

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



**Marble Falls ISD
Regular Meeting**

**Tuesday, October 15, 2019
6:00 PM**

**AGENDA OF REGULAR MEETING
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
TUESDAY, OCTOBER 15, 2019 – 6:00 PM
Marble Falls ISD Central Office Community Room**

Notice is hereby given that on October 15, 2019, 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: Lee Ann Johnson
4. Pledge to the Flags
Presenter: Dr. Chris Allen
5. Vision Statement
Presenter: Alex Payson
6. Special Recognition
 - A. Superintendent's Award- Marble Falls Elementary
Presenter: Mr. Michael Haley
 - B. Texas Association of School Boards Business Recognition
Presenter: Dr. Chris Allen
 - C. Principals Month
Presenter: Dr. Chris Allen
7. Citizen Comments
8. Public Hearing
 - A. Financial Integrity Rating System of Texas (FIRST) 4
Presenter: Mrs. Melissa Lafferty
9. Information Items
 - A. General Fund Summary 10
 - B. Expenditure Report 14
10. Presentation/Discussion Items and Possible Action
 - A. Financial Audit Report 42
Presenter: Mrs. Melissa Lafferty & Mr. Dane Legg
 - B. Out of State Travel Request- Update 43
Presenter: Mr. Bryce Gage
 - C. Athletics Update 44
Presenter: Coach Rick Hoover
 - D. Academic Data Presentation 45

Presenter: Mrs. Heather Metzgar & Mrs. Leslie Baty	
E. DIP & CIP's: Goals and Performance Objectives	51
Presenter: Mrs. Yarda Leflet	
F. Maximum Class Size Waiver Request	322
Presenter: Mrs. Yarda Leflet	
11. Consider and Possible Approval of Action	
A. Consent	
1. Minutes from Regular Board Meeting held on September 16, 2019	323
2. Minutes from Special Board Meeting held on September 30, 2019	326
3. Budget Amendments	327
4. Phoenix Center Services	333
12. Upcoming Meetings and Board Training Opportunities	
A. Wednesday, November 13, 2019 - Special Board Meeting	
B. Monday, November 18, 2019 - Regular Board Meeting	
C. Monday, December 16, 2019 - Regular Board Meeting	
D. Tuesday, January 21, 2020 - Regular Board Meeting	
13. Executive Session	
A. Discussion of Professional Personnel (TX Govt. Code 551.074)	
B. Discussion of Personally Identifiable Student Information (TX Govt. Code 551.0821)	
C. Discussion of Real Property (TX Govt. Code 551.072)	
D. Discussion of Superintendent's Evaluation (TX Govt. Code 551.074)	
14. Reconvene from Executive Session	
15. Discussion and Possible Approval of Action Arising from Executive Session	
A. Possible Approval of Professional Personnel	
16. 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



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

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

Meeting Date: October 15, 2019		
Meeting Type: <input checked="" type="radio"/> Regular Meeting <input type="radio"/> Special Meeting/Workshop <input type="radio"/> Hearing	Agenda Placement: <input checked="" type="radio"/> Public Hearing <input type="radio"/> Information Items <input type="radio"/> Presentation/Discussion Items <input type="radio"/> Consideration Items <input type="radio"/> Consent Agenda	
Date Submitted: October 8, 2019		
Subject: Financial Integrity Rating System of Texas (FIRST)		
Executive Summary: Each year the District is required to hold a Public Hearing that communicates the District's score on the FIRST rating and distribute an annual financial management report. Marble Falls ISD earned a "Superior" rating on FIRST and received a score of 98.		
Fiscal Impact: Cost: <input type="radio"/> Recurring <input type="radio"/> One-Time <input checked="" type="radio"/> No Fiscal Impact	Funding Source: <input checked="" type="radio"/> General Fund <input type="radio"/> Grant Funds <input type="radio"/> Bond Funds <input type="radio"/> Other Funds (Specify)	Fiscal Year: Amendment Required? <input type="radio"/> Yes <input checked="" type="radio"/> No
Administration's Recommendation: None required		
Submitted By: Melissa Lafferty		
Board Approval Required: <input type="radio"/> Yes <input checked="" type="radio"/> No		

School FIRST Annual Financial Management Report

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System, Section 109.1001(o). Effective 8/6/2015.

The template has been established to help the districts in gathering their data and presenting it at their School FIRST hearing. The template may not be all inclusive.

Superintendent's Current Employment Contract

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided. In lieu of publication in the annual School FIRST financial management report, the school district may chose to publish the superintendent's employment contract on the school district's Internet site. If published on the Internet, the contract is to remain accessible for twelve months.

Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period
Ended June 30, 2019

<u>Description of Reimbursements</u>	Superintendent	Kevin Naumann	Lee Ann Johnson	Gary Boshears	Larry Berkman	Rick Edwards	Alex Payson	Kevin Virdell
Meals	480.72	30.44						
Lodging	870.91	466.21	281.03	220.90	220.90	257.57	237.08	220.90
Transportation	65.00							
Motor Fuel								
Other		365.00	365.00	365.00	365.00	365.00	365.00	365.00
Total	\$1,416.63	\$861.65	\$646.03	\$585.90	\$585.90	\$622.57	\$602.08	\$585.90

All "reimbursements" expenses, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order are to be reported. Items to be reported per category include:

Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals).

Lodging - Hotel charges.

Transportation - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls).

Motor fuel – Gasoline.

Other: - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period
 Ended June 30, 2019
Name(s) of Entity(ies)

Amount Received
 \$

N/A

Total

\$0.00

Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

**Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any)
 (gifts that had an economic value of \$250 or more in the aggregate in the fiscal year)**

For the Twelve-Month Period
 Ended June 30, 2019

N/A

	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Total	\$	\$	\$	\$	\$	\$	\$	\$

Note – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials.

Business Transactions Between School District and Board Members

For the Twelve-Month Period
 Ended June 30, 2019

N/A

	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Amounts	\$	\$	\$	\$	\$	\$	\$

Note - The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.

**MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
FINANCIAL MANAGEMENT PERFORMANCE COMPARISON
2018-2019 VS. 2017-2018**

#	Indicator Description	Rating Year	
		2018-2019 Superior Score	2017-2018 Superior Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	Yes	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A. and 2.B.		
2.A	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion)	Yes	Yes
2.B	Did the external independent auditor report that the AFR was free of any instances of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness)	Yes	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt)	Yes	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	Yes	Yes
5	Was the total unrestricted net position balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Position greater than zero? (If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.)	Yes	Yes
6	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities and acquisition and construction)?	10	10
7	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? <i>Currently at 2.6685. A score of 10 requires 3.0 or greater</i>	8	10
8	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator) <i>Currently at .5706. A score of 10 requires .60 or less</i>	10	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	10	10
10	Was the debt service coverage ratio sufficient to meet the required debt service?	10	10
11	Was the school district's administrative cost ratio equal to or less than the threshold ratio? <i>Currently at .1126. A score of 10 requires .1151 or less</i>	10	10

12	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)	10	10
13	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	10	10
14	Did the external independent auditor indicate the AFR was free of any instance(s) of material non-compliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	10	10
15	Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?	10	10
		98	100

DETERMINATION OF RATING - 2018-2019

A. Did the district answer "No" to Indicators 1, 3, 4, 5, or 2.A? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.

B. Determine the rating by the applicable number of points. (Indicators 6-15)

A = Superior	90-100
B = Above Standard	80-89
C = Meets Standard	60-79
F = Substandard Achievement	<60

Marble Falls ISD
Statement of Revenues and Expenditures - General Fund
As of September 30, 2019

25%	Of Fiscal Year	CURRENT YEAR YTD				August
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	ACTIVITY
REVENUES						
5710	LOCAL TAX REVENUES	\$ 41,865,609	\$ 523,542	\$ 41,342,067	1.25%	\$ 116,891
57XX	OTHER LOCAL REVENUES	\$ 830,500	\$ 192,883	\$ 637,617	23.22%	\$ 86,867
58XX	STATE PROG. REVENUES	\$ 3,653,799	\$ 670,968	\$ 2,982,831	18.36%	\$ 296,355
5900	FEDERAL REVENUE	\$ 620,000	\$ 7,532	\$ 612,468	1.21%	\$ -
TOTAL REVENUE		\$ 46,969,908	\$ 1,394,925	\$ 45,574,983	2.97%	\$ 500,113
EXPENDITURES						
11	INSTRUCTION	\$ 22,547,285	\$ 2,221,320	\$ 20,325,965	9.85%	\$ 1,727,193
12	LIBRARY	\$ 440,162	\$ 32,461	\$ 407,701	7.37%	\$ 27,298
13	STAFF DEVELOPMENT	\$ 362,310	\$ 75,384	\$ 286,926	20.81%	\$ 18,933
21	INST ADMINISTRATION	\$ 923,156	\$ 203,073	\$ 720,083	22.00%	\$ 67,989
23	SCHOOL ADMINISTRATION	\$ 2,586,209	\$ 434,784	\$ 2,151,425	16.81%	\$ 185,131
31	GUID AND COUNSELING	\$ 1,468,665	\$ 203,277	\$ 1,265,388	13.84%	\$ 112,630
32	SOCIAL WORK SERVICES	\$ 65,340	\$ 12,820	\$ 52,520	19.62%	\$ 4,052
33	HEALTH SERVICES	\$ 394,116	\$ 39,352	\$ 354,764	9.98%	\$ 34,393
34	PUPIL TRANSP - REGULAR	\$ 1,862,074	\$ 353,779	\$ 1,508,295	19.00%	\$ 127,381
36	CO-CURRICULAR ACT	\$ 1,687,258	\$ 255,827	\$ 1,431,431	15.16%	\$ 124,911
41	GEN ADMINISTRATION	\$ 1,702,423	\$ 413,664	\$ 1,288,759	24.30%	\$ 119,067
51	PLANT MAINT & OPERATION	\$ 4,844,944	\$ 1,103,453	\$ 3,741,491	22.78%	\$ 448,474
52	SECURITY & MONITORING	\$ 140,229	\$ 13,339	\$ 126,890	9.51%	\$ 4,052
53	DATA PROCESSING	\$ 1,165,074	\$ 399,418	\$ 765,656	34.28%	\$ 110,860
61	COMMUNITY SERVICES	\$ 40,721	\$ 3,401	\$ 37,320	8.35%	\$ 2,451
71	DEBT SERVICE	\$ -	\$ -	\$ -	#DIV/0!	\$ -
81	FACILITIES ACQ & CONST	\$ -	\$ -	\$ -	0.00%	\$ -
91	STUDENT ATTENDANCE CR	\$ 6,052,942	\$ -	\$ 6,052,942	0.00%	\$ -
99	PURCHASES & CONT SRVS	\$ 780,000	\$ 187,445	\$ 592,555	24.03%	\$ 187,445
TOTAL EXPENDITURES		\$ 47,062,908	\$ 5,952,797	\$ 41,110,111	12.65%	\$ 3,302,260
7000	Other Sources	\$ -	\$ 2,050			\$ -
8000	Other Uses	\$ -	\$ 56,233			\$ 16,902
		Budget	Actual			Month Actual
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (93,000)	\$ (4,612,055)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ (2,819,049)
3000	BEG FUND BAL 07/01/19 (est)	\$ 13,477,466				
BUDGETED FUND BALANCE		\$ (93,000)				
3000	END FUND BAL 06/30/20	\$ 13,384,466	Unaudited			

Marble Falls ISD
Statement of Revenues and Expenditures - Food Service
As of September 30, 2019

25% Of Fiscal Year	CURRENT YEAR YTD				August
REVENUES	BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	ACTIVITY
57XX LOCAL REVENUES	\$ 718,549	\$ 129,320	\$ 589,229	18.00%	\$ 74,327
58XX STATE PROG. REVENUES	\$ 12,000	\$ 86	\$ 11,914	0.72%	\$ -
59xx FEDERAL REVENUE	\$ 1,850,065	\$ -	\$ 1,850,065	0.00%	\$ -
TOTAL REVENUE	\$ 2,580,614	\$ 129,406	\$ 2,451,208	5.01%	\$ 74,327
EXPENDITURES	BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	ACTIVITY
61 PAYROLL COST	\$ 1,119,769	\$ 242,724	\$ 877,045	21.68%	\$ 89,865
62 PURCHASE & CONTRACTED	\$ 70,545	\$ 12,987	\$ 57,558	18.41%	\$ 12,380
63 SUPPLIES AND MATERIALS	\$ 1,349,925	\$ 103,002	\$ 1,246,923	7.63%	\$ 95,600
64 OTHER OPERATING EXP	\$ 14,000	\$ 1,495	\$ 12,505	10.68%	\$ 1,000
66 CPTL OUTLAY	\$ 26,375	\$ -	\$ 26,375	0.00%	\$ -
TOTAL EXPENDITURES	\$ 2,580,614	\$ 360,208	\$ 2,220,406	13.96%	\$ 198,845
7000 Other Sources	\$ -	\$ -			\$ -
8000 Other Uses	\$ -	\$ -			\$ -
	Budget	Actual			Month Actual
1200 EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ -	\$ (230,802)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ (124,518)
3000 BEG FUND BAL 07/01/19 (est)	\$ 632,283				
BUDGETED FUND BALANCE					
3000 END FUND BAL 06/30/20	\$ 632,283	Unaudited			

Marble Falls ISD
Statement of Revenues and Expenditures - Debt Service
As of September 30, 2019

25% Of Fiscal Year	CURRENT YEAR YTD				% OF	August
	BUDGET	YTD ACTIVITY	BALANCE		BUDGET	ACTIVITY
REVENUES						
57XX LOCAL TAX REVENUES	\$ 9,266,500	\$ 151,310	\$ 9,115,190		1.63%	\$ 31,551
58XX STATE PROG. REVENUES	\$ -	\$ -	\$ -		#DIV/0!	\$ -
59xx FEDERAL REVENUE	\$ -	\$ -	\$ -		0.00%	\$ -
TOTAL REVENUE	\$ 9,266,500	\$ 151,310	\$ 9,115,190		1.63%	\$ 31,551
EXPENDITURES						
65 DEBT SERVICE	\$ 9,141,650	\$ 7,192,709	\$ 1,948,941		78.68%	\$ -
TOTAL EXPENDITURES	\$ 9,141,650	\$ 7,192,709	\$ 1,948,941		78.68%	\$ -
7000 Other Sources		\$ -				\$ -
8000 Other Uses		\$ -				\$ -
	Budget	Actual				Month Actual
1200 EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ 124,850	\$ (7,041,399)	0			\$ 31,551
3000 BEG FUND BAL 07/01/19 (est)	\$ 11,183,466	0				
BUDGETED FUND BALANCE						
3000 END FUND BAL 06/30/20	\$ 11,308,316	Unaudited				

Marble Falls ISD
Statement of Revenues and Expenditures - General Fund
As of September 30, 2019
(Expenditures include estimated payroll accruals)

25% Of Fiscal Year	CURRENT YEAR YTD				% OF
REVENUES	BUDGET	YTD ACTIVITY	BALANCE	BUDGET	
5710 LOCAL TAX REVENUES	\$ 41,865,609	\$ 523,542	\$ 41,342,067		1.25%
57XX OTHER LOCAL REVENUES	\$ 830,500	\$ 192,883	\$ 637,617		23.22%
58XX STATE PROG. REVENUES	\$ 3,653,799	\$ 670,968	\$ 2,982,831		18.36%
5900 FEDERAL REVENUE	\$ 620,000	\$ 7,532	\$ 612,468		1.21%
TOTAL REVENUE	\$ 46,969,908	\$ 1,394,925	\$ 45,574,983		2.97%
EXPENDITURES					
11,12 CAMPUS INSTRUCTION					
Payroll	\$ 22,119,759	\$ 5,124,399	\$ 16,995,360		23.17%
Supply Budget	\$ 867,688	\$ 155,998	\$ 711,690		17.98%
13 STAFF DEVELOPMENT					
Payroll	\$ 153,270	\$ 42,981	\$ 110,289		28.04%
Supply Budget	\$ 209,040	\$ 32,403	\$ 176,637		15.50%
21,23 CAMPUS INSTRUCTION ADMINISTRATION					
Payroll	\$ 3,264,316	\$ 791,106	\$ 2,473,210		24.23%
Supply Budget	\$ 245,049	\$ 30,726	\$ 214,323		12.54%
31,32,33, COUNSELING & HEALTH SVCS					
Payroll	\$ 1,793,164	\$ 431,684	\$ 1,361,480		24.07%
Supply Budget	\$ 134,957	\$ 1,708	\$ 133,249		1.27%
34 TRANSPORTATION					
Payroll	\$ 1,473,944	\$ 306,378	\$ 1,167,566		20.79%
Supply Budget	\$ 388,130	\$ 47,400	\$ 340,730		12.21%
36 EXTRA CURRICULAR					
Payroll	\$ 1,014,963	\$ 238,635	\$ 776,328		23.51%
Supply Budget	\$ 672,295	\$ 125,094	\$ 547,201		18.61%
41 CENTRAL OFFICE					
Payroll	\$ 1,329,573	\$ 318,395	\$ 1,011,178		23.95%
Supply Budget	\$ 372,850	\$ 95,269	\$ 277,581		25.55%
51 MAINTENANCE					
Payroll	\$ 2,799,944	\$ 645,701	\$ 2,154,243		23.06%
Supply Budget	\$ 2,045,000	\$ 498,519	\$ 1,546,481		24.38%
52,53,61 TECHNOLOGY & SECURITY					
Payroll	\$ 744,524	\$ 185,309	\$ 559,215		24.89%
Supply Budget	\$ 601,500	\$ 234,769	\$ 366,731		39.03%
71 DEBT SERVICE - LEASES	\$ -	\$ -	\$ -		#DIV/0!
81 CAPITAL OUTLAY	\$ -	\$ -	\$ -		#DIV/0!
91 RECAPTURE	\$ 6,052,942	\$ -	\$ 6,052,942		0.00%
99 APPRAISAL DISTRICT FEES	\$ 780,000	\$ 187,445	\$ 592,555		24.03%
TOTAL EXPENDITURES	\$ 47,062,908	\$ 9,493,919	\$ 37,568,989		20.17%
7000 OTHER SOURCES	\$ -	\$ 2,050	\$ (2,050)		
8000 OTHER USES	\$ -	\$ 56,233	\$ (56,233)		
1200 EXCESS (DEFICIENCY) OF REVENUES TO EXPENDITURES	\$ (93,000)	\$ (8,153,177)			
3000 BEG FUND BAL 07/01/19 (est)	\$ 13,477,466				
BUDGETED FUND BALANCE	\$ (93,000)				
3000 END FUND BAL 06/30/20	\$ 13,384,466	Unaudited			
3 months Operating	\$ 11,765,727				

Marble Falls Independent School District

Financial Report

October 15, 2019

Check Payment Fund Summary

Expenditure to Budget Report

Check Payment Fund Summary

For Bills Paid

September 1 – September 30, 2019

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
180	COMPUTER REPAIR	0.00	0.00	2,409.40	2,409.40
199	GENERAL FUND	106,534.21	384.00	670,113.28	777,031.49
211	TITLE I PART A, BASIC PROGRAMS	0.00	0.00	648.00	648.00
224	IDEA PART B FORMULA	0.00	0.00	772.38	772.38
240	FOOD SERVICE	0.00	127.35	104,260.15	104,387.50
255	TITLE II PART A TCHR & PRINCPL	0.00	0.00	200.00	200.00
263	TITLE III - BILINGUAL	0.00	0.00	15,000.00	15,000.00
287	STOP SCHOOL VIOLENCE	0.00	0.00	8,849.40	8,849.40
289	FEDERAL SPECIAL REVENUE FUND	0.00	0.00	4,200.00	4,200.00
499	FOUNDATION GRANTS	0.00	0.00	13,011.26	13,011.26
***	Fund Summary Totals ***	106,534.21	511.35	819,463.87	926,509.43

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

Expenditure to Budget Report

October 15, 2019

General Operating Fund

Food Service Fund

Capital Projects

	Obj	Obj	2019-20 ESTIMATED REVENUE	September 2019-20 MTHLY ACTIVITY	2019-20 Activity	REVENUE BALANCE	PERCENT REALIZED	2019-20 YTD %
199		GENERAL FUND						
5700		REVENUE-LOCAL & INTERMED						
	571-	LOCAL REAL-PROPERTY TAXES	41,865,609.00	116,891.14	523,542.24	41,342,066.76	1.25	1.25
	573-	TUITION & FEES FROM PATRONS	75,000.00	18,031.00	26,773.00	48,227.00	35.70	35.70
	574-	TRANS FROM WITHIN STATE	645,500.00	30,167.97	115,568.22	529,931.78	17.90	17.90
	575-	ENTERPRISING ACTIVITIES	110,000.00	38,667.58	50,541.77	59,458.23	45.96	45.95
	57--	REVENUE-LOCAL & INTERMED	42,696,109.00	203,757.69	716,425.23	41,979,683.77	1.68	1.68
5800		STATE PROGRAM REVENUES						
	581-	PER CAPITA-FOUNDATION REV	1,828,770.00	296,355.00	359,315.51	1,469,454.49	19.65	19.65
	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	1,820,029.00	0.00	311,652.28	1,508,376.72	17.12	17.12
	58--	STATE PROGRAM REVENUES	3,653,799.00	296,355.00	670,967.79	2,982,831.21	18.36	18.36
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	530,000.00	0.00	7,531.58	522,468.42	1.42	1.42
	59--	FEDERAL PROGRAM REVENUES	620,000.00	0.00	7,531.58	612,468.42	1.21	1.21
7900		OTHER RESOURCES						
	791-		0.00	0.00	2,050.00	-2,050.00	0.00	0.00
	79--	OTHER RESOURCES	0.00	0.00	2,050.00	-2,050.00	0.00	0.00
	----	GENERAL FUND	46,969,908.00	500,112.69	1,396,974.60	45,572,933.40	2.97	2.97

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	Obj	Obj	2019-20 ESTIMATED REVENUE	September 2019-20 MTHLY ACTIVITY	2019-20 Activity	REVENUE BALANCE	PERCENT REALIZED	2019-20 YTD %
240		FOOD SERVICE						
5700		REVENUE-LOCAL & INTERMED						
		574- TRANS FROM WITHIN STATE	1,850.00	48.18	186.67	1,663.33	10.09	10.09
		575- ENTERPRISING ACTIVITIES	716,699.00	74,278.80	129,133.33	587,565.67	18.02	18.02
		57-- REVENUE-LOCAL & INTERMED	718,549.00	74,326.98	129,320.00	589,229.00	18.00	18.00
5800		STATE PROGRAM REVENUES						
		582- STATE REVENUE DISTRBD BY TEA	12,000.00	0.00	0.00	12,000.00	0.00	0.00
		583- TRS ON BEHALF BENEFIT	0.00	0.00	86.39	-86.39	0.00	0.00
		58-- STATE PROGRAM REVENUES	12,000.00	0.00	86.39	11,913.61	0.72	0.72
5900		FEDERAL PROGRAM REVENUES						
		592-	1,850,065.00	0.00	0.00	1,850,065.00	0.00	0.00
		59-- FEDERAL PROGRAM REVENUES	1,850,065.00	0.00	0.00	1,850,065.00	0.00	0.00
		---- FOOD SERVICE	2,580,614.00	74,326.98	129,406.39	2,451,207.61	5.01	5.01

Number of Accounts: 50

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

	Obj	Obj	2019-20 ESTIMATED REVENUE	September 2019-20 Monthly Activity	2019-20 Activity	REVENUE BALANCE	2019-20 YTD %
199		GENERAL FUND					
	5---	REVENUE	46,969,908.00	500,112.69	1,394,924.60	45,574,983.40	2.97
	7---	OTHER RESOURCES	0.00	0.00	2,050.00	-2,050.00	0.00
	----	GENERAL FUND	46,969,908.00	500,112.69	1,396,974.60	45,572,933.40	2.97
240		FOOD SERVICE					
	5---	REVENUE	2,580,614.00	74,326.98	129,406.39	2,451,207.61	5.01
	----	FOOD SERVICE	2,580,614.00	74,326.98	129,406.39	2,451,207.61	5.01

Number of Accounts: 50

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

	Obj	Obj	2019-20 BUDGET	ENCUMBRANCE YTD	2019-20 EXPENDITURES	September ACTIVITY	2019-20 BALANCE	2019-20 YTD %
199		GENERAL FUND						
00								
	89--	OTHER USES	0.00	0.00	56,233.29	16,902.12	-56,233.29	0.00
	----		0.00	0.00	56,233.29	16,902.12	-56,233.29	0.00
11		INSTRUCTION						
	61--	PAYROLL COSTS	21,757,672.00	0.00	2,067,863.16	1,656,172.13	19,689,808.84	9.50
	62--	PURCHASE & CONTRACTED SVS	260,006.00	87,197.95	53,481.83	37,566.02	119,326.22	20.57
	63--	SUPPLIES AND MATERIALS	444,410.02	77,141.48	96,363.58	32,332.54	270,904.96	21.68
	64--	OTHER OPERATING EXPENSES	79,197.00	2,649.23	3,611.64	1,122.50	72,936.13	4.56
	66--	CPTL OUTLY LAND BLDG & EQ	6,000.00	0.00	0.00	0.00	6,000.00	0.00
	----	INSTRUCTION	22,547,285.02	166,988.66	2,221,320.21	1,727,193.19	20,158,976.15	9.85
12		INST. RESOURCES & MEDIA SVCS						
	61--	PAYROLL COSTS	362,087.00	0.00	29,919.69	25,258.04	332,167.31	8.26
	62--	PURCHASE & CONTRACTED SVS	33,950.00	485.05	517.00	517.00	32,947.95	1.52
	63--	SUPPLIES AND MATERIALS	40,098.46	9,705.15	1,021.45	1,006.19	29,371.86	2.55
	64--	OTHER OPERATING EXPENSES	4,026.54	0.00	1,003.00	517.00	3,023.54	24.91
	----	INST. RESOURCES & MEDIA S	440,162.00	10,190.20	32,461.14	27,298.23	397,510.66	7.37
13		CURRICULUM DEV & INST STFF DEV						
	61--	PAYROLL COSTS	153,270.00	0.00	42,981.10	10,482.48	110,288.90	28.04
	62--	PURCHASE & CONTRACTED SVS	57,450.00	10,695.00	7,500.00	7,000.00	39,255.00	13.05
	63--	SUPPLIES AND MATERIALS	83,209.18	9,622.82	4,250.30	215.00	69,336.06	5.11
	64--	OTHER OPERATING EXPENSES	68,380.80	16,670.47	20,652.58	1,235.15	31,057.75	30.20
	----	CURRICULUM DEV & INST STF	362,309.98	36,988.29	75,383.98	18,932.63	249,937.71	20.81
21		INSTRUCTIONAL LEADERSHIP						
	61--	PAYROLL COSTS	771,826.00	0.00	188,134.67	59,259.81	583,691.33	24.38
	62--	PURCHASE & CONTRACTED SVS	104,280.00	4,134.53	7,856.01	6,490.07	92,289.46	7.53
	63--	SUPPLIES AND MATERIALS	30,585.00	273.20	4,306.75	536.90	26,005.05	14.08

	Obj	Obj	2019-20 BUDGET	ENCUMBRANCE YTD	2019-20 EXPENDITURES	September ACTIVITY	2019-20 BALANCE	2019-20 YTD %
199		GENERAL FUND						
21		INSTRUCTIONAL LEADERSHIP						
	64--	OTHER OPERATING EXPENSES	16,465.00	3,696.26	2,775.11	1,702.15	9,993.63	16.85
	----	INSTRUCTIONAL LEADERSHIP	923,156.00	8,103.99	203,072.54	67,988.93	711,979.47	22.00
23		SCHOOL LEADERSHIP						
	61--	PAYROLL COSTS	2,492,490.00	0.00	418,995.93	177,828.63	2,073,494.07	16.81
	62--	PURCHASE & CONTRACTED SVS	36,050.00	27,250.26	7,442.69	4,314.24	1,357.05	20.65
	63--	SUPPLIES AND MATERIALS	37,867.89	6,374.78	5,937.05	1,704.27	25,556.06	15.68
	64--	OTHER OPERATING EXPENSES	19,801.11	2,996.02	2,408.20	1,283.38	14,396.89	12.16
	----	SCHOOL LEADERSHIP	2,586,209.00	36,621.06	434,783.87	185,130.52	2,114,804.07	16.81
31		GUIDANCE & COUNSELING						
	61--	PAYROLL COSTS	1,356,368.00	0.00	202,070.99	112,308.41	1,154,297.01	14.90
	62--	PURCHASE & CONTRACTED SVS	82,310.00	200.00	5.01	0.80	82,104.99	0.01
	63--	SUPPLIES AND MATERIALS	21,947.00	1,585.06	60.42	60.42	20,301.52	0.28
	64--	OTHER OPERATING EXPENSES	8,040.00	3,403.72	1,140.29	260.65	3,495.99	14.18
	----	GUIDANCE & COUNSELING	1,468,665.00	5,188.78	203,276.71	112,630.28	1,260,199.51	13.84
32		SOCIAL WORK SERVICES						
	61--	PAYROLL COSTS	53,340.00	0.00	12,819.50	4,052.10	40,520.50	24.03
	62--	PURCHASE & CONTRACTED SVS	12,000.00	0.00	0.00	0.00	12,000.00	0.00
	----	SOCIAL WORK SERVICES	65,340.00	0.00	12,819.50	4,052.10	52,520.50	19.62
33		HEALTH SERVICES						
	61--	PAYROLL COSTS	383,456.00	0.00	38,849.61	34,186.02	344,606.39	10.13
	62--	PURCHASE & CONTRACTED SVS	650.00	0.00	0.00	0.00	650.00	0.00
	63--	SUPPLIES AND MATERIALS	8,795.00	2,851.83	502.02	207.06	5,441.15	5.71
	64--	OTHER OPERATING EXPENSES	1,215.00	0.00	0.00	0.00	1,215.00	0.00
	----	HEALTH SERVICES	394,116.00	2,851.83	39,351.63	34,393.08	351,912.54	9.98

Obj	Obj	2019-20 BUDGET	ENCUMBRANCE YTD	2019-20 EXPENDITURES	September ACTIVITY	2019-20 BALANCE	2019-20 YTD %
199	GENERAL FUND						
34	PUPIL TRANSPORTATION						
	61-- PAYROLL COSTS	1,473,944.00	0.00	306,378.37	110,399.71	1,167,565.63	20.79
	62-- PURCHASE & CONTRACTED SVS	53,212.22	4,946.65	14,241.97	1,689.00	34,023.60	26.76
	63-- SUPPLIES AND MATERIALS	316,147.78	34,581.44	50,615.43	23,953.03	230,950.91	16.01
	64-- OTHER OPERATING EXPENSES	-74,230.00	735.88	-17,457.08	-8,660.82	-57,508.80	23.52
	66-- CPTL OUTLY LAND BLDG & EQ	93,000.00	92,481.00	0.00	0.00	519.00	0.00
	---- PUPIL TRANSPORTATION	1,862,074.00	132,744.97	353,778.69	127,380.92	1,375,550.34	19.00
36	COCURR./EXTRACURR.ACTIVITIES						
	61-- PAYROLL COSTS	1,014,963.00	0.00	130,733.11	77,077.40	884,229.89	12.88
	62-- PURCHASE & CONTRACTED SVS	142,611.00	15,407.24	7,900.25	6,606.32	119,303.51	5.54
	63-- SUPPLIES AND MATERIALS	148,215.00	28,209.40	46,825.92	27,073.99	73,179.68	31.59
	64-- OTHER OPERATING EXPENSES	381,469.00	32,365.00	70,367.88	14,153.06	278,736.12	18.45
	---- COCURR./EXTRACURR.ACTIVIT	1,687,258.00	75,981.64	255,827.16	124,910.77	1,355,449.20	15.16
41	GENERAL ADMINISTRATION						
	61-- PAYROLL COSTS	1,329,573.00	0.00	318,394.86	101,144.03	1,011,178.14	23.95
	62-- PURCHASE & CONTRACTED SVS	131,993.28	15,840.67	20,672.03	1,002.45	95,480.58	15.66
	63-- SUPPLIES AND MATERIALS	108,586.90	7,436.17	45,394.98	8,881.48	55,755.75	41.81
	64-- OTHER OPERATING EXPENSES	132,269.82	17,561.10	29,202.44	8,038.81	85,506.28	22.08
	---- GENERAL ADMINISTRATION	1,702,423.00	40,837.94	413,664.31	119,066.77	1,247,920.75	24.30
51	PLANT MAINTENANCE & OPERATIONS						
	61-- PAYROLL COSTS	2,799,944.00	0.00	604,933.86	201,453.00	2,195,010.14	21.61
	62-- PURCHASE & CONTRACTED SVS	1,363,850.00	60,241.75	357,028.25	173,397.45	946,580.00	26.18
	63-- SUPPLIES AND MATERIALS	444,700.00	118,008.96	137,736.79	70,531.45	188,954.25	30.97
	64-- OTHER OPERATING EXPENSES	228,550.00	1,008.00	2,112.43	1,960.43	225,429.57	0.92
	66-- CPTL OUTLY LAND BLDG & EQ	7,900.00	8.15	1,641.85	1,132.03	6,250.00	20.78
	---- PLANT MAINTENANCE & OPERA	4,844,944.00	179,266.86	1,103,453.18	448,474.36	3,562,223.96	22.78

