5, 10
357 4.1.2	MFHS Students 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.	Students, Staff, Administration	Student Council, Student Organizations, Principal Student Advisory Council, Supt. Student Advisory Council	Agendas; CaSE Results; Student and Community Feedback	In Process	10% Increase in Survey Results	1,5,9
4.1.3	MFHS 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.	Students, Staff, Administration	Discipline Documentation; Student Assemblies, Faculty Meetings; Handbooks & Student Code of Conduct	PBMAS, Discipline Records	In Process	10% Increase in Survey Results; Decrease in PBMAS Staging	1,5,9,10
4.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component

District Goal 4		MFISD will provide a safe and healthy environment conducive to student learning.					
Campus Goal 4		Marble Falls High School will promote a positive and safe learning environment for all students and community members.					
4.2.1							
4.2.2							
4.2.3							
4.3	Performance Objective 3						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.3.1							
4.3.2							
4.3.3							

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
Campus Goal 5		Marble Falls High School will recruit, hire, develop, and retain highly qualified and effective personnel.					
5.1	Performance Objective 1	Marble Falls High School will recruit and retain a high percentage of highly qualified personnel during the 2016-2017 school calendar year.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.1.1	All instructional staff will meet highly qualified status.	Administration; Central Office	Job Posting Requirements; Campus Interview Process	NCLB Reports	In Process	100% of Staff meet NCLB Highly Qualified Status	3,5,7
5.1.2	Develop interactive opportunities to learn instructional strategies & share ideas that have worked for them.	Administration, Teachers, ILT, IC's, IT	Campus Funds; Campus Materials; CEIC	Pre & Post Survey Results; STAAR Scores	In Process	Retention of 90% of new staff; 10% Increase on STAAR Assessments	1,2,5,9
5.1.3	Development of a mentor-teacher program for new to MFHS staff.	Administration, Teachers, ILT, IC's	Campus Funds; Campus Materials; CEIC	Program Plan to CEIC, MFHS Staff	In Process	Retention of 90% of new staff	3,5,7
5.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.2.1							
5.2.2							
5.2.3							
5.3	Performance Objective 3						

District Goal 5

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

Campus Goal 5

Marble Falls High School will recruit, hire, develop, and retain highly qualified and effective personnel.

5.3 Performance Objective 3							
Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component	
5.3.1							
5.3.2							
5.3.3							

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

District Goal 6

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

Campus Goal 6

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

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



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**Marble Falls ISD
Board of Trustees
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Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Marble Falls Independent School District

Administrative Offices

1800 Colt Circle - Marble Falls, Texas 78654

(830) 693-4357 office (830) 693-5685 fax

Dr. Chris Allen, Superintendent

Colt Elementary

2200 Manzano Mile, Marble Falls

(830) 693-3474 office

(830) 693-7092 fax

Erika O'Connor, Principal

eoconnor@mfisd.txed.net

Pre-K through 5th Grade

Marble Falls Middle School

1511 Pony Circle, Marble Falls

(830) 693-4439 office

(830) 798-3689 (After School Program)

(830) 693-7788 fax

Roger Barr, Principal

rbarr@mfisd.txed.net

6th Grade through 8th Grade

Athletics Dept.

(830) 798-8345 office

(830) 798-3619 fax

Matt Green, Director of Athletics

Child Nutrition

(830) 693-5423

Mary Davidson, Director

Highland Lakes Elementary

8200 Hwy 1431 W, Granite Shoals

(830) 798-3650 office

(830) 798-3688 (After School Program)

(830) 598-9349 fax

Bethany Birdwell, Principal

bbirdwell@mfisd.txed.net

Pre-K through 5th Grade

Falls Career High School

1800 Colt Circle, Marble Falls

(830) 798-3621 office

(830) 798-3636 fax

Peggy Little, Principal

plittle@mfisd.txed.net

10th Grade through 12th Grade

Maintenance Dept.

(830) 693-2046

(830) 693-1111 fax

Michael Phillips, Director

Special Services

(830) 798-3516

Dr. Susan Maughan, Exec. Director

Marble Falls Elementary

901 Avenue U, Marble Falls

(830) 693-2385 office

(830) 693-5421 fax

Mike Haley, Principal

mhaley@mfisd.txed.net

Pre-K through 5th Grade

Marble Falls High School

2101 Mustang Drive, Marble Falls

(830) 693-4375 office

(830) 798-3690 (After School Program)

(830) 693-6079 fax

Manny Lunoff, Principal

mlunoff@mfisd.txed.net

9th Grade through 12th Grade

Technology Dept.

(830) 693-6497

Robert Keith, Exec. Director

Transportation Dept.

(830) 798-2300 Bus Barn

George Hamilton, Director

Spicewood Elementary

1005 Spur 101, Spicewood

(830) 798-3675 office

(830) 798-3676 fax

Susan Cox, Principal

secox@mfisd.txed.net

Pre-K through 5th Grade

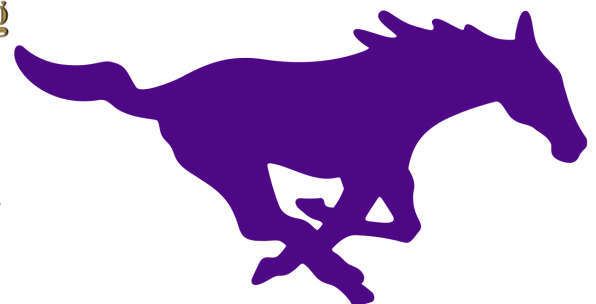
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Marble Falls ISD



MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

2016-2017 INSTRUCTIONAL CALENDAR

Approved—2/15/2016

AUGUST 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2016

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2016

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2017

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY 2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Dates at a Glance

New Teacher Orientation	8/8-8/9
Teacher In-Service	8/11-8/19
First Day of Classes	8/22
Labor Day Holiday	9/5
Student Holiday/Teacher In-Service	10/17
Student Holiday/Teacher Comp Days	11/21-11/22
Thanksgiving Holidays	11/23-11/25
Early Release	12/16
Christmas Break	12/19-1/1
Student Holiday/Teacher In-Service	1/2
Second Semester Begins	1/3
Student Holiday/Teacher In-Service	1/16
Spring Break	3/13-3/17
Student Holiday/Teacher In-Service	3/20
Staff & Student Holiday	4/14
Early Release / Final Day of Classes	5/25
Bad Weather Holiday/Teacher In-Service	5/26

State Assessment Dates

ENG 1 EOC Winter Assessment	12/5
ENG 2 EOC Winter Assessment	12/7
EOC Winter Assessment Window	12/5-12/9
STAAR 4 & 7 Writing	3/28
STAAR 5 & 8 Mathematics	3/28
ENG 1 EOC	3/28
STAAR 5 & 8 Reading	3/29
ENG 2 EOC	3/30
EOC Window	5/1-5/5
STAAR 3, 4, 6, & 7 Mathematics	5/8
STAAR 5 & 8 Mathematics Retest	5/8
STAAR 3, 4, 6, & 7 Reading	5/9
STAAR 5 & 8 Reading Retest	5/9
STAAR 5 & 8 Science	5/10
STAAR 8 Social Studies	5/11
ENG 1 EOC Retest	6/19
STAAR 5 & 8 Mathematics Retest	6/20
ENG 2 EOC Retest	6/21
STAAR 5 & 8 Reading Retest	6/21
EOC Retest Window	6/19-6/23

	New Teacher Orientation
	Student Holiday/Teacher In-Service
	Early Release
	Staff and Student Holiday
	Bad Weather Make-Up Day
	Comp Day/Student Holiday
	STAAR Testing
	Beginning of Semester

Grading Periods

Aug. 22—Oct. 14 Oct. 18— Dec. 16
Jan. 3—Mar. 10 Mar. 21 - May 25



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Submitted By:		
Board Approval Required: Yes No		



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Submitted By:		
Board Approval Required: Yes No		

2016–2017 STUDENT ASSESSMENT TESTING CALENDAR

Detailed information regarding the scheduling and administration of specific STAAR assessments can be found on the Coordinator Manual Resources webpage at <http://tea.texas.gov/student.assessment/manuals/dccm/>.

2016–2017 Training

Jan 18 (Wed)	ESC training for the 2017 state assessment program
Feb 3 (Fri)	Completion date for training of district testing coordinators by ESCs

2016 Assessments

Test Date(s)		TAKS	Report Date(s)
Oct 17 (Mon)		<i>Exit Level ELA</i>	Reports Posted Online by November 15, 2016 Reports Due in District by December 2, 2016
Oct 18 (Tues)		<i>Exit Level Mathematics</i>	
Oct 19 (Wed)		<i>Exit Level Science</i>	
Oct 20 (Thur)		<i>Exit Level Social Studies</i>	
STAAR			
Dec 5 (Mon)	English I		By January 13, 2017
Dec 7 (Wed)	English II		
Dec 9 (Fri)	All make-up sessions for STAAR English assessments scheduled to be administered on Dec 5 and Dec 7, 2016, must be completed by the end of this day.		
STAAR			
Assessment Window Dec 5–Dec 9	Algebra I Biology U.S. History		By January 13, 2017

2017 Assessments

NAEP Assessments (selected sample)	
Assessment Window Late Jan–Early Mar	Reading (grades 4 and 8) Mathematics (grades 4 and 8) Writing (grades 4, 8, and 12)

2016–2017 STUDENT ASSESSMENT TESTING CALENDAR

Detailed information regarding the scheduling and administration of specific STAAR assessments can be found on the Coordinator Manual Resources webpage at <http://tea.texas.gov/student.assessment/manuals/dccm/>.

Test Date(s)		TAKS	Report Date(s)
Mar 6 (Mon)		Exit Level ELA	Reports Posted Online by March 28, 2017 Reports Due in District by April 14, 2017
Mar 7 (Tues)		Exit Level Mathematics	
Mar 8 (Wed)		Exit Level Science	
Mar 9 (Thur)		Exit Level Social Studies	
TELPAS			
Assessment Window Mar 6–Apr 5	Grades K–12 TELPAS Listening, Speaking, Reading, and Writing		By April 28, 2017
STAAR			
Mar 28 (Tues)	Grade 4 Writing Grade 7 Writing Grade 5 Mathematics Grade 8 Mathematics English I		Grades 4 and 7 Writing by June 14, 2017 Grades 5 and 8 Mathematics by April 18, 2017 English I by June 2, 2017
Mar 29 (Wed)	Grade 5 Reading Grade 8 Reading		By April 18, 2017
Mar 30 (Thur)	English II		By June 2, 2017
Mar 31 (Fri)	All make-up sessions for STAAR assessments scheduled to be administered from Mar 28–30, 2017, must be completed by the end of this day.		
STAAR Alternate 2			
Assessment Window April 3–April 21	STAAR Alternate 2 (grades 3–8 and EOC)		By May 12, 2017

2016–2017 STUDENT ASSESSMENT TESTING CALENDAR

Detailed information regarding the scheduling and administration of specific STAAR assessments can be found on the Coordinator Manual Resources webpage at <http://tea.texas.gov/student.assessment/manuals/dccm/>.

Test Date(s)	STAAR	Report Date(s)
Assessment Window May 1–May 5	Algebra I Biology U.S. History	By June 2, 2017
	STAAR	
May 8 (Mon)	Grades 3–4 Mathematics Grades 6–7 Mathematics	By June 14, 2017
	<i>Grade 5 Mathematics (retest)</i> <i>Grade 8 Mathematics (retest)</i>	By May 30, 2017
May 9 (Tue)	Grades 3–4 Reading Grades 6–7 Reading	Grades 3, 4, 6, and 7 Reading by June 14, 2017 English III by August 18, 2017
	English III <i>Grade 5 Reading (retest)</i> <i>Grade 8 Reading (retest)</i>	By May 30, 2017
May 10 (Wed)	Grade 5 Science Grade 8 Science	Grades 5 and 8 Science by June 14, 2017
	Algebra II	Algebra II by June 29, 2017
May 11 (Thurs)	Grade 8 Social Studies	By June 14, 2017
May 12 (Fri)	All make-up sessions for STAAR assessments scheduled to be administered from May 8–11, 2017, must be completed by the end of this day.	

2016–2017 STUDENT ASSESSMENT TESTING CALENDAR

Detailed information regarding the scheduling and administration of specific STAAR assessments can be found on the Coordinator Manual Resources webpage at <http://tea.texas.gov/student.assessment/manuals/dccm/>.

Test Date(s)	STAAR	TAKS	Report Date(s)
June 19 (Mon)	English I		By July 28, 2017
		Exit Level ELA	By July 21, 2017
June 20 (Tues)	Grade 5 Mathematics (retest) Grade 8 Mathematics (retest)		By July 7, 2017
		Exit Level Mathematics	By July 21, 2017
June 21 (Wed)	English II		By July 28, 2017
	Grade 5 Reading (retest) Grade 8 Reading (retest)		By July 7, 2017
		Exit Level Science	By July 21, 2017
June 22 (Thurs)		Exit Level Social Studies	By July 21, 2017
June 23 (Fri)	All make-up sessions for STAAR assessments scheduled to be administered from June 19–21, 2017, must be completed by the end of this day.		
	STAAR		
Assessment Window June 19–June 23	Algebra I Biology U.S. History		By July 28, 2017

Marble Falls Independent School District
Board Meeting Minutes
August 29, 2016

Rick Edwards, President, called the regular meeting to order at 4:52 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, Kevin Naumann, Gary Boshears, Lee Ann Johnson and Mike Savage

Board Members Absent: Karl Westerman

Administrators Present: Dr. Chris Allen, Dr. Wes Cunningham, Jeff Gasaway, Lisa LeMon, Bruce Peckover, Manny Lunoff, Roger Barr, Dr. Susan Maughan, Robert Keith, George Hamilton, Dr. Melissa Fields, Susan Cox, Erika O'Connor, Michael Haley, Bethany Birdwell, Phyllis Campbell and Deb Canup.

Members of the Press: Jennifer Fierro, The Picayune, and Lew Cohn, The Highlander

Executive Session

At 4:52 p.m. the Board adjourned into executive session to deliberate regarding the appointment of a trustee to serve in place 7 of the Marble Falls ISD Board (TX Govt. Code 551.074).

The Board reconvened from executive session at 6:29 p.m.

Special Recognitions

2016 Media Honor Roll

Dr. Chris Allen, Superintendent, presented Jennifer Fierro a certificate for her fair and balanced reporting, providing valuable information to the community about public schools, their students, parents, and patrons of Marble Falls ISD.

Citizen Comments

No one asked to speak.

Information Items

Financial Report

-General Fund Summary

-Expenditure Report

Purchasing Cooperative Report

Annual Investment Report

Data Used to Analyze Staffing Needs

Presentation/ Discussion Items

Spring Band Trip

Brad Behrens, Marble Falls High School Band Director, requested permission of and gave a brief description to the Board about a trip to Washington D.C. to perform in the National Memorial Day Parade. The students will have multiple opportunities to raise the funds during the school year. The parade is at the end of May 2017.

FFA Nationals Competition and Convention for State Championship Nursery Landscape Team

Grant Cole and Dawn Stratton, FFA Sponsors, requested permission for an out of state trip for the Marble Falls High School Nursery Landscape Team to attend the FFA National Convention and Competition in October 2016.

Policy Update 105 affecting Local Policies: BJCF, BQ, CLB, CLE, CPC, DBA, DFBB, DFFA, DFFB, EHBD and FDC

Dr. Chris Allen, Superintendent, assisted Lisa LeMon, Wes Cunningham, Jeff Gasaway, Robert Keith, and Susan Maughan explained the proposed policy changes included in TASB Policy Update 105 to the Board.

Policy GF (Local)

Dr. Chris Allen, Superintendent, described the recommended revision which would allow the Board to decide whether to hear a complaint orally, as it is currently required to do, or in writing.

Policy Update 106 affecting EHBAF (Local)

Dr. Susan Maughan, Executive Director of Special Services, explained the changes affecting EHBAF (Local) to the Board.

Purchase of District Suburbans

Lisa LeMon, Executive Director of Finance, presented quotes for the purchase of two SUV's. The district will seek approval next month.

Resolution Regarding Extracurricular Status of the 4-H Organization and Adjunct Faculty Agreement

Dr. Wes Cunningham, Assistant Superintendent, brought to the board the annual request to grant adjunct faculty status to the Burnet County 4-H Extension Agents who work with MFISD students as well as approve the Burnet County 4-H Organization as an extra-curricular activity for MFISD. Dr. Cunningham will seek approval at the September board meeting.

Consider and Possible Approval of Action

Consent Agenda

Upon a motion by Kevin Naumann, second by Gary Boshears, the Board approved the following:

- Minutes from Special Board Meeting on July 6, 2016
- Minutes from Special Board Meeting on July 19, 2016
- Minutes from Regular Board Meeting on July 19, 2016
- Minutes from Special Board Meeting on August 4, 2016
- Certified Appraisers for the 2016-2017 School Year

- Appraisal Calendar for the 2016-2017 School Year
- Election Service Contract with Burnet County for the 2016-2017 School Year
- Memorandum of Agreement with the City of Granite Shoals
- Approval of Appointed Member Representative for Property Casualty Alliance of Texas

For: 6 Against: 0 Absent: 0

2016-2017 Budget Amendments

Upon a motion by Gary Boshears, second by Lee Ann Johnson, the Board approved the 2016-2017 Budget Amendments as presented.

For: 5 Against: 0 Absent: 1

2016-2017 Marble Falls ISD Tax Rate Adoption

Upon a motion by Lee Ann Johnson, second by Gary Boshears, the Board approved the property tax rate for maintenance and operations of \$1.0533 be adopted for the 2016-17 fiscal year.

For: 5 Against: 0 Absent: 1

Upon a motion by Gary Boshears, second by Lee Ann Johnson, the Board approved the property tax rate for interest and sinking of \$0.2267 be adopted for the 2016-17 fiscal year.

For: 5 Against: 0 Absent: 1

Replacement CTE Truck for Marble Falls High School

Upon a motion by Kevin Naumann, second by Lee Ann Johnson, the Board approved the purchase of a replacement truck as presented.

For: 5 Against: 0 Absent: 1

Occupational Therapy Contract

Upon a motion by Lee Ann Johnson, second by Kevin Naumann, the Board approved of the Occupational Therapy Contract with OT Connection as presented.

For: 5 Against: 0 Absent: 1

Visually Impaired Contract

Upon a motion by Gary Boshears, second by Lee Ann Johnson, the Board approved the contract with Ray Condon as presented.

For: 5 Against: 0 Absent: 1

Policy Revision for DNA (Local) and DNB (Local)

Upon a motion by Lee Ann Johnson, second by Kevin Naumann, the Board approved the policy revision to update the language used for the new evaluation system, T-TESS and T-PESS as presented.

