

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, October 16, 2017
6:00 PM**

**AGENDA OF REGULAR MEETING
 MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
 BOARD OF TRUSTEES
 MONDAY, OCTOBER 16, 2017 – 6:00 PM
 Marble Falls ISD Central Office Community Room**

Notice is hereby given that on October 16, 2017, 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: Kevin Naumann, President
2. Roll Call
 Presenter: Kevin Naumann, President
3. Invocation
 Presenter: Karl Westerman
4. Pledge to the Flags
 Presenter: Alex Payson
5. Vision Statement
 Presenter: Lee Ann Johnson
6. Special Recognitions
 - A. Superintendent's Award- Colt Elementary
 Presenter: Erika O'Connor
 - B. Living the Vision Award - Highland Lakes Elementary
 Presenter: Bethany Birdwell
 - C. National Principals Month 4
 Presenter: Dr. Chris Allen
7. Citizen Comments
8. Information Items
 - A. General Fund Summary 5
 - B. Expenditure Report 6
 - C. Quarterly Investment Report 23
9. Presentation/Discussion Items and Possible Action
 - A. District of Innovation Resolution 24
 Presenter: Dr. Wes Cunningham
10. Public Hearing Regarding District of Innovation 38
 Presenter: Dr. Wes Cunningham
11. Presentation/Discussion Items and Possible Action
 - A. Appoint Local District Of Innovation Committee 39
 Presenter: Dr. Wes Cunningham
 - B. Out of State Travel Request- Marble Falls High School Band 40
 Presenter: Brad Behrens

C. English Language Learners Update Presenter: Soor-el Puga	44
D. Long Term Facilities Master Plan Presenter: Dr. Chris Allen	69
E. Maintenance Project- MFISD Transportation Fueling Station- Phase 2 Presenter: Jeff Gasaway	74
F. Marble Falls High School Public Announcement System Proposal Presenter: Jeff Gasaway	89
12. Consider and Possible Approval of Action	
A. Consent	
1. Minutes from Regular Board Meeting held on September 18, 2017	99
2. Minutes from Special Board Meeting held on October 5, 2017	103
3. Budget Amendments	104
4. District and Campus Improvement Plans	110
B. Board Operating Procedures	368
13. Upcoming Meetings and Board Training Opportunities	
A. Monday, November 13, 2017 - Regular Board Meeting	
B. Monday, December 18, 2017 - Regular Board Meeting	
C. Monday, January 15, 2017 - Regular Board Meeting	
14. Executive Session	
A. Discussion of Professional Personnel (TX Govt. Code 551.074)	
15. Reconvene from Executive Session	
16. Discussion and Possible Approval of Action Arising from Executive Session	
A. Possible Approval of Professional Personnel	
17. 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



**STATE OF TEXAS
OFFICE OF THE GOVERNOR**

As school leaders, principals are entrusted with our most valuable resource — our next generation of leaders. These students are our promise for the future, and it is critical that they receive a rigorous and well-rounded education.

Through the work of First Lady Cecilia Abbott, a former teacher, vice principal and principal, I've seen firsthand how principals are more than just caretakers of their schools. Principals are expected to be educational leaders, disciplinarians, community builders, spokesmen, budget analysts and guardians of policy mandates and initiatives. Principals set the academic tone for their schools and work collaboratively with teachers to set performance objectives and maintain high curriculum standards.

Each year, organizations nationwide designate the month of October as a time to recognize the contributions of elementary, middle and high school principals.

At this time, I encourage all Texans to acknowledge the important role principals play in ensuring that every child has access to a high-quality education.

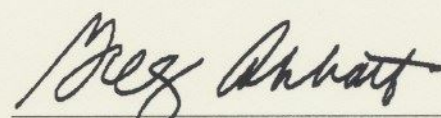
Therefore, I, Greg Abbott, Governor of Texas, do hereby proclaim October 2017 to be

Principals Month



in Texas, and urge the appropriate recognition whereof.

In official recognition whereof, I hereby affix my signature this the 12th day of September, 2017.


Governor of Texas

Marble Falls ISD
Statement of Revenues and Expenditures - General Fund
As of August 31, 2017

8%	Of Fiscal Year	CURRENT YEAR YTD				CURRENT MONTH		
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	MONTH ACTIVITY	% OF BUDGET
REVENUES								
5710	LOCAL TAX REVENUES	\$ 37,443,139	\$ 285,220	\$ 37,157,919	0.76%	\$ 37,443,139	\$ 210,174	0.56%
57XX	OTHER LOCAL REVENUES	\$ 478,354	\$ 79,195	\$ 399,159	16.56%	\$ 478,354	\$ 42,667	8.92%
58XX	STATE PROG. REVENUES	\$ 4,326,012	\$ 898,564	\$ 3,427,448	20.77%	\$ 4,326,012	\$ 621,353	14.36%
5900	FEDERAL REVENUE	\$ 890,000	\$ 9,780	\$ 880,220	1.10%	\$ 890,000	\$ 6,067	0.68%
	TOTAL REVENUE	\$ 43,137,505	\$ 1,272,760	\$ 41,864,745	2.95%	\$ 43,137,505	\$ 880,261	2.04%
EXPENDITURES								
11	INSTRUCTION	\$ 20,952,046	\$ 464,738	\$ 20,487,307	2.22%	\$ 20,952,046	\$ 275,004	1.31%
12	LIBRARY	\$ 454,929	\$ 12,267	\$ 442,663	2.70%	\$ 454,929	\$ 8,233	1.81%
13	STAFF DEVELOPMENT	\$ 343,905	\$ 108,815	\$ 235,089	31.64%	\$ 343,905	\$ 45,470	13.22%
21	INST ADMINISTRATION	\$ 1,024,264	\$ 136,545	\$ 887,719	13.33%	\$ 1,024,264	\$ 80,207	7.83%
23	SCHOOL ADMINISTRATION	\$ 2,140,411	\$ 209,875	\$ 1,930,536	9.81%	\$ 2,140,411	\$ 162,702	7.60%
31	GUID AND COUNSELING	\$ 1,162,639	\$ 71,812	\$ 1,090,827	6.18%	\$ 1,162,639	\$ 64,685	5.56%
32	SOCIAL WORK SERVICES	\$ 62,872	\$ 8,395	\$ 54,477	13.35%	\$ 62,872	\$ 4,196	6.67%
33	HEALTH SERVICES	\$ 388,275	\$ 6,050	\$ 382,225	1.56%	\$ 388,275	\$ 3,413	0.88%
34	PUPIL TRANSP - REGULAR	\$ 2,013,409	\$ 206,717	\$ 1,806,692	10.27%	\$ 2,013,409	\$ 105,219	5.23%
36	CO-CURRICULAR ACT	\$ 1,613,405	\$ 74,847	\$ 1,538,558	4.64%	\$ 1,613,405	\$ 53,684	3.33%
41	GEN ADMINISTRATION	\$ 1,408,659	\$ 249,216	\$ 1,159,443	17.69%	\$ 1,408,659	\$ 152,750	10.84%
51	PLANT MAINT & OPERATION	\$ 4,835,738	\$ 618,413	\$ 4,217,325	12.79%	\$ 4,835,738	\$ 389,322	8.05%
52	SECURITY & MONITORING	\$ 130,778	\$ 8,395	\$ 122,383	6.42%	\$ 130,778	\$ 4,196	3.21%
53	DATA PROCESSING	\$ 1,991,727	\$ 362,638	\$ 1,629,089	18.21%	\$ 1,991,727	\$ 296,322	14.88%
61	COMMUNITY SERVICES	\$ 57,511	\$ 706	\$ 56,804	1.23%	\$ 57,511	\$ 655	1.14%
81	FACILITIES ACQ & CONST	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
91	STUDENT ATTENDANCE CR	\$ 4,683,711	\$ 1,088,222	\$ 3,595,489	23.23%	\$ 4,683,711	\$ 544,111	11.62%
99	PURCHASES & CONT SRVS	\$ 660,000	\$ -	\$ 660,000	0.00%	\$ 660,000	\$ -	0.00%
	TOTAL EXPENDITURES	\$ 43,924,277	\$ 3,627,650	\$ 40,296,627	8.26%	\$ 43,924,277	\$ 2,190,168	4.99%
7000	Other Sources		\$ -			\$ -		
8000	Other Uses		\$ -			\$ -		
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (2,354,890)		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ (1,309,907)		
3000	BEG FUND BAL 07/01/16	\$ 13,815,544	Audited					
3000	END FUND BAL 08/31/17	\$ 11,460,654	Unaudited					

Marble Falls ISD
Statement of Revenues and Expenditures - Food Service
As of August 31, 2017

8%	Of Fiscal Year	CURRENT YEAR YTD				CURRENT MONTH		
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	MONTH ACTIVITY	% OF BUDGET
REVENUES								
57XX	LOCAL TAX REVENUES	\$ 695,140	\$ 32,955	\$ 662,185	4.74%	\$ 695,140	\$ 32,268	4.64%
58XX	STATE PROG. REVENUES	\$ 11,621	\$ -	\$ 11,621	0.00%	\$ 11,621	\$ -	0.00%
59xx	FEDERAL REVENUE	\$ 1,815,468	\$ 26,434	\$ 1,789,034	1.46%	\$ 1,815,468	\$ -	0.00%
	TOTAL REVENUE	\$ 2,522,229	\$ 59,389	\$ 2,462,840	2.35%	\$ 2,522,229	\$ 32,268	1.28%
EXPENDITURES								
61	PAYROLL COST	\$ 942,819	\$ 145,351	\$ 797,468	15.42%	\$ 942,819	\$ 72,789	7.72%
62	PURCHASE & CONTRACTED	\$ 99,619	\$ 2,510	\$ 97,109	2.52%	\$ 99,619	\$ 1,939	1.95%
63	SUPPLIES AND MATERIALS	\$ 1,393,160	\$ 58,463	\$ 1,334,697	4.20%	\$ 1,393,160	\$ 55,811	4.01%
64	OTHER OPERATING EXP	\$ 16,438	\$ 585	\$ 15,853	3.56%	\$ 16,438	\$ 585	3.56%
66	CPTL OUTLAY	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
	TOTAL EXPENDITURES	\$ 2,452,036	\$ 206,909	\$ 2,245,127	8.44%	\$ 2,452,036	\$ 131,124	5.35%
7000	Other Sources		\$ -			\$ -		
8000	Other Uses		\$ -			\$ -		
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (147,520)		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ (98,857)		
3000	BEG FUND BAL 07/01/16	\$ 504,149	Audited					
3000	END FUND BAL 08/31/17	\$ 356,629	Unaudited					

Marble Falls Independent School District

Financial Report

October 16th, 2017

Check Payment Fund Summary

Expenditure to Budget Report

Check Payment Fund Summary

For Bills Paid

September 1 – September 30th, 2017

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	3,744.99	3,744.99
199	GENERAL FUND	84,388.88	0.00	1,165,488.35	1,249,877.23
211	TITLE I PART A, BASIC PROGRAMS	0.00	0.00	456.42	456.42
224	IDEA PART B FORMULA	0.00	0.00	259.86	259.86
240	FOOD SERVICE	0.00	42.32	171,920.37	171,962.69
244	VOC. ED.-BASIC GRANT	0.00	0.00	11,297.37	11,297.37
352	21st CENTURY COMM LEARNING CEN	0.00	0.00	63,972.28	63,972.28
410	INSTRUCTIONAL MATERIALS ALLOTM	0.00	0.00	9,335.70	9,335.70
622	CPF - CATE	0.00	0.00	118.30	118.30
651	CPF - MAINTENANCE	0.00	0.00	30,098.16	30,098.16
***	Fund Summary Totals ***	84,388.88	42.32	1,456,691.80	1,541,123.00

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

Expenditure to Budget Report

October 16th, 2017

General Operating Fund

Food Service Fund

Capital Projects

MARBLE FALLS ISD
COMPARISON OF REVENUE TO BUDGET (Date: 9/2017)

Obj	Obj	2017-18 ESTIMATED REVENUE	September 2017-18 MTHLY ACTIVITY	2017-18 Activity	REVENUE BALANCE	PERCENT REALIZED	2017-18 YTD %
199	GENERAL FUND						
5700	REVENUE-LOCAL & INTERMED						
	571- LOCAL REAL-PROPERTY TAXES	37,443,139.00	113,833.66	399,054.06	37,044,084.94	1.14	1.07
	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	6,230.00	6,230.00	95,770.00	6.11	6.11
	574- TRANS FROM WITHIN STATE	260,139.00	18,652.14	69,085.38	191,053.62	29.50	26.56
	575- ENTERPRISING ACTIVITIES	114,900.00	28,045.00	56,633.00	58,267.00	56.94	49.29
	57-- REVENUE-LOCAL & INTERMED	37,923,493.00	166,760.80	531,002.44	37,392,490.56	1.52	1.40
5800	STATE PROGRAM REVENUES						
	581- PER CAPITA-FOUNDATION REV	2,659,569.00	934,979.00	1,558,904.00	1,100,665.00	30.57	58.61
	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	1,661,443.00	144,914.77	419,551.19	1,241,891.81	25.25	25.25
	58-- STATE PROGRAM REVENUES	4,326,012.00	1,079,893.77	1,978,455.19	2,347,556.81	28.49	45.73
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	0.00	50,000.00	0.00	0.00
	593- VOC ED NON FOUNDATION	800,000.00	21,743.21	31,523.32	768,476.68	4.71	3.94
	59-- FEDERAL PROGRAM REVENUES	890,000.00	21,743.21	31,523.32	858,476.68	4.23	3.54
7900	OTHER RESOURCES						
	791-	419,159.70	419,159.70	419,159.70	0.00	100.00	100.00
	79-- OTHER RESOURCES	419,159.70	419,159.70	419,159.70	0.00	100.00	100.00
	---- GENERAL FUND	43,558,664.70	1,687,557.48	2,960,140.65	40,598,524.05	5.20	6.80

MARBLE FALLS ISD
COMPARISON OF REVENUE TO BUDGET (Date: 9/2017)

	2017-18	September	2017-18	2017-18	REVENUE	PERCENT	2017-18
Obj	Obj	ESTIMATED REVENUE	MTHLY ACTIVITY	Activity	BALANCE	REALIZED	YTD %
240							
	FOOD SERVICE						
5700							
	REVENUE-LOCAL & INTERMED						
	574-	1,500.00	109.65	328.08	1,171.92	21.87	21.87
	575-	693,640.00	68,458.42	101,194.93	592,445.07	15.13	14.59
	57--	695,140.00	68,568.07	101,523.01	593,616.99	15.15	14.60
5800							
	STATE PROGRAM REVENUES						
	582-	11,621.00	141.42	141.42	11,479.58	1.22	1.22
	58--	11,621.00	141.42	141.42	11,479.58	1.22	1.22
5900							
	FEDERAL PROGRAM REVENUES						
	592-	1,815,468.00	15,822.25	42,255.97	1,773,212.03	2.33	2.33
	59--	1,815,468.00	15,822.25	42,255.97	1,773,212.03	2.33	2.33
	----	2,522,229.00	84,531.74	143,920.40	2,378,308.60	5.86	5.71

Number of Accounts: 50

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

	Obj	Obj	2017-18 ESTIMATED REVENUE	September 2017-18 Monthly Activity	2017-18 Activity	REVENUE BALANCE	2017-18 YTD %
199		GENERAL FUND					
	5---	REVENUE	43,139,505.00	1,268,397.78	2,540,980.95	40,598,524.05	5.89
	7---	OTHER RESOURCES	419,159.70	419,159.70	419,159.70	0.00	100.00
	----	GENERAL FUND	43,558,664.70	1,687,557.48	2,960,140.65	40,598,524.05	6.80
240		FOOD SERVICE					
	5---	REVENUE	2,522,229.00	84,531.74	143,920.40	2,378,308.60	5.71
	----	FOOD SERVICE	2,522,229.00	84,531.74	143,920.40	2,378,308.60	5.71

Number of Accounts: 50

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

Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	September 2017-18 ACTIVITY	2017-18 BALANCE	2017-18 YTD %
199	GENERAL FUND						
11	INSTRUCTION						
	61-- PAYROLL COSTS	20,185,477.59	0.00	2,074,084.21	1,644,476.29	18,111,393.38	10.28
	62-- PURCHASE & CONTRACTED SVS	269,048.07	97,373.99	71,238.74	58,181.78	100,435.34	26.48
	63-- SUPPLIES AND MATERIALS	399,041.38	61,270.18	57,498.12	34,789.49	280,273.08	14.41
	64-- OTHER OPERATING EXPENSES	42,674.55	71.55	596.86	804.02	42,006.14	1.40
	66-- CPTL OUTLY LAND BLDG & EQ	5,217.00	5,216.60	0.00	0.00	0.40	0.00
	---- INSTRUCTION	20,901,458.59	163,932.32	2,203,417.93	1,738,251.58	18,534,108.34	10.54
12	INST. RESOURCES & MEDIA SVCS						
	61-- PAYROLL COSTS	360,978.32	0.00	41,187.82	29,016.73	319,790.50	11.41
	62-- PURCHASE & CONTRACTED SVS	38,083.00	0.00	0.00	0.00	38,083.00	0.00
	63-- SUPPLIES AND MATERIALS	49,902.00	5,713.13	1,766.01	1,670.49	42,422.86	3.54
	64-- OTHER OPERATING EXPENSES	5,966.00	1,693.97	896.00	896.00	3,376.03	15.02
	---- INST. RESOURCES & MEDIA S	454,929.32	7,407.10	43,849.83	31,583.22	403,672.39	9.64
13	CURRICULUM DEV & INST STFF DEV						
	61-- PAYROLL COSTS	106,678.61	0.00	71,105.51	8,829.86	35,573.10	66.65
	62-- PURCHASE & CONTRACTED SVS	90,750.00	46,047.00	28,494.00	5,500.00	16,209.00	31.40
	63-- SUPPLIES AND MATERIALS	78,111.60	22,846.36	31,544.06	7,138.25	23,721.18	40.38
	64-- OTHER OPERATING EXPENSES	68,851.40	10,704.38	3,174.77	1,489.13	54,972.25	4.61
	---- CURRICULUM DEV & INST STF	344,391.61	79,597.74	134,318.34	22,957.24	130,475.53	39.00
21	INSTRUCTIONAL LEADERSHIP						
	61-- PAYROLL COSTS	881,145.29	0.00	207,940.45	76,766.40	673,204.84	23.60
	62-- PURCHASE & CONTRACTED SVS	104,336.00	5,546.55	6,020.29	2,620.30	92,769.16	5.77
	63-- SUPPLIES AND MATERIALS	25,037.05	0.00	1,997.34	396.51	23,039.71	7.98
	64-- OTHER OPERATING EXPENSES	13,745.95	2,951.12	2,735.55	2,365.55	8,059.28	19.90
	---- INSTRUCTIONAL LEADERSHIP	1,024,264.29	8,497.67	218,693.63	82,148.76	797,072.99	21.35

MARBLE FALLS ISD
COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 9/2017)

Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	September ACTIVITY	2017-18 BALANCE	2017-18 YTD %
199	GENERAL FUND						
23	SCHOOL LEADERSHIP						
	61-- PAYROLL COSTS	2,055,611.83	0.00	379,045.73	178,038.14	1,676,566.10	18.44
	62-- PURCHASE & CONTRACTED SVS	31,975.00	22,299.70	9,653.15	6,063.82	22.15	30.19
	63-- SUPPLIES AND MATERIALS	37,202.00	3,337.98	7,365.63	3,836.06	26,498.39	19.80
	64-- OTHER OPERATING EXPENSES	18,601.00	4,456.82	3,218.41	1,470.21	10,925.77	17.30
	---- SCHOOL LEADERSHIP	2,143,389.83	30,094.50	399,282.92	189,408.23	1,714,012.41	18.63
31	GUIDANCE & COUNSELING						
	61-- PAYROLL COSTS	1,123,834.67	0.00	163,179.13	95,581.35	960,655.54	14.52
	62-- PURCHASE & CONTRACTED SVS	8,030.00	337.50	0.00	0.00	7,692.50	0.00
	63-- SUPPLIES AND MATERIALS	19,139.00	1,031.86	4,450.72	324.62	13,656.42	23.25
	64-- OTHER OPERATING EXPENSES	11,635.00	2,055.00	535.06	447.17	9,044.94	4.60
	---- GUIDANCE & COUNSELING	1,162,638.67	3,424.36	168,164.91	96,353.14	991,049.40	14.46
32	SOCIAL WORK SERVICES						
	61-- PAYROLL COSTS	50,871.56	0.00	12,639.03	4,244.17	38,232.53	24.84
	62-- PURCHASE & CONTRACTED SVS	12,000.00	0.00	0.00	0.00	12,000.00	0.00
	---- SOCIAL WORK SERVICES	62,871.56	0.00	12,639.03	4,244.17	50,232.53	20.10
33	HEALTH SERVICES						
	61-- PAYROLL COSTS	378,365.53	0.00	36,724.99	30,875.32	341,640.54	9.71
	62-- PURCHASE & CONTRACTED SVS	540.00	0.00	200.00	0.00	340.00	37.04
	63-- SUPPLIES AND MATERIALS	8,334.00	411.53	1,546.64	1,546.64	6,375.83	18.56
	64-- OTHER OPERATING EXPENSES	1,035.00	0.00	0.00	0.00	1,035.00	0.00
	---- HEALTH SERVICES	388,274.53	411.53	38,471.63	32,421.96	349,391.37	9.91
34	PUPIL TRANSPORTATION						
	61-- PAYROLL COSTS	1,298,705.21	0.00	311,794.23	119,927.87	986,910.98	24.01
	62-- PURCHASE & CONTRACTED SVS	33,625.00	8,872.61	10,138.40	3,689.54	14,613.99	30.15
	63-- SUPPLIES AND MATERIALS	365,969.00	80,755.40	44,441.87	26,486.45	240,771.73	12.14

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 9/2017)

	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 September EXPENDITURES	2017-18 ACTIVITY	2017-18 BALANCE	2017-18 YTD %
199		GENERAL FUND						
34		PUPIL TRANSPORTATION						
	64--	OTHER OPERATING EXPENSES	-95,200.00	1,061.44	23,567.65	32,466.08	-119,829.09	-24.76
	66--	CPTL OUTLY LAND BLDG & EQ	410,310.00	410,310.00	0.00	0.00	0.00	0.00
	----	PUPIL TRANSPORTATION	2,013,409.21	500,999.45	389,942.15	182,569.94	1,122,467.61	19.37
36		COCURR./EXTRACURR.ACTIVITIES						
	61--	PAYROLL COSTS	985,555.97	0.00	104,815.68	66,547.20	880,740.29	10.64
	62--	PURCHASE & CONTRACTED SVS	148,970.00	7,173.55	14,431.80	11,094.59	127,364.65	9.69
	63--	SUPPLIES AND MATERIALS	143,124.00	23,068.68	20,581.96	12,866.08	99,473.36	14.38
	64--	OTHER OPERATING EXPENSES	335,755.00	42,376.74	49,283.80	23,758.72	244,094.46	14.68
	----	COCURR./EXTRACURR.ACTIVIT	1,613,404.97	72,618.97	189,113.24	114,266.59	1,351,672.76	11.72
41		GENERAL ADMINISTRATION						
	61--	PAYROLL COSTS	1,119,389.33	0.00	282,023.13	87,574.06	837,366.20	25.19
	62--	PURCHASE & CONTRACTED SVS	108,539.60	33,224.72	30,075.35	12,107.10	45,239.53	27.71
	63--	SUPPLIES AND MATERIALS	86,312.00	4,013.49	37,192.50	9,756.63	45,106.01	43.09
	64--	OTHER OPERATING EXPENSES	103,439.40	18,422.01	38,731.13	29,312.28	46,286.26	37.44
	----	GENERAL ADMINISTRATION	1,417,680.33	55,660.22	388,022.11	138,750.07	973,998.00	27.37
51		PLANT MAINTENANCE & OPERATIONS						
	61--	PAYROLL COSTS	2,376,010.55	0.00	607,775.71	218,785.72	1,768,234.84	25.58
	62--	PURCHASE & CONTRACTED SVS	1,480,353.18	69,404.93	307,817.85	171,219.49	1,103,130.40	20.79
	63--	SUPPLIES AND MATERIALS	488,752.00	85,249.06	138,089.03	59,556.15	265,413.91	28.25
	64--	OTHER OPERATING EXPENSES	165,100.00	2,340.00	176,838.95	174,288.95	-14,078.95	107.11
	66--	CPTL OUTLY LAND BLDG & EQ	327,822.00	23,282.46	8,479.54	0.00	296,060.00	2.59
	----	PLANT MAINTENANCE & OPERA	4,838,037.73	180,276.45	1,239,001.08	623,850.31	3,418,760.20	25.61

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 9/2017)

Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	September 2017-18 ACTIVITY	2017-18 BALANCE	2017-18 YTD %
199	GENERAL FUND						
52	SECURITY & MONITORING SERVICES						
	61-- PAYROLL COSTS	69,777.53	0.00	14,443.06	6,048.18	55,334.47	20.70
	62-- PURCHASE & CONTRACTED SVS	56,500.00	0.00	350.00	350.00	56,150.00	0.62
	63-- SUPPLIES AND MATERIALS	4,500.00	257.00	1,244.00	1,244.00	2,999.00	27.64
	---- SECURITY & MONITORING SER	130,777.53	257.00	16,037.06	7,642.18	114,483.47	12.26
53	DATA PROCESSING SERVICES						
	61-- PAYROLL COSTS	680,462.12	0.00	158,824.88	50,691.28	521,637.24	23.34
	62-- PURCHASE & CONTRACTED SVS	430,512.22	38,136.08	176,820.22	7,365.19	215,555.92	41.07
	63-- SUPPLIES AND MATERIALS	457,593.00	30,289.06	197,022.22	112,028.29	230,281.72	43.06
	64-- OTHER OPERATING EXPENSES	4,000.00	0.00	580.43	525.02	3,419.57	14.51
	66-- CPTL OUTLY LAND BLDG & EQ	419,159.70	0.00	419,159.70	419,159.70	0.00	100.00
	---- DATA PROCESSING SERVICES	1,991,727.04	68,425.14	952,407.45	589,769.48	970,894.45	47.82
61	COMMUNITY SERVICES						
	61-- PAYROLL COSTS	37,098.52	0.00	1,689.19	1,081.93	35,409.33	4.55
	62-- PURCHASE & CONTRACTED SVS	20,000.00	0.00	0.00	0.00	20,000.00	0.00
	64-- OTHER OPERATING EXPENSES	412.00	0.00	98.90	0.00	313.10	24.00
	---- COMMUNITY SERVICES	57,510.52	0.00	1,788.09	1,081.93	55,722.43	3.11
71	DEBT SERVICES						
	65-- DEBT SERVICE	0.00	0.00	139,719.90	139,719.90	-139,719.90	0.00
	---- DEBT SERVICES	0.00	0.00	139,719.90	139,719.90	-139,719.90	0.00
91	INTERGOVERNMENTAL CHARGES						
	62-- PURCHASE & CONTRACTED SVS	4,683,711.00	0.00	1,088,222.00	0.00	3,595,489.00	23.23
	---- INTERGOVERNMENTAL CHARGES	4,683,711.00	0.00	1,088,222.00	0.00	3,595,489.00	23.23

MARBLE FALLS ISD
COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 9/2017)

	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 September EXPENDITURES	2017-18 ACTIVITY	BALANCE	2017-18 YTD %
199		GENERAL FUND						
99		OTHR INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	697,800.00	0.00	151,311.17	151,311.17	546,488.83	21.68
	----	OTHR INTERGOVERNMENTAL CH	697,800.00	0.00	151,311.17	151,311.17	546,488.83	21.68
	----	GENERAL FUND	43,926,276.73	1,171,602.45	7,774,402.47	4,146,329.87	34,980,271.81	17.70

MARBLE FALLS ISD
COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 9/2017)

Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	September 2017-18 ACTIVITY	BALANCE	2017-18 YTD %
240	FOOD SERVICE						
35	FOOD SERVICES						
61--	PAYROLL COSTS	942,819.00	0.00	229,150.20	83,798.98	713,668.80	24.30
62--	PURCHASE & CONTRACTED SVS	99,619.05	18,155.92	30,734.26	28,224.69	50,728.87	30.85
63--	SUPPLIES AND MATERIALS	1,393,159.95	927,393.23	160,104.09	101,641.35	305,662.63	11.49
64--	OTHER OPERATING EXPENSES	16,438.00	0.00	1,328.48	743.48	15,109.52	8.08
----	FOOD SERVICES	2,452,036.00	945,549.15	421,317.03	214,408.50	1,085,169.82	17.18
----	FOOD SERVICE	2,452,036.00	945,549.15	421,317.03	214,408.50	1,085,169.82	17.18

Number of Accounts: 2001

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

MARBLE FALLS ISD
RECAP OF EXPENDITURES BY FUND (Date: 9/2017)

	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	September ACTIVITY	2017-18 BALANCE	2017-18 YTD %
199		GENERAL FUND						
	6---	EXPENDITURES	43,926,276.73	1,171,602.45	7,774,402.47	4,146,329.87	34,980,271.81	17.70
	----	GENERAL FUND	43,926,276.73	1,171,602.45	7,774,402.47	4,146,329.87	34,980,271.81	17.70
240		FOOD SERVICE						
	6---	EXPENDITURES	2,452,036.00	945,549.15	421,317.03	214,408.50	1,085,169.82	17.18
	----	FOOD SERVICE	2,452,036.00	945,549.15	421,317.03	214,408.50	1,085,169.82	17.18

Number of Accounts: 2001

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

Fnd	T	Fn	Obj	Sb	Org	F	Pr	L	L2	Fnd	Obj	Inv#	Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
622	E	11	6399	05	001	0	22	0	00	CPF - CATE	GENERAL SUPPLIES						
			09/21/17	AP			JB			HOME DEPOT CREDIT SERVICES	221800010 CONSTRUCTION TRADES TINY HOUSE OPEN PO	0122474		09/21/17	1589	09/22/17	118.30

September 118.30

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
221800009	2017	CONSTRUCTION TRADES TINY HOME	FOXWORTH-GALBRAITH L	08/28/2017	7,248.86	7,248.86	0.00	0.00	7,248.86	O
221800010	2017	CONSTRUCTION TRADES TINY HOUSE	THE HOME DEPOT	08/28/2017	5,358.31	5,358.31	118.30	0.00	5,240.01	O
221800011	2017	CONSTRUCTION TRADES TINY HOME	AMAZON.COM	08/28/2017	5,611.00	5,611.00	0.00	0.00	5,611.00	O
				*Total	18,218.17	18,218.17	118.30	0.00	18,099.87	
				*622 E 11 6399 05 001 0 22 0 00					118.30	
				*Accounts Payable					118.30	

622 E 11 63-- -- -- -- -- CPF - CATE
622 E 11 ---- -- -- -- -- CPF - CATE
622 - - - - - -- -- -- -- -- CPF - CATE

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001800009	2017	BASEBALL FIELD RENOVATION	TEXAS MULTI-CHEM LTD	08/28/2017	278,000.00	278,000.00	0.00	0.00	278,000.00	O
				*Total	278,000.00	278,000.00	0.00	0.00	278,000.00	
				*636 E 36 6619 00 001 0 91 0 00					0.00	

636 E 36 66-- -- -- -- -- CPF - BAND
636 E 36 ---- -- -- -- -- CPF - BAND
636 - - - - - -- -- -- -- -- CPF - BAND

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001800012	2017	MT - BUS BARN RELOCATION RFP N	THE HIGHLANDER	09/07/2017	165.00	165.00	0.00	0.00	165.00	O
				*Total	165.00	165.00	0.00	0.00	165.00	
				*651 E 51 6299 42 934 0 99 0 00					165.00	
				*Accounts Payable					165.00	

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
9511800142	2017	WO#4287-HS COURTYARD EDGING	9511800142	09/13/17	66.36	66.36	66.36	0.00	0.00	
9511800142	2017	WO#4287-HS COURTYARD EDGING	9511800142	09/13/17	243.15	243.15	243.15	0.00	0.00	
				September					309.51	

* The Year column displays the first year of the fiscal year pair (2017 for 2017-2018).

