



**Marble Falls ISD  
Regular Meeting**

**Monday, September 20, 2010  
6:15 PM**

**AGENDA OF REGULAR MEETING  
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES**

**MONDAY, SEPTEMBER 20, 2010 – 6:15 PM**

**Marble Falls ISD Administration Building-1800 Colt Circle-Marble Falls,TX 78654**

Notice is hereby given that on September 20, 2010, the Board of Trustees of the Marble Falls Independent School District will hold a Regular meeting at 6:15 PM, at the Marble Falls ISD Administration Building-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: Martin McLean, President
2. Roll Call
3. Invocation  
Presenter: Mike Savage
4. Pledge to the Flags  
Presenter: Karl Westerman
5. Update from City of Marble Falls  
Presenter: Ralph Hendricks, City Manager
6. Special Recognitions  
Presenter: Jim Boyle
  - A. MFISD Transportation Department
  - B. MFISD Exemplary Campuses - Colt Elementary, Spicewood Elementary and Marble Falls Elementary
7. Open Forum
8. Consent Agenda
  - A. Review and Approval of Minutes from August 2, 2010, August 16, 2010 - 6:00 p.m. and August 16, 2010 - 6:30 p.m. 5  
Presenter: Jim Boyle
  - B. Review of Financial Reports 12  
Presenter: Allen Roberts
  - C. Review and Approval of Budget Amendments 29  
Presenter: Allen Roberts
9. Action Items  
Presenter: Jim Boyle
  - A. Discussion and Possible Approval Granting the Administration Authority to Develop a Lease Agreement for the Granite Building to The Falls on the Colorado Museum 30  
Presenter: Jim Boyle
  - B. Discussion and Possible Approval of Campus Improvement Plans 33

Presenter: Campus Principal	
C. Discussion and Possible Approval of Optional Flexible School Day Program Application Presenter: Peggy Little	186
D. Discussion and Possible Approval of Resolution Designating the Burnet County 4-H Organization as an Extra-curricular Activity and Granting Extension Agents Adjunct Faculty Status Presenter: Jim Boyle	198
E. Discussion and Possible Approval of Bid Award for Internet Access and Transport Service and Authorize the Administration to Negotiate a One Year Contract for These Services Presenter: Jim Boyle	205
F. Discussion and Possible Approval of Resolution Providing for the Sale of Property Aquired by Burnet Central Appraisal District at Delinquent Tax Sale Presenter: Jim Boyle	209
G. Discussion and Possible Approval of Resolution Regarding Public School Finance and the Upcoming 82nd Legislative Session Presenter: Kevin Naumann	213
10. Superintendent's Report	
A. Quarterly Investment Report Presenter: Allen Roberts	214
B. Home Game Traffic and Parking Report Presenter: Allen Roberts	
C. ARAMARK Cafeteria Pricing and Staffing Report Presenter: Allen Roberts and Mary Davidson	
D. Enrollment Report Presenter: Jim Boyle	215
E. Future Board Meeting Dates Presenter: Jim Boyle	216
11. Discussion of Proposed Agenda Items for Regular October Meeting	
12. Executive Session to Discuss Personnel Issues - Govt. Code 551.074	217
13. Discussion and Possible Approval of Action Arising from Executive Session	
14. 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, Texas Govt. Code, Chapter 551, Subchapters D and E. 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.*

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Jim Boyle, Interim Superintendent of Schools  
Marble Falls Independent School District

Marble Falls Independent School District  
Board Meeting Minutes  
August 2, 2010

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Martin McLean, President, called the meeting to order at 6:00 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act., Texas Government Code Chapter 551.