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	Obj	Obj	2019-20 BUDGET	ENCUMBRANCE YTD	2019-20 EXPENDITURES	September 2019-20 ACTIVITY	BALANCE	2019-20 YTD %
199		GENERAL FUND						
52		SECURITY & MONITORING SERVICES						
	61--	PAYROLL COSTS	75,229.00	0.00	13,081.91	4,052.08	62,147.09	17.39
	62--	PURCHASE & CONTRACTED SVS	62,500.00	350.00	0.00	0.00	62,150.00	0.00
	63--	SUPPLIES AND MATERIALS	2,500.00	247.82	257.00	0.00	1,995.18	10.28
	----	SECURITY & MONITORING SER	140,229.00	597.82	13,338.91	4,052.08	126,292.27	9.51
53		DATA PROCESSING SERVICES						
	61--	PAYROLL COSTS	628,574.00	0.00	164,906.51	48,554.32	463,667.49	26.24
	62--	PURCHASE & CONTRACTED SVS	70,522.00	49,751.90	18,970.17	7,797.36	1,799.93	26.90
	63--	SUPPLIES AND MATERIALS	430,478.00	155,656.83	214,581.65	54,429.02	60,239.52	49.85
	64--	OTHER OPERATING EXPENSES	35,500.00	626.06	959.92	79.30	33,914.02	2.70
	----	DATA PROCESSING SERVICES	1,165,074.00	206,034.79	399,418.25	110,860.00	559,620.96	34.28
61		COMMUNITY SERVICES						
	61--	PAYROLL COSTS	40,721.00	0.00	3,400.88	2,450.94	37,320.12	8.35
	----	COMMUNITY SERVICES	40,721.00	0.00	3,400.88	2,450.94	37,320.12	8.35
91		INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	6,052,942.00	0.00	0.00	0.00	6,052,942.00	0.00
	----	INTERGOVERNMENTAL CHARGES	6,052,942.00	0.00	0.00	0.00	6,052,942.00	0.00
99		OTHR INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	780,000.00	0.00	187,445.49	187,445.49	592,554.51	24.03
	----	OTHR INTERGOVERNMENTAL CH	780,000.00	0.00	187,445.49	187,445.49	592,554.51	24.03
	----	GENERAL FUND	47,062,908.00	902,396.83	6,009,029.74	3,319,162.41	40,151,481.43	12.77

	Obj	Obj	2019-20 BUDGET	ENCUMBRANCE YTD	2019-20 EXPENDITURES	September ACTIVITY	2019-20 BALANCE	2019-20 YTD %
240		FOOD SERVICE						
35		FOOD SERVICES						
	61--	PAYROLL COSTS	1,119,769.00	0.00	242,724.32	89,864.77	877,044.68	21.68
	62--	PURCHASE & CONTRACTED SVS	70,545.00	12,198.44	12,986.90	12,380.71	45,359.66	18.41
	63--	SUPPLIES AND MATERIALS	1,349,925.00	928,967.98	103,002.09	95,599.70	317,954.93	7.63
	64--	OTHER OPERATING EXPENSES	14,000.00	0.00	1,494.55	999.75	12,505.45	10.68
	66--	CPTL OUTLY LAND BLDG & EQ	26,375.00	26,374.21	0.00	0.00	0.79	0.00
	----	FOOD SERVICES	2,580,614.00	967,540.63	360,207.86	198,844.93	1,252,865.51	13.96
	----	FOOD SERVICE	2,580,614.00	967,540.63	360,207.86	198,844.93	1,252,865.51	13.96

Number of Accounts: 2302

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

		2019-20	ENCUMBRANCE	2019-20	September	2019-20		2019-20
	Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE		YTD %
199	GENERAL FUND							
	6--- EXPENDITURES	47,062,908.00	902,396.83	5,952,796.45	3,302,260.29	40,207,714.72		12.65
	8--- OTHER USES	0.00	0.00	56,233.29	16,902.12	-56,233.29		0.00
	---- GENERAL FUND	47,062,908.00	902,396.83	6,009,029.74	3,319,162.41	40,151,481.43		12.77
240	FOOD SERVICE							
	6--- EXPENDITURES	2,580,614.00	967,540.63	360,207.86	198,844.93	1,252,865.51		13.96
	---- FOOD SERVICE	2,580,614.00	967,540.63	360,207.86	198,844.93	1,252,865.51		13.96

Number of Accounts: 2302

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

Fnd T	Fn	Obj	Sb	Org	F	Pr	L	L2	Fnd	Obj									
Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount								
617 R 00 5742 00 000 0 00 0 00	BOND CONSTRUCTION FUND	EARNINGS FROM TEMP INVESTMENTS																	
09/30/19	JE		19-00207		24	INTEREST - SEP 2019		09/30/19			-36,376.51								
						September					-36,376.51								
						*617 R 00 5742 00 000 0 00 0 00					-36,376.51								
						*Journal Entries					-36,376.51								
617 R 00 5742 18 000 0 00 0 00	BOND CONSTRUCTION FUND	EARNINGS FROM TEMP INVESTMENTS																	
09/30/19	JE		19-00207		38	INTEREST - SEP 2019		09/30/19			-47,846.07								
						September					-47,846.07								
						*617 R 00 5742 18 000 0 00 0 00					-47,846.07								
						*Journal Entries					-47,846.07								
617 R 00 57-- -- -- -- -- --	BOND CONSTRUCTION FUND																		
617 R 00 ---- -- -- -- -- --	BOND CONSTRUCTION FUND																		
617 E 81 6119 62 999 0 99 0 00	BOND CONSTRUCTION FUND	PROFESSIONAL PERSONNEL																	
09/17/19	JE		19-00157		1	MV PROJ MNGR PAY - SEPTEMBER		09/17/19			7,416.67								
						2019					7,416.67								
						September					7,416.67								
						*617 E 81 6119 62 999 0 99 0 00					7,416.67								
						*Journal Entries					7,416.67								
617 E 81 6141 62 999 0 99 0 00	BOND CONSTRUCTION FUND	FICA																	
09/17/19	JE		19-00157		2	MV PROJ MNGR PAY - SEPTEMBER		09/17/19			104.30								
						2019					104.30								
						September					104.30								
						*617 E 81 6141 62 999 0 99 0 00					104.30								
						*Journal Entries					104.30								
617 E 81 6142 62 999 0 99 0 00	BOND CONSTRUCTION FUND	GROUP HEALTH & LIFE INSURANCE																	
09/17/19	JE		19-00157		3	MV PROJ MNGR PAY - SEPTEMBER		09/17/19			335.47								
						2019					335.47								
						September					335.47								
						*617 E 81 6142 62 999 0 99 0 00					335.47								
						*Journal Entries					335.47								
617 E 81 6143 62 999 0 99 0 00	BOND CONSTRUCTION FUND	WORKERS' COMPENSATION																	
09/17/19	JE		19-00157		4	MV PROJ MNGR PAY - SEPTEMBER		09/17/19			33.38								
						2019					33.38								
						September					33.38								

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Fnd T Fn Obj Sb Org F Pr L L2 Fnd Obj
617 E 81 6219 47 001 0 99 0 00 (continued)

Date Src Sub Batch Vendor Name/Ref PO#/Line# Description Inv#/Desc2 Inv Date Chk#/Rec# Check Date Amount

1: PARKING & DRIVES - MFHS

September

30,219.70

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6172000045	2019	VEHICULAR BOND PROJECT#01795-0	HUCKABEE & ASSOCIATE	09/05/2019	68,866.26	68,866.26	30,219.70	0.00	38,646.56	O
*Total					68,866.26	68,866.26	30,219.70	0.00	38,646.56	
*617 E 81 6219 47 001 0 99 0 00										30,219.70
*Accounts Payable										30,219.70

617 E 81 6219 47 041 0 99 0 00 BOND CONSTRUCTION FUND PROFESSIONAL SERVICES

09/19/19 AP JS HUCKABEE & ASSOCIATES INC 6171900002 VEHICULAR BOND 017950102-6 08/31/19 1888 09/20/19 3,988.08

PROJECT#01795-01-02, PACKAGE

1: PARKING & DRIVES - MFMS

September

3,988.08

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6171900002	2019	VEHICULAR BOND PROJECT#01795-0	HUCKABEE & ASSOCIATE	02/21/2019	110,665.78	110,665.78	73,818.28	0.00	36,847.50	O
*Total					110,665.78	110,665.78	73,818.28	0.00	36,847.50	
*617 E 81 6219 47 041 0 99 0 00										3,988.08
*Accounts Payable										3,988.08

617 E 81 6219 47 101 0 99 0 00 BOND CONSTRUCTION FUND PROFESSIONAL SERVICES

6171900003 2019 VEHICULAR BOND PROJECT#01795-0 HUCKABEE & ASSOCIATE 02/21/2019 49,943.73 49,943.73 16,457.80 0.00 33,485.93 O

*Total

49,943.73

49,943.73

16,457.80

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617 E 81 6219 47 103 0 99 0 00 BOND CONSTRUCTION FUND PROFESSIONAL SERVICES

09/19/19 AP JS HUCKABEE & ASSOCIATES INC 6171900004 VEHICULAR BOND 017950105-6 08/31/19 1888 09/20/19 2,786.47

PROJECT#01795-01-05, PACKAGE

1: PARKING & DRIVES - HLES

September

2,786.47

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6171900004	2019	VEHICULAR BOND PROJECT#01795-0	HUCKABEE & ASSOCIATE	02/21/2019	129,082.75	129,082.75	48,173.27	0.00	80,909.48	O
*Total					129,082.75	129,082.75	48,173.27	0.00	80,909.48	
*617 E 81 6219 47 103 0 99 0 00										2,786.47
*Accounts Payable										2,786.47

617 E 81 6219 48 041 0 99 0 00 BOND CONSTRUCTION FUND PROFESSIONAL SERVICES

09/12/19 AP JS HUCKABEE & ASSOCIATES INC 6171900009 MFMS SCHOOL RENOVATIONS 017950202-6 07/31/19 1881 09/13/19 1,979.18

* The Year column displays the first year of the fiscal year pair (2019 for 2019-2020).

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Fnd T Fh Obj Sb Org F Pr L L2 Fnd Obj

617 E 81 6219 51 101 0 99 0 00 (continued)

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
<u>P.O. #</u>	<u>*Year</u>	<u>Description</u>		<u>Vendor</u>	<u>P.O. Date</u>	<u>PO Amount</u>	<u>PO Enc Amount</u>	<u>Liquidated</u>	<u>Adj Enc</u>	<u>Amount</u>	<u>Open Sts</u>
6171900010	2019	MFES SCHOOL RENOVATIONS PROJEC		HUCKABEE & ASSOCIATE	03/27/2019	66,543.48	66,543.48	41,330.86		0.00	25,212.62 O
					*Total	66,543.48	66,543.48	41,330.86		0.00	25,212.62
					*617 E 81 6219 51 101 0 99 0 00						7,970.21
					*Accounts Payable						7,970.21

617 E 81 6219 52 103 0 99 0 00	BOND CONSTRUCTION FUND		PROFESSIONAL SERVICES								
09/12/19	AP	JS	HUCKABEE & ASSOCIATES INC	6171900013	HLES ADDITIONS & RENOVATIONS, PROJECT#01795-02-05, PACKAGE 2	017950205-6	07/31/19	1881	09/13/19	18,447.63	
09/19/19	AP	JS	HUCKABEE & ASSOCIATES INC	6171900013	HLES ADDITIONS & RENOVATIONS, PROJECT#01795-02-05, PACKAGE 2	017950205-7	08/31/19	1888	09/20/19	8,418.84	
					September					26,866.47	

<u>P.O. #</u>	<u>*Year</u>	<u>Description</u>		<u>Vendor</u>	<u>P.O. Date</u>	<u>PO Amount</u>	<u>PO Enc Amount</u>	<u>Liquidated</u>	<u>Adj Enc</u>	<u>Amount</u>	<u>Open Sts</u>
6171900013	2019	HLES ADDITIONS & RENOVATIONS,		HUCKABEE & ASSOCIATE	03/27/2019	186,305.70	186,305.70	125,812.84		0.00	60,492.86 O
					*Total	186,305.70	186,305.70	125,812.84		0.00	60,492.86
					*617 E 81 6219 52 103 0 99 0 00						26,866.47
					*Accounts Payable						26,866.47

617 E 81 6219 54 001 0 99 0 00	BOND CONSTRUCTION FUND		PROFESSIONAL SERVICES								
09/12/19	AP	JS	HUCKABEE & ASSOCIATES INC	6171900000	HS NEW ADDITION BOND PROJECT#01795-02-01, PACKAGE 2: MFHS ADDITIONS & RENOVATIONS	017950201-7	07/31/19	1881	09/13/19	26,134.39	
09/19/19	AP	JS	HUCKABEE & ASSOCIATES INC	6171900000	HS NEW ADDITION BOND PROJECT#01795-02-01, PACKAGE 2: MFHS ADDITIONS & RENOVATIONS	017950201-8	08/31/19	1888	09/20/19	9,244.50	
					September					35,378.89	

<u>P.O. #</u>	<u>*Year</u>	<u>Description</u>		<u>Vendor</u>	<u>P.O. Date</u>	<u>PO Amount</u>	<u>PO Enc Amount</u>	<u>Liquidated</u>	<u>Adj Enc</u>	<u>Amount</u>	<u>Open Sts</u>
6171900000	2019	HS NEW ADDITION BOND PROJECT#0		HUCKABEE & ASSOCIATE	02/21/2019	267,628.92	267,628.92	179,928.32		0.00	87,700.60 O
					*Total	267,628.92	267,628.92	179,928.32		0.00	87,700.60
					*617 E 81 6219 54 001 0 99 0 00						35,378.89
					*Accounts Payable						35,378.89

617 E 81 6219 55 001 0 99 0 00	BOND CONSTRUCTION FUND		PROFESSIONAL SERVICES								
09/12/19	AP	JS	HUCKABEE & ASSOCIATES INC	6171900000	HS NEW ADDITION BOND	017950201-7	07/31/19	1881	09/13/19	78,403.18	

* The Year column displays the first year of the fiscal year pair (2019 for 2019-2020).

Fnd T Fn Obj Sb Org F Pr L L2 Fnd Obj
617 E 81 6219 55 001 0 99 0 00 (continued)

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
						PROJECT#01795-02-01, PACKAGE 2: MFHS ADDITIONS & RENOVATIONS					
09/19/19	AP		JS	HUCKABEE & ASSOCIATES INC	6171900000	HS NEW ADDITION BOND	017950201-8	08/31/19	1888	09/20/19	27,733.48
						PROJECT#01795-02-01, PACKAGE 2: MFHS ADDITIONS & RENOVATIONS					
						September					106,136.66

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6171900000	2019	HS NEW ADDITION BOND PROJECT#0	HUCKABEE & ASSOCIATE	02/21/2019	802,885.76	802,885.76	539,784.81	0.00	263,100.95	0
				*Total	802,885.76	802,885.76	539,784.81	0.00	263,100.95	
				*617 E 81 6219 55 001 0 99 0 00						106,136.66
				*Accounts Payable						106,136.66

617 E 81 6219 56 001 0 99 0 00	BOND CONSTRUCTION FUND	PROFESSIONAL SERVICES									
09/12/19	AP		JS	HUCKABEE & ASSOCIATES INC	6171900000	HS NEW ADDITION BOND	017950201-7	07/31/19	1881	09/13/19	4,355.73
						PROJECT#01795-02-01, PACKAGE 2: MFHS ADDITIONS & RENOVATIONS					
09/19/19	AP		JS	HUCKABEE & ASSOCIATES INC	6171900000	HS NEW ADDITION BOND	017950201-8	08/31/19	1888	09/20/19	1,540.75
						PROJECT#01795-02-01, PACKAGE 2: MFHS ADDITIONS & RENOVATIONS					
						September					5,896.48

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6171900000	2019	HS NEW ADDITION BOND PROJECT#0	HUCKABEE & ASSOCIATE	02/21/2019	44,605.66	44,605.66	29,988.14	0.00	14,617.52	0
				*Total	44,605.66	44,605.66	29,988.14	0.00	14,617.52	
				*617 E 81 6219 56 001 0 99 0 00						5,896.48
				*Accounts Payable						5,896.48

617 E 81 6219 57 999 0 99 0 00	BOND CONSTRUCTION FUND	PROFESSIONAL SERVICES									
09/12/19	AP		JS	HUCKABEE & ASSOCIATES INC	6171900012	NEW TRANSPORTATION BUILDING, PROJECT#01795-02-08, PACKAGE 2	017950208-6	07/31/19	1881	09/13/19	6,592.22
09/19/19	AP		JS	HUCKABEE & ASSOCIATES INC	6171900012	NEW TRANSPORTATION BUILDING, PROJECT#01795-02-08, PACKAGE 2	017950208-7	08/31/19	1888	09/20/19	3,050.60
						September					9,642.82

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Fnd T Fn Obj Sb Org F Pr L L2 Fnd Obj
617 E 81 6219 57 999 0 99 0 00 (continued)

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
	6171900012	2019	NEW TRANSPORTATION BUILDING, P	HUCKABEE & ASSOCIATE	03/27/2019	69,929.29	69,929.29	45,001.09		0.00	24,928.20	0
					*Total	69,929.29	69,929.29	45,001.09		0.00	24,928.20	
					*617 E 81 6219 57 999 0 99 0 00						9,642.82	
					*Accounts Payable						9,642.82	

617 E 81 6219 58 101 0 99 0 00	BOND CONSTRUCTION FUND		PROFESSIONAL SERVICES									
09/12/19	AP	JS	HUCKABEE & ASSOCIATES INC	6171900011	PINK BUILDING RENOVATIONS, PROJECT#01795-02-07, PACKAGE 2	017950207-6	07/31/19	1881	09/13/19		21,909.51	
09/19/19	AP	JS	HUCKABEE & ASSOCIATES INC	6171900011	PINK BUILDING RENOVATIONS, PROJECT#01795-02-07, PACKAGE 2	017950207-7	08/31/19	1888	09/20/19		10,013.00	
					September						31,922.51	

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc	Amount	Amount Open	Sts
6171900011	2019	PINK BUILDING RENOVATIONS, PRO	HUCKABEE & ASSOCIATE	03/27/2019	214,177.36	214,177.36	149,474.40		0.00	64,702.96	0
				*Total	214,177.36	214,177.36	149,474.40		0.00	64,702.96	
				*617 E 81 6219 58 101 0 99 0 00						31,922.51	
				*Accounts Payable						31,922.51	

617 E 81 6219 59 041 0 99 0 00	BOND CONSTRUCTION FUND		PROFESSIONAL SERVICES									
09/12/19	AP	JS	HUCKABEE & ASSOCIATES INC	6171900009	MFMS SCHOOL RENOVATIONS PROJECT#01795-02-02, PACKAGE 2: BAND HALL, CAFETERIA, RESTROOM	017950202-6	07/31/19	1881	09/13/19		2,677.71	
09/19/19	AP	JS	HUCKABEE & ASSOCIATES INC	6171900009	MFMS SCHOOL RENOVATIONS PROJECT#01795-02-02, PACKAGE 2: BAND HALL, CAFETERIA, RESTROOM	017950202-7	08/31/19	1888	09/20/19		1,550.81	
					September						4,228.52	

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc	Amount	Amount Open	Sts
6171900009	2019	MFMS SCHOOL RENOVATIONS PROJEC	HUCKABEE & ASSOCIATE	03/27/2019	31,744.66	31,744.66	18,275.08		0.00	13,469.58	0
				*Total	31,744.66	31,744.66	18,275.08		0.00	13,469.58	
				*617 E 81 6219 59 041 0 99 0 00						4,228.52	
				*Accounts Payable						4,228.52	

617 E 81 62-- -- -- -- -- BOND CONSTRUCTION FUND

* The Year column displays the first year of the fiscal year pair (2019 for 2019-2020).

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Fnd	T	Fn	Obj	Sb	Org	F	Pr	L	L2	End	Obj	Amount
617	E	81	6629	39	041	0	99	0	00		BOND CONSTRUCTION FUND	0.00
											BUILDING PURCHASE/CONST/IMPRVM	
											*617 E 81 6629 39 041 0 99 0 00	

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6172000015	2019	W.O. #15556 - HLES TILE PREPWO	LOWE'S OF MARBLE FAL	07/22/2019	500.00	500.00	53.17	0.00	446.83	O
6172000020	2019	W.O. #15556 - HLES RR TILE PRE	FERGUSON ENTERPRISES	07/30/2019	400.00	400.00	235.48	0.00	164.52	O
				*Total	900.00	900.00	288.65	0.00	611.35	
				*617 E 81 6629 42 103 0 99 0 00					0.00	

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6172000031	2019	W.O. #15933 - MFES FENCE/CABLE	UNITED RENTALS #M17	08/22/2019	3,200.00	3,200.00	2,347.39	0.00	852.61	O
6172000037	2019	W.O. #15933 - MFES SAFETY/SECU	LOWE'S OF MARBLE FAL	08/22/2019	500.00	500.00	50.57	0.00	449.43	O
6172000048	2019	W.O. #15933 - MFES SAFETY/BARR	GIBRALTAR GLOBAL LLC	09/27/2019	7,190.00	7,190.00	0.00	0.00	7,190.00	O
				*Total	10,890.00	10,890.00	2,397.96	0.00	8,492.04	
				*617 E 81 6629 46 999 0 99 0 00					14,564.22	
				*Accounts Payable					14,564.22	

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6172000008	2019	HLES/MFHS/MFMS PARKING & DRIVE	STR CONSTRUCTORS INC	07/11/2019	239,062.88	239,062.88	124,098.50	0.00	114,964.38	O
6172000039	2019	MT - HLES/MFMS/MFHS PRK & DRIV	RABA KISTNER, INC	09/04/2019	23,700.00	23,700.00	0.00	0.00	23,700.00	O
				*Total	262,762.88	262,762.88	124,098.50	0.00	138,664.38	
				*617 E 81 6629 47 001 0 99 0 00					130,355.78	
				*Accounts Payable					125,736.29	

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6172000008	2019	HLES/MFHS/MFMS PARKING & DRIVE	STR CONSTRUCTORS INC	07/11/2019	239,062.88	239,062.88	124,098.50	0.00	114,964.38	O
6172000039	2019	MT - HLES/MFMS/MFHS PRK & DRIV	RABA KISTNER, INC	09/04/2019	23,700.00	23,700.00	0.00	0.00	23,700.00	O
				*Total	262,762.88	262,762.88	124,098.50	0.00	138,664.38	
				*617 E 81 6629 47 001 0 99 0 00					130,355.78	
				*Accounts Payable					125,736.29	

* The Year column displays the first year of the fiscal year pair (2019 for 2019-2020).

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Fnd T Fn Obj Sb Org F Pr L L2 Fnd Obj
617 E 81 6629 47 001 0 99 0 00 (continued)

Table with columns: Date, Src, Sub, Batch, Vendor Name/Ref, PO#/Line#, Description, Inv#/Desc2, Inv Date, Chk#/Rec#, Check Date, Amount. Includes entry for *Journal Entries with amount 4,619.49.

Table with columns: Date, Src, Sub, Batch, Vendor Name/Ref, PO#/Line#, Description, Inv#/Desc2, Inv Date, Chk#/Rec#, Check Date, Amount. Includes entries for BOND CONSTRUCTION FUND BUILDING PURCHASE/CONST/IMPRVM.

Detailed table with columns: P.O. #, *Year, Description, Vendor, P.O. Date, PO Amount, PO Enc Amount, Liquidated, Adj Enc Amount, Amount Open, Sts. Includes summary rows for *Total, *Accounts Payable, and *Journal Entries.

Table with columns: Date, Src, Sub, Batch, Vendor Name/Ref, PO#/Line#, Description, Inv#/Desc2, Inv Date, Chk#/Rec#, Check Date, Amount. Includes entries for BOND CONSTRUCTION FUND BUILDING PURCHASE/CONST/IMPRVM.

Detailed table with columns: P.O. #, *Year, Description, Vendor, P.O. Date, PO Amount, PO Enc Amount, Liquidated, Adj Enc Amount, Amount Open, Sts. Includes summary rows for *Total, *Accounts Payable, and *Journal Entries.

* The Year column displays the first year of the fiscal year pair (2019 for 2019-2020).

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Fnd	T	Fn	Obj	Sb	Org	F	Pr	L	L2	Fnd	Obj	Inv#	Desc2	Inv Date	Chk#	Rec#	Check Date	Amount
617	E	81	6629	54	001	0	99	0	00	BOND CONSTRUCTION FUND	BUILDING PURCHASE/CONST/IMPRVM							
			09/05/19	AP		JS				COLLIER MATERIALS INC	6172000035 W.O. #15394 - HS COMMONS MOVE	5041593		08/15/19	1871		09/06/19	454.46

UTILITIES
September 454.46

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6172000005	2019	W.O. #15394 - HS UTILITY RELOC	UNITED RENTALS #M17	07/11/2019	6,200.00	6,200.00	5,300.15	0.00	899.85	O
6172000021	2019	W.O. #15394 HS COMMONS MOVE UT	ELLIOTT ELECTRIC SUP	07/30/2019	10,000.00	10,000.00	1,393.54	0.00	8,606.46	O
6172000022	2019	W.O. #15394 - HS COMMONS MVE U	INGRAM READYMIX INC	07/30/2019	2,500.00	2,500.00	472.50	0.00	2,027.50	O
6172000024	2019	W.O. #15394 - HS COMMONS MOVE	FERGUSON ENTERPRISES	08/07/2019	500.00	500.00	322.21	0.00	177.79	O
6172000035	2019	W.O. #15394 - HS COMMONS MOVE	COLLIER MATERIALS IN	08/22/2019	600.00	600.00	454.46	0.00	145.54	O
6172000041	2019	MT - HS/MS BOND EQUIPMENT RENT	UNITED RENTALS #M17	09/04/2019	1,250.00	1,250.00	0.00	0.00	1,250.00	O
6172000044	2019	W.O. #15394 - HS COMMONS MOVE	ELLIOTT ELECTRIC SUP	09/04/2019	1,000.00	1,000.00	0.00	0.00	1,000.00	O
6172000049	2019	W.O. #15394 - HS COMMONS MOVE	UNITED RENTALS #M17	09/27/2019	4,855.57	4,855.57	0.00	0.00	4,855.57	O
				*Total	26,905.57	26,905.57	7,942.86	0.00	18,962.71	
				*617 E 81 6629 54 001 0 99 0 00					454.46	
				*Accounts Payable					454.46	

617	E	81	6629	60	001	0	99	0	00	BOND CONSTRUCTION FUND	BUILDING PURCHASE/CONST/IMPRVM							
			09/04/19	JE						19-00125	1			09/04/19				10,058.30
			09/05/19	AP		JS				PARAGON SPORTS	6172000003 HS TRACK RESURFACE	2		07/31/19	1875		09/06/19	382,215.40
										CONSTRUCTORS, LLC								

September 392,273.70

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6172000003	2019	HS STADIUM TURF/TRACK RESURFAC	PARAGON SPORTS CONST	07/10/2019	366,814.00	366,814.00	382,215.40	15,401.40	0.00	O
6172000025	2019	MT - HS STADIUM/TRACK	GOPHER SPORT	08/07/2019	1,150.20	1,150.20	0.00	0.00	1,150.20	O
6172000025	2019	MT - HS STADIUM/TRACK	GOPHER SPORT	08/07/2019	1,421.10	1,421.10	0.00	0.00	1,421.10	O
6172000025	2019	MT - HS STADIUM/TRACK	GOPHER SPORT	08/07/2019	1,421.10	1,421.10	0.00	0.00	1,421.10	O
6172000025	2019	MT - HS STADIUM/TRACK	GOPHER SPORT	08/07/2019	257.13	257.13	0.00	0.00	257.13	O
				*Total	371,063.53	371,063.53	382,215.40	15,401.40	4,249.53	
				*617 E 81 6629 60 001 0 99 0 00					392,273.70	
				*Accounts Payable					382,215.40	
				*Journal Entries					10,058.30	

617	E	81	6629	61	001	0	99	0	00	BOND CONSTRUCTION FUND	BUILDING PURCHASE/CONST/IMPRVM							
			09/04/19	JE						19-00125	2			09/04/19				10,058.30
			09/19/19	AP		JS				SHERWIN-WILLIAMS CO	6172000038 W.O. #16104 - HS STADIUM	02156		08/22/19	1891		09/20/19	830.20
										PAINT TURF								
			09/19/19	AP		JS				SHERWIN-WILLIAMS CO	6172000038 W.O. #16104 - HS STADIUM	00750		08/22/19	1891		09/20/19	205.05
										PAINT TURF								

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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	
617	E	81	6629	61	001	0	99	0	00		(continued)													
												09/19/19	AP		JS	SHERWIN-WILLIAMS CO	6172000038	W.O. #16104 - HS STADIUM PAINT TURF	01204	08/21/19	1891	09/20/19	376.44	
												09/19/19	AP		JS	SHERWIN-WILLIAMS CO	6172000038	W.O. #16104 - HS STADIUM PAINT TURF	00784	08/20/19	1891	09/20/19	205.05	
												09/19/19	AP		JS	SHERWIN-WILLIAMS CO	6172000040	W.O. #16104 - HS STADIUM PAINT TURF	13769	09/02/19	1891	09/20/19	1,578.71	
												09/19/19	AP		JS	SHERWIN-WILLIAMS CO	6172000040	W.O. #16104 - HS STADIUM PAINT TURF	14254	09/03/19	1891	09/20/19	-120.30	
												09/20/19	AP		JS	SHERWIN-WILLIAMS CO	6172000038	W.O. #16104 - HS STADIUM PAINT TURF	00750	V08/22/19	1891	09/20/19	-205.05	
												09/20/19	AP		JS	SHERWIN-WILLIAMS CO	6172000038	W.O. #16104 - HS STADIUM PAINT TURF	00784	V08/20/19	1891	09/20/19	-205.05	
												09/20/19	AP		JS	SHERWIN-WILLIAMS CO	6172000038	W.O. #16104 - HS STADIUM PAINT TURF	01204	V08/21/19	1891	09/20/19	-376.44	
												09/20/19	AP		JS	SHERWIN-WILLIAMS CO	6172000038	W.O. #16104 - HS STADIUM PAINT TURF	02156	V08/22/19	1891	09/20/19	-830.20	
												09/20/19	AP		JS	SHERWIN-WILLIAMS CO	6172000040	W.O. #16104 - HS STADIUM PAINT TURF	13769	V09/02/19	1891	09/20/19	-1,578.71	
												09/20/19	AP		JS	SHERWIN-WILLIAMS CO	6172000040	W.O. #16104 - HS STADIUM PAINT TURF	14254	V09/03/19	1891	09/20/19	120.30	
												09/20/19	AP		JS	SHERWIN-WILLIAMS CO	6172000038	W.O. #16104 - HS STADIUM PAINT TURF	00750	08/22/19	1895	09/20/19	205.05	
												09/20/19	AP		JS	SHERWIN-WILLIAMS CO	6172000038	W.O. #16104 - HS STADIUM PAINT TURF	00784	08/20/19	1895	09/20/19	205.05	
												09/20/19	AP		JS	SHERWIN-WILLIAMS CO	6172000038	W.O. #16104 - HS STADIUM PAINT TURF	01204	08/21/19	1895	09/20/19	376.44	
												09/20/19	AP		JS	SHERWIN-WILLIAMS CO	6172000038	W.O. #16104 - HS STADIUM PAINT TURF	02156	08/22/19	1895	09/20/19	830.20	
												09/20/19	AP		JS	SHERWIN-WILLIAMS CO	6172000040	W.O. #16104 - HS STADIUM PAINT TURF	13769	09/02/19	1895	09/20/19	1,578.71	
												09/20/19	AP		JS	SHERWIN-WILLIAMS CO	6172000040	W.O. #16104 - HS STADIUM PAINT TURF	14254	09/03/19	1895	09/20/19	-120.32	

September

13,133.43

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj	Enc	Amount	Amount	Open	Sts
6172000003	2019	HS STADIUM TURF/TRACK RESURFAC	PARAGON SPORTS CONST	07/10/2019	577,468.00	577,468.00	514,852.50			0.00	62,615.50	0	
6172000025	2019	MT - HS STADIUM/TRACK	GOPHER SPORT	08/07/2019	359.10	359.10	0.00			0.00	359.10	0	
6172000025	2019	MT - HS STADIUM/TRACK	GOPHER SPORT	08/07/2019	1,798.20	1,798.20	0.00			0.00	1,798.20	0	
6172000025	2019	MT - HS STADIUM/TRACK	GOPHER SPORT	08/07/2019	1,798.20	1,798.20	0.00			0.00	1,798.20	0	

* The Year column displays the first year of the fiscal year pair (2019 for 2019-2020).

