MARBLE FALLS
Independent School District

Meeting Date: 11/16/2026 **Date Submitted:** 11/9/2026

Meeting Type: Regular Meeting **Agenda Placement:** Consent Agenda

Subject:

Possible Approval of 2026-2027 Local Improvement Plans for Marble Falls Elementary and Marble Falls Middle School

Executive Summary:

Texas schools are required to create improvement plans when they receive ratings of low performance. At the October Board of Trustees meeting, Administration reviewed the student performance data that led to the campus rating, the improvements required by the Texas Education Agency, the intervention measures or sanctions that may be imposed if performance does not improve within a designated period, and provided an overview of the Marble Falls Elementary School and Marble Falls Middle School Local Improvement Plans (LIP) The plans have been posted for public comment on the district website for the required number of days.

The purpose of the school improvement plans are to ensure that campuses engage in a focused and systematic process to identify the root causes of low performance and implement targeted strategies to improve student outcomes. The LIPs promote continuous improvement through regular goal setting, action planning, and progress monitoring. Additionally the improvement plan process provides access to state and district support, helps coordinate resources for improvement, and promotes transparency with parents and the broader school community about how the campuses plan to achieve better academic results.

The key components of the plan include a comprehensive school improvement strategy; curriculum and instructional initiatives designed to enhance student learning; job-embedded professional development to build staff capacity and provide ongoing support; clearly defined milestones to guide implementation; a performance management system to ensure fidelity of execution; and the allocation of necessary resources to sustain implementation efforts.

Administration is recommending approval of the Local Improvement Plans for Marble Falls Elementary School and Marble Falls Middle School.

Fiscal Impact: **Funding Source:** **Fiscal Year:** **Ammendment Required?**

How will you present this item to the Board?

Summary Sheet & Supporting Documents

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

No

Administration's Recommendation:

Administration is recommending approval of the 2026-2027 Local Improvement Plans for Marble Falls Elementary School and Marble Falls Middle School.

Submitted By: Yarda Leflet

Presenter: Yarda Leflet

Board Approval Required: YES

Marble Falls ISD- Marble Falls Elementary School
26-27 Local Improvement Plan (LIP)



In Texas, schools are required to create a Local Improvement Plan (LIP) when a campus is identified for support under the Federal Accountability System (ESSA). Marble Falls Elementary School was identified for Additional Targeted Support and Improvement. The following student groups missed the listed Closing the Gaps targets. MFES is Additional Targeted Support identified because the White group was below the Student Group bottom 5% cutoff score. White was at 48 and bottom 5% cutoff was 56.

White-

- Academic Achievement RLA
- Academic Achievement Math
- Academic Growth Math
- Student Success

SPED

- Academic Achievement RLA
- Academic Achievement Math
- Student Success

The purpose of the LIP is to ensure that campuses engage in a focused and systematic process to identify the root causes of low performance and implement targeted strategies to improve student outcomes. The plan promotes continuous improvement through regular goal setting, action planning, and progress monitoring. Additionally, the LIP process provides access to state and district support, helps coordinate resources for improvement, and promotes transparency with parents and the broader school community about how the campus plans to achieve better academic results. The key components of the plan outlined below include a comprehensive school improvement strategy; curriculum and instructional initiatives designed to enhance student learning; job-embedded professional development to build staff capacity and provide ongoing support; clearly defined milestones to guide implementation; a performance management system to ensure fidelity of execution; and the allocation of necessary resources to sustain implementation efforts.

Student Achievement Goals:

MFES-
White
AAR- 56% at Meets, Target is 59%
AAM- 43% at Meets, Target is 60%
AGM - 58% Target is 74%
SS- 44% at Meets, Target is 58%

SPED
AAR- 20% at Meets, Target is 26%
AAM- 16% at Meets, Target is 29%
SS- 16% at Meets, Target is 23%

Marble Falls ISD- Marble Falls Elementary School
26-27 Local Improvement Plan (LIP)



School Improvement Strategy:

Intensive Curriculum and Instruction Improvements

Strategy Implementation Plan:

MFISD has been awarded the Leadership and Instructional Foundations for Texas (LIFT) Grant to support this Strategy.

MFISD is partnering with EDpact and Region 13 to support this strategy.

Capacity Building of Leadership and Staff:

- EDpact will provide support to Marble Falls Elementary School in systems building and strategy implementation.