**Board Members Present:** Rick Edwards, Martin McLean, Kevin Naumann, Mike Savage and Karl Westerman

**Board Members Absent:** Tommy Chaney and Kelly Fox were absent.

**Administrators Present:** Jim Boyle, Mike Fletcher, John Schumacher, Allen Roberts, Leslie Baty, Amy Jacobs, and George Hamilton

**Members of the Press:** Daniel Clifton, *The River Cities Tribune*

**Budget Worskhop**

Mike Fletcher, Interim Business Manager, conducting a budget workshop with the Board presented the following for review:

- athletic budgets noting the areas where cuts were made as well as the number of athletes that participate. Questions were answered concerning equity among the sports;
- big ticket items prioritized according to the impact on students and instruction, items to be reviewed for future budgetary considerations and programs that will be continued beyond 2 years;
- savings totaling \$1,619,000 from the absorption of 19 staff without affecting the quality of instruction; and
- a historical comparison of revenue and expenditures dating back to the school year 2002-2003 with a revised estimate of revenue and expenditures for the 2010-2011 school year.

**Executive Session:**

At 7:30 p.m. the Board adjourned into executive session to discuss personnel issues, specifically professional contracts (Govt. Code 551.074). The Board reconvened into open session at 7:53 p.m.

**Professional Contracts**

Upon a motion by Rick Edwards, second by Kevin Naumann, the Board approved the professional employment of the following on a one year probationary contract, subject to assignment:

High School – Renee Grumbles and Colter Williams

Highland Lakes Elementary – Dixie Bobeck

For: 5

Against: 0

Absent: 2

**Transfers**

The Board was informed of the following transfers:

Colt Elementary

Kay Holcomb from 1<sup>st</sup> grade teacher to Reading Specialist

Middle School

Mihaela Hammond from Middle School Science teacher to High School Science teacher

**Adjournment:**

Hearing no objection the Board adjourned at 7:54 p.m.

**Approved:**

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Martin McLean, President

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Kelly Fox, Secretary

Marble Falls Independent School District  
Board Meeting Minutes  
August 16, 2010 – 6:00 p.m.

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Martin McLean, President, called the meeting to order at 6:09 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:** Tommy Chaney, Kelly Fox, Rick Edwards, Martin McLean, Kevin Naumann, Mike Savage and Karl Westerman.

**Board Members Absent:** None

**Administrators Present:** Jim Boyle, Mike Fletcher, Amy Jacobs, Allen Roberts, John Schumacher, Leslie Baty, Linda Romano, Michael Phillips, Michael Pittard, Susan Maughan, Eric Penrod, and George Hamilton

**Members of the Press:** Geoff West, *The Highlander*, Daniel Clifton, *The River Cities Tribune*

**Public Hearing**

Martin McLean opened the public hearing regarding the proposed 2010-2011 budget and tax rate. Mike Fletcher, Interim Business Manager, reviewed the proposed budget for the 2010-2011 school year. No patrons asked to be heard.

**Adjournment:**

Upon a motion by Kelly Fox, second by Karl Westerman, the public hearing was closed and the special meeting was adjourned at 6:24 p.m.

For: 7

Against: 0

Absent: 0

**Approved:**

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Martin McLean, President

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Kelly Fox, Secretary

Marble Falls Independent School District  
Board Meeting Minutes  
August 16, 2010 – 6:30 p.m.

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Martin McLean, President, called the meeting to order at 6:35 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:** Tommy Chaney, Kelly Fox, Rick Edwards, Martin McLean, Kevin Naumann, Mike Savage and Karl Westerman

**Board Members Absent:** None

**Administrators Present:** Jim Boyle, Mike Fletcher, Amy Jacobs, Allen Roberts, John Schumacher, Leslie Baty, Linda Romano, Michael Phillips, Michael Pittard, Susan Maughan, Eric Penrod, and George Hamilton

**Members of the Press:** Geoff West, *The Highlander*, Daniel Clifton, *The River Cities Tribune*

**Open Forum**

No patrons asked to be heard.

**Update from the City of Marble Falls**

Ralph Hendricks, City Manager, was unable to attend the meeting.

**Special Recognition of MFISD Maintenance Department**

Dr. Boyle expressed his appreciation to the maintenance staff for their hard work and dedication to prepare for the coming school year.

**Superintendent's Report**

**Maintenance Department Report**

Allen Roberts, Assistant Superintendent of Operations, and Michael Phillips, Maintenance Director, reviewed all the major projects completed during the summer months.