For: 5 Against: 0 Absent: 1

District Digital Storage Expansion

Upon a motion by Kevin Naumann, second by Gary Boshears, the Board approved the entire purchase of additional storage and security cameras as presented.

For: 5 Against: 0 Absent: 1

Upcoming Meetings

Monday, September 19, 2016 – Regular Board Meeting
Friday, September 23-25, 2016 – TASA/TASB Convention
Monday, October 17, 2016 – Regular Board Meeting

Executive Session

At 7:43 p.m. the Board adjourned into executive session to discuss professional personnel (TX Govt. Code 551.074), real property (TX Govt. Code 551.072), personally identifiable student information (TX Govt. Code 551.0821), and deliberate regarding the appointment of a trustee to serve in place 7 of the Marble Falls ISD Board (TX Govt. Code 551.074).

The Board reconvened from executive session at 9:09 p.m.

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

Upon a motion by Gary Boshears, second by Kevin Naumann, the Board approved the personnel contracts as presented.

For: 5 Against: 0 Absent: 1

Appointment of a Trustee to Serve in Place 7 of the Marble Falls ISD Board

Upon a motion by Mike Savage, second by Kevin Naumann, the Board approved the appointment of Kevin Virdell to serve in Place 7 of the Marble Falls ISD Board of Trustees.

For: 5 Against: 0 Absent: 1

Adjournment

Hearing no objection, the Board adjourned at 9:10 p.m.

Approved:

Rick Edwards, President

Lee Ann Johnson, Secretary



Marble Falls
Independent
School District

INTEROFFICE MEMORANDUM

Date: September 12, 2016

To: Board of Trustees and Dr. Allen



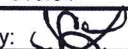
From: David Hemond, Accounting Supervisor

Subject: Consider Approval of Budget Amendments

Budget amendments included for approval (copies follow):

16-00011 Reallocate budget for staff travel - \$311

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Batch #:	16-00011	Reason for amendment:	Transfer Staff Travel Budget from Extracurricular to Professional Development Budget Code		
Fiscal Year:	2016 - 2017				
Account Number	Account Description			Debit	Credit
EXPENDITURES				Increase	Decrease
1	199.36.6411.00.001.0.22.000	Staff Travel - Extracurricular			\$310.84
2	199.13.6411.00.001.022.000	Staff Travel - Professional Development		\$310.84	
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				310.84	310.84
Board Approval Required <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Prepared by: Peckover Date: 09/08/16	Approved by:  Date: 9/8/16	Reviewed by:  Date: 9/8/16	Entered by:  Date: 9/9/16



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

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

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

BURNET CENTRAL APPRAISAL DISTRICT

P.O. Box 908/223 South Pierce
Burnet, Texas 78611
(512) 756-8291 Telephone
(512 756-7873 Fax

July 19, 2016

Rick Edwards
President, Board of Trustees
Marble Falls Independent School District
1800 Colt Circle
Marble Falls, TX 78654

Re: Lots 177, 178 & 179, Sweetbriar Section, Sherwood Shores, City of Granite Shoals, Burnet County, Texas

Dear President Edwards,

Enclosed is information on a bid we received for the above referenced property. Please schedule time at your next Board of Trustees meeting to discuss this bid.

If the bid is approved, please return the dated and signed Resolution to the Burnet Central Appraisal District, Attn: Joy. If the bid is not approved, please call us at 512-756-8291 ext. 39 to inform us of the Board's decision.

Thank you for your attention to this matter. Please call us with any questions you may have.

Sincerely,


Stan Hemphill
Chief Appraiser

Enc.

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

WHEREAS, Lots 177, 178 & 179, Sweetbriar Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas, being that property more particularly described in Volume 324, Page 990 and Volume 298, Page 483 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, pursuant to TEX.PROP.TAX CODE Section 34.01(j); and

WHEREAS, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of ONE THOUSAND, TWO HUNDRED AND NO/100 DOLLARS (\$1,200.00), BEING \$400.00 ON EACH LOT, has been made by GRANITE SHOALS PROPERTIES, LLC, 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 Lots 177, 178 & 179, Sweetbriar Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas to GRANITE SHOALS PROPERTIES, LLC, for the sum of ONE THOUSAND, TWO HUNDRED AND NO/100 DOLLARS (\$1,200.00) 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

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

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

July 19, 2016

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

RE: Distribution of Funds: Cause No. 30,039; Burnet Central Appraisal District vs. Howard E. Guffey et al; Lots 177, 178 & 179, Sweetbriar Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas Account #s 43219, 43220 & 43221 (2015 Assessed Value each lot = \$2,250)

Dear Mr. Hemphill:

A bid of \$1,200, being \$400 for each lot, has been made by Granite Shoals Properties, LLC, 909 Canyon Wren Dr., Buda, Texas 78610 to purchase the property, the subject of the above-referenced suit. The money should be disbursed as follows:

CAUSE NO. 30,039		
FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	\$ 28.00	Burnet Co. Clerk
Court Costs:	\$ 483.00	Burnet Co. Dist. Clerk
Abstract Fee:	\$ 150.00	MVBA
Attorney ad Litem Fee:	\$ 250.00	MVBA
Citation by Publication Fee:	\$ 248.30	MVBA
Due to Burnet Central Appraisal District		
City of Granite Shoals	\$ 6.41	Burnet CAD
Burnet County	\$ 6.40	
Burnet County Special	\$.54	
Water Conservation District	\$.07	
Marble Falls ISD	\$ <u>27.28</u>	
TOTAL MONIES DISBURSED	\$ 1,200.00	

Pursuant to Texas Property Tax Code Sec. 34.05(k), please remove any balance remaining on the account after all monies have been distributed as instructed above.

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

Sincerely,
Darby Howell
Legal Assistant
DH/jb

**Summary of Resolution Providing for the Sale of Property Acquired by
the Burnet Central Appraisal District at Delinquent Tax Sale**

**Property Description: Lots 177, 178 & 179, Sweetbriar Section,
Sherwood Shores, City of Granite Shoals, Burnet County Texas**

Total Year appraised value is \$2250.00 Per Lot

Delinquent taxes due since 1993

First time property has been presented to the board? Yes

Bid of \$1200.00 (Being \$400.00 Per Lot)

Taxes due - \$5264.13 Total Due (Lot 177-\$938.28, Lot 178-938.28, Lot 179-\$3387.57)

MFISD collects \$27.28 (\$5264.13) -\$5236.85

Identification #: 43219

Lots 177, 178, + 179

08210-0000-00177-000

Assessor: BRIAR,

Property Type: Real

County: FA

Property Information: 2017

Legal Description: S8210 SWEETBRIAR(SHERWOOD SHORES) LOT

Abstract: S8210

Neighborhood: Null

Appraised Value: N/A

Jurisdictions: CGR, GBU, RSP, SMA, WCD, CAD

Map



Texas Parks & Wildlife, Esri, HERE, DeLorme, INCREMENT P, USGS

BURNET CENTRAL APPRAISAL DISTRICT

P.O. Box 908/223 South Pierce
Burnet, Texas 78611
(512) 756-8291 Telephone
(512 756-7873 Fax

July 19, 2016

Rick Edwards
President, Board of Trustees
Marble Falls Independent School District
1800 Colt Circle
Marble Falls, TX 78654

Re: Lot 167, Scarlet Oaks Section, City of Cottonwood Shores, Burnet County, Texas

Dear President Edwards,

Enclosed is information on a bid we received for the above referenced property. Please schedule time at your next Board of Trustees meeting to discuss this bid.

If the bid is approved, please return the dated and signed Resolution to the Burnet Central Appraisal District, Attn: Joy. If the bid is not approved, please call us at 512-756-8291 ext. 39 to inform us of the Board's decision.

Thank you for your attention to this matter. Please call us with any questions you may have.

Sincerely,

Stan Hemphill
Stan Hemphill
Chief Appraiser

Enc.

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

WHEREAS, Lot 167, Scarlet Oaks Section, City of Cottonwood Shores, Burnet County, Texas, being that property more particularly described in Volume 148, Page 143 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, pursuant to TEX.PROP.TAX CODE Section 34.01(j); and

WHEREAS, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of ONE THOUSAND AND NO/100 DOLLARS (\$1,000.00) has been made by ADRIAN DE SILVA RUIZ, 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 167, Scarlet Oaks Section, City of Cottonwood Shores, Burnet County, Texas to ADRIAN DE SILVA RUIZ, for the sum of ONE THOUSAND AND NO/100 DOLLARS (\$1,000.00), 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

MCCREARY, VESELKA, BRAGG & ALLEN, P.C.
ATTORNEYS AT LAW
 223 South Pierce
 Burnet, Texas 78611
 (512) 756-8291

July 19, 2016

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

RE: Distribution of Funds: Cause No. 35,850; Burnet Central Appraisal District vs. L.C. Jackson, et al; Lot 167, Scarlet Oaks Section, City of Cottonwood Shores, Burnet County, Texas Account Number 37799 (2015 Assessed Value = \$2,500)

Dear Mr. Hemphill:

A bid of \$1,000.00 has been made by Adrian De Silva Ruiz to purchase the property, the subject of the above-referenced suit. The money should be disbursed as follows:

CAUSE NO. 35,850

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	\$ 28.00	Burnet Co. Clerk
Court Costs:	\$ 399.00	Burnet Co. Dist. Clerk
Attorney Ad Litem Fee:	\$ 250.00	MVBA
Abstract Fee:	\$ 150.00	MVBA
Due to Burnet Central Appraisal District		
Burnet County	\$ 27.27	Burnet CAD
Burnet County Special	\$ 2.94	
Water Conservation District	\$ 0.32	
City of Cottonwood Shores	\$ 27.20	
Marble Falls ISD	<u>\$ 115.27</u>	
TOTAL MONIES DISBURSED	\$ 1,000.00	

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

Darby Howell
 Legal Assistant

DH/jb

**Summary of Resolution Providing for the Sale of Property Acquired by
the Burnet Central Appraisal District at Delinquent Tax Sale**

**Property Description: Lot 167, Scarlet Oaks Section, City of
Cottonwood Shores, Burnet County Texas.**

Total Year appraised value is \$2500.00

Delinquent taxes due since: 1984

First time property has been presented to the board? Yes

Bid of \$1000.00

Taxes due - \$1579.48

MFISD collects \$115.27 (\$1579.48) -\$1464.21

1 #: 37799

Lot 167

L-0000-00167-000

N,

Property Information: 2017

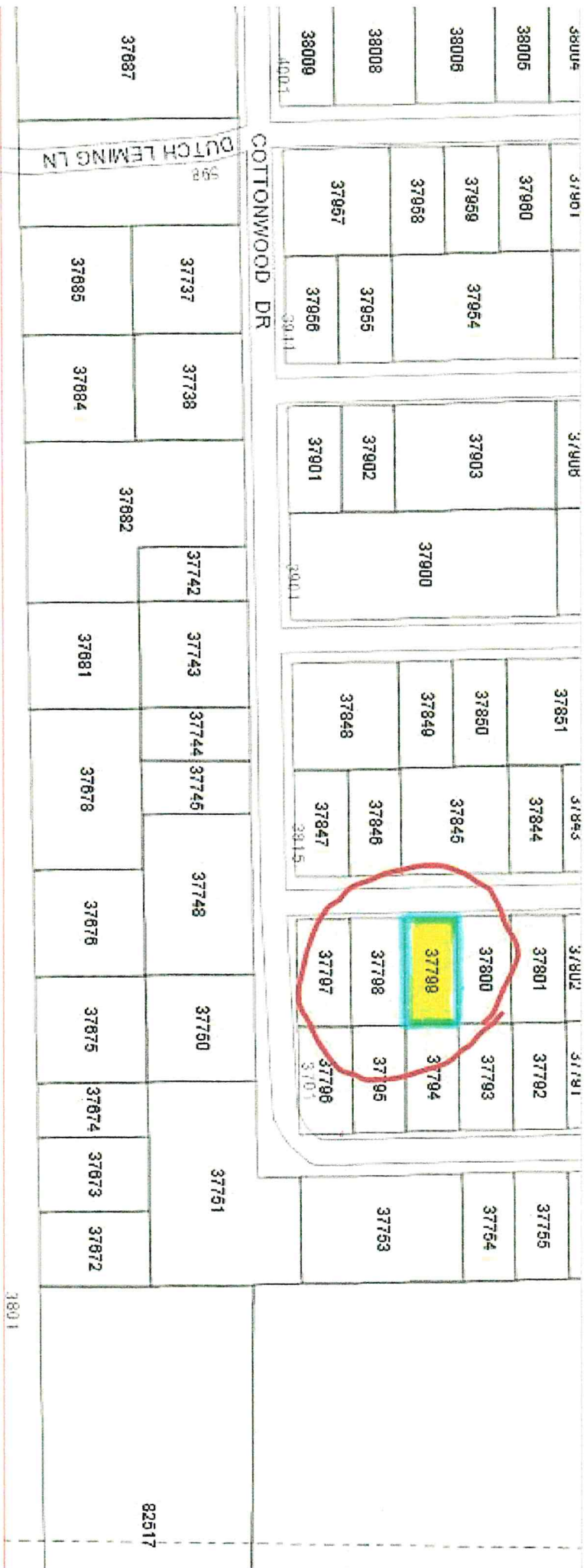
Legal Description: S7520 SCARLET OAKS LOT 167

Abstract: S7520

Neighborhood: Null

Appraised Value: N/A

Jurisdictions: CCO, GBU, RSP, SMA, WCD, CAD



BURNET CENTRAL APPRAISAL DISTRICT

P.O. Box 908/223 South Pierce
Burnet, Texas 78611
(512) 756-8291 Telephone
(512) 756-7873 Fax

July 19, 2016

Rick Edwards
President, Board of Trustees
Marble Falls Independent School District
1800 Colt Circle
Marble Falls, TX 78654

Re: Lots 354 & 355, Hillcrest Section, Sherwood Shores, City of Granite Shoals, Burnet County, Texas

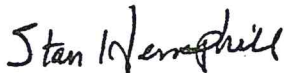
Dear President Edwards,

Enclosed is information on a bid we received for the above referenced property. Please schedule time at your next Board of Trustees meeting to discuss this bid.

If the bid is approved, please return the dated and signed Resolution to the Burnet Central Appraisal District, Attn: Joy. If the bid is not approved, please call us at 512-756-8291 ext. 39 to inform us of the Board's decision.

Thank you for your attention to this matter. Please call us with any questions you may have.

Sincerely,



Stan Hemphill
Chief Appraiser

Enc.

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

WHEREAS, Lots 354 & 355, Hillcrest Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas, being that property more particularly described in Volume 166, Page 567 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, pursuant to TEX.PROP.TAX CODE Section 34.01(j); and

WHEREAS, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of ONE THOUSAND AND NO/100 DOLLARS (\$1,000.00), BEING \$500.00 ON EACH LOT, has been made by GRANITE SHOALS PROPERTIES, LLC, 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 Lots 354 & 355, Hillcrest Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas to GRANITE SHOALS PROPERTIES, LLC, for the sum of ONE THOUSAND AND NO/100 DOLLARS (\$1,000.00) 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

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

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

July 19, 2016

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

RE: Distribution of Funds: Cause No. 39,799; Burnet Central Appraisal District vs. Hubert L. Spencer et al; Lots 354 & 355, Hillcrest Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas Account #s 20131 & 20132 (2015 Assessed Value each lot = \$2,250)

Dear Mr. Hemphill:

A bid of \$1,000, being \$500 for each lot, has been made by Granite Shoals Properties, LLC, 909 Canyon Wren Dr., Buda, Texas 78610 to purchase the property, the subject of the above-referenced suit. The money should be disbursed as follows:

CAUSE NO. 39,799		
FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	\$ 28.00	Burnet Co. Clerk
Court Costs:	\$ 361.00	Burnet Co. Dist. Clerk
Abstract Fee:	\$ 175.00	MVBA
Attorney ad Litem Fee:	\$ 250.00	MVBA
Due to Burnet Central Appraisal District		
City of Granite Shoals	\$ 19.76	Burnet CAD
Burnet County	\$ 31.77	
Burnet County Special	\$ 3.55	
Water Conservation District	\$.47	
Marble Falls ISD	<u>\$ 130.45</u>	
TOTAL MONIES DISBURSED	\$ 1,000.00	

Pursuant to Texas Property Tax Code Sec. 34.05(k), please remove any balance remaining on the account after all monies have been distributed as instructed above.

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

Sincerely,
Darby Howell
Legal Assistant
DH/jb

**Summary of Resolution Providing for the Sale of Property Acquired by
the Burnet Central Appraisal District at Delinquent Tax Sale**

**Property Description: Lots 354 & 355, Hillcrest Section, Sherwood
Shores, City of Granite Shoals, Burnet County Texas**

Total Year appraised value is \$2250.00 Per Lot

Delinquent taxes due since 1983

First time property has been presented to the board? Yes

Bid of \$1,000.00 being \$500.00 per lot

Taxes due - \$2856.18 Total Due (1428.09 per lot)

MFISD collects \$130.45 (\$2856.18) **-\$2725.73**

132

Lots 354 + 355

00355-000

T DR,

Property Information: 2017

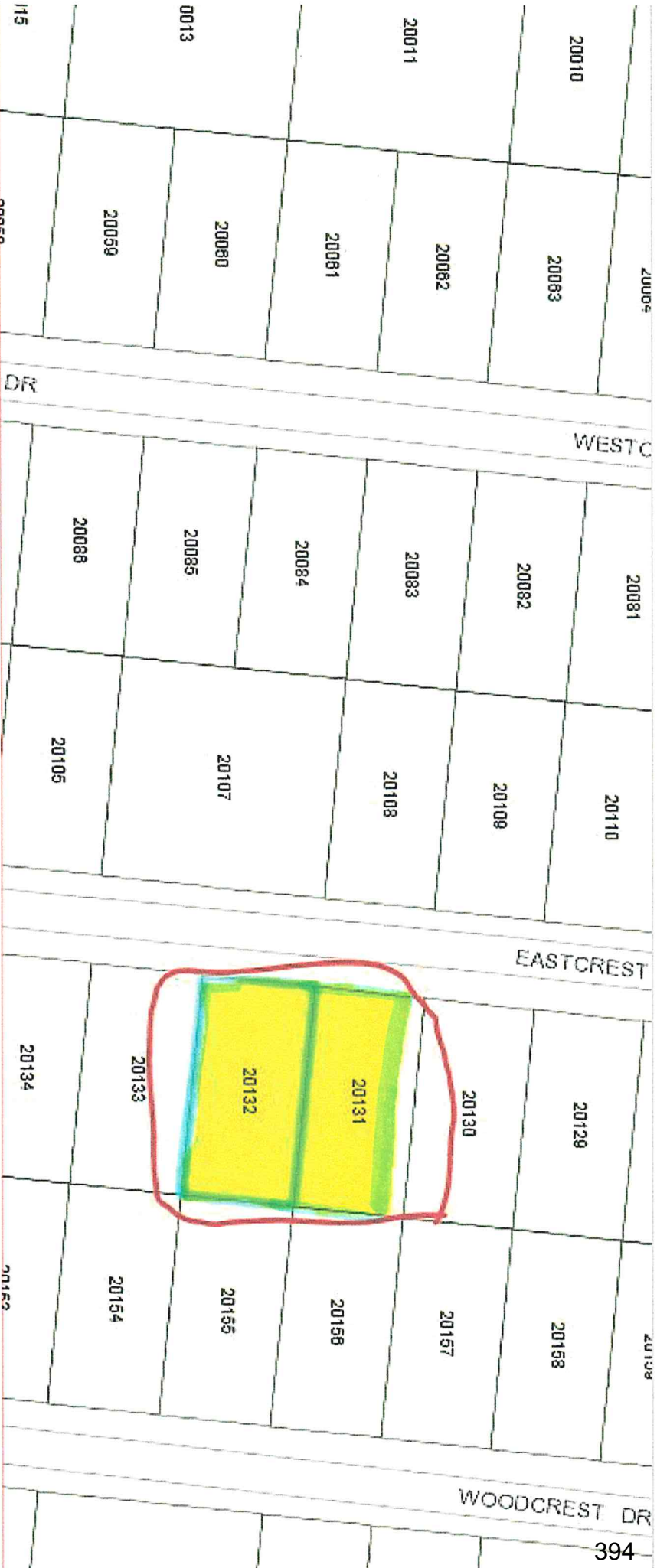
Legal Description: S5214 HILLCREST (SHERWOOD SHOR

Abstract: S5214

Neighborhood: Null

Appraised Value: N/A

Jurisdictions: CGR, GBU, RSP, SMA, WCD, CAD

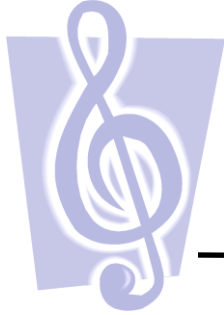




**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

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

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		



Marble Falls High School Band



2101 Mustang Drive Brad Behrens, Director of Bands, ext. 7120
Marble Falls, Texas 78654 Brandon Sinde, Assistant Director, ext. 7163
(830)693-4375

Marble Falls High School Band Spring Trip

Dates of Trip: May 28-June 1, 2017

Destination: Washington, D.C.

