



MARBLE FALLS

Independent School District

Meeting Date:

Meeting Type:

How will you present this item to the Board?

Does this item require any documents to be signed by the Board?

LOVE & INSPIRE

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



Proposal of Additional Services for Marble Falls ISD

LASO Cycle 4 / LIFT Grant — Discretionary (30%) Support Options for 2026–27

Prepared August 24, 2026 | Prepared for: Marble Falls ISD District Leadership

Proposal Overview

Marble Falls ISD and EDpact L.L.C. are now in active implementation of the LASO Cycle 4 LIFT partnership established under the Consulting Services Agreement dated February 27, 2026. The core program allocation — the seventy percent (70%) of the district's award committed to LIFT implementation — is fully deployed against the contracted scope: needs assessment and planning, professional development, leadership coaching, classroom and PLC observation cycles, performance management routines, and grant monitoring and compliance.

This proposal addresses the remaining thirty percent (30%) discretionary portion of the district's LASO Cycle 4 award. It presents three optional support extensions that Marble Falls ISD may elect individually or in combination. Each option is designed to deepen support where district leadership has identified the greatest need—most notably at Highland Lakes Elementary School—while remaining clearly additive to, and non-duplicative of, the services already funded under the core LIFT agreement.

Because Marble Falls ISD is an established EDpact partner, consultants already embedded in the district's work deliver every option below. There is no ramp-up period, no re-orientation to district context, and no learning curve on campus systems. Support begins at full speed.

Where the Core LIFT Scope Ends

The 70% program allocation guarantees a defined minimum level of service across LIFT campuses. Understanding that floor is what makes the value of the options below clear. Under the current agreement, EDpact already provides:

- On-site presence at each LIFT campus at least twice per month, with 3–5 hours of classroom observation per visit.
- PLC observations four times per year, plus PLC visits embedded within coaching days.
- Monthly performance management routine support, with BOY, MOY, and EOY routine facilitation.
- Monthly district leadership check-ins with the superintendent or designee, District LIFT Lead, principal managers, and campus leadership.
- Professional development on instructional leadership, school-wide routines, and the Literacy and Math Instructional Frameworks.
- Grant monitoring, documentation, and reporting support aligned to TEA LIFT requirements and SI TIP/TAP tools.

The core scope does not include sustained, role-specific coaching for an individual campus administrator; coaching capacity beyond the contracted minimum frequency for campuses that need more than the floor; or a separate executive-level accountability cadence at the campus level. The three options below address exactly those three gaps.

A note on grant alignment

Each option below supplements — and does not supplant — services funded under the 70% program allocation. Deliverables, personnel, and on-site dates are tracked separately from core LIFT service days, so the district can document distinct scope for both TEA reporting and audit purposes.

Three Options at a Glance

The district may select any single option, any combination, or all three. Options are priced independently and are not contingent on one another.

Option	Focus	Delivered By	Investment
Option A	Assistant Principal leadership development at Highland Lakes Elementary	Tim Persall	\$22,500
Option B	Extended coaching capacity for campuses needing support beyond the LIFT minimum	Tim and Janelle Persall	\$30,000
Option C	Executive improvement check-ins with the Highland Lakes Elementary principal	Matt Pope	\$25,000

Option A — Assistant Principal Leadership Development

Highland Lakes Elementary School | 9 in-person half-day coaching visits | \$22,500

Assistant principals frequently carry substantial instructional leadership responsibility without receiving coaching calibrated to their specific role. This option provides dedicated, individualized development for the Highland Lakes Elementary assistant principal across the 2026–27 school year.

- Nine (9) in-person half-day coaching visits, scheduled at approximately monthly intervals across the school year.
- An initial role-specific needs assessment establishing a baseline and an individualized leadership growth plan with defined checkpoints.
- Side-by-side classroom walkthroughs with real-time calibration — building observation accuracy and feedback quality in the moment rather than in a training room.
- Modeling and co-facilitation of coaching conversations, feedback cycles, and PLC facilitation, moving progressively from consultant-led to AP-led.
- Direct support for school-wide routine implementation and the assistant principal's role in sustaining them.
- Written summary following each visit, shared with the campus principal and District LIFT Lead, with documentation aligned to LIFT reporting requirements.