**Celebrate District Success/Opening School Activities**

Dr. Boyle announced the District's overall rating of "Recognized" and the following ratings for the campuses:

Exemplary – Colt Elementary, Marble Falls Elementary and Spicewood Elementary  
Recognized – Highland Lakes Elementary and Marble Falls Middle School  
Academically Acceptable: Marble Falls High School and Falls Career High School

Dr. Boyle also informed the Board of the various “beginning of the year” activities that will be taking place this week.

### **2010-2011 Meeting Dates**

The following dates were scheduled for the 2010-2011 regular board meetings:

September 20, 2010	October 18, 2010
November 15, 2010	December 13, 2010
January 17, 2011	February 21, 2011
March 28, 2011	April 18, 2011
May 16, 2011	June 20, 2011
July 18, 2011	August 15, 2011

### **Drug Testing Report**

Allen Roberts and Carl Coleman, Safe and Drug Free Schools Coordinator, presented the results of the drug testing of the current school year compared with previous years noting the number tested, the number “refused to test” and the “positive tests”, the reasons for the failed tests and the positive tests by gender and grade.

### **Acceptable Use Policy for Technology**

Mr. Roberts reviewed the changes to the electronic communications system network “acceptable use policy” noting that more access will be allowed to educational web-sites that have previously been blocked by tightening up the consequences for violations by staff and students.

### **Dual Credit/AP Courses Report**

Eric Penrod, Marble Falls High School Principal, presented the number of students taking the College and Career readiness courses, the number participating in the final exam to gain dual credit, plans to increase the number of participants, the dual credit course offerings, and possible savings to the students over in-state tuition.

### **2010-2011 Student Handbooks**

Dr. Boyle informed the Board that the handbooks are posted on the district web-site for their review.

### **Consent Agenda**

Upon a motion by Kelly Fox, second by Rick Edwards, the following items were approved from the consent agenda:

- Minutes of previous meetings:
  - Special – July 13, 2010
  - Regular – July 19, 2010
- Financial report of expenditures for July 2010
- Approval of final budget amendments for the 2009-2010 school year as recommended by Brenda Hudson, Accounting Supervisor

For: Rick Edwards, Kelly Fox, Martin McLean, Kevin Naumann, Mike Savage and Karl Westerman

Against: 0

Absent: 0  
Abstention: Tommy Chaney

**Action Items**

**Acute Teacher Shortage Areas**

Upon a motion by Kelly Fox, second by Tommy Chaney, the Board approved the following as “acute shortage areas” as required by SB 273:

Math	Special Education
Science	Bilingual/ESL
Technology Applications	Languages Other Than English

For: 7                      Against: 0                      Absent: 0

**Revised Local Policy EIA**

Upon a motion by Tommy Chaney, second by Kelly Fox, the Board approved the following revisions to policy EIA (Local):

Under paragraph titled “Progress Reporting”- Grade reports shall be issued every ~~six~~ nine weeks on a form approved by the Superintendent or designee.

Under paragraph titled “Interim Reports” - Paragraph changed to read: Interim progress reports shall be issued for all secondary students after the third and sixth week of each grading period. Interim progress reports shall be issued for all elementary students after the fourth week of each grading period. Supplemental progress reports may be issued at the teacher’s discretion.

For: 7                      Against: 0                      Absent: 0

**Lawn Services**

Upon a motion by Rick Edwards, second by Kevin Naumann, the Board approved awarding the bid for lawn maintenance for the following campuses/areas to the following vendors:

- Earl Houston – Marble Falls Elementary at a bid of \$300.00 per visit and Administration Office and Transportation @ a bid of \$350.00 per visit;
- Lemaster Landscapes – Marble Falls High School and Colt Elementary at a bid of \$400 per visit per campus; and
- Matts Lawn Service – Marble Falls Middle School at a bid of \$350.00 per visit, Highland Lakes Elementary at a bid of \$315.00 per visit and Spicewood Elementary at a bid of \$315.00 per visit.

For: 7                      Against: 0                      Absent: 0

**Pest Control**

Upon a motion by Karl Westerman, second by Kevin Naumann, the Board approved awarding the bid for pest control services to Quality Pest Control in the amount of \$500.00 monthly.