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 6299 62 001 0 99 0 00 (continued)											
6001800000	2017	WO#4287-HS LIB. COURTYARD-LAND	FERGUSON ENTERPRISES	08/10/2017	1,500.00	1,500.00	1,056.41	0.00	443.59	O	
6001800001	2017	WO#4287-HS LIB. COURTYARD-LAND	LOWE'S OF MARBLE FAL	08/10/2017	500.00	500.00	40.30	0.00	459.70	O	
6001800002	2017	WO#4287-HS LIB. COURTYARD-LANDS	FORD & CREW HOME AND	08/10/2017	200.00	200.00	83.94	0.00	116.06	O	
9511800142	2017	WO#4287-HS COURTYARD EDGING	LOWE'S OF MARBLE FAL	08/11/2017	443.15	443.15	309.51	0.00	133.64	O	
					*Total	2,643.15	2,643.15	1,490.16	0.00	1,152.99	
										*651 E 51 6299 62 001 0 99 0 00	309.51
										*Accounts Payable	309.51
651 E 51 62-- -- -- -- -- CPF - MAINTENANCE											
651 E 51 6399 42 934 0 99 0 00 CPF - MAINTENANCE GENERAL SUPPLIES											
09/13/17	AP	JB	WILLIS ENVIRONMENTAL	6001800010	MT - TD SITE ENGINEERING	3462	09/12/17	1588	09/15/17	22,288.75	
			ENGINEERING INC								
										September	22,288.75
										*651 E 51 6399 42 934 0 99 0 00	22,288.75
										*Accounts Payable	22,288.75
651 E 51 63-- -- -- -- -- CPF - MAINTENANCE											
651 E 51 ----- -- -- -- -- CPF - MAINTENANCE											
651 E 81 6629 42 934 0 99 0 00 CPF - MAINTENANCE BUILDING PURCHASE/CONST/IMPRVM											
09/11/17	AP	JBNOW	CITY OF MARBLE FALLS	6001800013	MT - TRANSPORTATION SITE	MARBLE FALLS	09/11/17	1585	09/11/17	250.00	
				RELOCATION							
09/11/17	AP	JBNOW	CITY OF MARBLE FALLS	6001800013	MT - TRANSPORTATION SITE	MARBLE FALLS	V09/11/17	1585	09/11/17	-250.00	
				RELOCATION							
09/11/17	AP	JBNOW	CITY OF MARBLE FALLS	6001800013	MT - TRANSPORTATION SITE	MARBLE FALLS	09/11/17	1586	09/11/17	300.00	
				RELOCATION							
										September	300.00
6001800014	2017	MT - TRANSPORTATION SITE RELOC	EXCELL FUELING SYSTE	09/22/2017	372,307.76	372,307.76	0.00	0.00	372,307.76	O	
					*Total	372,307.76	372,307.76	0.00	0.00	372,307.76	
										*651 E 81 6629 42 934 0 99 0 00	300.00
										*Accounts Payable	300.00
651 E 81 66-- -- -- -- -- CPF - MAINTENANCE											
651 E 81 ----- -- -- -- -- CPF - MAINTENANCE											
651 - -- ----- -- -- -- -- CPF - MAINTENANCE											

Total for Accounts Payable

23,181.56

* The Year column displays the first year of the fiscal year pair (2017 for 2017-2018).

<u>Fnd</u>	<u>T</u>	<u>Fn</u>	<u>Obj</u>	<u>Sb</u>	<u>Org</u>	<u>F</u>	<u>Pr</u>	<u>L</u>	<u>L2</u>	<u>Fnd</u>	<u>Obj</u>	<u>Date</u>	<u>Src</u>	<u>Sub</u>	<u>Batch</u>	<u>Vendor Name/Ref</u>	<u>PO#/Line#</u>	<u>Description</u>	<u>Inv#/Desc2</u>	<u>Inv Date</u>	<u>Chk#/Rec#</u>	<u>Check Date</u>	<u>Amount</u>
											Grand Total												23,181.56

Number of Accounts: 6

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

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

**Marble Falls Independent School District
Investment Report
For The Quarter Ended September 30, 2017**

Investment Description	Average Yield	Maturity Date	Beginning Market Value	Accrued / Paid Interest	Deposits & Withdrawals	Ending Market Value
General Fund:						
FSB - Finance	0.50%	Liquid	\$ 237,361.26	\$ 271.22	\$ 100,898.28	\$ 338,530.76
FSB - Money Market	0.50%	Liquid	\$ 1,477,341.70	\$ 1,157.39	\$ (28,614.49)	\$ 1,449,884.60
FSB - Payroll	0.50%	Liquid	\$ 680,002.13	\$ 814.05	\$ 43,023.34	\$ 723,839.52
Lone Star	1.25%	Liquid	\$ 15,301,413.11	\$ 33,106.38	\$ (8,225,062.42)	\$ 7,109,457.07
Total General Fund			\$ 17,696,118.20	\$ 35,349.04	\$ (8,109,755.29)	\$ 9,621,711.95
Debt Service Fund:						
FSB - Debt Service	0.50%	Liquid	\$ 5,061.70	\$ 141.01	\$ 43.71	\$ 5,246.42
Lone Star	1.25%	Liquid	\$ 6,781,202.14	\$ 12,589.28	\$ (4,802,949.65)	\$ 1,990,841.77
*CD - 1 Year	1.10%	10/12/17	\$ 249,000.00	\$ 753.16	\$ -	\$ 249,000.00
Total Debt Service Fund			\$ 7,035,263.84	\$ 13,483.45	\$ (4,802,905.94)	\$ 2,245,088.19
Capital Projects Fund:						
FSB - Capital Projects	0.50%	Liquid	\$ 580,748.35	\$ 519.72	\$ (44,850.97)	\$ 536,417.10
Total Capital Projects Fund			\$ 580,748.35	\$ 519.72	\$ (44,850.97)	\$ 536,417.10
Total Investments			\$ 25,312,130.39	\$ 49,352.21	\$ (12,957,512.20)	\$ 12,403,217.24

*Interest accrued / paid, not added to principal

This quarterly report is in compliance with the Board approved investment policy and the Public Funds Investment Act
Texas Government Code (Chapter 2256)



David Hemond
Accounting Supervisor



Kay Kizzia
Interim Executive Director of Finance



**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		

RESOLUTION TO CONSIDER DESIGNATION AS DISTRICT OF INNOVATION

WHEREAS Education Code 12A.001 provides that a district is eligible for designation as a district of innovation if the district's most recent performance rating under Section 39.054 reflects at least acceptable performance, and that consideration of designation as a district of innovation may be initiated by a resolution adopted by the board of trustees of the district; and

WHEREAS the Marble Falls Independent School District's most recent performance rating under Education Code 39.054 reflects at least acceptable performance.

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of the Marble Falls Independent School District by adoption of this resolution initiates the process under Education Code Chapter 12A to become a District of Innovation.

BE IT FURTHER RESOLVED that after this resolution is signed by the Board, a public hearing shall be held within 30 days to consider whether the District should develop a local innovation plan for the designation of the District as a district of innovation and that within 30 days of the public hearing the Board of Trustees of the Marble Falls Independent School District shall appoint an innovation plan committee to develop a local innovation plan or decline to pursue designation as a district of innovation.

Adopted this 16th day of October, 2017, by the Board of Trustees.

Presiding Officer

Secretary

Marble Falls ISD

Proposal to Become a District of Innovation



Love and Inspire

What is a District of Innovation?

- A provision within the law that allows a district to exempt out of certain provisions within statutes
- There are very few requirements associated with these exemptions
- Once given the designation, a district may customize the local plan
- The purpose is to allow a district to meet the unique needs of its' school community
- This would allow Marble Falls ISD to continue to think differently about meeting the needs of our students – as we love and inspire them to achieve their fullest potential



Love and Inspire



What is a District of Innovation?

- Texas Education Code, Chapter 12A provides for districts to follow a process to become a “District of Innovation” by exempting itself from some specific provisions located in the Texas Education Code.
- A district may pursue innovative practices in specific areas:
 - Curriculum
 - Instruction
 - Governance
 - Parent & Community Involvement
 - School Calendar
 - Budgeting
 - Other Ideas



What is a District of Innovation?

- Each plan is about local control and our plan will be designed by our school community to meet the needs of our students
- The plan must have input from teachers, staff members, and community members
- This does not allow a district to be exempt from many other provisions of the Texas Education Code



Why would this help us in Marble Falls ISD?

- This would allow us to pursue flexibility for some specific topics:
 - Teacher Certifications
 - Probationary Teacher Contracts
 - Teacher and Administrator Appraisal Systems
 - First Day of Instruction
 - Minimum Attendance for Class Credit
 - Designation of Campus Behavior Coordinator



Love and Inspire

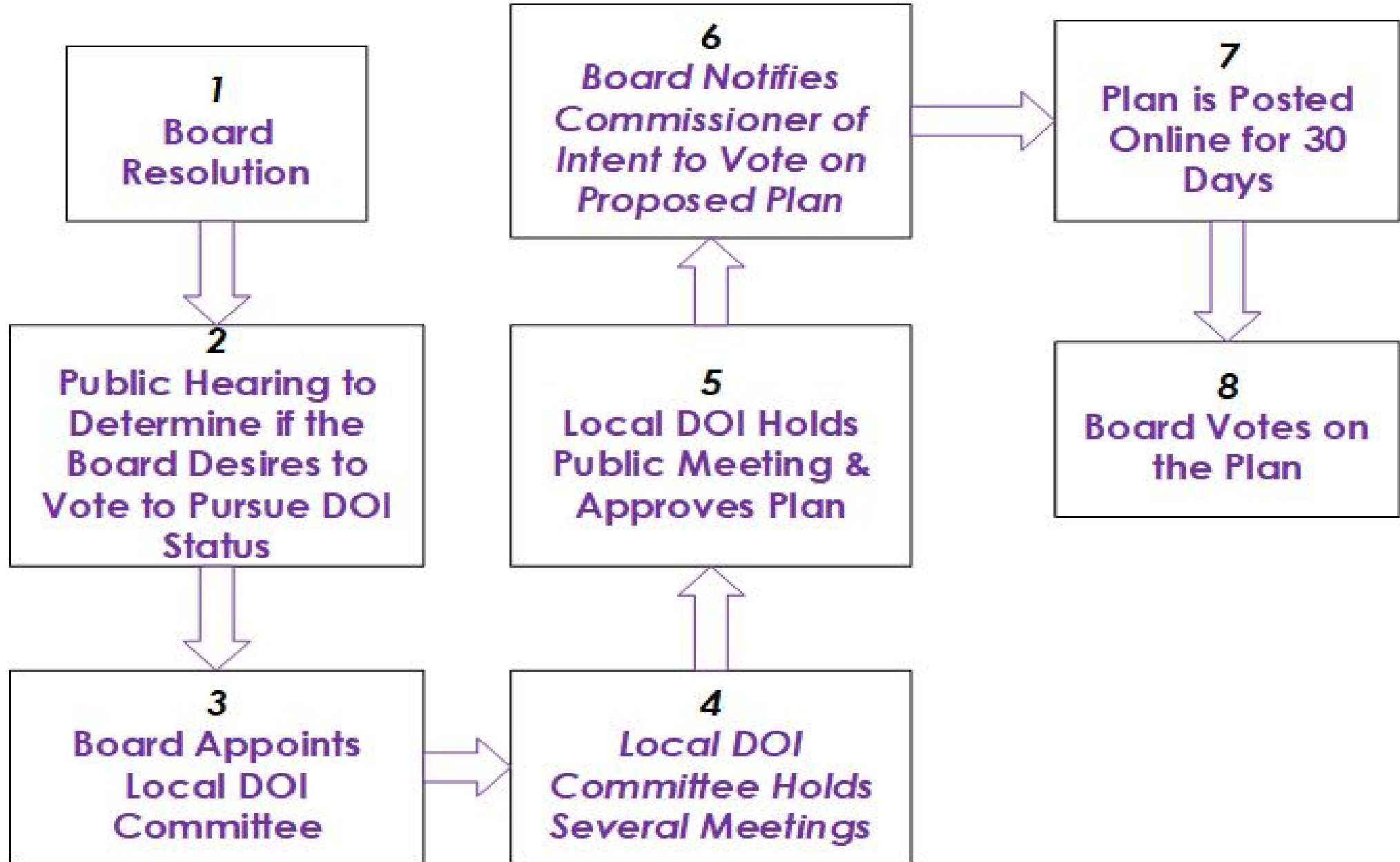


Why would this help us in Marble Falls ISD?

- Hire appropriately experienced teachers in hard to fill areas (STEAM, Languages other Than English, CTE, etc.)
- Appraise teachers and administrators on the content that matters for our community
- Start the school year a little earlier
- Allow for the possibility of innovative instructional practices (Blended Learning, STEAM Academy, Internships, etc.)



Process



What happens if we want to change our plan?

- After the proposed plan is drafted, posted to the website, and finalized, the plan would be presented to the Board for approval
- Upon approval by the Board, the plan would be in place for five years
- If the District determines that changes are necessary, the process would begin again at the first step



Love and Inspire



Timeline

- Oct. 16 – Consideration of Board Resolution to Pursue District of Innovation Status for MFISD
- Oct. 16 – Public Hearing to Consider whether MFISD should develop a local innovation plan for the designation as a District of Innovation
- Oct. 16 – The Board appoints a Local District of Innovation Committee (DOI) to develop a local innovation plan.



Timeline

- After Oct. 16 – the Local District of Innovation (DOI) Committee would schedule meetings to discuss the proposed plan to be developed by the Local DOI Committee
- Nov. 8 – Public Meeting
- Nov. 8 – Local DOI Committee would vote on the proposed plan
- Nov. 9 – If Approved, the Proposed Plan will be Posted for 30 days on the MFISD website
- Dec. 19 – MFISD Board Votes on the Proposed Plan



Love and Inspire



What Happens Next?

- We will entertain any questions
- If satisfied, the Board may decide to pursue District of Innovation Status
- If they desire, the Board will direct the Superintendent to appoint a Local District of Innovation Committee to begin meeting and come back with a proposed plan
- The Local DOI Committee will meet several times and develop a plan, present it at a public hearing, and post the proposed plan online for public comment
- At a board meeting after the proposed plan is posted for 30 days, the Board will vote on the adoption of the proposed plan



Love and Inspire



Questions? Comments?



Love and Inspire





**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		



**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

Destination: Orlando

Dates: March 10 – 16, 2018

Bus: Roadrunner

Hotel: Hampton Inn Beach Hotel in Biloxi
Hampton Inn or Similar in Orlando

Performance: ***Disney's Performing Arts on Stage Performance***

Your custom package includes:

- Two 56-Passenger Charter Buses
- Two Driver Rooms at the Hotels
- Pre-Paid Bus Driver Gratuities
- 1 Night Stay at the Hampton Inn Biloxi
- 4 Night Stay at a Hampton Inn or Similar in Orlando
- 5 Expanded Continental Breakfast Buffets at Hotels
- 3 \$15.00 ***Disney*** Dining Cards (3 Lunches)
- 2 ***Disney*** Meal Coupons (2 Dinners)
- 2 **Universal** Meal Cards (1 Lunch & 1 Dinner)
- 1 Pizza Party at Orlando Hotel
- 1 Box Dinner
- 3 Day ***Disney*** Non-Hopper (includes ***Disney Performance***)
- 1 Day **Universal** Park to Park Ticket
- **24 Hour Travel Support Staff**

Additional fees: Security at the Hotel

Trip cost per person approximately \$1,175.00

Tentative Itinerary

- Sat., March 10: Buses will arrive at Marble Falls High School at 7:30 AM and depart at 8:00 AM for Biloxi, Mississippi. Meals on own, Hotel Check-in.
- Sun., March 11: Breakfast at hotel, Depart for Orlando, Lunch on own, Hotel Check-in, Pizza Party
- Mon., March 12: Breakfast at hotel, *Disney Park*
- Tues., March 13: Breakfast at hotel, *Disney Performing Arts Performance, Disney Park*
- Wed., March 14: Breakfast at hotel, **Universal Studios & Islands of Adventure**
- Thurs., March 15: Breakfast at hotel, *Disney Park*, Box Dinner, Depart for Marble Falls
- Fri., March 16: Travel Day, Meals on own

Transportation

Bus

Roadrunner: You will have two 56-passenger buses at a cost of **\$11,335.00 (includes driver gratuity)** per bus or a total of **\$22,670.00 PLUS** the cost of the bus drivers' hotel room.



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

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

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Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		



Marble Falls ISD
Bilingual/ESL Education
Program Evaluation

2016-17

ELL Program Models

PK-5th: Dual Language Immersion One-Way

46 *PK-5th: ESL Content-Based*

6th-12th: ESL Pull-Out

Dual Language Immersion One-Way

PK-5: HLES and CES

A biliteracy program that serves only students identified as students of limited English proficiency in both English and Spanish and transfers a student to English-only instruction; in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language; transition will occur not earlier than six or later than seven years after the student enrolls in school.

ESL/Content-based

PK-5: MFES, SES

An English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under TEC §29.061(c) to provide supplementary instruction for all content area instruction; it integrates English-as-a-second-language instruction with subject matter instruction which focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

Total Number of Students Enrolled Elementary

ELL Served students

Pre-K	K	1	2	3	4	5	Total
68	56	67	64	64	81	77	(416) 477

Number of Students Enrolled

Bilingual: Dual Language Immersion

Pre-K	K	1	2	3	4	5	Total
64	50	61	61	58	70	65	(319) 429

ESL: Content-Based

Pre-K	K	1	2	3	4	5	Total
4	6	6	3	6	11	12	(97) 48

Elementary Reading Data

Grade Level/Campus	BOY (Kinder is MOY)	EOY	Change
	%	%	%
Kinder	55%	71%	16%
First	53%	57%	4%
Second	43%	71%	28%
Third	37%	66%	29%
Fourth	41%	63%	22%
Fifth	33%	61%	28%

Elementary Language Proficiency

Students Spanish Language Proficiency

Grade	District BOY	District MOY	District EOY
K	15.30%	70.30%	80%
1	23.40%	77.40%	60%
2	0%	45.30%	67%
3	13.00%	66.00%	67%
Total	12.93%	64.75%	68.50%

Students English Language Proficiency

Grade	District BOY	District MOY	District EOY
3	15.20%	40.40%	44%
4	23.50%	67.30%	67%
Total	19.35%	53.85%	55.50%

ESL/Pull-out

6th-12th: MS, HS

An English program that serves students identified as students of limited English proficiency in English only by providing a part-time teacher certified under Section 29.061(c) to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas.

Total Number of Students Enrolled Secondary

6	7	8	9	10	11	12	Total
49	43	37	45	26	11	7	187
(109) 129			(51) 89				

Number of Students Monitored

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
55	0	0	0	1	1	2	6	2	1	3	6	8	0	2	32

Listening, Speaking, Reading, Writing

Number of Instructional Staff Receiving Bilingual/ESL Professional Development

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
6	16	18	18	18	18	18	15	15	18	35	25	25	25	270

Middle School Language Proficiency

Students English Language Proficiency

Grade	District BOY	District MOY	District EOY
6	15.60%	23.50%	30%
7	9.40%	8.60%	21%
8	7.40%	7.10%	7%
Total	4.40%	14.30%	19%

Average Grade Level Growth - Literacy

1.8 Years

High School Language Proficiency

Students English Language Proficiency

Grade	District BOY	District MOY	District EOY
9	0%	2.60%	9%
10	0%	0%	0%
11	0%	0%	0%
12	0%	0%	0%
Total	0%	1.30%	2%
Average Grade Level Growth - Literacy			

2 Years

District Bilingual/ESL Professional Development 2016-17

Training	Date	Scope	Attendance
LPAC Framework	8/2016	Compliance	7 BIL/ESL Coordinator and Campus LPAC Coordinators
Exceptions and Waivers	10/7/16	Compliance	7 BIL/ESL Coordinator and Campus LPAC Coordinators
LPAC Annual Review	5/17	Compliance	7 BIL/ESL Coordinator and Campus LPAC Coordinators
LPAC Decision Making Training	2/17	Compliance	1 (BIL/ESL Coordinator)
TELPAS	2/18/17	Compliance	1 (BIL/ESL Coordinator)
TELPAS	2/17	Compliance	BIL/ESL Coordinator, Assessment Coordinator, Campus Testing Coordinators, All TELPAS Raters
AMAOs & CIP Review	2/17	Compliance	7 BIL/ESL Coordinator & Principals
Compliance for State and Federal Activities (for ELLs)	10/7/16 2/18/17 2/25/17	Compliance	1 (BIL/ESL Coordinator)

District Bilingual/ESL Professional Development 2016-17

Training	Date	Scope	Attendance
Sheltered Instruction Overview	10/16	Instruction	20 BIL/ESL Coordinator & HS Core Cohort
Sheltered Instruction Plus	10/16 2/9/17	Conference	14 BIL/ESL Coordinator & MS/HS Core Teachers
Gomez and Gomez: Dual Language Institute	6/2017	Instruction	25 BIL/ESL Coordinator , Dual Language Teachers and Paraprofessionals
7 Steps to a Language Rich Environment (Book Study)	6/2017	Instruction	28 BIL/ESL Coordinator & Teachers
American Reading Company: 100 Book Challenge	5/27/17	Instruction	6 BIL/ESL Coordinator & Bilingual Summer School Teachers and Paraprofessionals

District Bilingual/ESL Professional Development 2016-17

Training	Date	Scope	Attendance
Bilingual / ESL Directors' Meetings	9/16 11/16 2/17 4/17	Administration	1 BIL/ESL Coordinator
Bilingual / ESL Director's Academy	7/17	Administration	1 BIL/ESL Coordinator
Title III	5/17	Administration	1 BIL/ESL Coordinator
Texas Association of Bilingual Educators	11/16	Administration	1 BIL/ESL Coordinator

District Bilingual/ESL Professional Development 2016-17

Training	Date	Scope	Attendance
ELPS and PLDs	9/16	Differentiation / Instructional Practices	All campus personnel
ELPS Toolkit/ ELPS Observation Guide	11/16	Differentiation / Instructional Practices	15 BIL/ESL Coordinator , Campus LPAC Coordinators, Instructional Coaches
Long Term ELLs	10/16 2/17	Differentiation / Instructional Practices	1

Additional Bilingual/ESL Activities

▶ Student Achievement

- ▶ AEIS, AMAOs, PBM, LEP Progress Measure (pending state and federal guidelines)
- ▶ PEIMS Audit correcting 148 LEP coding issues
- ▶ Registration/Enrollment – process refinement for LEP
- ▶ Migrant Survey for all students
- ▶ Curriculum and Instruction
 - ▶ Linguistic Accommodations
 - ▶ Resources PK-12
 - ▶ Professional Development
- ▶ Assessment
 - ▶ Initial Enrollment to determine LEP Eligibility
 - ▶ TELPAS
 - ▶ STAAR

▶ Parental Involvement Activities

- ▶ Latino Family Literacy Project (LFLP)
- ▶ English Language Learner Advisory Council (ELLAC)
- ▶ Campus Activities (ie: cultural celebrations, parent meetings)

▶ Staffing

- ▶ Recruitment/Certification
- ▶ Certification Addendums
- ▶ Exceptions/Waivers

▶ Bilingual Summer School

- ▶ LEP Compliance (LPAC) (enrollment, assessment, monitoring, annual review)

Parental Involvement Activities for Parents of ELL Students

Literacy Nights

Dual Language Parent Meetings

Cultural Activities (Cinco de Mayo Program)

Latino Family Literacy Project

Adult ESL Classes

****Numerous campus activities specific to ELL students and parents**

Staffing

Exceptions/Waivers

- **2 (5) Classroom Exceptions for Bilingual Classrooms**
- **0 (17) Classroom Waivers for ESL Classrooms**

Recruiting/Certification Endeavors

- **Texas State University Job Fair (Campus Admin./BIL/ESL Coord.)**
- **University of Texas at RGV Job Fair (Campus Admin./BIL/ESL Coord.)**

Stipends

- **\$3,000 Bilingual Teacher Assignment**

Bilingual Education Summer School

Required for incoming K and 1st grade students:

Enrollment

2014 = 24 students

2015 = 26 students

2016 = 35 students

2017 = 43 students

2016-17 Bilingual/ESL Program Plans for Improvement

List evidence of participation in developing, reviewing and revising campus improvement plans for the purpose of improving student performance for ELLs (TEC §11.253)

Principal Meetings

LPAC Coordinator Meetings

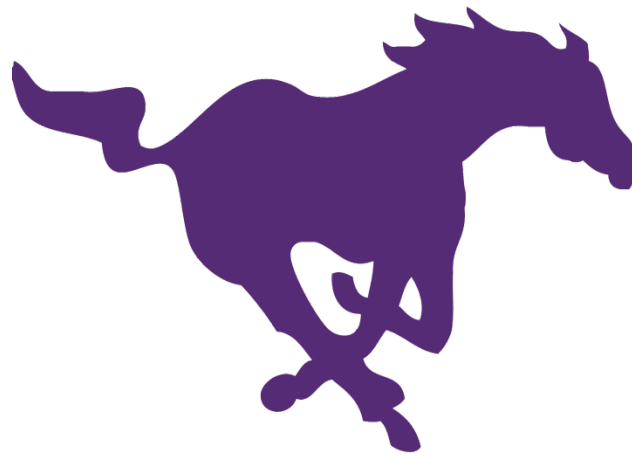
Strategic Planning Meetings

Bilingual/ESL Certified Meetings

Individual Campus Meetings - CIP with ELL goals

ELLAC Meetings

Bilingual and ESL Certification Processes



Marble Falls ISD
Bilingual/ESL Education
Program Evaluation

2016-17



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

Marble Falls ISD Board of Trustees Agenda Item Information

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Submitted By:		
Board Approval Required: Yes No		



LONG TERM FACILITIES MASTER PLAN

WHAT IS A LONG TERM FACILITIES MASTER PLAN

- This is a tool that uses information of various types to create a long term plan for the District's facility needs. The plan is informed by:
 - District demographics study
 - Facility needs assessment
 - Curriculum goals
 - Stakeholder input

WHY IS THIS PLAN NECESSARY

- It creates a point of reference the District can use to plan for the improvement of existent facilities and construction of new facilities
- Creates facility consistency and equity
- Establishes a standard for facilities

NEXT STEPS

- RFQ for a professional firm (usually architectural) to create a Long Term Facilities Master Plan
- Select from those who submit a RFQ



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Submitted By:		
Board Approval Required: Yes No		

Marble Falls ISD

Maintenance Projects

October 16, 2017



Transportation Facility Project

- **Scope**
 - **Move existing MFISD Transportation Facility from its current location to the corner of Colt Circle and Indian Trail**
- **Proposal Amount**
 - **Approximately \$1,700,000**
- **Funds to be used**
 - **Fund Balance**



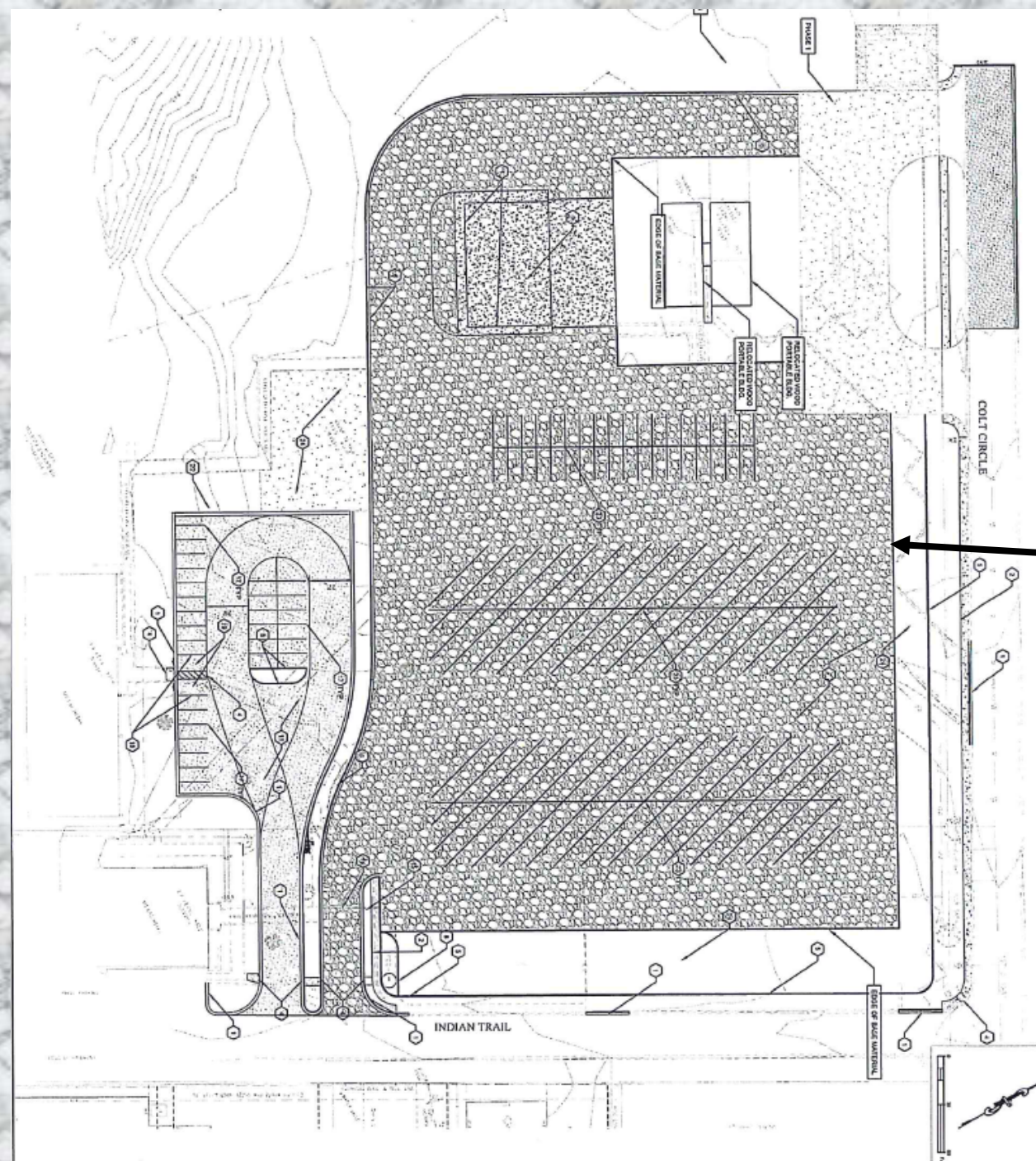


Marble Falls ISD - 1800 Colt Circle



Phase 2

- Renovate Gym to Bus Repair
- Bus Parking, White Fleet Parking, and Staff Parking
- Small Parking Lot for Professional Development