Educational Activity: The Marble Falls High School will participate in the National Memorial Day Parade

Cost per person: approximately \$1400.00 per person.

Transportation: School Bus, Airline, and Charter Bus

Fundraising Opportunities: Poinsettia sales, Golf Tournament, HEB gift card sales, Fish Fry, Walkway of Lights Santa Pictures and Concessions, Easter Pictures.

Other pending fundraising opportunities: Fun Run, catalogue sales,

There will be No MFISD funds used for this Spring Trip. The Marble Falls High School Band Boosters will be assisting the High School Band students in financial preparation for this trip.

**Marble Falls High School Band
Washington D.C.
May 28 - June 1 2017**

Tentative Pre -Trip Plans

Friday May 26

_____ UHaul departs for D.C. with uniforms, instruments, luggage

Saturday May 27th

_____ Band performs for Graduation

Post Graduation, Seniors participate in Project Graduation

Tentative Trip Itinerary

Sunday, May 28th

Depart from **Marble Falls High School** on School Bus for departure airport

Fly to Washington D.C.

Arrive Washing ton D.C.

Visit Air and Space Museum

Visit National Archives

Dinner

Hotel Check in Fairfield Inn (Maryland)

Monday, May 29 Performance Day

Breakfast at Hotel

National Memorial Day Parade (televised)

Tuesday, May 30

Breakfast at the Hotel

Visit American History Museum

Box Lunch

City Tour

Dinner

City Lights and Monument Tour

Wednesday May 31

Breakfast at the Hotel

American History Museum

Box Lunch

Arlington National Cemetery

Dinner Cruise

Thursday, June 1, 2017

Breakfast at the Hotel
Travel Day Back to Marble Falls

MFHS Band Spring Trip 2016
Trip cost breakdown

Trip cost per person \$1400.00 based on 80 people attending

Air line Ticket estimated \$500.00* per person

Hotel \$208.00 (4 nights) (3 breakfasts)

Meals: 3 dinners, 1 dinner cruise, 1 lunch, 1 box lunch and
city tour. \$250.00

Bus transportation in D.C. \$205.00

Parade fee \$118.75

Bus Tips \$9.00

Restaurant Tips if not included in meal cost \$5.25

Security Costs \$14.00

U-Haul rental, Gas, etc. \$50.00

Estimated double and single room occupancy overages
\$30.00

Estimated miscellaneous, unexpected expenses \$10.00

Student Fundraising Opportunities

Band Booster Fish Fry Aug. 14, 2016

Band Poinsettia Fundraiser October 2016

Walkway of light Concessions and Santa Photos Dec. 2016

Easter Bunny Pictures MARble Falls April 2016

Band Booster Golf Tournament 2016-2017

Other Possibilities Band Booster Fun Run 2017



NATIONAL MEMORIAL DAY PARADE

PRIDE ★ SACRIFICE ★ SERVICE

1440 South Priest Drive, Suite 102, Tempe, Arizona 85281-6954
phone 480.894.3330 fax 480.894.5137

July 8, 2016

Bradley Behrens
Director of Bands
Marble Falls High School
213 Meadowlakes
Marble Falls TX 78654

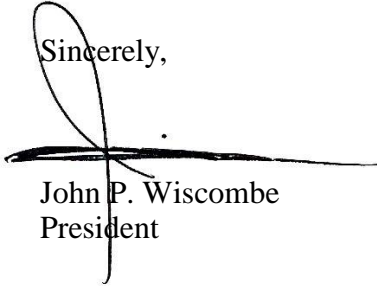
Dear Mr. Behrens,

We have received your parade application materials and deposit. Upon review of your submission, the National Memorial Day Parade Selection Committee is very pleased to inform you that the **Marble Falls High School Mustang Band** has been accepted as an official representative of the State of Texas in the 2017 National Memorial Day Parade.

This acceptance is a result of the very high accomplishments of your band program. You are to be congratulated. The committee was impressed with your background and credentials. We welcome your band as an important unit in this national event.

Again — congratulations! We look forward to seeing your band perform in our nation's capital.

Sincerely,



John P. Wiscombe
President



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

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

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		



National FFA Convention & Expo Educational Standards

Created: 11/2015 by the National FFA Organization

This document serves as a guideline to assist advisors in planning, attending, and implementing pre- and post-trip processing and work. Standards for the National FFA Convention and Expo are suggested standards based on the projected central theme, objectives, content and activities of main events. While every standard listed may not be covered during each individual portion of the National FFA Convention and Expo, these lists should serve as a guideline to validate and actualize educational relevancy for attending the National FFA Convention and Expo.

OVERALL STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Discover and experience premier leadership, personal growth, and career success.
2. Demonstrate and explore leadership and career skills.

MAJOR ACTIVITIES CONSIDERED

This is not a complete list of all National FFA Convention & Expo activities. Rather a listing of major events throughout the duration of the week.

1. Agriscience Fair
2. Award Interviews
3. Career Development Events
4. Career Success Tours
5. Exposition Hall (Agricultural Companies and Colleges)
6. General Sessions
7. Leadership Workshops
8. National Days of Service
9. Talent/Band/Chorus

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster
- CS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.
- CS.03. Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.
- CS.04. Demonstrate stewardship of natural resources in AFNR activities.
- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.
- CS.06. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career

success.

- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- AG2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.
- AG3 Examine and summarize the importance of health, safety, and environmental management systems in AFNR businesses.
- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.
- AG6 Analyze the interaction among AFNR systems in the production, processing, and management of food, fiber, and fuel and the sustainable use of natural resources.

NASDCTEC

- AGC02.02 Employ the use of technical information effectively to maintain and communicate records and reporting procedures commonly used in the AFNR cluster.
- AGC05.02 Identify how key organizational systems affect organizational performance and the quality of products and services to demonstrate an understanding of how AFNR systems are managed and improved.
- AGC08.01 Demonstrate workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources.
- AGC09.02 Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster.
- AGC10.03 Compare and contrast issues affecting the AFNR industry including biotechnology, employment, safety, environmental and animal welfare to demonstrate an understanding of the trends and issues important to careers in this industry.
- AGC10.04 Envision emerging technology and globalization and project its influence on widespread markets to demonstrate an understanding of technologies and trends that will impact the AFNR industry.

Common Core- Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Common Core- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core- Language

- CCSS-ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or styles, and to comprehend more fully when reading or listening.

Common Core- Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Common Core- Math Practices

- MP6 Attend to precision.

Next Generation Science

- HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Green/Sustainability Knowledge and Skill Statements

- AFNR Career Cluster, Statement 7 Demonstrate an understanding of green and sustainability trends that are impacting processes and markets in AFNR.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Financial, Economic, Business, and Entrepreneurial Literacy
- Flexibility and Adaptability
- Information, Communications, and Technology Literacy
- Initiative and Self-Direction
- Leadership and Responsibility
- Global Awareness
- Technology Literacy
- Think Creatively



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

Marble Falls ISD
 Board of Trustees
 Agenda Item Information

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

Explanatory Notes

TASB Localized Policy Manual Update 105

District: Marble Falls ISD

ATTN (NOTE) GENERAL INFORMATION ABOUT THIS UPDATE

Please note: Update 105 includes revisions throughout the policy manual based on the passage of the Every Student Succeeds Act (ESSA), signed into law December 10, 2015, which replaces the previous version of the law—the No Child Left Behind Act (NCLBA)—and reauthorizes the Elementary and Secondary Education Act (ESEA).

AIA (LEGAL) ACCOUNTABILITY
ACCREDITATION AND PERFORMANCE INDICATORS

Existing detail from the Administrative Code has been added regarding the requirement for a district that has received an accreditation status of accredited-warned, accredited-probation, or not accredited-revoked to post notice of the status in various locations and otherwise communicate the notice. See NOTICE OF STATUS beginning on page 3.

Other changes are to better reflect statute and to add existing statutory detail regarding PERFORMANCE RATINGS.

AIB (LEGAL) ACCOUNTABILITY
PERFORMANCE REPORTING

Beginning on page 5, new requirements from ESSA regarding the FEDERAL REPORT CARD replace outdated provisions from the NCLBA. ESSA requires a district that receives Title I funding to prepare and disseminate an annual report card—for the district and each school served by the district—that includes information on student state assessment performance and any other information that the district determines is appropriate.

AIC (LEGAL) ACCOUNTABILITY
INVESTIGATIONS AND SANCTIONS

Amendments to the Administrative Code effective February 29, 2016, address the procedures a BOARD OF MANAGERS will follow when ordering the election of members of the board of trustees and explain the transition to the elected board after the period of appointment for the board of managers. See pages 9–10.

Other changes are to better reflect statute.

AID (LEGAL) ACCOUNTABILITY
FEDERAL ACCOUNTABILITY STANDARDS

As a result of the new accountability system outlined in ESSA effective with the 2017–18 school year, TASB Policy Service has deleted the outdated NCLBA provisions and noted that during the transition year, districts shall be evaluated in accordance with standards established by TEA and the U.S. Department of Education.

As of the publication of this update, no additional guidance was available for inclusion in this legally referenced policy.

Explanatory Notes

TASB Localized Policy Manual Update 105

BBE (LEGAL) BOARD MEMBERS
AUTHORITY

Citations in the text have been updated at FEDERAL LAW IMMUNITIES, on page 3, based on changes from ESSA.

BDAE (LEGAL) OFFICERS AND OFFICIALS
DUTIES AND REQUIREMENTS OF DEPOSITORY

As established during the last legislative session, the TEXAS BULLION DEPOSITORY may receive deposits of bullion or specie from or on behalf of a district, and the district may use the bullion depository instead of a depository bank. See pages 3–4.

BJCD (EXHIBIT) SUPERINTENDENT
EVALUATION

The commissioner rules on administrator appraisals that were cited in this exhibit have been repealed. The new commissioner rules, effective July 1, 2016, are applicable to principal and campus administrator appraisals only; therefore, this exhibit is recommended for deletion.

BJCF (LOCAL) SUPERINTENDENT
NONRENEWAL

The first paragraph of this policy on superintendent nonrenewal affirms that decisions will not be based on protected employee characteristics. Recommended changes better align the list of protected characteristics with those in legal precedent regarding freedom from discrimination, harassment, and retaliation.

The following changes are recommended to the list of REASONS for nonrenewal to make the list parallel with the nonrenewal reasons in DFBB(LOCAL) (Term Contracts):

- A new item 18, listing behavior that presents a danger of physical harm to a student or other individuals.
- Revisions at item 24 to include the failure to maintain, in addition to failure to fulfill, superintendent certification, unless granted a waiver by the commissioner.
- A new item 26, listing any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
- Deletion of an item that referred to fulfilling the requirements of a deficiency plan under an emergency or special assignment permit.

In addition, the NOTICE OF PROPOSED NONRENEWAL provision was simplified to refer to the requirements in law, and a provision was added to explain the board procedures if a superintendent does not request a hearing (see NO HEARING).

References to school property have been changed to "district" property throughout.

Explanatory Notes

TASB Localized Policy Manual Update 105

BQ (LOCAL) PLANNING AND DECISION-MAKING PROCESS

ESSA expands on the previous NCLBA requirement regarding parental involvement to require districts to conduct outreach to "family members" of district students as well as to parents. Recommended changes at PARENT AND FAMILY ENGAGEMENT PLAN incorporate this terminology. See also EHBD, below.

The first paragraph of this policy has been recommended for revision to refer to board approval and review of the district's "vision" in addition to the mission and goals, as all three items are considered critical areas of development in the Framework for School Board Development found in the district's policy manual at BBD(EXHIBIT).

Other recommended changes at ADMINISTRATIVE PROCEDURES AND REPORTS are to better align the text with the state law requirement for the board to ensure development of administrative procedures in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. A sentence has been added to the policy to affirm that the district will involve site-based decision making in development of the procedures, as required by law.

CH (LEGAL) PURCHASING AND ACQUISITION

New Administrative Code rules from the Texas Ethics Commission effective December 24, 2015, and June 22, 2016, have been added at DISCLOSURE OF INTERESTED PARTIES, beginning on page 3, and include detail on the requirement for a district to obtain a disclosure of interested parties form from a business entity if the contract with the entity requires board action or has a value of at least \$1 million. The rules explain that if the board has delegated to staff the authority to execute the contract and the board does not participate in the selection of the entity, the contract is not considered to require board action. In addition, the rules include definitions of "contract," "controlling interest," "signed," and "value" and clarify the definition of "business entity."

CLB (LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT MAINTENANCE

Revisions to INTEGRATED PEST MANAGEMENT (IPM) PROGRAM, beginning on page 1, are based on amendments to the Administrative Code effective December 21, 2015. The rules revised the TRAINING requirements for IPM coordinators, deleted from the DUTIES of an IPM coordinator the requirement to conduct facility inspections, and clarified the activities required of a LICENSED APPLICATOR.

Other changes are to better reflect statute and to add existing statutory provisions regarding required NOTICE, on page 4, and provisions on incidental pesticide use application, at INCIDENTAL USE, on page 5.

CLB (LOCAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT MAINTENANCE

As mentioned above at CLB(LEGAL), state rules on INTEGRATED PEST MANAGEMENT (IPM) PROGRAMS were revised effective December 21, 2015. As a result of the rule changes, there are several recommended changes to this local policy.

- References to the relevant laws were updated and moved to the beginning of the policy where the IPM guidelines are first mentioned.
- A statement has been added that requires the IPM COORDINATOR to provide training to district employees, as necessary, to ensure other staff members understand IPM guidelines.

Explanatory Notes

TASB Localized Policy Manual Update 105

- At NO UNAUTHORIZED APPLICATION, a statement has been added to clarify that if the IPM coordinator is a licensed applicator, the coordinator may apply pesticides in accordance with law.

CLE (LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT
FLAG DISPLAYS

Policy Service has added an existing statutory provision effective with the 2016–17 school year stating that the board shall require the prominent display of the U.S. and Texas flags in classrooms during the pledges of allegiance to the flags. A district is not required to spend federal, state, or local funds to acquire the flags, but may raise money or accept gifts, grants, and donations.

See CLE(LOCAL), below, for policy text to address the board's obligation.

CLE (LOCAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT
FLAG DISPLAYS

This local policy is recommended for inclusion in the district's policy manual to provide evidence that the board requires the prominent display of the U.S. and Texas flags in classrooms during the pledges of allegiance to the flags, as required by state law. See CLE(LEGAL), above.

CNA (LEGAL) TRANSPORTATION MANAGEMENT
STUDENT TRANSPORTATION

New ESSA provisions on TRANSPORTATION OF STUDENTS IN FOSTER CARE have been added on page 4. A district receiving Title I, Part A funds must collaborate with the state or local child welfare agency to develop and implement clear written procedures on transportation solutions to allow children in foster care to remain in their school of origin when in the child's best interest. **Please note that these procedures must be developed by December 10, 2016.**

ESSA also made minor revisions to the statutory wording at TRANSPORTATION OF HOMELESS STUDENTS, on pages 3 and 4.

Provisions from the NCLBA on transporting students to a higher performing school were deleted. Other revisions throughout are to better track existing statutory language.

CPC (LEGAL) OFFICE MANAGEMENT
RECORDS MANAGEMENT

To provide further guidance to districts, considerable detail has been added from existing statute to this legally referenced policy on records management, including:

- DEFINITIONS for "custodian," "essential record," "permanent record," "records control schedule," "records management," "records management officer," "records retention schedule," and "retention period";
- The board's duty to establish a RECORDS MANAGEMENT PROGRAM that enables the board, custodians, and the records management officer (RMO) to fulfill statutory responsibilities for records management and preservation;
- The RMO's duty to prepare and file with the Texas State Library and Archives Commission (TSLAC) a RECORDS CONTROL SCHEDULE that includes a retention period for each record;
- TSLAC's acceptance or rejection of the schedule and other required documents at TSLAC REVIEW;

Explanatory Notes

TASB Localized Policy Manual Update 105

CQ (LEGAL) TECHNOLOGY RESOURCES

Material from the recently passed CYBERSECURITY INFORMATION SHARING ACT has been added, beginning on page 10. Effective December 18, 2015, the Act is intended to improve cybersecurity in the United States through enhanced sharing of information about cybersecurity threats. Under the Act, a district may, for a cybersecurity purpose, share with or receive from a non-federal entity or the federal government a cyber threat indicator or defensive measure. The Act does not create a duty to share information.