For: 7                      Against: 0                      Absent: 0

**Contract to Equalize Wealth**

Upon a motion by Tommy Chaney, second by Mike Savage, the Board approved the contract to equalize wealth by purchasing student attendance credits to enable the district to reduce its wealth per weighted student to a level that is not greater than the equalized wealth level as determined by the commissioner of education, Section 41.002, Education Code.

For: Tommy Chaney, Rick Edwards, Martin McLean, Kevin Naumann,  
Mike Savage and Karl Westerman  
Against: Kelly Fox  
Absent: 0

**2010-2011 Budget**

Upon a motion by Kelly Fox, second by Kevin Naumann, the Board approved the 2010-2011 school year budget as follows:

General Operating	\$36,675,172
Debt Service	\$ 6,670,188
Food Service	\$ 2,281,105

For: 7                      Against: 0                      Absent: 0

**2010-2011 Tax Rate**

Upon a motion by Kelly Fox, second by Karl Westerman, the Board approved the tax rate for the 2010-2011 school year:

\$1.04 General Operating Fund  
.25 Debt Service Fund  
\$1.29 Total Tax Rate

For: 7                      Against: 0                      Absent: 0

**Proposed Agenda Items for September**

Items requested for the September meeting were update from the city of Marble Falls and a resolution for the TASB Delegate Assembly.

**Adjournment:**

Hearing no objection the Board adjourned at 9:18 p.m.

**Approved:**

\_\_\_\_\_  
Martin McLean, President

\_\_\_\_\_  
Kelly Fox, Secretary

**Marble Falls ISD**  
**Statement of Revenues and Expenditures - General Fund**  
**As of August 31, 2010**  
83% Of Fiscal Year