End T Fn Obj Sb Org F Pr L L2 Fnd Obj
 617 E 81 6629 61 001 0 99 0 00 (continued)

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	
6172000026	2019	MT - HS STADIUM/TRACK	GOPHER SPORT	08/15/2019	6,990.86	6,990.86	0.00	0.00	6,990.86	O	
6172000028	2019	MT - HS STADIUM/TRACK	ANTHEM SPORTS LLC	08/15/2019	1,176.18	1,176.18	0.00	0.00	1,176.18	O	
6172000032	2019	MT - HS STADIUM PAINT FIELD	SHERWIN-WILLIAMS CO	08/22/2019	200.00	200.00	0.00	0.00	200.00	O	
				*Total	589,790.54	589,790.54	514,852.50	0.00	74,938.04		
				*617 E 81 6629 61 001 0 99 0 00						13,133.43	
				*Accounts Payable						3,075.13	
				*Journal Entries						10,058.30	

617 E 81 6631 49 999 0 99 0 00 BOND CONSTRUCTION FUND VEHICLES

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
9342000044	2019	PURCHASE OF NEW TRANSPORTATION	LONGHORN BUS SALES	08/27/2019	67,270.00	67,270.00	0.00	0.00	67,270.00	O
				*Total	67,270.00	67,270.00	0.00	0.00	67,270.00	
				*617 E 81 6631 49 999 0 99 0 00						0.00

617 E 81 6638 49 999 0 99 0 00 BOND CONSTRUCTION FUND COMPUTER EQUIPMENT

*617 E 81 6638 49 999 0 99 0 00 0.00

617 E 81 6639 34 999 0 99 0 00 BOND CONSTRUCTION FUND FURNITURE & EQUIPMENT

09/19/19	AP	JS	JM ELECTRONICS INC	6172000033	MT - CO FIRE ALRM PANEL	162897	08/23/19	1889	09/20/19	2,166.00
					September					2,166.00
					*617 E 81 6639 34 999 0 99 0 00					2,166.00
					*Accounts Payable					2,166.00

617 E 81 6639 36 001 0 99 0 00 BOND CONSTRUCTION FUND FURNITURE & EQUIPMENT

09/05/19	AP	JS	JACKSON ASSOCIATES	6171900019	MFHS HVAC 3RD PARTY REVIEW	19023.4	09/03/19	1873	09/06/19	2,516.67
					September					2,516.67
P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6171900019	2019	MT-HLES/MFHS HVAC DESIGN BLD	JACKSON ASSOCIATES	06/06/2019	15,100.00	15,100.00	10,066.66	0.00	5,033.34	O
6171900021	2019	MT - MFHS/HLES HVAC REPLACEMENT	E3 ENTEGRAL SOLUTION	06/10/2019	3,947,444.50	3,947,444.50	3,034,275.77	0.00	913,168.73	O
6172000047	2019	W.O. #16329 - HS A/C CHANGEOUT	RMI	09/12/2019	2,626.00	2,626.00	0.00	0.00	2,626.00	O
				*Total	3,965,170.50	3,965,170.50	3,044,342.43	0.00	920,828.07	
				*617 E 81 6639 36 001 0 99 0 00						2,516.67
				*Accounts Payable						2,516.67

617 E 81 6639 36 041 0 99 0 00 BOND CONSTRUCTION FUND FURNITURE & EQUIPMENT

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6172000013	2019	MT - DIST HVAC/LED PHASE 2	E3 ENTEGRAL SOLUTION	07/22/2019	765,230.00	765,230.00	44,350.81	0.00	720,879.19	O

* The Year column displays the first year of the fiscal year pair (2019 for 2019-2020).

Fnd T Fn Obj Sb Org F Pr L L2 Fnd Obj
617 E 81 6639 36 041 0 99 0 00 (continued)

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts	
6172000013	2019	MT - DIST HVAC/LED PHASE 2	E3 ENTEGRAL SOLUTION	07/22/2019	151,224.00	151,224.00	0.00	0.00	151,224.00	O	
		*Total			916,454.00	916,454.00	44,350.81	0.00	872,103.19		
		*617 E 81 6639 36 041 0 99 0 00								0.00	

617 E 81 6639 36 101 0 99 0 00 BOND CONSTRUCTION FUND FURNITURE & EQUIPMENT

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6172000013	2019	MT - DIST HVAC/LED PHASE 2	E3 ENTEGRAL SOLUTION	07/22/2019	1,205,664.00	1,205,664.00	63,160.76	0.00	1,142,503.24	O
6172000013	2019	MT - DIST HVAC/LED PHASE 2	E3 ENTEGRAL SOLUTION	07/22/2019	99,474.00	99,474.00	0.00	0.00	99,474.00	O
		*Total			1,305,138.00	1,305,138.00	63,160.76	0.00	1,241,977.24	
		*617 E 81 6639 36 101 0 99 0 00								0.00

617 E 81 6639 36 102 0 99 0 00 BOND CONSTRUCTION FUND FURNITURE & EQUIPMENT

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6172000013	2019	MT - DIST HVAC/LED PHASE 2	E3 ENTEGRAL SOLUTION	07/22/2019	30,000.00	30,000.00	1,451.82	0.00	28,548.18	O
		*Total			30,000.00	30,000.00	1,451.82	0.00	28,548.18	
		*617 E 81 6639 36 102 0 99 0 00								0.00

39

617 E 81 6639 36 103 0 99 0 00 BOND CONSTRUCTION FUND FURNITURE & EQUIPMENT

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
09/05/19	AP	JS	JACKSON ASSOCIATES	6171900019	HLES HVAC 3RD PARTY REVIEW	19023.4	09/03/19	1873	09/06/19	2,516.66
					September					2,516.66
6171900019	2019	MT-HLES/MFHS HVAC DESIGN BLD	JACKSON ASSOCIATES	06/06/2019	15,100.00	15,100.00	10,066.66	0.00	5,033.34	O
6171900021	2019	MT - MFHS/HLES HVAC REPLACEMENT	E3 ENTEGRAL SOLUTION	06/10/2019	945,444.50	945,444.50	863,816.32	0.00	81,628.18	O
		*Total			960,544.50	960,544.50	873,882.98	0.00	86,661.52	
		*617 E 81 6639 36 103 0 99 0 00								2,516.66
		*Accounts Payable								2,516.66

617 E 81 6639 36 104 0 99 0 00 BOND CONSTRUCTION FUND FURNITURE & EQUIPMENT

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6171900021	2019	MT - MFHS/HLES HVAC REPLACEMENT	E3 ENTEGRAL SOLUTION	06/10/2019	87,000.00	87,000.00	41,357.46	0.00	45,642.54	O
		*Total			87,000.00	87,000.00	41,357.46	0.00	45,642.54	
		*617 E 81 6639 36 104 0 99 0 00								0.00

617 E 81 6639 36 951 0 99 0 00 BOND CONSTRUCTION FUND FURNITURE & EQUIPMENT

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6172000013	2019	MT - DIST HVAC/LED PHASE 2	E3 ENTEGRAL SOLUTION	07/22/2019	14,000.00	14,000.00	803.34	0.00	13,196.66	O
6172000013	2019	MT - DIST HVAC/LED PHASE 2	E3 ENTEGRAL SOLUTION	07/22/2019	2,600.00	2,600.00	0.00	0.00	2,600.00	O

* The Year column displays the first year of the fiscal year pair (2019 for 2019-2020).

Fnd T Fn Obj Sb Org F Pr L L2 Fnd Obj
617 E 81 6639 36 951 0 99 0 00 (continued)

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	
					*Total	16,600.00	16,600.00	803.34	0.00	15,796.66	
					*617 E 81 6639 36 951 0 99 0 00					0.00	

617 E 81 6639 36 953 0 99 0 00 BOND CONSTRUCTION FUND				FURNITURE & EQUIPMENT							
P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts	
6172000013	2019	MT - DIST HVAC/LED PHASE 2	E3 ENTEGRAL SOLUTION	07/22/2019	92,503.00	92,503.00	5,866.31	0.00	86,636.69	O	
6172000013	2019	MT - DIST HVAC/LED PHASE 2	E3 ENTEGRAL SOLUTION	07/22/2019	28,717.00	28,717.00	0.00	0.00	28,717.00	O	
					*Total	121,220.00	121,220.00	5,866.31	0.00	115,353.69	
					*617 E 81 6639 36 953 0 99 0 00					0.00	

617 E 81 6639 36 999 0 99 0 00 BOND CONSTRUCTION FUND				FURNITURE & EQUIPMENT							
P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts	
6172000013	2019	MT - DIST HVAC/LED PHASE 2	E3 ENTEGRAL SOLUTION	07/22/2019	301,433.00	301,433.00	16,767.87	0.00	284,665.13	O	
6172000013	2019	MT - DIST HVAC/LED PHASE 2	E3 ENTEGRAL SOLUTION	07/22/2019	45,054.00	45,054.00	0.00	0.00	45,054.00	O	
					*Total	346,487.00	346,487.00	16,767.87	0.00	329,719.13	
					*617 E 81 6639 36 999 0 99 0 00					0.00	

40 617 E 81 66-- -- -- -- -- BOND CONSTRUCTION FUND
617 E 81 ---- -- -- -- -- BOND CONSTRUCTION FUND
617 - -- ---- -- -- -- -- BOND CONSTRUCTION FUND

651 R 00 5742 00 000 0 00 0 00 CPF - MAINTENANCE				EARNINGS FROM TEMP INVESTMENTS							
09/30/19	JE	19-00207	18	INTEREST - SEP 2019			09/30/19			-150.38	
				September						-150.38	
				*651 R 00 5742 00 000 0 00 0 00						-150.38	
				*Journal Entries						-150.38	

651 R 00 57-- -- -- -- -- CPF - MAINTENANCE											
651 R 00 7915 00 000 0 00 0 00 CPF - MAINTENANCE				OPERATING TRANSFERS IN							
09/06/19	JE	19-00128	2	TRANSPORTATION FACILITY			09/06/19			-14,215.50	
				TRANSFER							
09/13/19	JE	19-00146	2	TRANSPORTATION FACILITY			09/13/19			-110.90	
				TRANSFER							
09/19/19	JE	19-00170	2	TRANSPORTATION FACILITY			09/19/19			-2,575.72	
				TRANSFER							
				September						-16,902.12	
				*651 R 00 7915 00 000 0 00 0 00						-16,902.12	
				*Journal Entries						-16,902.12	

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							
651	R	00	79	--	--	--	--	--	--	CPF - MAINTENANCE									
651	R	00								CPF - MAINTENANCE									
651	E	81	6629	42	934	0	99	0	00	CPF - MAINTENANCE	BUILDING PURCHASE/CONST/IMPRVM								
09/05/19	AP		JS	TANKER'S PLUMBING & SEPTICS, LLC		6002000002	MT - TD SITE AIR/OIL LINES	3259	08/22/19	1878	09/06/19	11,000.00							
09/05/19	AP		JS	AMERICAN FENCE CO		6002000009	W.O. #9129 - TD SITE GATES	000372275	08/10/19	1870	09/06/19	105.00							
09/05/19	AP		JS	ALLIED SALES CO		6002000008	W.O. #9129 - TD INSTALL HOSE REELS	31915384	08/27/19	1869	09/06/19	1,946.00							
09/05/19	AP		JS	MOBILE MODULAR MANAGEMENT CORPORATION		6002000000	MT - TD SITE RESTROOMS BLDG LEASE	1973596	08/18/19	1874	09/06/19	1,164.50							
09/12/19	AP		JS	LOWE'S		6002000006	WO#9129 / NEW TD / EXIT GATES	01888	08/14/19	1882	09/13/19	110.90							
09/19/19	AP		JS	WILLIS ENVIRONMENTAL ENGINEERING INC		6002000010	MT - TD RELOCATION ENG SVCS	3937	09/11/19	1893	09/20/19	2,575.72							

September 16,902.12

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount	Open	Sts
6002000000	2019	MT - TD SITE RESTROOMS BLDG LE	MOBILE MODULAR MANAG	08/01/2019	13,974.00	13,974.00	2,329.00	0.00	11,645.00		O
6002000007	2019	W.O. #9129 - TD SITE ELEC	ELLIOTT ELECTRIC SUP	08/21/2019	500.00	500.00	388.48	0.00	111.52		O
6002000011	2019	WO#9129 - TD NEW BUS BARN - PA	FORD & CREW HOME AND	09/18/2019	73.68	73.68	0.00	0.00	73.68		H
6002000012	2019	WO#9129 - TD NEW BUS BARN - IN	UNITED RENTALS #M17	09/26/2019	1,949.46	1,949.46	0.00	0.00	1,949.46		H
				*Total	16,497.14	16,497.14	2,717.48	0.00	13,779.66		
				*651 E 81 6629 42 934 0 99 0 00					16,902.12		
				*Accounts Payable					16,902.12		

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

Total for Accounts Payable 1,406,114.21
Total for Journal Entries -37,632.79
Grand Total 1,368,481.42

Number of Accounts: 47

* The Year column displays the first year of the fiscal year pair (2019 for 2019-2020).

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

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



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

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

Meeting Date: October 15, 2019		
Meeting Type: <input checked="" type="radio"/> Regular Meeting <input type="radio"/> Special Meeting/Workshop <input type="radio"/> Hearing	Agenda Placement: <input type="radio"/> Public Hearing <input type="radio"/> Information Items <input type="radio"/> Presentation/Discussion Items <input checked="" type="radio"/> Consideration Items <input type="radio"/> Consent Agenda	
Date Submitted: October 8, 2019		
Subject: Approval of the 2017-2018 Annual Financial Report		
Executive Summary: Dane Legg of Lott, Vernon & Co. will present the 2018 - 2019 Annual Financial Report. In addition, he will give a summary of the annual financial audit results		
Fiscal Impact: Cost: <input type="radio"/> Recurring <input type="radio"/> One-Time <input checked="" type="radio"/> No Fiscal Impact	Funding Source: <input checked="" type="radio"/> General Fund <input type="radio"/> Grant Funds <input type="radio"/> Bond Funds <input type="radio"/> Other Funds (Specify)	Fiscal Year: Amendment Required? <input type="radio"/> Yes <input checked="" type="radio"/> No
Administration's Recommendation: Approve the Annual Financial Report as presented.		
Submitted By: Melissa Lafferty		
Board Approval Required: <input checked="" type="radio"/> Yes <input type="radio"/> No		



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



Marble Falls ISD 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		



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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		

MFISD

Academic Data

2019-2020



Accountability System

- **Masters** – Mastery of the course knowledge and skills is shown, student is on track for college and career readiness.
- **Meets** – Strong knowledge of course content, student is prepared to progress to the next grade.
- **Approaches** – Some knowledge of course content but may be missing critical elements, student needs additional support in the coming year.
- **Did not meet** – No basic understanding of course expectations is shown, student may need significant support in the coming year.

It's all about Growth!



Progress Monitoring Data - Elementary

	2 Reading	2 Math	3 Reading	3 Math	4 Reading	4 Math	5 Reading	5 Math
Masters	27%	10%	20%	8%	22%	11%	27%	27%
Meets	15%	24%	20%	26%	20%	18%	26%	24%
Approaches	22%	32%	27%	36%	22%	35%	26%	31%
	64%	66%	67%	70%	64%	64%	79%	82%
Did Not Meet	36%	34%	33%	30%	36%	36%	21%	18%

Data is from Renaissance Star Reading and Renaissance Star Math

Helps predict whether students are on track or need more assistance for end of year summative STAAR



Progress Monitoring Data - Secondary

	6 Reading	6 Math	7 Reading	7 Math	8 Reading	8 Math	ELA I	ELA II	Algebra
Masters	20%	13%	13%	11%	18%	3%	20%	20%	1%
Meets	23%	28%	26%	22%	27%	21%	25%	27%	13%
Approaches	34%	38%	38%	34%	33%	35%	32%	32%	40%
	77%	79%	77%	67%	78%	59%	77%	79%	54%
Did Not Meet	23%	21%	23%	33%	22%	41%	23%	21%	46%

Data is from Renaissance Star Reading and Renaissance Star Math

Helps predict whether students are on track or need more assistance for end of year summative STAAR



Future Progress Monitoring Dates

February Board Meeting
June Board Meeting





**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 Independent School District District Improvement Plan

2019-2020

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
Kevin Virdell - Vice-President
Gary Boshears - Secretary
Larry Berkman - Member
Rick Edwards - Member
Lee Ann Johnson - Member
Alex Payson - Member



Love and Inspire

Marble Falls ISD
District Educational Improvement Committee 2018-2019

NAME	POSITION Parent, Business, Community, Teacher, etc
Wes Cunningham	Chair
Melissa Fields	Ex-Officio
Soor-el Puga	Ex-Officio
Heather Metzgar	Ex-Officio
Leslie Baty	Ex-Officio
Nancy Herrington	Community Member
Lenwood Nelson	Community Member
Susie Baskin	Parent
Tiffany Hamilton	Parent
Cory Hanneman	Businessman
Mickey Hughes	Administrator
Clayton Patterson	At-Large Teacher
Linda Angelosante	Non-Teaching Professional
Lisa Persyn	Non-Teaching Professional
Courtney Stevens	Non-Teaching Professional
Johnny Mitchell	Teacher
Jennifer Virdell	Teacher
Lauren Berkman	Teacher

NAME	POSITION Parent, Business, Community, Teacher, etc
Clayton Patterson	Teacher
Logan Docherty	Teacher
Roberta Werner	Teacher
Gaynelle Mandel	Teacher
Mary Pond	Teacher
Christina Hartley	Teacher
Charlie Ewing	Teacher
Judith Large	Teacher
Bobbie Green	Teacher
Kelli Tate	Teacher
Linda Angelosante	Teacher
Marcela Jenks	Teacher
Micki Bertino	Teacher
Jodi Fruge	Teacher

Marble Falls ISD Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the District Educational Improvement Committee during the 2018-2019 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
Soor-el Puga	<input checked="" type="checkbox"/> Campus PEIMS Reports
Heather Metzgar	<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
Lenwood Nelson	<input checked="" type="checkbox"/> Campus Parent Participation
Susie Baskin	<input checked="" type="checkbox"/> Failure Rates
Tiffany Hamilton	<input checked="" type="checkbox"/> Parent Survey
Cory Hanneman	<input checked="" type="checkbox"/> TELPAS Data
Mickey Hughes	<input checked="" type="checkbox"/> Achievement Test Data
Clayton Patterson	<input type="checkbox"/> TBA Data
Linda Angelosante	<input checked="" type="checkbox"/> DRA, BAS, or Other Reading
Lisa Persyn	<input checked="" type="checkbox"/> Pre AP / AP Scores
Courtney Stevens	<input checked="" type="checkbox"/> PSAT / SAT / ACT Scores
Johnny Mitchell	<input checked="" type="checkbox"/> Completion Rate
Jennifer Virdell	<input checked="" type="checkbox"/> Federal Accountability Data
Lauren Berkman	<input type="checkbox"/> Other
Clayton Patterson	
Logan Docherty	
Roberta Werner	
Gaynelle Mandel	
Mary Pond	

Participants in Attendance**Data Sources Examined**

Christina Hartley

Charlie Ewing

Judith Large

Bobbie Green

Kelli Tate

Linda Angelosante

Marcela Jenks

Micki Bertino

Jodi Fruge

MFISD
Comprehensive Needs Assessment Summary

Number of Students served in 2018-2019 school year: 4270; 2017-2018 school year: 4142; 2016-2017 school year: 4147; 2015-2016 school year: 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, social emotional learning supports for students, Instructional Coaches, Behavior Coaches to improve effective Tier 1 instruction, resources for focus on literacy and core content area support.

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: MFISD has a diverse student population.

Needs: MFISD STAAR data is lower than desired in some areas. Additional supports needed for ELL and special education students.

FAMILY AND COMMUNITY INVOLVEMENT

Strengths: We are fortunate to have several committees that involve parents, family members, and community members. Examples include bond committee, SHAC, DEIC, CTE Advisory Council, and the MFISD Education Foundation,. Parents feel well informed, administration is accessible and parents 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: Parent participation in parent surveys needs to increase. MFISD will do this by increasing access to devices at school events and provide translation when necessary. Our goal is to design more hands on engaging parent nights and communicate opportunities effectively to all parents. Also, we will add additional events that include community presentation and participation throughout the year to engage a more diverse participation from across the MFISD community.

STAFF QUALITY, RECRUITMENT AND RETENTION

Strengths: MFISD has increased presence at job fairs, allows for H-1B visas for recruitment, and offers bilingual stipends. Additionally we are in partnership with Texas Tech University for the Tech Teach programs and are recipients of the Texas Education Agency Grow Your Own Grant to recruit quality teachers to the Marble Falls area. We are fortunate to have quality instructional resources at hand. The MFISD Curriculum & Instruction Department supports teachers in all areas of the state-required curriculum. Our Title 1 funds help to secure supports 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.

Needs: Additional social emotional learning supports are being implemented for students and staff. District budget is continually reviewed for opportunities in the future to increase compensation. Induction and mentoring program is being revised and expanded. An expanded mentor program for new to MFISD teachers will enable us to retain high quality instructional staff as well as build capacity of existing staff. Extensive social emotional learning supports for students and staff are being implemented throughout this school year. Faculty meetings are used as continuing professional development within all curriculum areas.

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 district will improve the use of student data through the use of consistent common formative assessments, a focus on effective Tier I instruction, and RTI. There is a continued need for curricular support for the teacher to collaborate effectively with a focus on instruction of the standards. We continue learning walks and increase the opportunity to observe and reflect. Teachers will continue to integrate technology in all subject areas supporting students. Positive behavior supports will maximize student engagement and increase desired student behavior while decreasing undesired behaviors.

STUDENT ACHIEVEMENT

Strengths: District received a "B" on the state accountability rating system. . The DEIC and Cabinet have viewed several different and varied forms of data collection including but not limited to: previous STAAR scores, current BAS levels, STAR Renaissance reports, TELPAS data, RTI and SST data, as well as other data. 5th Grade growth in reading and math is a strength district-wide. In addition, 5th grade student progress for ELLs is a strength. The RTI process will be an essential component in student success, as will the increased support an communication between SPED and general education teachers and ESL/BE teachers and general education teachers.

Needs: Literacy continues to be a major focus for our district. With regards to improvement for this school year, several and varied approaches will be implemented to aid student achievement to include: focus on the instruction of 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

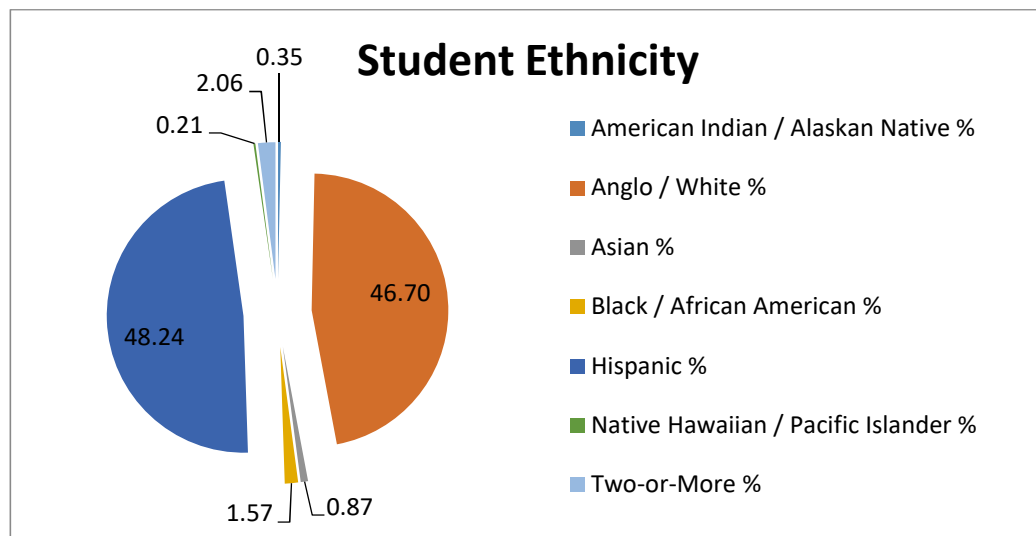
Strengths: MFISD is a 1:1 district. Increased technology use by students is seen across the district.

Needs: More technology tools need 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. In addition, a focus on student engagement in using technology will continue.

MFISD GENERAL INFO		2018-2019
Campus Name		MFISD
# of campuses in district	#	7
current enrollment	#	4270
grade level	text	EE-12

STUDENT DEMOGRAPHICS		
American Indian / Alaskan Native	%	0.35
Anglo / White	%	46.70
Asian	%	0.87
Black / African American	%	1.57
Hispanic	%	48.24
Native Hawaiian / Pacific Islander	%	0.21
Two-or-More	%	2.06
Male	%	53.09
Female	%	46.91

CHARACTERISTICS		
% Economically Disadvantaged	%	64.94
# Economically Disadvantaged	#	2773
% Limited English Proficient (LEP)	%	17.31
# Limited English Proficient (LEP)	#	739
% Section 504 students	%	6.93
# Section 504 students	#	296
% SPED students	%	12.93
# SPED students	#	552
% At-Risk	%	52.62
# At-Risk	#	2247



Marble Falls ISD

Campus Performance - All Students, All Grades - 2019

All Subjects	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	72.00%	42.00%	17.00%
Black/African American	63.00%	32.00%	9.00%
Hispanic	64.00%	31.00%	10.00%
White	79.00%	52.00%	24.00%
American Indian	71.00%	62.00%	5.00%
Asian	93.00%	67.00%	36.00%
Hawaiian/Pacific Islander	93.00%	59.00%	33.00%
Two-or More	76.00%	45.00%	19.00%
Special Ed	38.00%	18.00%	6.00%
Economic Disadvantage	64.00%	32.00%	11.00%
EL (Current & Monitored)	55.00%	21.00%	7.00%

Reading	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	71.00%	42.00%	17.00%
Black/African American	59.00%	31.00%	10.00%
Hispanic	62.00%	31.00%	9.00%
White	79.00%	54.00%	24.00%
American Indian	75.00%	75.00%	13.00%
Asian	95.00%	73.00%	23.00%
Hawaiian/Pacific Islander	91.00%	73.00%	27.00%
Two-or More	74.00%	43.00%	22.00%
Special Ed	35.00%	16.00%	5.00%
Economic Disadvantage	63.00%	32.00%	11.00%
EL (Current & Monitored)	53.00%	20.00%	6.00%

Mathematics	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	75.00%	41.00%	17.00%
Black/African American	59.00%	28.00%	7.00%
Hispanic	69.00%	31.00%	12.00%
White	80.00%	50.00%	23.00%
American Indian	60.00%	40.00%	0.00%
Asian	94.00%	67.00%	44.00%
Hawaiian/Pacific Islander	90.00%	40.00%	30.00%
Two-or More	75.00%	44.00%	19.00%
Special Ed	44.00%	19.00%	6.00%
Economic Disadvantage	68.00%	34.00%	13.00%
EL (Current & Monitored)	65.00%	27.00%	10.00%

Writing	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	58.00%	29.00%	7.00%
Black/African American	50.00%	25.00%	0.00%
Hispanic	48.00%	21.00%	4.00%
White	66.00%	35.00%	9.00%
American Indian	50.00%	50.00%	0.00%
Asian	100.00%	67.00%	33.00%
Hawaiian/Pacific Islander			
Two-or More	90.00%	70.00%	20.00%
Special Ed	46.00%	15.00%	8.00%
Economic Disadvantage	51.00%	23.00%	3.00%
EL (Current & Monitored)	40.00%	16.00%	3.00%

Science	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	77.00%	46.00%	18.00%
Black/African American	73.00%	47.00%	20.00%
Hispanic	70.00%	33.00%	8.00%
White	84.00%	60.00%	28.00%
American Indian	100.00%	50.00%	0.00%
Asian	100.00%	60.00%	40.00%
Hawaiian/Pacific Islander	100.00%	60.00%	40.00%
Two-or More	81.00%	43.00%	5.00%
Special Ed	38.00%	20.00%	8.00%
Economic Disadvantage	70.00%	35.00%	10.00%
EL (Current & Monitored)	57.00%	17.00%	5.00%

Social Studies	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	70.00%	45.00%	24.00%
Black/African American	76.00%	35.00%	6.00%
Hispanic	60.00%	33.00%	13.00%
White	79.00%	57.00%	35.00%
American Indian	100.00%	100.00%	0.00%
Asian	60.00%	60.00%	60.00%
Hawaiian/Pacific Islander	100.00%	100.00%	100.00%
Two-or More	63.00%	38.00%	38.00%
Special Ed	40.00%	21.00%	4.00%
Economic Disadvantage	61.00%	36.00%	16.00%
EL (Current & Monitored)	38.00%	18.00%	4.00%

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 learning environment for every child.

Parent Involvement in Policy Development

Marble Falls District Education Improvement Committee (DEIC) is comprised of teachers, paraprofessionals, parents, members of the community, and central office staff. This committee will discuss the design and implementation of the Parent Involvement/Engagement Policy.

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 will be planned at convenient times and locations for all members of the committee.

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 meeting. Parents will be encouraged to become involved in the revising and updating of the policy as necessary.

Notice of the meeting will be provided through written invitation to parents/caregivers and through public notices. Translators will be available to help with Non-English speaking parents/caregivers as needed.

Teacher-Parent-Student Compacts

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, and staff will share responsibility for promoting student achievement.

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

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

- * 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 the Marble Falls community.

Newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls, emails, tweets, websites, and written notices will be used to establish and maintain open lines of communication with parents/caregivers.

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 educational services offered throughout the district or through district contacts.

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 parents. The DEIC will revise the district Parent Involvement/Engagement Policy based on the results of this annual review.

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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 26 years of age and who...

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC 29.081 (d-1).];
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. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with §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 Family and Protective 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;

State Compensatory Education (SCE)

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operations, specialized child-care home, or general residential operation; or

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

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

67 Procedures for Identifying Eligible Students

The district contact (executive director of instructional services) 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 Student Information Systems Coordinator.

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

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

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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

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 school-wide 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 2019-2020

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 2019-2020

Back to School Professional Learning - August 2019

Need	Build capacity with staff around curriculum, instruction, and assessment
Strategy	Provide training to all staff on expectations for PLC's and common planning; provide time for teams to plan for student learning with a focus on effective instruction.

Need	Increase focus on effective 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: sheltered instruction, Gomez & Gomez, and the American Reading Company.

Need	Increase student understanding of self-awareness, self-management, social awareness, relationship skills and responsible decision making.
Strategy	Training will occur so that all campuses will be able to implement a SEL program using a targeted time with specific social emotional learning curriculum.

Need	Build capacity of special education staff
Strategy	Provide targeted training to all special education staff that is focused on specific job assignments to improve instruction for special education students across the district.

MFISD District Professional Learning 2019-2020

Campus Professional Learning - Job Embedded

Need	Focus on literacy PK-12
Strategy	Implement District Literacy Plan (HMH trainings, posters, writing in the content areas, annotations, reading/writing workshop)

Need	Increase focus on instruction
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: sheltered instruction, Gomez & Gomez and American Reading Company

Need	Increase the focus on student learning
Strategy	Structured professional development/instructional planning dates: October and March PD, January 1/2 instructional planning; Bilingual teachers additional instructional planning one time per 9 weeks

Need	Build capacity of special education staff with targeted professional development
Strategy	Provide targeted training to all special education staff that is focused on specific job assignments to improve instruction for special education students across the district.

MFISD District Professional Learning 2019-2020

Need	Increase student understanding of self-awareness, self-management, social awareness, relationship skills and responsible decision making.
Strategy	School will implement a SEL program using a targeted time with specific social emotional learning curriculum.

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	Continue to develop and revise curriculum documents through teacher-led committees.	Curriculum & Instruction, Instructional Coaches, Principals, AP's	Forethought, Google	Collaborative Planning Documentation, Walk-through data, Lesson plans	In process	Completion of revision of all core area curriculum documents in an electronic form.	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, Principals, AP's	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Staff Survey	In process	Survey of staff of PD needs	1,3,4,8
1.1.3	Implement District Literacy Plan	Curriculum & Instruction, Instructional Coaches, Principals, AP's, teacher committee	Instructional materials K-8, literacy posters, Title I funding	Walk-through data, student performance data	In process	Increase in reading and writing STAAR data, increase reading and writing skills that will then	3, 4, 9
1.1.4	Utilize instructional coaches to support teachers in improving Tier 1 instruction in the classroom with a focus on mastery of skills in reading, writing, and mathematics by increasing alignment of the written, taught, and tested curriculum.	Curriculum & Instruction, Instructional Coaches, Principals, AP's	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Walk-through data, student performance data	In process	5% Increase in STAAR Data in each grade and content area - improved teacher instruction	3, 4, 9
1.1.5	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	In process	90% of Teachers have regular collaborative time	4,5

75

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, Principals, AP's	Agendas, Reflections, Collaborative Planning, STAAR Scores	STAAR Scores, Formative Assessment Data, TBA's	In process	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 instruction over standards will be implemented regularly.	Curriculum & Instruction, Instructional Coaches, Principals, AP's	Eduphoria Resources, Monitoring by Administrators	STAAR Scores, Formative Assessment Data, TBA's	In process	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 the 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	In process	100% of Title I, II, III & Title IV Compliance	1,2,3,4,5,6
	MFISD will support campuses in improvement through District Commitments as listed in the targeted improvement plans.	Superintendent, Curriculum & Instruction, Principals	As listed in targeted improvement plans	As listed in targeted improvement plans	In process	As listed in targeted improvement plans	1, 2, 3, 4, 5, 6, 8, 9, 10

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	In process	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	In process	10% Increase in Head Start Programming	6,7, 10
1.3.3	MFISD will provide after school enrichment opportunities for students at MFMS and HLES.	Curriculum & Instruction	Boys and Girls Club, Camp of the Hills, Title funding	Participation numbers, daily agendas	In process	100% of students offered opportunity to participate in after school program	1, 2, 6, 10
1.3.4	MFISD will provide co-curricular and extracurricular opportunities for extended learning	Curriculum & Instruction, Teachers	Tutorials, MFISD Curriculum Documents; Tutorial Logs	Tutorial Attendance Rates	In process	10% Increase in Tutorial Attendance	1,2,3,9
1.4	Performance Objective 4	MFISD will increase the numbers of post-secondary ready students through exposure to advanced academics, industry certifications, and real world applications of learning.					
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.