In addition, we have:

- Based on ESSA, updated citations at CHILDREN'S INTERNET PROTECTION ACT (page 1) and ESEA FUNDING (page 3);
- Added existing statutory definitions related to the Stored Wire and Electronic Communications and Transactional Records Access Act (pages 8–10) and updated the cited case law to provide further guidance on the term "electronic storage" (page 9); and
- Revised provisions throughout to better track existing statutory language.

CQA (LEGAL) TECHNOLOGY RESOURCES DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

Several REQUIRED INTERNET POSTINGS have been added to this legally referenced policy.

- Item 1 references the requirement for a district that has received an accreditation status of accredited-warned, accredited-probation, or not accredited-revoked to post notice of the status on the district's home page with a link to the notification.
- Item 2 references the board's duty to post the district's Texas Academic Performance Report on the district's website.
- Item 4 references a district's obligation to post, by August 8 of each year, the community engagement ratings and compliance statuses for the district and each campus.
- Item 5 references the ESSA requirement for a district to post its annual federal report card.
- Item 22 references the requirement for a district to post information from TEA explaining the advantages of the distinguished level of achievement and each endorsement.
- Item 24 references the new ESSA requirement for a district that receives Title I, Part A funds to post on the district and each campus website information on state assessments and district-wide assessments.

D (LEGAL) PERSONNEL

To align with new commissioner rules on appraisal of principals and campus administrators, Policy Service has revised the subtitle of DNB to Evaluation of Campus Administrators.

Explanatory Notes

TASB Localized Policy Manual Update 105

DBA (LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS CREDENTIALS AND RECORDS

ESSA deleted the federal requirement for teachers and paraprofessionals to be "highly qualified," prompting Policy Service to remove those provisions and make other conforming adjustments to this legally referenced policy on credentials and records. ESSA requires a school that receives Title I funds to provide a parent notice when the parent's child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification or licensure requirements for the grade level and subject area in which the teacher has been assigned. See **FEDERALLY REQUIRED NOTICE WHEN TEACHER LACKS CREDENTIALS** on page 1.

State parental notice provisions regarding inappropriately certified or uncertified teachers have been moved here without revision from **DK(LEGAL)**. See **STATE-REQUIRED NOTICE WHEN TEACHER LACKS CREDENTIALS**, beginning on page 1.

New provisions from ESSA at **FEDERAL REQUIREMENTS FOR TEACHERS AND PARAPROFES- SIONALS**, on page 4, include the requirement for teachers and paraprofessionals working in Title I, Part A programs to meet applicable state certification and licensure requirements. The **FEDERAL REQUIRE- MENTS FOR SPECIAL EDUCATION TEACHERS** under ESSA require state certification as a special ed- ucation teacher, with no waiver of requirements, and a bachelor's degree.

At **FORMER EMPLOYEES**, on page 7, a revision from amended Administrative Code rules effective Jan- uary 7, 2016, allows a scanned version of an original service record to be considered official if one em- ploying district sends it directly to another employing district.

DBA (LOCAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS CREDENTIALS AND RECORDS

As mentioned above at **DBA(LEGAL)**, ESSA deleted the federal requirement for teachers and paraprofessionals to be "highly qualified." As a result, we recommend deletion of the text on parent noti- fication where a regular teacher is not "highly qualified." Provisions excepting notification when a highly qualified home campus teacher of a secondary student assigned to DAEP was the teacher of record have also been deleted from the policy, as these provisions were based on TEA's interpretation of the former federal "highly qualified" requirements.

Please note: State law requires a district to notify a parent if his or her child is in a classroom for which the district has assigned an inappropriately certified or uncertified teacher for more than 30 consecutive instructional days during the school year. See **DBA(LEGAL)** for this and federally required notice provi- sions.

DBAA (LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS CRIMINAL HISTORY AND CREDIT REPORTS

Existing statutory provisions on the criminal penalties for **UNAUTHORIZED DISCLOSURE OF CHRI** (criminal history record information) have been added on page 5.

Explanatory Notes

TASB Localized Policy Manual Update 105

DFBB (LOCAL) TERM CONTRACTS
NONRENEWAL

The first paragraph of this policy on nonrenewal affirms that decisions will not be based on protected employee characteristics. Recommended changes better align the list of protected characteristics with legal precedent regarding freedom from discrimination, harassment, and retaliation.

Several of the nonrenewal REASONS are recommended for revision.

- Based on the deletion by ESSA of federal "highly qualified" requirements, item 30 has been revised to refer to the failure to maintain licensing and certification requirements for the employee's assignment, including completion of continuing education requirements.
- Item 29 was adjusted to refer to the failure to fulfill requirements for state licensure or certification, including passing certification or licensing exams.
- HB 1842 from the 84th Legislative Session deleted state law that permitted a campus intervention team to make decisions about staff retention at a reconstituted campus and that prohibited, in most instances, the retention of the principal and educators at a repurposed campus. Following the changes in law, TEA instructed campuses that were previously identified for improvement to develop turnaround plans in accordance with HB 1842. As a result, we recommend deletion of references to the previous laws and have updated item 11 to address when an employee is not retained at a campus in accordance with the provisions of a campus turnaround plan.
- Item 31 has been updated to delete the reference to special assignment permits, which are no longer issued, and to refer more broadly to the failure to complete certification or permit renewal requirements.

A clarification at HEARING PROCEDURES explains that a record of the hearing shall be made so that a certified transcript can be prepared, if required.

DFFA (LOCAL) REDUCTION IN FORCE
FINANCIAL EXIGENCY

Based on the deletion by ESSA of federal "highly qualified" requirements, we recommend deletion of this term as an item to be considered under Qualifications for Current or Projected Assignment at CRITERIA FOR DECISION.

DFFB (LOCAL) REDUCTION IN FORCE
PROGRAM CHANGE

Based on the deletion by ESSA of federal "highly qualified" requirements, we recommend deletion of this term as an item to be considered under Qualifications for Current or Projected Assignment at CRITERIA FOR DECISION.

DGC (LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES
IMMUNITY

Citations in the text have been updated at TEACHERS (COVERDELL ACT) based on changes from ESSA.

Explanatory Notes

TASB Localized Policy Manual Update 105

DI (LEGAL) EMPLOYEE WELFARE

Changes to this legally referenced policy are to add detail regarding labeling and relabeling of hazardous chemical containers and to better reflect statute.

DK (LEGAL) ASSIGNMENT AND SCHEDULES

As mentioned above at DBA(LEGAL), ESSA deleted the federal requirement for teachers and paraprofessionals to be "highly qualified." As a result of that change, Policy Service has deleted the Note referencing highly qualified notice.

In addition, the details on state parental notice requirements regarding inappropriately certified or uncertified teachers have been moved without revision to DBA(LEGAL). [See STATE-REQUIRED NOTICE WHEN TEACHER LACKS CREDENTIALS at that code.]

DMA (LEGAL) PROFESSIONAL DEVELOPMENT REQUIRED STAFF DEVELOPMENT

Details on the required SUICIDE PREVENTION staff development training have been added based on new Administrative Code rules effective April 17, 2016. Districts must provide the training to new educators during new employee orientation and to currently employed educators by September 30, 2016. Certain training provided to educators after September 1, 2013, may satisfy the requirements for current educators.

The requirement for a district that receives Title I funds to have a strategy to address professional development was deleted by ESSA and has been deleted from this legally referenced policy.

Amendments to the Administrative Code effective December 27, 2015, are reflected at TEXAS ADOLESCENT LITERACY ACADEMIES, beginning on page 4. A teacher who is required to attend an adolescent literacy academy based on campus performance ratings must complete the training by December 31 of the calendar year in which the campus received the unacceptable performance rating. The district must maintain records of attendance in accordance with the district's record retention policy.

DNA (LEGAL) PERFORMANCE APPRAISAL EVALUATION OF TEACHERS

New commissioner rules on teacher appraisal, effective July 1, 2016, have been added to this legally referenced policy. The rules include implementation details on the Texas Teacher Evaluation and Support System (T-TESS), including requirements for teacher ORIENTATION AND ANNUAL REVIEW and certification of APPRAISERS, and a description of the specific elements of the APPRAISAL PROCESS. A teacher may submit a written response or rebuttal within ten working days of receiving a written observation summary, a written summative annual appraisal report, or any other written documentation regarding an appraisal. See TEACHER RESPONSE AND REBUTTAL on page 11. A teacher may make a REQUEST FOR A SECOND APPRAISAL at specific points in the process. Additional information on T-TESS may be found on TEA's website at: <https://teachfortexas.org>.

As with the former state-recommended appraisal system, the Professional Development and Appraisal System (PDAS), and prior law on locally developed appraisal systems, teachers who meet certain eligibility criteria and who agree in writing may be appraised less than annually. See LESS-THAN-ANNUAL, beginning on page 5.

Explanatory Notes

TASB Localized Policy Manual Update 105

Please note: TASB Policy Service released a survey in April 2016 to help districts update their local policy on teacher appraisal. If your district has not yet completed the survey, please contact your policy consultant.

DNB (LEGAL) PERFORMANCE APPRAISAL
EVALUATION OF CAMPUS ADMINISTRATORS

New commissioner rules on appraisal of principals and other campus administrators, effective July 1, 2016, have been added to this legally referenced policy. The rules include implementation details on the TEXAS PRINCIPAL EVALUATION AND SUPPORT SYSTEM (T-PESS), including specific APPRAISAL PROCEDURES such as development of a CALENDAR, creation of an APPRAISAL REPORT, consideration of ADDITIONAL DOCUMENTATION, APPRAISER QUALIFICATIONS, and ORIENTATION.

Additional information on T-PESS may be found on TEA's website at:
http://tea.texas.gov/Texas_Educators/Educator_Evaluation_and_Support_System/Texas_Principal_Evaluation_and_Support_System/.

Districts still have the option of developing a local principal appraisal process in accordance with law. See ALTERNATIVES TO T-PESS on page 5.

For the APPRAISAL OF CAMPUS ADMINISTRATORS OTHER THAN PRINCIPALS, the rules permit use of a modified version of the T-PESS or a locally developed system in accordance with law.

Please note: TASB Policy Service released a survey in April 2016 to help districts update their local policy on appraisal of principals and other campus administrators. If your district has not yet completed the survey, please contact your policy consultant.

DPB (LEGAL) PERSONNEL POSITIONS
SUBSTITUTE, TEMPORARY, AND PART-TIME POSITIONS

ESSA deleted the federal requirement for teachers and paraprofessionals to be "highly qualified," prompting Policy Service to remove from this legally referenced policy the text that referred to parental notice regarding highly qualified status previously required by law.

EEB (LEGAL) INSTRUCTIONAL ARRANGEMENTS
CLASS SIZE

The state class-size limits for kindergarten through grade 4 do not apply in any 12-week period during which the district's ADA has been adjusted due to a significant percentage of migratory children. New and revised definitions from ESSA provide guidance on whether a student is considered a "migratory child" based on a "qualifying move" and whether the student or student's parent is a "migratory agricultural worker" or a "migratory fisher."

EHAB (LEGAL) BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ELEMENTARY)

As reflected at GRADE 6 FINE ARTS, SBOE rules were amended effective August 24, 2015, to clarify expectations for fine arts requirements for grade 6 classrooms on elementary campuses. A district that has a self-contained grade 6 class at an elementary school must provide instruction to the sixth-grade students in all of the Middle School 1 TEKS for art, dance, music, and theatre.

Explanatory Notes

TASB Localized Policy Manual Update 105

EHAC (LEGAL) BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (SECONDARY)

SBOE rules were amended effective August 24, 2015, to align the secondary instruction requirements for middle school students with changes to the TEKS for fine arts and to comply with state law requiring students enrolled in GRADES 6–8 to complete at least one fine arts course during those grade levels. Reflected on page 2, the FINE ARTS REQUIREMENT as clarified by the rules requires a district to offer and maintain evidence that students have the opportunity to take courses in at least three of the four fine arts disciplines. Upon approval of the commissioner, a district is only required to offer an opportunity for a student to take courses in two of the fine arts disciplines.

EHBA (LEGAL) SPECIAL PROGRAMS
SPECIAL EDUCATION

An existing provision on district TRANSPORTATION obligations when a parent enrolls a student receiving special education services in a private school has been moved to EHBAC(LEGAL).

EHBAB (LEGAL) SPECIAL EDUCATION
ARD COMMITTEE AND INDIVIDUALIZED EDUCATION
PROGRAM

Amended commissioner rules effective December 2, 2015, have been added to this legally referenced policy on admission, review, and dismissal (ARD) committees and individualized education programs (IEPs). If a parent is unable to speak English, WRITTEN NOTICE of any ARD committee meetings or the district's refusal to schedule an ARD committee meeting requested by a parent must be provided in the parent's native language, unless it is clearly not feasible to do so, or must be provided orally if the parent's native language is not written. See page 4.

Likewise, the rules explain the requirement for a district to provide a student's IEP in the parent's native language. See TRANSLATION OF IEP INTO NATIVE LANGUAGE, beginning on page 7. A written translation must accurately translate all the text and be a complete and comparable rendition. A translated audio recording must also be a complete translation, and a district may provide a recording of the meeting at which the parent was assisted by an interpreter to satisfy this requirement. Oral translations are required if the parent's native language is not written.

A district must give a parent a written copy of the student's IEP, translated as required by law, at no cost to the parent.

EHBAC (LEGAL) SPECIAL EDUCATION
STUDENTS IN NONDISTRICT PLACEMENT

An existing provision on district TRANSPORTATION obligations when a parent enrolls a student receiving special education services in a private school has been moved to this code from EHBA(LEGAL).

EHBAD (LEGAL) SPECIAL EDUCATION
TRANSITION SERVICES

Citations in the text at GRADUATION, on page 2, have been updated based on changes to the Administrative Code effective September 16, 2015.

Explanatory Notes

TASB Localized Policy Manual Update 105

EHBAE (LEGAL) SPECIAL EDUCATION PROCEDURAL REQUIREMENTS

As clarified by amended commissioner rules effective December 2, 2015, when a district provides prior written notice to a parent of a proposal to initiate or change or a refusal to initiate or change the identification, evaluation, or educational placement of a child or the provision of a free and appropriate public education (FAPE), the notice must be in the parent's native language or other mode of communication. See PRIOR NOTICE AND CONSENT on page 3.

EHBD (LEGAL) SPECIAL PROGRAMS FEDERAL TITLE I

At PARENT AND FAMILY ENGAGEMENT PLAN, ESSA expands on the previous NCLBA requirement regarding parental involvement to require districts to conduct outreach to "family members" of district students as well as parents. Districts must implement programs, activities, and procedures for the involvement of parents and family members in order to receive funds under Title I, Part A. ESSA adds new provisions regarding engaging families, including involving parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board to adequately represent served families for the purpose of developing, revising, and reviewing the parent and family engagement policy, which will be incorporated into the district plan. [See BQ(LOCAL) for additional guidance regarding parent and family engagement plans.]

ESSA maintains the NCLBA requirement that educational services and other benefits for students in PRIVATE SCHOOLS be equitable in comparison to services and other benefits for public school children participating under Part A, but adds several new required services: instructional services, counseling, mentoring, and one-on-one tutoring.

EHBD (LOCAL) SPECIAL PROGRAMS FEDERAL TITLE I

ESSA maintains the previous NCLBA comparability of services requirement under which a district that receives Title I, Part A funds must ensure that each campus receives comparable state and local resources, regardless of whether any specific campus receives Title I, Part A funds. TEA's *Title I, Part A Comparability of Services Guidance Handbook* requires all districts that receive Title I, Part A funds to have a district salary schedule and written policy ensuring comparable services among campuses. New text is recommended for inclusion in this policy to satisfy the policy requirement, and it requires the district to provide written assurance to TEA regarding the listed areas of service.

For ease of reference, the language at COMPARABILITY OF SERVICES describing the different methods available to the district for documenting compliance has been updated to align with terminology in TEA's *Handbook*.

The *Handbook* may be accessed on TEA's website under [Title I, Part A Comparability of Services Guidance Handbook](#).

The text addressed at PARENTAL INVOLVEMENT PLAN from 2005 is recommended for deletion. Parent involvement is addressed at BQ(LOCAL) outlining district and campus level committees.

Explanatory Notes

TASB Localized Policy Manual Update 105

EHBE (LEGAL) SPECIAL PROGRAMS
BILINGUAL EDUCATION/ESL

ESSA has replaced the term "Limited English Proficient" with "English Learner," as reflected at TITLE III REQUIREMENTS on page 1. Please note that state law continues to use a variety of terms, including "student of limited English proficiency" and "English language learner."

EHBG (LEGAL) SPECIAL PROGRAMS
PREKINDERGARTEN

New commissioner rules effective April 6, 2016, have been added at HIGH-QUALITY PREKINDERGARTEN GRANT PROGRAM, beginning on page 3. The rules explain ELIGIBILITY FOR FUNDING, define which students are QUALIFYING STUDENTS, include details on CURRICULUM REQUIREMENTS and TEACHER REQUIREMENTS, and describe the required FAMILY ENGAGEMENT PLAN.

EHDD (LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT
COLLEGE COURSE WORK/DUAL CREDIT

Revised Higher Education Coordinating Board rules on dual credit, effective August 7, 2015, have been added beginning on page 3. At STUDENT ELIGIBILITY, we have added a reference to the relevant Administrative Code provision that includes the detailed requirements.

EHDE (LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT
DISTANCE LEARNING

A citation in the text at OLS ELIGIBILITY has been updated based on the renumbering of the referenced statutory provision effective August 6, 2015.

EIF (LEGAL) ACADEMIC ACHIEVEMENT
GRADUATION

New commissioner rules effective April 19, 2016, provide additional details regarding the INDIVIDUAL GRADUATION COMMITTEE (IGC) process. An IGC must convene on or before June 10 and must make a decision to award a diploma no later than August 31 for the student to be considered as a graduate for that school year. If the IGC makes a decision after August 31, the student will be reported in the subsequent year. The rules also establish a procedure for a principal to identify alternate members of the IGC when a required teacher or parent is unavailable to serve. On page 4, PEIMS REPORTING and DOCUMENTATION requirements are also addressed. The IGC process does not apply to a student receiving SPECIAL EDUCATION services.

Existing statutory provisions regarding publication of TEA information on the distinguished level of achievement and endorsements have been added at HIGH SCHOOL PGP on pages 6 and 7.

Explanatory Notes

TASB Localized Policy Manual Update 105

EKB (LEGAL) TESTING PROGRAMS STATE ASSESSMENT

An existing statutory provision requiring a district that receives Title I, Part A funds to provide parents information on their child's performance on state assessments has been moved without revision from DBA(LEGAL) to this legally referenced policy. See PARENTS RIGHT-TO-KNOW UNDER ESEA on page 12.

In addition, citations have been updated based on ESSA and a table of contents added for ease of reference.