	CURRENT YEAR				PRIOR YEAR			
	BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET	
<b>REVENUES</b>								
5710 LOCAL TAX REVENUES	\$ 28,959,337	\$29,483,532.14	\$ (524,195)	101.81%	\$ 27,927,256	\$ 26,323,833	94.26%	
57XX OTHER LOCAL REVENUES	\$ 637,952	\$ 593,210	\$ 44,742	92.99%	\$ 951,000	\$ 429,149	45.13%	
58XX STATE PROG. REVENUES	\$ 5,428,404	\$5,132,786.12	\$ 295,618	94.55%	\$ 8,396,267	\$ 9,021,115	107.44%	
5900 FEDERAL REVENUE	\$ 10,000	\$ 117,753	\$ (107,753)	1177.53%	\$ 31,212	\$ 2,793	8.95%	
<b>TOTAL REVENUE</b>	<b>\$ 35,035,693</b>	<b>\$ 35,327,281</b>	<b>\$ (291,588)</b>	<b>100.83%</b>	<b>\$ 37,305,735</b>	<b>\$ 35,776,890</b>	<b>95.90%</b>	
<b>EXPENDITURES</b>								
11 INSTRUCTION	\$ 18,411,660	\$ 18,260,134	\$ 151,526	99.18%	\$ 18,229,192	\$ 11,310,253	62.04%	
12 LIBRARY	\$ 549,125	\$ 523,717	\$ 25,408	95.37%	\$ 514,935	\$ 320,492	62.24%	
13 STAFF DEVELOPMENT	\$ 189,685	\$ 171,917	\$ 17,768	90.63%	\$ 201,631	\$ 110,490	54.80%	
21 INST ADMINISTRATION	\$ 760,529	\$ 746,943	\$ 13,586	98.21%	\$ 728,407	\$ 481,590	66.12%	
23 SCHOOL ADMINISTRATION	\$ 2,310,037	\$ 2,145,031	\$ 165,006	92.86%	\$ 1,958,083	\$ 1,173,814	59.95%	
31 GUID AND COUNSELING	\$ 1,203,062	\$ 1,178,960	\$ 24,102	98.00%	\$ 1,050,054	\$ 677,305	64.50%	
33 HEALTH SERVICES	\$ 388,428	\$ 381,185	\$ 7,243	98.14%	\$ 384,912	\$ 239,510	62.22%	
34 PUPIL TRANSP - REGULAR	\$ 2,013,308	\$ 1,912,635	\$ 100,673	95.00%	\$ 1,742,346	\$ 1,398,190	80.25%	
36 CO-CURRICULAR ACT	\$ 1,541,010	\$ 1,455,192	\$ 85,818	94.43%	\$ 1,403,151	\$ 971,409	69.23%	
41 GEN ADMINISTRATION	\$ 997,432	\$ 951,036	\$ 46,396	95.35%	\$ 990,474	\$ 612,606	61.85%	
51 PLANT MAINT & OPERATION	\$ 5,044,350	\$ 4,832,236	\$ 212,114	95.80%	\$ 4,729,965	\$ 3,125,121	66.07%	
52 SECURITY & MONITORING	\$ 97,130	\$ 79,894	\$ 17,236	82.25%	\$ 87,630	\$ 27,706	31.62%	
53 DATA PROCESSING	\$ 1,446,732	\$ 1,343,451	\$ 103,281	92.86%	\$ 989,783	\$ 716,747	72.41%	
61 COMMUNITY SERVICES	\$ 306,199	\$ 295,442	\$ 10,757	96.49%	\$ 278,929	\$ 187,280	67.14%	
81 FACILITIES ACQ & CONST	\$ 35,000	\$ -	\$ 35,000	0.00%	\$ 10,000	\$ -	n/a	
91 STUDENT ATTENDANCE CR	\$ 2,772,361	\$ 2,754,750	\$ 17,611	99.36%	\$ 4,722,003	\$ 1,630,950	74.95%	
99 PURCHASES & CONT SRVS	\$ 657,000	\$ 656,601	\$ 399	99.94%	\$ 600,000	\$ 449,689	n/a	
<b>TOTAL EXPENDITURES</b>	<b>\$ 38,723,048</b>	<b>\$ 37,689,124</b>	<b>\$ 1,033,924</b>	<b>97.33%</b>	<b>\$ 38,621,495</b>	<b>\$ 23,433,152</b>	<b>60.67%</b>	
7000 Other Sources	\$ -				Other Sources	\$ -		
8000 Other Uses	\$ -	\$ 32,752			Other Uses	\$ -		
1200 EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (2,384,373)				EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2008-2009	\$ 12,343,738		
3000 BEG FUND BAL 9/1/09	\$ 9,511,110							
3000 END FUND BAL 8/31/10	\$ 7,126,737							
3600 UNRESERVED FUND BAL	\$ 7,126,737							

Stimulus Funds  
Fund # 266

Revenue		
58XX Fed. Flow thru State Rev.	\$1,173,088	\$1,173,088
Expense		
61XX Inst. Salaries	\$1,173,088	\$1,173,088

***Marble Falls  
Independent  
School District***

***Financial Report***

***September 20th, 2010***

***\*\*Check Payment Fund Summary\*\****

***\*\*Expenditure to Budget Report\*\****

***Check Payment Fund Summary***

***For Bills Paid***

***September 1 – September 30, 2010***

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
199	GENERAL FUND	5,227.85	37,541.25	302,877.59	345,646.69
211	TITLE I PART A, BASIC PROGRAMS	0.00	0.00	93,968.32	93,968.32
224	IDEA PART B FORMULA	0.00	0.00	38,217.02	38,217.02
226	IDEA PART B DISCRETIONARY	0.00	0.00	6,773.80	6,773.80
240	FOOD SERVICE	0.00	0.00	372.72	372.72
244	VOC. ED.-BASIC GRANT	0.00	0.00	1,363.51	1,363.51
255	TITLE II PART A TCHR & PRINCPL	0.00	0.00	1,175.03	1,175.03
263	TITLE III - BILINGUAL	0.00	0.00	293.12	293.12
283	IDEA B FORMULA ARRA STIMULUS	0.00	0.00	5,080.26	5,080.26
285	TITLE I PART A ARRA STIMULUS	0.00	0.00	322.82	322.82
394	LIFE SKILLS FOR STUDNT PARENTS	0.00	0.00	14.88	14.88
397	ADVANCED PLACEMENT INCENTIVES	0.00	0.00	857.16	857.16
411	TECHNOLOGY ALLOTMENT	0.00	0.00	2,780.74	2,780.74
599	DEBT SERVICE	0.00	0.00	5,046,993.14	5,046,993.14
699	CAPITAL PROJECTS	0.00	0.00	16,201.92	16,201.92
863	PAYROLL CLEARING	681,720.25	0.00	0.00	681,720.25
*** Fund Summary Totals ***		686,948.10	37,541.25	5,517,292.03	6,241,781.38