1.4.1	Provide opportunities through Career and Technical Education to prepare all students for post-secondary readiness by increasing the amount of authentic core content connections and career based experiences.	CTE Coordinator, CTE Teachers	Opportunities in community, transportation cost for students; Perkins & CTE funding	Job Shadow/industry certification participation, CTSO participation, PBMAS DTE data, increased PEIMS Indicator 2 students	In process	Increase in number of opportunities from 2018-2019 to 2019-2020	1, 2, 10
1.4.2	Provide guidance related to TEXAS grants programs, career & college choices, higher education admissions and financial aid through high school advisement, college fair, and student/parent information sessions provided by the campus counselors and college and career advisor	College and Career Advisor, HS Counselors	FASFA Night, College Fair	Additional resources available to parents and students	In process	Increase in number of opportunities from 2018-2019 to 2019-2020	1, 2, 10
1.4.3	Students will be counseled and schedules designed to encourage graduation under the Foundation Plan with an endorsement or the Distinguished graduation plan	College and Career Advisor, HS Counselors	Scheduled Meetings	100% students met with during scheduling	In process	Increase in number of students graduating on Foundation Plan with an endorsement or the Distinguished Graduation Plan	1, 2, 10
1.4.4	Implement SAT Day for all junior students	HS Counselors	Additional staff to assist in SAT Day, agreements for participation	Tests ordered	In process	100% juniors take SAT in Spring 2020	1, 2, 10
1.4.5	Align CTE courses with new TEA Programs of Study and local industry to include a sequence of courses across secondary and post-secondary education.	Executive Director of Secondary Education, CTE Coordinator, CTE Teachers	Meeting notes, sign in sheets	Course aligned, offer industry based certifications	In process	Aligned programming in HS course guide	1, 2, 10
1.4.6	Continue to build 4 year plans for 8th grade students and update plans for 9th and 10th grade students each year to support students to enter a college or career field with necessary high school coursework.	Executive Director of Secondary Education, CTE Coordinator, HS Counselors	Counselor scheduled meetings with each student	HS 4 year plans on file	In process	100% of high school students have four year plan in place.	1, 2, 10

District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
1.4.7	Initiate CTSO (Career and Technical Student Organizations) that align to all CTE Programs of Study that allow students leadership opportunities and competitive events. (FFA, FCCLA, HOSA, TSA, BPA, Skills USA).	Executive Director of Secondary Education, CTE Coordinator, CTE Teachers	Sponsors for opportunities, funds for competitions; Perkins & CTE funding	CTSO membership rosters and Program of Activities	In process	Increase in number of student organizations and competitions from 2018-2019	1, 2, 10

District Goal 2

MFISD will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the District's Vision.

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	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	Superintendent, Superintendents Cabinet	Monthly Meetings	Reflections	In Process	25% increase on survey data	1,5,6

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	Superintendent, Superintendents Cabinet	Monthly Meetings	Reflections	In Process	25% increase on staff/TASB survey data	1,5,6
2.2.2	District wide focus on how to support literacy and behavior.	Superintendent, Central Office, Administrators	Increased leadership exhibited by campus staff	Reflections	In Process	25% increase on survey data	5,6,10

District Goal 2

MFISD will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the District's Vision.

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	SEL Coordinator, Counselors, Administrators, Curriculum & Instruction	Counselor-written curriculum and guidance lessons, SEL Curriculum	Implementation schedule	In Process	25% increase on We Learn 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.	SEL Coordinator, Counselors, Administrators, Curriculum & Instruction	Curriculum, Master Schedule, Emergent Tree Data	Master Schedule, Enrollment Figures, Advisory Period at MFMS and MFHS	In Process	25% increase on survey data	2,10
2.3.3	MFISD will provide opportunities for students to increase their leadership skills.	Curriculum & Instruction, Teachers	Superintendent's Advisory Committee	Student Reflections	In Process	25% increase on survey data	1,2
2.3.4	MFISD staff will implement activities that increase and respond to student voice.	Curriculum & Instruction, Teachers	Press releases from campuses, Student leadership committee feedback	Student Reflections	In Process	Evidence of increased opportunities for student feedback; processes adjusted/implemented based on student voice	1, 2

District Goal 3

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

3.1 Performance Objective 1

MFISD will enhance ongoing methods of communication to share MFISD messages and invite feedback from all stakeholders.

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, DLC, SHAC, Health & Wellness Committee, Supt. Teacher Advisory, CTE Advisory Committee, Supt. Student Advisory Council, Parent Engagement Meetings with Central Office Administrators	Reflections, Action Plans from opportunities	In Process	90% of stakeholder response rate	6,10
3.1.2	MFISD will operate a more customer-friendly website that is efficient to utilize and access.	Central Office	Website feedback	Feedback from Community Stakeholders	In Process	90% of stakeholder response rate	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

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 Performance Objective 2 MFISD 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	MFISD will post celebrations of students, staff, and community on a variety of media platforms	Central Office, Admin. Asst. to Superintendent, Administrators	Facebook, Twitter, Local Media, Website, Twitter Chats with Superintendent	Number of postings, stories, website hits	In Process	25% Increase of Social Media "Hits"	6
3.2.2	MFISD will promote a consistent "brand" within the Marble Falls and Highland Lakes Community	Central Office, 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	2 Parent Academy Meetings	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.

3.3 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 SEL program, to provide enrichment to students academic and social well being	Central Office, Curriculum & Instruction, SEL Coordinator	Survey Results	Survey Results	In Process	Baseline Year	1,2,6,10
3.3.3	MFISD will utilize the Marble Falls ISD Education Foundation to increase community support.	Curriculum & Instruction, Teachers	Quarterly Reports	TASB Survey, Community Feedback, Account Figures	In Process	10% Increase in Donations	6, 2, 10
3.3.4	MFISD will develop activities that will result in an increase to the amount of participation for members of historically marginalized populations in MFISD programs, initiatives, and decision making processes.	Central Office, Curriculum & Instruction, Principals	Internal and External Communications	TASB Survey, Parent Survey, Parent Feedback	In Process	Increased Parent, Family, and Community Satisfaction	6,2,10
3.3.5	MFISD will be more intentional about an inclusive approach to the recognition of excellence.	Central Office, Curriculum & Instruction, Principals	Internal and External Communications	TASB Survey, Parent Survey, Parent Feedback	In Process	Increased Parent, Family, and Community Satisfaction	6,2,10

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.					
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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
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 administrators.	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.					
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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
4.2.1	MFISD will maintain 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

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, FPC	Facilities Study Recommendations	Facilities Study Report	In Process	Community Support of the FPC Recommendations	1, 10

4.4 Performance Objective 4 MFISD will provide social emotional learning opportunities that will reinforce a positive learning environment 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
4.4.1	MFISD will implement Positive Behavior Intervention Systems at all grade levels.	Coordinator of SEL, SEL Coaches/Counselors, Principals	Walk through data, lesson plans	Walk through data, lesson plans	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9
4.4.2	MFISD will utilize an SEL Implementation Committee to create and implement SEL lessons in all grade levels.	Coordinator of SEL, SEL Coaches/Counselors, Principals	Committee formation and recommendations	Walk through data, lessons created	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9
4.4.3	MFISD will utilize a multi-disciplinary team to create and utilize crisis response teams centered on SEL components	Coordinator of SEL, SEL Coaches/Counselors, Principals	Team creation and recommendations	Team response summaries	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9
4.4.4	MFISD will provide professional learning opportunities for all staff centered on the components of SEL,	Coordinator of SEL, SEL Coaches/Counselors, Principals	Professional development offered and attended, walk through data	Walk-through data	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9
4.4.5	The MFISD SEL Implementation Committee will investigate possible incentive options for staff members to participate in SEL initiatives.	Coordinator of SEL, SEL Coaches/Counselors, Principals	Survey	Survey	In Process	Survey Satisfaction	2, 3, 4, 9

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	In Process	10% Increase in Retention	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	In Process	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	In Process	10 % Increase in Survey Results	5

District Goal 5

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

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, Principals, AP's	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Staff Survey	In Process	90% Favorable Results on PD Survey	1,3,4,8
5.2.3	MFISD will provide professional learning that is focused on professionalism and expectations in the educational profession.	Curriculum & Instruction, Instructional Coaches, Principals, AP's	Walk through data	Staff Survey, Principal Feedback	In Process	100% staff trained on expectations	1,3,4,8

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 its recognition of excellence among staff members	All Staff	MFISD Vision	Staff Survey Data	In Process	10% Increase in Survey Data	5
5.3.2	Revised teacher induction and mentoring program will be implemented to include: creation of a Google Classroom for new staff, enhanced mentor training and support, and specialized PD for new staff.	Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Human Resources	training materials	Training sign-in sheets	In Process	100% of new staff feel supported as indicated on end of year evaluations	
5.3.3	MFISD will implement the district vision in such a way that employee work is connected to a deeper purpose.	All Staff	MFISD Vision	Staff Survey Data	In Process	10% Increase in Survey Data	5

District Goal 5

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

5.4 Performance Objective 4

MFISD will provide social emotional supports for all district staff in order to model best practices and to recruit and retain highly 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
5.4.1	MFISD District Level leadership will develop structures to provide social emotional supports to staff.	Superintendent, Superintendent's Cabinet, Curriculum & Instruction, Human Resources	Staff absences, meeting agendas	Recommendations for implementation	In Process	Additional Supports for Staff	5
5.4.2	MFISD District Level leadership will become more knowledgeable in how to develop social emotional support programs for staff.	Superintendent, Superintendent's Cabinet, Curriculum & Instruction, Human Resources	Staff absences, meeting agendas	Recommendations for implementation	In Process	Additional Supports for Staff	5
5.4.3	MIFISD will implement campus level positive activities and positive recognitions for supporting staff.	Curriculum & Instruction, Human Resources	SEL Committee Meetings	Recommendations for implementation	In Process	Additional Supports for Staff	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	In Process	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	In Process	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, DIP, campus TIPS, District goals, mission, and vision	Central Office, Administration	Grant Applications; Negotiations; Compliance Documentation	Federal Compliance Reports; Budget Amendments	In Process	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	In Process	100% Alignment	1

District Goal 6		MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.					
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	Top FIRST Rating	1
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	Meet All TEC, TAC, and Title 1 Requirements	1

Marble Falls Elementary School (MFISD)

Campus Improvement Plan

2019-2020

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!**

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

NAME	POSITION Parent, Business, Community, Teacher, etc
Michael Haley	Chairperson
Leslie Baty	Admin - District Level
Kara Gasaway	Administrator At-Large
Diane Arredondo	Teacher At-Large
Kelly Hranicky	Non-Teaching Professional
Sherry Stevenson	Teacher
Mary Pond	Teacher
Ashlea Lehman	Teacher
Heather Cotter	Teacher
Brittany Alaniz	Teacher
Michelle Edwards	Teacher
Becky Reed	Teacher
Tina Van Gundy	Teacher
Maria Fernandez	Parent
Stacey Bunting	Parent
Lupe Canchola	Parent
Kacey Tate	Parent
Crystal Rivera	Parent

NAME	POSITION Parent, Business, Community, Teacher, etc
Erica Jackson	Parent
Elise Seely	Parent
America Salas	Parent
Christa Escobar	Parent
Cheryl Damico	Parent
Veronica Torres	Parent
Tiffany Contreras	Parent
Valerie Crim	Parent

Marble Falls Elementary School Comprehensive Needs Assessment

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

Participants in Attendance	Data Sources Examined
Michael Haley	<input checked="" type="checkbox"/> TAPR
Leslie Baty	<input checked="" type="checkbox"/> Disaggregated STAAR / TAKS Data
Jennifer Lockner	<input checked="" type="checkbox"/> Campus PEIMS Reports
Diane Arredondo	<input checked="" type="checkbox"/> Student Attendance Data
Courtney Stevens	<input checked="" type="checkbox"/> Truancy Data
Sherry Stevenson	<input checked="" type="checkbox"/> Referral % for SPED Students
Mary Pond	<input checked="" type="checkbox"/> Campus Parent Participation
Ashlea Lehman	<input checked="" type="checkbox"/> Failure Rates
Heather Cotter	<input checked="" type="checkbox"/> Parent Survey
Brittany Alaniz	<input checked="" type="checkbox"/> TELPAS Data
Michelle Edwards	<input checked="" type="checkbox"/> Achievement Test Data
Becky Reed	<input checked="" type="checkbox"/> TBA Data
Tina Van Gundy	<input checked="" type="checkbox"/> DRA, BAS, or Other Reading
Maria Fernandez	<input type="checkbox"/> Pre AP / AP Scores
Stacey Bunting	<input type="checkbox"/> PSAT / SAT / ACT Scores
Lupe Canchola	<input type="checkbox"/> Completion Rate
Kacey Tate	<input type="checkbox"/> Federal Accountability Data
Crystal Rivera	<input type="checkbox"/> Other
Erica Jackson	
Elise Seely	
America Salas	

50

Participants in Attendance	Data Sources Examined
Christa Escobar	
Cheryl Damico	
Veronica Torres	
Tiffany Contreras	
Valerie Crim	

Marble Falls Elementary School Comprehensive Needs Assessment Summary

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

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, behavior coaches, and math and reading support.

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: Marble Falls Elementary has a diverse student population. Met standard for accountability.

Needs: Additional supports for economically disadvantaged students. Enhanced supports to meet the needs of students with significant needs.

FAMILY AND COMMUNITY INVOLVEMENT

Strengths: We are fortunate to have 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 having devices accessible for families during events and providing translation when necessary. 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 supports 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. 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 PTO 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

Campus 2019 Accountability Rating: B

Distinction Designations Earned for 2019: Mathematics, Science, Comparative Academic Growth

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, Renaissance STAR, TPRI, TELPAS data, RTI and SST data, and other data. After reviewing this data, we found 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.

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

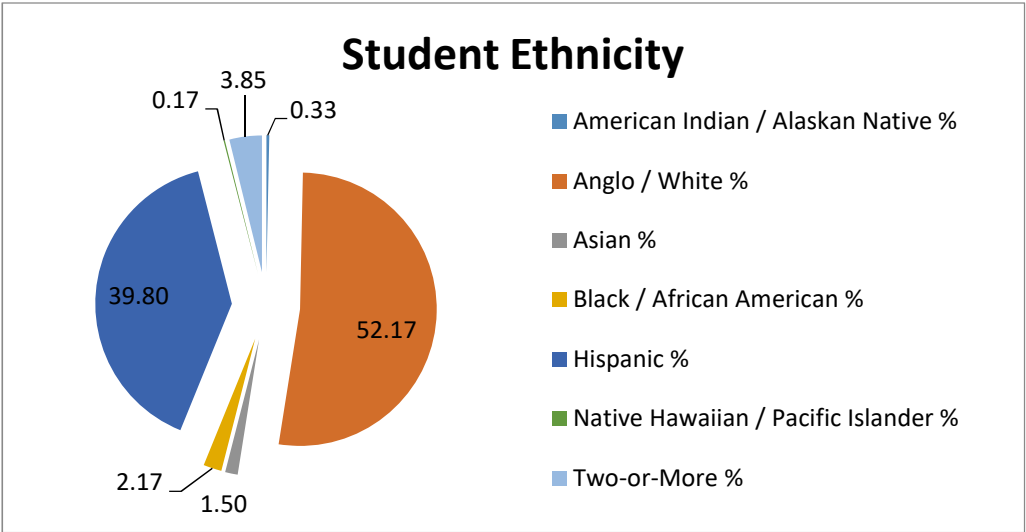
Strengths: Technology training was held before the school year to give teachers ways to manage and monitor student device use and to use technology to enhance what they are already doing in the classroom. Additional training will be held during collaborative planning.

Needs: Many teachers still use technology for organization and communication rather than to give students novel ways to create using technology.

CAMPUS GENERAL INFO		2018-2019
Campus Name		Marble Falls Elementary School
# of campuses in district	#	7
current enrollment	#	598
grade level	text	EE-5

STUDENT DEMOGRAPHICS		
American Indian / Alaskan Native	%	0.33
Anglo / White	%	52.17
Asian	%	1.50
Black / African American	%	2.17
Hispanic	%	39.80
Native Hawaiian / Pacific Islander	%	0.17
Two-or-More	%	3.85
Male	%	52.51
Female	%	47.49

CHARACTERISTICS		
% Economically Disadvantaged	%	69.23
# Economically Disadvantaged	#	414
% Limited English Proficient (LEP)	%	5.02
# Limited English Proficient (LEP)	#	30
% Section 504 students	%	3.68
# Section 504 students	#	22
% SPED students	%	11.71
# SPED students	#	70
% At-Risk	%	39.97
# At-Risk	#	239



Marble Falls Elementary School Campus Performance 2019

Math	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	79.00%	52.00%	29.00%
Black/African American	75.00%	50.00%	25.00%
Hispanic	70.00%	33.00%	14.00%
White	82.00%	63.00%	14.00%
American Indian	0.00%	0.00%	0.00%
Asian	100.00%	67.00%	33.00%
Hawaiian/Pacific Islander	100.00%	100.00%	100.00%
Two-or More	100.00%	57.00%	29.00%
Economic Disadvantage	70.00%	41.00%	20.00%
EL (Current & Monitored)	58.00%	25.00%	8.00%
Special Ed (Current)	50.00%	28.00%	11.00%

Science	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	85.00%	50.00%	25.00%
Black/African American	50.00%	50.00%	0.00%
Hispanic	73.00%	32.00%	9.00%
White	93.00%	61.00%	34.00%
American Indian	*	*	*
Asian	100.00%	0.00%	0.00%
Hawaiian/Pacific Islander	100.00%	100.00%	100.00%
Two-or More	80.00%	40.00%	20.00%
Economic Disadvantage	78.00%	41.00%	17.00%
EL (Current & Monitored)	100.00%	33.00%	33.00%
Special Ed (Current)	45.00%	27.00%	0.00%

Reading	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	79.00%	43.00%	27.00%
Black/African American	50.00%	25.00%	0.00%
Hispanic	69.00%	25.00%	13.00%
White	84.00%	54.00%	13.00%
American Indian	0.00%	0.00%	0.00%
Asian	100.00%	67.00%	0.00%
Hawaiian/Pacific Islander	100.00%	100.00%	100.00%
Two-or More	100.00%	29.00%	29.00%
Economic Disadvantage	71.00%	30.00%	18.00%
EL (Current & Monitored)	58.00%	8.00%	0.00%
Special Ed (Current)	53.00%	25.00%	6.00%

Writing	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	49.00%	23.00%	4.00%
Black/African American	50.00%	0.00%	0.00%
Hispanic	29.00%	6.00%	0.00%
White	59.00%	32.00%	7.00%
American Indian	0.00%	0.00%	0.00%
Asian	*	*	*
Hawaiian/Pacific Islander	*	*	*
Two-or More	100.00%	50.00%	0.00%
Economic Disadvantage	34.00%	15.00%	0.00%
EL (Current & Monitored)	20.00%	0.00%	0.00%
Special Ed (Current)	25.00%	17.00%	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 learning environment for every child.

Parent Involvement in Policy Development

Marble Falls District Education Improvement Committee (DEIC) is comprised of teachers, paraprofessionals, parents, members of the community, and central office staff. This committee will discuss the design and implementation of the Parent Involvement/Engagement Policy.

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 will be planned at convenient times and locations for all members of the committee.

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 meeting. Parents will be encouraged to become involved in the revising and updating of the policy as necessary.

Notice of the meeting will be provided through written invitation to parents/caregivers and through public notices. Translators will be available to help with Non-English speaking parents/caregivers as needed.

Teacher-Parent-Student Compacts

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, and staff will share responsibility for promoting student achievement.

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

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

- * 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 the Marble Falls community.

Newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls, emails, tweets, websites, and written notices will be used to establish and maintain open lines of communication with parents/caregivers.

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 educational services offered throughout the district or through district contacts.

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 parents. The DEIC will revise the district Parent Involvement/Engagement Policy based on the results of this annual review.

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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General Uses of Funds

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

Evaluation and Monitoring

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

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 26 years of age and who...

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC 29.081 (d-1).];
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. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with §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 Family and Protective 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;

State Compensatory Education (SCE)

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operations, specialized child-care home, or general residential operation; or

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

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

108 Procedures for Identifying Eligible Students

The district contact (executive director of instructional services) 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 Student Information Systems Coordinator.

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

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

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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

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 school-wide 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 2019-2020

Back to School Professional Learning - August 2019

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 Second Step and developing and practicing routines and procedures in the classroom.

Need	Improved reading instruction.
Strategy	Provide new and review training in BAS assessment and best practices in guided reading instruction. Introduce Houghton Mifflin Harcourt curriculum and new ELAR standards.

Need	Improved writing instruction
Strategy	Review Lucy Calkins and utilize it and Houghton Mifflin Harcourt to successfully implement writing workshop in every ELA classroom.

Marble Falls Elementary School Professional Learning 2019-2020

Campus Professional Learning - Job Embedded

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

Need	Improved writing instruction
Strategy	Provide ongoing K-5 staff training, reflections, and norming meetings to support Calkins and HMH writing.

Need	Improved math instruction
Strategy	Develop a common problem solving strategy to be implemented K-5.

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	Teachers will reflect and build on their daily morning meeting time and the use of Second Steps and Stop and Think to explicitly teach and practice social skills and SEL competencies to all students.



**Marble Falls Elementary School
Targeted Improvement Plan Prioritized Focus Areas**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - effective and regular ILT meetings so that we are more strategic in how we plan our time, including which and how frequently we observe teachers and leading PLCs so that they lead to effective collaborative planning, data analysis, differentiation, and reteaching.	Teachers use recurring PLC meetings to collaboratively plan differentiation and parts of lessons (at least know & show charts, objectives, and exit tickets) and ILT gives feedback in meetings to help improve lesson plans.	PLCs are facilitated by ILT and follow an intentional feedback cycle with teachers regarding DDI, reteach, and reassessment.

District Goal 1

MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

Campus Goal 1

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

1.1 Performance Objective 1 MFES will deliver consistent exemplary services in all areas of the curriculum to include all students: General Education, LEP, Special Education, GT, At-Risk, Title I, Dyslexia, and SSI

	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.1.1	All staff will participate in weekly PLC meetings focused on the TEKS, Planning for Student Learning, and sharing of instructional resources	Instructional Coach, Instructional Technologist, Administration, Teachers	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	Weekly Meetings; 10% Increase in STAAR Data; TPRI Data; BAS Data Through the Year	1,2,4,8
1.1.2	MFES will provide intervention to students as needed and as applicable to identified needs; both during the school day and outside of the school day	Teachers, Instructional Staff, Administration	American Reading Company; Instructional Resources; Wilson Materials; SSI Guidelines	TBA's, STAAR, Classroom Grades; TAPR Reports	In Process		1,3,4,8, 9
1.1.3	MFES will implement Essential Action 5.1 - "Objective-driven daily lesson plans with formative assessments" - to achieve the desired annual outcome of "Teachers use recurring PLC meetings to collaboratively plan differentiation and parts of lessons (at least know & show charts, objectives, and exit tickets) and ILT gives feedback in meetings to help improve lesson plans" by focusing on the Action Plan - Milestones as written in the Targeted Improvement Plan (TIP)	Superintendent, DCSI, Curriculum & Instruction, Campus Leadership Team	See Targeted Improvement Plan	See Targeted Improvement Plan	In Process	See Targeted Improvement Plan	1, 2, 3, 8, 9, 10

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 Performance Objective 2

Marble Falls Elementary School will use data and researched best practices to increase the number of students who approach, meet standard, and masters 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

1.2.2

Staff will create Inquiry-Based Science Bins and be trained to teach historically low performing science concepts using hands on, engaging lessons through unit bins that have all materials ready and available for teams.

Teachers, Instructional Staff, Administrators

Campus

Teacher anecdotal notes, STAAR

In Process

10 % Increase in each of these low TEKS as measured by the Science STAAR each year for the next three years.

1,2

1.2.3

Staff will be trained in and implement Lucy Calkins Units of Study in grades K-5.

Teachers, Instructional Staff, Administrators, Reading Specialists

Campus

Student Writing Samples

In Process

75% of students score Level 3 or higher on the post assessment of the last unit of study.

1,2

1.2.4

Teachers will create data-driven lesson plans using formative assessments and provide data-driven instruction in their classrooms.

Teachers, Instructional Staff, Administrators, Specialists

Campus

Lesson Plans, Assessment Data, STAAR

In Process

1,2

1.2.5

MFISD will implement Essential Action 5.5 - "Data-driven instruction" - to achieve the desired annual outcome of "PLCs are facilitated by ILT and follow an intentional feedback cycle with teachers regarding DDI, reteach, and reassessment" by focusing on the Action Plan - Milestones as written in the Targeted Improvement Plan (TIP)

Superintendent, DCSI, Curriculum & Instruction, Campus Leadership Team

See Targeted Improvement Plan

See Targeted Improvement Plan

In Process

See Targeted Improvement Plan

1, 2, 3, 8, 9, 10

District Goal 2

MFISD will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the District's Vision.

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	Develop campus instructional leaders with clear roles and responsibilities including the observation/feedback cycle with staff and facilitation of PLCs	Administration	Schedule, PLC Agendas, Walkthroughs	PLC Agendas, Survey Data	In Process	Responsibility chart written and shared with staff	4,5
2.1.4	MFES will implement Essential Action 1.1 - "Develop campus instructional leaders with clear roles and responsibilities" - to achieve the desired annual outcome of "Instructional leadership team adds structure to two specific areas - elective and regular ILT meetings so that we are more strategic in how we plan our time, including which and how frequently we observe teachers and leading PLCs so that they lead to effective collaborative planning, data analysis, differentiation, and reteaching" by focusing on the Action Plan - Milestones as written in the Targeted Improvement Plan (TIP)	Superintendent, DCSI, Curriculum & Instruction, Campus Leadership Team	See Targeted Improvement Plan	See Targeted Improvement Plan	In Process	See Targeted Improvement Plan	1, 2, 3, 8, 9, 10

District Goal 2		MFISD will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the District's Vision.					
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.					
2.2	Performance Objective 2	Marble Falls Elementary School will provide opportunities to gather student and staff feedback.					
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	MFISD staff will implement activities that increase and respond to student voice.	Administration, Teachers	We Learn Survey results	Surveys	In Process	Reduce the discrepancy gap in three target areas by 5%	1, 2
2.2.2	MFES staff will participate in a Principal's Advisory Committee to give feedback on efforts to increase student learning and build campus culture.	Administration, Principal's Advisory Committee	Meeting agendas	Surveys	In Process	Committee meetings once a month	1, 2, 5

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 frequent communication to our parents and family members through the school year.	Central Office, Administration, ILT, Teachers	Web Page, Student Folders, Blackboard, Twitter Feed, Campus Newsletter, Phone Calls, Emails	CEIC, Campus Survey Results	In Process	10 % Increase in Survey Data	1,6,7
3.1.2	We will provide opportunities for parents and family members to be involved in the educational processes for their students.	Teachers, Instructional Staff	Family Reading Night, Family Nights, Career Day	Parent Feedback, CEIC	In Process	100% of parents will be offered opportunities to be involved in our community.	6
3.1.3	Maintain a volunteer/community involvement program for community members, family members, and parents	Administration, ILT	Campus Facility, Time; Career Day, PTO, Civic Groups; Local Media, , Watch D.O.G.S, Reading Buddies	Visitor Log; Parent Survey Results	In Process	10% Increase in volunteer participation	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.

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

3.2

Performance Objective 2

Marble Falls Elementary School will actively involve all parents and community members in the education of our children through leadership, 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
3.2.1	MFES will develop activities that will result in an increase to diversity of participation in MFISD programs, initiatives, and decision making processes.	Central Office, Curriculum & Instruction, Principals	Internal and External Communications	TASB Survey, Parent Survey, Parent Feedback	In Process	Increased Parent, Family, and Community Satisfaction	6,2,10
3.2.2	MFES will be more intentional about an inclusive approach to the recognition of excellence.	Central Office, Curriculum & Instruction, Principals	Internal and External Communications	TASB Survey, Parent Survey, Parent Feedback	In Process	Increased Parent, Family, and Community Satisfaction	6,2,10

District Goal 4

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

Campus Goal 4

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

4.1 Performance Objective 1 Marble Falls Elementary School will provide opportunities for staff and students to recognize good character traits in students and staff.

	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.1.1	Continue Mustangs of the Month for students PK-5 in order to reinforce responsibility and character.	Teachers; Administrative Staff	Newsletters; Website; Twitter Feed	CaSE Ratings; Campus Survey Results	Planning	60 Students that are representative of MFES campus are recognized.	1, 2, 6
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	1, 2, 6
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

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.

4.2 Performance Objective 2 MFISD will provide social emotional learning opportunities that will reinforce a positive learning environment 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
4.2.1	MFES staff will be trained on developing and implementing Circle Time daily in their classroom as the first step towards implementation of Restorative Discipline.	Teachers; Administrative Staff; Counselor	Mindful Mornings, Guidelines and Rules for Circles	Campus Survey Results	In Process	100% of staff implement daily Circles	2, 3, 4, 9
4.2.2	MFES will implement Positive Behavior Intervention Systems at all grade levels.	Administration, Teachers	Ground Work Pie Behavior Tracking	Quarterly Check-ins, surveys	In Process	1 school-wide celebration/ quarter	2, 3, 4, 9
4.2.3	MFISD will utilize a multi-disciplinary team to create and utilize crisis response teams centered on SEL components	Administration, Teachers	SAMA	Team response summaries	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9
4.2.4	MFISD will provide professional learning opportunities for all staff centered on the components of SEL.	Administration, Teachers, SEBC	CASEL Framework, Second Step, Stop and Think	Disciplinary Referrals and Staff Surveys	In Process	Reduction in office referrals by 10%	2, 3, 4, 9

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 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
5.1.1	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	90% Favorable Results on PD Survey	3,5,7
5.1.4	MFES will establish and carry out the MFISD Mentor Program	Administration; ILT; Mentor Teachers	Campus	Staff Survey	In Process	90% Retention Rate of new staff	3,5,7

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.

5.2	Performance Objective 2	Marble Falls Elementary School will provide social emotional supports for campus staff in order to model best practices and to recruit and retain highly 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
5.2.1	MFES leadership will develop structures to provide social emotional supports to staff.	Superintendent, Superintendent's Cabinet, Curriculum & Instruction, Human Resources	Staff absences, meeting agendas	Recommendations for implementation	In Process	Additional Supports for Staff	5
5.2.2	MFES leadership will become more knowledgeable in how to develop social emotional support programs for staff.	Superintendent, Superintendent's Cabinet, Curriculum & Instruction, Human Resources	Staff absences, meeting agendas	Recommendations for implementation	In Process	Additional Supports for Staff	5
5.2.3	MFES will implement campus level positive activities and positive recognitions for supporting staff.	Principal and leadership team	Team Meetings	Recommendations for implementation	In Process	Additional Supports for Staff	5

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, TIP and follow Title 1 compliance regulations.	Administration	Budget Guidelines from MFISD; CIP; DIP	Adopted Budget	Planning	100% Alignment with CIP and TIP	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	100% feedback gathered reviewed by team	9,1

Colt Elementary School (MFISD)

Campus Improvement Plan

2019-2020

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. Living 212° is what we do!

Colt Elementary Campus Vision

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

**Colt Elementary School
Campus Educational Improvement Committee**

NAME	POSITION Parent, Business, Community, Teacher, etc
Erika O'Connor	Chairperson
Melissa Fletcher	Administrator
Tenisha Graham	PK Teacher
Shelley Vaughn	Kinder Teacher
Kim Scallorn	1st grade Teacher
Tori Benavides	2nd grade Teacher
Dianna Hensley	3rd grade Teacher
Randi Dalton	4th grade Teacher
Cristi Graham	5th grade Teacher
Calli Curran	Paraprofessional
Chrystal Whiteside	Interventionist
Haley Melikian	Special Education
Esther Jones	Specials
Michelle Crain	Library
Kelly Martin	Parent Representative
Holly Gray	Community Representative
Soor'el Puga	Central office admin

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Colt Elementary School Comprehensive Needs Assessment

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

Participants in Attendance	Data Sources Examined
Erika O'Connor	<input checked="" type="checkbox"/> TAPR
Melissa Fletcher	<input checked="" type="checkbox"/> Disaggregated STAAR / TAKS Data
Patty McAlpin	<input checked="" type="checkbox"/> Campus PEIMS Reports
Maria Uvalle	<input checked="" type="checkbox"/> Student Attendance Data
Tenisha Graham	<input checked="" type="checkbox"/> Truancy Data
Shelley Vaughn	<input type="checkbox"/> Referral % for SPED Students
Kim Scallorn	<input checked="" type="checkbox"/> Campus Parent Participation
Tori Benavides	<input type="checkbox"/> Failure Rates
Dianna Hensley	<input checked="" type="checkbox"/> Parent Survey
Randi Dalton	<input checked="" type="checkbox"/> TELPAS Data
Cristi Graham	<input checked="" type="checkbox"/> Achievement Test Data
Calli Curran	<input type="checkbox"/> TBA Data
Sylvia Villarreal	<input checked="" type="checkbox"/> DRA, BAS, or Other Reading
Haley Melikian	<input type="checkbox"/> Pre AP / AP Scores
Michelle Crain	<input type="checkbox"/> PSAT / SAT / ACT Scores
Kelly Martin	<input type="checkbox"/> Completion Rate
Holly Gray	<input type="checkbox"/> Federal Accountability Data
	<input type="checkbox"/> Other

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Colt Elementary School Comprehensive Needs Assessment Summary

Classroom Organization (PK, K-2; 3-5); SPED Classrooms; 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 660 students through classroom teachers, an instructional coach, a social emotional behavior 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 ARD facilitator, a behavior coach, 2 1/2 resource teachers, one speech pathologist, one shared bilingual speech pathologist, one nurse, one registrar, a campus secretary, an administrative assistant, one campus SEL Technician and various other paraprofessionals.

DEMOGRAPHICS

Strengths: We are a diverse campus

Needs: We will focus on Writing for all students; with a close focus on our White, Sped and EcoDis student populations. We will also have a focus on math instruction for all students, keeping a focus on sped, EcoDis and ELL. We will also continue our cohesive focus on the social emotional development of our students through several SEL programs and Growth Mindset.