FB (LEGAL) EQUAL EDUCATIONAL OPPORTUNITY

ESSA made minor changes to the existing requirement for districts to designate a LIAISON for homeless children. ESSA specifies that the liaison must be able to carry out the required duties of the position. ESSA also requires a district to provide additional notification regarding the duties of the liaison. A district must now inform homeless children and parents and guardians of homeless children of the liaison's duties in addition to informing school personnel, service providers, and advocates. See page 6.

FD (LEGAL) ADMISSIONS

Revisions to this legally referenced policy are to address wording changes from ESSA to the definition of HOMELESS STUDENTS and to include other relevant federal provisions defining homeless persons referred to in state law.

Other changes are to better reflect statute.

FDB (LEGAL) ADMISSIONS INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

ESSA revised the transfer provisions applicable to STUDENTS IN SCHOOLS IDENTIFIED FOR SUPPORT AND IMPROVEMENT. See pages 4–5. Previously a district was required to provide a student in an identified school an opportunity to transfer to another public school served by the district; under ESSA, a district may provide these students an opportunity to transfer. A district may pay for transportation of these students with Title I basic program allocations.

Other changes are to better reflect statute.

FDC (LEGAL) ADMISSIONS HOMELESS STUDENTS

This legally referenced policy on homeless students has been revised significantly based on changes from ESSA.

We have moved to the beginning of the policy the existing requirement for a district to make school placement and enrollment decisions for HOMELESS CHILDREN in accordance with the child's best interest, added an existing definition of "UNACCOMPANIED YOUTH," and incorporated a change from ESSA to explain that the "SCHOOL OF ORIGIN" includes the receiving school at the next grade level for a feeder school.

Explanatory Notes

TASB Localized Policy Manual Update 105

Other revisions from ESSA at SCHOOL STABILITY provide guidance on how a district determines a child's "best interest" for placement and enrollment decisions. A district must presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. A district shall also consider the impact of moving schools on achievement, education, health, and safety. If the district determines that it is not in the child's best interest to attend the school of origin or the requested school, the district must provide a written explanation in a form that is understandable to the parent or student, including information regarding the dispute resolution process.

Existing provisions at SCHOOL PLACEMENT, on page 3, have been updated to better match statutory wording and reflect that TEA must affirm that districts will adopt policies and practices to ensure that homeless children are not stigmatized or segregated. See FDC(LOCAL) below for text to satisfy this policy requirement.

Existing provisions regarding RECORDS, updated with minor changes from ESSA, have been added to the policy, also on page 3.

Two new ESSA provisions have been added. At PRIVACY, the text clarifies that a district must treat information about the living situation of a homeless child as a student education record; a district cannot designate the information as directory information under FERPA. Regarding HOMELESS CHILDREN WITH DISABILITIES, on page 4, a district must coordinate homeless services with other special education services provided by the district or other districts.

Please note: The TASB *Regulations Resource Manual*, available on myTASB, includes an FAQ for district staff with information regarding dispute resolution procedures, including state timeline expectations for processing a dispute, and a sample dispute resolution form for use by a parent, guardian, or unaccompanied youth who disagrees with the district's eligibility, school selection, or enrollment decision. TASB developed these materials in collaboration with TEA, Education Service Center (ESC) Region 10, and the Texas Homeless Education Office (THEO). See FDC(EXHIBIT).

FDC (LOCAL) ADMISSIONS HOMELESS STUDENTS

As described at FDC and FFC(LEGAL), ESSA made several changes to the McKinney-Vento Homeless Assistance Act. Recommended revisions to this local policy incorporate those changes.

Text at LIAISON FOR HOMELESS STUDENTS addresses the new requirement for a district to adopt policies and practices to ensure that the liaison participates in professional development activities. In addition to requiring the liaison to receive professional development, the local policy text requires the liaison to provide appropriate staff members with relevant professional development and to review with campus admissions personnel the laws and procedures applicable to homeless students. These statements address new duties for the liaison added by ESSA. See FFC(LEGAL), below.

To satisfy the requirement to adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated, a statement has been added to that effect at ADMISSIONS. See FDC(LEGAL), above. Recommended text also clarifies that campus admissions staff must notify the liaison regarding the admission of a homeless student.

Text at ENROLLMENT IN SCHOOL OF ORIGIN has been updated to reflect the presumption that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth, and to update the factors that the district considers in making this decision.

Explanatory Notes

TASB Localized Policy Manual Update 105

Revisions at DISPUTE RESOLUTION PROCESS include the requirement for the district to provide notices regarding enrollment in writing and in a form that is understandable to the parent or student. These notices must include information on the right to appeal. A new sentence reflecting recommended best practice from TEA requires the district to expedite local timelines in the district's complaint process, when possible, for prompt dispute resolution.

Please note: Further details on the dispute resolution procedures are included in FDC(EXHIBIT) in the *TASB Regulations Resource Manual*, available on myTASB. The materials include an FAQ for district staff with information regarding dispute resolution procedures, including state timeline expectations for processing a dispute, and a sample dispute resolution form for use by a parent, guardian, or unaccompanied youth who disagrees with the district's eligibility, school selection, or enrollment decision. TASB developed these materials in collaboration with TEA, ESC Region 10, and THEO.

FDE (LEGAL) ADMISSIONS
SCHOOL SAFETY TRANSFERS

Citations to the NCLBA have been deleted and provisions have been revised throughout to better track existing statutory language.

FFC (LEGAL) STUDENT WELFARE
STUDENT SUPPORT SERVICES

ESSA imposes additional responsibilities regarding the LIAISON FOR HOMELESS STUDENTS. In appointing a liaison, the district must designate someone who can carry out the duties required by law. A district must also adopt policies and practices to ensure that the liaison participates in professional development and other activities. See FDC(LOCAL), above, for local policy text to satisfy this policy requirement.

New DUTIES require the liaison to ensure that:

- The notice of educational rights of homeless children is disseminated in locations frequented by parents and guardians of homeless children and unaccompanied youths and is in a form understandable to them;
- Other district staff who provide services under the McKinney-Vento Act receive professional development and other support; and
- Unaccompanied youth are enrolled in school, have the same academic opportunities as other students, and are informed of assistance they can receive regarding application for federal student financial aid.

A liaison may affirm that a homeless child or the child's family meets the U.S. Department of Housing and Urban Development homeless eligibility standard for purposes of qualifying for the department's programs. See DETERMINATION OF HOMELESS STATUS on page 2.

Changes at NOTICE require districts to inform homeless children and parents and guardians of homeless children of the duties of the homeless liaison.

Regarding children in the conservatorship of the state, ESSA requires a district receiving Title I, Part A funds to designate a district contact to collaborate with the local child welfare agency if the agency designates a contact to work with the district. See CHILD WELFARE CONTACT on page 3.

Explanatory Notes

TASB Localized Policy Manual Update 105

Please note: The TASB *Regulations Resource Manual*, available on myTASB, includes an FAQ for district staff with information regarding dispute resolution procedures, including state timeline expectations for processing a dispute, and a sample dispute resolution form for use by a parent, guardian, or unaccompanied youth who disagrees with the district's eligibility, school selection, or enrollment decision. TASB developed these materials in collaboration with TEA, ESC Region 10, and THEO. See FDC(EXHIBIT).

FL (LEGAL) STUDENT RECORDS

A new provision from ESSA has been added on page 18 and clarifies that a district must treat information about the living situation of a HOMELESS STUDENT as a student education record; a district cannot designate the information as directory information.

Another change from ESSA appears at CONSENT TO RELEASE, beginning on page 20. The change explains that an 18-year-old student or the student's parent may submit a written request that the district not release the student's name, address, and telephone listing to military recruiters or institutions of higher education without prior written consent. A district may withhold access to the contact information based on the written consent request process, but may not implement an opt-in procedure.

FNA (LEGAL) STUDENT RIGHTS AND RESPONSIBILITIES STUDENT EXPRESSION

At FEDERAL FUNDS, a citation to the NCLBA has been deleted and the text revised to better track existing statutory language.

FNCF (LEGAL) STUDENT CONDUCT ALCOHOL AND DRUG USE

An outdated provision from the NCLBA addressing programs and activities funded under the federal Safe and Drug-Free Schools and Communities Act has been deleted. Other changes are to better track existing statutory language.

FNCG (LEGAL) STUDENT CONDUCT WEAPONS

At FEDERAL FIREARMS PROVISION, we have added two existing statutory provisions from the Gun-Free Schools Act:

- A definition of "SCHOOL," which includes any setting that is under the control and supervision of a district for the purpose of district student activities; and
- The EXCEPTION for a firearm that is lawfully stored inside a locked vehicle on school property or used as part of a district activity for which the district has adopted appropriate safeguards to ensure student safety.

Citations have been updated based on ESSA.

Explanatory Notes

TASB Localized Policy Manual Update 105

FOC (LEGAL) STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCA-
TION SETTING

A student younger than six years of age who has been expelled to a DAEP under the Gun-Free Schools Act must be provided educational services in the DAEP. This has been clarified at STUDENTS YOUNGER THAN SIX on page 4.

A revision at TERM OF REMOVAL, on page 5, explains that a period of DAEP placement may not exceed one year unless the district determines that the student is a threat to the safety of other students or to district employees. Previously the law also allowed an extended placement if it was in the best interest of the student, but that criterion was removed from statute.

Other changes are to better reflect statute.

FOD (LEGAL) STUDENT DISCIPLINE
EXPULSION

At FEDERAL FIREARMS OFFENSE, beginning on page 2, we have made the following revisions to the provisions on the Gun-Free Schools Act:

- Revisions to the text to better match statutory wording;
- Updated citations based on ESSA; and
- The addition of a definition of "SCHOOL," which includes any setting that is under the control and supervision of a district for the purpose of district student activities.

GBA (LEGAL) PUBLIC INFORMATION PROGRAM
ACCESS TO PUBLIC INFORMATION

Material from the recently passed Cybersecurity Information Sharing Act has been added on page 11. Effective December 18, 2015, the Act is intended to improve cybersecurity in the United States through enhanced sharing of information about cybersecurity threats. If for purposes of cybersecurity a district shares or receives a cyber threat indicator or defensive measure, the information is exempt from disclosure.

See also CQ(LEGAL), above.

GKC (LEGAL) COMMUNITY RELATIONS
VISITORS TO THE SCHOOLS

Minor, nonsubstantive revisions at MILITARY RECRUITERS' ACCESS TO STUDENTS are based on ESSA.

(LOCAL) Policy Comparison Packet

Each marked-up (LOCAL) policy in this collection reflects an automated comparison of the updated policy with its precursor, as found in the TASB Policy Service records.

The comparison is generated by an automated process that shows changes as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, Policy Service's recent migration to Word 2013 causes some margin notes to appear as a tracked change where no change has taken place.

For further assistance in understanding changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Policy.Service@tasb.org

800-580-7529

512-467-0222

REASONS

The Board's decision not to renew the Superintendent's contract shall not be based on the Superintendent's exercise of **Constitutional** rights ~~guaranteed by the Constitution~~, or based unlawfully on race, color, religion, sex, **gender**, national origin, **age**, disability, or **any other basis prohibited by law**. ~~age~~. Reasons for the nonrenewal of the Superintendent's contract shall be:

1. Deficiencies pointed out in evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Insubordination or failure to comply with Board directives.
5. Failure to comply with Board policies or administrative regulations.
6. Failure of the District to make measurable progress **to-**~~ward~~**towards** the goals stated in the District improvement plan. [See BQ]
7. Conducting personal business during school hours when it results in neglect of duties.
8. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on **District**~~school~~ property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
9. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
10. Failure to meet the District's standards of professional conduct.
11. Failure to report to the Board any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]
12. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]

13. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.
14. Disability, not otherwise protected by law, that prevents the Superintendent from performing the essential functions of the job.
15. Any activity, school-connected or otherwise, that, because of publicity given it or knowledge of it among students, faculty, or **the** community, impairs or diminishes the Superintendent's effectiveness in the District.
16. Any breach by the Superintendent of an employment contract or any reason specified in the Superintendent's employment contract.
17. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, staff, or the Board.
- 18. Behavior that presents a danger of physical harm to a student or other individuals.**
- ~~18-19.~~ Assault on a person on **District**~~school~~ property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
- ~~19-20.~~ Use of profanity in the course of performing any duties of employment, whether on or off **District**~~school~~ premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
- ~~20-21.~~ Falsification of records or other documents related to the District's activities.
- ~~21-22.~~ Falsification or omission of required information on an employment application.
- ~~22-23.~~ Misrepresentation of facts to the Board or other District officials in the conduct of District business.
- ~~23.~~ Failure to fulfill **or maintain** requirements for Superintendent certification, **unless granted a waiver by**.
- ~~24.~~ ~~Failure to fulfill~~ the **commissioner**~~requirements~~ of **education**~~a deficiency plan under an Emergency Permit or a Special Assignment Permit.~~
25. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.

26. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.

~~26-27.~~ Any reason constituting good cause for terminating the contract during its term.

NOTICE OF
PROPOSED
NONRENEWAL

If the Board determines that the Superintendent's contract should be considered for nonrenewal, the Board shall deliver to the Superintendent ~~by hand or certified mail, return receipt requested,~~ written notice of the proposed nonrenewal **in accordance with law.** ~~This notice shall contain the hearing procedures and shall be delivered not later than the 30th day before the last day of the contract term.~~

REQUEST FOR
HEARING

If the Superintendent desires a hearing after receiving notice of the proposed nonrenewal, the Superintendent shall notify the Board in writing not later than the 15th day after receiving the notice. When the Board receives a timely request for a hearing on proposed nonrenewal, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The Superintendent shall be given notice of the hearing date as soon as it is set.

HEARING
PROCEDURE

Unless the Superintendent requests that the hearing be open, ~~The~~ hearing shall be conducted in closed meeting ~~unless the Superintendent requests that it be open,~~ with only the members of the Board, the Superintendent, their chosen representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until **called** ~~it is their turn~~ to present evidence. The Superintendent and the Board may each be represented by a person designated in writing to act for them. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the **presiding officer's** ~~Board President's~~ control and ~~in general~~ shall **generally** follow the steps listed below:

1. After consultation with the parties, the **presiding officer** ~~Board President~~ shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the Board's presentation, supported by such proof as it desires to offer.
3. The Superintendent may cross-examine any witnesses for the Board.

4. The Superintendent may then present such testimonial or documentary proofs, as desired, to offer in rebuttal or in general support of the contention that the contract be renewed.
5. The Board may cross-examine any witnesses for the Superintendent and offer rebuttal to the testimony of the Superintendent's witnesses.
6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

BOARD DECISION

The Board may consider only such evidence as is presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the Superintendent's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the Superintendent by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

NO HEARING

If the Superintendent fails to request a hearing, the Board shall take the appropriate action and notify the Superintendent in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LOCAL)

~~DISTRICT MISSION,
GOALS, AND
OBJECTIVES AND
CAMPUS OBJECTIVES~~

The Board shall approve and periodically review the District's **vi-
sion**, mission, and goals to improve student performance. The **vi-
sion**, mission, goals, and the approved District and campus objec-
tives shall be mutually supportive and shall support the state goals
and objectives under Education Code, Chapter 4. [See
AE(EXHIBIT)]

DISTRICT
IMPROVEMENT
PLANNING PROCESS

The District's planning process to improve student performance
includes the development of the District's educational goals, the
legal requirements for the District and campus improvement plans,
all pertinent federal planning requirements, and administrative pro-
cedures. The Board shall approve the process under which the
educational goals are developed and shall ensure that input is
gathered from the District-level committee. [See BQA]

**PARENT AND
FAMILY
ENGAGEMENT**~~PARE
NTAL
INVOLVEMENT
PLAN~~

The Board shall ensure that the District and campus improvement
plans, as applicable, address all elements required by federal law
for receipt of Title I, Part A funds, including elements pertaining to
parent and family engagement,~~parental involvement~~. The Dis-
trict-level and campus-level committees shall involve parents **and
family members of District students** in the development of such
plans and in the process for campus review and improvement of
student academic achievement and campus performance. [See
EHBD]

ADMINISTRATIVE
PROCEDURES AND
REPORTS

The Board shall ensure that administrative procedures **are devel-
oped**~~meet legal requirements~~ in the areas of planning, budgeting,
curriculum, staffing patterns, staff development, and school organi-
zation; adequately reflect the District's planning process; and in-
clude implementation guidelines, time frames, and necessary re-
sources. **The District-level and campus-level committees shall
be involved in the development of these procedures.** [See
BQA and BQB]

The Superintendent shall report periodically to the Board on the
status of the planning process, including a review of the related
administrative procedures, any revisions to improve the process,
and progress on implementation of identified strategies.

EVALUATION

The Board shall ensure that data are gathered and criteria are de-
veloped to undertake the required biennial evaluation to ensure
that policies, procedures, and staff development activities related to
planning and decision-making are effectively structured to positive-
ly impact student performance.

INTEGRATED PEST
MANAGEMENT
PROGRAM

The District is committed to following integrated pest management **(IPM) guidelines as required by Chapter 1951 of the Occupations Code and Title 4, Chapter 7 of the Administrative Code guidelines** in all pest control activities that take place on District property.

DEFINITION

IPM DEFINITION

~~As provided in the Texas Administrative Code, integrated pest management (IPM)~~ is a pest management strategy that relies on accurate identification and scientific knowledge of target pests, reliable monitoring methods to assess pest presence, preventative measures to limit pest problems, and thresholds to determine when corrective control measures are needed. Under IPM, whenever economical and practical, multiple control tactics shall be used to achieve best control of pests. These tactics shall possibly include, but are not limited to, the judicious use of pesticides.

STANDARDS

~~The~~ ~~In accordance with Part 4, Title 7 of the Administrative Code and Chapter 1951 of the Occupations Code, the~~ District's IPM program shall govern the District's use of pesticides, herbicides, and other chemical agents for the purpose of controlling pests, rodents, insects, and weeds in and around District facilities.

IPM COORDINATOR

~~IPM COORDINATOR~~

The Superintendent shall designate the IPM coordinator(s), who shall be registered with the Texas Department of Agriculture. The IPM coordinator(s) shall receive training in accordance with law **and shall provide training to District employees, as necessary.**

APPLICATION TIME
FRAME

The IPM coordinator(s), in addition to the responsibilities set out in CLB(LEGAL), shall coordinate with appropriate District administrators or other designated and trained employees regarding pesticide or herbicide applications in accordance with law. The IPM coordinator(s) shall determine when an emergency situation exists and an exception to the 48-hour notice requirement may be made.

NO UNAUTHORIZED
APPLICATION

If the IPM coordinator is a licensed applicator, the IPM coordinator may apply pesticides in accordance with law. No other employee or other person or entity shall be permitted to apply a pesticide or herbicide at a ~~District school~~ facility without the prior approval of the IPM coordinator and other than in the manner prescribed by law and the District's IPM program.