Why this matters: capacity built in an assistant principal remains in the district after the grant term ends. This option is the most durable of the three in terms of long-term return.

Option B — Extended Coaching Capacity for Priority Campuses

8 additional coaching dates with Tim and Janelle | \$30,000

The contracted twice-monthly campus cadence is a minimum, set to satisfy TEA LIFT requirements. Campuses moving through difficult improvement work often need more than the minimum — particularly during the fall implementation

push and again after mid-year data arrives. This option adds flexible coaching capacity that district leadership can direct where progress-monitoring data shows it is most needed.

- Eight (8) additional full coaching dates beyond the contracted minimum frequency, delivered by Tim and Janelle Persall.
- Flexible campus allocation and the district and EDpact jointly determine placement based on implementation data, with a formal reallocation review at MOY.
- Additional classroom observation and PLC observation cycles, each paired with a same-day leadership debrief.
- Targeted implementation support for school-wide routines and for the Literacy and Math Instructional Frameworks where campus data indicates uneven adoption.
- Coaching for campus administrators on conducting effective feedback cycles — increasing the number of leaders who can carry the work independently.
- Documentation of all coaching and observation activity for LIFT monitoring and reporting.

Why this matters: struggling campuses rarely need a different strategy — they need more repetitions of the right one. This option buys repetitions.

Option C — Executive Improvement Check-Ins

Highland Lakes Elementary School | Six-week cadence with Matt Pope | \$25,000

Improvement efforts lose momentum between coaching visits and formal reporting deadlines. This option establishes a consistent executive-level cadence at Highland Lakes Elementary, giving the principal a structured accountability partner and giving district leadership an independent read on the pace of improvement.

- Approximately six (6) on-site executive check-ins across the school year, held on a six-week cadence.
- Structured status review of improvement efforts against the campus improvement plan and LIFT implementation milestones.
- Direct working sessions with the Highland Lakes Elementary principal on obstacles, prioritization, and sequencing of improvement actions.
- Written status summary following each check-in, delivered to the principal, the District LIFT Lead, and the superintendent or designee.
- Findings routed back into the core LIFT coaching cycle — what surfaces in a check-in adjusts what Tim and Janelle prioritize on subsequent visits.
- Direct access to Matt between scheduled visits for time-sensitive decisions.

Why this matters: a six-week cadence is short enough to catch drift while it is still correctable, and long enough for a campus to show real movement between visits.

Scope Comparison

The table below maps deliverables across the three options so the district can see precisely where they overlap and where they do not.

Component	Option A	Option B	Option C
STRUCTURE			
Primary focus	HLES assistant principal	Priority campuses	HLES principal
Delivered by	Tim Persall	Tim and Janelle Persall	Matt Pope
On-site dates included	9 half-days	8 full dates	~6 check-ins
Cadence	Approx. monthly	Approx. monthly	Every 6 weeks
COACHING & DEVELOPMENT			
Individualized leadership growth plan	✓	—	Advisory
Side-by-side walkthroughs & calibration	✓	✓	—
PLC observation & co-facilitation	✓	✓	—
Framework implementation support	—	✓	—
MONITORING & ACCOUNTABILITY			
Flexible deployment across campuses	—	✓	—
Campus improvement plan status review	—	—	✓
Written summary to district leadership	✓	✓	✓
LIFT documentation & reporting alignment	✓	✓	✓

Investment

Pricing includes travel and all related expenses for the on-site dates specified in each option. Options are priced independently; the district may elect any one, any combination, or all three.