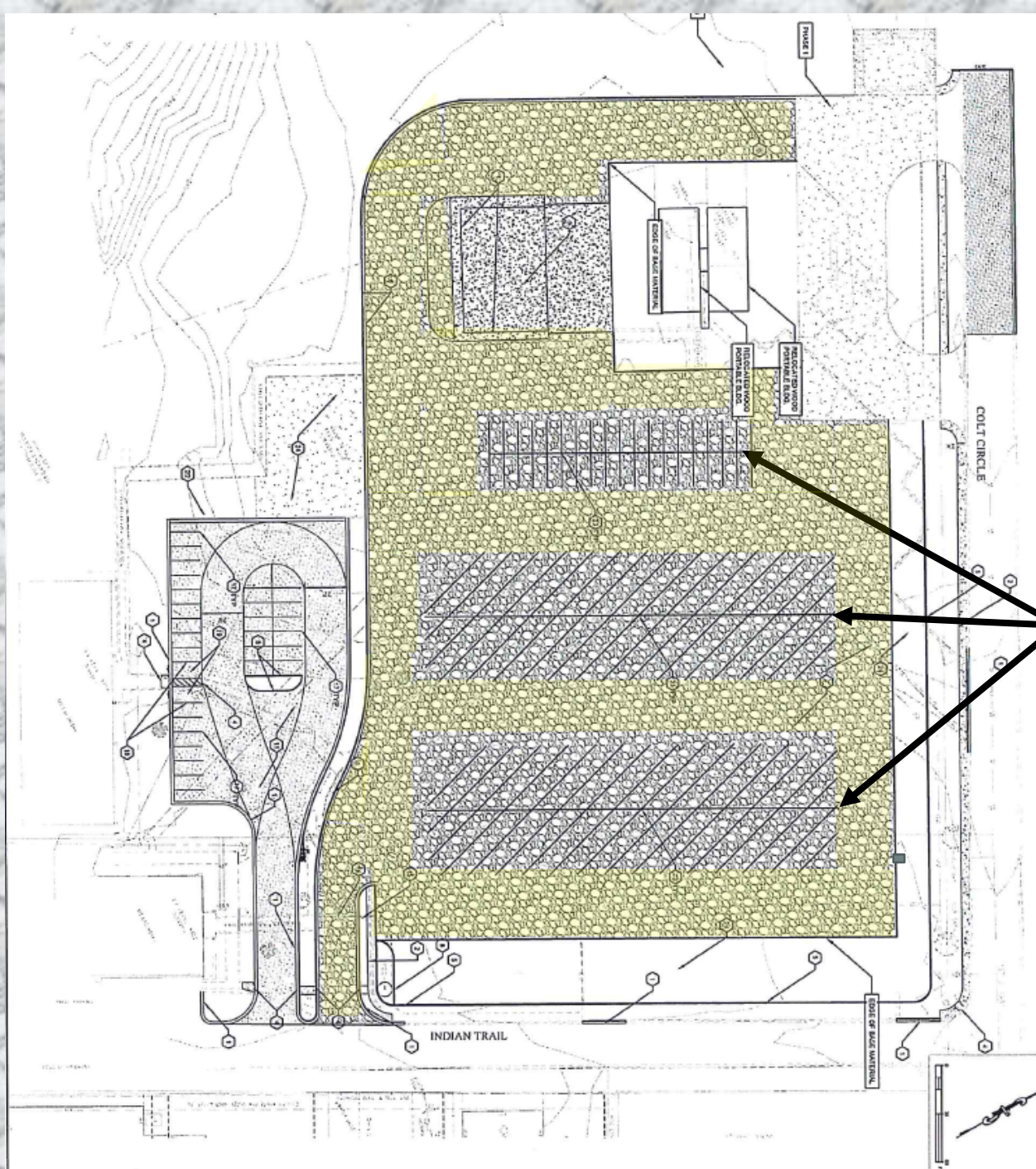


Surface - TRUEGRID



Phase 2

- **Amendment**
 - **TRUEGRID** in areas of parking but **concrete/asphalt** in straightaways
 - **Would require Retention Pond**



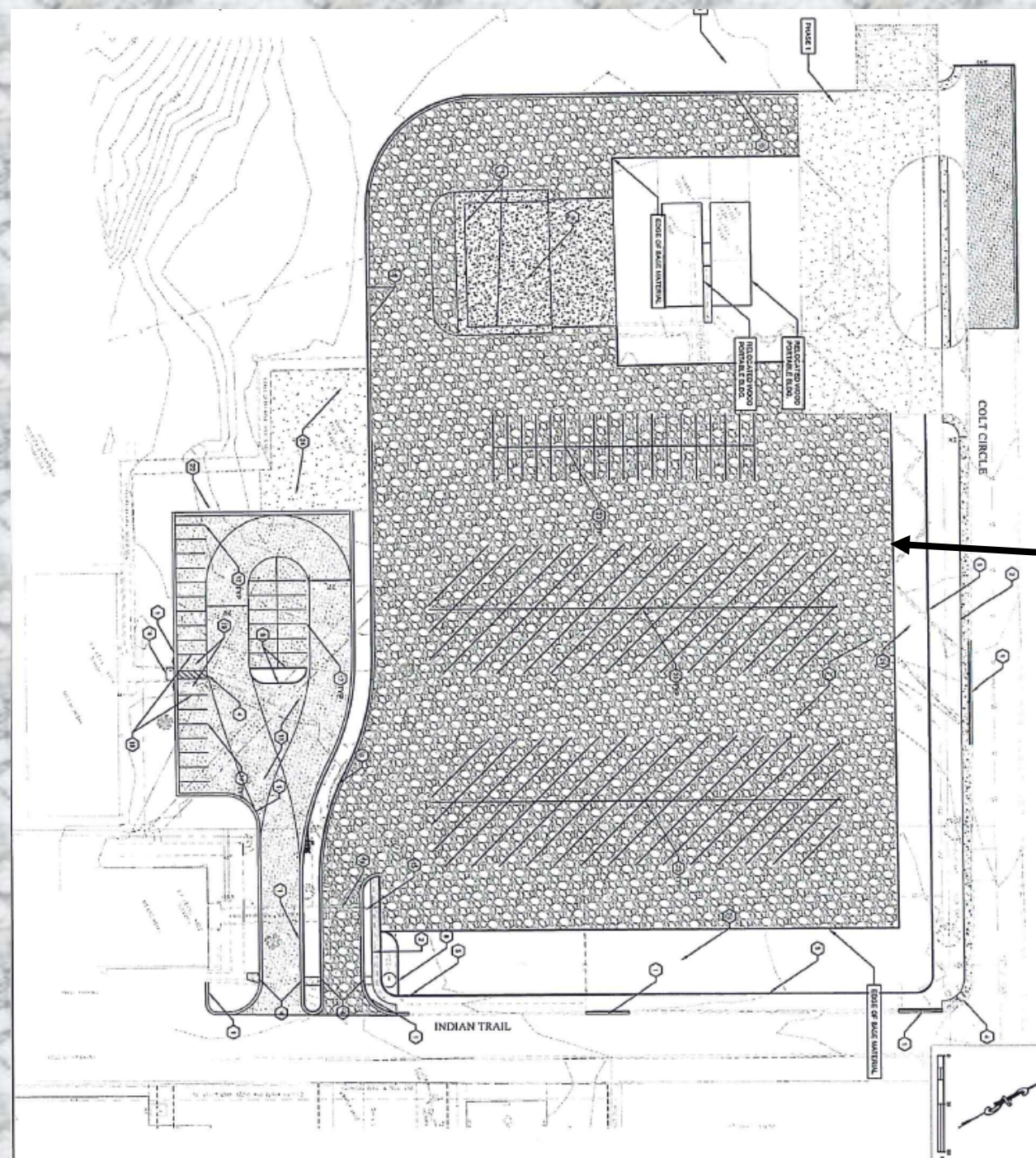
Surface - TRUEGRID

**Gold Surface is
concrete or asphalt**



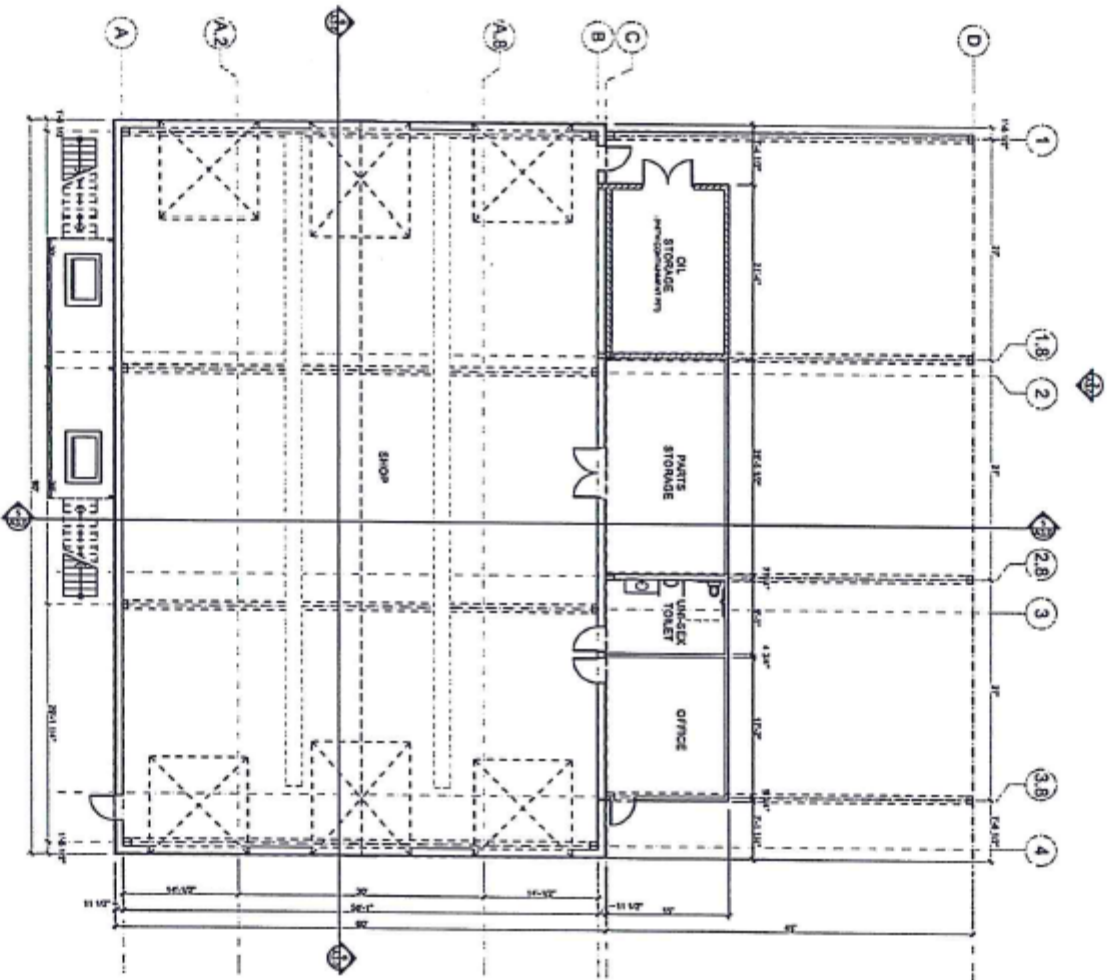
Phase 2

- **Amendment**
 - **All surface would be concrete/asphalt**
- **Would require Retention Pond**



Surface - Concrete or Asphalt



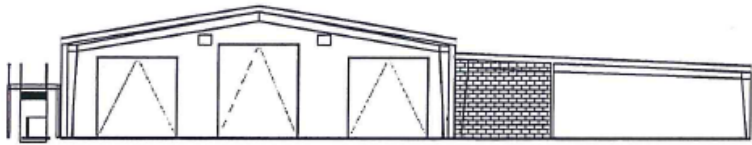


PLAN NORTH

1 FLOOR PLAN - PROPOSED

<p>A2.1</p>	<p>JACKSON ASSOCIATES ARCHITECTURE & PLANNING</p> <p>Phone: 362.779.8887 P.O. BOX 646 Marble Falls, Texas 78654</p>	<p>PRELIMINARY NOT FOR CONSTRUCTION, PERMITS, OR CONTRACTS</p> <p>Prepared and issued for the purpose of: BUS MAINTENANCE FACILITY for Marble Falls ISD a subsidiary of the City of Marble Falls, Texas</p>	<p>BUS MAINTENANCE FACILITY MARBLE FALLS ISD INDIAN TRAIL MARBLE FALLS, TX 78654</p>
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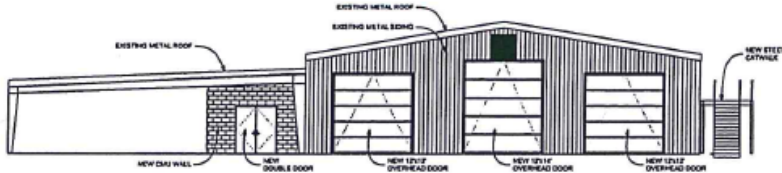




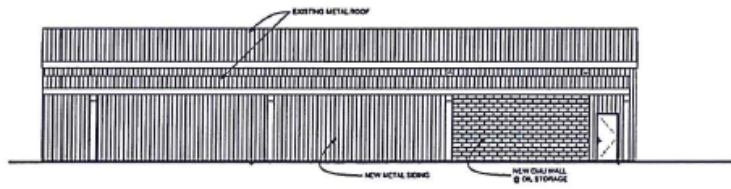
5 SECTION
SCALE: 1/4" = 1'-0"



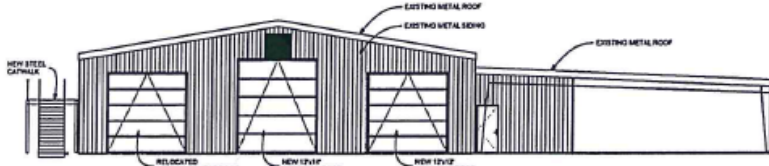
6 SECTION
SCALE: 1/4" = 1'-0"



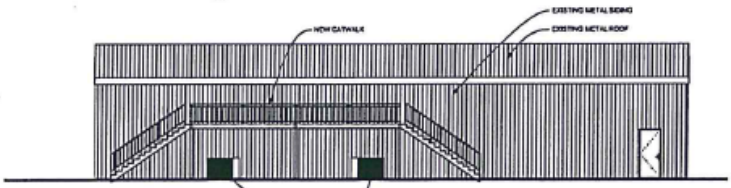
4 WEST ELEVATION
SCALE: 1/8" = 1'-0"



3 NORTH ELEVATION
SCALE: 1/8" = 1'-0"



2 EAST ELEVATION
SCALE: 1/8" = 1'-0"



1 SOUTH ELEVATION
SCALE: 1/4" = 1'-0"

**BUS MAINTENANCE FACILITY
MARBLE FALLS ISD**
INDIAN TRAIL
MARBLE FALLS, TX 78654

**JACKSON ASSOCIATES
ARCHITECTURE & PLANNING**
PHOENIX, AZ 85016
F.O. BOX 668 MARBLE FALLS, TEXAS 78654

DATE	DESCRIPTION

DESIGNED BY	CHECKED BY

PROJECT NUMBER: 17026

A3.0
SHEET 2 OF 2 (DATE: 04-11-17)



Transportation Facility Project – Bus Maintenance & Parking Lot(Phase 2)

- **Scope**
 - **Continue MFISD Transportation Facility by renovating gym to bus maintenance facility and adding bus parking lot to facility**
- **Proposal Amount**
 - **Approximately \$1,200,000 – this amount is not in addition to the approximated total cost on the project. It is broken out to highlight the cost of this portion of the project.**
- **Funds to be used**
 - **Fund Balance**



Transportation Facility Project – Bus Maintenance & Parking Lot(Phase 2)

- **Work Scope**
 - **Bus parking area paving**
 - **Paving of administration parking lot**
 - **Driveways**
 - **Concrete curb and gutter**
 - **Concrete sidewalk**
 - **Security fencing**
 - **Bus maintenance facility in existing metal building on-site**
 - **Storm drainage**



Transportation Facility Project – Bid Process

- **RFP work bid was placed:**
 - **In newspaper (Oct. 6, 10, 13, & 17)**
 - **On website**
 - **On The Blue Book**
- **Pre-Bid Meeting – October 18th at 10:00 AM**
- **Bids will be submitted to district office**
- **Opened and evaluated on Friday, November 3, 2017**
- **Recommendation to School Board on November 13, 2017**



Bid Project Evaluation Rubric						
Estimate:						
Project:						
		<u>Vendors:</u>				
	<u>Weighting</u>					
Cost	60%					
Proposal Meeting Bid Specs	20%					
Contractor Experience with District	20%					
	<u>Rating (1-4):</u>	0	0	0	0	
Cost Rating: 1-4						
4 = Proposal falls within budget estimate and/or is lowest bid						
3 = Proposal falls within budget estimate and/or is next lowest bid						
2 = Proposal is higher than budget estimate						
1 = Proposal is higher than budget estimate and/or is highest bid						
Meeting Bid Specs						
4 = Proposal meets all proposed bid specs						
3 = Proposal meets bid specs with exceptions						
2 = Proposal does not meet bid specs with exceptions						
1 = Proposal includes specs unrelated to planned project and is above budget estimate						
Contractor Experience with District						
4 = Contractor has previous MFISD experience and is a local Marble Falls area Contractor						
3 = Contractor is a local Marble Falls area Contractor						
2 = Contractor has previous MFISD experience						
1 = Contractor has no previous MFISD experience and is not a local Marble Falls area Contractor						



Questions?





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Submitted By:		
Board Approval Required: Yes No		

Marble Falls ISD

MFHS Public Announcement System

06



**LEARNERS TODAY,
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MUSTANGS FOREVER!**

Identified Concerns

- Currently, not all classrooms are functioning properly.
 - Announcements are currently done over the PA system but a written copy is provided to all teacher to ensure that they can read announcements.
- PA system has gone down on the entire campus multiple times over the years.
- Current system functions off 1 amp that has been required to be replaced. Issues within a classroom can lead to the amp burning out and difficult to identify source of problem.
- Areas outside of classroom have no ability to hear announcements.
- Safety and security drills have been hindered by ineffective PA system. Drills are the best way to practice if an actual situation were to occur.



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Goal of work

- Once this project is complete we should have no PA “dead zones” throughout the high school campus.
- We already have the network infrastructure as well as software and licensing to get everything running immediately, all we need is the equipment installed.



Unique areas to be addressed

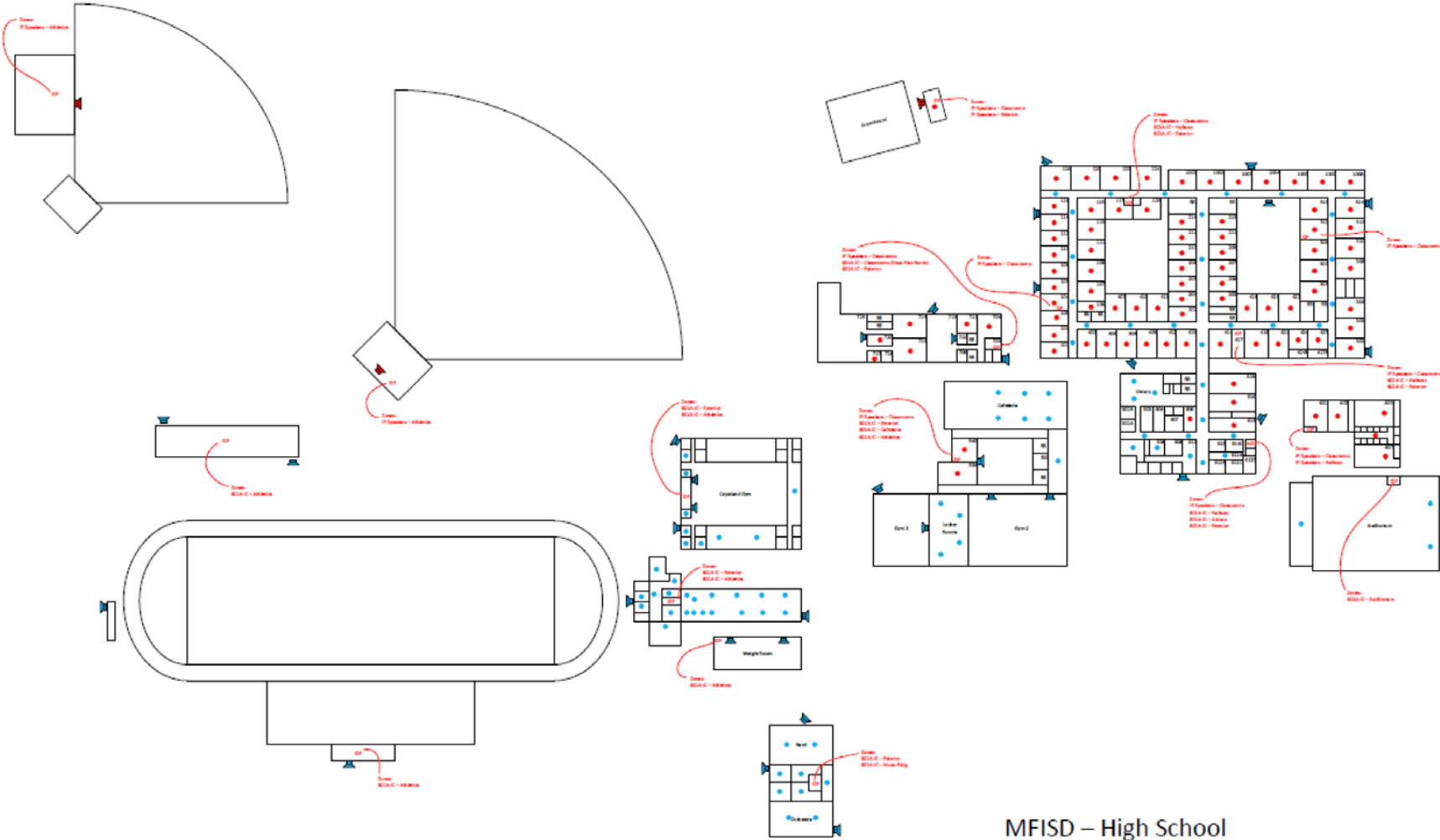
- Auditorium
- Greenhouse
- Cafeteria area
- Max Copeland Gym
- Athletics Areas (Including Mustang and PE Gym, Locker rooms, and Weight Room)
- Music Building (Band)
- Football Field Press Box
- Concession Building
- Baseball Field Press Box
- Softball Field Press Box



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Scope of work

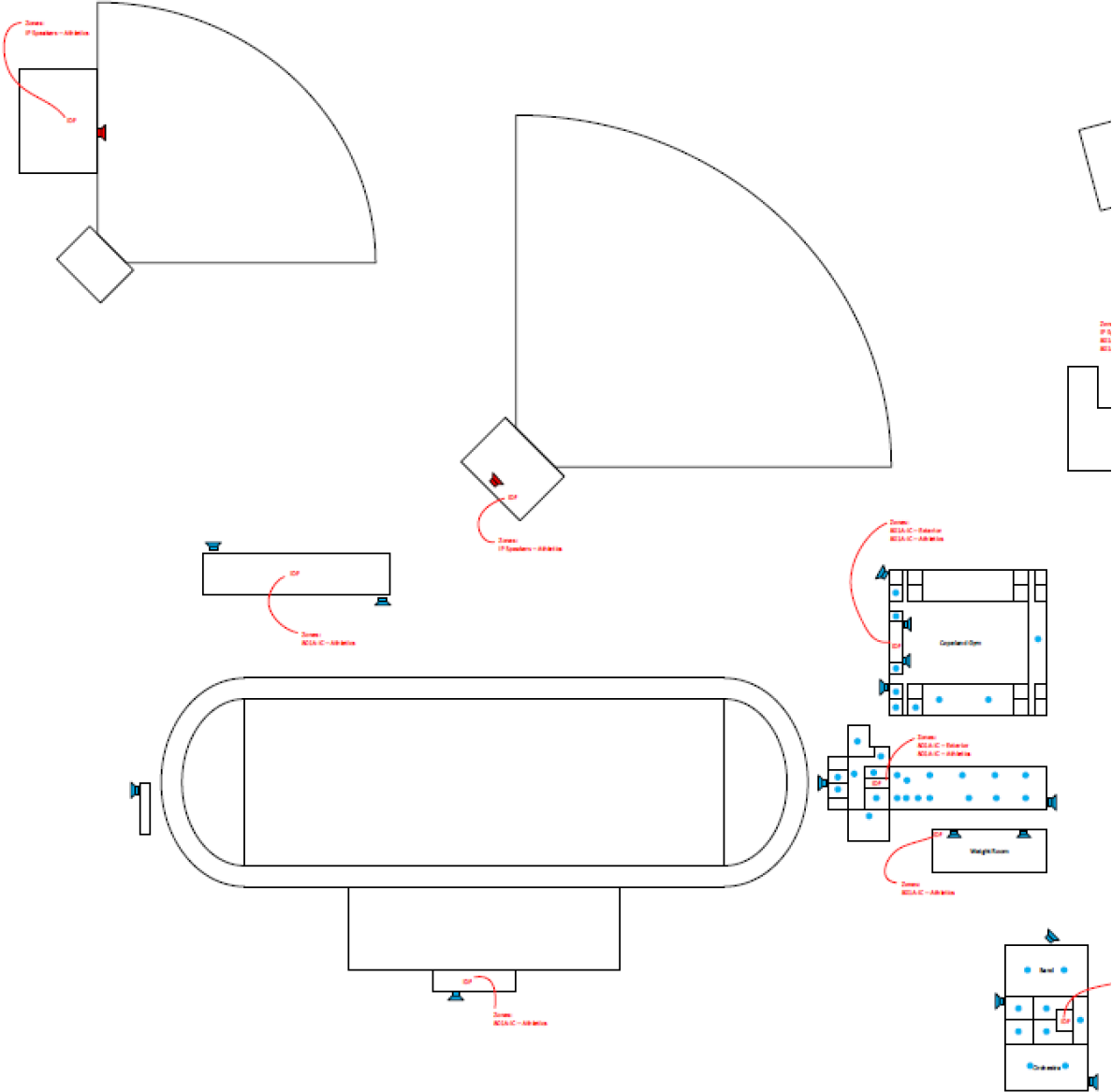


MFISD – High School

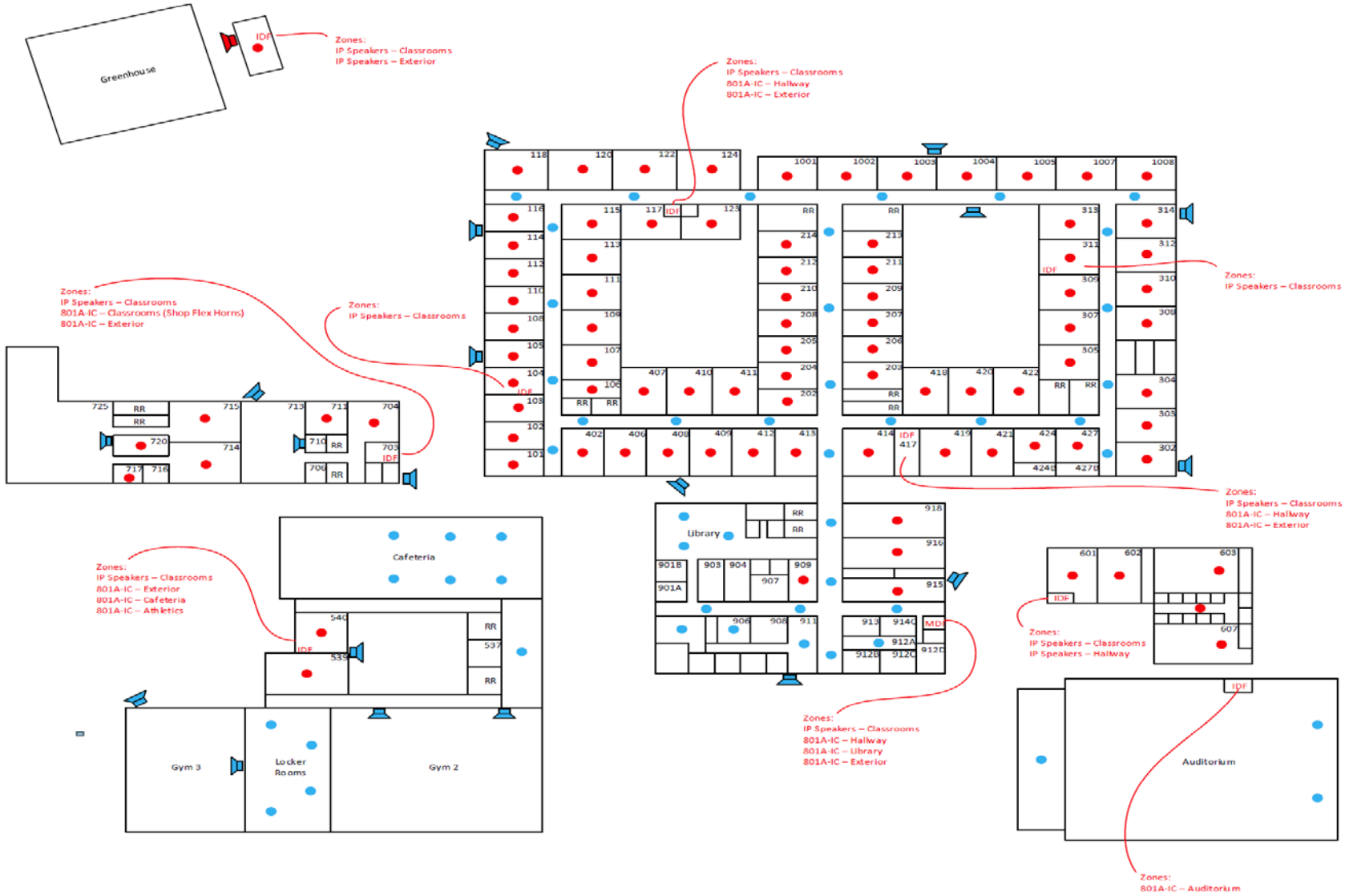
Scope of work

96

Athletic fields will be aware of announcements and any broadcast safety concerns.



Scope of work



96

High school academic areas will have better coverage. Included are not only classrooms but areas outside classrooms and areas outside building.

Turnkey Provider

- Removing all of the old speakers and wiring
- A high quality Industry tested product
- Valcom has really good support
- Each Analog Speaker(Hallways and outdoor horns) are self-amplified, so if an amp goes out we only lose 1 speaker vs losing an entire chain of speakers like we have now.
- The hallway speakers will be run in zones. Instead of having everything run back to a single location like it is now, there will be IP to analog gateways installed at each zone location making them an isolated system and easier to troubleshoot.
- Each IP Speaker is a 2x2 ceiling tile replacement so it's as simple as plugging in the network cable and replacing the tile. It will make troubleshooting any speaker issues take minutes vs hours/days.
- Company has provided a detailed scope of work that includes rigorous testing of our current network to ensure no issues with the new installation.
 - They will name each speaker for easy identification in the new system
 - They will configure and program in all of the bell schedules
 - They will configure an extension for each classroom speaker so that a classroom can be dialed directly if needed
 - They will work with us to create a Post Deployment test and validation plan including being on site the first day back to school
 - They will provide training, documentation and quick reference guides on how to operate and/or modify everything in the system.