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

***Expenditure to Budget Report***

***September 20, 2010***

***General Operating Fund***

***&***

***Food Service Fund***

Obj	Obj	2009-10 ESTIMATED REVENUE	August 2009-10 MTHLY ACTIVITY	2009-10 Activity	REVENUE BALANCE	PERCENT REALIZED	2009-10 YTD %
199	GENERAL FUND						
5700	REVENUE-LOCAL & INTERMED						
	571- LOCAL REAL-PROPERTY TAXES	28,959,337.00	233,080.16	29,483,532.14	-524,195.14	101.81	101.81
	573- TUITION & FEES FROM PATRONS	168,000.00	900.00	124,260.94	43,739.06	73.96	73.96
	574- TRANS FROM WITHIN STATE	335,019.00	10,398.68	326,411.36	8,607.64	97.43	97.43
	575- ENTERPRISING ACTIVITIES	138,950.00	23,715.10	142,537.38	-3,587.38	102.58	102.58
	57-- REVENUE-LOCAL & INTERMED	29,601,306.00	268,093.94	30,076,741.82	-475,435.82	101.61	101.61
5800	STATE PROGRAM REVENUES						
	581- PER CAPITA-FOUNDATION REV	6,058,922.00	491,430.00	3,523,086.00	2,535,836.00	58.15	58.15
	582- STATE REVENUE DISTRBD BY TEA	6,000.00	0.00	5,837.00	163.00	97.28	97.28
	583- TRS ON BEHALF BENEFIT	1,600,000.00	136,567.03	1,603,863.12	-3,863.12	100.24	100.24
	58-- STATE PROGRAM REVENUES	7,664,922.00	627,997.03	5,132,786.12	2,532,135.88	66.96	66.96
5900	FEDERAL PROGRAM REVENUES						
	593- VOC ED NON FOUNDATION	10,000.00	0.00	117,753.51	-107,753.51	1,177.54	1,177.54
	59-- FEDERAL PROGRAM REVENUES	10,000.00	0.00	117,753.51	-107,753.51	1,177.54	1,177.54
	---- GENERAL FUND	37,276,228.00	896,090.97	35,327,281.45	1,948,946.55	94.77	94.77

Obj	Obj	2009-10 ESTIMATED REVENUE	August 2009-10 MTHLY ACTIVITY	2009-10 Activity	REVENUE BALANCE	PERCENT REALIZED	2009-10 YTD %
240	FOOD SERVICE						
5700	REVENUE-LOCAL & INTERMED						
	574- TRANS FROM WITHIN STATE	2,000.00	240.93	2,397.76	-397.76	119.89	119.89
	575- ENTERPRISING ACTIVITIES	767,188.00	52,257.43	736,858.61	30,329.39	96.05	96.05
	57-- REVENUE-LOCAL & INTERMED	769,188.00	52,498.36	739,256.37	29,931.63	96.11	96.11
5800	STATE PROGRAM REVENUES						
	582- STATE REVENUE DISTRBD BY TEA	12,304.00	0.00	12,622.00	-318.00	102.58	102.58
	58-- STATE PROGRAM REVENUES	12,304.00	0.00	12,622.00	-318.00	102.58	102.58
5900	FEDERAL PROGRAM REVENUES						
	592-	1,191,494.00	7,722.00	1,242,890.69	-51,396.69	104.31	104.31
	59-- FEDERAL PROGRAM REVENUES	1,191,494.00	7,722.00	1,242,890.69	-51,396.69	104.31	104.31
	---- FOOD SERVICE	1,972,986.00	60,220.36	1,994,769.06	-21,783.06	101.10	101.10