Option	What's Included	Delivery	Investment
A	Nine half-day in-person coaching visits for the Highland Lakes Elementary assistant principal, individualized growth plan, walkthrough calibration, PLC co-facilitation	9 half-days on-site	\$22,500

Option	What's Included	Delivery	Investment
B	Eight additional coaching dates with Tim and Janelle for campuses needing support beyond the LIFT minimum, flexibly allocated by district data	8 full dates on-site	\$30,000
C	Executive improvement check-ins with the Highland Lakes Elementary principal on a six-week cadence, with written status summaries to district leadership	~6 check-ins on-site	\$25,000
All	Options A, B, and C combined	23 on-site dates	\$77,500

Combination totals: $A + B = \$52,500$ | $A + C = \$47,500$ | $B + C = \$55,000$ | $A + B + C = \$77,500$

Selecting the Right Combination

Each option solves a different problem. The guidance below reflects how these supports tend to work together in districts doing similar improvement work.

Combination	Best When	Total
Option A alone	The district's priority is building lasting leadership capacity at Highland Lakes Elementary, and current campus-level coaching frequency is sufficient.	\$22,500
Option B alone	More than one campus needs support beyond the contracted minimum, and the district wants flexibility to redirect capacity as data changes.	\$30,000
A + C	Highland Lakes Elementary is the clear priority. This pairs capacity-building for the assistant principal with an executive accountability cadence for the principal — the full leadership team at one campus.	\$47,500
A + B	The district wants both depth at Highland Lakes Elementary and additional reach across other campuses, where implementation is uneven.	\$52,500
All three	The district wants comprehensive coverage: individual capacity-building, expanded coaching reach, and executive-level monitoring, with 23 additional on-site dates across the year.	\$77,500

Illustrative Timeline — 2026–27 School Year

All service dates are scheduled collaboratively with district and campus leadership and are coordinated against the existing LIFT calendar to avoid duplication.

Window	Focus
September 2026	Amendment execution, scheduling of all on-site dates, baseline needs assessment for the assistant principal (Option A), first executive check-in (Option C).

Window	Focus
October – December	Coaching cycles underway; walkthrough calibration and PLC co-facilitation; extended coaching dates deployed to campuses identified by BOY data (Option B).
January 2027 (MOY)	Mid-year review of the assistant principal growth plan; formal reallocation review of remaining Option B dates against MOY data; executive check-in status summary to district leadership.
February – April	Continued coaching cycles with progressive release toward campus-led facilitation; remaining extended coaching dates deployed; executive check-ins continue on cadence.
May 2027 (EOY)	Final coaching visits and executive check-in; end-of-year reflection on leadership growth; documentation packaged for LIFT reporting.
June 2027	Year-end review with district leadership, impact summary, and recommendations for Grant Year 2 (Spring 2027 – Summer/Fall 2027).

Why EDpact

EDpact L.L.C. focuses on improving educational outcomes for all students by developing people and strengthening systems. EDpact is already Marble Falls ISD's approved LIFT provider under LASO Cycle 4, with consultants embedded in campus and district routines since March 2026. That continuity is the central argument for this proposal: the team proposing this work already knows the campuses, the leaders, the frameworks in use, and the specific obstacles Highland Lakes Elementary is working through.

Matt Pope, founder of EDpact, is an award-winning school and community leader who has worked extensively to support education leaders in transforming systems that impact tens of thousands of students. As the son of an educator, Matt is deeply committed to ensuring every student has access to high-quality instruction and every teacher is recognized and supported.

Next Steps

EDpact looks forward to extending our partnership with Marble Falls ISD and putting the district's discretionary LASO Cycle 4 funds to work where they will matter most. Please let us know which option or combination best fits the district's needs—or whether a blended scope would serve you better. We are glad to adjust.

If the district confirms acceptance by **September 15, 2026**, EDpact will prepare a written amendment to the existing Consulting Services Agreement and begin scheduling on-site dates for the fall semester.

Questions regarding this proposal:

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