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Next Steps

- 2nd Read at November Board Meeting
- Board approve spending of \$123,130 on replacement of PA system
- Sign Contract with provider
- Work to be completed over Christmas break – completion January 8th



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Marble Falls Independent School District
Board Meeting Minutes
September 18, 2017

Kevin Naumann, President, called the regular meeting to order at 6:00 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: Kevin Naumann, Kevin Virdell, Lee Ann Johnson, Larry Berkman, Alex Payson and Gary Boshears

Board Members Absent: Karl Westerman

Administrators Present: Dr. Chris Allen, Dr. Wes Cunningham, Jeff Gasaway, Kay Kizziar, Dr. Susan Maughan, Shana Hale, Nathan Fink, Bruce Peckover, Mike Haley, Bethany Birdwell, Susan Cox, Pam Parkman, Peggy Little, Erika O'Connor, Heather Metzgar, Michael Phillips, Leslie Baty, Dr. Melissa Fields, George Hamilton, Roger Barr and Damon Adams.

Members of the Press: Richard Zowie, The Highlander News

Citizens Comments

No one asked to speak.

Public Hearings

MFISD Accountability Rating

Mr. Naumann opened a public hearing at 6:02 p.m. regarding the 2016-2017 State Accountability Report. Dr. Melissa Fields, Accountability & Testing Coordinator, reviewed the State Accountability report. No patrons asked to be heard. The public hearing was closed at 6:06 p.m.

Financial Integrity Rating System of Texas (FIRST)

Mr. Naumann opened a public hearing at 6:06 p.m. regarding the 2016-2017 School FIRST Report. Dr. Chris Allen, Superintendent, reviewed the new School FIRST report. No patrons asked to be heard. The public hearing was closed at 6:09 p.m.

Information Items

Financial Report

- General Fund Summary
- Expenditure Report

Presentation/Discussion Items and Possible Action

Shape Our Schools Update

Dr. Chris Allen, Superintendent, described "Shape Our Schools" (SOS) as a community involvement initiative executed in the spring and summer of 2017. SOS was intended to gather input from our community regarding how the District can best prepare all students for success in

life, both now and in the future. Stephanie Barry and Brian Shirley spoke on behalf of the community members involved in the SOS project.

Board Operation Procedures

Dr. Chris Allen, Superintendent, presented after careful examination and editing by the officers of the MFISD Board of Trustees and the Superintendent, the updated Board Operating Procedures were presented to the Board for review and comment.

Resolution of Nomination to the Directors for the Burnet Central Appraisal District for the Year 2018-2019

No action was taken.

Maintenance Project- MFISD Transportation Fueling Station- Phase 1

Jeff Gasaway, Assistant Superintendent, Marble Falls ISD completed a facilities assessment through Alpha in 2016. A finding within the study has led to the recommendation to build a new transportation facility. The district is recommending stages within this project. The first stage focuses on the transportation fueling station. Included within this stage is: two above ground tanks (each tank holds 12,000 gallons of fuel); removal of old tanks; pump dispensers; canopy with lighting; cement; and, additional electrical work. The estimated cost for this project would be approximately \$500,000.

Upon a motion by Lee Ann Johnson, second by Kevin Virdell, the Board approved \$372,308 to Excell Fueling Systems for the purpose of installation of 2 fuel tanks, new tank hardware, removal of old fuel tanks, addition of canopy with lights, and electrical work.

For: 6 Against: 0 Absent: 1

Upon a motion by Gary Boshears, second by Alex Payson, the Board approved the Superintendent of Schools to negotiate and execute a contract with Diamond X not to exceed \$237,740 for concrete, dirt work and additional maintenance to be completed for the addition of the new MFISD fueling station.

For: 6 Against: 0 Absent: 1

CH(Local) Policy Update

Jeff Gasaway, Assistant Superintendent, informed the Board that Marble Falls ISD administration has worked to update our CH (Local) policy with an adjustment to the beginning of the policy that speaks to Purchasing Authority. Marble Falls ISD administration would like to recommend that the adjusted wording read, "The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place."

Purchasing Authorization On-Going Vendor Relations that Exceed Monetary Limitations

Kay Kizziar, Interim Finance Director, informed the Board that Marble Falls ISD administration has reviewed 2016-2017 purchases to determine what vendors exceeded \$25,000.

Upon a motion by Gary Boshears, second by Lee Ann Johnson, the Board approved the purchasing authorization on-going vendor relations that exceed monetary limitations as presented.

For: 6 Against: 0 Absent: 1

Marble Falls ISD Advanced Academics

Heather Metzgar, Director of Secondary Education, reported to the Board a brief overview of the Advanced Academics Data for Marble Falls ISD. The data presented is accurate as of the date of this meeting.

District and Campus Improvement Plans

Dr. Wes Cunningham, Assistant Superintendent, explained to the Board that the Marble Falls ISD Central Administration and Campus Administration have worked with staff and community members in a collaborative effort to operationalize the vision of Marble Falls ISD in our District and Campus Improvement Plans. These plans were developed using a variety of data sources and aligned to the goals of the MFISD School Board. Each campus Principal reported to the Board updates to their Campus Improvement Plans.

Consider and Possible Approval of Action

Consent Agenda

Upon a motion by Gary Boshears, second by Kevin Virdell, the Board approved the following:

- Minutes from the Regular Board Meeting held on August 21, 2017
- Budget Amendments
- Approval of the Resolutions Providing for the Sale of Property Acquired by Burnet Central Appraisal District at Delinquent Tax Sale - 19 Bids
- School Bus Purchase

For: 6 Against: 0 Absent: 1

Upon a motion by Gary Boshears, second by Alex Payson the Board approved the minutes from the Special Board Meeting held August 18, 2017.

For: Kevin Virdell, Gary Boshears, Larry Berkman, Alex Payson and Kevin Naumann
 Against: None
 Absent: Karl Westerman
 Abstained: Lee Ann Johnson

Upcoming Meetings

Thursday, October 12, 2017 - Team of Eight Training
 Monday, October 16, 2017 - Regular Board Meeting
 Monday, November 13, 2017 – Regular Board Meeting

Executive Session

At 8:06 p.m., the Board adjourned into executive session to discuss real property (TX Govt. Code 551.072).

The Board reconvened from executive session at 9:12 p.m.

Discussion and Possible Approval of Action Arising from Executive Session

No action was taken.

Adjournment

Hearing no objection, the Board adjourned at 9:13 p.m.

Approved:

Kevin Naumann, President

Lee Ann Johnson, Secretary

Marble Falls Independent School District
Board Meeting Minutes
October 5, 2017

Kevin Naumann, President, called the special meeting to order at 1:31 p.m. at the Marble Falls ISD Central Office Superintendents Conference Room. 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: Kevin Naumann, Gary Boshears, Larry Berkman, Alex Payson and Kevin Virdell

Board Members Absent: Lee Ann Johnson & Karl Westerman

Administrators Present: Dr. Chris Allen, Dr. Wes Cunningham and Jeff Gasaway

Members of the Press: None

Presentation/Discussion Items and Possible Action

Board Resolution to Donate Surplus School Buses

Jeff Gasaway, Assistant Superintendent, explained that the Woodsboro ISD is in immediate need of school buses to transport students due to the effects of Hurricane Harvey and desires assistance from Marble Falls ISD.

Upon a motion by Alex Payson, second by Gary Boshears, the Board approved the resolution, read by Dr. Chris Allen, to donate surplus school buses to Woodsboro ISD.

For: 5 Against: 0 Absent: 2

Adjournment

Hearing no objection, the Board adjourned at 1:43 p.m.

Approved:

Kevin Naumann, President

Lee Ann Johnson, Secretary



Marble Falls
Independent
School District

INTEROFFICE MEMORANDUM

Date: October 9, 2017

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):

17-00014	Allocate budget for staff travel - \$1,000
17-00015	Allocate budget for staff travel - \$284
17-00016	Allocate budget for teacher recruitment and clinic supplies - \$7,065
17-00017	Allocate budget for CTE exams - \$174
17-00018	Allocate budget for staff travel - \$700

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Batch #:	<i>17-00014</i>	Reason for amendment: TRANSFER FUNDS TO COVER TRANSPORTATION COSTS			
Fiscal Year:	2017-2018				
Account Number	Account Description		Debit	Credit	
EXPENDITURES			Increase	Decrease	
1	199 E 36 6399 00 041 0 99 T 00	GENERAL SUPPLIES		\$1,000.00	
2	199 E 13 6411 00 041 0 99 T 00	EMPLOYEE TRAVEL	\$1,000.00		
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
REVENUE			Decrease	Increase	
21					
22					
23					
24					
Totals			1,000.00	1,000.00	
Board Approval Required <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Prepared by: Susan Beck Date: 09/15/17	Approved by: <i>R. Beck</i> Date: <i>9-15-17</i>	Reviewed by: <i>JH</i> Date: <i>9/19/17</i>	Entered by: <i>[Signature]</i> Date: <i>9/19/17</i>

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Batch #:	<i>17-0005</i>	Reason for amendment:	TRANSFER FUNDS TO COVER TRANSPORTATION COSTS		
Fiscal Year:	2017-281				
Account Number	Account Description			Debit	Credit
EXPENDITURES				Increase	Decrease
1	199-E-11-6399-00-041-0-11-0-00	TRANSFER FUNDS TO COVER TRANSPORTATION COSTS			\$284.00
2	199-E-13-6411-00-041-0-21-0-00	RECEIVE FUNDS TO COVER TRANSPORTATION COSTS		\$284.00	
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20					
REVENUE				Decrease	Increase
21					
22					
23					
24					
Totals				-	284.00
Board Approval Required <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Prepared by: Susan Beck	Approved by: <i>RBW</i>	Reviewed by: <i>[Signature]</i>	Entered by: <i>[Signature]</i>
		Date: 09/18/17	Date: <i>9-20-17</i>	Date: <i>9/21/17</i>	Date: <i>9-22-17</i>

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Batch #:	17-00016	Reason for amendment: ALLOCATE BUDGET FOR TEACHER RECRUITMENT & CLINIC SUPPLIES			
Fiscal Year:	2017-2018				
Account Number	Account Description		Debit	Credit	
EXPENDITURES			Increase	Decrease	
1	199-41-6411-03-731-0-99-0-00	EMPLOYEE TRAVEL	5,000.00		
2	199-33-6399-00-001-0-99-0-00	SUPPLIES	2,065.00		
3	199-11-6399-00-999-0-11-X-00	SUPPLIES		7,065.00	
4					
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REVENUE			Decrease	Increase	
34					
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37					
38					
Totals			7,065.00	7,065.00	
Board Approval Required <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Prepared by: K Kizziar Date: 09/27/17	Approved by: <i>[Signature]</i> Date: 9/28/17	Reviewed by: <i>[Signature]</i> Date: 9/28/17	Entered by: <i>[Signature]</i> Date: 9-28-17

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Batch #:	<i>17-00017</i>	Reason for amendment: ADJSUT BUDGET FOR CTE EXAMS			
Fiscal Year:	2017-2018				
Account Number	Account Description		Debit	Credit	
EXPENDITURES			Increase	Decrease	
1	199-11-6499-06-001-0-22-0-00	MISC OPERATING COSTS		174.00	
2					
3					
4					
5					
6					
7					
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REVENUE			Decrease	Increase	
34	199-00-5744-00-000-0-00-0-00		174.00		
35					
36					
37					
38					
Totals			174.00	174.00	
Board Approval Required <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Prepared by: D Hemond Date: 09/28/17	Approved by: <i>[Signature]</i> Date: <i>9/28/17</i>	Reviewed by: <i>[Signature]</i> Date: <i>9/28/17</i>	Entered by: <i>[Signature]</i> Date: <i>9-29-17</i>

**2017-2018
BUDGET AMENDMENT**

Batch #:	17-00018	Reason for amendment: Budget Increase to cover Employee Travel Expense		
Fiscal Year:	2017-2018			
Account Number	Account Description		Debit	Credit
EXPENDITURES			Increase	Decrease
1				
2	199 E 11 6291 00 103 0 11 000	Consulting		700.00
3	199 E 13 6411 00 103 0 99 000	Employee Travel	700.00	
4				
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REVENUE			Decrease	Increase
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38				
Totals			700.00	700.00
Board Approval Required <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Prepared by: Linda Ganske Date: 10/3/17	Approved by: <i>[Signature]</i> Date: 10/3/17	Reviewed by: <i>[Signature]</i> Date: 10/4/17	Entered by: <i>[Signature]</i> Date: 10/4/17



**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		

Spicewood Elementary School (MFISD)

Campus Improvement Plan

2017-2018

MFISD Mission

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

MFISD VISION

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



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

CAMPUS MISSION

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

CAMPUS VISION

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

**Spicewood Elementary School
Campus Educational Improvement Committee**

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Susan Cox	Principal	
Allison Smith	Counselor	
Sonya Smith	Instructional Coach	
Judie Jenkins	Teacher	
Kalika Turner	Teacher	
Mike Fruge	Community Member	
	Business Member	
Jeannie Jett	Parent	

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

Spicewood Elementary School COMPREHENSIVE NEEDS ASSESSMENT

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

Participants in Attendance	Data Sources Examined	
Susan Cox	<input checked="" type="checkbox"/> TAPR	
Delight Dehorty	<input checked="" type="checkbox"/> Disaggregated STAAR / TAKS Data	
Dana Zamarippa	<input checked="" type="checkbox"/> Campus PEIMS Reports	
Sonya Smith	<input checked="" type="checkbox"/> Student Attendance Data	
Allsion Smith	<input checked="" type="checkbox"/> Truancy Data	
Leslie Baty	<input checked="" type="checkbox"/> Referral % for SPED Students	
	<input checked="" type="checkbox"/> Campus Parent Participation	
	<input checked="" type="checkbox"/> Failure Rates	
	<input 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	
	List Other Data Here	

Spicewood Elementary School
Comprehensive Needs Assessment Summary

Number of Students served, compared to previous year. 207/203

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 reading 5-5th and math 3-5th and science. All classroom teachers are ESL certified.

Needs: Campus STAAR data is lower than expected in writing. 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 campus will conduct regular and ongoing professional development such as book studies and coaching cycles to provide opportunities for professional growth. We consistently work with teachers to develop and improve systems to review data and increase student mastery and instructional focus.

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 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: SWE has weekly structured PLC Meetings to continue our focus on student learning and the standards which has solidified who we are as a campus. By implementing planning for learning in order to meet the needs of every student we feel all students are showing growth. Regular collaborative conversation impact student learning. 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 writing and reading, will be specifically addressed. SWE will improve the use of student data, focus on effective Tier I instruction, consistently use of the Curriculum Alignment Project documents and procedures, and progress monitoring student/campus 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 learners. 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 BAS/TPRI levels, AIMSweb reports, TELPAS, RtI, 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 will be an area of focus and we continue to have our district ESL Coordinator, Deb Canup, train staff on differentiation strategies.

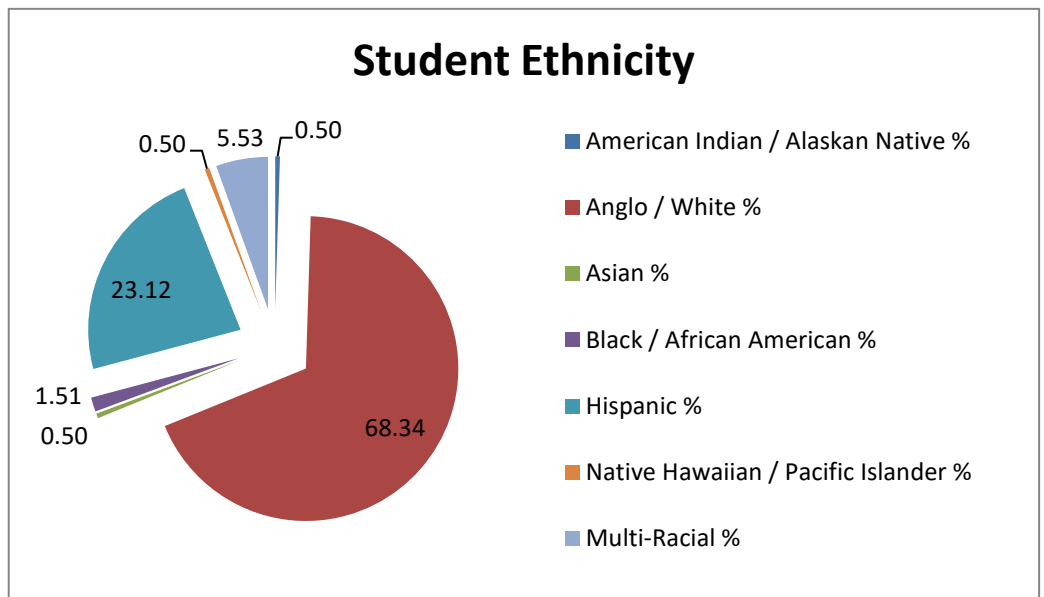
Needs: We will focus on the standards through the Curriculum Alignment Project to positively impact student achievement. We will continue to examine data in grade-level and vertical-teams. Our Response to Intervention (RtI) team will focus on meeting the needs of struggling students while we provide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

TECHNOLOGY

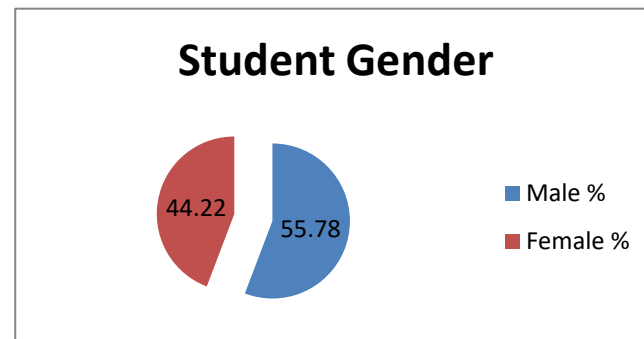
Strengths: All staff received training and support for technology and develop integrated lessons. Our instructional coach, Sonya Smith, assists teachers in the integration and several teachers are developing Google classrooms. We are moving forward to maintain existing technology and to discover new, 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.

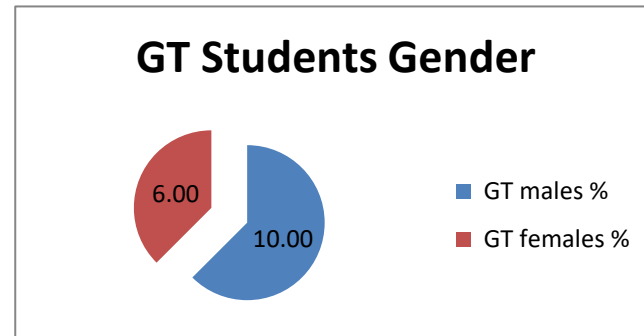
CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Spicewood
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	199
grade level	text	PKN - 5
5 year prior enrollment	#	220
increase in enrollment	%	-9.55



STUDENT DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.50
Anglo / White	%	68.34
Asian	%	0.50
Black / African American	%	1.51
Hispanic	%	23.12
Native Hawaiian / Pacific Islander	%	0.50
Multi-Racial	%	5.53
Male	%	55.78
Female	%	44.22
Low SES	%	47.74

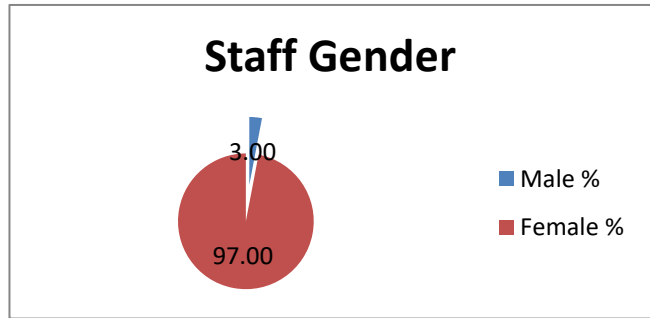
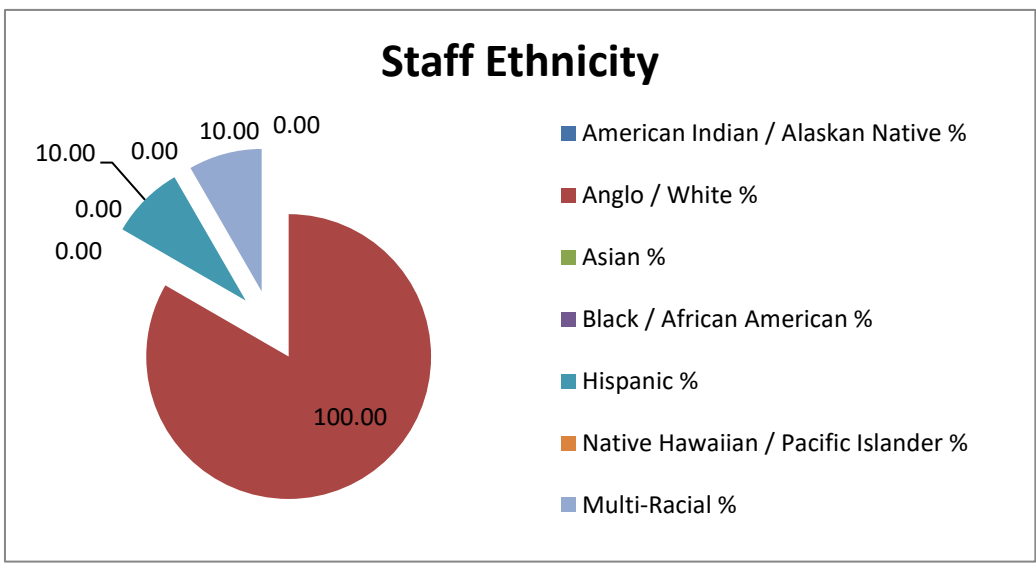


STAFF DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.00
Anglo / White	%	100.00
Asian	%	0.00
Black / African American	%	0.00
Hispanic	%	10.00
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	10.00
Male	%	3.00
Female	%	97.00
highly qualified paraprofessionals	%	100.00



CAMPUS CHARACTERISTICS		2016-2017
Average daily attendance for students	%	96.31
# of discipline referrals in 2016-2017	#	14

# of discipline referrals in 2015-2016	#	5
# English Language Learners (LEP)	#	16
# GT students	#	16
GT males	%	10.00
GT females	%	6.00
# students in 504 program	#	14
# SPED students	#	19
# students tested/not qualified for SPED	#	12/3
LEP students	%	8.04
change in discipline referrals	%	180
served through SPED services	%	9.55



Campus Performance Objectives Spicewood Elementary School

Math	Total Students	Approaches/Met		Masters/Advanced	
		2017	2016	2017	2016
All Students	87		90.00%		29.00%
At Risk	24		60.55%		6.42%
Economic Disadvantage	38		72.00%		26.00%
Am Indian/Alaska Native	1		0.00%		0.00%
Asian	2		0.00%		0.00%
Black/African American	0		100.00%		100.00%
Hispanic	21	86.00%	68.00%	29.00%	16.00%
Hawaiian/Pacific Islander	1		0.00%		0.00%
Multi-racial	1		100.00%		0.00%
White	61	96.00%	90.00%	30.00%	37.00%
Gifted Talented	17		80.00%		53.00%
LEP	11		55.00%		0.00%
Special Ed	7		25.00%		0.00%

Science	Total Students	Approaches/Met		Masters/Advanced	
		2017	2016	2017	2016
All Students	26	92.00%	76.00%		5.00%
At Risk	10	80.00%	33.00%		0.00%
Economic Disadvantage	11	82.00%	57.00%		0.00%
Am Indian/Alaska Native	0		0.00%		0.00%
Asian	0		0.00%		0.00%
Black/African American	0		100.00%		0.00%
Hispanic	5	60.00%	43.00%		0.00%
Hawaiian/Pacific Islander	0		0.00%		0.00%
Multi-racial	0		100.00%		0.00%
White	21	100.00%	81.00%		6.00%
Gifted Talented	6	100.00%	100.00%		33.00%
LEP	4		0.00%		0.00%
Special Ed	3		0.00%		0.00%

Reading	Total Students	Approaches/Met		Masters/Advanced	
		2017	2016	2017	2016
All Students	87		85.00%		33.00%
At Risk	24		70.00%		7.00%
Economic Disadvantage	38		79%		26.00%
Am Indian/Alaska Native	1		0.00%		0.00%
Asian	2		0.00%		0.00%
Black/African American	0		100.00%		100.00%
Hispanic	21		74.00%		21.00%
Hawaiian/Pacific Islander	1		0.00%		0.00%
Multi-racial	1		50.00%		0.00%
White	61		94.00%		30.00%
Gifted Talented	17		80.00%		67.00%
LEP	11		73.00%		9.00%
Special Ed	7		25.00%		0.00%

Writing	Total Students	Approaches/Met		Masters/Advanced	
		2017	2016	2017	2016
All Students	29	72.00%	93.00%	10.00%	19.00%
At Risk	8	38.00%	75.00%	0.00%	0.00%
Economic Disadvantage	14	57.00%	83.00%	0.00%	8.00%
Am Indian/Alaska Native	0		0.00%		0.00%
Asian	1		0.00%		0.00%
Black/African American	0		0.00%		0.00%
Hispanic	7	57.00%	80.00%	0.00%	20.00%
Hawaiian/Pacific Islander	1		0.00%		0.00%
Multi-racial			0.00%		0.00%
White	20	80.00%	95.00%	15.00%	18.00%
Gifted Talented	5	100.00%	100.00%	60.00%	67.00%
LEP	4		75.00%		0.00%
Special Ed	2		50.00%		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

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 2017-2018

Back to School Professional Learning - August 2017

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	Discussion about Code of Conduct, expectations and continue discline committee

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 2017-2018

Campus Professional Learning - Job Embedded

Need	Increase or continue literacy PK-5
Strategy	Facilitate book study on guided reading, showcase strategies during faculty meetings, review Literacy Handbook and Lucy Calkins strategiss K-2

Need	Positive Behavior Supports
Strategy	Facilitate book study on Conscious Discipline and continue to support a discipline committee

Need	RtI and Intervention
Strategy	Provide training on SMART goals and documentation and develop a support team for campus RtI

Need	Differentiation and Instruction
Strategy	Provide professional development on differentiation and strategies for working with special populations and facilitate a book study on best practices for enagaging all learners

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 including newly created year at a glance.	Instructional Coach, Administration	Forethought, Collaborative Planning, Walk-through data, Lesson plans, Number Talks, Vertical Alignment Documents	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	Achieve or maintain 90% or above STAAR passing; TPRI Data; BAS data through the year	1,2,4,8
1.1.2	Provide effective and relevant professional learning opportunities for staff, job-embedded professional learning, and collaborative instructional planning that directly impacts classroom instruction.	Curriculum & Instruction, Instructional Coach, Instructional Technologist, Administration, Counselor	Eduphoria, Collaborative Planning, Walk-through data, Lesson plans, campus book study	TBA, STAAR, Classroom Grades, T-TESS Feedback, RtI Documentation, survey data	In Process	Positive response on surveys and student achievement	1,3,4,8
1.1.3	Continue to analyze student data for accountability and create plans to guide instruction and remediation. RtI plans will be developed for students based on needs.	Teachers, Instructional Staff, RtI Teams, Counselor, Administration	Instructional Resources; Wilson Materials; SSI Guidelines; Challenge Lab; AIMSWeb; BAS; TPRI; TBAs	TBAs, STAAR, Classroom Grades, RtI 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	All students will be successful learners in the curriculum as result of scaffolded and differentiated instruction.					
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	CAP discussion will help teacher to develop and implement innovative approaches to meeting the needs of every child.	Curriculum & Instruction, Instructional Coach, Administration, Teachers	Instructional Resources; LLI; Challenge Lab; AIMSWeb; BAS; TPRI; TBAs	TBA, STAAR, Classroom Walkthroughs, T-TESS Feedback, student data	In Process	Increase in all students performing on level in all academic areas	1,2,3,8
1.2.2	Staff will utilize best practice and innovative approaches to ensure all students attain curriculum concepts by providing appropriate and timely remediation and challenge.	Administration, Curriculum and Instruction, Instructional Coach, ILT, Rtl Team, Teachers, Counselor	Instructional Resources, Book Studies, CAP, Learning Academy, GT, Rtl Planning, Literacy 2020	TBA, STAAR, Classroom Walkthroughs, T-TESS Feedback, student data	In Process	Increase in all students performing on level in all academic areas	1,2,3,8
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							

1.3

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 and staff using the concepts from The Leader in Me, Character Counts Programs 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	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	Feedback from teachers, parents, and students	In Process	10% Increase from previous year's data	1,2, 6,9
2.1.3	Administration and Instructional Coach will facilitate individual growth and leadership of staff at the campus level.	Administration, Instructional Coach, ILT, Counselor, Teachers	ILT Meetings, Book Studies, CAP/PLC	Feedback from staff	In Process	Increase in staff leadership roles on campus	3,5
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		Spicewood 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		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	Spicewood Elementary will provide parent and community support through educational opportunities at school.					
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 a schedule and facilitate scheduled learning opportunities for community and parent outreach.	Administration, Teachers, Counselor, IC	PTO will support with funding	Parent Surveys	Planning	Regular community participation	6,7
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		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.					
3.2.3							
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		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							

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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							

4.3

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 mentoring program that provides regular and ongoing professional support for 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, Administration	Monthly newsletters	Newsletters going out monthly	In Process		3, 5, 7

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District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
		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.	Administration	documentation from mentor meetings	Survey of mentor and mentored staff	In Process		3, 5, 7
5.2.3	SWES will offer coaching cycles through teachers observing teachers and other innovative approaches in order to increase teacher effectiveness and develop leadership skills in all staff	Administration, ILT, Mentor Teachers	Book Studies, Google Classroom	Staff Survey	In Process		3, 5, 7
5.3	Performance Objective 3	SWES will maintain a positive campus culture.					
	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	Team building/ Culture building activities	Administration, ILT, Counselor, IC	Kagan and other team building supports	Staff Survey	In Process		3, 5, 7
5.3.2	Celebrations of staff achievement	Administration, ILT, Counselor, IC	Calendar of events and schedules	Staff Survey	In Process		3, 5, 7
5.3.3	Positive/encouraging notes	Administration, Staff	Calendar of events and schedules	Staff Survey	In Process		3, 5, 7

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 Elementary School

Campus Improvement Plan

2017-2018

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.



MF *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	
Cecily 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 Summary

618 students served, compared to 613 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: MFES 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: MFES 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 MFES, 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.