Strategies	TSL alignment	MFES operationalizes it by…	What LIFT adds
1. LIFT Implementation and Coaching	KP 5.2.3 (school-based implementation team roles); KP 4.2.5 (hold principals accountable for Tier 1 structures)	Naming an MFES implementation team; using each EDpact visit for co-observation, PLC support, and leader practice	18 Campus Coach visits; District Coach stepbacks; LIFT action step guides
2. PLCs	KP 4.1.2 (PLC protocols, PLC Guide, master schedule time); KP 5.2.3 (internalization, rehearsal); KP 4.2.5 (monthly principal PLC checkpoints)	Weekly grade-level Math and RLA PLCs: internalize, rehearse, analyze student work	LIFT PLC non-negotiables; PLC calibration; 8 PLC support sessions per grade/content
3. Observation and Feedback	KP 4.2.5 (walk-through form, calibration, O/F calendar, walkthrough data); KP 5.2.3 (train leaders on O/F cycle)	Tiered LIFT-tool observations in Eduphoria (in the IIA beginning January 2027) for every Math and RLA teacher	LIFT tool (12 indicators), action step guides, leader snapshots, Waterfall Document, calibration walks
4. Instructional Framework	KP 4.1.2 (Instructional Playbook "Big Six"; Reading Framework; Math Framework; Playbook v1.0 and Tier 1 Non-Negotiables)	Using Playbook look-fors now; MFES representation on the Math Framework team	LIFT Framework process: plan by Oct 30, draft by Jan 31, final by late April 2027
5. RBIS	KP 5.2.3 (math and RLA RBIS; new-hire RBIS)	Math RBIS Parts 1 and 2; Literacy RBIS follow-up in PLCs and O/F	High-priority LIFT focus area
6. Curriculum and HQIM	KP 4.2.3 (Savvas adoption,	Savvas and HMH used	Adoption and product-training

Strategies	TSL alignment	MFES operationalizes it by…	What LIFT adds
	approved-materials list, RLA HQIM review); KP 4.2.5 (monitor approved materials)	daily as designed	support
7. Performance Management	KP 4.2.5 (walkthrough and internalization fidelity data); KP 4.2.3 and 4.1.2 (impact data)	Campus PM before each district PM	Monthly LIFT PM with BOY/MOY/EOY add-ons
8. Strategic Staffing	KP 5.2.3 (mentor teachers); EDF Lever 2 (Talent) has no TSL Academic Plan initiative	Data-driven placement, hiring, retention	Evaluation and incentive alignment (LIFT deeper implementation)
9. Intervention and Data Tracking	EDF 4.1 (Branching Minds MTSS; MTSS monitoring plan)	Protected intervention block; move-group tracking	LIFT SI assessment-calendar recommendations

Marble Falls ISD- Marble Falls Elementary School
26-27 Local Improvement Plan (LIP)

Campus assessment plan

Assessment	When	Reviewed by
NWEA MAP Growth, Math, Reading and Science	BOY (Aug 26–Sep 10, 2026), MOY (January), EOY (spring)	PLCs; MFES ILT; district PM (Oct 23, Jan 29, Apr 23)
Common Assessments	Per district assessment calendar (BOY, MOY, EOY)	PLCs; monthly PM
Branching Minds progress monitoring	Per MTSS plan	Campus MTSS team
TELPAS	Spring	Bilingual/ESL, LPAC
STAAR Reading and Math, Gr 3–5	Spring 2027 and Spring 2028	June STAAR/System Reflection; Board

Implementation Milestones:

Spring–Summer 2026: Capacity Building & Planning
-Conduct baseline data analysis and needs assessment using the EDpact Campus Implementation Plan.
-Facilitate Year 1 Full-Day Workshop (May–July) to establish leadership routines, de-implementation priorities, and focus areas for schoolwide culture and feedback systems.
-Deploy initial EDpact tools and resources, including classroom walkthrough forms, coaching reflection tools, and data review templates.
-Align district and campus systems to support implementation of observation/feedback cycles (EA 5.2).

Fall 2026–Spring 2027: Implementation & Coaching
-Provide on-site implementation support visits, each including Mini-PD sessions, classroom walkthroughs, and collaborative data analysis.
-Conduct Snapshot Visits in fall and spring for leadership calibration and refinement of feedback practices.
-Deliver principal coaching sessions to support leadership growth and systems implementation.
-Review midyear and end-of-year progress through EDpact coaching logs and walkthrough data.
-Integrate student assessment data cycles into leadership meetings to monitor the impact of instructional practices.