The U.S. and Texas flags shall be prominently displayed in each classroom to which a student is assigned during the time that the pledges of allegiance to those flags are recited.

The Superintendent shall oversee the performance of records management functions prescribed by state and federal law:

- ~~Records Management Officer, as prescribed by Local Government Code 203.023~~
- Records Administrator, as prescribed by Local Government Code 176.001 and 176.007 [See BBFA and CHE]
- Officer for Public Information, as prescribed by Government Code 552.201–.205 [See GBAA]
- Public Information Coordinator, as prescribed by Government Code 552.012 [See BBD]

**LOCAL GOVERNMENT
RECORDS ACT
“LOCAL
GOVERNMENT
RECORD”**

The term “local government record” shall pertain to all items identified as such by the Local Government Records Act.

**RECORDS
MANAGEMENT
OFFICER**

The Superintendent shall serve as and perform the duties of the District’s records management officer as prescribed by Local Government Code 203.023, and shall administer the District’s records management program pertaining to local government records in compliance with the Local Government Records Act.

NOTIFICATION

The records management officer shall file his or her name with the Texas State Library and Archives Commission (TSLAC) within 30 days of assuming the position.

**RECORDS
CONTROL
SCHEDULES**

The records management officer shall file with the TSLAC a written declaration that the District has adopted records control schedules that comply with records retention schedules issued by the TSLAC as provided by law.

WEBSITE POSTINGS

The District’s records management program shall address the length of time records will be posted on the District’s website when the law does not specify a posting period.

**RECORDS
DESTRUCTION
PRACTICES**

**ALL LOCAL
GOVERNMENT
RECORDS SHALL BE
CONSIDERED
DISTRICT PROPERTY
AND ANY
UNAUTHORIZED
DESTRUCTION OR
REMOVAL SHALL BE
PROHIBITED.
DOCUMENT
DESTRUCTION
PRACTICES**

The District shall follow its records **control schedules, records management program, and all applicable laws** regarding ~~records document~~ destruction. However, the District shall preserve ~~records documents~~, including electronically stored information, and suspend routine record destruction practices **where appropriate and in accordance with** ~~as applicable according to~~ procedures developed by the records management officer. **Such procedures shall describe the circumstances under which local government records scheduled for destruction must be retained. ÷**

- ~~1. In the event of pending or reasonably anticipated litigation;~~
- ~~2. In the event of an investigation by a federal agency or department or any bankruptcy case; or~~
- ~~3. In the event of a public information request.~~

Notification shall be given to appropriate staff **when** ~~of any applicable obligations to suspend~~ routine record destruction practices **must be suspended and when they may be resumed.**

**TRAINING
THE RECORDS
MANAGEMENT
OFFICER SHALL
RECEIVE
APPROPRIATE
TRAINING
REGARDING THE
LOCAL GOVERNMENT
RECORDS ACT AND
SHALL ENSURE THAT
CUSTODIANS OF
RECORDS, AS
DEFINED BY LAW,
AND OTHER
APPLICABLE
DISTRICT STAFF ARE
TRAINED ON THE
DISTRICT'S RECORDS
MANAGEMENT
PROGRAM,
INCLUDING THIS
POLICY AND
CORRESPONDING
PROCEDURES.
~~WEBSITE POSTINGS~~**

~~The District's records management program shall address the length of time documents will be posted on the District's website when the law does not specify a posting period.~~

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CREDENTIALS AND RECORDS

DBA
(LOCAL)

~~PARENT
NOTIFICATION~~

~~The District shall notify parents of students in classrooms in which the regular teacher is not “highly qualified,” as required by law.~~

~~However, notification shall not be required when:~~

- ~~1. The home campus teacher of a secondary school student assigned to a disciplinary alternative education program (DAEP) is considered the teacher of record;~~
- ~~2. The home campus teacher:
 - ~~— Is highly qualified,~~
 - ~~a. Assigns and evaluates the student’s coursework,~~
 - ~~a. Provides substantially the same coursework and uses the same grading standards as in the regular classroom,~~
 - ~~a. Has final authority on the coursework grades and the final grade for the course, and~~
 - ~~a. Is regularly available for face-to-face consultation with the student and the DAEP teacher; and~~~~
- ~~2. The DAEP teacher meets all applicable SBEC certification requirements.~~

UPDATING
CREDENTIALS

All employees who have earned certificates, endorsements, or degrees of higher rank since the previous school year shall file with the **District Superintendent**:

1. An official college transcript showing the highest degree earned and date conferred.
2. Proof of the certificate or endorsement.

CONTRACT
PERSONNEL

The Superintendent or designee shall ensure that contract personnel possess valid credentials before issuing contracts.

**SOCIAL SECURITY
NUMBER**

~~SOCIAL SECURITY
NUMBER~~

The District shall not use an employee’s social security number as an employee identifier, except for tax purposes [see DC]. In accordance with law, the District shall keep an employee’s social security number confidential.

REASONS

The recommendation to the Board and its decision not to renew a contract under this policy shall not be based on an employee's exercise of Constitutional rights or based unlawfully on an employee's race, color, religion, sex, **gender**, national origin, **age**, disability, or **any other basis prohibited by law**~~age~~. Reasons for proposed nonrenewal of an employee's term contract shall be:

1. Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Inability to maintain discipline in any situation in which the employee is responsible for the oversight and supervision of students.
5. Insubordination or failure to comply with official directives.
6. Failure to comply with Board policies or administrative regulations.
7. Excessive absences.
8. Conducting personal business during school hours when it results in neglect of duties.
9. Reduction in force because of financial exigency. [See DFFA]
10. Reduction in force because of a program change. [See DFFB]
- ~~11.~~ ~~A decision by a campus intervention team that the employee not be retained at a reconstituted campus. [See AIC]~~
- ~~12.~~ ~~11.~~ The employee is not retained at a campus ~~that has been repurposed~~ in accordance with **the provisions of a campus turnaround plan**~~law~~. [See AIC]
- ~~13.~~ ~~12.~~ Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on **District**~~school~~ property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
- ~~14.~~ ~~13.~~ The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.

- ~~15-14.~~ Failure to meet the District's standards of professional conduct.
- ~~16-15.~~ Failure to report any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]
- ~~17-16.~~ Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
- ~~18-17.~~ Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.
- ~~19-18.~~ Disability, not otherwise protected by law, that prevents the employee from performing the essential functions of the job.
- ~~20-19.~~ Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, ~~or the~~ and community, impairs or diminishes the employee's effectiveness in the District.
- ~~21-20.~~ Any breach by the employee of an employment contract or any reason specified in the employee's employment contract.
- ~~22-21.~~ Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
- ~~23-22.~~ A significant lack of student progress attributable to the educator.
- ~~24-23.~~ Behavior that presents a danger of physical harm to a student or to other individuals.
- ~~25-24.~~ Assault on a person on ~~District~~ school property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
- ~~26-25.~~ Use of profanity in the course of performing any duties of employment, whether on or off school premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
- ~~27-26.~~ Falsification of records or other documents related to the District's activities.

~~28-27.~~ Falsification or omission of required information on an employment application.

~~29-28.~~ Misrepresentation of facts to a supervisor or other District official in the conduct of District business.

~~30-29.~~ Failure to fulfill requirements for **state licensure or certification**, including passing certification **or licensing** examinations required by state **or federal law or by the District**, for the employee's assignment.

~~31-30.~~ Failure to ~~achieve or~~ maintain **licensing and certification requirements, including the completion of "highly qualified" status as** required **continuing education hours**, for the employee's assignment.

~~32-31.~~ Failure to **complete certification or permit renewal requirements, or failure to** fulfill the requirements of a deficiency plan, under an Emergency Permit, ~~a Special Assignment Permit~~, or a Temporary Classroom Assignment Permit.

~~33-32.~~ Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.

~~34-33.~~ Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.

~~35-34.~~ Any reason constituting good cause for terminating the contract during its term.

RECOMMENDATIONS
FROM
ADMINISTRATION

Administrative recommendations for renewal or proposed nonrenewal of ~~term professional employee~~ contracts shall be submitted to the Superintendent. A recommendation for proposed nonrenewal shall be supported by any relevant documentation. The final decision on the administrative recommendation to the Board on each employee's contract rests with the Superintendent.

SUPERINTENDENT'S
RECOMMENDATION

The Superintendent shall prepare lists of employees whose contracts are recommended for renewal or proposed nonrenewal by the Board. Supporting documentation, if any, and reasons for the recommendation shall be submitted for each employee recommended for proposed nonrenewal.

~~–~~The Board shall consider such information, as appropriate, in support of recommendations for proposed nonrenewal and shall then act on all recommendations.

NOTICE OF
PROPOSED
NONRENEWAL

After the Board votes to propose nonrenewal, the Superintendent or designee shall deliver written notice of proposed nonrenewal in accordance with law.

If the notice of proposed nonrenewal does not contain a statement of the reason or all ~~of~~ the reasons for the proposed action, and the employee requests a hearing, the District shall give the employee notice of all reasons for the proposed nonrenewal ~~at~~ a reasonable time before the hearing. The initial notice or any subsequent notice shall contain the hearing procedures.

REQUEST FOR
HEARING

If the employee desires a hearing after receiving the notice of proposed nonrenewal, the employee shall notify the Board in writing not later than the 15th day after the date the employee received the notice of proposed nonrenewal.

When a timely request for a hearing on a proposed nonrenewal is received by the presiding officer, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The employee shall be given notice of the hearing date as soon as it is set.

HEARING
PROCEDURES
~~PROCEDURES~~

Unless the employee requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the employee, the Superintendent, their representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The employee and the administration may choose a representative. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the administration's presentation, supported by such proof as it desires to offer.
3. The employee may cross-examine any witnesses for the administration.
4. The employee may then present such testimonial or documentary proof, as desired, to offer in rebuttal or general support of the contention that the contract be renewed.
5. The administration may cross-examine any witnesses for the employee and offer rebuttal to the testimony of the employee's witnesses.

6. Closing arguments may be made by each party.

A record of the hearing shall be made **so that a certified transcript can be prepared, if required.**

BOARD DECISION

The Board may consider only evidence presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the employee's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the employee by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

NO HEARING

If the employee fails to request a hearing, the Board shall take the appropriate action and notify the employee in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

REDUCTION IN FORCE
FINANCIAL EXIGENCY

DFFA
(LOCAL)

**PLAN TO REDUCE
PERSONNEL COSTS**

~~PLAN TO REDUCE
PERSONNEL COSTS~~

If the Superintendent determines that there is a need to reduce personnel costs, the Superintendent shall develop, in consultation with the Board as necessary, a plan for reducing costs that may include one or more of the following:

- Salary reductions [see DEA];
- Furloughs, if the District has received **from the commissioner of education** certification ~~from the Commissioner~~ of a reduction in funding under Education Code 42.009 [see CBA and DEA];
- Reductions in force of contract personnel due to financial exigency, if the District meets the standard for declaring a financial exigency as defined by the **commissioner** ~~Commissioner~~ [see CEA and provisions at REDUCTION IN FORCE DUE TO FINANCIAL EXIGENCY, below];
- Reductions in force of contract personnel due to program change [see DFFB]; or
- Other means of reducing personnel costs.

A plan to reduce personnel costs may include the reduction of personnel employed pursuant to employment arrangements not covered at APPLICABILITY, below.

- See DCD for the termination at any time of at-will employment.
- See DFAB for the termination of a probationary contract at the end of the contract period.
- See DFCA for the termination of a continuing contract, **if applicable**.
- See DCE for the termination at the end of the contract period of a contract not governed by Chapter 21 of the Education Code.

**REDUCTION IN FORCE
DUE TO FINANCIAL
EXIGENCY**

APPLICABILITY

~~REDUCTION IN FORCE
DUE TO FINANCIAL
EXIGENCY~~

~~APPLICABILITY~~

The following provisions shall apply when a reduction in force due to financial exigency requires:

1. The nonrenewal or termination of a term contract;
2. The termination of a probationary contract during the contract period; or
3. The termination of a contract not governed by Chapter 21 of the Education Code during the contract period.

DEFINITIONS

Definitions used in this policy are as follows:

DATE ISSUED: ~~7/8/2016~~ 5/11/2015
UPDATE ~~105~~ 102
DFFA(LOCAL)-A

ADOPTED:

1 of 5

REDUCTION IN FORCE
FINANCIAL EXIGENCY

DFFA
(LOCAL)

1. "Nonrenewal" shall mean the termination of a term contract at the end of the contract period.
2. "Discharge" shall mean termination of a contract during the contract period.

GENERAL GROUNDS

~~GENERAL GROUNDS~~

A reduction in force may take place when the Superintendent recommends and the Board adopts a resolution declaring a financial exigency. [See CEA] A determination of financial exigency constitutes sufficient reason for nonrenewal or sufficient cause for discharge.

EMPLOYMENT AREAS

~~EMPLOYMENT AREAS~~

When a reduction in force is to be implemented, the Superintendent shall recommend the employment areas to be affected.

Employment areas may include, for example:

1. Elementary grades, levels, subjects, departments, or programs.
2. Secondary grades, levels, subjects, departments, or programs, including career and technical education subjects.
3. Special programs, such as gifted and talented, bilingual/ESL programs, special education and related services, compensatory education, or migrant education.
4. Disciplinary alternative education programs (DAEPs) and other discipline management programs.
5. Counseling programs.
6. Library programs.
7. Nursing and other health services programs.
8. An educational support program that does not provide direct instruction to students.
9. Other District-wide programs.
10. An individual campus.
11. Any administrative position, unit, or department.
12. Programs funded by state or federal grants or other dedicated funding.
13. Other contractual positions.

The Superintendent's recommendation may address whether any employment areas should be:

REDUCTION IN FORCE
FINANCIAL EXIGENCY

DFFA
(LOCAL)

1. Combined or adjusted (e.g., “elementary programs” and “compensatory education programs” can be combined to identify an employment area of “elementary compensatory education programs”); and/or
2. Applied on a District-wide or campus-wide basis (e.g., “the counseling program at [named elementary campus]”).

The Board shall determine the employment areas to be affected.

CRITERIA FOR
DECISION

The Superintendent or designee shall apply the following criteria to the employees within an affected employment area when a reduction in force will not result in the nonrenewal or discharge of all staff in the employment area. The criteria are listed in the order of importance and shall be applied sequentially to the extent necessary to identify the employees who least satisfy the criteria and therefore are subject to the reduction in force. For example, if all necessary reductions can be accomplished by applying the first criterion, it is not necessary to apply the second criterion, and so forth.

1. Qualifications for Current or Projected Assignment: Certification, multiple or composite certifications, bilingual certification, licensure, endorsement, ~~highly qualified status~~, and/or specialized or advanced content-specific training or skills for the current or projected assignment.
2. Performance: Effectiveness, as reflected by:
 - a. The most recent formal appraisal and, if available, consecutive formal appraisals from more than one year [see DNA]; and
 - b. Any other written evaluative information, including disciplinary information, from the last 36 months.

If the Superintendent or designee at his or her discretion decides that the documented performance differences between two or more employees are too insubstantial to rely upon, he or she may proceed to apply the remaining criteria in the order listed below.

3. Extra Duties: Currently performing an extra-duty assignment, such as department or grade-level chair, band director, athletic coach, or activity sponsor.
4. Professional Background: Professional education and work experience related to the current or projected assignment.
5. Seniority: Length of service in the District, as measured from the employee’s most recent date of hire.

**SUPERINTENDENT
RECOMMENDATION**

~~SUPERINTENDENT
RECOMMENDATION
BOARD VOTE
BOARD VOTE~~

The Superintendent shall recommend to the Board the nonrenewal or discharge of the identified employees within the affected employment areas.

After considering the Superintendent's recommendations, the Board shall determine the employees to be proposed for nonrenewal or discharge, as appropriate.

If the Board votes to propose nonrenewal of one or more employees, the Board shall specify the manner of hearing in accordance with DFBB(LOCAL).

If the Board votes to propose discharge of one or more employees, the Board shall determine whether the hearing will be conducted by a TEA-appointed hearing examiner [see DFD] or will be a local hearing under Education Code 21.207 [see DFBB].

**NOTICE
NOTICE**

The Superintendent or designee shall provide each employee written notice of the proposed nonrenewal or discharge, as applicable. The notice shall include:

1. The proposed action, as applicable;
2. A statement of the reason for the proposed action; and
3. Notice that the employee is entitled to a hearing of the type determined by the Board.

**CONSIDERATION FOR
AVAILABLE
POSITIONS**

~~CONSIDERATION FOR
AVAILABLE POSITIONS~~

An employee who has received notice of proposed nonrenewal or discharge may apply for available positions for which he or she wishes to be considered. The employee is responsible for reviewing posted vacancies, submitting an application, and otherwise complying with District procedures.

If the employee meets the District's objective criteria for the position and is the most qualified internal applicant, the District shall offer the employee the position until:

1. Final action by the Board to end the employee's contract, if the employee does not request a hearing.
2. The evidentiary hearing by the independent hearing examiner, the Board, or other person designated in DFBB(LOCAL), if the employee requests a hearing.

HEARING REQUEST

An employee receiving notice of proposed nonrenewal of a term contract may request a hearing in accordance with DFBB.

**NONRENEWAL:
TERM CONTRACT**

~~HEARING REQUEST~~

~~DISCHARGE:~~

An employee receiving notice of proposed discharge from a contract governed by Chapter 21 of the Education Code may request a hearing. The hearing shall be conducted in accordance with DFD or the nonrenewal hearing process in DFBB, as determined by the Board and specified in the notice of proposed discharge.

~~NON-CHAPTER~~

~~21 TERM CONTRACT~~

~~CONTRACT~~

DISCHARGE:

An employee receiving notice of proposed discharge during the period of an employment contract not governed by Chapter 21 of the Education Code may request a hearing before the Board or its designee in accordance with DCE.

~~NON-~~

~~CHAPTER~~

~~CHAPTER 21~~

~~CONTRACT~~

FINAL ACTION

If the employee requests a hearing, the Board shall take final action after the hearing in accordance with DCE, DFBB, or DFD, as applicable, and shall notify the employee in writing.

**HEARING
REQUESTED**

~~FINAL ACTION~~

~~REQUESTED~~

~~HEARING~~

~~REQUESTED~~

~~REQUESTED~~

If the employee does not request a hearing, the Board shall take final action in accordance with DCE, DFBB, or DFD, as applicable, and shall notify the employee in writing.

REDUCTION IN FORCE
PROGRAM CHANGE

DFFB
(LOCAL)

APPLICABILITY

~~APPLICABILITY~~

This policy shall apply when a reduction in force due to a program change requires the nonrenewal of a term contract. A program change may be due to, for example, a redirection of resources; efforts to improve efficiency; a change in enrollment; a lack of student response to particular course offerings; legislative revisions to programs; or a reorganization or consolidation of two or more individual schools, departments, or school districts.