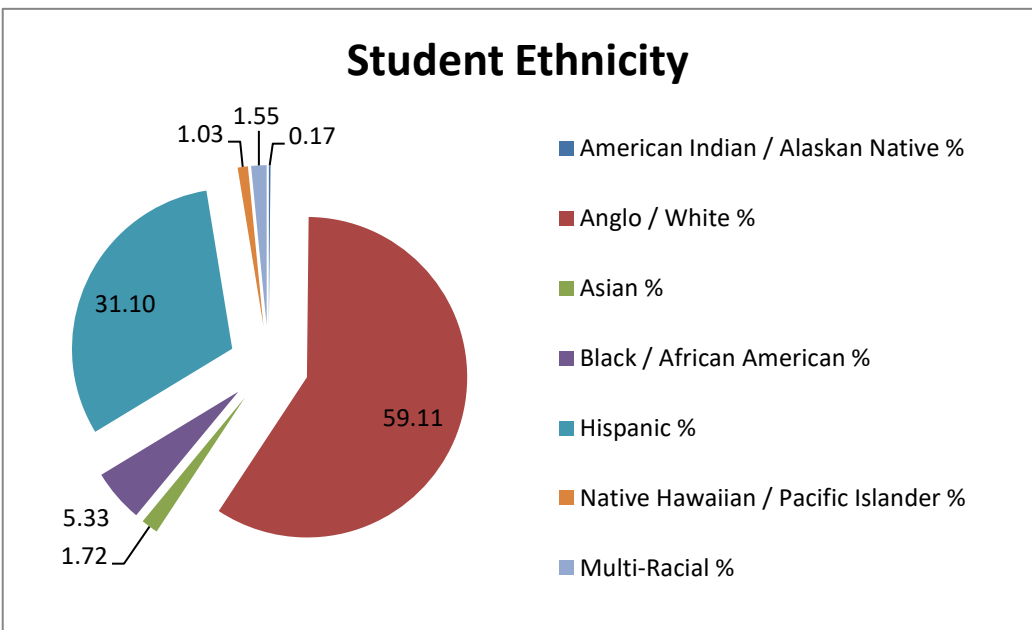
Needs: With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with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

TECHNOLOGY

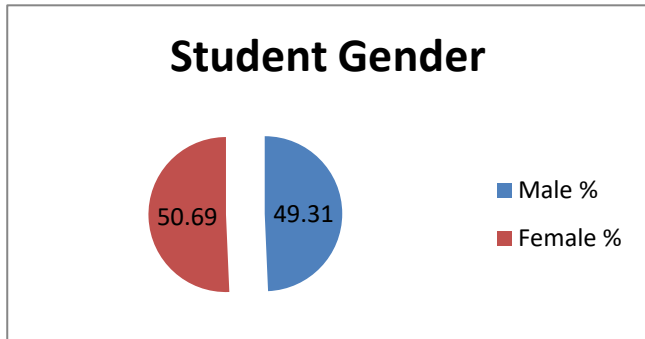
Strengths: The 2015-2016 school year will provide a wealth of technology due to our district being a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, iPads and content-specific implementation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

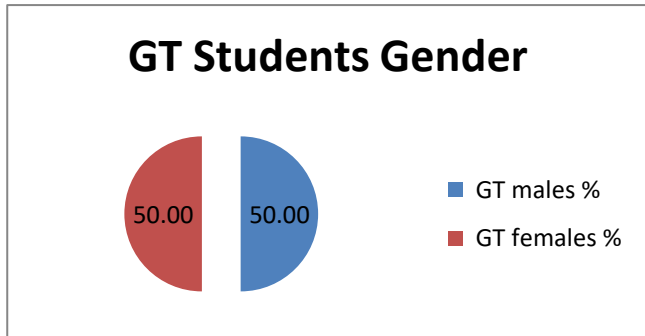
CAMPUS GENERAL INFO		2017-2018
Campus Name		MFISD Marble Falls Elementary
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	618
grade level	text	EE - 5
5 year prior enrollment	#	605
increase in enrollment	%	2.15



STUDENT DEMOGRAPHICS		2016-2017
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

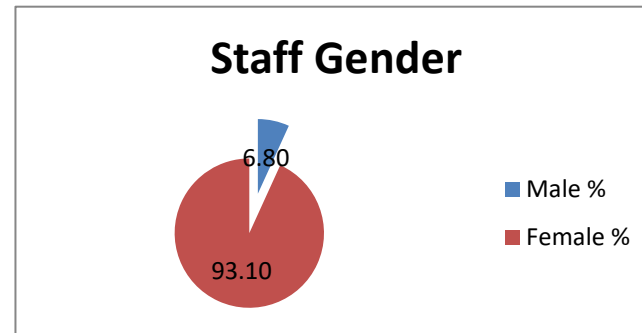
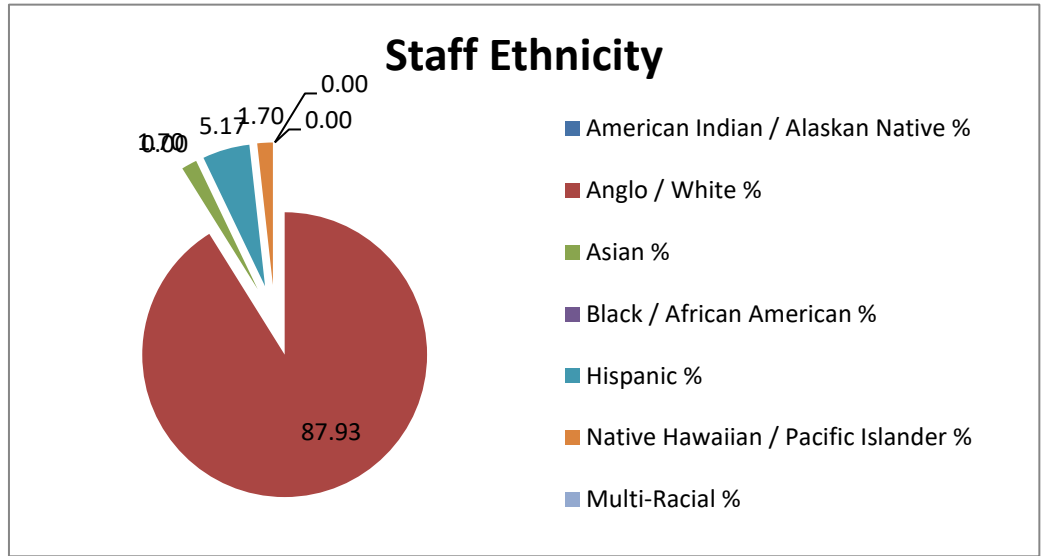


STAFF DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.00
Anglo / White	%	87.93
Asian	%	1.70
Black / African American	%	0.00
Hispanic	%	5.17
Native Hawaiian / Pacific Islander	%	1.70
Multi-Racial	%	0.00
Male	%	6.80
Female	%	93.10
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00



CAMPUS CHARACTERISTICS	2016-2017
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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	%	4.21
change in discipline referrals	%	129.69
served through SPED services	%	6.47



Campus Performance Objectives Marble Falls Elementary School

Math	Total Students	Met / Satisfactory		Advanced	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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).

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

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

Periodic Updates and Eligibility Review

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

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

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

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

Monitoring

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

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

State Compensatory Education (SCE)

Section 5: Exit Procedures

Exit Review

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

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

Continued Monitoring

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

Section 6: Program Evaluation

Required Overall Program Evaluation

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

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

Title I Components
(for proposed Schoolwide Plan)

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

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

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

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

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

6. Strategies to increase parental involvement.

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

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

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

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

Marble Falls Elementary School Professional Learning 2017-2018

Back to School Professional Learning - August 2017

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 2017-2018

Campus Professional Learning - Job Embedded

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

Need	Increase Positive Behavior Strategies
Strategy	Provide Training on Trauma Informed Discipline Practices

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	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	STAAR, Classroom Grades; TAPR Reports	In Process	8% Increase in STAAR Data Across All Subjects and Grade Levels; TPRI Data; BAS Data Through the Year	1,3,4,8, 9
1.1.2	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	8% Increase in STAAR Data Across All Subjects and Grade Levels; TPRI Data; BAS Data Through the Year	
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

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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.					
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							

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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		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, PTA, Watch Dogs	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							

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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

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	In Process	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							
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.

Campus Goal 6

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

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

2017-2018

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	
Candace Thompson	Teacher	
Marcela Jenks	Teacher	
Mickie Brown	Teacher	
Nora Carrizales	Teacher	
Lori Deeds	Teacher	
Christina Hartley	Teacher	
Crissy McDonald	Teacher	
Rebecca Rios	Teacher	
Allison Ueckert	Teacher	
John Brantley	Parent	
Margarita Dominguez	Business Representative	
Ken Nickel	Community Representative	

Highland Lakes Elementary School (MFISD) COMPREHENSIVE NEEDS ASSESSMENT

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

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	
Candace Thompson	<input checked="" type="checkbox"/> Referral % for SPED Students	
Mickie Brown	<input checked="" type="checkbox"/> Campus Parent Participation	
Lori Deeds	<input checked="" type="checkbox"/> Failure Rates	
Christina Hartley	<input checked="" type="checkbox"/> Parent Survey	
Marcela Jenks	<input checked="" type="checkbox"/> TELPAS Data	
Crissy McDonald	<input checked="" type="checkbox"/> Achievement Test Data	
Rebecca Rios	<input checked="" type="checkbox"/> TBA Data	
Allison Ueckert	<input checked="" type="checkbox"/> DRA, BAS, or Other Reading	
John Brantley	<input type="checkbox"/> Pre AP / AP Scores	
Ken Nickel	<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	

**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.

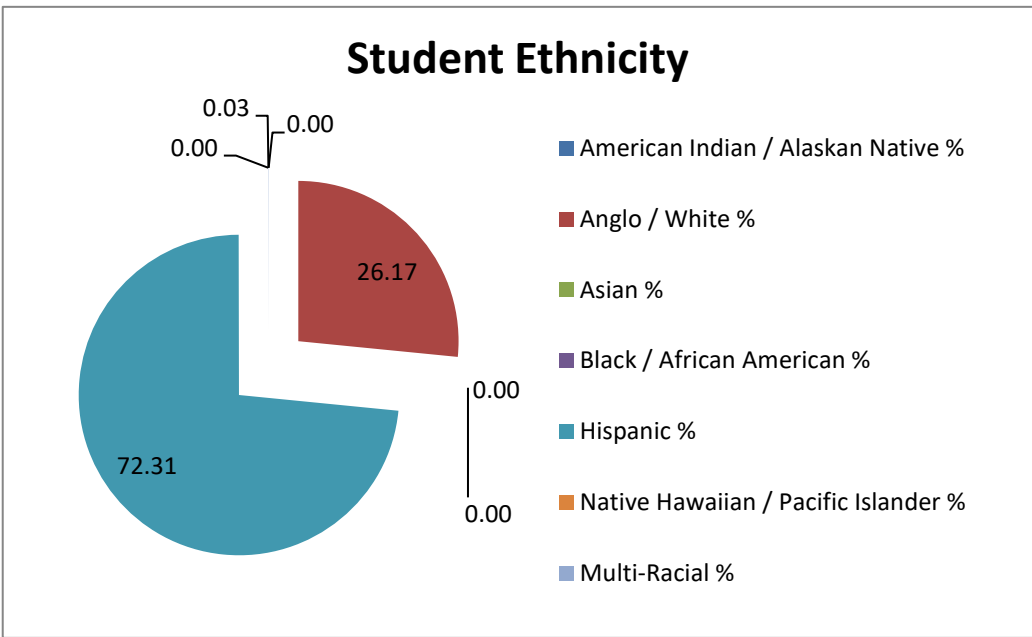
Needs: With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with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

TECHNOLOGY

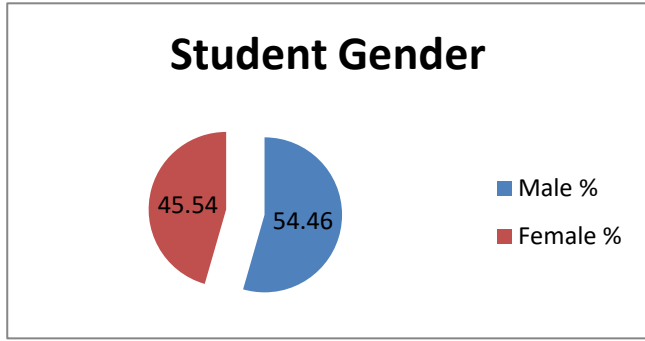
Strengths: The 2016-2017 school year will provided a wealth of technology as our district became a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, iPads and content-specific implementation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

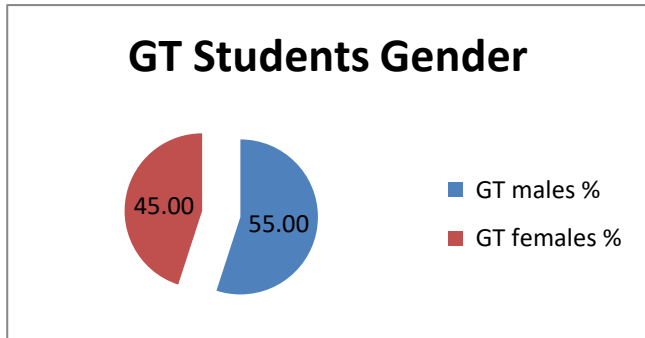
CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Highland Lakes Elementary
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	661
grade level	text	EE - 5
5 year prior enrollment	#	667
increase in enrollment	%	-0.9



STUDENT DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.00
Anglo / White	%	26.17
Asian	%	0.00
Black / African American	%	0.00
Hispanic	%	72.31
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.03
Male	%	54.46
Female	%	45.54
Low SES	%	46.95

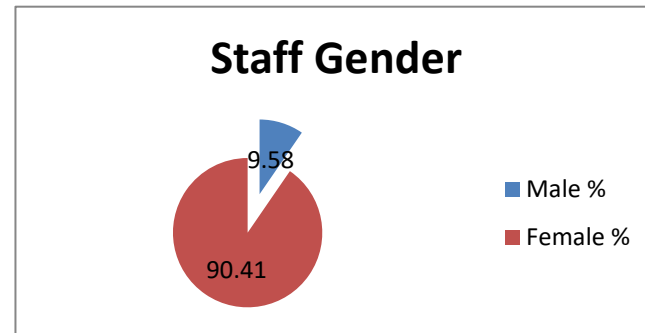
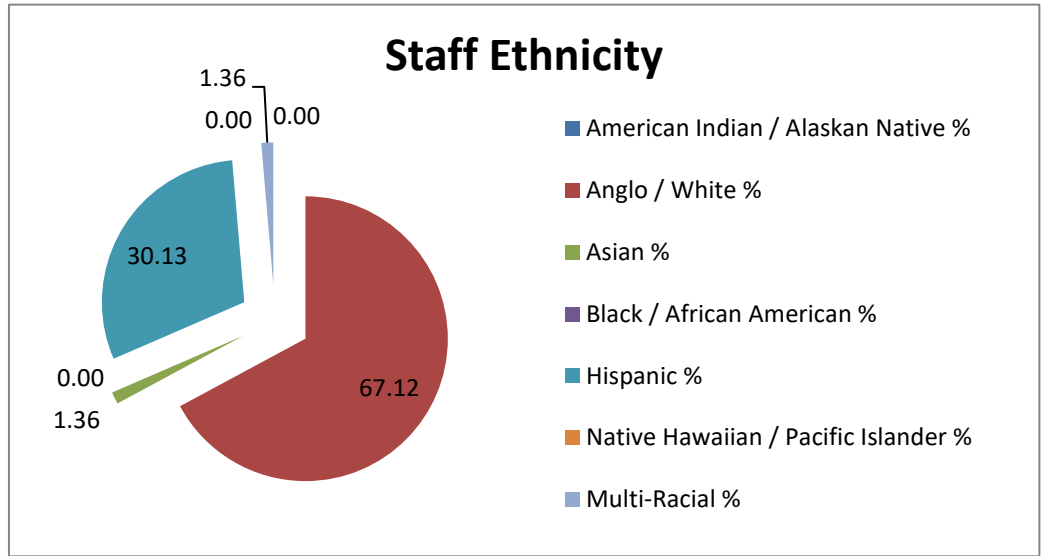


STAFF DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.00
Anglo / White	%	67.12
Asian	%	1.36
Black / African American	%	0.00
Hispanic	%	30.13
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	1.36
Male	%	9.58
Female	%	90.41
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00



CAMPUS CHARACTERISTICS 2016-2017

Average daily attendance for students	%	95.75
# of discipline referrals in 2016-2017	#	29
# of discipline referrals in 2015-2016	#	36
# English Language Learners (LEP)	#	64
# GT students	#	29
GT males	%	55.00
GT females	%	45.00
# students in 504 program	#	21
# SPED students	#	34
# students tested/not qualified for SPED	#	4
LEP students	%	9.68
change in discipline referrals	%	-19.44
served through SPED services	%	5.14



Campus Performance Objectives Highland Lakes Elementary School (MFISD)

Math	Total Students	Met / Satisfactory		Advanced	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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).

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

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

Periodic Updates and Eligibility Review

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

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

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

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

Monitoring

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

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

State Compensatory Education (SCE)

Section 5: Exit Procedures

Exit Review

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

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

Continued Monitoring

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

Section 6: Program Evaluation

Required Overall Program Evaluation

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

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

Title I Components
(for proposed Schoolwide Plan)

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

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

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

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

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

6. Strategies to increase parental involvement.

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

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

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

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

Highland Lakes Elementary School Professional Learning 2017-2018

Back to School Professional Learning - August 2017

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 integrated throughout PD on classroom instruction and the lesson cycle.

Need	
Strategy	TTESS training

Need	Positive Behavior Support integrated with Instruction
Strategy	PBIS (Positive Behavior Interventions and Support)

Need	
Strategy	

Highland Lakes Elementary School Professional Learning 2017-2018

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 monthly at faculty meeting

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

Need	Trauma Informed Training
Strategy	Continue with staff training on strategies to help students that have experienced trauma.

Need	Positive Behavior Interventions and Support (PBIS)
Strategy	Continual training on PBIS.



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.	Curriculum & Instruction, ILT, Teachers	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	5% Increase in STAAR Data; TPRI Data; BAS Data; AIMS Web Data Through the Year	1,2,4,8
1.1.2	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; Kagan training; YAG Documents, vertical planning, campus book study	TBA, STAAR, Google Classroom Rubrics, T-TESS Feedback; Student Behavior Data, PBL, Kagan structure of the month	In Progress	100% of teacher feedback is positive for meaningful learning (including TASB survey data)	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.	ILT, Teachers, Instructional Staff	American Reading Company; Instructional Resources; Wilson Materials; SSI Guidelines; AIMS WEB,	TBA's, STAAR, Classroom Grades; TAPR Reports, ERLA/ENIL (School Pace), BAS, TPRI/Tejas Lee	In Process	Decreased number of students in Tier 2 & 3	1,3,4,5
1.2	Performance Objective 2	All students will be successful learners in the curriculum as a result of scaffolded and differentiated instruction.					
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.					
		Highland Lakes Elementary 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	Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations	Curriculum & Instruction, ILT, Teachers	Instructional Resources; Kagan training; YAG Documents, ACE, Academy time	TBA, STAAR , Google Classroom Rubrics, T-TESS Feedback; Student Data	In Process	10% Increase in STAAR Data; TPRI Data; BAS Data; AIMS Web Data Through the Year	1,2,3,8
1.2.2	Teachers will use best practices and innovative approaches to provide reinforcement of curriculum and remediation, when needed.	Curriculum & Instruction, ILT, Teachers	Instructional Resources; Kagan training; CAP Documents, ACE, Academy time	TBA, STAAR , Google Classroom Rubrics, T-TESS Feedback; Student Data, classroom walkthroughs	In Process	10% Increase in STAAR Data; TPRI Data; BAS Data; AIMS Web Data Through the Year	1,2,3,8
1.2.3	Foster and increase literacy growth for students and teachers	Curriculum & Instruction, ILT, Teachers, Reading Specialists	Instructional Resources; literacy mentoring, literacy handbook, guided reading training	BAS, ARC, STAR, TPRI/Tejas Lee, classroom walkthroughs, STAAR	In Process	Student growth in literacy as measured by BAS, ARC, STAR, TPRI/Tejas Lee, STAAR	1,2,3,8
1.2.4	Increased math fluency	Curriculum & Instruction, ILT, Teachers, Math Specialist	Instructional Resources; Kicking it Math;	formative assessments (TEKs based), STAAR, AIMS Web,	In Process	Student growth in math as measured by AIMS web, STAAR	1,2,3,8
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	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, PBIS (Positive Behavior Interventions and Supports), and Character Counts for all students, and recognition of students who demonstrate these character traits.	Teachers, Administration, ILT, Counselor	Leader in Me Books, PBIS, Character Counts Resources, Model Mustangs	Feedback from teachers, parents, and students	In Process		1,6
2.1.3	All students have multiple opportunities to serve as leaders (special event leader, guides, students on duty, etc.	Teachers, Administration, ILT, Counselor, Student Ambassadors	Schedule, Student Meetings, Peer Leaders, Classroom Jobs	Duty Rosters, minutes from Student Council meetings	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							

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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		Highland Lakes Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
2.2.3							
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							

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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		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, Skylert, Twitter Feed, Facebook Page, Remind, Translators, Student Planners, ACE	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	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, Summer Reading Program, ACE, Skyward Family Access	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, PTO, ACE	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

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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		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.					
3.2.1							
3.2.2							
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		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 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
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, Hospitality Committee	Mustang Award and Celebrations at faculty Meetings, 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 every 9 weeks; Vertical Planning Meetings	Survey Results	In Process	10% Increase in Survey Data	5
4.2	Performance Objective 2	Highland Lakes Elementary School will provide a positive and supportive learning environment 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
4.2.1	Students will be given opportunities to increase awareness of personal safety at home, school, and the community	Administration, ILT, Teachers, ACE	Safety Drills; Red Ribbon Week; Safety Day; Crisis, bullying, and suicide prevention	Safety Audits	In Process	100% of students trained	1, 10

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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

4.2.2	Increased opportunities to recognize students and celebrate campus accomplishments, including accomplishments in reading and math.	Administration, ILT, Teachers, ACE, AR Training	Model Mustangs; Round-Up; AR, Kicking it Math, Prodigy, Mustang Recognition	Survey Results, AR Reports	In Process	10% Increase in Survey Data	1
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							

NSD
1

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	HLES 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
5.2.1	Team Building Activities	Administration; ILT; hospitality committee, team leaders					
5.2.2	Mentor Teachers	Administration; ILT					
5.2.2	New Staff Forum	Administration; ILT					

2025

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.					
5.2.3	Celebrations/ positive notes	Administration; ILT					
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							
5.3.3							

NO
CS

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							

Colt Elementary School (MFISD)

Campus Improvement Plan

2017-2018

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 Campus Mission

We Love. We Inspire. We Achieve. We are Colt.

Colt Elementary Campus Vision

Colt Elementary School will remain committed to providing a loving environment that inspires students to explore, learn and achieve.

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

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Erika O'Connor	Chairperson	
Melissa Fletcher	Administrator	
Laura Powell	PK Teacher	
Dixie Bobeck	Kinder Teacher	
Joni Wollek	1st grade Teacher	
Dawn Vincent	2nd grade Teacher	
Marla Debons	3rd grade Teacher	
Holley Gray	4th grade Teacher	
Gena Reven	5th grade Teacher	
Terry Layton	Paraprofessional	
Chrystal Whiteside	Interventionist	
Bea Jakubec	Special Education	
Debby Johnson	Specials	
Lenore Weihs	Library	
Kelly Martin	Parent Representative	
Dorothy Sizenbach	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
Erika O'Connor	<input checked="" type="checkbox"/> TAPR
Melissa Fletcher	<input checked="" type="checkbox"/> Disaggregated STAAR / TAKS Data
Christina DeLoach	<input checked="" type="checkbox"/> Campus PEIMS Reports
Maria Uvalle	<input checked="" type="checkbox"/> Student Attendance Data
Laura Powell	<input checked="" type="checkbox"/> Truancy Data
Dixie Bobeck	<input checked="" type="checkbox"/> Referral % for SPED Students
Joni Wollek	<input checked="" type="checkbox"/> Campus Parent Participation
Dawn Vincent	<input checked="" type="checkbox"/> Failure Rates
Marla Debons	<input checked="" type="checkbox"/> Parent Survey
Holley Gray	<input checked="" type="checkbox"/> TELPAS Data
Gena Reven	<input checked="" type="checkbox"/> Achievement Test Data
Terry Layton	<input checked="" type="checkbox"/> TBA Data
Chrystal Whiteside	<input checked="" type="checkbox"/> DRA, BAS, or Other Reading
Bea Jakubec	<input type="checkbox"/> Pre AP / AP Scores
Lenore Weihs	<input type="checkbox"/> PSAT / SAT / ACT Scores
Kelly Martin	<input type="checkbox"/> Completion Rate
Joe Debons	<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, compared to 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 640 students through classroom teachers, an instructional coach, a math specialist, two english reading specialists (who serve Tier 3 and dyslexia students), one bilingual reading specialist, one counselor, an assistant principal, an LSSP, a shared LSSP, a shared behavior specialist, 2 1/2 resource teachers, one speech pathologist, one shared bilingual speech pathologist, one nurse, one registrar, a campus secretary, two BEST paraprofessional and various other paraprofessionals.

DEMOGRAPHICS

Strengths: Met standard for accountability rating with 5 distinctions.

Needs: We will continue to close performance gaps for our at risk and economic disadvantaged students expanding on the use of the classroom profile and data sheet to foster an awareness of our needs.

FAMILY AND COMMUNITY INVOLVEMENT

Strengths: We are fortunate to have a diverse population. We have a supportive PTO that is highly involved in 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 interactive 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 and activities that will benefit all students will continue to be a major focus for Colt. Faculty meetings and PLCs are used as continuing professional development within all curriculum areas, in which teachers learn more about their content as well as math, social emotional learning, setting goals, and using their data. 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 with Santa, Academic Showcase 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. The campus has embraced a 212° mindset and uses it to encourage student success.

Needs: We will continue to consistently enforce the student code of conduct in order to provide a safe environment for all students. Restorative discipline and an emphasis on enhancing social emotional development will be a focus for our staff. 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: Some students are experiencing difficulty in the areas of reading, writing and mathematics. The campus will improve student learning by maintaining the focus on quality tier one instruction through the use of a guaranteed viable curriculum. There is a continued need to maintain a focus on standards, which we will do through PLCs. PLCs will be structured to provide time for discussion on the overall needs of students as well as reflection on instructional practices and the TEKS. We will further continue our focus on literacy in K-2 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, TELPAS data, RTI and SST data, and other data. After reviewing this data, we have found some encouraging signs of growth such as earning two more distinctions on the State accountability than the previous year as well as meeting our goal of having 70% of students on grade level in reading in grades K-2 and 80% of students at low risk for failure as evidenced in Aimsweb.

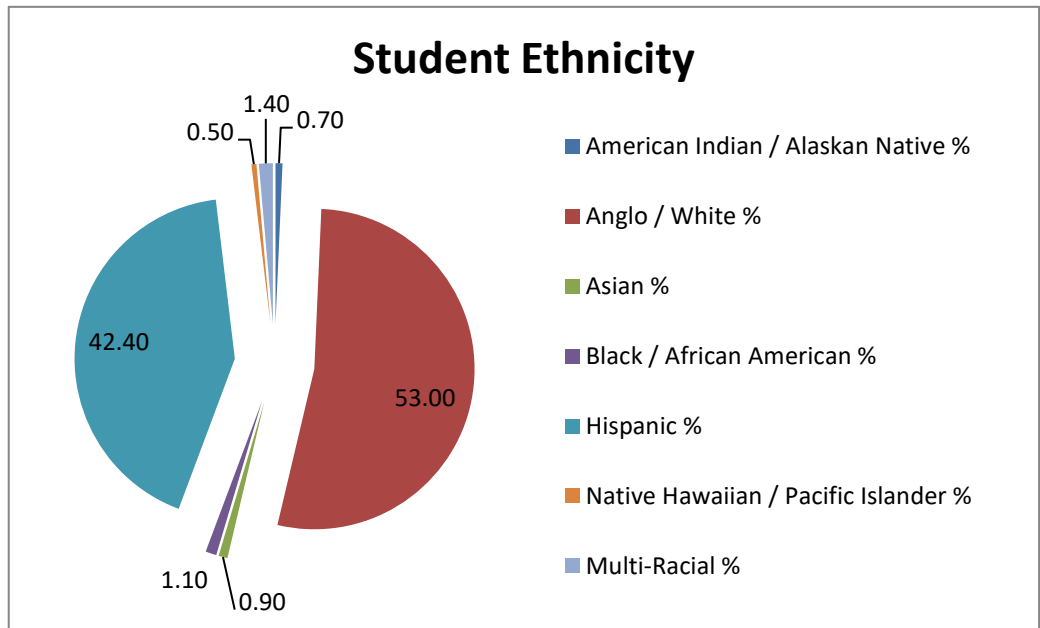
Needs: We will continue a focus and develop a deeper understanding of the content standards and maintain a focus on data and researched based interventions to support academic success. The RTI process will be an essential component in student success as we will be able to analyze interventions being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

TECHNOLOGY

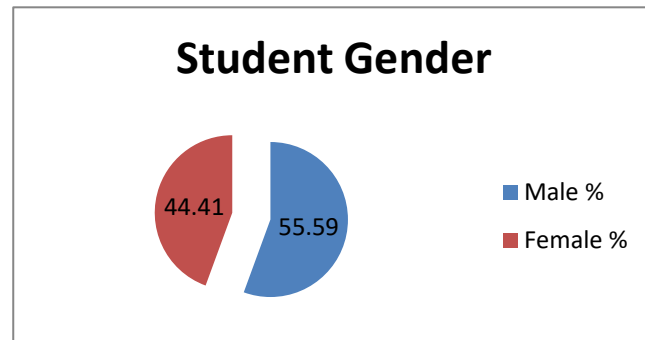
Strengths: Continued use of digital curriculum resources in all content areas and incorporation of project based learning opportunities into content areas.

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. Digital Citizenship and appropriateness of device use will be reinforced.