COMPARISON OF REVENUE TO BUDGET (Date: 8/2010)

Obj	Obj	2009-10 ESTIMATED REVENUE	August 2009-10 MTHLY ACTIVITY	2009-10 Activity	REVENUE BALANCE	PERCENT REALIZED	2009-10 YTD %
266	SFSF - STIMULUS FUNDS						
5900	FEDERAL PROGRAM REVENUES						
	592-	1,173,088.00	0.00	1,173,088.00	0.00	100.00	100.00
	59-- FEDERAL PROGRAM REVENUES	1,173,088.00	0.00	1,173,088.00	0.00	100.00	100.00
	---- SFSF - STIMULUS FUNDS	1,173,088.00	0.00	1,173,088.00	0.00	100.00	100.00

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

	Obj	Obj	2009-10 ESTIMATED REVENUE	August 2009-10 MTHLY ACTIVITY	2009-10 Activity	REVENUE BALANCE	2009-10 YTD %
199		GENERAL FUND					
	5---	REVENUE	37,276,228.00	896,090.97	35,327,281.45	1,948,946.55	94.77
	----	GENERAL FUND	37,276,228.00	896,090.97	35,327,281.45	1,948,946.55	94.77
240		FOOD SERVICE					
	5---	REVENUE	1,972,986.00	60,220.36	1,994,769.06	-21,783.06	101.10
	----	FOOD SERVICE	1,972,986.00	60,220.36	1,994,769.06	-21,783.06	101.10
266		SFSF - STIMULUS FUNDS					
	5---	REVENUE	1,173,088.00	0.00	1,173,088.00	0.00	100.00
	----	SFSF - STIMULUS FUNDS	1,173,088.00	0.00	1,173,088.00	0.00	100.00

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

Obj	Obj	2009-10 BUDGET	ENCUMBRANCE YTD	2009-10 EXPENDITURES	August 2009-10 ACTIVITY	2009-10 BALANCE	2009-10 YTD %
199	GENERAL FUND						
00							
	89-- OTHER USES	0.00	0.00	32,751.92	16,201.92	-32,751.92	0.00
	----	0.00	0.00	32,751.92	16,201.92	-32,751.92	0.00
11	INSTRUCTION						
	61-- PAYROLL COSTS	17,216,635.00	0.00	17,166,840.51	2,636,028.31	49,794.49	99.71
	62-- PURCHASE & CONTRACTED SVS	342,599.00	2,671.74	338,776.07	8,042.84	1,151.19	98.88
	63-- SUPPLIES AND MATERIALS	717,619.00	0.00	641,261.24	16,702.58	76,357.76	89.36
	64-- OTHER OPERATING EXPENSES	134,313.00	145.00	98,160.94	1,937.10	36,007.06	73.08
	66-- CPTL OUTLY LAND BLDG & EQ	0.00	0.00	15,095.00	0.00	-15,095.00	0.00
	---- INSTRUCTION	18,411,166.00	2,816.74	18,260,133.76	2,662,710.83	148,215.50	99.18
12	INST. RESOURCES & MEDIA SVCS						
	61-- PAYROLL COSTS	423,349.00	0.00	402,765.57	36,340.55	20,583.43	95.14
	62-- PURCHASE & CONTRACTED SVS	22,643.00	0.00	19,073.29	0.00	3,569.71	84.23
	63-- SUPPLIES AND MATERIALS	97,599.00	0.00	95,860.71	0.00	1,738.29	98.22
	64-- OTHER OPERATING EXPENSES	5,534.00	0.00	6,017.84	0.00	-483.84	108.74
	---- INST. RESOURCES & MEDIA S	549,125.00	0.00	523,717.41	36,340.55	25,407.59	95.37
13	CURRICULUM DEV & INST STFF DEV						
	61-- PAYROLL COSTS	92,612.00	0.00	93,046.72	8,092.38	-434.72	100.47
	62-- PURCHASE & CONTRACTED SVS	48,874.00	0.00	41,909.25	1,504.00	6,964.75	85.75
	63-- SUPPLIES AND MATERIALS	28,254.00	0.00	22,524.36	854.58	5,729.64	79.72
	64-- OTHER OPERATING EXPENSES	23,395.00	0.00	14,436.90	3,501.76	8,958.10	61.71
	---- CURRICULUM DEV & INST STF	193,135.00	0.00	171,917.23	13,952.72	21,217.77	89.01
21	INSTRUCTIONAL LEADERSHIP						
	61-- PAYROLL COSTS	700,599.00	0.00	704,707.28	58,902.81	-4,108.28	100.59
	62-- PURCHASE & CONTRACTED SVS	13,700.00	0.00	9,263.41	531.78	4,436.59	67.62
	63-- SUPPLIES AND MATERIALS	27,709.00	0.00	18,882.15	371.00	8,826.85	68.14