DEFINITIONS

Definitions used in this policy are as follows:

1. "Program change" shall mean any elimination, curtailment, or reorganization of a program, department, school operation, or curriculum offering, including, for example, a change in curriculum objectives; a modification of the master schedule; the restructuring of an instructional delivery method; or a modification or reorganization of staffing patterns in a department, on a particular campus, or **District-wide**~~Districtwide~~.
2. "Nonrenewal" shall mean the termination of a term contract at the end of the contract period.

~~GENERAL GROUNDS~~

A reduction in force may take place when the Superintendent recommends and the Board approves a program change. A determination of a program change constitutes sufficient reason for nonrenewal.

EMPLOYMENT AREAS

~~EMPLOYMENT AREAS~~

When a reduction in force is to be implemented, the Superintendent shall recommend the employment areas to be affected.

Employment areas may include, for example:

1. Elementary grades, levels, subjects, departments, or programs.
2. Secondary grades, levels, subjects, departments, or programs, including career and technical education subjects.
3. Special programs, such as gifted and talented, bilingual/ESL programs, special education and related services, compensatory education, or migrant education.
4. Disciplinary alternative education programs (DAEPs) and other discipline management programs.
5. Counseling programs.
6. Library programs.
7. Nursing and other health services programs.
8. An educational support program that does not provide direct instruction to students.

REDUCTION IN FORCE
PROGRAM CHANGE

DFFB
(LOCAL)

9. Other ~~District-wide~~~~Districtwide~~ programs.
10. An individual campus.
11. Any administrative position, unit, or department.
12. Programs funded by state or federal grants or other dedicated funding.
13. Other contractual positions.

The Superintendent's recommendation may address whether any employment areas should be:

1. Combined or adjusted (e.g., "elementary programs" and "compensatory education programs" can be combined to identify an employment area of "elementary compensatory education programs"); and/or
2. Applied on a ~~District-wide~~~~Districtwide~~ or campus-wide basis (e.g., "the counseling program at [named elementary campus]").

The Board shall determine the employment areas to be affected.

**CRITERIA FOR
DECISION**

~~CRITERIA FOR
DECISION~~

The Superintendent or designee shall apply the following criteria to the employees within an affected employment area when a program change will not result in the nonrenewal of all staff in the employment area. The criteria are listed in the order of importance and shall be applied sequentially to the extent necessary to identify the employees who least satisfy the criteria and therefore are subject to the reduction in force. For example, if all necessary reductions can be accomplished by applying the first criterion, it is not necessary to apply the second criterion, and so forth.

1. Qualifications for Current or Projected Assignment: Certification, multiple or composite certifications, bilingual certification, licensure, endorsement, ~~highly qualified status~~, and/or specialized or advanced content-specific training or skills for the current or projected assignment.
2. Performance: Effectiveness, as reflected by:
 - a. The most recent formal appraisal and, if available, consecutive formal appraisals from more than one year [see DNA]; and
 - b. Any other written evaluative information, including disciplinary information, from the last 36 months.

If the Superintendent or designee at his or her discretion decides that the documented performance differences between

REDUCTION IN FORCE
PROGRAM CHANGE

DFFB
(LOCAL)

two or more employees are too insubstantial to rely upon, he or she may proceed to apply the remaining criteria in the order listed below.

3. Extra Duties: Currently performing an extra-duty assignment, such as department or grade-level chair, band director, athletic coach, or activity sponsor.
4. Professional Background: Professional education and work experience related to the current or projected assignment.
5. Seniority: Length of service in the District, as measured from the employee's most recent date of hire.

**SUPERINTENDENT
RECOMMENDATION**

The Superintendent shall recommend to the Board the nonrenewal of the identified employees within the affected employment areas.

~~SUPERINTENDENT
RECOMMENDATION
BOARD VOTE~~

After considering the Superintendent's recommendations, the Board shall determine the employees to be proposed for nonrenewal, as appropriate. If the Board votes to propose nonrenewal of one or more employees, the Board shall specify the manner of hearing in accordance with DFBB(LOCAL).

NOTICE
~~NOTICE~~

The Superintendent or designee shall provide each employee written notice of the proposed nonrenewal. The notice shall include a statement of the reason for the proposed action and notice that the employee is entitled to a hearing of the type determined by the Board.

**CONSIDERATION FOR
AVAILABLE
POSITIONS**

An employee who has received notice of proposed nonrenewal may apply for available positions for which he or she wishes to be considered. The employee is responsible for reviewing posted vacancies, submitting an application, and otherwise complying with District procedures.

~~CONSIDERATION FOR
AVAILABLE POSITIONS~~

If the employee meets the District's objective criteria for the position and is the most qualified internal applicant, the District shall offer the employee the position until:

1. Final action by the Board to end the employee's contract, if the employee does not request a hearing.
2. The evidentiary hearing by the independent hearing examiner, the Board, or other person designated in DFBB(LOCAL), if the employee requests a hearing.

HEARING REQUEST
~~HEARING REQUEST~~

An employee receiving notice of proposed nonrenewal of a term contract may request a hearing in accordance with DFBB.

REDUCTION IN FORCE
PROGRAM CHANGE

DFFB
(LOCAL)

FINAL ACTION

**HEARING
REQUESTED**

If the employee requests a hearing, the Board shall take final action after the hearing in accordance with DFBB and shall notify the employee in writing.

~~FINAL ACTION
REQUESTED
HEARING
REQUESTED
REQUESTED
REQUESTED~~

If the employee does not request a hearing, the Board shall take final action in accordance with DFBB and shall notify the employee in writing.

As required by law in order to receive Title I, Part A funds, the District shall provide to TEA written assurance regarding comparability of services across the District in teachers, administrators, and other staff, as well as in the provision of curriculum materials and instructional supplies.

For information on the District salary schedule, see DEA(LOCAL).

COMPARABILITY
OF SERVICES

~~The Board shall ensure equity in services among campus programs and shall maintain appropriate records reflecting equity.~~

As reflected in District records and as submitted to TEA, the District shall document compliance by using ~~, equity shall be maintained Districtwide in~~ one of the following methods: ~~areas:~~

1. **Comparison of Expenditures** ~~of money per student from state and local expenditures per student funds;~~
2. **Comparison of Instructional salaries** ~~per student expenditures for~~ ~~from~~ state and local **base salaries** ~~funds;~~ or
3. **Ratio of students to full-time equivalent instructional staff whose salaries are not federally funded.**

~~3.—Instructional staff/student ratios.~~

In special programs, such as special education, ~~and~~ bilingual education, **or English as a second language**, a lower ratio may be maintained and more money may be spent **per individual campus** as necessary to fulfill other legal requirements. **These costs shall be excluded from the comparability of services calculations.** ~~[See DEA]~~

~~PARENTAL
INVOLVEMENT PLAN~~

~~Annually, parents of Title I students and District personnel work jointly to develop a written parental involvement policy, setting forth the expectation for parent involvement. The policy shall be reviewed annually by parents and staff jointly in a meeting and appropriate revisions will be made.~~

~~COORDINATION
OF TECHNICAL
ASSISTANCE~~

~~The Title I District office shall coordinate and provide technical assistance to participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.~~

~~BUILDING SCHOOLS
AND PARENTS'
CAPACITY FOR
INVOLVEMENT~~

~~Parents of students who attend Title I schools are annually encouraged to contact their child's campus for information on parental involvement activities. Title I campuses are encouraged to send home newsletters that will include scheduled parental involvement activities on the campus.~~

~~COORDINATION
OF PARENTAL
INVOLVEMENT
STRATEGIES WITH
ESEA PROGRAMS~~

~~Parents shall be informed of educational opportunities offered through the District.~~

~~PARENTAL
INVOLVEMENT
EVALUATION~~

~~Each year the Title I parental involvement evaluation is presented to the Title I advisory council. The council consists of administrators, teachers, and at least one parent from each Title I school. Members of the council shall have an opportunity to provide input.~~

~~PARENT
INVOLVEMENT IN
SCHOOL ACTIVITIES~~

~~Opportunities shall be provided to parents to become actively involved in their child's education. Parents are encouraged to serve as members of the District's Title I advisory council, volunteer at their school, and participate in other activities provided by the campus.~~

LIAISON FOR
HOMELESS
STUDENTS

The Superintendent shall ~~designate~~~~appoint~~ an appropriate staff person as the District liaison for ~~homeless~~ students **who are homeless.** [See FFC]

The liaison shall receive and provide to appropriate staff members professional development regarding services required by law to identify and meet the needs of students who are homeless. In addition, the liaison shall regularly review with campus admissions personnel the laws and administrative procedures applicable to students who are homeless.

ADMISSIONS

The District shall not stigmatize or segregate a student who is homeless.

The principal **and campus admissions staff** shall notify the ~~homeless~~ liaison **for homeless students** within one school day of admission of a **student who is homeless.**~~student.~~

ENROLLMENT IN
SCHOOL OF ORIGIN

In determining ~~the best interest~~~~feasibility~~ of **the student for the purpose of continuing the student's education in the school of origin, as defined by law, the District shall presume that keeping the** ~~educating a homeless~~ student in his or her school of origin **is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. The District shall also** ~~, the District shall~~ consider the best interests of the student with regard to **the impact of moving schools on the student's achievement, education, health, and safety, including** such relevant factors as **:**

1. Continuity of instruction;
2. Age and grade placement of the student;
3. Distance of the commute and its impact on the student's education or special needs;
4. Personal safety of the student;
5. **The student's eligibility and** ~~Student's~~ need for **any specialized services and supports** ~~special instruction~~, such as Section 504, ~~or~~ special education and related services, **or bilingual or English as a second language services;**
6. Length of anticipated stay in a temporary shelter or other temporary location, **if applicable;**
7. Likely area of the family's or youth's future housing;
8. Time remaining in the school year; **and**
9. School placement of siblings.

	<p>Services, including transportation, that the District is required to provide shall not be considered in determining the student's school of attendance feasibility.</p>
CONTINUATION OF TRANSPORTATION	<p>The District shall provide transportation to a student who is homeless student assigned to and from attend the school of origin, as provided by law. If such a student ceases to be homeless and if requested by the parent, guardian, or unaccompanied youth, the District shall continue to provide transportation to and from the school of origin through the end of the school year. upon request from the parent or guardian. [See CNA]</p>
DISPUTE RESOLUTION PROCESS	<p>If in the District determines event that it is not in the student's best interest to attend the school of origin or the requested school, the District shall provide a written explanation, in a manner and form that is understandable to the parent, guardian, or unaccompanied youth, of the reasons for the decision, including the right to appeal.</p> <p>If the homeless student, or his or her parent, or guardian, has a complaint about eligibility, school selection admission, placement, or enrollment decisions made services provided by the District, that person shall use the complaint resolution procedures set out in FNG(LOCAL), beginning at Level Two. The District shall expedite local timelines in the District's complaint process, when possible, for prompt dispute resolution.</p> <p>Pending final resolution of the dispute, the District shall immediately enroll the homeless student in the school in which enrollment is sought and permit the student to attend classes, receive the requested services, and participate fully in school activities.</p> <p>When the principal becomes aware of a complaint, he or she shall notify the liaison for homeless students within one school day. At all times during the dispute resolution process, the liaison for homeless students or designee shall accompany and assist the student, parent, or guardian.</p> <p>[See FNG(LOCAL) for all other complaints.] in the dispute resolution process. Throughout the dispute resolution process, the homeless student shall be permitted to attend classes, receive the requested services, and participate fully in school activities.</p>



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Marble Falls ISD
Board of Trustees
Agenda Item Information

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

PUBLIC COMPLAINTS

GF
(LOCAL)

COMPLAINTS

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

OTHER COMPLAINT
PROCESSES

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional materials shall be filed in accordance with EFA.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with CKE.

GUIDING PRINCIPLES
INFORMAL
PROCESS

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

FORMAL PROCESS

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

FREEDOM FROM
RETALIATION

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

GENERAL
PROVISIONS
FILING

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including e-mail and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

PUBLIC COMPLAINTS

GF
(LOCAL)

SCHEDULING CONFERENCES	The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the individual fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the individual's absence.
RESPONSE	At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual's e-mail address of record, or sent by U.S. Mail to the individual's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
DAYS	"Days" shall mean District business days. In calculating time lines under this policy, the day a document is filed is "day zero." The following business day is "day one."
REPRESENTATIVE	<p>"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process.</p> <p>The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.</p>
CONSOLIDATING COMPLAINTS	Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.
UNTIMELY FILINGS	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
COSTS INCURRED	Each party shall pay its own costs incurred in the course of the complaint.

PUBLIC COMPLAINTS

GF
(LOCAL)

COMPLAINT AND
APPEAL FORMS

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

LEVEL ONE

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

LEVEL TWO

If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the individual at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

LEVEL THREE

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The Board may, at its discretion, hear the complaint on an oral presentation or upon written submission. If the complaint is heard on oral presentation, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

If the complaint is heard on oral presentation, the Board shall then consider the complaint. It may give notice of its decision orally or

in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

If the complaint is presented on written submission, the Board shall consider the complaint based on written submission at a scheduled Board meeting. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting after the Board considers the complaint. The written submission shall serve as the record of the Level Three proceeding before the Board, except that the Board is not required to consider documentation not previously submitted or issues not previously addressed.



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Marble Falls ISD
Board of Trustees
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Superintendent's Recommendation:		
Department Submitting:	Requested By:	
Cabinet Member's Approval:		
Board Approval Required: Yes No		

Explanatory Notes

TASB Localized Policy Manual Update 106

District: Marble Falls ISD
EHBAF (LEGAL) SPECIAL EDUCATION
VIDEO/AUDIO MONITORING

This legally referenced policy addressing video and audio monitoring of certain special education classrooms or other special education settings has been revised to incorporate newly adopted commissioner of education rules, effective August 15, 2016.

In addition to a local policy requirement [see the note for EHBAF(LOCAL), below], the newly adopted subchapter of the Texas Administrative Code provides the following clarifications:

- Defines parent, staff member, and trustee, as these individuals are authorized by Education Code 29.022 to request the installation and operation of video and audio equipment in these settings;
- Identifies the self-contained classrooms and other special education settings subject to video surveillance by referencing instructional arrangements/settings defined in TEA's *Student Attendance Accounting Handbook*;
- Prohibits a district from using federal or state special education funds to implement Education Code 29.022;
- Requires the equipment, once installed, to be operational during the regular school year and extended school year services;
- Defines the term "incident," for purposes of filing a complaint with the district and requesting access to view certain video recordings; and
- For allegations of noncompliance with Education Code 29.022 or the commissioner rules, requires the use of the district's local grievance procedures or dispute resolution channels other than the federal procedures for resolving special education disputes.

EHBAF (LOCAL) SPECIAL EDUCATION
VIDEO/AUDIO MONITORING

As described above at EHBAF(LEGAL), new commissioner rules effective August 15, 2016, provide guidance on implementation of Education Code 29.022, which addresses video surveillance of certain special education settings. The rules require each school board to adopt written policies that include 13 items, as addressed in this recommended policy.

Many of the required policy statements are restatements of the statutory requirements. The following list highlights where the policy makes additional clarification of legal provisions or addresses choices available to the district.

- The rules require the policy to include the procedures for requesting video surveillance and for responding to a request. As a result, the recommended text requires a parent, trustee, or staff member to submit requests to the campus principal using a form provided by the district. After a request has been made and before installation of the cameras, the principal must provide a response to the requestor within ten business days and provide advance written notice to campus staff and to parents of students in the classroom or setting about the surveillance. Further details can be included in administrative regulations.
- The rules require operation of the cameras at all times during the instructional day when students are in the classroom or setting. The local policy text defines "instructional day" to be the portion of the school day during which instruction is taking place in the classroom or setting.

Explanatory Notes

TASB Localized Policy Manual Update 106

- A district may choose whether to post notice of surveillance at the entrance of any classroom or setting in which cameras are placed. As a best practice recommendation, the local policy text includes a requirement to post such notice.
- The policy clarifies that contractors or district personnel do not violate confidentiality restrictions by incidentally viewing a recording when carrying out job duties related to installation, operation, or maintenance of video equipment, or retention of video recordings. In addition, because the rules require the board to designate the human resource staff members who may view a recording in response to a complaint or an investigation of an incident, the recommended policy text designates these individuals as the superintendent, a principal, assistant principal or other campus administrator, and any supervisory positions in the human resource offices.
- The rules require the policy to include the procedures for reporting alleged incidents and filing complaints. The recommended text requires a person alleging that an incident occurred to complete a form provided by the district within 48 hours, if possible. Authorized district staff shall promptly view the recording and notify the person within ten business days whether the alleged incident was on the surveillance footage. Complaints are handled under the district's existing grievance policies.

Please contact the district's policy consultant if any adjustments need to be made to the enclosed local policy, including the time to respond to a request or incident report.

Please note: In late August, Policy Service will publish additional sample forms in Update 52 to the *Regulations Resource Manual*, available in the myTASB Policy Service Resource Library, to help district administrators implement this law. Until then, superintendents and policy contacts can access the forms through the Video Cameras in Special Education Classrooms [Policy Alert](#), also on myTASB.

(LOCAL) Policy Comparison Packet

Each marked-up (LOCAL) policy in this collection reflects an automated comparison of the updated policy with its precursor, as found in the TASB Policy Service records.

The comparison is generated by an automated process that shows changes as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, Policy Service's recent migration to Word 2013 causes some margin notes to appear as a tracked change where no change has taken place.

For further assistance in understanding changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Policy.Service@tasb.org

800-580-7529

512-467-0222

Note: Unless otherwise noted, the terms “video recording,” “video surveillance,” and “video monitoring” shall also include any associated audio recordings.

The District shall comply with requests for video and audio monitoring of certain self-contained special education classrooms and settings as required by law to promote student safety in those settings. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

REQUESTS AND
NOTICE

A parent, Trustee, or staff member making a request for video surveillance under this policy shall submit the request to the campus principal on a form provided by the District, and the principal shall provide a response to the requestor within ten District business days. The principal shall provide advance written notice to staff on the campus and to parents of the students assigned to the classroom or setting that video and audio surveillance will be conducted in the classroom or setting. The Superintendent shall develop administrative regulations as necessary to implement these request, response, and notice provisions.

INSTALLATION AND
OPERATION

When the District has installed video cameras in a classroom or other setting as required by law, the District shall operate the cameras during the instructional day at all times when students are in the classroom or other setting. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom or other setting.

A campus shall continue to operate and maintain any video cameras placed in the classroom or other setting for as long as the classroom or other setting continues to satisfy the requirements in Education Code 29.022(a).