Summer 2027: Sustainability & Capacity Transfer
-Facilitate End-of-Year Workshop and Sustainability Coaching, focusing on transfer of systems to campus leadership teams and integration of practices into district frameworks.
-Evaluate progress using EDpact implementation rubrics and leadership self-assessments.
-Document successful systems and practices to inform replication and scale across additional campuses.

Progress Monitoring:

- District and campus leaders will monitor implementation through regular data reviews led by the DCSI in partnership with EDpact. The DCSI will review campus data monthly and meet quarterly



with EDpact to analyze trends and identify supports. The superintendent and executive leadership team will review districtwide progress each semester, using data from coaching logs, observation feedback, and student outcomes to ensure fidelity, guide adjustments, and sustain continuous improvement.

- Progress toward milestones will be reviewed collaboratively by the District Coordinator of School Improvement (DCSI), EDpact and campus principal under the oversight of the superintendent and executive leadership team. The DCSI will lead monthly and quarterly reviews of implementation data and artifacts with EDpact to monitor fidelity and identify areas for additional support. The superintendent and executive team will conduct semesterly reviews of progress toward milestones, using summary data from coaching logs, walkthrough tools, and assessment results to ensure alignment, accountability, and continuous improvement across all participating campuses.

- Progress toward milestones will be reviewed on a monthly, quarterly, and semesterly cadence to ensure continuous improvement and accountability. Changes to the plan will be made if student performance does not indicate improvement.

Allocation of Resources:

Marble Falls ISD has identified all resources needed to implement the School Improvement strategy in partnership with LIFT (LASO Cycle 4) grant, Math Planning and RLA Planning, including additional LIFT funding the district has committed for 12 added campus and Assistant Principal coaching visits; Instructional Materials Allotment (Savvas); LASO 3 funds (Literacy RBIS).

District and campus staff time for participation will be supported through local funds and built-in professional learning days. Facilities, supplies, and logistical supports will also be covered with local funds. A Data Sharing Agreement (DSA) and existing district systems will support monitoring of student data and implementation fidelity, ensuring all resources and funding are aligned to execute the strategy with fidelity and sustainability.

Marble Falls ISD- Marble Falls Middle School
26-27 Local Improvement Plan (LIP)



In Texas, schools are required to create a Local Improvement Plan (LIP) when a campus is identified for support under the Federal Accountability System (ESSA). Marble Falls Middle School was identified for Targeted Support and Improvement. The following student groups missed the listed Closing the Gaps targets.

Hispanic Academic Achievement RLA
- Academic Achievement Math
- Academic Growth Math
- Student Success

Eco Dis Academic Achievement Math
- Academic Growth Reading
- Academic Growth Math
- Student Success

EB
- Academic Achievement Math
- Academic Growth Math
- Student Success

SPED
- Academic Achievement RLA
- Academic Achievement Math
- Academic Growth Reading
- Academic Growth Math
- Student Success

Cont. Enrolled
- Academic Achievement Math
- Academic Growth Reading
- Student Success

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Marble Falls ISD- Marble Falls Middle School
26-27 Local Improvement Plan (LIP)



Student Achievement Goals:

Hispanic (4 targets missed)

- AAR- 33% at Meets, Target is 35%
- AAM- 22% at Meets, Target is 39%
- AGM- 49%, Target is 69%
- SS- 27% at Meets, Target is 41%

Eco Dis (4 targets missed)

- AAM- 21% at Meets, Target is 35%
- AGR- 55%, Target is 58%
- AGM- 50%, Target is 62%
- SS- 28% at Meets, Target is 38%

EB (3 targets missed)

- AAM- 10% Meets, Target is 36%
- AGM- 41%, Target is 62%
- SS- 14% Meets, Target is 38%

SPED (5 targets missed)

- AAR- 15% at Meets, Target is 19%
- AAM-12% at Meets, Target is 21%
- AGR- 40%, Target is 43%
- AGM- 45%, Target is 50%
- SS- 16% at Meets, Target is 23%

Cont. Enrolled (3 targets missed)

- AAM- 35% at Meets, Target is 49%
- AGM- 52%, Target is 67%
- SS- 41% at Meets, Target is 48%

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Marble Falls ISD- Marble Falls Middle School
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