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, blackboard calls (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, receptionist and counselor.

Needs: Colt will increase communication with our families. Our goal is to make all families feel welcomed by sending them "Blackboard" invitations and share events and activities that are happening on campus, in the family language. Each student will also receive a positive phone call before semester break.

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, PK Guidelines, 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. We will remain focused on Tier 1 instruction through implementation of The Fundamental 5, a book that highlights best practices for quality instruction.

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 part of the school culture through involvement in Back to School Night, open House, Trunk/Treats, 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 highlighted at Friday Assemblies for their academic, artistic and athletic accomplishments. We also highlight social emotional competency by recognizing and celebrating student self management and responsible decision making through Golden Awards. Students are encouraged to set high goals and are praised for achieving their goals. Teachers are committed to providing safe arrival and dismissal procedures for students and they work tirelessly to learn each student by their name and need. The campus has embraced and continues to implement 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 practices as an emphasis on enhancing social emotional development will remain a focus for our staff. Developing a sense of community within faculty & staff, as well as across grade levels will be achieved through a 10-15 minute Morning Meeting. Staff recognition and celebrations throughout the school year will increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of maintaining positive relationships with our students.

CURRICULUM, INSTRUCTION AND ASSESSMENT

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

Needs: Colt students are experiencing difficulty in the areas of reading, writing and mathematics. 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 Fundamental 5 Feedback walkthrough which will provide feedback to teachers to increase the opportunity to have reflective conversations. Goal setting through TTESS will provide differentiated and targeted professional development opportunities to target instruction. Our focus will remain on The Fundamental 5 to help increase quality Tier 1 instruction. There will also be a focus on monthly assessments to track student academic growth over time.

STUDENT ACHIEVEMENT

Campus 2019 Accountability Rating: B

Distinction Designations Earned for 2019: Science, Comparative Academic Growth, Comparative Closing the Gaps

Strengths: Grade level teams have viewed several different and varied forms of data including but not limited to: previous STAAR scores, current ARC/BAS levels, TELPAS data, RTI and SST data, and other data. After reviewing this data, we have found some encouraging signs of growth. 3rd and 5th grade showed improvement in the overall scores for Math, Reading and Science. Students in Kinder, 1st, 2nd, 4th and 5th grade showed improvement as evidenced by Aimsweb and Star Math. Our students showed growth in their reading with increases, ending the year with 70% of student at or above grade level. We had 50 students reach Millionaire status through their reading word count and we ended the year with an overall AR percentage passing average of 87.

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. Through data talks and RTI discussions of students we will be able to analyze interventions being used and analyze their success. 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. Our focus will be on writing and math for all students while maintaining and continuing to build upon the work done in reading.

TECHNOLOGY

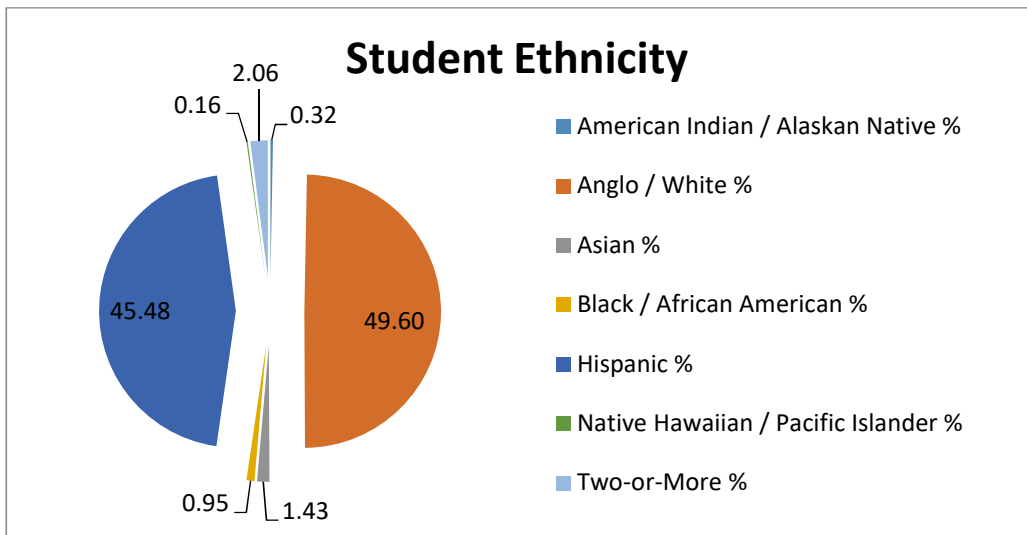
Strengths: Continued use of digital curriculum resources in all content areas and incorporation of project based learning opportunities into content areas. We will again incorporate a campus STEAM day that will highlight how technology as well as all STEAM practices are used in the real world. The MFEF grant for Brain on Wheels will also enforce technology through the lessons and Green Screen opportunities.

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. Teacher awareness of and how to use the various technology resources will continue to be taught in PLCs and various ongoing professional learning sessions.

MFISD GENERAL INFO		2018-2019
Campus Name		Colt Elementary School
# of campuses in district	#	7
current enrollment	#	631
grade level	text	EE-5

STUDENT DEMOGRAPHICS		
American Indian / Alaskan Native	%	0.32
Anglo / White	%	49.60
Asian	%	1.43
Black / African American	%	0.95
Hispanic	%	45.48
Native Hawaiian / Pacific Islander	%	0.16
Two-or-More	%	2.06
Male	%	53.09
Female	%	46.91

CHARACTERISTICS		
% Economically Disadvantaged	%	66.4
# Economically Disadvantaged	#	419
% Limited English Proficient (LEP)	%	22.03
# Limited English Proficient (LEP)	#	139
% Section 504 students	%	4.75
# Section 504 students	#	30
% SPED students	%	13.63
# SPED students	#	86
% At-Risk	%	50.87
# At-Risk	#	321



Colt Elementary School Campus Performance 2019

Math	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	82.00%	52.00%	31.00%
Black/African American	100.00%	100.00%	50.00%
Hispanic	77.00%	42.00%	22.00%
White	85.00%	60.00%	39.00%
American Indian	*	*	*
Asian	100.00%	50.00%	50.00%
Hawaiian/Pacific Islander	100.00%	100.00%	100.00%
Two-or More	83.00%	50.00%	33.00%
Economic Disadvantage	78.00%	46.00%	26.00%
EL (Current & Monitored)	75.00%	38.00%	22.00%
Special Ed (Current)	59.00%	31.00%	9.00%

Science	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	85.00%	55.00%	29.00%
Black/African American	100.00%	100.00%	100.00%
Hispanic	77.00%	47.00%	13.00%
White	94.00%	65.00%	43.00%
American Indian	*	*	*
Asian	100.00%	100.00%	100.00%
Hawaiian/Pacific Islander	100.00%	0.00%	0.00%
Two-or More	50.00%	0.00%	0.00%
Economic Disadvantage	79.00%	48.00%	18.00%
EL (Current & Monitored)	75.00%	42.00%	13.00%
Special Ed (Current)	53.00%	27.00%	13.00%

Reading	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	80.00%	46.00%	21.00%
Black/African American	100.00%	100.00%	100.00%
Hispanic	74.00%	35.00%	12.00%
White	85.00%	54.00%	27.00%
American Indian	*	*	*
Asian	100.00%	50.00%	50.00%
Hawaiian/Pacific Islander	100.00%	100.00%	0.00%
Two-or More	67.00%	33.00%	17.00%
Economic Disadvantage	77.00%	38.00%	15.00%
EL (Current & Monitored)	78.00%	38.00%	11.00%
Special Ed (Current)	56.00%	16.00%	3.00%

Writing	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	47.00%	26.00%	4.00%
Black/African American	100.00%	100.00%	0.00%
Hispanic	35.00%	15.00%	9.00%
White	52.00%	29.00%	2.00%
American Indian	*	*	*
Asian	*	*	*
Hawaiian/Pacific Islander	*	*	*
Two-or More	100.00%	100.00%	0.00%
Economic Disadvantage	44.00%	21.00%	4.00%
EL (Current & Monitored)	32.00%	11.00%	0.00%
Special Ed (Current)	30.00%	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 learning environment for every child.

Parent Involvement in Policy Development

Marble Falls District Education Improvement Committee (DEIC) is comprised of teachers, paraprofessionals, parents, members of the community, and central office staff. This committee will discuss the design and implementation of the Parent Involvement/Engagement Policy. 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 will be planned at convenient times and locations for all members of the committee.

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 meeting. Parents will be encouraged to become involved in the revising and updating of the policy as necessary. Notice of the meeting will be provided through written invitation to parents/caregivers and through public notices. Translators will be available to help with Non-English speaking parents/caregivers as needed.

Teacher-Parent-Student Compacts

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, and staff will share responsibility for promoting student achievement.

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

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

- * 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 the Marble Falls community.

Newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls, emails, tweets, websites, and written notices will be used to establish and maintain open lines of communication with parents/caregivers.

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 educational services offered throughout the district or through district contacts.

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 parents. The DEIC will revise the district Parent Involvement/Engagement Policy based on the results of this annual review.

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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General Uses of Funds

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

Evaluation and Monitoring

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

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 26 years of age and who...

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC 29.081 (d-1).];
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. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with §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 Family and Protective 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;

State Compensatory Education (SCE)

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operations, specialized child-care home, or general residential operation; or

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

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

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The district contact (executive director of instructional services) 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 Student Information Systems Coordinator.

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

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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

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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

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 school-wide 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 2019-2020

Back to School Professional Learning - August 2019

Need	Increase Team Building: We have 19 either new to campus staff or new to positions
Strategy	We must learn to trust each other. Each staff member will take an "animal" leadership inventory and cultural proficiency inventory to see how they can work with others. All staff will go to IFLY in Austin for a sky-diving experience. They will watch a video on how 164 sky-divers create a cog in mid-air and build upon the idea of Collective Efficacy.

Need	Increase Student Voice and Participation
Strategy	Create campus opportunities for grade-levels to "transform" their learning environments by creating a unique learning experience. Teachers will transform for one of these in-school events: 9/19:Rock your School; 11/15: Tolerance Day; 3/2: Dr. Seuss; 4/24: Fiesta.

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	Focus on Instruction:
Strategy	Extended PLC (Planning time) to learn how to use the focus math TEKS and learn how to flow from Concrete to Pictorial to Abstract. Utilize the Math Task Force to continue supporting the use of math concrete materials prior to moving to the abstract concepts. Also, our teachers will discuss how to use literacy conference notes to make informed decisions to create learning targets for their students. Principal will give expectations for PLCs so teachers are aware of what they must do prior to coming, what will happen during and what their responsibility will be after the PLC.

Need	Increase awareness of SEL
Strategy	Using Planners for student goal setting, restorative practices and SAMA de-escalation

Colt Elementary School Professional Learning 2019-2020

Campus Professional Learning - Job Embedded

Need	Needs of Diverse Population
Strategy	Rise Up- The Power of Yet- Build a Growth Mindset; Stop and Think and Second Step Curriculum; continue using the Grounding Zone; teach the use of the Peace Path for SEL conflict resolution as it becomes more student directed.

Need	Increase culture of student success
Strategy	Build on 212°. Highlight students for Rising Up. Continue having monthly Popcorn with the Principal and Friday Assemblies to highlight student success.

Need	Impact Instruction
Strategy	Math Fluency, Number Talks, Guided Math, Writing strategies, Lucy Calkins, Rubrics, Reading strategies, Differentiation, using resources. Embed data talks into all PLCs and planning sessions as we provide teachers the tools they need to use their data to guide instruction

Need	Increase teacher capacity
Strategy	Timely feedback from Fundamental 5 Feedback walk throughs, instructional coaching, PLC collaboration, allowing teachers to participate in "instructional rounds" to view evidence of how others are implenting Fundamental 5. Use the SEBC as a resource to support teacher's who need classroom managment tools and to help students too.

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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 will 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, morning meetings.	Common assessments, STAAR , BAS, TPRI, Aimsweb, T-TESS Feedback; Student Behavior Data	In Progress	100% of Planning is centered on TEKS. Students will show growth on BAS levels for reading and students will show growth on STAAR on Meets and Masters	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 and SEL social skills	Common assessments, STAAR , T-TESS Feedback; Student Behavior Data	In Progress	Teacher feedback is positive	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; WIN 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

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District Goal 2

MFISD will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the District's Vision.

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	In Progress	All teachers will meet their TTESS goals	4.5
2.1.2	The campus will collaborate and reflect on a consistent focus on the Power of Yet and a Growth Mindset. They will implement the Stop and Think & Second Step Curriculum and 212 Degrees implementing Social Emotional Strategies with fidelity through the use of a Morning Meeting.	Teachers, ILT, Counselors	Stop and Think, Growth Mindset, 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	Increased emphasis on communication through purposeful team leader meetings and ILT meetings	Admin, Specialist, Team Leaders	Emails, agendas	Meeting agendas and minutes	In Progress	Staff will be more informed	1,6

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District Goal 2		MFISD will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the District's Vision.					
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.					
2.2	Performance Objective 2	Colt 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	Colt Elementary staff will implement activities that increase and respond to student voice. Colt will do this through the use of student leadership opportunities and also with writing after transformational opportunities campus events.	All Staff	Student Leadership, Coffee Club	Student involvement	In Progress	Increased opportunities for students	2,6,9

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 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	Implement Thoughtful Thursday. All instructional staff will make phone contact with each student in their class by Semester break.	Teachers, Instructional Staff	Teacher Script; Teacher Communication Log-Campus Spreadsheet	Google Spreadsheet will be completed	In Progress	100% of Instructional Staff will make positive contact with 100% of their students by the end of the semester	2,6,9
3.1.2	Colt Elementary will provide opportunities for parents and family members to be involved in the educational processes for their students.	Teachers, Instructional Staff	PTO, blackboard emails, and other social media communication	Sign in Sheets; Parent Feedback	Planning	100% of parents will be offered opportunities to be involved in the CES community.	2,9
3.1.3	Parents will be notified of upcoming school events through Blackboard communication and will be given a back to school brochure that explains about our school culture	ILT	Brochure and Blackboard communication	Parent feedback and attendance at events	On-going	100% of parents are notified	6

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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 Performance Objective 2

Colt will increase diversity and build an inclusive community of stakeholders.

	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	Colt Elementary will develop activities that will result in an increase in diversity of participants in programs, initiatives, and decision making processes. For example, Colt will reach out to our community to solicit volunteers for our STEAM day and also provide opportunities for parents to share a word of wisdom during our morning announcement time.	Admin, Teachers	PTO sign in sheets, FB live events	increased participation	In Progress	Increased diversity across campus events	2
3.2.2	Colt Elementary will be more intentional about an inclusive approach to the recognition of excellence. Colt will do this by calibrating around the selection process for Popcorn with the Principal students. We will also continue highlighting our students during Friday Assemblies for academics, athletics and the arts achievements	Teachers, Instructional Staff	Pictures of Popcorn students, names to highlight at assemblies	Observations	In Progress	Increased diverse parent attendance at Friday Assemblies	6, 9
3.2.3	A Cultural Equity Team will be created to enhance cultural awareness.	IC and Cultural Equity Team	Agendas, minutes	Increased participation	New implementation	Increased diversity	1, 6, 9

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District Goal 4

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

Campus Goal 4

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

4.1 Performance Objective 1 Colt Elementary School will enhance a healthy environment by providing opportunities for students to explore their talents and strengths.

Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.1.1	Highlight student participation in extracurricular activities such as choir, safety patrol, and student leadership, coffee club, UIL, Millionaire readers and Marathon runners	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	Colt Elementary will implement Lunch Bunch Groups	Admin, Counselor, GT, SpEd, Classroom teachers	SEL Lessons	Observation	ongoing	Increase in positive office referrals	1, 2, 6, 10

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District Goal 4

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

Campus Goal 4

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

4.2 Performance Objective 2 MFISD will provide social emotional learning opportunities that will reinforce a positive learning environment 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
4.2.1	Colt Elementary will implement Positive Behavior Intervention Systems at all grade levels. Create and Use individual student charts and check lists to help student learn self-management skills	All Staff	Restorative Practices	Increase Positive Office Referrals and decrease Negative Office Referrals	In Progress	Increase Positive Office Referrals and decrease Negative Office Referrals	2, 3, 4, 9
4.2.2	MFISD will utilize an SEL Implementation Committee to create and implement SEL lessons in all grade levels.	All staff	use of Stop/Think and Second Step	Students will request to use the Peace Path for conflict resolution	In Progress	Increase Positive Office Referrals and decrease Negative Office Referrals	2, 3, 4, 9
4.2.3	MFISD will utilize a multi-disciplinary team to create and utilize crisis response teams centered on SEL components	Admin, SEBC, SEL Tech	Classroom data	Observation	In Progress	Decrease Negative Office Referrals	2, 3, 4, 9
4.2.4	MFISD will provide professional learning opportunities for all staff centered on the components of SEL.	ILT	Newsletter	Walkthrough data	New	100% active participation	2, 3, 4, 9

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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 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
5.1.1	Utilize the 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	Continue the Mentor Mentee program	Administration; IC; Mentor Teachers	Mentor/ Mentee agendas	Staff Survey	In Progress	Retain new staff	3,5,7

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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.

5.2	Performance Objective 2	Colt Elementary School will provide social emotional supports for campus staff in order to model best practices and to recruit and retain highly 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
5.2.1	Colt Elementary leadership will develop structures to provide social emotional supports to staff. (Transformative learning opportunities (Rock your school), monthly luncheons, Staff Newsletter, Monthly fun events)	ILT, Joy Committee	Newsletter, event participation, Twitter	Observation	New	Joyful Staff	5
5.2.2	Colt Elementary campus level leadership will become more knowledgeable in how to develop social emotional support programs for staff.	ILT	Newsletter	increase positive office referrals	In Progress	increase of positive office referrals to be 50% of the negative	5
5.2.3	Colt Elementary will implement campus level positive activities and positive recognitions for supporting staff.	ILT, Joy Committee	Newsletter, event participation, Twitter	Observation	New	Joyful Staff	5

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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 and follow Title 1 compliance regulations.	Administration	Budget Guidelines from MFISD; CIP; DIP	Adopted Budget	Planning	100% alignment with CIP	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	100% feedback gathered reviewed by team	9,1
6.1.3	Budget has been set aside for transformative SEL opportunities	Administration	Budget, CIP	money was spent appropriately	New	100% allocated money spent	9,1

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Spicewood Elementary School (MFISD)

Campus Improvement Plan

2019-2020

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.



SPICEWOOD ELEMENTARY CAMPUS MISSION

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

SPICEWOOD ELEMENTARY 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
Susan Cox	Principal
Gina Ko	Counselor
Mary Groth	Gifted and Talented Teacher
Kelsy Hickingbottom	Teacher
Judie Jenkins	Teacher
Kalika Turner	Teacher
Mike Fruge	Community Member
Aaron Arana	Business Member
Jeanna Jett	Parent
Delight Dehorty	Administrative Assistant
Leslie Baty	District

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Spicewood Elementary School
Comprehensive Needs Assessment Summary

Number of Students served, compared to previous year. 221/223

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

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

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 and math 4th-5th and 4th writing. All classroom teachers are ESL certified.

Needs: Campus STAAR data is lower than expected in 3rd grade reading and 5th grade science. See the Campus Performance 2019 sheet.

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. We implemented a mentoring program for new staff. 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 continue 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 learning within all content areas including behavioral supports, Positive Behavior Intervention Supports (PBIS), Second Step, literacy instruction, and a conceptual approach to all academic instruction.

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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. We will implement Second Step and continue Stop and Think. Supervision and routines in dismissal areas (bus line, after school program) will be evaluated to ensure students arrive safely home. We will be intentional in our consistency with classroom management and common area expectations. Purposeful and timely staff recognition and team building will be used to continue to develop a strong, enduring climate and culture at SWES.

Strengths: SWES has weekly structured vertical and grade level 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 conversations 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, reading, and science will be specifically addressed. SWES will improve the use of student data, focus on effective Tier I instruction, consistently use of the district developed 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

Campus 2019 Accountability Rating: A

Distinction Designations Earned for 2019: ELA/Reading, Mathematics, Comparative Academic Growth, Postsecondary Readiness, Comparative Closing the Gaps

Strengths: The CEIC and Instructional Leadership Team review multiple forms of data including but not limited to previous STAAR scores, current BAS/TPRI levels, Renaissance 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 train staff on differentiation strategies.

Needs: We will focus on the standards through vertical team and grade level planning sessions to positively impact student achievement. Our Response to Intervention (RtI) team will focus on meeting the needs of struggling students while we provide enrichment through small group instruction, Makerspace, pull-out programs, and school clubs.

TECHNOLOGY

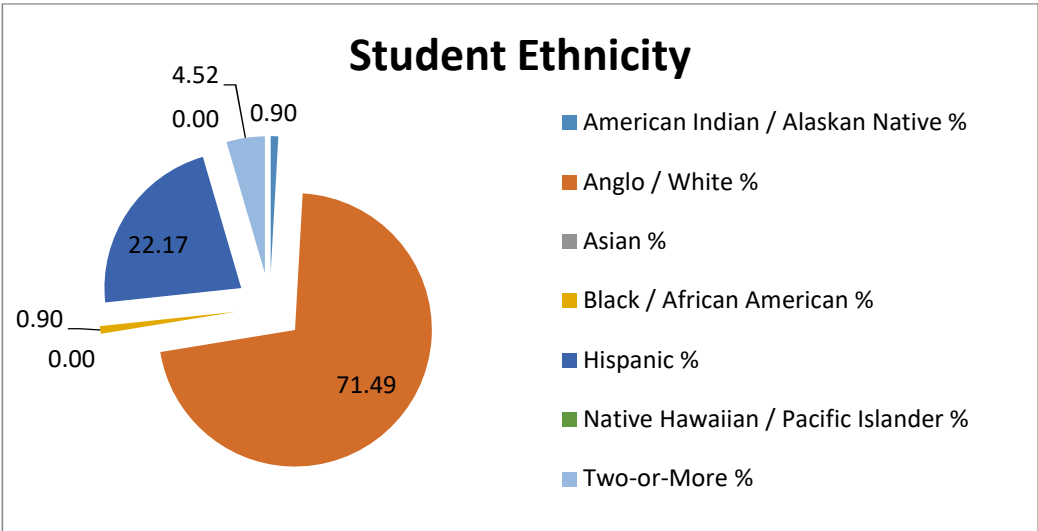
Strengths: All staff received training and support for technology and develop integrated lessons. Our specialist assists teachers in the integration of technology and several teachers are developing Google classrooms and using educational apps such as Seesaw. We utilized new technology such as casting TVs and Google hangouts to support a homebound student. 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.

Needs: We will work to make technology integration meaningful and to connect with knowledge and experiences that would be unavailable without the technology tool. Staff will lead a regular professional learning opportunities designed around the edcamp structure.

MFISD GENERAL INFO		2018-2019
Campus Name		Spicewood Elementary School
# of campuses in district	#	7
current enrollment	#	221
grade level	text	EE-5

STUDENT DEMOGRAPHICS		
American Indian / Alaskan Native	%	0.90
Anglo / White	%	71.49
Asian	%	0.00
Black / African American	%	0.90
Hispanic	%	22.17
Native Hawaiian / Pacific Islander	%	0.00
Two-or-More	%	4.52
Male	%	61.09
Female	%	38.91

CHARACTERISTICS		
% Economically Disadvantaged	%	48.42
# Economically Disadvantaged	#	107
% Limited English Proficient (LEP)	%	5.43
# Limited English Proficient (LEP)	#	12
% Section 504 students	%	9.95
# Section 504 students	#	22
% SPED students	%	11.31
# SPED students	#	25
% At-Risk	%	31.22
# At-Risk	#	69



Spicewood Elementary School Campus Performance 2019

Math	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	92%	57.00%	32.00%
Black/African American	*	*	*
Hispanic	90%	38.00%	19.00%
White	92%	60.00%	36.00%
American Indian	100	0.00%	0.00%
Asian	100%	100.00%	0.00%
Hawaiian/Pacific Islander	100%	100.00%	100.00%
Two-or More	100%	80.00%	40.00%
Economic Disadvantage	89%	50.00%	25.00%
EL (Current & Monitored)	100	20.00%	20.00%
Special Ed (Current)	78%	22.00%	22.00%

Science	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	73.00%	33.00%	9.00%
Black/African American	*	*	*
Hispanic	73.00%	18.00%	9.00%
White	68.00%	37.00%	11.00%
American Indian	*	*	*
Asian	100.00%	0.00%	0.00%
Hawaiian/Pacific Islander	100.00%	100.00%	0.00%
Two-or More	100.00%	100.00%	0.00%
Economic Disadvantage	45.00%	27.00%	0.00%
EL (Current & Monitored)	33.00%	0.00%	0.00%
Special Ed (Current)	40.00%	20.00%	20.00%

Reading	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	91.00%	71.00%	46.00%
Black/African American	*	*	*
Hispanic	95.00%	57.00%	38.00%
White	89.00%	73.00%	47.00%
American Indian	100.00%	100.00%	0.00%
Asian	100.00%	0.00%	0.00%
Hawaiian/Pacific Islander	100.00%	100.00%	100.00%
Two-or More	100.00%	100.00%	80.00%
Economic Disadvantage	84.00%	68.00%	41.00%
EL (Current & Monitored)	80.00%	60.00%	20.00%
Special Ed (Current)	67.00%	44.00%	33.00%

Writing	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	90.00%	58.00%	20.00%
Black/African American	*	*	*
Hispanic	71.00%	29.00%	0.00%
White	97.00%	62.00%	24.00%
American Indian	100.00%	100.00%	0.00%
Asian	*	*	*
Hawaiian/Pacific Islander	*	*	*
Two-or More	67.00%	67.00%	33.00%
Economic Disadvantage	84.00%	47.00%	0.00%
EL (Current & Monitored)	100.00%	100.00%	0.00%
Special Ed (Current)	67.00%	33.00%	33.00%

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 learning environment for every child.

Parent Involvement in Policy Development

Marble Falls District Education Improvement Committee (DEIC) is comprised of teachers, paraprofessionals, parents, members of the community, and central office staff. This committee will discuss the design and implementation of the Parent Involvement/Engagement Policy. 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 will be planned at convenient times and locations for all members of the committee.

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 meeting. Parents will be encouraged to become involved in the revising and updating of the policy as necessary. Notice of the meeting will be provided through written invitation to parents/caregivers and through public notices. Translators will be available to help with Non-English speaking parents/caregivers as needed.

Teacher-Parent-Student Compacts

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, and staff will share responsibility for promoting student achievement.

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

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

- * 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 the Marble Falls community.

Newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls, emails, tweets, websites, and written notices will be used to establish and maintain open lines of communication with parents/caregivers.

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 educational services offered throughout the district or through district contacts.

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 parents. The DEIC will revise the district Parent Involvement/Engagement Policy based on the results of this annual review.

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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General Uses of Funds

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

Evaluation and Monitoring

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

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 26 years of age and who...

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC 29.081 (d-1).];
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. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with §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 Family and Protective 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;

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State Compensatory Education (SCE)

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operations, specialized child-care home, or general residential operation; or

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

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

100 Procedures for Identifying Eligible Students

The district contact (executive director of instructional services) 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 Student Information Systems Coordinator.

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

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

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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

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 school-wide 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 2019-2020

Back to School Professional Learning - August 2019

Need	Increase focus on student achievement
Strategy	Provide training to all staff on Second Step and MTSS approach to student support.

Need	Discipline Procedures
Strategy	Discussion about Code of Conduct, common expectations and implement Social Emotional Lessons. Staff will serve on campus discipline committee.

Need	Compliance
Strategy	All staff complete Eduhero videos.

Need	Focus on culture
Strategy	Staff learning opportunities will be developed through campus survey and teambuilding will be embedded in weekly staff meetings.

Need	Safety Focus
Strategy	Staff and students will receive training on safety procedures and drills will be used to practice throughout the year.

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Spicewood Elementary School Professional Learning 2019-2020

Campus Professional Learning - Job Embedded

Need	Increase and continue literacy and guided instruction - PK-5
Strategy	Implement Lucy Calkins writing and reading workshop in all grade levels. Teachers will provide guided instruction in both math and reading.

Need	Positive Behavior Supports
Strategy	Train and implement Second Step curriculum and continue to utilize Stop and Think strategies.

Need	Rtl and Intervention
Strategy	Implement effective progress monitoring and Rtl support through intervention and small group instruction with fidelity.

Need	Differentiation and Instruction
Strategy	Provide professional development on differentiation and strategies for working with special populations and facilitate professional development on best practices for engaging all learners including responding to student voice.

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



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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

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	Utilize vertical and grade level PLC's to focus on tier 1 instruction	Instructional Coach, Administration, Teachers	Collaborative Planning, Walk-through data, Lesson plans, Vertical Alignment Documents, Fundamental 5	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	Achieve or maintain 90% or above STAAR passing; AR Math; AR Reading; TPRI Data; BAS data through the year	1,2,4,8
1.1.2	Staff will utilize best practice and innovative approaches to ensure all students attain curriculum concepts by providing appropriate and timely remediation and challenge.	Curriculum & Instruction, Instructional Coach, Administration, Counselor	Eduphoria, Collaborative Planning, Walk-through data, Lesson plans	Mustang Measures/HMH Module Assessment, STAAR, Classroom Grades, T-TESS Feedback, TPRI, Renaissance Data, 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, acceleration and remediation. Create and monitor plan for interventions and enrichment	Teachers, Instructional Staff, RtI Teams, Counselor, Administration	Instructional Resources; Wilson Materials; SSI Guidelines; Challenge Lab; AIMSWeb; BAS; TPRI; Mustang Measures, AR Math/Reading	Mustang Measures/HMH Module Assessment, STAAR, Classroom Grades, RtI Documentation, TPRI, Renaissance Data	In Process	Identification of student needs, Achieve or maintain 90% or above STAAR passing; TPRI Data; AR Math/Reading; BAS data through the year	1,3,4,5

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District Goal 1

MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

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

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
1.2.1	PLC discussion focused on developing and implementing innovative approaches to meeting the needs of every child.	Curriculum & Instruction, Instructional Coach, Administration, Teachers	Instructional Resources; LLI; Challenge Lab; Mustang Measures ; BAS; TPRI	Mustang Measures, 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, RtI Team, Teachers, Counselor	Instructional Resources, Book Studies, CAP, Learning Academy, GT, RtI 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

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District Goal 2

MFISD will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the District's Vision.

Campus Goal 2

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

2.1 Performance Objective 1

Spicewood Elementary School will provide leadership opportunities to students using the concepts from The Leader in Me, 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 Second Step and Stop and Think to develop social emotional intelligence	Teachers, Administration, ILT, Counselor	Second Step, Stop and Think, CASEL Model, Character Count Resources	Feedback from teachers, parents, and students	In Process	100% implementation of SEL curriculum	1,6
2.1.2	Students have multiple opportunities to serve as leaders (special event leaders, 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	Morning meeting committee made up of students leaders will manage and train other students on public speaking.	Administration, Instructional Coach	Morning meeting ideas, Google Drive/Forms, Student surveys	Student response and participation	In Process	Increase in students self awareness and self confidence	1,2,3,8

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District Goal 2

MFISD will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the District's Vision.

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.

2.2 Performance Objective 2

Spicewood Elementary will provide leadership opportunities for staff through professional development, committees and other 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
2.2.1	Administration and Instructional Coaches will facilitate individual growth and leadership of staff at the campus level.	Administration, Instructional Coach, ILT, Counselor, Teachers	ILT Meetings, Book Studies, PLC	Feedback from staff	In Process	Increase in staff leadership roles on campus	3,5
2.2.2	Teachers will develop a system for continuous improvement through coaching partners, using the coaching cycle.	Administration, Instructional Coach, ILT, Teachers	Coaching partner meetings, PLC	Feedback from coaching partners	In Process	Increase in staff effectiveness and confidence.	1, 4
2.2.3	SWE will implement activities that increase and respond to student voice.	Administration, Teachers, ILT	Student meetings, Goal setting,	Feedback from students and parents	In Process	Increase in student goal setting and student driven learning environment	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.