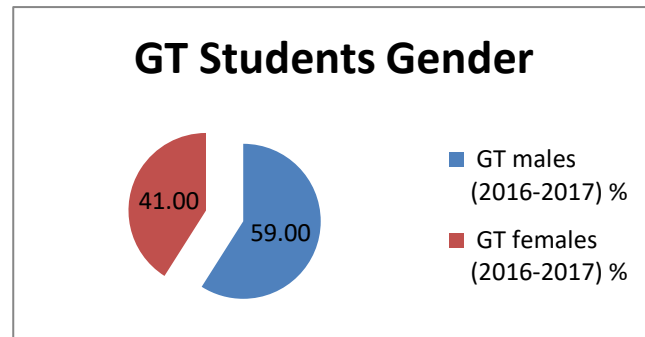
CAMPUS GENERAL INFO		2017-2018
Campus Name		Colt Elementary School (MFISD)
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	601
grade level	text	EE - 5
5 year prior enrollment	#	578
increase in enrollment	%	1.04



STUDENT DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.70
Anglo / White	%	53.00
Asian	%	0.90
Black / African American	%	1.10
Hispanic	%	42.40
Native Hawaiian / Pacific Islander	%	0.50
Multi-Racial	%	1.40
Male	%	55.59
Female	%	44.41
Low SES	%	67.10

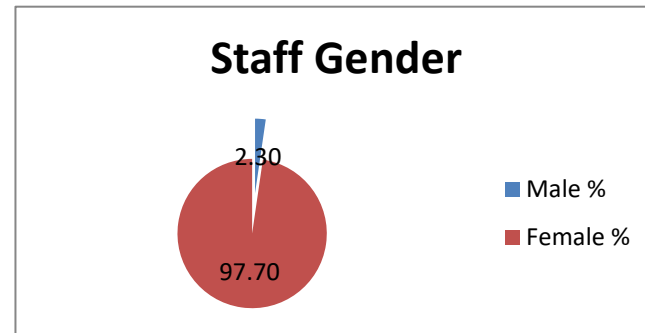
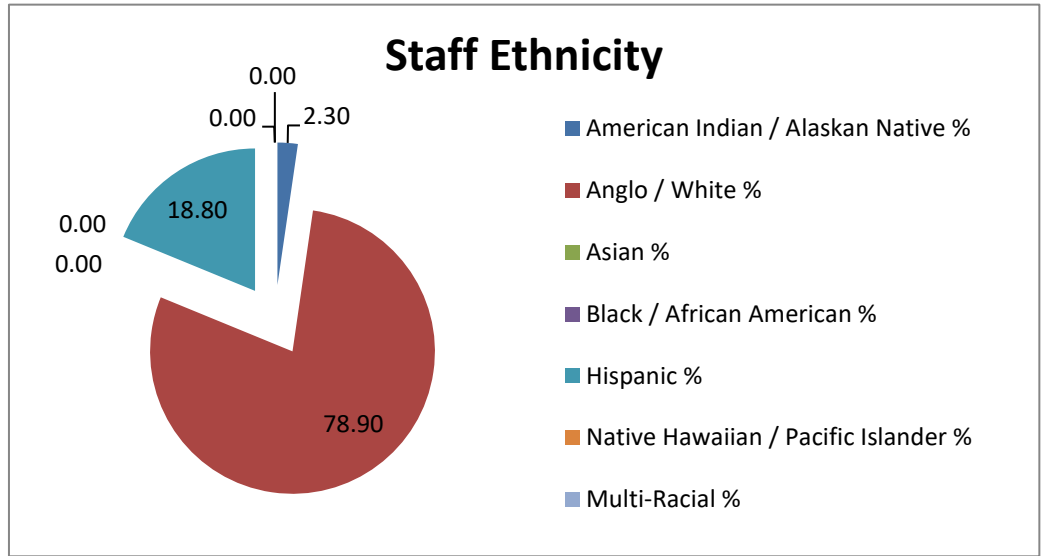


STAFF DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	2.30
Anglo / White	%	78.90
Asian	%	0.00
Black / African American	%	0.00
Hispanic	%	18.80
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.00
Male	%	2.30
Female	%	97.70
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00



CAMPUS CHARACTERISTICS	2015-2016
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Average daily attendance for students	%	96.20
# of discipline referrals in 2016-2017	#	70
# of discipline referrals in 2015-2016	#	40
# English Language Learners (LEP)	#	107
# GT students (2016-2017)	#	44
GT males (2016-2017)	%	59.00
GT females (2016-2017)	%	41.00
# students in 504 program (2016-2017)	#	33
# SPED students	#	98
# students tested/not qualified for SPED	#	47/6
LEP students	%	18.9
change in discipline referrals	%	75
served through SPED services	%	10.2



Campus Performance Objectives Colt Elementary School (MFISD)

Math	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2017 Actual	2016 Actual	2017 Actual
All Students	289	82.00%	79.00%	23.00%	29.00%
At Risk	136	64.00%	66.00%	10.00%	14.00%
Economic Disadvantage	177	77.00%	74.00%	17.00%	26.00%
Am Indian/Alaska Native	1	50.00%	0.00%	50.00%	0.00%
Asian	2	0.00%	0.00%	0.00%	0.00%
Black/African American	2	0.00%	0.00%	0.00%	0.00%
Hispanic	125	73.00%	71.00%	16.00%	22.00%
Hawaiian/Pacific Islander	1	0.00%	0.00%	0.00%	0.00%
Multi-racial	4	0.00%	0.00%	0.00%	0.00%
White	151	86.00%	87.00%	27.00%	34.00%
Gifted Talented	32	100.00%	100.00%	85.00%	70.00%
LEP	54	59.00%	67.00%	11.00%	40.00%
Special Ed	32	46.00%	65.00%	0.00%	10.00%

Science	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2017 Actual	2016 Actual	2017 Actual
All Students	108	78.00%	80.00%	20.00%	31.00%
At Risk	43	67.00%	58.00%	5.00%	9.00%
Economic Disadvantage	64	71.00%	70.00%	11.00%	23.00%
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	45	68.00%	67.00%	5.00%	20.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	0.00%	0.00%	0.00%
White	59	82.00%	88.00%	27.00%	39.00%
Gifted Talented	14	100.00%	100.00%	75.00%	57.00%
LEP	18	75.00%	44.00%	0.00%	0.00%
Special Ed	9	0.00%	44.00%	0.00%	22.00%

Reading	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2017 Actual	2016 Actual	2017 Actual
All Students	287	75.00%	72.00%	19.00%	28.00%
At Risk	134	53.00%	54.00%	5.00%	15.00%
Economic Disadvantage	175	65.00%	65.00%	13.00%	20.00%
Am Indian/Alaska Native	2	50.00%	0.00%	50.00%	0.00%
Asian	2	0.00%	0.00%	0.00%	0.00%
Black/African American	2	0.00%	0.00%	0.00%	0.00%
Hispanic	123	69.00%	63.00%	10.00%	23.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	4	0.00%	0.00%	0.00%	0.00%
White	151	78.00%	77.00%	23.00%	31.00%
Gifted Talented	32	100.00%	100.00%	65.00%	88.00%
LEP	52	61.00%	58.00%	5.00%	23.00%
Special Ed	32	20.00%	32.00%	0.00%	13.00%

Writing	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2017 Actual	2016 Actual	2017 Actual
All Students	84	64.00%	56.00%	9.00%	5.00%
At Risk	35	24.00%	31.00%	3.00%	0.00%
Economic Disadvantage	52	59.00%	46.00%	5.00%	2.00%
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	27	55.00%	41.00%	9.00%	7.00%
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%	62.00%	8.00%	4.00%
Gifted Talented	10	100.00%	100.00%	50.00%	30.00%
LEP	13	11.00%	23.00%	0.00%	0.00%
Special Ed	14	0.00%	21.00%	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

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 2017-2018

Back to School Professional Learning - August 2017

Need	Increase focus on standards
Strategy	Provide overview of Summer CAP work and develop a shared understanding of what is meant by a Guaranteed and Viable Curriculum. Review the TTESS rubric to set goals for increasing rigor and maintaining a focus on instruction.

Need	Build Community, Increase culture of student success
Strategy	Build on the work from 212° through the use of the Ripple Effect, <i>Love Your People</i> booklet and TedTalk of <i>The Happiness Advantage</i> by Shawn Achor. Develop a plan to provide opportunities to showcase student empathy

Need	Develop Shared understanding of Restorative Discipline
Strategy	Review adjustments made to the Campus Behavior Plan including changes made to Level 2 and 3 behaviors. An emphasis is being made on Restorative Discipline while incorporating Social Emotional Learning into morning routines

Need	Focus on Instruction; Understand needs of diverse population
Strategy	Carousel of Support Services share student needs and accommodations as well as discussion on how to increase teacher self- reflection and make learning visible

Need	Increase awareness of instructional materials
Strategy	Motivation math Presenter, overview of Reading A-Z, Star AR, iStation, BAS, TPRI

Colt Elementary School Professional Learning 2017-2018

Campus Professional Learning - Job Embedded

Need	Increase literacy PK-5
Strategy	Provide support in the use of the guided reading spiral to enhance guided reading groups, and provide guided reading template to be submitted weekly. Encourage teachers to help students set goals that they monitor themselves to increase their growth in reading

Need	Needs of Diverse Population
Strategy	Restorative Discipline Practices, Social Emotinal Learning Strategies tied to Character Pillars

Need	Increase culture of student success
Strategy	Build on 212°. Highlight students for showing empathy as well as meeting goals. Continue having monthly Popcorn with the Principal and distribute of Spirit Tags for incentives. Administrators will read a book to each class once a month highlighting an SEL strategy.

Need	Impact Instruction
Strategy	Math Fluency, Number Talks, Guided Math, Writing strategies, Lucy Calkins, Rubrics, Reading strategies, Differentiation, using resources

Need	Increase teacher capacity
Strategy	Timely feedback from walk throughs, instructional coaching, PLC collaboration, displaying student work- in various stages- in the hallways to allow for teacher reflection



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.	Common assessments, STAAR , BAS, TPRI, Aimsweb, T-TESS Feedback; Student Behavior Data	In Progress	100% of Planning is centered on TEKS. 75% of students on gradelevel -BAS 5% Increase in STAAR Scores in Every Grade, Every Subject	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; educational journals, Reading Strategies and Writing Strategies book by Jennifer Serravillo	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	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						
			Resources /	Formative and/or	Beginning of Year	Target Goal	

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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.					
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	Implementation Evidence	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						
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							

2020

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	25% increase	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 and Social Emotional Strategies and implement the campus behavior plan with fidelity.	Teachers, ILT, Counselors	Leader in Me; Character Counts; Restorative Discipline Practices and Social Emotional Learning	Observation Data	In Progress	100% of Colt Elementary Stakeholders will act according to the character guidelines	1,6
2.1.3	All staff will reflect on their practices using the 212° book as well as Love Your People booklet	Administration, Teachers	212 Book Love your People 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.					
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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
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3.1.1	Teachers & Instructional staff will contact all parents/guardians during back to school in-service to welcome them to the new schoolyear, to lay a foundation for a productive working relationship. Thereafter, teachers will make a positive contact by either calling or hainge a parent conference with each family once per nine weeks.	Teachers, Instructional Staff	Teacher Script; Teacher Communication Log	Teacher Communication Log- submitted no later that one week prior to the end of the nine weeks	In Progress	100% of Instructional Staff will make positive contact with 100% of their students by the end of each grading period.	2,6,9
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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	100% of Bilingual Parents will be given the opportunity to participate	2,9
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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
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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
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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		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.					
3.2.1							
3.2.2							
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							

CCP

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	Highlight student participation in extracurricular activities such as choir, safety patrol, and student council	Teachers & Sponsors	Newsletters; Sign In Sheets	Organization Rosters; Survey Results	In Progress	Increased feeling of pride and self-worth of participants	1,2,6,10
4.1.2	Provide opportunities for students to set goals for themselves and learn how their actions impact others at large	Teachers & Sponsors	SEL strategies; videos to show at Friday Assemblies	Observation	In Progress	Increase in acts of empathy	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						

CS
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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.			
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
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							

CCS

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
		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	Balanced Budget	9,1
6.1.2	Increase the amount of feedback gathered to develop a budget with input from stakeholders.	Administration and grade level representatives	Budget Guidelines from MFISD; CEIC; PLC's	Adopted Budget	Planning	Balanced Budget	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						
			Resources /	Formative and/or	Beginning of Year	Target Goal	

CCS

District Goal 6		MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.					
		Colt 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 Year (If Applicable)	Title 1 Component
6.3.1							
6.3.2							
6.3.3							

Marble Falls Middle School

Campus Improvement Plan

2017-2018

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

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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	Chair	
Dr. Cunningham	C & I Representative	
Brenda Belk	At-Large Professional	
Joe Powell	MFMS Faculty	
Dale Heath	MFMS Faculty	
Stephanie Hatch	MFMS Faculty	
Greg Neill	Parent Representative	
Sarah Colland	Parent Representative	
David Crail and his designee, Corina Ramirez	Business Representative	
Kara Stewart	Community Representative	
Mihaela Hammond	MFMS Title 1 Representative	
Heather Rodgers	MFMS Title 1 Representative	
Kris Obermeyer	MFMS Title 1 Representative	
OPEN	Parent Title 1 Representative	
Sandy Garay	Parent Title 1 Representative	
OPEN	Parent Title 1 Representative	
Virginia Guerrero	Spanish Translator	
Melissa Fields	District Representative	
Gaynelle Mandel	DEIC Representative	

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Jeannette Gegogiene	DEIC Representative	

Marble Falls Middle School COMPREHENSIVE NEEDS ASSESSMENT

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

Participants in Attendance	Data Sources Examined	
Roger Barr	<input checked="" type="checkbox"/> TAPR	
Melissa Fields	<input checked="" type="checkbox"/> Disaggregated STAAR / TAKS Data	
Gaynelle Mandel	<input checked="" type="checkbox"/> Campus PEIMS Reports	
Sarah Collard	<input checked="" type="checkbox"/> Student Attendance Data	
Mihaela Hammond	<input checked="" type="checkbox"/> Truancy Data	
Brenda Belk	<input type="checkbox"/> Referral % for SPED Students	
Ray Sierra	<input type="checkbox"/> Campus Parent Participation	
Kristin Obermeyer	<input checked="" type="checkbox"/> Failure Rates	
Heather Rogers	<input type="checkbox"/> Parent Survey	
	<input type="checkbox"/> TELPAS Data	
	<input checked="" type="checkbox"/> Achievement Test Data	
	<input 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 checked="" type="checkbox"/> Federal Accountability Data	
	<input checked="" type="checkbox"/> Other	
	List Other Data Here	
	Discipline	

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Participants in Attendance	Data Sources Examined	
	Grade Alignment	
	Grading Policies	
	AR Data	
	Staff Input	

Marble Falls Middle School
Comprehensive Needs Assessment Summary

Number of Students served, compared to previous year.

Classroom Organization (Grades 6, 7, 8)

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 MFMS.

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: MFMS 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 and this 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 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: MFMS 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

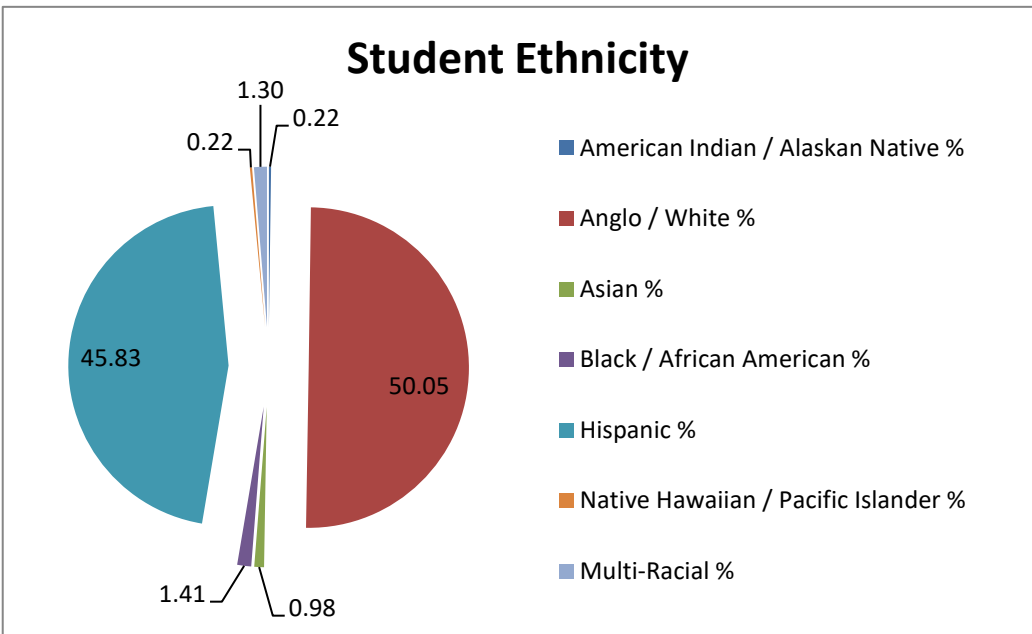
Strengths: The DEIC and Instructional Cabinet have viewed several different and varied forms of data collection including but not limited to: previous STAAR scores, current DRA & BAS levels, iStation reports, TELPAS data, RTI and SST data, and other data. After reviewing this data, we found a few encouraging 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

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.

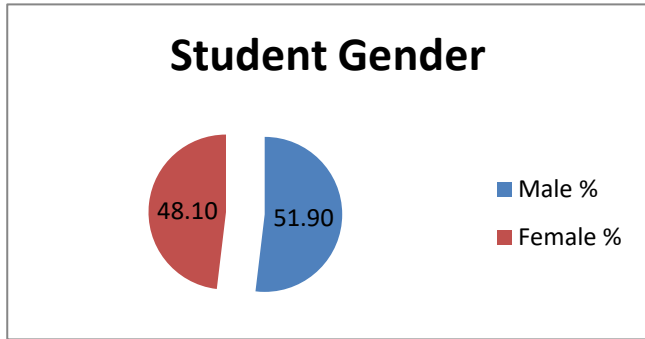
TECHNOLOGY

Strengths: The 2017-2018 school year provided a wealth of technology due to our district being a 1:1 district. Due to this technology, training was held during collaborative planning. Campus based training included introduction to the use of Chrome notebooks, iPads and content-specific implementation in the classroom. As both staff and students become more adept and acclimated to using this technology, it is expected that academic achievement will be enhanced and improved.

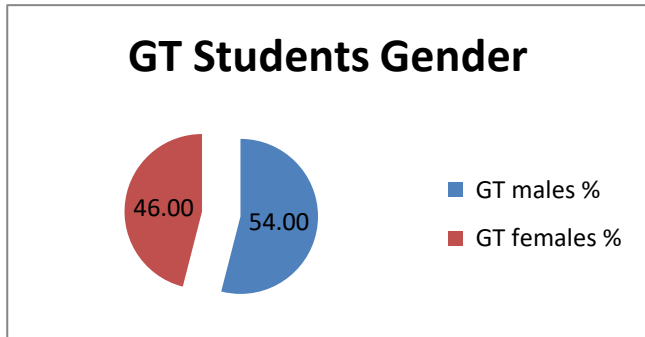
CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Marble Falls Middle School
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	948
grade level	text	6-8
5 year prior enrollment	#	916
increase in enrollment	%	3.49



STUDENT DEMOGRAPHICS		2016-17
American Indian / Alaskan Native	%	0.22
Anglo / White	%	50.05
Asian	%	0.98
Black / African American	%	1.41
Hispanic	%	45.83
Native Hawaiian / Pacific Islander	%	0.22
Multi-Racial	%	1.30
Male	%	51.90
Female	%	48.10
Low SES	%	62.08

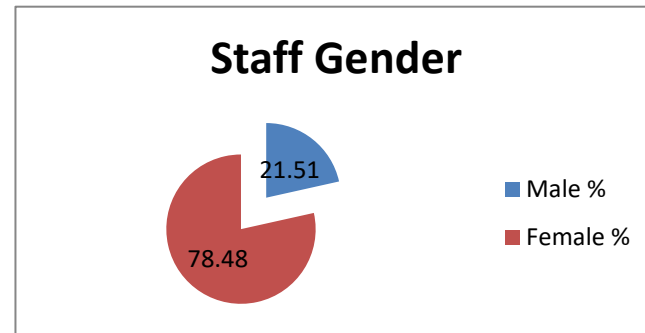
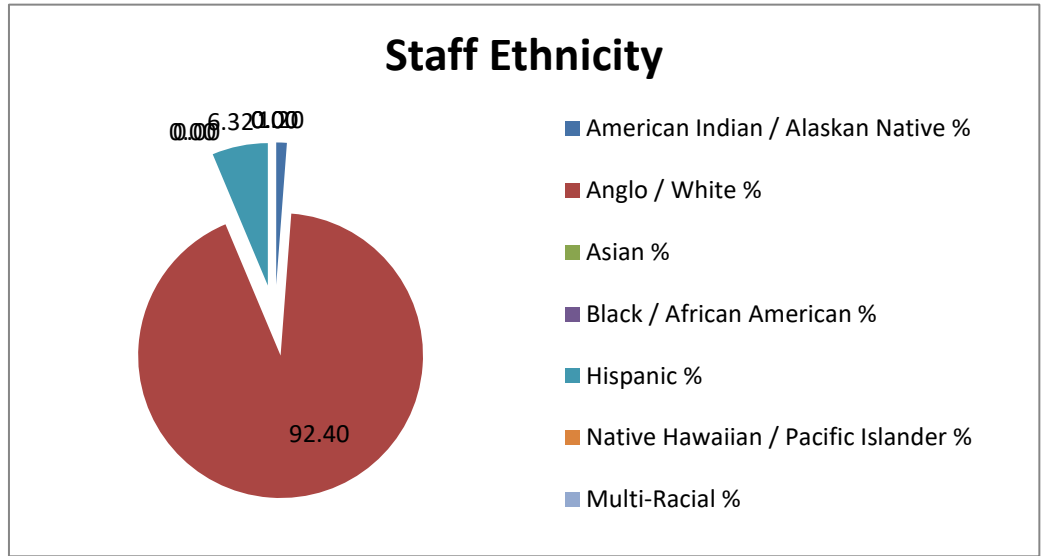


STAFF DEMOGRAPHICS		2016-17
American Indian / Alaskan Native	%	1.20
Anglo / White	%	92.40
Asian	%	0.00
Black / African American	%	0.00
Hispanic	%	6.32
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.00
Male	%	21.51
Female	%	78.48
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00



CAMPUS CHARACTERISTICS		2016-17
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Average daily attendance for students	%	96.23
# of discipline referrals in 2016-2017	#	789
# of discipline referrals in 2015-2016	#	680
# English Language Learners (LEP)	#	102
# GT students	#	92
GT males	%	54.00
GT females	%	46.00
# students in 504 program	#	100
# SPED students	#	115
# students tested/not qualified for SPED	#	7/0
LEP students	%	10.76
change in discipline referrals	%	16.03
served through SPED services	%	12.13



Marble Falls Middle School

Math	Total Students	Approaches	Met / Satisfactory	Advanced
		2017 Actual	2016 Actual	2016 Actual
All Students	843	70.34%	75.23%	11.87%
At Risk	445	54.83%	56.96%	1.30%
Economic Disadvantage	524	63.74%	69.16%	6.54%
Am Indian/Alaska Native	2		100.00%	0.00%
Asian	10		85.71%	42.86%
Black/African American	11	66.66%	66.67%	13.33%
Hispanic	390	61.02%	69.77%	4.28%
Hawaiian/Pacific Islander	2		100.00%	33.33%
Multi-racial	11	83.33%	52.96%	17.65%
White	416	77.88%	81.03%	18.03%
Gifted Talented	69	94.20%	98.51%	52.24%
LEP	121	48.30%	42.70%	2.25%
Special Ed	93	32.25%	38.98%	1.69%

Science	Total Students	Did Not Meet	Approaches	Met / Satisfactory	Meets	Masters	Advanced
		2017 Actual	2017 Actual	2016 Actual	2017 Actual	2017 Actual	2016 Actual
All Students	278	25.00%	75.00%	78.98%	48.00%	17.00%	25.76%
At Risk	152	44.00%	56.00%	60.96%	23.00%	4.00%	3.42%
Economic Disadvantage	168	36.00%	64.00%	70.56%	35.00%	8.00%	16.67%
Am Indian/Alaska Native	1	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
Asian	2	0.00%	0.00%	100.00%	0.00%	0.00%	25.00%
Black/African American	1	0.00%	0.00%	75.00%	0.00%	0.00%	12.50%
Hispanic	125	36.00%	64.00%	68.22%	35.00%	10.00%	12.40%
Hawaiian/Pacific Islander	0	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
Multi-racial	6	17.00%	83.00%	83.33%	33.00%	23.00%	16.67%
White	143	16.00%	84.00%	87.92%	59.00%	23.00%	38.92%
Gifted Talented	31	0.00%	100.00%	100.00%	94.00%	61.00%	100.00%
LEP	35	63.00%	37.00%	31.58%	14.00%	0.00%	0.00%
Special Ed	34	68.00%	32.00%	55.56%	21.00%	0.00%	0.00%

Social Studies	Total Students	Did Not Meet	Approaches	Met / Satisfactory	Meets	Masters	Advanced
		2017 Actual	2017 Actual	2016 Actual	2017 Actual	2017 Actual	2016 Actual
All Students	276	50.00%	50.00%	67.47%	16.00%	9.00%	16.78%
At Risk	151	73.00%	27.00%	45.83%	3.00%	3.00%	4.17%
Economic Disadvantage	167	60.00%	40.00%	57.87%	9.00%	4.00%	10.11%
Am Indian/Alaska Native	1	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
Asian	2	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
Black/African American	1	0.00%	0.00%	62.50%	0.00%	0.00%	12.50%
Hispanic	126	63.00%	37.00%	55.47%	8.00%	5.00%	8.59%
Hawaiian/Pacific Islander	0	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
Multi-racial	6	67.00%	61.00%	66.67%	33.00%	0.00%	0.00%
White	140	39.00%	61.00%	77.55%	23.00%	14.00%	25.17%
Gifted Talented	31	6.00%	94.00%	100.00%	65.00%	39.00%	100.00%
LEP	35	91.00%	9.00%	42.11%	0.00%	0.00%	0.00%
Special Ed	35	89.00%	11.00%	31.25%	0.00%	0.00%	0.00%

Reading	Total Students	Approaches	Met / Satisfactory	Advanced
		2017 Actual	2016 Actual	2016 Actual
All Students	902	72.60%	75.23%	11.87%
At Risk	447	55.25%	54.75%	3.53%
Economic Disadvantage	539	62.70%	66.60%	10.06%
Am Indian/Alaska Native	2		100.00%	0.00%
Asian	8		83.33%	0.00%
Black/African American	11	83.00%	85.71%	21.43%
Hispanic	404	59.90%	64.48%	9.07%
Hawaiian/Pacific Islander	2		100.00%	66.67%
Multi-racial	13	75.00%	75.00%	31.25%
White	459	79.50%	84.52%	26.67%
Gifted Talented	97	96.90%	98.51%	65.67%
LEP	91	31.09%	30.85%	1.06%
Special Ed	93	18.82%	44.19%	4.65%

Writing	Total Students	Did Not Meet	Approaches	Met / Satisfactory	Meets	Masters	Advanced
		2017 Actual	2017 Actual	2016 Actual	2017 Actual	2017 Actual	2016 Actual
All Students	323	30.00%	70.00%	71.54%	33.00%	8.00%	8.99%
At Risk	160	53.00%	48.00%	52.90%	11.00%	0.00%	0.65%
Economic Disadvantage	191	40.00%	60.00%	62.50%	25.00%	4.00%	2.98%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian	4	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Black/African American	4	0.00%	0.00%	50.00%	0.00%	0.00%	25.00%
Hispanic	159	43.00%	57.00%	65.85%	25.00%	5.00%	2.44%
Hawaiian/Pacific Islander	2	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Multi-racial	4	0.00%	0.00%	50.00%	0.00%	0.00%	16.67%
White	150	18.00%	82.00%	79.39%	41.00%	12.00%	14.50%
Gifted Talented	36	0.00%	100.00%	100.00%	81.00%	50.00%	51.61%
LEP	40	88.00%	13.00%	35.29%	0.00%	0.00%	0.00%
Special Ed	31	84.00%	16.00%	31.58%	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.

State Compensatory Education (SCE)

Section 2: Student Eligibility

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

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

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

State Compensatory Education (SCE)

Section 3: Identification Procedures

Responsibilities – Campus Contact

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

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

Procedures for Identifying Eligible Students

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

Periodic Updates and Eligibility Review

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

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

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

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

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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

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 2017-2018

Back to School Professional Learning - August 2017

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

Need	Respond to Faculty and Staff input on desired training
Strategy	A variety of PD is available through Summer 2017 for Faculty and Staff based on their own professional goals and desires

Need	
Strategy	

Need	
Strategy	

Need	
Strategy	

Marble Falls Middle School Professional Learning 2017-2018

Campus Professional Learning - Job Embedded

Need	Increase Literacy 6 - 8
Strategy	Provide teaching tips and resources through ICs and Faculty Meetings

Need	Increase Relationship Building with students
Strategy	Provide Advisory time with students to bond and build relationships; ICs are available to help with strategies; use faculty meetings to discuss strategies

Need	Increase familiarity with TEKS and increase discussion of best instructional delivery practices
Strategy	Weekly PLC meetings with the Instructional Leadership Team

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	Continue work on 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	Continuous Improvement	8% Increase in STAAR Data Across Each Grade Level, Each Subject	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	Continuous Improvement	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	Made part of Master Schedule	4,5
1.1.4	Focus on equitability of planning team and classroom-to-classroom lesson and learning expectations.	Curriculum & Instruction, ICs, Planning Teams	Planning Template Focused on Standards, Collaborative Planning Time	Planning Team Syllabi	Planning	Increase in classroom-to-classroom equitability; reduction in parent concerns	1,2,4,8

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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.						
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.						
1.1.5	Focus on alignment of "A" and "B" level letter grades with mastery of skills leading to "passing" and "commended" STAAR scores.	Curriculum & Instruction, ICS, Planning Teams	Planning Template Focused on Standards, Collaborative Planning Time, Math tools to process data	Planning	Planning	Increase alignment of final student performance as indicated on STAAR and classroom performance.	1,2,4,8	
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	
CSG	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
1.3	Performance Objective 3	Marble Falls Middle School will structure time and resources to support increase in campus literacy.						

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.			
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	Provide structured time for reading, explore focused reading activities and incentives, i.e., school-wide reading project, rewards for reading, etc.	Advisory and classroom teachers.	Advisory participation, library check-out rates	TELPAS Data, STAAR Data	Planning; Master Schedule	10% Increase in STAAR Data and TELPAS Data	1,3,4,8
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 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	Opportunities for faculty and staff to schedule and visit other classrooms and campuses to increase their exposure to and discuss best practices.	Principal, Assistant Principals, Instructional Coaches, Curriculum and Instruction	Master Schedules, ILT meetings, PLC Schedules	Reflections; Goal-Setting Agendas	Planning	Meet at each campus in MFISD at least two times	3,5
2.1.2	ILT 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							
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 (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 participation data	1,2, 6,9

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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		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	Research and adopt resources, for example: Leader in Me, Character Counts, or other	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							

2013

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/Quarterly Campus Newsletters	Principal, Creative Writing Teachers, Staff	Curriculum Documents, School Messenger, Newsletters	Community Feedback, including Parent and Family	Continuous Improvement	Monthly	6,7
3.1.2	Video Announcements linked to the website	Campus Technology, Multimedia teacher	Curriculum Documents, School Messenger, Website	Community Feedback, including Parent and Family	Continuous Improvement	Weekly	6,7
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	Consistent parent & family meetings throughout the year to celebrate student learning	Administration, Teachers	Open House, Meet the Teacher, Parent Conferences	Participation in community and family events; Parent Survey Results, CaSE	Continuous Improvement	10% Increase in parent & family member participation	6,7
3.2.2	Multimedia students will create slides for announcements in the cafeteria (Sports Heroes)	Campus Technology, Multimedia Teacher	Curriculum Documents, School Messenger, Website	Community Feedback, including Parent and Family	Planning	Weekly	1,6,7

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.					
3.2.3							
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							

NO
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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.					
4.1	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	Continuous Improvement	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	Continuous Improvement	100% of Staff Trained; 25% increase on survey results	1,5,10
4.1.3	Explore how to educate parents and student on character education	Assistant Principals, Counselors	Central Office, CEIC	Plan presented to CEIC and MFMS Staff	Continuous Improvement		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	Surveillance Cameras will be utilized to ensure a safe environment	Principal, Central Office, Safe and Drug Free Schools Coordinator	Technology Department; Director of Security	Plan presented to CEIC and MFMS Staff, and to Central Office	Planning		5,10

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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)	Assistant Principals	Discipline Records; TAC 37; Faculty Meetings; Handbooks & Student Code of Conduct	Safety Audits; Discipline Records; PBMAS	Continuous Improvement	100% of Staff Trained; 25% increase on survey results	1,5,10
4.2.3	Continue to build positive campus culture.	Principal, APs, Counselors, ICs, Faculty, and Staff	Positive referrals, student celebrations, Students of the Month	Input from CEIC and MFMS Faculty	Planning		2, 5, 6
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							

NO COPI

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	Involvement of teachers in hiring process; Rubric Utilized in Hiring Decisions	Principal, Staff	Rubric used in hiring decisions; Aligned interview questions	Retention Rate	Continuous Improvement	90% Retention Rate of new staff	3,5,7
5.1.2	Living the Vision Monthly Recognition	MFMS Staff Nominations and voting, Principal	Campus Materials; Faculty Meetings	Nominations/Voting	In Process	25% Increase on Survey Results	3,5,7
5.1.3	Visit Hiring Fairs, actively recruit	HR & Principal	Area and Regional Hiring Fairs	Retention Rate	In Process	25% Increase on Survey Results	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						

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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

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	Explore how to reduce energy usage by 5% (thermostats, lights, computers, etc.); Explore a plan to place blinds on exterior windows	Principal, Safe & Drug Free Schools Coordinator; Maintenance Dept.	Budget Guidelines; CEIC; A-Team	Development of Plan to CEIC, MFMS Staff, and Central Office	Planning		5,9,1
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, CIP, DIP	Adopted Budget	Planning		9,1
6.1.3	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
6.2	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	Two yearly meetings to discuss budgetary process	Principal	Staff, CEIC, ILT; Agendas	Survey	Planning	25% Increase in Survey Results	1,9
6.2.2							
6.2.3							
6.3	Objective 3						

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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							

Marble Falls High School

Campus Improvement Plan

2017-2018

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

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
Damon Adams	Principal/Administrator	
	Administrator/ Co-Chair	
Heather Metzgar	District Representative	
Amanda Fulton	MFHS ACE Site Coordinator/Non-Teaching Professional	
Bonner Butler	ELA Teacher	
Michelle Hinojosa	Science Teacher	
Tim Richter	Social Studies Teacher/Coach	
Anthony Torns	Sped Teacher	
Jessica Tellez	Non-Teaching Staff	
	Parent	
	Parent	
	Community Member	
	Community Member	
	Business Member	
<i>OPEN</i>	Business Member	

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

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 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: 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 goals is to design more hand 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.