Video cameras must be capable of recording video and audio of all areas of the classroom or setting, except that no video surveillance shall be conducted of the inside of a bathroom or other area used for toileting or diapering a student or removing or changing a student’s clothes.

The District shall post notice at the entrance to a classroom or other setting in which video cameras are placed stating that video and audio surveillance is conducted in that classroom or setting.

RETENTION OF
RECORDINGS

Video recordings shall be retained for at least six months after the date of the recording but may be retained for a longer period in accordance with the District's records management program or as required by law. [See CPC]

CONFIDENTIALITY OF
RECORDINGS

Video recordings made in accordance with this policy shall be confidential and shall only be accessed or viewed by the individuals and in the limited circumstances permitted by law. Contractors and District personnel with job duties related to the installation, operation, or maintenance of video equipment, or the retention of video recordings, who incidentally view recordings when performing regular job duties such as ensuring the proper functioning of the equipment or pulling specific footage shall not be considered in violation of the confidentiality provisions.

The following individuals shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an incident documented by a recording for which a complaint has been reported to the District;
2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;
3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource staff member in response to a complaint or an investigation of an incident; and
4. Appropriate TEA or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term "human resource staff member" shall include the Superintendent, a principal, an assistant principal or other campus administrator, and any supervisory position within the District's human resources office. If an individual listed in items 2 through 4 above believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy. [See FFG]

SPECIAL EDUCATION
VIDEO/AUDIO MONITORING

EHBAF
(LOCAL)

REPORTING AN
INCIDENT

A person alleging that an incident, as defined by law, has occurred in a classroom or other setting in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within 48 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than ten District business days after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District's video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

COMPLAINTS

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable.



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

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

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
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Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Johnson-Sewell

CNGP530

VEHICLE ORDER CONFIRMATION

04/11/16 14:21:56

==>

Dealer: F52144

2017 EXPEDITION

Page: 1 of 1

Order No: 9999 Priority: E4 Ord FIN: QM164 Order Type: 5B Price Level: 725

Ord Code: 101A Cust/Flt Name: MARBLE FALLS PO Number:

	RETAIL		RETAIL
K1F	4X2 XL EL	\$44975	SP FLT ACCT CR
	.131" WHEELBASE		FUEL CHARGE
Z1	OXFORD WHITE		B4A NET INV FLT OPT NC
C	CLOTH BUCKET		DEST AND DELIV 1195
D	DUNE		TOTAL BASE AND OPTIONS 46790
101A	EQUIP GRP	575	TOTAL 46790
58B	.AM/FM SINGLE CD	NC	*THIS IS NOT AN INVOICE*
	.FLD FLAT 3RD RW		*TOTAL PRICE EXCLUDES COMP PR
99T	.3.5L ECO V6	NC	
446	.6-SPD AUTO O/D	NC	
43D	DAYTIME RNG LMP	45	
794	PRICE CONCESSN		
	REMARKS TRAILER		
153	FRT LICENSE BKT	NC	
	SP DLR ACCT ADJ		

F1=Help

F2=Return to Order

F3/F12=Veh Ord Menu

F4=Submit

F5=Add to Library

F9=View Trailers

S099 - PRESS F4 TO SUBMIT

QC04540

fmcdealr@BTS-BXOQ9R1-PC

Apr 11, 2016 1:16:49 PM

Sale price \$37,375⁰⁰



Configure a New Vehicle: Choose Options

Choose Model Choose Options Customer/Other Info View Summary

Choose the options that are available for the selected PEG, and then click "Next: Configuration Summary". Click "Cancel" to cancel the entire configuration. You can see what changes you have made to the original PEG by expanding the "Options Added and Removed" section and view the "As Configured" pricing in the "My Configuration" box.

Options Added and Removed

* Indicates a required field

MY CONFIGURATION

2016 CHEVROLET TRUCK
SUBURB - CC15906 - Suburban:
2WD

PEG: 1FL

Distrib. Entity: FLT Fleet

Order Type: FNR-Fleet
Commercial

Select Vehicle Options

→ View Weekly Constraints Report (Retail)

Expand / Collapse All Options

Select Option Code Description MSRP None

Primary Color* [GAZ]

<input type="checkbox"/>	G1C	Slate Grey Metallic	\$0.00
<input type="checkbox"/>	G1E	Siren Red Tintcoat	\$495.00
<input type="checkbox"/>	G1W	Iridescent Pearl Tricoat	\$995.00
<input type="checkbox"/>	G7U	Sable Metallic	\$395.00
<input type="checkbox"/>	GAN	Silver Ice Metallic	\$0.00
<input checked="" type="checkbox"/>	GAZ	Summit White	\$0.00
<input type="checkbox"/>	GBA	Black	\$0.00
<input type="checkbox"/>	GC8	Green Envy Metallic	\$395.00
<input type="checkbox"/>	GWT	Champagne Silver Metallic	\$0.00
<input type="checkbox"/>	GWX	Brownstone Metallic	\$0.00
<input type="checkbox"/>	GXG	Tungsten Metallic	\$0.00

Trim* [H0U]

<input type="checkbox"/>	H0K	Cocoa/Dune, Leather-appointed seat trim	\$0.00
<input checked="" type="checkbox"/>	H0U	Jet Black, Premium cloth seat trim	\$0.00
<input type="checkbox"/>	H2G	Jet Black, Vinyl seat trim	\$0.00
<input type="checkbox"/>	H2T	Cocoa/Dune, Premium cloth seat trim	\$0.00
<input type="checkbox"/>	H2U	Jet Black, Leather-appointed seat trim	\$0.00
<input type="checkbox"/>	H2V	Jet Black/Dark Ash, Leather-appointed seat trim	\$0.00
<input type="checkbox"/>	H2X	Jet Black, Perforated leather-appointed seat trim	\$0.00
<input type="checkbox"/>	H2Y	Cocoa/Dune, Perforated leather-appointed seat trim	\$0.00
<input type="checkbox"/>	H4X	Cocoa/Mahogany, Perforated leather-appointed seat trim	\$295.00

Body Code [TB4]

<input checked="" type="checkbox"/>	TB4	Liftgate, rear manual	\$0.00
<input type="checkbox"/>	TB5	Liftgate, power	\$0.00
<input type="checkbox"/>	TC2	Liftgate, power, hands free	\$0.00

GVWR [C6A]

<input checked="" type="checkbox"/>	C6A	GVWR, 7300 lbs. (3311 kg)	\$0.00
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Engine* [L83]

<input checked="" type="checkbox"/>	L83	Engine, 5.3L V8 EcoTec3 with Active Fuel Management, Direct Injection and Variable Valve Timing	\$0.00
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Transmission* [MYC]

<input checked="" type="checkbox"/>	MYC	Transmission, 6-speed automatic, electronically controlled	\$0.00
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Emissions

<input type="checkbox"/>	FE9	Emissions, Federal requirements	\$0.00
<input type="checkbox"/>	NE1	Emissions, Connecticut, Delaware, Maine, Maryland, Massachusetts, New Jersey, New York, Oregon, Pennsylvania, Rhode Island, Vermont and Washington state requirements	\$0.00
<input type="checkbox"/>	YF5	Emissions, California state requirements	\$0.00

Rear Axle [GU4]

RELATED LINKS

- ↑ View List of All Options and Their Detailed Descriptions
- ↑ US On-Line Order/Reference Guide

40,200.⁰⁰
+ T.T.L

2-3 months total
Delivery

LPO WHEELS

<input type="checkbox"/>	RX1	LPO, 22" (55.9 cm) 7-spoke Silver wheels with Black inserts	\$2,995.00
<input type="checkbox"/>	SEU	LPO, 22" (55.9 cm) 6-spoke split chrome wheels	\$2,995.00
<input type="checkbox"/>	SEV	LPO, 22" (55.9 cm) 8-spoke Black wheels	\$2,995.00
<input type="checkbox"/>	SEW	LPO, 22" (55.9 cm) 5-spoke ultra-bright machined wheels	\$2,995.00
<input type="checkbox"/>	SF0	LPO, 22" (55.9 cm) 8-spoke premium Silver ultra-bright machined wheels	\$2,995.00
<input type="checkbox"/>	SF1	LPO, 22" (55.9 cm) 7-spoke Silver wheels	\$2,995.00

MIRROR O/S

<input type="checkbox"/>	DL3	Mirrors, outside heated power-adjustable, power-folding and driver-side auto-dimming	\$0.00
<input checked="" type="checkbox"/>	DL8	Mirrors, outside heated power-adjustable, manual-folding and color keyed	\$0.00

SEAT RR

<input checked="" type="checkbox"/>	AT6	Seats, second row 60/40 split-folding bench, manual	\$0.00
<input type="checkbox"/>	ATN	Seats, second row bucket, power release	W/A
<input type="checkbox"/>	ATT	Seats, second row 60/40 split-folding bench, power release	\$0.00
<input type="checkbox"/>	ATV	Seats, second row bucket, manual	\$795.00

SEAT THIRD ROW

<input checked="" type="checkbox"/>	ARN	Seat, third row manual 60/40 split-folding bench, fold flat	\$0.00
<input type="checkbox"/>	AS8	Seats, third row 60/40 split-bench, power fold	\$0.00

SPEAKER SYSTEM

<input checked="" type="checkbox"/>	UQ3	Audio system feature, 6-speaker system	\$0.00
<input type="checkbox"/>	UQA	Audio system feature, Bose premium 9-speaker system	\$0.00
<input type="checkbox"/>	UQS	Audio system feature, Bose Centerpoint Surround Sound premium 10-speaker system	\$0.00

STEPS, RUNNINGBOARD

<input type="checkbox"/>	BRS	Assist steps, power-retractable	\$1,745.00
<input checked="" type="checkbox"/>	BVE	Assist steps, Black	\$0.00

TIRE SPARE

<input checked="" type="checkbox"/>	RC4	Tire, spare P265/70R17 all-season, blackwall	\$0.00
<input type="checkbox"/>	ZBZ	Tire, spare P255/70R17 all-season, blackwall	\$0.00

WINDOW TYPE

<input type="checkbox"/>	AKP	Glass, solar absorbing	-\$295.00
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Other

<input type="checkbox"/>	A45	Memory settings	\$0.00
<input checked="" type="checkbox"/>	AG1	Seat adjuster, driver power, multidirectional	\$0.00
<input checked="" type="checkbox"/>	AG2	Seat adjuster, front passenger 6-way power	\$0.00
<input checked="" type="checkbox"/>	AU3	Door locks, power programmable with lockout protection	\$0.00
<input checked="" type="checkbox"/>	AY0	Air bags, frontal and side-impact for driver and front passenger and head curtain side-impact for all rows in outboard seating positions	\$0.00
<input type="checkbox"/>	B58	Floor mats, color-keyed carpeted first and second row, removable	\$0.00
<input type="checkbox"/>	B85	Moldings, bright bodyside	\$150.00
<input type="checkbox"/>	B86	Moldings, body-color body-side	\$100.00
<input type="checkbox"/>	BTM	Keyless start, push button	\$0.00
<input type="checkbox"/>	BTV	Remote vehicle start	\$300.00
<input checked="" type="checkbox"/>	C49	Defogger, rear-window electric	\$0.00
<input checked="" type="checkbox"/>	CE1	Wipers, front intermittent, Rainsense	\$0.00
<input type="checkbox"/>	CF5	Sunroof, power, tilt-sliding	W/A
<input type="checkbox"/>	DD8	Mirror, inside rearview auto-dimming	\$0.00
<input type="checkbox"/>	DNU	DVD screen, third row	\$0.00
<input checked="" type="checkbox"/>	FHS	E85 FlexFuel capable	\$0.00
<input type="checkbox"/>	FVX	National fleet incentive	\$0.00
<input checked="" type="checkbox"/>	G80	Differential, heavy-duty locking rear	\$0.00
<input type="checkbox"/>	JF4	Pedals, power-adjustable for accelerator and brake	\$150.00
<input type="checkbox"/>	JL1	Trailer brake controller, integrated	\$0.00
<input type="checkbox"/>	K05	Engine block heater	\$75.00
<input checked="" type="checkbox"/>	K34	Cruise control, electronic with set and resume speed	\$0.00
<input checked="" type="checkbox"/>	K47	Air cleaner, high-capacity	\$0.00
<input type="checkbox"/>	K4B	Battery, auxiliary, isolated, 730 CCA	\$190.00

<input type="checkbox"/>			
<input type="checkbox"/>	TRW	Provision for cab roof-mounted lamp/beacon	\$30.00
<input type="checkbox"/>	TUF	Texas Edition	\$0.00
<hr/>			
<input type="checkbox"/>	U2L	Radio, HD	\$0.00
<input type="checkbox"/>	U42	Entertainment system, rear seat, Blu-Ray/DVD	W/A
<input type="checkbox"/>	UD5	Front and rear parking assist	\$0.00
<input checked="" type="checkbox"/>	UD7	Rear Park Assist	\$0.00
<input type="checkbox"/>	UDD	Display, driver instrument information enhanced, multi-color	\$0.00
<input type="checkbox"/>	UFG	Rear Cross-Traffic Alert, sensor indicator	\$0.00
<input type="checkbox"/>	UG1	Universal Home Remote	\$0.00
<input type="checkbox"/>	UHS	Driver Information Center, enhanced, 8" diagonal multi-color configurable display	W/A
<input type="checkbox"/>	UHX	Lane Keep Assist	\$0.00
<input type="checkbox"/>	UJ5	LPO, Rear seat DVD entertainment system	\$2,095.00
<input type="checkbox"/>	UK3	Steering wheel controls, mounted audio and cruise controls	\$0.00
<input type="checkbox"/>	UKC	Side Blind Zone Alert with Lane Change Alert	\$0.00
<input checked="" type="checkbox"/>	UPF	Bluetooth for Phone	\$0.00
<input checked="" type="checkbox"/>	UTJ	Theft deterrent, electrical, unauthorized entry	\$0.00
<input type="checkbox"/>	UTR	Theft-deterrent alarm system, content theft alarm, self-powered horn	\$0.00
<input type="checkbox"/>	UTT	Theft Protection Package, body security content	\$410.00
<input type="checkbox"/>	UTU	Sensor, vehicle inclination, will detect vehicle being towed or jacked up	\$0.00
<input type="checkbox"/>	UTV	Sensor, vehicle interior movement, will detect movement within the cabin of the vehicle	\$0.00
<input type="checkbox"/>	UV6	Head-Up Display, Includes digital multi-function readouts	\$0.00
<input checked="" type="checkbox"/>	UVC	Rear Vision Camera	\$0.00
<input type="checkbox"/>	UVD	Steering wheel, heated, leather-wrapped and color-keyed	\$0.00
<input checked="" type="checkbox"/>	V54	Luggage rack side rails, roof-mounted	\$0.00
<input type="checkbox"/>	V76	Recovery hooks, 2 front, frame-mounted, Black	\$50.00
<input type="checkbox"/>	VAV	LPO, All-weather floor mats	\$225.00
<input checked="" type="checkbox"/>	VK3	License plate front mounting package	\$0.00
<input type="checkbox"/>	VKW	LPO, Front console organizer	\$45.00
<input type="checkbox"/>	VLG	LPO, Rear-fascia closeout	\$130.00
<input type="checkbox"/>	VLI	LPO, Rear cargo mat, all-weather	\$85.00
<input type="checkbox"/>	VNL	Fleet Program	\$0.00
<input type="checkbox"/>	VQ1	Fleet processing option	\$0.00
<input type="checkbox"/>	VQ2	Fleet processing option	\$0.00
<input type="checkbox"/>	VQ3	Fleet processing option	\$0.00
<input type="checkbox"/>	VQK	LPO, Molded splash guards	\$170.00
<input type="checkbox"/>	VQQ	LPO, Black roof rack cross bars	\$250.00
<input type="checkbox"/>	VQY	LPO, Chrome recovery hooks	\$200.00
<input type="checkbox"/>	VQZ	LPO, Polished exhaust tip	\$135.00
<input type="checkbox"/>	VRS	LPO, Cargo shade	\$195.00
<input type="checkbox"/>	VRV	LPO, Splash guards, custom molded, body-color	\$320.00
<input checked="" type="checkbox"/>	VV4	OnStar with 4G LTE	\$0.00
<input type="checkbox"/>	VXH	LPO, Assist step kit, Chrome	\$600.00
<input type="checkbox"/>	Y66	Adaptive Cruise Control	\$995.00
<input type="checkbox"/>	Y86	Enhanced Driver Alert Package	\$0.00
<input type="checkbox"/>	Y91	Trim Level: Luxury Decor	\$0.00
<input type="checkbox"/>	YK6	SEO Processing Option	\$0.00
<input type="checkbox"/>	YM8	LPO Processing Option	\$0.00
<input checked="" type="checkbox"/>	Z82	Trailer equipment	\$0.00
<input type="checkbox"/>	Z95	Suspension Package, Magnetic Ride Control	\$0.00

Special Equipment Options

<input type="checkbox"/>	01U	Special Paint	\$0.00
<input type="checkbox"/>	5HP	Key, 6 additional keys	\$40.00
<input type="checkbox"/>	5T4	Exterior body colored parts, Victory Red	\$200.00
<input type="checkbox"/>	5T5	Seats, 2nd and 3rd row vinyl with front cloth seats	\$0.00
<input type="checkbox"/>	9S1	Seats, driver and passenger front, individual seats in vinyl trim	\$0.00
<input type="checkbox"/>	9U3		\$0.00



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

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

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

ADJUNCT FACULTY AGREEMENT
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 "School District." A quorum having been established, the Board proceeded to consider the appointment of the herein named individual as an adjunct faculty member of the School District.

The following faculty members are eligible for participation in the Teacher Retirement System of Texas and have a minimum of a bachelor's degree.

Name: _Kelly N. Tarla_ Title: _CEA-AgNR_ Degree: _Master of Science_ Date: _5/10/03_ Institution: _Tarleton State University_

Name: _Linda S. Wells_ Title: _CEA-FCS_ Degree: _Master of Arts_ Date: _5/15/01_ Institution: _New Mexico State University_

Upon consideration and vote of _____ in favor, the above listed individual(s) is/are hereby named as an adjunct faculty member of the School District subject to the following considerations and provisions of such appointment to wit:

1. This appointment shall commence on the _____ day of _____, 20____ and end on the _____ day of _____, 20____, being the end of the current academic year.
2. Adjunct faculty member will receive no compensation, salary, or remuneration from the 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 the District Extension Administrator of District 7.
5. Adjunct faculty member(s) 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. The School 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. 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 County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

This appointment is made by the 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 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 County Extension Agent(s) Linda S. Wells and Kelly N. Tarla 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 the School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Adjunct Faculty Appointment Accepted By:

Member of the School District Board

Signed this _____ day of _____, 20____.

Superintendent

Signed this _____ day of _____, 20____.

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) Print and Sign Name

(Superintendent) Print and Sign Name