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, Blackboard, Twitter Feed, Facebook Page, Translators, Student Planners, PTO	Participation in community and family events; Parent and student Survey Results	Planning; In Process	Continued 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, Reading Buddies, Math Buddies, OWLS, Mentors	Visitor Log; Parent Survey Results	In Process	Continued increase in volunteer participation	6,7
3.1.3	Consistent parent & family meetings throughout the year	Administration, Teachers	Meet the Teacher, Parent Information Night, Family Literacy Night, Parent Conferences, PTO	Participation in community and family events; Parent Survey Results	In Process	Continued increase in parent & family member participation	6,7

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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

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 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	Spicewood Elementary will develop activities that will result in an increase to the amount of diversity of participation in MFISD programs, initiatives, and decision making processes.	Central Office, Curriculum & Instruction, Principals	Internal and External Communications	TASB Survey, Parent Survey, Parent Feedback	In Process	Increased Parent, Family, and Community Satisfaction	6,2,10
3.2.3	Spicewood Elementary will be more intentional about an inclusive approach to the recognition of excellence.	Central Office, Curriculum & Instruction, Principals	Internal and External Communications	TASB Survey, Parent Survey, Parent Feedback	In Process	Increased Parent, Family, and Community Satisfaction	6,2,10

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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	Dismissal 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	Spicewood Elementary will focus on staff and student well being and academic success through SEL.					
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	Each classroom will implement restorative circles and SEL strategies throughout the day.	All staff; Administration	Restorative Circle training	Informal data from students and staff, discipline referrals, Academic data	In Process	Students will effectively use SEL strategies to be successful	1,2,3,5

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

4.3 Performance Objective 3

Spicewood Elementary will provide social emotional learning opportunities that will reinforce a positive learning environment 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
4.3.1	SWE will implement Positive Behavior Intervention Systems at all grade levels.	Administration, ILT,SEBC, IC, Counselor	Schoolwide Expectations,	Discipline data	In Process	Development of coaching systems/consequences for behaviors	2, 3, 4, 9
4.3.2	SWE will utilize a District created SEL scope and sequence and lessons in all grade levels.	Administration, ILT,SEBC, IC, Counselor, Teachers	Second Steps, Scope and Sequence, Stop and Think, Schedule, SEBC	Walk Through Data, Student Response	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9
4.3.3	SWE will provide professional learning opportunities for all staff centered on the components of SEL.	Administration, ILT,SEBC, IC, Counselor	SAMA Training, Second Step/Stop and Think training	De-escalation support, discipline data	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9
4.4.3	MFISD will utilize a multi-disciplinary team to create and utilize crisis response teams centered on SEL components	Coordinator of SEL, SEL Coaches/Counselors, Principals	Team creation and recommendations	Team response summaries	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9

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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 qualification standards for current position	Administration; Central Office	Job Posting Requirements; Campus Interview Process	Staff Certifications	Completed	100% of staff fully certified in all positions	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	Retain qualified 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	Staff will respond to surveys and receive requested supports	3,5,7

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District Goal 5

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

Campus Goal 5

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

5.2 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 check in regularly for updates events and pertinent information.	Administration, Instructional Coach	Check in and staff meetings	Check in and staff survey	In Process	Staff retention	3, 5, 7
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	Staff retention	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	Staff survey, goal setting and retention	3, 5, 7

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.

5.3 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	SWES will develop team building/ culture building activities	Administration, ILT, Counselor	Houses, Kagan and other team building supports	Staff Survey	In Process	Positive climate survey results	3, 5, 7
5.3.2	SWE will celebrate staff achievements	Administration, ILT, Counselor	Calendar of events and schedules	Staff Survey	In Process	Positive climate survey results	3, 5, 7
5.3.3	SWE Leadership will write positive/encouraging notes for staff during the year	Administration, Staff	Calendar of events and schedules	Staff Survey	In Process	Positive climate survey results	3, 5, 7

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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.

5.4 Performance Objective 4

Spicewood Elementary School will provide social emotional supports for campus staff in order to model best practices and to recruit and retain highly 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
5.4.1	SWE Campus ILT will develop structures to provide social emotional supports to staff.	Administration, ILT, Teacher Committee	SEL Room, Support systems, EAP	Staff Survey	In process	Positive climate survey results	5
5.4.2	SWE ILT will research social emotional supports and develop a plan to provide training or book studies for staff.	Administration, ILT, Teacher Committee	Emotional Intelligence, Love Language Survey, Enneagrams	Staff survey	In process	Positive climate survey results	5
5.2.3	SWE will implement campus level positive activities and positive recognitions for supporting staff.	Principal and leadership team	Team Meetings	Recommendations for implementation	In Process	Additional Supports for Staff	5

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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	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	Student, Staff and Community Surveys	9,1

Highland Lakes Elementary School

Campus Improvement Plan

2019-2020

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.

HLES VISION:

United in excellence for every child, every day, every opportunity.

NUESTRA VISIÓN:

Unidos en excelencia para cada niño, cada día, cada oportunidad.



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

**Highland Lakes Elementary School
Campus Educational Improvement Committee**

NAME	POSITION Parent, Business, Community, Teacher, etc
Leslie Talamantes	Chairperson
Angela Kennedy	Admin - District Level
Stacy Lashbrook	Administrator At-Large
LeeAnn Harkins	Administrator At-Large
Rebecca Rios	Teacher At-Large
Casey Keeton	Non-Teaching Professional
Shana Bass	Teacher
Anna Keeter	Teacher
Bryanna Lopez	Teacher
Carol Denton	Teacher
Christina Hartley	Community
Michele Boshears	Parent

Highland Lakes Elementary School Comprehensive Needs Assessment

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

Participants in Attendance	Data Sources Examined
Leslie Talamantes	<input checked="" type="checkbox"/> TAPR
Angela Kennedy	<input checked="" type="checkbox"/> Disaggregated STAAR Data
Stacy Lashbrook	<input checked="" type="checkbox"/> Campus PEIMS Reports
LeeAnn Harkins	<input checked="" type="checkbox"/> Student Attendance Data
Rebecca Rios	<input checked="" type="checkbox"/> Truancy Data
Casey Keeton	<input checked="" type="checkbox"/> Referral % for SPED Students
Shana Bass	<input checked="" type="checkbox"/> Campus Parent Participation
Anna Keeter	<input checked="" type="checkbox"/> Failure Rates
Bryanna Lopez	<input checked="" type="checkbox"/> Parent Survey
Carol Denton	<input checked="" type="checkbox"/> TELPAS Data
Christina Hartley	<input checked="" type="checkbox"/> Achievement Test Data
Michele Boshears	<input checked="" type="checkbox"/> Common Assessment 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

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Highland Lakes Elementary School Comprehensive Needs Assessment Summary

Classroom Organization (PK-2; 3-5); SPED Classrooms; Dual Language One Way and ESL 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, behavior coaches, and math and reading support.

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 overall accountability rating, with 71% of students gaining a year in reading and math skills over the course of the school year.

Needs: Additional supports for some of the neediest students. Streamlining of support systems on campus. Continuation of professional development over dual language and meeting the needs of ELL students across all classes. HLES STAAR data is lower than expected in most areas; see the Campus Performance 2019 Overview

FAMILY AND COMMUNITY INVOLVEMENT

Strengths: We are fortunate to have an active Parent Teacher Organization, several committees that involve parents, family members, and community members. Parents feel well informed, admin is accessible and they trust the classroom teachers. 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 increase our hands on engaging parent nights and student-led events and to 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. District policies and practices ensure that campuses have effective, well-supported teachers. Our Title 1 funds help to secure support staff. 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 practicing critical writing in content areas. 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 target individual teacher needs for professional training will support the development of high quality educators. Faculty meetings are used as continuing professional development within all curriculum areas, in which teachers learn more about timely use of student data to drive learning, effective instructional strategies, Guided Reading, Conceptual Approach to Mathematics, Dyslexia and DL/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 PTO 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, will be emphasized. 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 and achievement. Instructional designs, such as: Lead4Ward field guides and strategies playlists, Fundamental Five, 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 teacher to collaborate effectively with a focus on effective instruction. We will continue learning walks and increase the opportunity to observe and provide targeted feedback. 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

Campus 2019 Accountability Rating: C

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, Renaissance STAR, TPRI, 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 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.

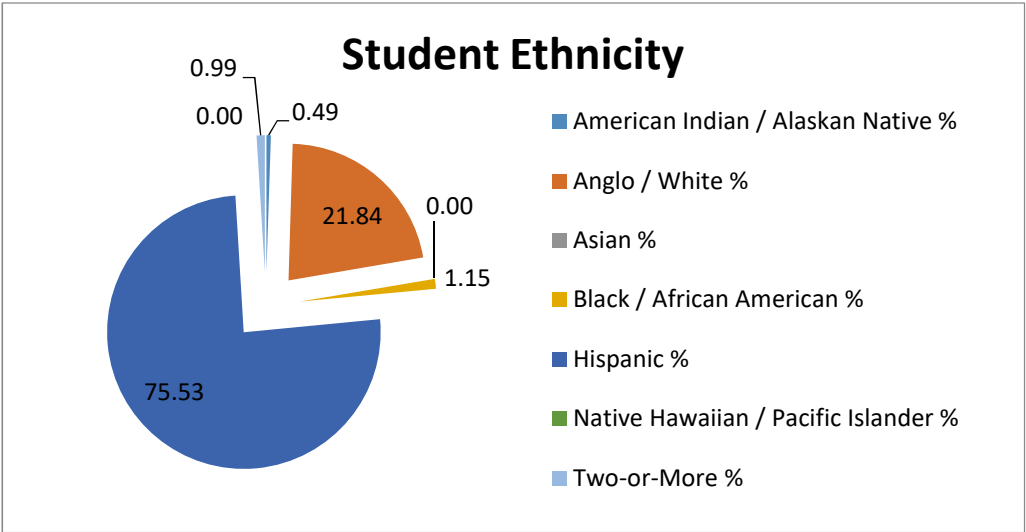
TECHNOLOGY

Strengths: Technology training was held before the school year to give teachers ways to manage and monitor student device use and to use technology to enhance what they are already doing in the classroom. Additional training will be held during collaborative planning.

Needs: Many teachers still use technology for organization and communication rather than to give students novel ways to collaborate, create, and publish using technology.

CAMPUS GENERAL INFO		2018-2019
Campus Name		Highland Lakes Elementary School
# of campuses in district	#	7
current enrollment	#	609
grade level	text	EE-5

STUDENT DEMOGRAPHICS		
American Indian / Alaskan Native	%	0.49
Anglo / White	%	21.84
Asian	%	0.00
Black / African American	%	1.15
Hispanic	%	75.53
Native Hawaiian / Pacific Islander	%	0.00
Two-or-More	%	0.99
Male	%	54.19
Female	%	45.81



CHARACTERISTICS		
% Economically Disadvantaged	%	88.51
# Economically Disadvantaged	#	539
% Limited English Proficient (LEP)	%	44.01
# Limited English Proficient (LEP)	#	268
% Section 504 students	%	1.81
# Section 504 students	#	11
% SPED students	%	11.49
# SPED students	#	70
% At-Risk	%	72.25
# At-Risk	#	440

Highland Lakes Elementary School Campus Performance 2019

Math	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	66.00%	28.00%	12.00%
Black/African American	67.00%	33.00%	0.00%
Hispanic	65.00%	24.00%	10.00%
White	68.00%	41.00%	15.00%
American Indian	*	*	*
Asian	*	*	*
Hawaiian/Pacific Islander	*	*	*
Two-or More	*	*	*
Economic Disadvantage	63.00%	25.00%	9.00%
EL (Current & Monitored)	69.00%	25.00%	10.00%
Special Ed (Current)	38.00%	16.00%	5.00%

Science	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	58.00%	29.00%	13.00%
Black/African American	*	*	*
Hispanic	59.00%	20.00%	4.00%
White	57.00%	46.00%	32.00%
American Indian	*	*	*
Asian	*	*	*
Hawaiian/Pacific Islander	*	*	*
Two-or More	*	*	*
Economic Disadvantage	58.00%	23.00%	8.00%
EL (Current & Monitored)	56.00%	21.00%	3.00%
Special Ed (Current)	33.00%	33.00%	7.00%

Reading	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	66.00%	33.00%	16.00%
Black/African American	33.00%	33.00%	33.00%
Hispanic	64.00%	30.00%	13.00%
White	71.00%	44.00%	21.00%
American Indian	*	*	*
Asian	*	*	*
Hawaiian/Pacific Islander	*	*	*
Two-or More	*	*	*
Economic Disadvantage	62.00%	29.00%	12.00%
EL (Current & Monitored)	62.00%	25.00%	9.00%
Special Ed (Current)	35.00%	22.00%	0.00%

Writing	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	58.00%	22.00%	3.00%
Black/African American	0.00%	0.00%	0.00%
Hispanic	58.00%	25.00%	4.00%
White	59.00%	12.00%	0.00%
American Indian	*	*	*
Asian	*	*	*
Hawaiian/Pacific Islander	*	*	*
Two-or More	*	*	*
Economic Disadvantage	56.00%	24.00%	3.00%
EL (Current & Monitored)	65.00%	29.00%	6.00%
Special Ed (Current)	0.00%	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 learning environment for every child.

Parent Involvement in Policy Development

Marble Falls District Education Improvement Committee (DEIC) is comprised of teachers, paraprofessionals, parents, members of the community, and central office staff. This committee will discuss the design and implementation of the Parent Involvement/Engagement Policy.

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 will be planned at convenient times and locations for all members of the committee.

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 meeting. Parents will be encouraged to become involved in the revising and updating of the policy as necessary.

Notice of the meeting will be provided through written invitation to parents/caregivers and through public notices. Translators will be available to help with Non-English speaking parents/caregivers as needed.

Teacher-Parent-Student Compacts

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, and staff will share responsibility for promoting student achievement.

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

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

- * 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 the Marble Falls community.

Newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls, emails, tweets, websites, and written notices will be used to establish and maintain open lines of communication with parents/caregivers.

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 educational services offered throughout the district or through district contacts.

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 parents. The DEIC will revise the district Parent Involvement/Engagement Policy based on the results of this annual review.

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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General Uses of Funds

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

Evaluation and Monitoring

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

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 26 years of age and who...

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC 29.081 (d-1).];
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. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with §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 Family and Protective 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;

State Compensatory Education (SCE)

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operations, specialized child-care home, or general residential operation; or

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

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

200 Procedures for Identifying Eligible Students

The district contact (executive director of instructional services) 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 Student Information Systems Coordinator.

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

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

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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

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 school-wide 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 2019-2020

Back to School Professional Learning - August 2019

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 Second Step and developing and practicing routines and procedures in the classroom.

Need	Improved reading instruction.
Strategy	Provide new and review training in BAS assessment and best practices in guided reading instruction. Introduce Houghton Mifflin Harcourt curriculum and new ELAR standards.

Need	Improved writing instruction
Strategy	Review Lucy Calkins and utilize it and Houghton Mifflin Harcourt to successfully implement writing workshop in every ELA classroom.

Highland Lakes Elementary School Professional Learning 2019-2020

Campus Professional Learning - Job Embedded

Need	Increase literacy PK-5
Strategy	Observe exemplar reading workshops and plan for more effective implementation; review student data with all K-5 staff

Need	Improved writing instruction
Strategy	Provide ongoing K-5 staff training, reflections, and norming meetings to support Calkins and HMH writing.

Need	Improved math instruction
Strategy	Develop a common problem solving strategy to be implemented K-5; revisit this strategy within PLCs with solid examples of its use.

Need	Improved student writing
Strategy	Collaboration on students' pre/post writing samples to determine next steps and teaching focus

Need	Character Education and improved student behavior
Strategy	Teachers will reflect and build on their daily morning meeting time and the use of Second Steps and Stop and Think to explicitly teach and practice social skills and SEL competencies to all students.



**Highland Lakes Elementary School
Targeted Improvement Plan Prioritized Focus Areas**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Desired Annual Outcome	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (at least know & show charts, objectives, and exit tickets) and ILT leading meetings give feedback in meetings to help improve lesson plans	PLCs are lead by ILT and follow DDI protocol after all unit tests (9 weeks) and for common assessments (teacher created) in between unit tests. Common assessments include retest on reteach items.	Campus leaders implement targeted and personalized strategies to support and retain staff; ILT uses normed tools and processes to conduct observations, monitor trends, and track progress

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 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	HLES will deliver consistent exemplary services in all areas of the curriculum to include all students: General Education, LEP, Special Education, GT, At-Risk, Title I, Dyslexia, and SSI					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.1.1	All staff will participate in weekly PLC meetings focused on the TEKS, Planning for Student Learning, and sharing of instructional resources	Instructional Coach, Administration, Teachers	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	Weekly Meetings; 10% Increase in STAAR Data; TPRI Data; STAR Renaissance Data Through the Year	1,2,4,8
1.1.2	HLES 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	Mustang Measures, STAAR, Classroom Grades; TAPR Reports	In Process	Individual student growth of students served	1,3,4,8, 9
1.1.3	HLES will implement Essential Action 5.1 - "Objective-driven daily lesson plans with formative assessments" - to achieve the desired annual outcome of "Teachers use recurring PLC meetings to collaboratively plan parts of lessons (at least know and show charts, objectives, and exit tickets) and ILT leading meetings give feedback in meetings to help improve lesson plans" by focusing on the Action Plan - Milestones as written in the Targeted Improvement Plan (TIP)	Superintendent, DCSI, Curriculum & Instruction, Campus Leadership Team	See Targeted Improvement Plan	See Targeted Improvement Plan	In Process	See Targeted Improvement Plan	1, 2, 3, 8, 9, 10

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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		Highland Lakes Elementary 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	Highland Lakes Elementary School will use data and researched best practices to increase the number of students who approach, meet standard, and masters 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; Mustang Measure's, STAAR, Classroom Grades	In Process	10% Decrease in number of students in Tier 2 & Tier 3	1,2
1.2.2	Staff will be trained in and implement Lucy Calkins Units of Study in grades K-5.	Teachers, Instructional Staff, Administrators, Reading Specialists	Campus	Student Writing Samples	In Process	75% of students score Level 3 or higher on the post assessment of the last unit of study.	1,2
1.2.3	Teachers will create data-driven lesson plans using formative assessments and provide data-driven instruction in their classrooms.	Teachers, Instructional Staff, Administrators, Specialists	Campus	Lesson Plans, Assessment Data, STAAR	In Process		1,2
1.2.4	HLES will implement Essential Action 5.3 - "Data-driven instruction" - to achieve the desired annual outcome of "PLCs are led by ILT and follow DDI protocol after all unit tests (9 weeks) and for common assessments (teacher created) in between unit tests. Common assessments include retest and reteach items" by focusing on the Action Plan - Milestones as written in the Targeted Improvement Plan (TIP)	Superintendent, DCSI, Curriculum & Instruction, Campus Leadership Team	See Targeted Improvement Plan	See Targeted Improvement Plan	In Process	See Targeted Improvement Plan	1, 2, 3, 8, 9, 10

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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		Highland Lakes Elementary 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	Highland Lakes Elementary School will provide targeted feedback from frequent instructional walkthroughs.					
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	Instructional walkthroughs will be frequent, based on TTESS and Targeted Improvement focus areas.	Instructional Leadership Team, Administration	STRIVE, Google Forms	Formative and/or Summative Evaluation	In Process		4,5

District Goal 2		MFISD will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the district's vision.					
Campus Goal 2		HLES will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the district's vision.					
2.1	Performance Objective 1	Highland Lakes Elementary School will provide opportunities to build leadership capacity among staff.					
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	Develop campus instructional leaders with clear roles and responsibilities including the observation/feedback cycle with staff and facilitation of PLCs	Administration	Schedule, PLC Agendas, Walkthroughs	PLC Agendas, Survey Data	In Process	Responsibility sheet created	4,5

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District Goal 2		MFISD will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the district's vision.					
Campus Goal 2		HLES will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the district's vision.					
2.2	Performance Objective 2	Highland Lakes Elementary School will provide opportunities to gather student and staff feedback.					
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	MFISD staff will implement activities that increase and respond to student voice.	Administration, Teachers	We Learn Survey results	Surveys	In Process	Reduce the discrepancy gap in three target areas by 5%	1, 2
2.2.2	HLES will implement Mindset Monday once a month with student input on growth goals to increase student learning and build campus culture.	Administration, Teachers	Goal Setting in PLCs	Lesson Plans	In Process	100% implementation on Mondays	1, 2
2.2.3	HLES will offer a Student Council and build student leadership opportunities	Staff Sponsor/Volunteer	Meeting agendas	Surveys	planning	Creation of Student Council	1, 2, 10

NO
1

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 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 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 frequent communication to our parents and family members through the school year in English and Spanish.	Central Office, Administration, ILT, Teachers	Web Page, Student Folders, Blackboard, 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	Parent Ed Nights, Family Nights, Student Led Conferences	Parent Feedback, CEIC	In Process	100% of parents will be offered opportunities to be involved in our community.	6
3.1.3	Maintain a volunteer/community involvement program for community members, family members, and parents	Administration, ILT	Campus Facility, Time; Career Day, PTO, Civic Groups; Local Media, Reading Buddies	Visitor Log; Parent Survey Results	In Process	10% Increase in volunteer participation	6,7

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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.					
		Highland Lakes Elementary 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 actively involve all parents and community members in the education of our children through leadership, campus events, and volunteer programs.					
3.2	Performance Objective 2	Highland Lakes Elementary School will actively involve all parents and community members in the education of our children through leadership, 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
3.2.1	HLES will develop activities that will result in an increase to the amount of participation for members of historically marginalized populations in MFISD programs, initiatives, and decision making processes.	Central Office, Curriculum & Instruction, Principals	Internal and External Communications	TASB Survey, Parent Survey, Parent Feedback	In Process	Increased Parent, Family, and Community Satisfaction	6,2,10
3.2.2	HLES will be more intentional about an inclusive approach to the recognition of excellence.	Central Office, Curriculum & Instruction, Principals	Internal and External Communications	TASB Survey, Parent Survey, Parent Feedback	In Process	Increased Parent, Family, and Community Satisfaction	6,2,10

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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 learning.					
4.1	Performance Objective 1	Highland Lakes 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 Model Mustangs for students PK-5 in order to reinforce responsibility and character.	Teachers; Administrative Staff	Newsletters; Website; Twitter Feed	Formative and/or Summative Evaluation	In Process	60 Students that are representative of HLES campus are recognized.	1, 2, 6
4.1.2	Continue campus wide character education program to align with the Stop & Think and Second Step curriculum	Teachers; Administrative Staff; Counselor	Stop & Think; Second Step	Formative and/or Summative Evaluation	In Process	Increase in desired behaviors, Decrease in undesired behaviors	1, 2, 6
4.1.3	Staff will be trained on all safety and security procedures, Code of Conduct, and in Emergency Operations 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

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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 learning.					
4.2	Performance Objective 2	HLES will provide social emotional learning opportunities that will reinforce a positive learning environment 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
4.2.1	HLES will implement Positive Behavior Intervention Systems at all grade levels.	Administration, Teachers	Behavior Tracking	Quarterly Check-ins, surveys	In Process	1 school-wide celebration/ 9 weeks	2, 3, 4, 9
4.2.2	HLES will utilize a multi-disciplinary team to create and utilize crisis response teams centered on SEL components	Administration, Teachers	SAMA	Team response summaries	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9
4.2.3	HLES will provide professional learning opportunities for all staff centered on the components of SEL.	Administration, Teachers, SEBC	CASEL Framework, Second Step, Stop and Think	Disciplinary Referrals and Staff Surveys	In Process	Reduction in office referrals by 10%	2, 3, 4, 9
4.2.4	Staff will be trained on developing and implementing morning meetings daily in their classroom as the first step towards implementation of Restorative Discipline.	Teachers; Administrative Staff; Counselor	Mindful Mornings, Guidelines and Rules for Circles	Campus Survey Results	In Process	100% of staff implement daily morning meetings	2, 3, 4, 9

CLP

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 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
5.1.1	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	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	90% Retention Rate of new staff	3,5,7
5.1.4	HLES will establish and carry out the MFISD Mentor Program	Administration; ILT; Mentor Teachers	Campus	Staff Survey	In Process	90% Retention Rate of new staff	3,5,7
5.1.5	HLES will implement Essential Action 2.1 "Recruit, select, assign, induct and retain a full staff of highly qualified educators" - to achieve the desired annual outcome of "Campus leaders implement targeted and personalized strategies to support and retain staff; ILT uses normed tools and processes to conduct observations, monitor trends, and track progress" by focusing on the Action Plan - Milestones as written in the Targeted Improvement Plan (TIP)	Superintendent, DCSI, Curriculum & Instruction, Campus Leadership Team	See Targeted Improvement Plan	See Targeted Improvement Plan	In Process	See Targeted Improvement Plan	1, 2, 3, 4, 5, 10

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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	Performance Objective 2	HLES will provide social emotional supports for all campus staff in order to model best practices and to recruit and retain highly 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
5.2.1	HLES leadership will become more knowledgeable in how to develop social emotional support for staff.	Instructional Leadership Team	Trainings Attended, book study	Recommendations for implementation	planning	Additional Supports for Staff	5
5.2.2	HLES Staff will each create one professional "joy" goal for the 2019-2020 school year	Teachers, Administration	STRIVE	Formative and/or Summative Evaluation	In Process	Additional Supports for Staff	5
5.2.3	HLES Staff will promote social activities for off-campus events throughout the year.	Teachers, Administration	posted invites	Meeting dates	In Process	Additional Supports for Staff	5
5.3	Performance Objective 3	HLES will provide targeted professional feedback to individual teachers to build capacity and increase teacher self-efficacy.					
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	Frequent instructional walkthroughs will be conducted and specific feedback provided to teachers regarding their performance.	Instructional Leadership Team	STRIVE; Google Forms	Formative and/or Summative Evaluation	In Process	100% of walkthroughs will be provided feedback	3

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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	The budget process will be developed and managed to reflect the objectives of the CIP, TIP and follow Title 1 compliance regulations.	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	100% feedback reviewed by team	9,1

Marble Falls Middle School (MFISD)

Campus Improvement Plan

2019-2020

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.



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

NAME	POSITION Parent, Business, Community, Teacher, etc
Roger Barr	Chair
Dr. Cunningham	C & I Representative
Brenda Belk	At-Large Professional
Kristina Gratehouse	MFMS Faculty
Garrett Jackson	MFMS Faculty
OPEN	MFMS Faculty
Ashely Aguirre	Parent Representative
OPEN	Parent Representative
Adrian Aguirre	Business Representative
Ray Sierra	Community Representative
OPEN	MFMS Title 1 Representative
Heather Rodgers	MFMS Title 1 Representative
Kim Miller	MFMS Title 1 Representative
OPEN	Parent Title 1 Representative
OPEN	Parent Title 1 Representative
OPEN	Parent Title 1 Representative
Virginia Guerrero	Spanish Translator
Heather Metzgar	District Representative

NAME	POSITION Parent, Business, Community, Teacher, etc
Gaynelle Mandel	DEIC Representative
Jennifer Marburger	DEIC Representative
Mickey Hughes	DEIC Representative

Marble Falls Middle School
Comprehensive Needs Assessment Summary

Classroom Organization (Grades 6, 7, 8) - STEAM Academy located on campus (currently grades 6-7)

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, behavior coaches, and math and reading support.

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: MFMS has a diverse student population. In addition to race/ethnic diversity, MFMS also serves students with a variety of needs. Supports are in place for students who need extra assistance.

Needs: MFMS is working to more closely monitor students who need additional social emotional and academic supports. Processes are being reviewed and put in place.

FAMILY AND COMMUNITY INVOLVEMENT

Strengths: We are fortunate to have 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. Input from Instructional Staff and Students was gathered from the We Survey administered in March 2019.

Needs: MFMS will increase participation in parent surveys by providing access to devices and providing translation when necessary. 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 supports in the areas 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. Continuation of new-to-MFISD teacher mentor program will enable us to retain high quality instructional staff. MFMS faculty and staff will continue to receive Emergent Tree Socio-Emotional Learning training to continue conscious and intentional improvement of student behaviors. A new Secondary-wide push for Literacy training started in Spring 2019 will carry through to the entirety of the 2019-2020 school year, and, hopefully, beyond.

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. Faculty and staff have received Trauma Informed Teacher Training and will continue to receive Socio-Emotional Learning.

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, car pick up) will need restructuring of supervision and coverage due to summertime construction and change of traffic flow so students arrive safely in their correct dismissal area and safely home. Positive Culture building remains 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. Increasing a sense of a promising future, hope, determination, and grit among students is needed.

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. More data has been collected and analyzed this year than in many previous years, including Beginning of Year, Middle of Year, and End of Year as well as Mustang Measures and STAAR results.

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 student goal-setting. 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 teacher opportunities to observe and reflect on best practices. Teachers will continue to integrate technology in all subject areas supporting students as 21st century learners. Positive behavior management will maximize student engagement. Admin recognizes the need for more classroom presence and feedback obtained through walkthrough reporting and formal T-TESS observations.

STUDENT ACHIEVEMENT

Campus 2019 Accountability Rating: D

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.

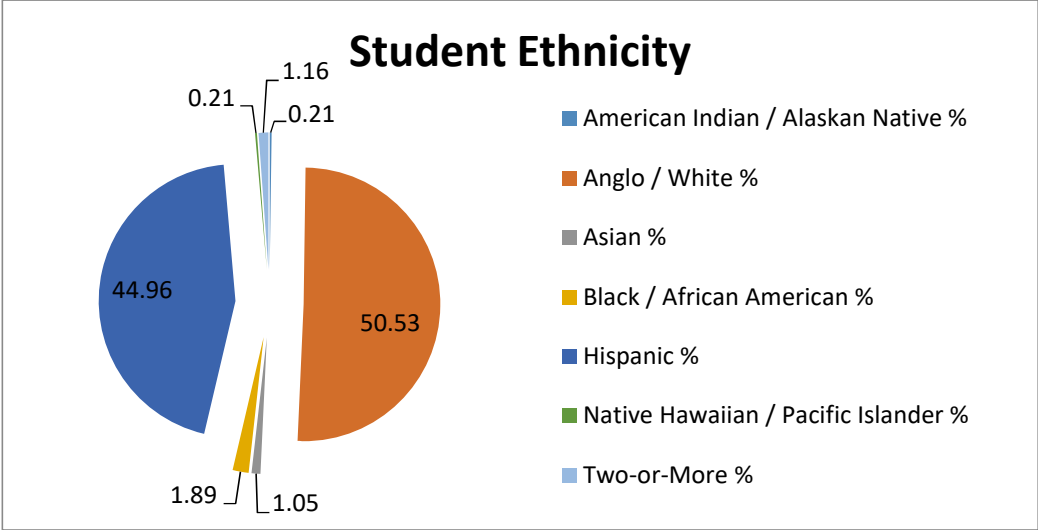
Needs: With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with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

TECHNOLOGY

Strengths: The 2018-2019 school year provided a wealth of technology experience due to our district being a 1:1 district. 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. More and more teachers are using Google docs, Google forms, a variety of applications and learning tools to engage students. Through Spring 2019, several opportunities for PD have been offered.

CAMPUS GENERAL INFO		2018-2019
Campus Name		Marble Falls Middle School
# of campuses in district	#	7
current enrollment	#	952
grade level	text	6-8

STUDENT DEMOGRAPHICS		
American Indian / Alaskan Native	%	0.21
Anglo / White	%	50.53
Asian	%	1.05
Black / African American	%	1.89
Hispanic	%	44.96
Native Hawaiian / Pacific Islander	%	0.21
Two-or-More	%	1.16
Male	%	50.74
Female	%	49.26



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CHARACTERISTICS		
% Economically Disadvantaged	%	63.03
# Economically Disadvantaged	#	600
% Limited English Proficient (LEP)	%	18.28
# Limited English Proficient (LEP)	#	174
% Section 504 students	%	10.82
# Section 504 students	#	103
% SPED students	%	14.39
# SPED students	#	137
% At-Risk	%	54.1
# At-Risk	#	515

Marble Falls Middle School Campus Performance 2019

Math	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	76.00%	41.00%	12.00%
Black/African American	50.00%	17.00%	0.00%
Hispanic	72.00%	34.00%	9.00%
White	82.00%	47.00%	15.00%
American Indian	67.00%	67.00%	0.00%
Asian	100.00%	67.00%	56.00%
Hawaiian/Pacific Islander	83.00%	17.00%	0.00%
Two-or More	50.00%	30.00%	0.00%
Special Ed (Current)	40.00%	18.00%	5.00%
Economic Disadvantage	70.00%	35.00%	9.00%
EL (Current & Monitored)	65.00%	29.00%	8.00%

Science	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	71.00%	36.00%	15.00%
Black/African American	75.00%	25.00%	0.00%
Hispanic	59.00%	21.00%	8.00%
White	80.00%	50.00%	21.00%
American Indian	100.00%	0.00%	0.00%
Asian	100.00%	50.00%	25.00%
Hawaiian/Pacific Islander	*	*	*
Two-or More	50.00%	0.00%	0.00%
Special Ed (Current)	26.00%	15.00%	12.00%
Economic Disadvantage	61.00%	27.00%	9.00%
EL (Current & Monitored)	42.00%	12.00%	6.00%

Social Studies	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	51.00%	22.00%	11.00%
Black/African American	75.00%	13.00%	0.00%
Hispanic	36.00%	10.00%	4.00%
White	63.00%	32.00%	17.00%
American Indian	100.00%	100.00%	0.00%
Asian	50.00%	50.00%	50.00%
Hawaiian/Pacific Islander	*	*	*
Two-or More	33.00%	0.00%	0.00%
Special Ed (Current)	21.00%	15.00%	0.00%
Economic Disadvantage	41.00%	15.00%	7.00%
EL (Current & Monitored)	20.00%	8.00%	2.00%

Reading	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	73.00%	42.00%	21.00%
Black/African American	61.00%	22.00%	6.00%
Hispanic	65.00%	30.00%	13.00%
White	81.00%	52.00%	28.00%
American Indian	67.00%	67.00%	0.00%
Asian	100.00%	90.00%	30.00%
Hawaiian/Pacific Islander	83.00%	50.00%	0.00%
Two-or More	60.00%	40.00%	30.00%
Special Ed (Current)	35.00%	17.00%	8.00%
Economic Disadvantage	65.00%	33.00%	14.00%
EL (Current & Monitored)	55.00%	21.00%	8.00%

Writing	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	59.00%	30.00%	8.00%
Black/African American	50.00%	25.00%	0.00%
Hispanic	50.00%	23.00%	4.00%
White	67.00%	36.00%	10.00%
American Indian	50.00%	50.00%	0.00%
Asian	100.00%	67.00%	33.00%
Hawaiian/Pacific Islander	*	*	*
Two-or More	100.00%	67.00%	33.00%
Special Ed (Current)	29.00%	17.00%	5.00%
Economic Disadvantage	54.00%	23.00%	5.00%
EL (Current & Monitored)	31.00%	11.00%	3.00%

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 learning environment for every child.