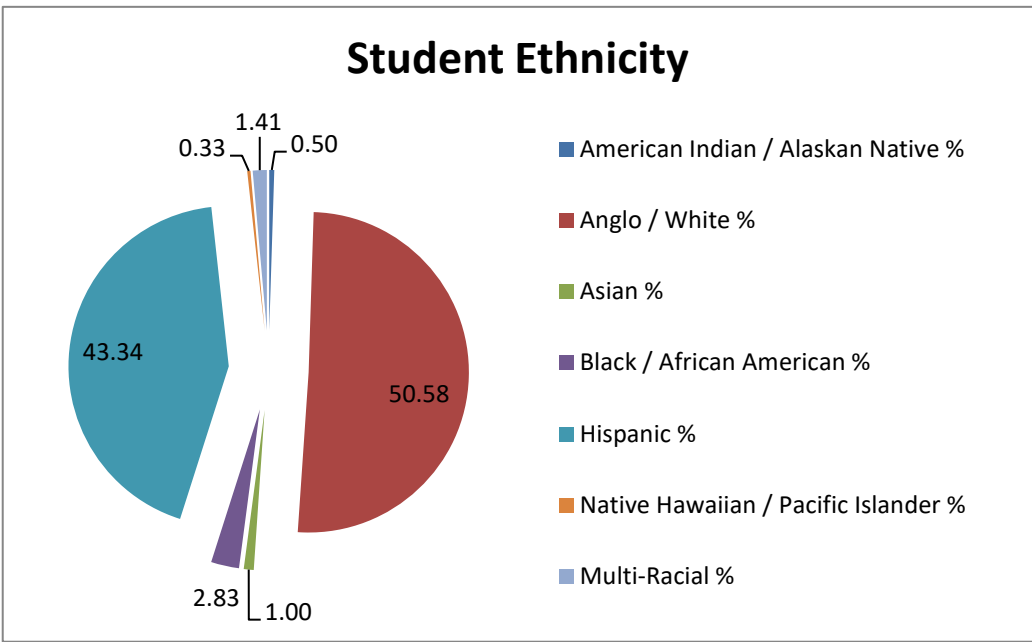
Needs: With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with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

TECHNOLOGY

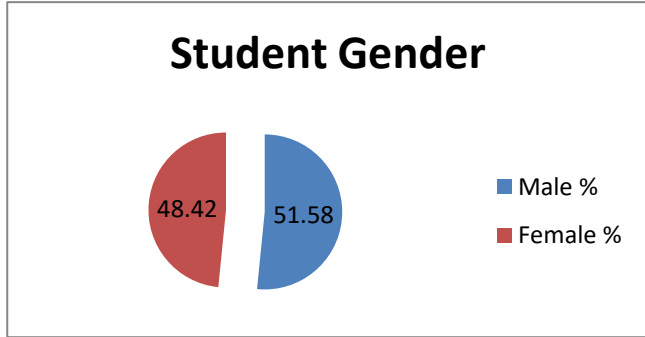
Strengths: The 2016-2017 school year will provide a wealth of technology due to our district being a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, Chrome apps that may be applicable 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).

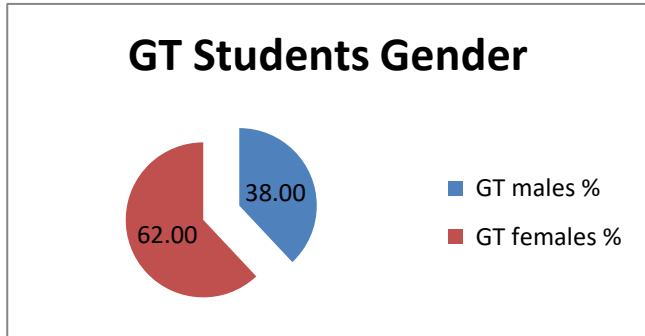
CAMPUS GENERAL INFO		2017-2018
Campus Name		MFISD Marble Falls High School
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	1202
grade level	text	9-12
5 year prior enrollment	#	1105
increase in enrollment	%	8.78



STUDENT DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.50
Anglo / White	%	50.58
Asian	%	1.00
Black / African American	%	2.83
Hispanic	%	43.34
Native Hawaiian / Pacific Islander	%	0.33
Multi-Racial	%	1.41
Male	%	51.58
Female	%	48.42
Low SES	%	58.07

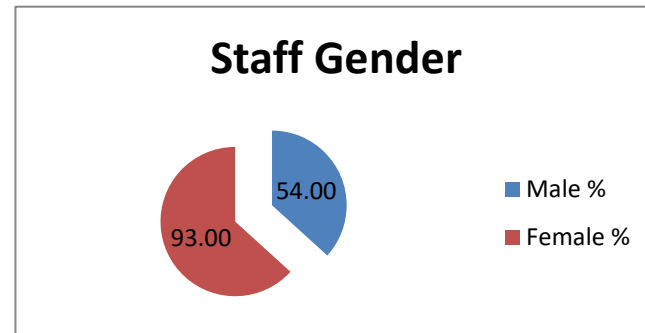
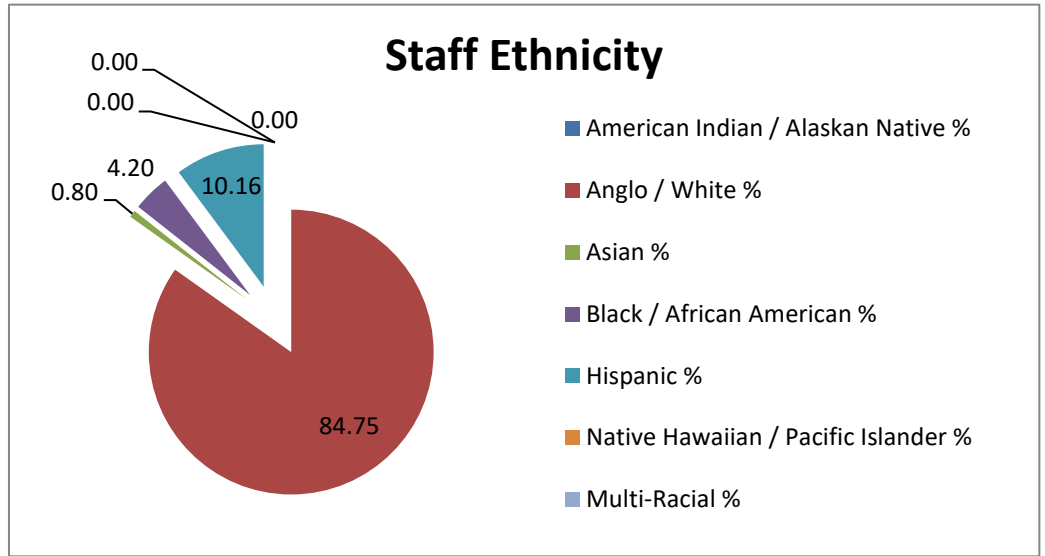


STAFF DEMOGRAPHICS		2017-2018
American Indian / Alaskan Native	%	0.00
Anglo / White	%	84.75
Asian	%	0.80
Black / African American	%	4.20
Hispanic	%	10.16
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.00
Male	%	54.00
Female	%	93.00
highly qualified teachers	%	97.00
highly qualified paraprofessionals	%	100.00



CAMPUS CHARACTERISTICS	2016-2017
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Average daily attendance for students	%	94.68
# of discipline referrals in 2016-2017	#	985
# of discipline referrals in 2015-2016	#	1027
# English Language Learners (LEP)	#	77
# GT students	#	95
GT males	%	38.00
GT females	%	62.00
# students in 504 program	#	68
# SPED students	#	166
# students tested/not qualified for SPED	#	4/2
LEP students	%	6.41
change in discipline referrals	%	-4.09
served through SPED services	%	13.81



Campus Performance Objectives Marble Falls High School

Math	Total Students	Met / Satisfactory		Advanced	
		2017	2016	2017	2016
		Actual	Actual	Actual	Actual
All Students	332	77.41%	74.78%	17.47%	5.31%
At Risk	176	72.00%	60.63%	5.00%	0.79%
Economic Disadvantage	203	49.34%	69.43%	8.87%	4.46%
Am Indian/Alaska Native	2	50.00%	0.00%	0.00%	0.00%
Asian	3	100.00%	0.00%	33.33%	0.00%
Black/African American	9	77.78%	83.33%	0.00%	0.00%
Hispanic	174	67.82%	70.69%	7.47%	4.31%
Hawaiian/Pacific Islander	1	100.00%	100.00%	100.00%	0.00%
Multi-racial	6	100.00%	100.00%	50.00%	25.00%
White	137	88.32%	78.26%	29.20%	6.52%
Gifted Talented	9	89.00%	100.00%	44.00%	0.00%
LEP	51	39.22%	52.63%	5.88%	0.00%
Special Ed	40	52.50%	40.74%	0.00%	4.76%

Science	Total Students	Met / Satisfactory		Advanced	
		2017	2016	2017	2016
		Actual	Actual	Actual	Actual
All Students	373	90.35%	91.37%	25.47%	27.34%
At Risk	197	79.00%	82.95%	8.00%	6.20%
Economic Disadvantage	218	86.24%	85.52%	19.27%	15.86%
Am Indian/Alaska Native	0	0.00%	100.00%	0.00%	0.00%
Asian	4	100.00%	50.00%	25.00%	0.00%
Black/African American	12	91.67%	83.33%	0.00%	25.00%
Hispanic	187	83.42%	88.24%	12.83%	10.78%
Hawaiian/Pacific Islander	2	100.00%	100.00%	0.00%	100.00%
Multi-racial	6	83.33%	100.00%	50.00%	50.00%
White	162	98.15%	94.23%	41.36%	37.82%
Gifted Talented	22	100.00%	100.00%	59.00%	72.00%
LEP	40	55.00%	66.67%	2.50%	0.00%
Special Ed	36	66.67%	60.00%	5.56%	5.00%

Social Studies	Total Students	Met / Satisfactory		Advanced	
		2017 Actual	2016 Actual	2017 Actual	2016 Actual
		All Students	234	92.31%	93.93%
At Risk			88.60%		26.32%
Economic Disadvantage	129	86.82%	90.98%	26.36%	14.29%
Am Indian/Alaska Native	2	100.00%	100.00%	0.00%	0.00%
Asian	5	100.00%	50.00%	40.00%	0.00%
Black/African American	7	71.43%	100.00%	14.29%	0.00%
Hispanic	95	88.42%	91.00%	26.32%	13.00%
Hawaiian/Pacific Islander	0	0.00%	100.00%	0.00%	100.00%
Multi-racial	3	100.00%	100.00%	100.00%	0.00%
White	122	95.90%	96.35%	41.80%	37.23%
Gifted Talented			100.00%		76.00%
LEP	7	57.14%	60.00%	0.00%	0.00%
Special Ed	19	47.37%	75.00%	5.26%	8.33%

ELA I	Total Students	Met / Satisfactory		Advanced	
		2017	2016	2017	2016
		Actual	Actual	Actual	Actual
All Students	372	61.29%	63.37%	6.45%	5.25%
At Risk	242	39.00%	44.96%	4.40%	0.29%
Economic Disadvantage	225	52.00%	59.55%	2.67%	3.02%
Am Indian/Alaska Native	2	50.00%	50.00%	0.00%	0.00%
Asian	4	75.00%	50.00%	25.00%	0.00%
Black/African American	14	64.29%	52.10%	0.00%	0.00%
Hispanic	185	44.86%	58.08%	1.62%	2.06%
Hawaiian/Pacific Islander	2	50.00%	50.00%	0.00%	0.00%
Multi-racial	7	57.14%	83.30%	14.29%	8.33%
White	158	80.38%	78.90%	12.03%	8.56%
Gifted Talented	24	100.00%	100.00%	7.50%	27.08%
LEP	52	11.54%	17.02%	1.92%	0.00%
Special Ed	48	25.00%	33.33%	0.00%	0.00%

ELA II	Total Students	Met / Satisfactory		Advanced	
		2017	2016	2017	2016
		Actual	Actual	Actual	Actual
All Students	303	64.69%	77.62%	7.59%	3.81%
At Risk	159	33.00%	45.00%	1.00%	0.00%
Economic Disadvantage	170	52.94%	71.68%	3.53%	2.65%
Am Indian/Alaska Native	0	0.00%	50.00%	0.00%	0.00%
Asian	3	0.00%	60.00%	0.00%	0.00%
Black/African American	9	55.56%	83.33%	11.11%	0.00%
Hispanic	148	49.32%	64.37%	2.70%	1.15%
Hawaiian/Pacific Islander	2	100.00%	0.00%	0.00%	0.00%
Multi-racial	5	80.00%	100.00%	20.00%	25.00%
White	136	82.35%	88.68%	12.50%	5.66%
Gifted Talented	21	100.00%	25.00%	38.00%	8.00%
LEP	30	13.33%	0.00%	0.00%	0.00%
Special Ed	34	23.53%	25.00%	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

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

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.

MFISD Campus Professional Learning 2016-2017

Back to School Professional Learning - August 2017

Need	Renewed focus on District Vision
Strategy	Provide training to all staff on expectations related to living the vision.

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 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	
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 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	Implemt 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
1.1.2	Increase administrator presence in classrooms and provide quality feedback to teachers.	Administrators	Strive	Eduphoria	In Process	50% increase in walkthrough counts	1,3,4,8
1.1.3	Develop and conduct focused walkthouhgs that evaluate implementation of campus professional development activities.	Administrators and Instructional coaches	Strive	Eduphoria	In Process	50% increase in walkthrough counts	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
1.2.1	Highlight and recognize successful classroom practice/ implementation models showing student learning behaviors.	Administration, IC's, Department Chairs 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

CSG

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					
1.2.2	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, IC's, Department Chairs and IT's	Forethought, Collaborative Planning, Lesson plans, Google Apps for Education/Google Drive	Staff Survey; Classroom Observations; Walk-through data; Items shared through Google Apps for Education/Google Drive	In Process	10% increase in Student Progress Measures, AP Scores, SAT & ACT Scores	1,2,4, 5,8
1.2.3	MFHS will utilize interventions for students to receive support when they are struggling academically in their classes.	Administration, IC's, Department Chairs and IT's	Parent Communication Logs, Tutorial Schedules, Rtl Forms in Eduphoria, ACE Academic Support Schedules	Faculty Meeting Agendas w/Tier 1 Intervention focus; Staffings for students; walk-through data; T-TESS conferences; student numbers in ACE program	In Process	Increase in students served successfully through Tier 1 interventions; increase in communication with parents of students who struggle	1,2,3,6,8,9
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 Advisory Committee	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

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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.

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

1.3.2	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
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	Provide training and support to teachers related to the High Impact Instructional Strategy of Effective Questioning Strategies.	Administrators, Instructional Coaches, and Department Chairs	High Impact Instruction by Jim Knight	Survey Data and focused walkthrough data	In Process	October PD & Ongoing	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, ACE Site Coordinator	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	Department chairs will meet weekly to address campus needs.	Campus Principal	Meeting agendas	Meeting agendas and notes	In Process		8
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							

CS3

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.					
2.3	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.					
		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							
3.1	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	Parent Link	Parent Link records	In Process	10% Increase in parent & family member participation in school events	6,7
3.1.2	MFHS teachers will create and maintain personal websites for their courses.	Teachers	Blackboard Website	Administrator review of teacher websites.	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.	Principal, Counselors, Athletics	Twitter, Google	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					
		MFHS staff will collaborate with decision making as it relates to school operations and instructional programming.					
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	Instructional Leadership Team will meet weekly to discuss PLC progress and instructional goals.	Administrators, Instructional coaches, and Dir. Of Secondary Education	Meeting time	Meeting notes and agendas	In process		8

CSE

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.					
3.2.2	Campus Education Improvement Committee will meet a minimum of 4 times throughout the year to discuss campus goals, progress, and budgetary information.	Administrators, Teachers, community partners, parents, and a district representative	Meeting time	Meeting notes and agendas	In process		8
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		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; MFISD SRO, 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
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, PBIS Committee, ACE Site Coordinator, Administration	Discipline Documentation; Student Assemblies, Faculty Meetings; PBIS Meeting agendas; 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						
			Resources /	Formative and/or	Beginning of Year	Target Goal	

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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.			
Strategy / Activity		Staff Responsible	Implementation Evidence	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						
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							

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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 MFHS staff who are new to campus.	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						

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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							

Falls Career High School (MFISD)

Campus Improvement Plan

2017-2018

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 VISION

Lighting your way to a successful tomorrow!

Falls Career High School (MFISD) **Comprehensive Needs Assessment Summary**

Number of Students served, compared to previous year. 125 / 120

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

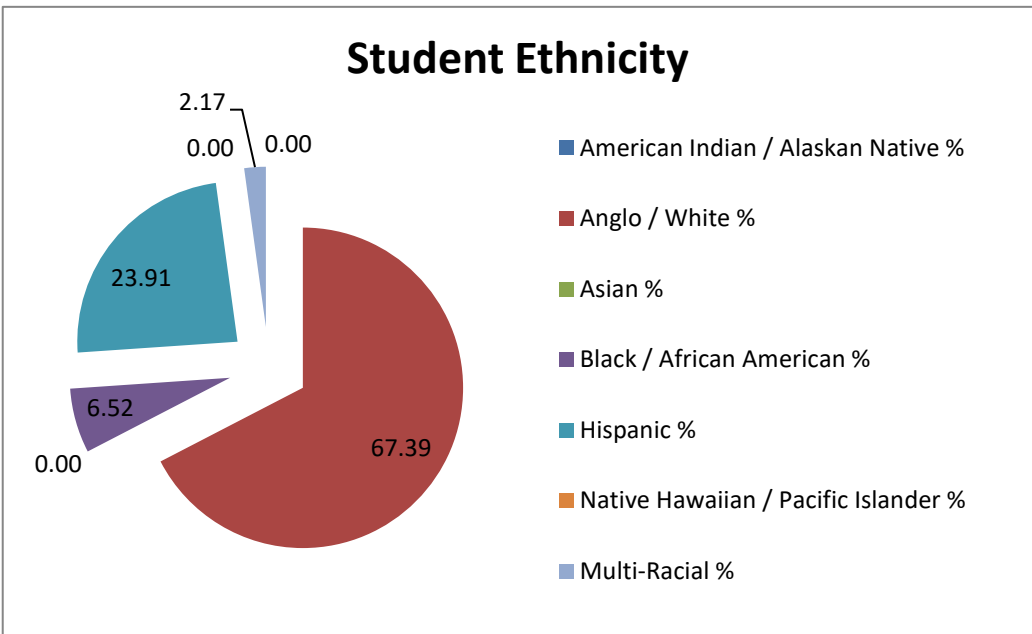
Needs: With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with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

TECHNOLOGY

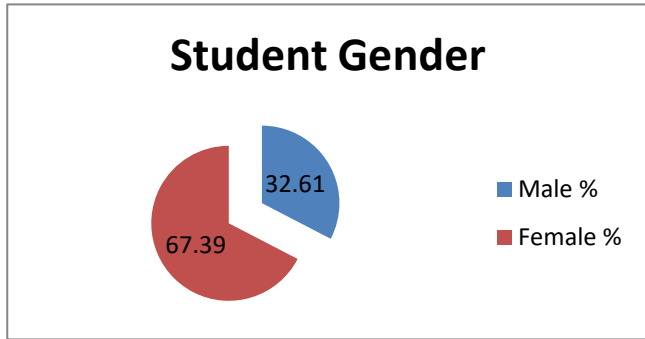
Strengths: The 2015-2016 school year will provide a wealth of technology due to our district being a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, iPads and content-specific implementation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

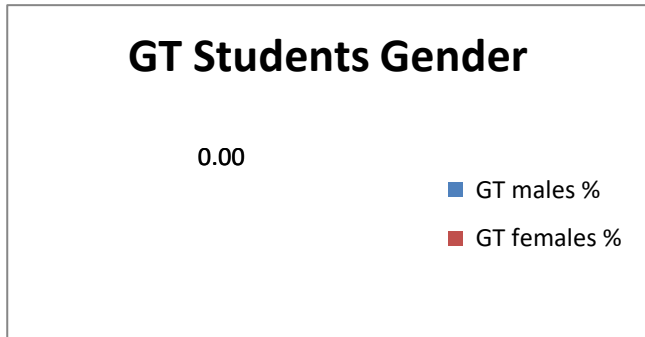
CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Falls Career High School
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	46
grade level	text	9-12
5 year prior enrollment	#	39
increase in enrollment	%	17.95



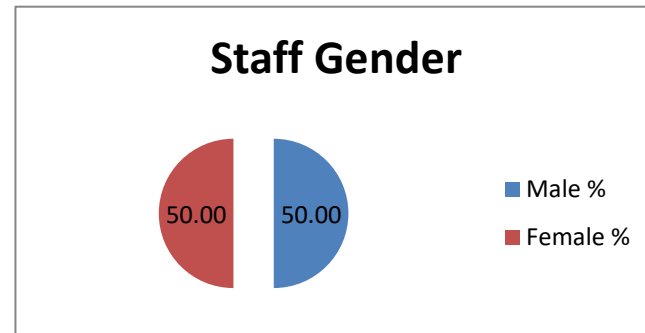
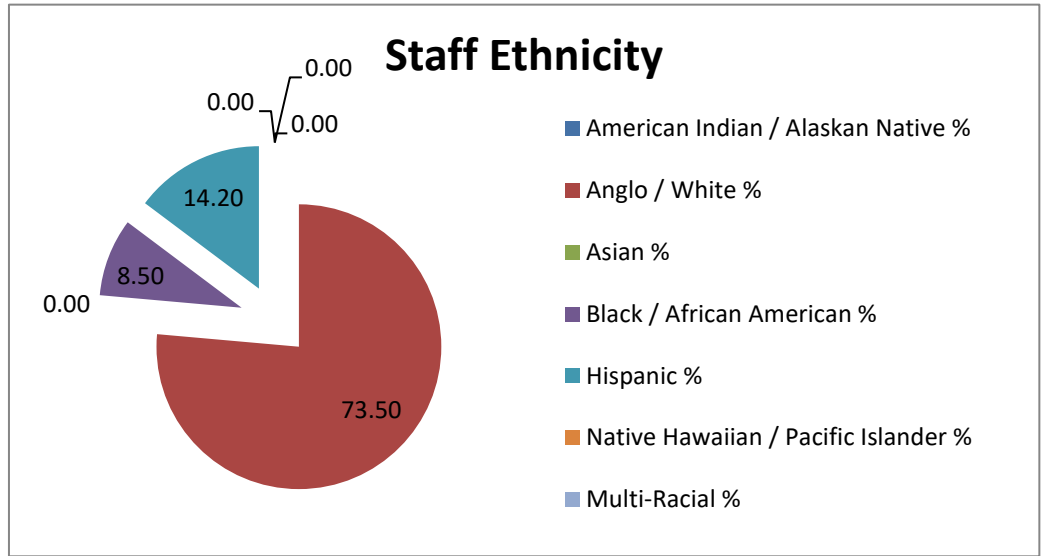
STUDENT DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.00
Anglo / White	%	67.39
Asian	%	0.00
Black / African American	%	6.52
Hispanic	%	23.91
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	2.17
Male	%	32.61
Female	%	67.39
Low SES	%	70.00



STAFF DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.00
Anglo / White	%	73.50
Asian	%	0.00
Black / African American	%	8.50
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



Average daily attendance for students	%	92.17
# of discipline referrals in 2016-2017	#	4
# of discipline referrals in 2015-2016	#	5
# 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	%	-20
served through SPED services	%	6.52



Campus Performance Objectives
MFISD Campus Name

Math	Total Students	Met / Satisfactory		Advanced	
		2017	2016	2017	2016
		Actual	Actual	Actual	Actual
All Students	2	100.00%	50.00%	0.00%	25.00%
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	
		2017	2016	2017	2016
		Actual	Actual	Actual	Actual
All Students	3	100.00%	100.00%	0.00%	0.00%
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	
		2017	2016	2017	2016
		Actual	Actual	Actual	Actual
All Students	16	93.75%	72.73%	25.00%	0.00%
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	
		2017	2016	2017	2016
		Actual	Actual	Actual	Actual
All Students	8	50.00%	83.33%	0.00%	8.33%
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%

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 2017-2018

Back to School Professional Learning - August 2017

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

Need	Increase focus on Postive Behavior Intervention System
Strategy	Provide Professional Learning to all staff through Trauma-Informed Training

Need	
Strategy	

Need	
Strategy	

Need	
Strategy	

Falls Career High School Professional Learning 2017-2018

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

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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.					
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
1.3.1							
1.3.2							
1.3.3							

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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		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, FCCHS 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						

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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

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
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 FCFS 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
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							

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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						

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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 Independent School District District Improvement Plan

2017-2018

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

Kevin Naumann - President
Karl Westerman - Vice-President
Lee Ann Johnson - Secretary
Alex Payson - Member
Kevin Virdell - Member
Gary Boshears - Member
Larry Berkman - Member



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

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	
Tiffany Hamilton	Community Member	
Susie Baskin	Parent	
Sandra Vasquez	Parent	
Cory Hanneman	Businessman	
Lenwood Nelson	Businessman	
Mickey Hughes	Administrator	
Clayton Patterson	At-Large Teacher	
Marcy Mueller	Non-Teaching Professional	
Lisa Persyn	Non-Teaching Professional	
Linda Angelosante	Non-Teaching Professional	
Johnny Mitchell	Teacher	
Jennifer Virdell	Teacher	
Matt Turner	Teacher	

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Roberta Werner	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	
Judith Large	Teacher	
Christina Hartley	Teacher	
Vonda Orton	Teacher	
Jody Fruge	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	
Tiffany Hamilton	<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	
Lenwood Nelson	<input checked="" type="checkbox"/> Achievement Test Data	
Mickey Hughes	<input type="checkbox"/> TBA Data	
Clayton Patterson	<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	
Linda Angelosante	<input checked="" type="checkbox"/> Completion Rate	
Johnny Mitchell	<input checked="" type="checkbox"/> Federal Accountability Data	
Jennifer Virdell	<input type="checkbox"/> Other	
Matt Turner		
Roberta Werner		
Gaynelle Mandel		
Mary Pond		
Debby Phillips	List Other Data Here	
Charles Ewing		
Mary Groth		

Participants in Attendance	Data Sources Examined	
Tamra Chance		
Bea Jakubec		
Nora Carrizales		
Judith Large		
Christina Hartley		
Vonda Orton		
Jody Fruge		

MFISD
Comprehensive Needs Assessment Summary

Number of Students served in 2017-2018 - 4122; 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 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 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.

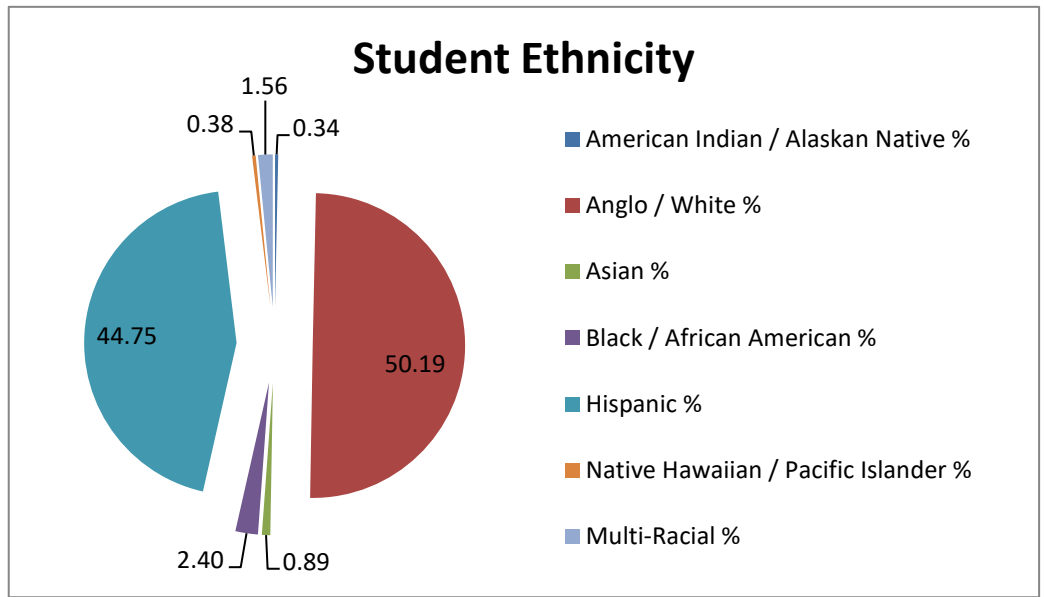
Needs: With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with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

TECHNOLOGY

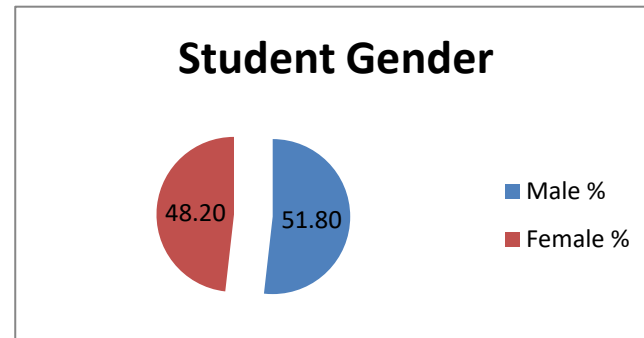
Strengths: The 2017- 2018 will continue to see a plethora of instructional technology used in our classrooms, due to our district being a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, 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.