Parent Involvement in Policy Development

Marble Falls District Education Improvement Committee (DEIC) is comprised of teachers, paraprofessionals, parents, members of the community, and central office staff. This committee will discuss the design and implementation of the Parent Involvement/Engagement Policy.

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 will be planned at convenient times and locations for all members of the committee.

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 meeting. Parents will be encouraged to become involved in the revising and updating of the policy as necessary.

Notice of the meeting will be provided through written invitation to parents/caregivers and through public notices. Translators will be available to help with Non-English speaking parents/caregivers as needed.

Teacher-Parent-Student Compacts

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, and staff will share responsibility for promoting student achievement.

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

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

- * 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 the Marble Falls community.

Newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls, emails, tweets, websites, and written notices will be used to establish and maintain open lines of communication with parents/caregivers.

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 educational services offered throughout the district or through district contacts.

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 parents. The DEIC will revise the district Parent Involvement/Engagement Policy based on the results of this annual review.

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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General Uses of Funds

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

Evaluation and Monitoring

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

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 26 years of age and who...

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC 29.081 (d-1).];
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. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with §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 Family and Protective 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;

State Compensatory Education (SCE)

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operations, specialized child-care home, or general residential operation; or

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

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

233 Procedures for Identifying Eligible Students

The district contact (executive director of instructional services) 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 Student Information Systems Coordinator.

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

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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

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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

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 school-wide 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 2019-2020

Back to School Professional Learning - August 2019

Need	Continue focus on aligning curriculum
Strategy	Provide faculty and departments time to plan; continue common plan times throughout school year; planning dates scheduled on yearly calendar

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

Need	Increase school-wide focus and response to need for socio-emotional learning tools for faculty and staff; be intentional about teaching students how to behave appropriately.
Strategy	Receive initial training and year-long support from Emergent Tree, a SEL training company.

Need	New ELAR Texts define a need for ELAR Department to be trained on new materials.
Strategy	Schedule additional training with publisher for ELAR teachers and office of C&I.

Marble Falls Middle School Professional Learning 2019-2020

Campus Professional Learning - Job Embedded

Need	Increase Literacy 6 - 8
Strategy	Provide teaching tips and resources through IC and Faculty Meetings; provide daily and weekly emphasis on reading in classes and through Drop Everything And Read (DEAR) Days and reading events.

Need	Increase Relationship Building with students
Strategy	Provide advisory time with students to bond and build relationships; IC is available to help with strategies; use faculty meetings to discuss strategies; implement and use Emergent Tree strategies.

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



**Marble Falls Middle School
Targeted Improvement Plan Prioritized Focus Areas**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Leaders will effectively monitor campus with increased walkthroughs, interactions with PLC, higher focus on student growth, monitor classroom instruction with feedback and increased parent communication.	Monitor lessons plans for the 5 expectations and provide feedback to teachers. We will work with an assessment team to re-create assessments that reflect appropriate thinking levels that increase student achievement.	Targeted instruction based on data, analyze data to make instructional decisions.

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 to develop and revise curriculum documents through teacher-led committees.	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	10% Increase in STAAR Data	1,2,4,8
1.1.2	Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development.	Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Staff Survey	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
1.1.5	Focus on alignment of "A" and "B" level letter grades with mastery of skills leading to "Meets" and "Masters" 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
1.1.6	Intentionally focus and provide instruction to students regarding social-emotional learning.	Leadership Team	Emergent Tree Training and Tools	Previous discipline data	on-going discipline data	Decrease in disciplinary actions, increase in academic scores	1, 2, 8, 9

District Goal 1

MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

Campus Goal 1

Marble Falls Middle School 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 Marble Falls Middle School will use data and instructional best practices to increase the number of meets standard and masters 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
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, APs	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
1.2.4	MFMS will implement Essential Action 5.1 - "Objective-driven daily lesson plans with formative assessments" - to achieve the desired annual outcome of "Monitor lesson plans for the 5 expectations and provide feedback to teachers. MFMS will work with an assessment team to re-create assessments that reflect appropriate thinking levels that increase student achievement" by focusing on the Action Plan - Milestones as written in the Targeted Improvement Plan (TIP)	Superintendent, DCSI, Curriculum & Instruction, Campus Leadership Team	See Targeted Improvement Plan	See Targeted Improvement Plan	In Process	See Targeted Improvement Plan	1, 2, 3, 8, 9, 10

District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
		Marble Falls Middle School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Goal 1							
1.2.5	MFMS will implement Essential Action 5.3 - "Data-driven instruction" - to achieve the desired annual outcome of "targeted instruction based on data, analyze data to make instructional decisions" by focusing on the Action Plan - Milestones as written in the Targeted Improvement Plan (TIP)	Superintendent, DCSI, Curriculum & Instruction, Campus Leadership Team	See Targeted Improvement Plan	See Targeted Improvement Plan	In Process	See Targeted Improvement Plan	1, 2, 3, 8, 9, 10

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.					
1.3	Performance Objective 3	Marble Falls Middle School will structure time and resources to support increase in campus literacy.					
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., Secondary Literacy Project; One-Book, One-Book: Campus rewards for reading, etc.	Advisory and classroom teachers.	Advisory participation, library check-out rates	TELPAS Data, STAAR Data	Planning	10% Increase in STAAR Data and TELPAS Data	1,3,4,8

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	Develop campus leadership/empowerment opportunities through committees, Think Tanks, department initiatives, book studies.	Principal, Assistant Principals, Instructional Coaches, Curriculum and Instruction, Dept. Chairs, individuals.	Flexible, dependent on need and supports available	Identified, timely needs	In Process	Flexible, dependent on identified timely needs	2, 8, 9
2.1.4	MFMS will implement Essential Action 1.1 - "Develop campus instructional leaders with clear roles and responsibilities" - to achieve the desired annual outcome of "Leaders will effectively monitor campus with increased walkthroughs, interactions with PLCs, higher focus on student growth, monitor classroom instruction with feedback and increased parent communication" by focusing on the Action Plan - Milestones as written in the Targeted Improvement Plan (TIP)	Superintendent, DCSI, Curriculum & Instruction, Campus Leadership Team	See Targeted Improvement Plan	See Targeted Improvement Plan	In Process	See Targeted Improvement Plan	1, 2, 3, 8, 9, 10

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 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, Club Sponsors	Schedule, Student Meetings	Club Rosters, Student Council, NJHS	In Process	25% Increase from previous year's participation data	1,2, 6,9
2.2.2	Develop socio-emotional learning program education program for both teachers and students	Leadership Team, Principal, APs, Counselors	Emergent Tree Training	Feedback from teachers, parents, and students	In Process	25% Increase from previous year's survey data	1, 2, 3, 9
2.2.3	MFMS staff will implement activities that increase and respond to student voice.	Leadership Team, Teachers	Press releases from campuses, Student leadership committee feedback	Student Reflections	In Process	Evidence of increased opportunities for student feedback; processes adjusted/implemented based on student voice	1, 2

District Goal 3

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

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	Quarterly Campus Newsletters	Principal, Creative Writing Teachers, Staff	Curriculum Documents, School Messenger, Newsletters	Community Feedback, including Parent and Family	Continuous Improvement	Quarterly	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	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.

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.

3.3 Performance Objective 3

Marble Falls Middle School will develop more opportunities for the local community to interact with the campus.

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	Develop more community-based plans - Literacy Nights, Academic Showcases, Parent Development Courses, etc.	Administration, ILT, Dept. Chairs, volunteers	Calendars	Community Feedback, including Parent and Family	Planning	Monthly Events, perhaps weekly	6,7
3.3.2	MFMF will develop activities that will result in an increase to the amount of participation for members of historically marginalized populations in MFISD programs, initiatives, and decision making processes.	Central Office, Curriculum & Instruction, Principals	Internal and External Communications	TASB Survey, Parent Survey, Parent Feedback	In Process	Increased Parent, Family, and Community Satisfaction	6,2,10
3.3.3	MFMS will be more intentional about an inclusive approach to the recognition of excellence.	Central Office, Curriculum & Instruction, Principals	Internal and External Communications	TASB Survey, Parent Survey, Parent Feedback	In Process	Increased Parent, Family, and Community Satisfaction	6,2,10

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	Recommendations provided to CEIC	5,10
4.1.4	Emergent Tree Socio-Emotional Learning for Faculty, Staff, and Students	Principals, APs, Counselors, Leadership Team, faculty, staff. In short, everyone.	Training Materials, Behavior forms, emergent Tree tools	Discipline and Academic Data. We believe improved behavior will equate to increased academic scores.	Training, implementation	Reduction in discipline data; increase in academic data	1, 2, 3, 9

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 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	Define expectations/environment to minimize discipline problems and post in common areas (improve culture)	Principal, Assistant Principals, Faculty, Staff	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
4.2.2	Continue to build positive a positive campus culture.	Principal, APs, Counselors, ICs, Faculty, and Staff	Positive referrals, student celebrations, Students of the Month; Teacher of the Month, Teacher of the Year, Paraprofessional of the Year	Input from CEIC, Faculty, Staff, Students	Continuous Improvement	Retention of staff; happier students, happier parents, happier stakeholders	2, 4, 5, 6

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.

4.3 Performance Objective 3

MFISD will provide social emotional learning opportunities that will reinforce a positive learning environment 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
4.3.1	MFISD will implement Positive Behavior Intervention Systems at all grade levels.	Coordinator of SEL, SEL Coaches/Counselors, Principals	Walk through data, lesson plans	Walk through data, lesson plans	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9
4.3.2	MFISD will utilize an SEL Implementation Committee to create and implement SEL lessons in all grade levels.	Coordinator of SEL, SEL Coaches/Counselors, Principals	Committee formation and recommendations	Walk through data, lessons created	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9
4.3.3	MFISD will utilize a multi-disciplinary team to create and utilize crisis response teams centered on SEL components	Coordinator of SEL, SEL Coaches/Counselors, Principals	Team creation and recommendations	Team response summaries	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9
4.3.4	MFISD will provide professional learning opportunities for all staff centered on the components of SEL,	Coordinator of SEL, SEL Coaches/Counselors, Principals	Professional development offered and attended, walk through data	Walk-through data	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9

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 2019-2020 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

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

5.2 Performance Objective 2

Marble Falls Middle School will provide social emotional supports for campus staff in order to model best practices and to recruit and retain highly 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
5.2.1	MFMS leadership will develop structures to provide social emotional supports to staff.	Superintendent, Superintendent's Cabinet, Curriculum & Instruction, Human Resources	Staff absences, meeting agendas	Recommendations for implementation	In Process	Additional Supports for Staff	5
5.2.2	MFMS leadership will become more knowledgeable in how to develop social emotional support programs for staff.	Superintendent, Superintendent's Cabinet, Curriculum & Instruction, Human Resources	Staff absences, meeting agendas	Recommendations for implementation	In Process	Additional Supports for Staff	5
5.2.3	MFMS will implement campus level positive activities and positive recognitions for supporting staff.	Principal and leadership team	Team Meetings	Recommendations for implementation	In Process	Additional Supports for Staff	5

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	Plan developed	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	100% feedback reviewed by team	9,1
6.1.3	The budget process will be developed and managed to reflect the objectives of the CIP, TIP and follow Title I Compliance Regulations	Administration	Budget Guidelines from MFISD; CIP; DIP; Title I	Adopted Budget	Planning	100% Alignment with CIP and TIP	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

Marble Falls High School (MFISD)

Campus Improvement Plan

2019-2020

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.



MARBLE FALLS HIGH SCHOOL 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.

MARBLE FALLS HIGH SCHOOL CAMPUS VISION

Every Student Achieving Maximum Potential in an Engaging, Inspiring and Challenging Environment

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

NAME	POSITION Parent, Business, Community, Teacher, etc
Damon Adams	Principal/Administrator
Kara Gasaway	Administrator/ Co-Chair
Heather Metzgar	District Representative
Emily Evans	Fine Arts
Emily Kunkel	ELA Teacher
Patrick Minor	Science Teacher
Molly Heath	Social Studies Teacher/Coach
Michelle Hansen	Special Education
Rumaldo Martin	LOTE
Sheryl Derouen	Non-Teaching Staff
Jeane Jette	Parent
Jessica McRee-Grabert	Parent
Rey Sierra	Community Member
<i>OPEN</i>	Business Member
<i>OPEN</i>	Business Member

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

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, instructional coaches, behavior coaches, and math and reading support.

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: Marble Falls High School has a diverse student population. Met standard for accountability.

Needs: Additional supports for students in regards to counseling. Need for literacy work with students. MFISD STAAR data is lower than expected in most areas, see the Campus Performance 2019

FAMILY AND COMMUNITY INVOLVEMENT

Strengths: We have a active and involved parent groups in our co-curricular and extra-curricular activities. Our booster organizations are strong and well attended. We have lots of support from our community who seek out ways to help us achieve our goals.

Needs: MFHS needs to identify ways to involve our parents in ways other than co-curricular and extra-curricular activities. We need to create an environment where parents no only feel welcome but also feel invited.

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 supports 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: Literacy is an area that is in need of improvement. A significant percentage of our students are not reading on grade level. We must focus our combined efforts in this area. Additionally, performance on our Algebra I EOC continues to give us challenges. We need to work with our math team to build in stronger tier I and tier 2 support structures to build a stronger foundation for our students.

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

Campus 2019 Accountability Rating: B

Distinction Designations Earned for 2019: Mathematics, Science, Social Studies, Postsecondary Readiness

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 an communication between SPED and general education teachers and ESL/BE teachers and general education teachers.

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

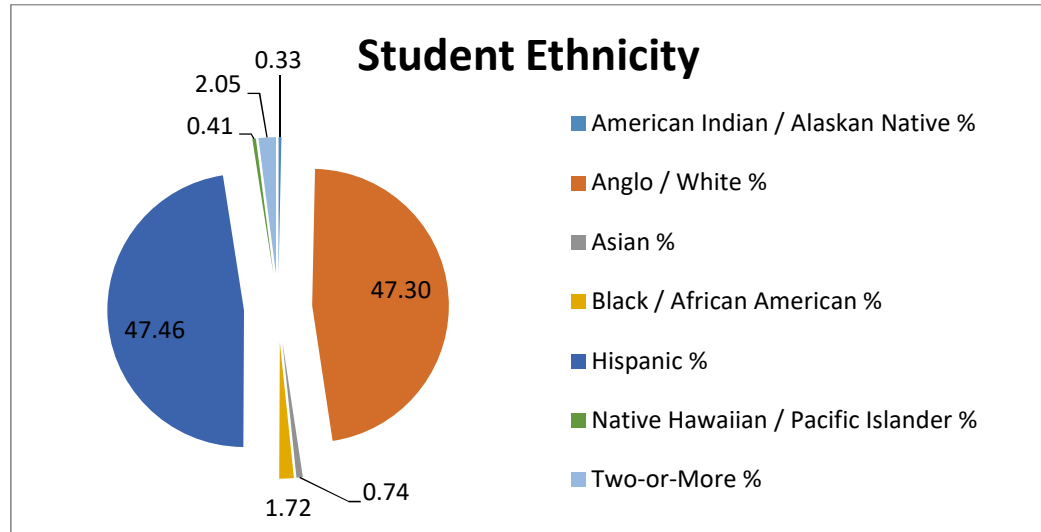
Strengths: The 2018-2019 school year provided a wealth of technology due to our district being a 1:1 district. Due to this technology, training will continue to be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, Chrome apps that may be applicable to content instruction and content-specific implementation in the classroom.

Needs: Additional training is needed to help teachers make the most out of this 1:1 initiative. While many teachers take advantage of Google classroom and the Google platform, there are many other ways to implement a technology rich learning environment.

CAMPUS GENERAL INFO		2018-2019
Campus Name		Marble Falls High School
# of campuses in district	#	7
current enrollment	#	1222
grade level	text	9-12

STUDENT DEMOGRAPHICS		
American Indian / Alaskan Native	%	0.33
Anglo / White	%	47.30
Asian	%	0.74
Black / African American	%	1.72
Hispanic	%	47.46
Native Hawaiian / Pacific Islander	%	0.41
Two-or-More	%	2.05
Male	%	53.36
Female	%	46.64

CHARACTERISTICS		
% Economically Disadvantaged	%	54.58
# Economically Disadvantaged	#	667
% Limited English Proficient (LEP)	%	9.49
# Limited English Proficient (LEP)	#	116
% Section 504 students	%	8.43
# Section 504 students	#	103
% SPED students	%	12.77
# SPED students	#	156
% At-Risk	%	51.55
# At-Risk	#	630



NO
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Marble Falls High School 2019 Campus Performance

Math	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	60.00%	25.00%	10.00%
Black/African American	50.00%	0.00%	0.00%
Hispanic	60.00%	23.00%	9.00%
White	64.00%	28.00%	9.00%
American Indian	*	*	*
Asian	67.00%	67.00%	33.00%
Hawaiian/Pacific Islander	100.00%	0.00%	0.00%
Two-or More	63.00%	25.00%	13.00%
Special Ed (Current)	38.00%	11.00%	5.00%
Economic Disadvantage	55.00%	19.00%	7.00%
EL (Current & Monitored)	51.00%	17.00%	5.00%

Science	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	84.00%	56.00%	18.00%
Black/African American	75.00%	75.00%	50.00%
Hispanic	78.00%	43.00%	9.00%
White	90.00%	72.00%	29.00%
American Indian	100.00%	100.00%	0.00%
Asian	100.00%	100.00%	67.00%
Hawaiian/Pacific Islander	100.00%	50.00%	50.00%
Two-or More	100.00%	60.00%	0.00%
Special Ed (Current)	43.00%	16.00%	6.00%
Economic Disadvantage	78.00%	41.00%	9.00%
EL (Current & Monitored)	62.00%	9.00%	2.00%

Reading	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	62.00%	42.00%	6.00%
Black/African American	58.00%	33.00%	0.00%
Hispanic	53.00%	31.00%	2.00%
White	73.00%	55.00%	10.00%
American Indian	100.00%	100.00%	33.00%
Asian	83.00%	67.00%	17.00%
Hawaiian/Pacific Islander	100.00%	100.00%	50.00%
Two-or More	75.00%	44.00%	0.00%
Special Ed (Current)	24.00%	10.00%	3.00%
Economic Disadvantage	52.00%	28.00%	1.00%
EL (Current & Monitored)	32.00%	8.00%	1.00%

Social Studies	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	88.00%	68.00%	37.00%
Black/African American	78.00%	56.00%	11.00%
Hispanic	80.00%	54.00%	20.00%
White	96.00%	84.00%	54.00%
American Indian	100.00%	100.00%	0.00%
Asian	100.00%	100.00%	100.00%
Hawaiian/Pacific Islander	100.00%	100.00%	100.00%
Two-or More	100.00%	75.00%	75.00%
Special Ed (Current)	59.00%	28.00%	8.00%
Economic Disadvantage	81.00%	59.00%	25.00%
EL (Current & Monitored)	59.00%	28.00%	7.00%

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 learning environment for every child.

Parent Involvement in Policy Development

Marble Falls District Education Improvement Committee (DEIC) is comprised of teachers, paraprofessionals, parents, members of the community, and central office staff. This committee will discuss the design and implementation of the Parent Involvement/Engagement Policy.

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 will be planned at convenient times and locations for all members of the committee.

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 meeting. Parents will be encouraged to become involved in the revising and updating of the policy as necessary.

Notice of the meeting will be provided through written invitation to parents/caregivers and through public notices. Translators will be available to help with Non-English speaking parents/caregivers as needed.

Teacher-Parent-Student Compacts

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, and staff will share responsibility for promoting student achievement.

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

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

- * 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 the Marble Falls community.

Newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls, emails, tweets, websites, and written notices will be used to establish and maintain open lines of communication with parents/caregivers.

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 educational services offered throughout the district or through district contacts.

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 parents. The DEIC will revise the district Parent Involvement/Engagement Policy based on the results of this annual review.

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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General Uses of Funds

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

Evaluation and Monitoring

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

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 26 years of age and who...

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC 29.081 (d-1).];
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. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with §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 Family and Protective 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;

State Compensatory Education (SCE)

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operations, specialized child-care home, or general residential operation; or

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

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

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The district contact (executive director of instructional services) 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 Student Information Systems Coordinator.

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

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

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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

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 school-wide 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 High School Campus Professional Learning 2019-2020

Back to School Professional Learning - August 2019

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

Need	Implement a robust and successful Social Emotional Learning (SEL) program
Strategy	Provide training for all staff regarding the campus SEL program and the advisory plan.

Need	Improve communication & campus culture through the continuous collaboration of administrators & teachers using T-TESS
Strategy	Provide a refresher and initial training on the State teacher evaluation system.

Need	Improve literacy for students in grades 9-12.
Strategy	Provide training to staff on the literacy initiative.

Need	Improve the overall campus in regards to being vigilant in campus safety protocols.
Strategy	Provide a 1/2 day safety training with modeling and practice.

Marble Falls High School Campus Professional Learning 2019-2020

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	Increased focus on data mining and identifying areas of focus.
Strategy	Embed training on how to use Eduphoria to disaggregate data and use that information to inform decisions.

Need	Improvement in campus culture by having a fierce commitment to school improvement.
Strategy	Book study on <u>The Energy Bus</u>



**Marble Falls High School
Targeted Improvement Plan Prioritized Focus Areas**

	Prioritized Focus Area #1	Prioritized Focus Area #2
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
Desired Annual Outcome	All scope and sequences and unit plans (except ELA) will be completed and updated electronically by the end of the school year. All core classes will review unit assessments and make sure they are common and giving them within the same week.	Teachers will be able to use data-based decisions to address student learning goals and provide "on-time" interventions and extensions based upon student needs.

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 for all students.

1.1 Performance Objective 1 Classroom data will show an increase in student reading levels through the implementation of new programs and course offerings.

	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	Continued implementation Reading Plus online program for students in the Language Acquisition course and Reading support electives.	Curriculum & Instruction, Instructional Coaches, Principals, AP's	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	Increase the % of students who meet STAAR standards by 10% over 2018.	1,2,4,8
1.1.2	Implement a blocked English I course for selected incoming freshman.	Administrators, teachers counselors	Aware, Renaissance, Reading Plus	Eduphoria	In Process	15% improvement in targeted students passing rates on EOC.	1,3,4,8
1.1.3	Create a Reading course for selected 10th - 12th grade students.	Administrators and Instructional coaches	Aware, Renaissance, Reading Plus	Eduphoria	In Process	Targeted students will improve reading levels by 1 grade or more.	4,5
1.1.4	Implement a campus-wide literacy initiative designed to help students learn to read varied texts and think critically.	Curriculum & Instruction, Instructional Coach, Literacy Committee	Time, training	Eduphoria	In Process	Student performance will improve across the curriculum with evidence of improved EOC, TSI, SAT, and ACT scores.	4, 5

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 for all students.

1.2	Performance Objective 2	Increase student performance data in Algebra I					
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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
1.2.1	Implement an algebra intervention course for targeted instruction for identified students	Administration, IC's, Department Chairs	Strive, Collaborative Planning, Walk-through data, Lesson plans, Faculty Meetings	Staff Survey; Classroom Observations; Faculty Meeting Agendas	In Process	10% increase in Student Progress Measures, AP Scores, SAT & ACT Scores	1,3,4,8
1.2.2	Continue Algebra 1 / MMA course to build Algebra fluency for EOC re-testers while ensuring an additional math credit needed for graduation.	Administration, IC's, Department Chairs	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	Utilize Learn Bop math online program in all Algebra I courses	Administration, IC's, Department Chairs	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

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 for all students.

1.3	Performance Objective 3	Marble Falls High School will ensure that all students who participate in a CTE program will receive relevant, engaging learning experiences led by inspirational classroom teachers.					
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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
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
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	Planned collaboration among CTE, Math, and ELA teachers to focus on aligning targeted Math and ELA TEKS embed in industry specific standards and career courses	CTE, Math, & ELA Teachers CTE Director	CTE Funds, local funds, time	Training records, staff development logs	In Process		2,3,4

District Goal 2

MFISD will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the District's Vision.

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 teacher leaders who will build capacity of each other and improve tier 1 instruction.

	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	Staff will participate in a book study of the book <u>The Energy Bus</u>	Administrators, Instructional Coaches, and Department Chairs	<u>The Energy Bus</u> by Jon Gordon	Survey Data and focused walkthrough data	In Process	October PD & Ongoing	3,5
2.1.2	Continued implement common PLC time during the instructional day for tested subjects to allow teachers to discuss data, planning and student achievement.	Administration, ILT, PSP, Central Office,	Classroom observation data of instructional strategies, Technology for presentations, meeting times	Collaborative Planning Documentation, Walk-through data, Lesson plans;	In Process	5% Reduction in Tier 2 & 3 Placements	1,2,9
2.1.3	Continued use of Department Chairs and effective use of their expertise in making decisions for our campus.	Campus Principal	Selection of DCs Meeting agendas	Meeting agendas and notes	In Process	Increased opportunities for department chair leadership growth	8
2.1.4	MFHS will implement Essential Action 4.1 - "Curriculum and assessments aligned to TEKS with a year-long scope and sequence" - to achieve the desired annual outcome of "All scope and sequences and unit plans (except ELA) will be completed and updated electronically by the end of the school year. All core classes will review unit assessments and make sure they are common and giving them within the same week" by focusing on the Action Plan - Milestones as written in the Targeted Improvement Plan (TIP)	Superintendent, DCSI, Curriculum & Instruction, Campus Leadership Team	See Targeted Improvement Plan	See Targeted Improvement Plan	In Process	See Targeted Improvement Plan	1, 2, 3, 8, 9, 10

District Goal 2		MFISD will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the District's Vision.					
		Marble Falls High School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
2.1.5	MFHS will implement Essential Action 5.3 - "Data-driven instruction" - to achieve the desired annual outcome of "Teachers will be able to use data-based decisions to address student learning goals and provide "on-time" interventions and extensions based upon student needs by focusing on the Action Plan - Milestones as written in the Targeted Improvement Plan (TIP)	Superintendent, DCSI, Curriculum & Instruction, Campus Leadership Team	See Targeted Improvement Plan	See Targeted Improvement Plan	In Process	See Targeted Improvement Plan	1, 2, 3, 8, 9, 10

District Goal 2

MFISD will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the District's Vision.

Campus Goal 2

Marble Falls High School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

2.2 Performance Objective 2 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
2.2.1	MFISD staff will implement activities that increase and respond to student voice.	Principal and Assistant Principal	Surveys	Survey Data	In Process	Evidence of increased opportunities for student feedback; processes adjusted/implemented based on student voice	1, 2
2.2.2	Continued practice of Student Council with focus on campus climate and culture improvement.	Principal, APs, Student Council advisor	Meeting time, agendas, sign in sheets	Agendas, activities, student surveys	In Process	Increase in # of students who participate in StuCo by 10%	1, 2, 10

District Goal 2

MFISD will increase the leadership capacity of staff, students, and other stakeholders in pursuit of the District's Vision.

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

MFHS students will play an active roll in decision making.

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	Implementation of a Principal's Advisory Committee	Principal	Interest Form	Survey data	Beginning of Program		1, 2
2.3.2	Involvement of students in SEL committee	SEL Counselor and SEL Committee	Sign in sheets	Students help select incentives	Beginning of Program	15 students on committee	1, 2
2.3.3	Increase number of student organizations/clubs (TAFE, HOSA, BPA, etc.)	Organization Sponsors	Membership rosters	Membership Roster	Beginning of programs	100 additional students involved in student organizations	1, 2

District Goal 3

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

Campus Goal 3

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

3.1 Performance Objective 1

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

Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.1.1	MFHS will communicate information in English and Spanish whenever possible to reach all stakeholders and host events	Administration, Counseling Staff, Office Staff	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

District Goal 3

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

Campus Goal 3

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

3.2

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	Weekly Meetings, 100% meetings discuss PLC progress	8
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	Meet 4 times in school year	8

District Goal 3

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

Campus Goal 3

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

3.3 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	MFHS will develop an annual FISH camp for incoming freshman that will include a family cook-out to create an opportunity for parents to engage with the school in a positive way.	Principal, APs, teachers and staff.	Money, campus use	Participant sign up sheet, parent attendance	First year implementation	100 students and families participating in this event.	6
3.3.2	MFHS will host at least 1 family event per semester to improve the relationship between school and home.	Principal, APs, counselors, teachers, staff, and the Principal's Advisory Committee.	Time	Participant counts and attendance.	First year implementation	100 participants per event.	
3.3.4	MFHS will develop activities that will result in an increase to the amount of participation for members of historically marginalized populations in MFISD programs, initiatives, and decision making processes.	Central Office, Curriculum & Instruction, Principals	Internal and External Communications	TASB Survey, Parent Survey, Parent Feedback	In Process	Increased Parent, Family, and Community Satisfaction	6,2,10
3.3.5	MFHS will be more intentional about an inclusive approach to the recognition of excellence.	Central Office, Curriculum & Instruction, Principals	Internal and External Communications	TASB Survey, Parent Survey, Parent Feedback	In Process	Increased Parent, Family, and Community Satisfaction	6,2,10

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, 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

District Goal 4

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

Campus Goal 4

Marble Falls High School will promote a positive and safe learning environment for all students and community members.

4.2 Performance Objective 2

Marble Falls High School will provide social emotional learning opportunities that will reinforce a positive learning environment 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
4.2.1	MFHS Staff will be trained in the components of a successful SEL program.	Principal, SEL Counselor, APs, SEL Committee	Training materials	survey data, discipline data	Initial year of implementation	100% staff trained	4
4.2.2	MFHS will imbed an advisory schedule that will meet bi-weekly to provide SEL focused lessons to all students.	SEL counselor and staff	Lesson development and bell schedule development.	Lesson evaluations and student feedback	Initial year of implementation	100% students participate in advisory	1, 2
4.2.3	MFHS will develop an effective protocol for addressing the SEL needs of our students using the appropriate staff	Principal, SEL Counselor, APs, ILT, and Counselors	Protocol development	Documentation of students seen for SEL needs.	Initial year of implementation	Protocol developed by 12/15/2019	1, 2,
4.2.4	MFISD will implement Positive Behavior Intervention Systems at all grade levels.	Coordinator of SEL, SEL Coaches/Counselors, Principals	Walk through data, lesson plans	Walk through data, lesson plans	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9
4.2.5	MFISD will utilize a multi-disciplinary team to create and utilize crisis response teams centered on SEL components	Coordinator of SEL, SEL Coaches/Counselors, Principals	Team creation and recommendations	Team response summaries	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9

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 2019-2020 school calendar year.					
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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
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,	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

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.

5.2 Performance Objective 2 Marble Falls High School will provide social emotional supports for campus staff in order to model best practices and to recruit and retain highly 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
5.2.1	MFHS leadership will develop structures to provide social emotional supports to staff.	Superintendent, Superintendent's Cabinet, Curriculum & Instruction, Human Resources	Staff absences, meeting agendas	Recommendations for implementation	In Process	Additional Supports for Staff	5
5.2.2	MFHS leadership will become more knowledgeable in how to develop social emotional support programs for staff.	Superintendent, Superintendent's Cabinet, Curriculum & Instruction, Human Resources	Staff absences, meeting agendas	Recommendations for implementation	In Process	Additional Supports for Staff	5
5.2.3	MFHS will implement campus level positive activities and positive recognitions for supporting staff.	Principal and leadership team	Team Meetings	Recommendations for implementation	In Process	Additional Supports for Staff	5

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	100% feedback reviewed by team	9,1
6.1.2	The budget process will be developed and managed to reflect the objectives of the CIP, TIP and follow Title I Compliance Regulations	Administration	Budget Guidelines from MFISD; CIP; DIP; Title I	Adopted Budget	Planning	100% Alignment with CIP and TIP	9,1

Falls Career High School (MFISD)

Campus Improvement Plan

2019-2020

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.



FALLS CAREER HIGH SCHOOL CAMPUS VISION

Lighting your way to a successful tomorrow!

Falls Career High School	
Campus Educational Improvement Committee	
NAME	POSITION Parent, Business, Community, Teacher, etc
Yarda Leflet (18-19)	Administrator
Allie Hampton (19-20)	Administrator
Chess Long	Student Services Coordinator
Emily Patterson	Math Teacher
Michael Saenz	English Language Arts Teacher
Brenda Lusby	Electives & Special Education Teacher
Johnny Mitchell	Social Studies Teacher
Shelly Rowland	EPIC Teacher
Maria Parker	Behavior Coordinator
Aaron Chavez	Paraprofessional
Jeanette Tennison	Paraprofessional
OPEN	Parent
OPEN	Business Partner
OPEN	Community Member

Falls Career High School (MFISD)

Comprehensive Needs Assessment Summary

Classroom Organization: - Alternative High School Campus with blended learning classrooms, Drop-out Recovery Campus, District DAEP Program located on campus

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: FCHS is comprised of a diverse student population across gender, race/ethnicity, and age. FCHS was 89% at-risk in the 2018-2019 school year, which continues to qualify the campus to be rated on the alternative accountability system.

Needs: FCHS students struggle in passing the state assessments. In addition, FCHS students are highly at-risk for dropping out of school due to many extenuating circumstances. Additional supports are being created for 2019-2020 including having a full-time counselor on staff.

FAMILY AND COMMUNITY INVOLVEMENT

Strengths: FCHS takes a proactive approach to keeping families informed and involved. Parents feel well informed, admin is accessible, and they trust the classroom teachers. Families are encouraged to visit the campus at any time to check on the progress of their students, eat lunch, or address any questions or concerns. This allows for parents and students to both be involved and increases attendance.

Needs: Additional parent and family events. FCHS has partnered with non-profit organizations in the past to volunteer to give back to the community. More work needs to be done to involve business members to support the career aspect of our campus.

STAFF QUALITY, RECRUITMENT AND RETENTION

Strengths: At FCHS, we are fortunate to have certified teachers in every classroom. Our teachers work collaboratively to broaden the students' depth of learning, problem-solving skills, organizational skills, and higher-order thinking. Students are exposed to the same terminology and vocabulary when moving from grade level to grade level.

Needs: Reading and writing will continue to be a major focus for our campus. More exposure to literacy is needed. Faculty meetings are used as continuing professional development within all curriculum areas, in which teachers learn more about supporting students with behavioral issues, history of trauma, Special Ed, Dyslexia, and ESL.

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. 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, parent pick-up, and student parking areas) are in need of closer 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 will 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: Through the use of Odysseyware, our online learning program, our teachers ensure that the assignments are aligned to the TEKS standards at the level of depth and complexity required to meet the expectations of the STAAR EOC, TSI, ACT, and SAT exams. The Teacher Authoring Tools within the program allow our teachers to enhance learning and to meet the needs of our students. 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.

Needs: FCHS students are experiencing difficulty in the areas of reading and writing. The campus will improve the use of student data through the use of consistent common formative assessments, a focus on Tier I and RtI. There is a continued need for curricular support for the teacher to collaborate effectively with a focus on standards. Positive behavior management will maximize student engagement.

STUDENT ACHIEVEMENT

Campus 2019 Accountability Rating: B

Strengths: The staff at FCHS have viewed several different and varied forms of data collection. After reviewing this data, we found a few encouraging signs of growth for our students. Our approach to the RTI process is an essential component in student success. Most encouraging is that a student's ethnicity or home language does not impact his or her ability to be successful.

Needs: FCHS staff recommend several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on Trauma Informed Care, streamlined follow through with implementation of RTI, and a continued focus on data and researched based interventions to support academic success. In addition, a more intensive monitoring process of students in regards to progress in coursework is needed. Students are progressing slower at FCHS in acquiring credits than if they were at MFHS.

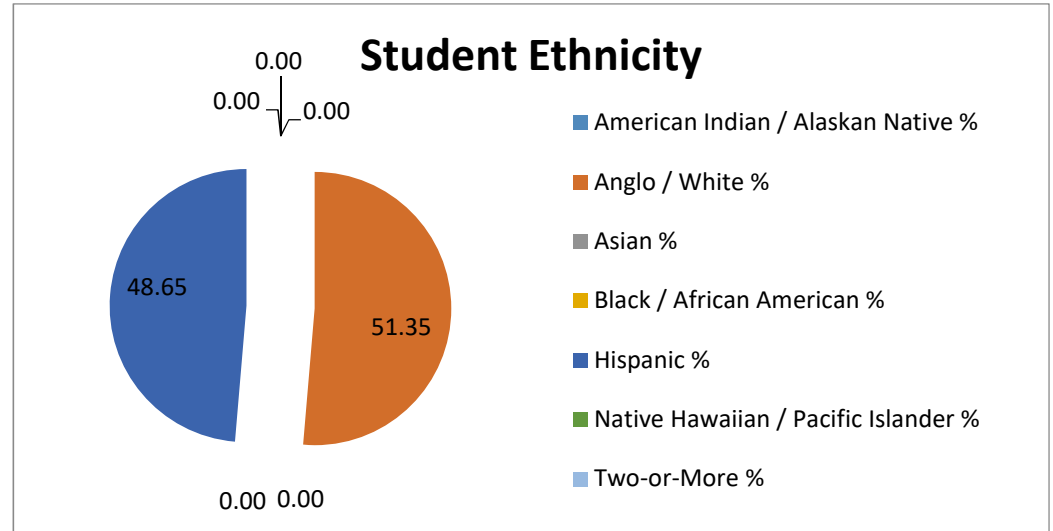
TECHNOLOGY

Strengths: FCHS has been a 1:1 campus for the past 5 years. Our staff works collaboratively with Odysseyware Web Developers to enhance student experiences with the online program. Improved district bandwidth has allowed student and staff to access more information from a greater variety of media and devices without delays or interruptions. All students and staff have access to Google Drive accounts which allows us to communicate and share information instantly. This helps us to reduce paper usage and eliminates lost assignments. All FCHS staff have access to Go Guardian, a web-based computer monitoring system, that allows us to carefully track student computer activity and history. This allows us to ensure that students are on task, creating authentic work, and learning is occurring.

Needs: Many students who attend the Alternative Campus struggle with accessing wireless internet service outside of school. We will continue to explore ideas and partnerships to expand and open access in more places so that students can safely complete school work outside of school. Students from Granite Shoals, Kingsland, Cottonwood Shores, Horseshoe Bay, Spicewood, and numerous students who reside in rural areas struggle to find access the most.

MFISD GENERAL INFO		2018-2019
Campus Name		Falls Career High School
# of campuses in district	#	7
current enrollment	#	37
grade level	text	9-12

STUDENT DEMOGRAPHICS		
American Indian / Alaskan Native	%	0.00
Anglo / White	%	51.35
Asian	%	0.00
Black / African American	%	0.00
Hispanic	%	48.65
Native Hawaiian / Pacific Islander	%	0.00
Two-or-More	%	0.00
Male	%	48.65
Female	%	51.35



CHARACTERISTICS		
% Economically Disadvantaged	%	72.97
# Economically Disadvantaged	#	27
% Limited English Proficient (LEP)	%	0
# Limited English Proficient (LEP)	#	0
% Section 504 students	%	13.51
# Section 504 students	#	5
% SPED students	%	21.62
# SPED students	#	8
% At-Risk	%	89.19
# At-Risk	#	33

Falls Career High School Campus Performance 2019

Math	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	33.00%	17.00%	0.00%
Black/African American	*	*	*
Hispanic	0.00%	0.00%	0.00%
White	40.00%	20.00%	0.00%
American Indian	*	*	*
Asian	*	*	*
Hawaiian/Pacific Islander	*	*	*
Two-or More	*	*	*
Economic Disadvantage	25.00%	0.00%	0.00%
EL (Current)	*	*	*
EL (Current & Monitored)	*	*	*
Special Ed (Current)	0.00%	0.00%	0.00%

Science	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	43.00%	29.00%	14.00%
Black/African American	*	*	*
Hispanic	50.00%	0.00%	0.00%
White	40.00%	40.00%	20.00%
American Indian	*	*	*
Asian	*	*	*
Hawaiian/Pacific Islander	*	*	*
Two-or More	*	*	*
Economic Disadvantage	33.00%	0.00%	0.00%
EL (Current)	*	*	*
EL (Current & Monitored)	*	*	*
Special Ed (Current)	33.00%	33.00%	0.00%

Social Studies	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	63.00%	38.00%	13.00%
Black/African American	*	*	*
Hispanic	50.00%	0.00%	0.00%
White	75.00%	75.00%	25.00%
American Indian	*	*	*
Asian	*	*	*
Hawaiian/Pacific Islander	*	*	*
Two-or More	*	*	*
Economic Disadvantage	80.00%	40.00%	20.00%
EL (Current)	*	*	*
EL (Current & Monitored)	*	*	*
Special Ed (Current)	0.00%	0.00%	0.00%

Reading	Approaches	Meets	Masters
	2019 Actual	2019 Actual	2019 Actual
All Students	54.00%	15.00%	4.00%
Black/African American	*	*	*
Hispanic	55.00%	18.00%	13.00%
White	53.00%	13.00%	7.00%
American Indian	*	*	*
Asian	*	*	*
Hawaiian/Pacific Islander	*	*	*
Two-or More	*	*	*
Economic Disadvantage	71.00%	18.00%	0.00%
EL (Current)	*	*	*
EL (Current & Monitored)	100.00%	0.00%	0.00%
Special Ed (Current)	33.00%	0.00%	0.00%

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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 learning environment for every child.

Parent Involvement in Policy Development

Marble Falls District Education Improvement Committee (DEIC) is comprised of teachers, paraprofessionals, parents, members of the community, and central office staff. This committee will discuss the design and implementation of the Parent Involvement/Engagement Policy.

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 will be planned at convenient times and locations for all members of the committee.

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 meeting. Parents will be encouraged to become involved in the revising and updating of the policy as necessary.

Notice of the meeting will be provided through written invitation to parents/caregivers and through public notices. Translators will be available to help with Non-English speaking parents/caregivers as needed.

Teacher-Parent-Student Compacts

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, and staff will share responsibility for promoting student achievement.

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

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

- * 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 the Marble Falls community.

Newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls, emails, tweets, websites, and written notices will be used to establish and maintain open lines of communication with parents/caregivers.

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 educational services offered throughout the district or through district contacts.

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 parents. The DEIC will revise the district Parent Involvement/Engagement Policy based on the results of this annual review.

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

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

Program Goals

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

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General Uses of Funds

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

Evaluation and Monitoring

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

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 26 years of age and who...

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC 29.081 (d-1).];
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. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with §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 Family and Protective 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;

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State Compensatory Education (SCE)

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operations, specialized child-care home, or general residential operation; or

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

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

303 Procedures for Identifying Eligible Students

The district contact (executive director of instructional services) 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 Student Information Systems Coordinator.

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

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

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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

Falls Career High School Professional Learning 2019-2020

Back to School Professional Learning - August 2019

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

Need	Enforce Student Code of Conduct consistently across the campuses.
Strategy	Provide training for all staff to review the Student Code of Conduct and discipline at school.

Need	Improve teacher pedagogical practices and the collaboration between administrators and teachers using T-TESS
Strategy	Provide teacher trainings on the purposes and requirements of T-TESS.

Need	Complete annual compliance requirements for the state and district.
Strategy	Use of online modules through Eduhero to complete and document compliance.

Need	Communication of all campus safety and security procedures.
Strategy	Provide training on Crisis Prevention Plan and all safety and security procedures as well as conduct regular drills.

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Falls Career High School Professional Learning 2019-2020

Campus Professional Learning - Job Embedded

Need	Increase student achievement in all content areas.
Strategy	Increased use of the Teacher Authoring Tools within Odysseyware to better align learning to the depth and complexity of STAAR EOC, TSI, ACT, and SAT standards.

Need	Increase teacher efficacy and improve campus culture.
Strategy	Provide teachers with the tools and autonomy to customize coursework to better serve our students in ways that are more relevant and relatable to each student and their individual life experiences.

Need	Improve behavioral outcomes for students in the Disciplinary Alternative Education Placement.
Strategy	Train staff in the implementation Trauma Informed Care practices. SAMA training

Need	Increased SEL focus on campus
Strategy	Embed SEL in all aspects of school day. Use SEL/Restorative practices for minor disciplinary infractions. For ongoing disciplinary problems discipline actions + SEL approach, after discipline care and redirection



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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.

1.1 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	Continue to develop and revise curriculum documents through teacher-led committees.	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	Survey of staff of PD needs	1,3,4,8
1.1.3	Provide time to instructional staff to increase collaboration that is student-learning focused and standards-focused	Curriculum & Instruction, Human Resources, Principals	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Master Schedule	Collaborative time provided to instructional staff district-wide, during contract-time	90% of Teachers have regular collaborative time	4,5

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District Goal 1

MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

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 Performance Objective 2 Falls Career High School will 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
1.2.2	Maintain current community partnerships and cultivate additional partnerships	Administration, Staff	Local Businesses, Master Gardeners, Local Organizations (Rotary, Lions Club, Kiwanis, Masonic Lodge)	Community and Staff Feedback;	In Process		1,2,9, 10
1.2.3	Establish a monthly newsletter for students and parents celebrating student successes as well as communicating upcoming school and community events. Job postings we have in the community.	Administration	Community participation, staff participation, student submissions, Email newsletter	Student, Staff and Parent Feedback	In Process	Newsletter created monthly from September - August	1, 2, 9,10

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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.					
1.3	Performance Objective 3	FCHS will ensure that all students have access to all MFISD CTE Programs					
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 coordination with MFHS Counselors and CTE teachers and transportation department staff to ensure FCHS students can participate in all MFISD CTE Program classes.	Administration	Course enrollment, transportation arrangements, and attendance.	Documentation and Teacher Feedback	In Process	100% enrollment of FCHS students whose graduation plan requires CTE classes.	1,2,3,10
1.3.2	Expand Career Preparation program at FCHS in order to provide additional credit opportunities for students while gaining on the job experience.	Administration, CTE teacher	Course enrollment, certified CTE teacher at FCHS, work logs, employer agreements, Teacher feedback on job, Teacher coordination with employer	Evaluations from employers, employer and student feedback on year 1 of program	In Process	100% of FCHS students who have a job and need additional elective credits to graduate.	1,2,3,10
1.3.3	Research and designate CTE pathways that can be implemented at FCHS beginning in 2020-2021 school year.	Administration, staff	Student interest survey, inventory lists of needs	Student transcripts reflecting pathways, course choices for 19-20	in progress	4x4 pathway implementation for all students wanting to go to 4 year universities	1,2,3,10

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, College & Career Advisor, Participate in Job Shadow Day	Documented Post-HS Graduation Plans.	In Process	100% of Students will have an approved plan.	1,2,4,9
2.1.2	Establish mentoring program for FCHS students.	Administration, Staff	Mentor Guide; Documentation of Mentor Program	Number of mentors, number of students mentored	In Process	100% of students willing will have a mentor	1,2
2.1.3	FCHS will create written graduation plans on all FCHS students	Administration, Staff	Plan Document	Completed Plans	In Process	100% of Students will have an approved plan.	1,2,4,9
2.1.4	Provide the opportunity for FCHS students to attend the District Job shadow day	Administration, Staff	CTE advisor, Community partners	completion of job shadowing	in progress	100% of Jr/. Sr. students participate	1, 2, 6, 10

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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.

2.2 Performance Objective 2

FCHS will ensure that all students have access to college readiness opportunities

	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.2.1	FCHS will create partnerships for dual credit in order to provide students with the opportunity to enroll in online dual credit classes in order to earn credit towards a degree while in high school.	Curriculum & Instruction, Administration	College Partners, local funds	Number of student enrolled in dual credit courses, grades from coursework	Not started	Students enrolled in dual credit in Spring 2020	1,2,3,8
2.2.2	FCHS students will attend the MFISD College Fair, have the opportunity to visit with recruiters, outside speakers, and participate in college visits.	Administration, Staff	College partners, HS Counselors, local funding	Number of students attending in district opportunities, number of visits by recruiters, numbers of visits	In Process	100% of FCHS juniors and seniors will attend MFISD College Fair	1,2,3,8,10
2.2.3	FCHS will assess student STAAR performance and reading level upon admission in order to develop intervention plans to provide individualized, intense preparation for TSI testing as well as refine the process for second pass options.	Administration, Staff	Reading assessment, local funding	Number of students tested, number of students taking TSI, TSI results, reading assessment results	In Process	100% students admitted beginning Spring 2020 given reading assessment	1,2,3,9
2.2.4	FCHS will implement students meeting with the District college and Career Advisor. To provide college survey, future planning, FAFSA application, counseling on future post secondary options.	Administration, College and Career Advisor	District CCA, partner in Post secondary through community	Meeting log, post-graduation plans completed	in progress	100% of graduates will meet with CCA before graduation	1, 2, 9, 10

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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.

3.1 Performance Objective 1

Students will complete coursework in a timely manner.

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	100% courses aligned to TEKS	1,2,3,4
3.1.2	FCHS staff will explore and analyze all district online course resources to enhance course content and instructional approaches.	Administration, Staff	Curriculum Documents; Online resources	STAAR Assessment; Graduation Data	In Process	List of resources needed	1, 2, 3, 4
3.1.3	FCHS Staff will conduct brief weekly student reviews in addition to a monthly progress-monitoring process to include: course progress/completion, attendance, graduation plan verification, credits remaining, EOC needs, TSI needs, counseling needs, SAT/PSAT needs	Administration, Staff	Parent meetings, Email, Phone Calls, Credit Analyses, Goal Setting Documents, Odysseyware % Data & Odysseyware assignment completion data	Community and Staff Feedback; Graduation Data	In Process	100 % of FCHS students graduate from MFISD	1,2,9

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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.

3.2 Performance Objective 2

Students will successfully pass state exit level assessments.

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	FCHS staff will provide individualized, intensive EOC preparation through one-on-one, small group, and online instruction for identified students to ensure students pass state-mandated exams.	Administration, Staff	intervention resources, tutors, local funding	EOC data	In Process	100% of students show progress from last administration	1,2,3,9
3.2.2	FCHS Staff will conduct brief weekly student reviews in addition to a monthly progress-monitoring process to include: course progress/completion, attendance, graduation plan verification, credits remaining, EOC needs, TSI needs, counseling needs, SAT/PSAT	Administration, Staff	Student data, conference minutes, student meetings, graduation plans	EOC data, TSI data, college enrollment data	In Process	100% of students show progress from last administration	1,2,3,9
3.2.3	FCHS Principal and Special Services will conduct monthly reviews of students in order to ensure support services are in place for students to be able to focus on academic work.	FCHS Principal, ED of Special Services	Student data, teacher feedback forms	Support services in place, grades, attendance	In Process	100% of students in need of supports identified	1, 2, 9

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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

FCHS students will achieve at least a 96% attendance rate.

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	FCHS staff will monitor students who could be eligible for Optional Flexible School Day	Administration, Staff	number of students on waiver	attendance rate, course completion data	In Process	100% students will be reviewed if eligible for OFSD Program	1,2,9,10
3.3.2	FCHS Staff will call daily each student who is absent.	Administration	call logs, student attendance rate	attendance rate, course completion data	In Process	100% of students absent will be called daily	1,2,6
3.3.3	FCHS Staff will conduct brief weekly student reviews in addition to a monthly progress-monitoring process to include: course progress/completion, attendance, graduation plan verification, credits remaining, EOC needs, TSI needs, counseling needs	Administration, Staff	Student data, conference minutes, student meetings, graduation plans	EOC data, TSI data, college enrollment data	In Process	100% of students show progress from last administration	1,2,3,9
3.3.4	FCHS will put Truancy Prevention Plans in to place for any student that has 5 or more absences.	Administrative, Staff	District TPP paperwork	Attendance Data	In progress	100% of TPPs in place for any student over 5 absences.	1, 2, 9

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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.

3.4 Performance Objective 4

FCHS 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
3.4.1	FCHS will develop activities that will result in an increase to the amount of participation for members of historically marginalized populations in MFISD programs, initiatives, and decision making processes.	Central Office, Curriculum & Instruction, Principals	Internal and External Communications	TASB Survey, Parent Survey, Parent Feedback	In Process	Increased Parent, Family, and Community Satisfaction	6,2,10
3.4.2	FCHS will be more intentional about an inclusive approach to the recognition of excellence.	Central Office, Curriculum & Instruction, Principals	Internal and External Communications	TASB Survey, Parent Survey, Parent Feedback	In Process	Increased Parent, Family, and Community Satisfaction	6,2,10

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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.

4.1 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/Teacher mentor time will be provided weekly in order to give students support and direct instruction regarding life issues including social, peer pressure, bullying, etc.	Administration, Staff	Mentor Meeting Agendas	Meeting Reflections; Survey Results	In Process	10 % in Survey Data; Weekly Meetings	6,7,8
4.1.2	FCHS staff will conduct brief weekly student reviews and monthly progress monitoring conferences on all students in order to ensure student's social, emotional, and academic needs are being met.	Administration, Staff	Conference Agendas and minutes	Course completion data, course progress data	In Process	100% students reviewed every three weeks	2, 9
4.1.3	Staff will be trained on all safety and security procedures, Stop the Bleed, 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
4.1.4	Students will have the opportunity for one on one counseling as well as group yoga and art therapy	Administration, community partners	counselor recommendation, staff recommendations	Sign-in sheets	in progress	100% of students know what's available	1, 2, 10

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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.					
4.2	Performance Objective 2	All teachers at FCHS will have a safe, healthy and supportive environment to foster their growth and maintain their health mentally and physically					
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	FCHS teachers will be provided with skills to deal with stress management and meditative techniques promote stress relief	Administration/ Community Partners	Community Partners, Phoenix Center	Feedback in staff meetings	in Progress	100% staff trained	3, 5
4.2.2	Teachers have the opportunity to participate in the District wellness campaign.	Administrative, staff	District staff	Participation count	in progress	100% participation in water challenge	3, 5

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

MFISD will provide social emotional learning opportunities that will reinforce a positive learning environment 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
4.3.1	MFISD will implement Positive Behavior Intervention Systems at all grade levels.	Coordinator of SEL, SEL Coaches/Counselors, Principals	Walk through data, lesson plans	Walk through data, lesson plans	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9
4.3.2	MFISD will utilize an SEL Implementation Committee to create and implement SEL lessons in all grade levels.	Coordinator of SEL, SEL Coaches/Counselors, Principals	Committee formation and recommendations	Walk through data, lessons created	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9
4.3.3	MFISD will utilize a multi-disciplinary team to create and utilize crisis response teams centered on SEL components	Coordinator of SEL, SEL Coaches/Counselors, Principals	Team creation and recommendations	Team response summaries	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9
4.3.4	MFISD will provide professional learning opportunities for all staff centered on the components of SEL,	Coordinator of SEL, SEL Coaches/Counselors, Principals	Professional development offered and attended, walk through data	Walk-through data	In Process	Increase in desired behaviors, Decrease in undesired behaviors	2, 3, 4, 9

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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.

5.1 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	FCHS staff will attend conferences that further their knowledge on Alternative Education practices	Administration, Staff	Local Funding	Survey, Presentations to staff to debrief sessions attended	In Process	100% of staff willing attends	3, 5, 7

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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.

5.2

Performance Objective 2

Falls Career High School will provide social emotional supports for campus staff in order to model best practices and to recruit and retain highly 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
5.2.1	FCHS leadership will develop structures to provide social emotional supports to staff.	Superintendent, Superintendent's Cabinet, Curriculum & Instruction, Human Resources	Staff absences, meeting agendas	Recommendations for implementation	In Process	Additional Supports for Staff	5
5.2.2	FCHS leadership will become more knowledgeable in how to develop social emotional support programs for staff.	Superintendent, Superintendent's Cabinet, Curriculum & Instruction, Human Resources	Staff absences, meeting agendas	Recommendations for implementation	In Process	Additional Supports for Staff	5
5.2.3	FCHS will implement campus level positive activities and positive recognitions for supporting staff.	Principal and leadership team	Team Meetings	Recommendations for implementation	In Process	Additional Supports for Staff	5

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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	100% feedback reviewed by team	9,1
6.1.2	The budget process will be developed and managed to reflect the objectives of the CIP.	Administration	Budget Guidelines from MFISD; CIP; DIP; Title I	Adopted Budget	Planning	100% Alignment with CIP	9,1

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**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 Independent School District
Board Meeting Minutes
September 16, 2019

Kevin Naumann, President, called the regular meeting to order at 6:01 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, Rick Edwards, Kevin Virdell, Gary Boshears, Larry Berkman, Alex Payson and Lee Ann Johnson

Board Members Absent: None

Administrators Present: Dr. Chris Allen, Dr. Jeff Gasaway, Melissa Lafferty, Soor-el Puga, Leslie Baty, Nathan Fink, Heather Metzgar, Erika O'Connor, Leslie Talamantes, Damon Adams, Roger Barr, Michael Haley, Susan Cox, Ashley Bernard, Gina Solorzano, Rick Hoover, Dr. Melissa Fields and Yarda Leflet.

Members of the Press: Nathan Hendrix, The Highlander News

Special Recognitions

Superintendent's Award

Ashley Bernard, STEAM Academy Director, recognized Emma Cayce and Timothy Fogle. The STEAM students nominated their peers and the teachers decided that Emma and Timothy represents the STEAM Academy well. Mrs. Bernard read statements from students and teachers expressing their thoughts about Emma and Timothy. Dr. Allen presented each student with a certificate and gift card.

Special Service

Dr. Chris Allen, Superintendent, recognized board member, Larry Berkman, with a birthday cake for his birthday.

The board took a recess at 6:15 p.m. and reconvened at 6:21 p.m.

Presentation/Discussion Items and Possible Action

Out of State Travel Request- Marble Falls High School Choir

Bryce Gage, MFHS Choir Director, requested permission to attend the Rocky Mountain Choral Festival in Grand Lake, Colorado during Spring Break. The price per student is \$965 and \$1522 per sponsor.

Upon a motion by Gary Boshears, second by Lee Ann Johnson, the Board approved the out of state travel for the Marble Falls High School choir as presented.

For: 7 Against: 0 Absent: 0

Burnet County Hunger Alliance - Resolution

Alex Payson, Board Member, read the Burnet County Hunger Alliance resolution aloud to announce September as Burnet County Hunger Awareness Month.

Upon a motion by Alex Payson, second by Rick Edwards, the Board approved the resolution as presented.

For: 7 Against: 0 Absent: 0

Special Recognitions

Hispanic Heritage Month

Soor-el Puga, Director of ESL & Bilingual Programs, described to the board the plans for each grade level to celebrate Hispanic heritage month.

Citizens Comments

No one asked to speak.

Information Items

- General Fund Summary
- Expenditure Report

Presentation/Discussion Items and Possible Action

School Improvement Process and District Improvement Plan

Yarda Leflet, Executive Director of Instructional Services, presented a draft of the district improvement plan. The campus and district improvement plans will be presented in October for approval.

IMA Purchase

Dr. Melissa Fields, Director of Assessment & Accountability, requested the use of IMA funds to purchase additional materials for Dual Language and Special Education classrooms.

Upon a motion by Rick Edwards, second by Alex Payson, the Board approved the purchase of \$57,121.60 of additional adopted materials as presented.

For: 7 Against: 0 Absent: 0

Burnet County Appraisal District Board of Directors

Upon a motion by Gary Boshears, second by Kevin Virdell, the Board approved to equally divide the District's votes between Bobbye Michel, Dave Kithil & Darlene Oostermeyer for a total of 646 to each candidate.

For: 7 Against: 0 Absent: 0

Consider and Possible Approval of Action

Consent Agenda

Upon a motion by Gary Boshears, second by Rick Edwards, the Board approved the following as presented:

- Minutes from Regular Board Meeting held on August 20, 2019
- Budget Amendments
- Extracurricular Activity – Equine Sports
- Adjunct Faculty Agreement – Equine Sports

For: 7 Against: 0 Absent: 0

PCAT Rate Extension Addendum

Upon a motion by Kevin Virdell, second by Lee Ann Johnson, the Board approved the three-year contract with Property Casualty Alliance of Texas (PCAT) to provide property and casualty insurance for the district at an annual rate of \$351,659.

For: Gary Boshears, Alex Payson, Larry Berkman, Kevin Naumann, Kevin Virdell and Lee Ann Johnson

Against: None
Absent: None
Abstained: Rick Edwards

Upcoming Meetings

Monday, September 30, 2019 – Special Board Meeting
Tuesday, October 15, 2019 – Regular Board Meeting
Monday, November 18, 2019 – Regular Board Meeting

Executive Session

At 7:06 p.m., the Board adjourned into executive session to discuss professional personnel (TX Govt. Code 551.074) and discuss personally identifiable student information (TX Govt. Code 551.0821).

The Board reconvened from executive session at 7:51 p.m.

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

No action taken.

Adjournment

Hearing no objection, the Board adjourned at 7:51 p.m.

Approved:

Kevin Naumann, President

Gary Boshears, Secretary

Marble Falls Independent School District
Board Meeting Minutes
September 30, 2019

Kevin Naumann, President, called the special meeting to order at 6:01 p.m. at the Marble Falls ISD Central Office Community 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, Kevin Virdell, Gary Boshears, Rick Edwards, Lee Ann Johnson and Alex Payson

Board Members Absent: Larry Berkman

Administrators Present: Dr. Chris Allen and Dr. Jeff Gasaway

Members of the Press: None

Presentation/Discussion Items and Possible Action

Resolution of Nomination to the Directors for the BCAD for the year 2020-21

Upon a motion by Lee Ann Johnson, second by Kevin Virdell, the Board approved the resolution as presented.

For: 6 Against: 0 Absent: 1

Team of Eight Training:

The Board and Superintendent discussed goals for the Superintendent and engaged in a book study to further develop shared understanding of District priorities.

Lee Ann Johnson left at 7:30 p.m.

Adjournment

Hearing no objection, the Board adjourned at 9:05 p.m.

Approved:

Kevin Naumann, President

Gary Boshears, Secretary



Marble Falls
Independent
School District

INTEROFFICE MEMORANDUM

Date: October 9, 2019

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):

19-00013	Allocate budget for SPED staff travel - \$5,000
19-00014	Allocate budget for MFHS staff travel - \$815
19-00015	Allocate budget for MFMS staff travel - \$1,000
19-00018	Allocate budget for CTE staff travel - \$9,000
19-00021	Increase budget for CTE supplies - \$239

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Batch #:		19-00013		Reason for Amendment:		BUDGET AMENDMENT TO COVER TRAVEL-EMPLOYEE ONLY (Conferences/Workshops)	
Fiscal Year:		2019/2020					
Account Number			Account Description			Debit	Credit
EXPENDITURES						Increase	Decrease
1	199E11639900923023000	GENERAL SUPPLIES					5,000.00
2	199E13641100923023000	TRAVEL-EMPLOYEE ONLY			5,000.00		
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33							
REVENUE						Decrease	Increase
34							
35							
36							
37							
38							
Totals					-	5,000.00	5,000.00
Board Approval Required		Prepared by: <i>Linda Wiley</i>		Approved by: <i>[Signature]</i>		Reviewed by: <i>[Signature]</i>	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Date: 9/12/19		Date: 9/12/19		Date: 9/16/19	
						Date: 9/17/19	

Revised 10-05-17

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Batch #:	<i>19-00014</i>	Reason for Amendment: RTA - move funds for Art Conference for travel		
Fiscal Year:	2019-2020			
Account Number	Account Description		Debit	Credit
EXPENDITURES			Increase	Decrease
1	199 E 11 6399 00 001 0 11 A 00	RTA EXPENSES		814.98
2	199 E 13 6411 00 001 0 99 A 00	registration, food, hotel	814.98	
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REVENUE			Decrease	Increase
34				
35				
36				
37				
38				
Totals			814.98	814.98
Board Approval Required	Prepared by: SDEROUEN	Approved by: <i>[Signature]</i>	Reviewed by: <i>[Signature]</i>	Entered by: <i>[Signature]</i>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Date: <i>[Signature]</i> 09/17/19	Date: <i>[Signature]</i> 9/17/19 09/17/19	Date: <i>[Signature]</i> 9/17/19	Date: <i>[Signature]</i> 9/17/19

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Batch #:	19-00615	Reason for Amendment: cover expenses for professional development- attend TX Music Ed Convention in Feb
Fiscal Year:	2019-2020	
Account Number	Account Description	Debit
EXPENDITURES		Increase
1	199 E 11 6299 00 041 0 11 B 00 MISCELLANEOUS CONTRACTED SERVICES	
2	199 E 36 6494 00 041 0 99 B 00 RECLASSIFIED TRANSPORTATION EXPENSES	
3	199 E 13 6411 00 041 0 99 B 00 TRAVEL-EMPLOYEE ONLY	1,000.00
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REVENUE		Decrease
34		
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Totals		1,000.00
		1,000.00
Board Approval Required <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Prepared by: <i>Robert Faulk</i> Date: 9/17/19	Approved by: <i>JH</i> Date: 9/18/19
	Reviewed by: <i>JH</i> Date: 9/18/19	Entered by: <i>JH</i> Date: 10/1/19

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Batch #:	<u>19-00018</u>	Reason for Amendment: MOVE CTE FUNDS FROM FUNC 11 TO FUNC 13 & FUNC 21 FOR TRAVEL IN 2019-20		
Fiscal Year:	<u>2019-2020</u>			
Account Number	Account Description		Debit	Credit
EXPENDITURES			Increase	Decrease
1	199 E 11 6399 00 001 022 0 00	CTE INSTRUCTIONAL SUPPLIES		9,000.00
2				
3	199 E 13 6411 00 001 022 0 00	CTE TEACHER PROFESSIONAL DEVELOPMENT TRAVEL	8,000.00	
4				
5	199 E 21 6411 00 001 022 0 00	CTE INSTRUCTIONAL ADMIN TRAVEL	1,000.00	
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REVENUE			Decrease	Increase
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Totals			-	9,000.00 9,000.00
Board Approval Required		Prepared by: C. DOWELL	Approved by: H. METZGAR	Reviewed by: <i>[Signature]</i>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Date: 10/01/19	Date: 10/01/19	Date: 10/2/19
				Entered by: <i>[Signature]</i>
				Date: 10/2/19

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Batch #:	<i>19-00021</i>	Reason for Amendment: Move 18-19 ending balance of Literacy 2020 funds forward to 19-20.		
Fiscal Year:	2019-2020			
Account Number	Account Description		Debit	Credit
EXPENDITURES			Increase	Decrease
1	199 E 21 6399 02 913 0 99 0 00	<i>SUPPLIES</i>		238.73
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REVENUE			Decrease	Increase
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Totals				238.73
Board Approval Required <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Prepared by: <i>B. Brown</i> Date: <i>10/7/19</i>	Approved by: <i>Kellie Petty</i> Date: <i>10-7-19</i>	Reviewed by: <i>JH</i> Date: <i>10/9/19</i>
		Entered by: <i>JH</i> Date: <i>10/9/19</i>		



**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		



Phoenix Center
 P.O. Box 732
 Marble Falls, TX 78654
 830-637-7848

Invoice

Date	Invoice #
10/8/2019	1442

Bill To
Marble Falls Independent School District 1800 Colt Circle Marble Falls, TX 78654

Description	Amount
For Mental Health Care Services 2019-2020 School Year. 1st installment of \$75,000.	37,500.00
Thank you for partnering with the Phoenix Center. Please remit payment to address above. 830-637-7848	Total \$37,500.00