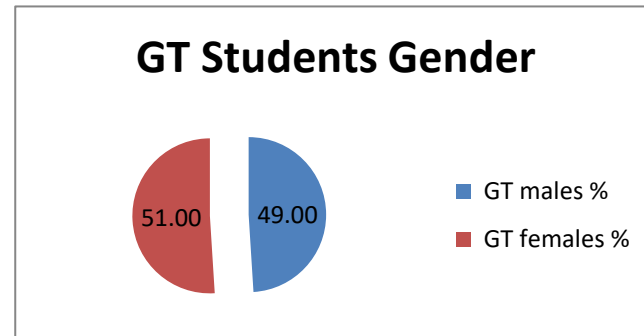
MFISD GENERAL INFO		2017-2018
Campus Name		MFISD
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	4142
grade level	text	EE-12
5 year prior enrollment	#	4065
increase in enrollment	%	1.89



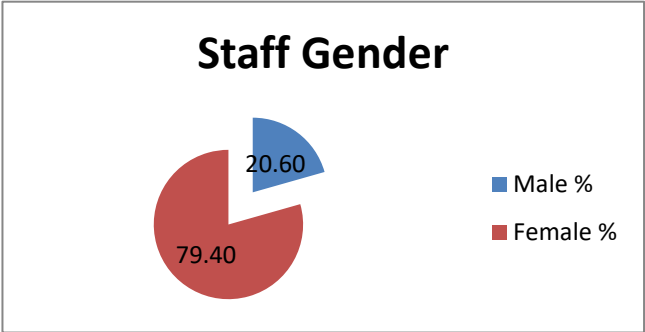
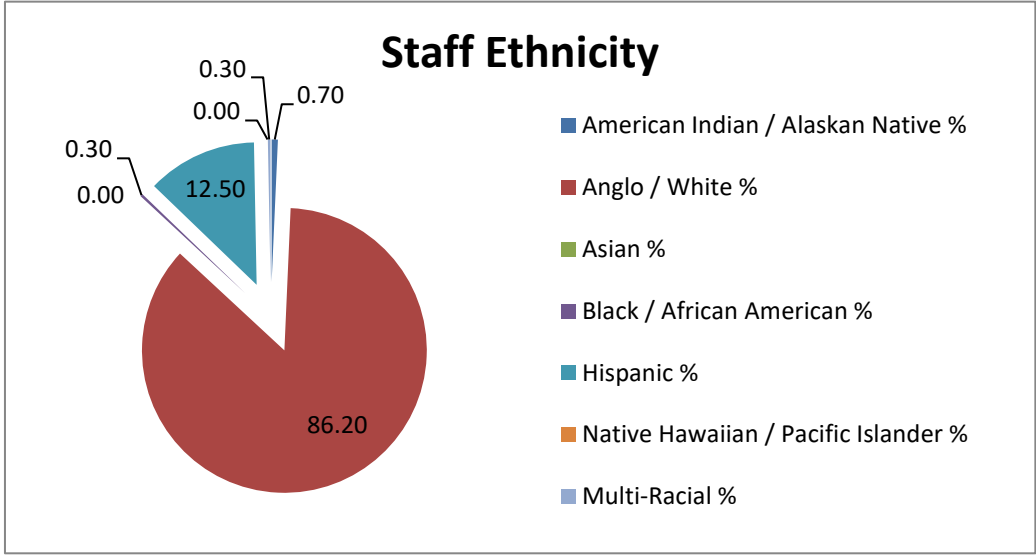
STUDENT DEMOGRAPHICS		August, 2017
American Indian / Alaskan Native	%	0.34
Anglo / White	%	50.19
Asian	%	0.89
Black / African American	%	2.40
Hispanic	%	44.75
Native Hawaiian / Pacific Islander	%	0.38
Multi-Racial	%	1.56
Male	%	51.80
Female	%	48.20
Low SES	%	66.25



STAFF DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.70
Anglo / White	%	86.20
Asian	%	0.00
Black / African American	%	0.30
Hispanic	%	12.50
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.30
Male	%	20.60
Female	%	79.40
Average years of experience	#	12.10
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00



CAMPUS CHARACTERISTICS		2015-2016
Average daily attendance for students	%	95.70
# of discipline referrals in 2016-2017	#	1861
# of discipline referrals in 2015-2016	#	1940
# English Language Learners (LEP)	#	547
# GT students	#	303
GT males	%	49.00
GT females	%	51.00
# students in 504 program	#	267
# SPED students	#	437
# students tested/not qualified for SPED	#	139/27
LEP students	%	13.21
change in discipline referrals	%	-4.07
served through SPED services	%	10.55



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

Math	Total Students	Met / Satisfactory		Advanced	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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

Marble Falls ISD is dedicated to providing a quality education for every student in our district. To accomplish this 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

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 The Marble Falls DEIC will actively recruit parent volunteers for the advisory committee through various avenues 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

Annual Meeting for the Title I Parents/Caregivers

Marble Falls ISD uses Title I funds to provide supplemental services to students at Title I campuses. Title I 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 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

In accordance with Title I regulations, each Title I campus will annually update a teacher-parent-student 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, 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

Parents/caregivers will be informed of school activities through various avenues of communication throughout 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 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

At the beginning of the school year, each teacher will distribute the learning goals and objectives to parents of 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

Evaluation

The Marble Falls DEIC will review and evaluate all aspects of the parent involvement program. Parent surveys 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 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.

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

348 Procedures for Identifying Eligible Students

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

Periodic Updates and Eligibility Review

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

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

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

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

Monitoring

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

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

State Compensatory Education (SCE)

Section 5: Exit Procedures

Exit Review

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

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

Continued Monitoring

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

Section 6: Program Evaluation

Required Overall Program Evaluation

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

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

Title I Components
(for proposed 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 2017-2018

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	<ul style="list-style-type: none"> • E-campus Files • SSA Meeting Agenda • PFS Action Plan • NGS Updates
(2) Update parents on the academic progress of their children	Ongoing, as needed	Teachers and appropriate District Staff Region 13 Migrant Staff	<ul style="list-style-type: none"> • District student progress reports and report cards • District Parent/Teacher communications • 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	<ul style="list-style-type: none"> • PFS Reports and e-mails • 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	<ul style="list-style-type: none"> • PFS Reporting Forms • E-mail communications • Campus and Home visits • 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	<ul style="list-style-type: none"> • PFS Reporting Forms • E-mail communication • 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	<ul style="list-style-type: none"> • Migrant PFS Action Plan as separate attachment to DIP

MFISD District Professional Learning 2017-2018

Back to School Professional Learning - August 2017

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	Increase the level of differentiation in classrooms
Strategy	Provide training for teachers on differentiation strategies for all learners

Need	
Strategy	

MFISD District Professional Learning 2017-2018

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. 16, Jan. 8, March 14

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 68 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	Increase of 11% from Previous Year	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

CSSE

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
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, III & Title IV Compliance	1,2,3,4,5,6

CCS

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; Expansion to Pre-K Program	10% Increase in Head Start Programming	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

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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.					
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	Principals, Asst. Principals, and IC's will be provided ongoing training on curriculum & instruction management and facilitation of PLC's based on Focus TEKS	Superintendent, Superintendents Cabinet	Agendas / Monthly Meetings	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 Focus on "The Ideal Team Player" by Patrick Lencioni	Superintendent, Central Office, Administrators	Increased leadership exhibited by campus staff	Reflections	In Process	25% increase on survey data	5,6,10
2.2.3							

CC

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 continue in 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, Advisory Period at MFMS	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

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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.					
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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, LEAD, SOS Update, Supt. Teacher Advisory, Supt. Student Advisory Council, Parent Engagement Meetings with Central Office Administrators	Reflections, Action Plans from opportunities	In Process		6,10
3.1.2	MFISD will operate a more customer-friendly website that is efficient to utilize and access.	Central Office	Website Redesign Committee	Feedback from Community Stakeholders	Implemented		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	MFISD will foster informed parental and positive community support and involvement.					
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	MFISD will provide opportunities for parents, family members, and community members to be involved within MFISD and, as appropriate, in decision making within MFISD	Central Office, Special Services, Administrators	Internal and External Communications; DEIC; CEIC's	TASB Survey, Parent Survey, Parent Feedback	In Process	Increased Parent, Family, and Community Satisfaction	6,2,10
3.3.2	MFISD will increase involvement and alignment with the ACE program, to provide enrichment to students academic and social well being	Central Office, Curriculum & Instruction, ACE	ACE Program; Quarterly Reports	Final Grant Reports	In Process	10% in ACE Statistics within MFISD	1,2,6,10
3.3.3	MFISD will utilize the Marble Falls ISD Education Foundation to increase community support.	Central Office, MFISD Education Foundation Executive Director	Quarterly Reports	TASB Survey, Community Feedback, Account Figures	In Process		6, 2, 10

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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, Administrators	Scheduled Trainings	Dates of Scheduled Trainings	100% of Campuses Completed	100% of Staff Trained	10
4.1.2	MFISD will provide National Incident Management System Training to all new staff.	Central Office, Director of Security	Scheduled Trainings	NIMS Certificates	In Process	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 as a sub-committee of SHAC	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

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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 continue to utilize the 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	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
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.					
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 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	Financial Reporting will be Publicly Available	Finance Office	Website	Website	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	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



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

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		



BOARD OPERATING PROCEDURES

Marble Falls ISD
Board Operating Procedures
Last Updated: ??????

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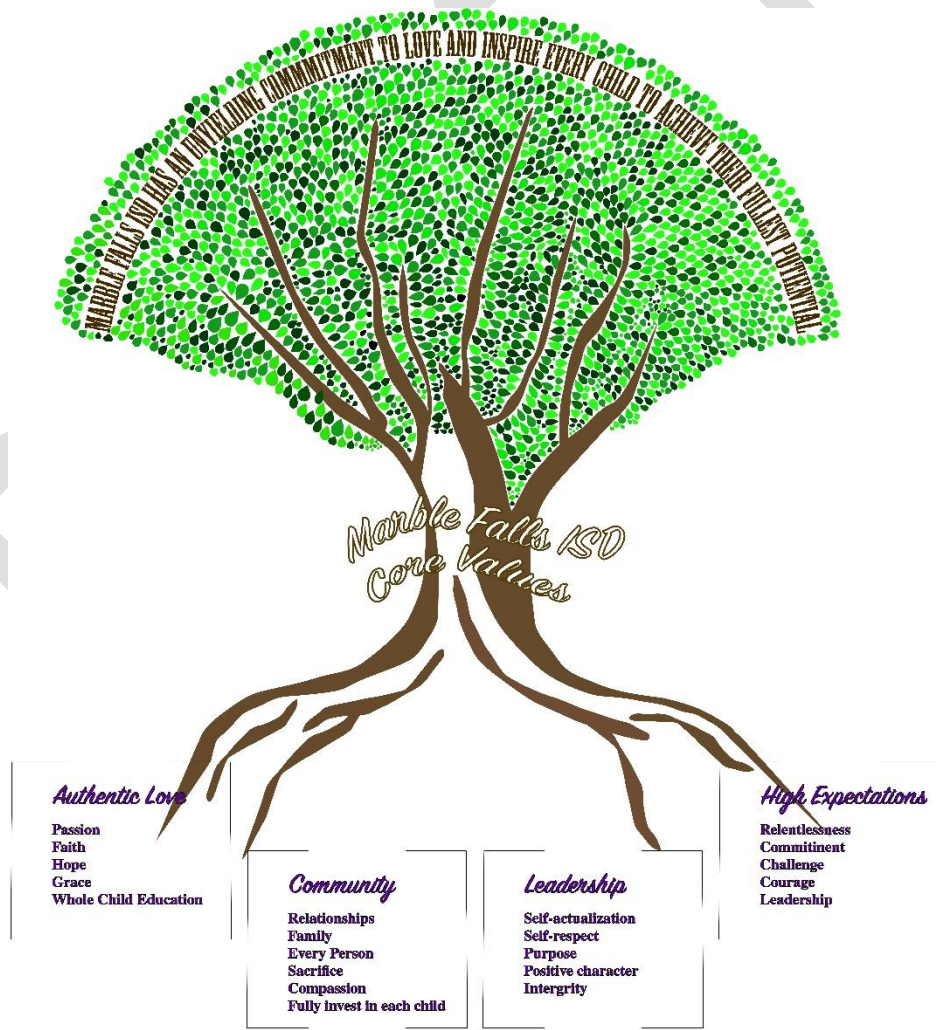
Vision

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

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.

Core Values



Core Values graphic created by Aubree Adams, Marble Falls High School Graduate Class of 2017

Board of Trustees Operating Procedures

For a school district to achieve unified and progressive leadership, the board and superintendent must share a mutual understanding and respect for their respective roles and responsibilities. At Marble Falls ISD, the Superintendent and the Board of Trustees function as a “Team of Eight.” The School Board is the corporate policy making body for the district and the Superintendent provides leadership and manages the ~~district~~ District within the framework of those policies.

A structured approach to developing a vision for the District and setting goals is enhanced by first developing a system of standard operating procedures.

The following guidelines and procedures have been developed by MFISD’s “Team of Eight” as our method to effectively communicate with students, staff, and patrons of the district.

Basic Agenda

What is the basic meeting agenda?

1. The basic meeting agenda is the list of business items to be discussed and/or voted on by the Board at a legally called meeting.

Developing the Board Meeting Agenda

Who can place items on the meeting agenda?

1. Agendas
 - a. The Superintendent will develop all Board mMeeting aAgendas in collaboration with the Board President.
 - b. Any Trustee, with ascent from second Trustee, may submit a request in writing to the Superintendent for a subject to be placed on the agenda. The request shall be accompanied by a brief summary of the submission.
 - c. Any cCitizen wishing to place an item on a Board Agenda

for public discussion can request a Board mMember to do so. If the request does not involve specific students or personnel and if the Board mMember agrees that it merits public discussion and/or consideration by the Board, the Board member may request placement of the item on a future Board mMeeting agenda by following approved Board Operating Procedure protocol.

- d. No item can be placed on the agenda less than ten days in advance of the meeting without the Board President's approval.
 - e. No item can be placed on the agenda less than three work days in advance of the meeting unless an emergency or public necessity exists.
 - f. Agendas items requiring approval will typically be heard in two readings: the first as a presentation and the second reading for approval. The Board may approve an item under consideration in one reading at its discretion.
2. Timely Notification and Information
- a. Board members shall be notified of a meeting at least 72 hours prior to a regular meeting, workshop or special meeting, and at least two hours prior to an emergency meeting
 - b. Typically, the Superintendent will release the aAgenda and any Board pPacket of supporting materials ~~for each Wednesday Meeting (Regular or Workshop) four business days prior to the Board Members meeting on the Friday preceding such Meeting, and for each other non-emergency Meeting approximately 4 work days prior to the Meeting.~~
 - c. Specific questions regarding supporting documents should be directed to the Superintendent or his designee at least two work days prior to the meeting.
 - d. Excluding only closed session materials, or materials that were unavailable or in incomplete form or otherwise protected from disclosure by policy, law or advice of legal counsel, the entire Board pPacket for every Regular mMeeting of the Board will be published, along with the aAgenda, on the

District ~~w~~Website approximately twenty-four hours before the scheduled ~~m~~Meeting time.

When is something discussed in Executive Session?

1. Executive session is typically used to discuss matters related to personnel; the purchase, exchange, lease, or value of property; consultation of the Board with the Board's attorney, and the deployment and implementation of certain security measures.
2. For a complete list of agenda items which may be discussed in closed session, please see policy BEC (LEGAL) at:
<http://pol.tasb.org/Home/Index/244>
3. The Presiding Officer shall state publicly that any action, if taken, will be conducted in Open Session at the conclusion of Closed Session; or, if appropriate, that no action will then be taken.

What is the Consent Agenda?

1. The consent agenda includes items of routine and/or recurring nature, grouped together under one action item.
- ~~2.~~ The Superintendent, with the Board President's approval, shall determine which items qualify for inclusion in the consent agenda.
- ~~3.2.~~ ~~Background material for each consent agenda item shall be furnished to the Board in the meeting's supporting documents.~~
- ~~4.3.~~ All consent agenda items shall be acted upon by one vote without separate discussion.
- ~~5.4.~~ A Board member may request that an item be withdrawn from the consent agenda for individual consideration.

When does the MFISD Board of Trustees Meet?

1. The Superintendent will develop a Board calendar that will include regular and workshop meeting dates of the Board of Trustees.
2. Generally, unless otherwise scheduled by a consensus of the Board, Regular Board Meetings will be held on the third Monday of every month.

What is a Board Workshop and when do they meet?

1. The workshop format is intended to allow the Administration to present information to the Board that is:
 - a. Time sensitive and/or discussion intensive
 - b. Required by law, rule or policy, and
 - c. Is necessary for the efficient and effective operation of the District.
2. Board workshops are not intended to substitute for Rregular monthly Board meetings, although a quorum of the Board may take action, as necessary.
3. The workshops are intended to allow an opportunity for presentation, questions, discussion and an assessment of the Board's perspective.
4. The Board President serves as the Presiding Officer at Board wWorkshops; however, it is understood that the intended nature and format of workshops allows for the Superintendent to substantially facilitate the presentation and ordering of items under consideration. ~~In the absence of the President, the Vice-President will preside.~~

Conduct During Board Meetings

What is considered a meeting?

1. Any time four (4) or more Board members are gathered to discuss school district business, this constitutes a quorum and is therefore considered a meeting.
2. Failure to post such a meeting is considered a violation of the Texas Open Meetings Act.
3. The Board shall observe the parliamentary procedures in Robert's Rules of Order, except as otherwise provided in Bboard procedural rules or by law.
4. Board members are expected to attend and participate in duly called meetings. Board members should come to the board meetings prepared to discuss and take action on all items on the

agenda. At a minimum, each Board member is expected to have done the following prior to arrival at every Board meeting:

- a. Studied the material in the Board packet sent to them prior to the meeting.
 - b. When possible, resolve questions beforehand by contacting the Superintendent.
5. There are times when the Board gathers and does not discuss school business. These gatherings are not considered a meeting of the Board. These types of meetings include but are not limited to: attendance at a conference/training, participation in a ceremonial event, and gatherings at social events.

Who may address the Board at a meeting?

1. Any community member may address the Board at a regular monthly Board meeting at a time identified on the agenda.
2. Any person wishing to address the Board must sign up to speak at least 15 minutes before the meeting is scheduled to begin with the Assistant to the Superintendent and Board.
3. Each person will be granted five (5) minutes to address the Board with the total time for all patrons to speak not to exceed 30 minutes. Delegations of more than five shall appoint one person to present their views before the Board. A majority of the Board may modify these times.
4. In accordance with the Texas Open Meetings Act, Board members may hear comments from community members, but may not engage in discussion on any topic that is not on the legally posted agenda, except as authorized by law.
5. Comments offered by members of the community may be on items listed on the agenda or other areas of school district operations, but shall not include complaints/comments about individual employees or officials of the district or individual students within the district.

What is the Board response to public comments?

1. Any Board member may ask the Superintendent to clarify an item or may ask clarifying questions of the speaker.
2. Board members will not respond or enter into discussion with the audience during the meeting unless it is during a posted public forum.
3. The Board may request someone removed from the Board rRoom if they are disruptive to the meeting.

What is a hearing?

1. A hearing is an insurance of due process that requires the Board to hear a complaint that has followed the formal complaint process and was not been resolved at lower levels of administration.
2. Hearings may be done in open or closed session, depending on the situation, but are usually done in closed session.
3. Employee, community and/or student/parent grievances/complaints will be handled according to Board policy. FNG (Local), DGBA (Local), GF (Local)
4. Issues not resolved adequately at the Superintendent level may be appealed to the Board for consideration at a future meeting or workshop.
5. When hearing grievance matters, the Board adopts the following rules of procedure:
 - a. The Board is not required to consider new evidence, not established in the record at a prior level.
 - b. No new complaints or points of contention or argument will be considered
 - c. When deliberating the merits of a complaint, the Board shall consider the evidence and render judgments which adhere to law and policy.

Individual Board Members

How should Board ~~m~~Members request information?

1. An individual Board member, acting in his or her official capacity, shall have the right to seek information pertaining to District fiscal affairs, business transactions, governance, and personnel matters, including information that properly may be withheld from members of the general public in accordance with the Public Information Chapter of the Government Code.
2. Individual Board ~~m~~Members shall not have access to confidential student records, unless there is a legitimate educational interest in the records in accordance with policies FL (LEGAL) and (LOCAL).
3. Directives ~~to the Superintendent or other District employees~~ regarding the preparation and delivery of reports or other information shall be by Board Action made to the Superintendent. ~~All requests by a Board member for compilation of data, other than copies of existing records, shall be referred to the Superintendent for Board approval. The Superintendent will confer with the Board President to place the request on the upcoming agenda for discussion. Requests for copies of existing reports or other data shall be directed to the Superintendent.~~ The Superintendent shall notify the other Board members of any such request so they are aware and have the opportunity to request the same information.

What is a Board Member's Individual Authority?

1. Board members as individuals do not have the power to exercise authority over the District, its property, or its employees.
2. Except for appropriate duties and functions of the Board President, an individual member may not act on behalf of the Board without the express authorization of the Board. Without such authorization, no individual member may commit the Board on any issue.
3. When acting in the role of a Trustee, Board members will avoid personal involvement in activities the Board has delegated to the Superintendent.

Training and Continuing Education

What kind of training is required?

1. Board members are required to complete training as specified in the Texas Education Code §11.159 according to assessed needs
2. New Board members shall participate in a local orientation session within 60 days before or after their election or appointment. Three (3) additional hours of orientation to the Texas Education Code are to be completed within the first year.
3. New Board members shall also complete ten (10) hours of continuing education during the first year of service.
4. Sitting Board members shall receive three (3) hours of orientation to the Texas Education Code and relevant legal obligations and at least five (5) hours of continuing education each year following the first year.
5. The President of the Board of Trustees shall receive continuing education annually related to leadership duties of a Board President.
6. Prior to the seating of newly elected Board members, there will be an orientation concerning meeting processes and parliamentary procedures.
7. To the extent possible, the entire Board shall participate in continuing education programs together.
8. Annually, as prescribed by law, the name of each Board member who has completed the required continuing education, who has exceeded the required hours, and/or who is deficient in the required hours shall be announced and read into the minutes.

Advocacy

Is advocacy part of our job?

1. Support of the District's students, parents, and programs serves as a powerful form of advocacy. As such, attendance at District and community events, functions, and activities is highly encouraged.

2. Board members are encouraged to be advocates, not only for MFISD, but for all of public education. Through trainings and conferences, Board members will become familiar with those issues affecting MFISD and other school districts across the state.
3. Working with legislators and other elected officials locally and on the state and national level is part of what we do as Board members. Building these partnerships serves to strengthen all of public education.

Board Members Visits to Campuses

Are Board Members allowed to visit campuses?

1. Board members are encouraged to attend any and all school events as their time permits, and to show support of school activities.
2. As a matter of courtesy, Board members must-should notify the Superintendent prior to visiting a campus in an official capacity.
3. Board members shall not visit a campus in an attempt to evaluate personnel on that campus.
4. It is often difficult for staff members to view Board members as parents rather than as Board members. When visiting a campus or classroom as parents, Board members shall:
 - a. Make it clear that they are acting as parents.
 - b. Follow the same rules and guidelines for all parents regarding campus visits.
 - c. Never request nor accept extraordinary consideration for their friends or family

Communications

How do Board members communicate with one another?

1. Board electronic and written communications regarding District issues should be routed through the Superintendent's office or the Board President so that information can be disseminated and/or questions can be addressed in this manner, rather than among and between Board members.

2. Board members s may discuss a District issue with no more than two other Board members unless in a duly posted Board meeting.

How does the Board communicate with the media?

1. The Board is committed to, and encourages, community input through the use of surveys, public forums, the district web site, district publications and on-going communications forums.
2. Unless otherwise approved or authorized by the Board, individual members cannot speak in an official capacity or otherwise represent the views of the Board.
3. The Board President and/or his/her designee shall be the official spokesperson for the Board to the media/press on issues of media attention. The Superintendent and/or Communications Director shall be the official spokesperson for the district.
4. All Board members who receive phone calls from the media should direct them to the Board's spokesperson and notify the Board President and the Superintendent of the call.
5. Board members asked who chose to respond to request for individual comments or opinions by the media/press are to qualify those statements as being the opinion of the individual and not representative of the Board as a whole or the District.

Complaints

How should Board Members handle complaints?

1. Employees, students, parents or other community members who bring concerns or complaints to an individual Board member for the purpose of seeking remedy or perspective shall receive guidance that reflects:
 - a. A commitment by the Board individually and collectively to be approachable and open to members of the community;
 - b. An understanding by each Board member that information

provided to a Board member, in some specific situations, could cause the Board member receiving the information to be disqualified from participating in future hearing(s) or action by the Board specific to the issue;

- c. Adherence to the Board's policies (DGBA, FNG and GF) regarding complaints and grievances.
2. Board members should not participate in a discussion regarding complaints but should instead direct the person making the complaint to the appropriate chain of command within the district. The superintendent should be informed of complaints that have been referred to MFISD staff.

Board Officer Elections

How are Board Officers elected?

1. Officers are nominated and elected annually at the first meeting after the May Board election.
2. A vacancy in the office of President will be filled automatically by the Vice President, if there is a sitting Vice President, creating a vacancy in the office of Vice President.
3. In all other instances, the Board will elect an officer to fill any vacancy at the next Board meeting after the vacancy occurs.
4. No Board President or Vice-President can hold office without serving a minimum of one year on the Board prior to election.
5. Discussions related to reorganization and election of officers may be discussed in executive session.

Role and Authority of Board Members and/or Board Officers

What is the role and authority of the Board members and officers?

1. Unless authorized by the Board, no Board member or officer has authority outside of a properly convened and conducted board meeting.
2. No Board member has the authority to direct district employees in regard to the performance of their duties.

3. As a parent within the district, a Board member will:
 - a. When communicating with staff, is expected to make it clear to staff that he/she is acting as a parent and not as a Board member.
 - b. Must not request, expect, or require extra consideration or preferential treatment for their children due to their position on the Board.
4. Newly elected Board members are required to review the Board Operating Procedures with the Board President or designee within the first six-three (36) weeks of their term.
5. Board members should be mindful when representing the interest of organizations that may pose a conflict with school business and consider submission of a conflict disclosure and/or recusal from certain activities as a member of the Board. Each Board member is required to sign a Conflict Disclosure Statement, as adopted by the Texas Ethics Commission, regarding any conflicts of interest by them or their immediate family with the Superintendent or his designee within 7 business days after becoming aware of the facts that require the filing, as outlined in BBFA (LEGAL).
6. The Board corporately has the following authority (see Policy BBE (Legal and Local)):
 - a. Govern and oversee the management of the District.
 - b. Employ and evaluate, at least annually, the Superintendent
 - c. Levy and collect taxes and issue bonds.
 - d. Adopt and file an annual budget.
 - e. Have District financial accounts audited by a Texas certified public accountant annually.
 - f. Publish an annual report describing the District's educational performance.
 - g. Receive bequests and donations.
 - h. Select a depository for District funds.
 - i. Call elections and canvass the returns.
 - j. Acquire and hold real and personal property in the name of the District.
 - k. Execute, perform, and make payments under contracts, including leases, leases with options to purchase, and installments.
 - l. Exercise the right of eminent domain to acquire property.
 - m. Adopt and periodically review District policy.

7. Responsibilities of the Board President:
 - a. Shall preside at all board meetings.
 - b. Shall cause committees to be formed when deemed necessary and shall review and make committee appointments annually.
 - c. Shall call special meetings.
 - d. Shall sign all legal documents required by law.
 - e. Shall fulfill all duties and obligations as required by Board Policy and state and federal statutes, regulations and rules.
8. Responsibilities of the Vice-President:
 - a. Shall act in capacity of President in the absence of the President.
 - b. Shall fulfill all duties and obligations as required by Board Policy and state and federal statutes, regulations and rules.
9. Responsibilities of the Secretary:
 - a. Shall ensure that accurate records are kept.
 - b. Shall act as President in the absence of the President and Vice- President.

Board Member Vacancy

What if a board member wants to resign?

1. If a board member is considering resignation from the Board, notify the Board president and the Superintendent. (Note: A Board member shall perform the duties of their office until their successor is duly qualified).

How is a vacancy on the Board handled?

1. A vacancy that occurs on the Board through death, resignation, or other means of removal may be filled by appointment by the remaining Board members until the next Board member election, in accordance with BBB(LEGAL).
2. At the time of the appointment, the appointee must be a registered voter and a resident of Marble Falls ISD. The appointed Board member shall serve until the next regular election for the position

to which he or she was appointed.

Superintendent's Evaluation

When is the Superintendent evaluated?

1. A summative evaluation will be conducted in closed session annually in January and may include a discussion of the Superintendent's contract.
2. The evaluation of the Superintendent shall be conducted in accordance with district policy. The evaluation instrument shall receive input from the Districts Site Based Decision Making Committee and have been developed collaboratively between the Superintendent and the Board, adopted in advance, and shall be based upon observable, job-related behavior.
3. In addition to an annual review, the Superintendent will participate in a mid-year performance review to occur each July and may include a discussion of the Superintendent's contract.
4. At the discretion of the Board evaluation timelines may be amended.
5. The Board will develop and review outcome-based evaluation instruments annually for the Superintendent that shall strive to accomplish the following:
 - a. Clarify to the Superintendent his or her role, as seen by the Board.
 - b. Clarify to Board members the Superintendent's role, according to the Board's written criteria, as expressed in the Superintendent's job description and the District's goals and objectives
 - c. Foster an early understanding among new Board members of the evaluation process and the Superintendent's current performance objectives and priorities
 - d. Develop and sustain a harmonious working relationship between the Board and the Superintendent
 - e. Ensure administrative leadership for excellence in the District

6. The Superintendent's evaluation is confidential by law.

Board of Trustees Evaluation

How is the Board Self-Evaluated?

1. There will be a routine assessment of the status of the Board/Superintendent team annually, ideally in June.
2. Evaluation will be conducted in closed session at a time and place determined by the Board.
3. To the extent that the meeting does not violate the Texas Open Meetings Act, the evaluation may include:
 - a. Board operating procedures
 - b. Board member training
 - c. Conflict resolution
 - d. Working relationships with the Superintendent
 - e. Conduct of Board meetings
 - f. Long-range planning and goal setting
 - g. Relationship with the community
4. The Board Operating Procedures will be reviewed as part of the Board's self-evaluation. Amendments to the Board Operating Procedures will be made by agreement reached by the majority of the Board.

Campaigning for Election/Re-Election

1. School district employees, during work hours, will not be solicited for endorsement by any Board member campaigning for election or reelection. Use of district materials and systems (including district e-mail communications) will not be used by any employee or Board member to discuss or solicit support of any candidate running for election or re-election as per the Texas Education Code Section 11.168, as amended by the 79th Legislature, 2005.

2. ~~Board members, as a whole~~The Board corporate, will not endorse any candidate running for public office.

3. Board members, as private citizens, may endorse any candidate of their choice and may put endorsement signs in their private yards.

4.

5.3. For more information, see: <https://www.ethics.state.tx.us/>

6.4. _____ The Board ~~as a whole~~corporate operates as a non-partisan entity—~~we~~it works with all elected officials in fulfilling ~~our~~the duties as stewards of MFISD. With that in mind, Board members should be aware of a candidate's position on public education before choosing to endorse ~~them~~an individual candidate individually.