Obj	Obj	2009-10 BUDGET	ENCUMBRANCE YTD	2009-10 EXPENDITURES	August 2009-10 ACTIVITY	BALANCE	2009-10 YTD %
199	GENERAL FUND						
21	INSTRUCTIONAL LEADERSHIP						
64--	OTHER OPERATING EXPENSES	18,521.00	0.00	11,865.43	553.96	6,655.57	64.06
----	INSTRUCTIONAL LEADERSHIP	760,529.00	0.00	744,718.27	60,359.55	15,810.73	97.92
23	SCHOOL LEADERSHIP						
61--	PAYROLL COSTS	2,148,862.00	0.00	2,024,554.69	190,674.92	124,307.31	94.22
62--	PURCHASE & CONTRACTED SVS	49,812.00	0.00	34,071.61	1,652.03	15,740.39	68.40
63--	SUPPLIES AND MATERIALS	73,942.00	0.00	53,919.84	4,975.31	20,022.16	72.92
64--	OTHER OPERATING EXPENSES	21,745.00	89.20	16,809.82	197.85	4,845.98	77.30
66--	CPTL OUTLY LAND BLDG & EQ	15,676.00	0.00	15,675.32	0.00	0.68	100.00
----	SCHOOL LEADERSHIP	2,310,037.00	89.20	2,145,031.28	197,500.11	164,916.52	92.86
31	GUIDANCE & COUNSELING						
61--	PAYROLL COSTS	1,120,861.00	0.00	1,104,679.24	118,305.49	16,181.76	98.56
62--	PURCHASE & CONTRACTED SVS	27,099.00	0.00	26,421.79	0.00	677.21	97.50
63--	SUPPLIES AND MATERIALS	30,536.00	0.00	26,446.46	0.00	4,089.54	86.61
64--	OTHER OPERATING EXPENSES	24,566.00	0.00	21,412.95	65.00	3,153.05	87.16
----	GUIDANCE & COUNSELING	1,203,062.00	0.00	1,178,960.44	118,370.49	24,101.56	98.00
33	HEALTH SERVICES						
61--	PAYROLL COSTS	374,092.00	0.00	369,616.93	56,314.63	4,475.07	98.80
62--	PURCHASE & CONTRACTED SVS	674.00	0.00	607.71	0.00	66.29	90.16
63--	SUPPLIES AND MATERIALS	11,606.00	0.00	9,204.55	42.14	2,401.45	79.31
64--	OTHER OPERATING EXPENSES	2,056.00	0.00	1,755.59	168.00	300.41	85.39
----	HEALTH SERVICES	388,428.00	0.00	381,184.78	56,524.77	7,243.22	98.14
34	PUPIL TRANSPORTATION						
61--	PAYROLL COSTS	1,459,316.00	0.00	1,402,166.20	141,643.09	57,149.80	96.08
62--	PURCHASE & CONTRACTED SVS	29,150.00	0.00	18,932.66	5,564.47	10,217.34	64.95
63--	SUPPLIES AND MATERIALS	452,552.00	683.31	365,531.81	17,748.39	86,336.88	80.77

	Obj	Obj	2009-10 BUDGET	ENCUMBRANCE YTD	2009-10 EXPENDITURES	August 2009-10 ACTIVITY	BALANCE	2009-10 YTD %
199		GENERAL FUND						
34		PUPIL TRANSPORTATION						
	64--	OTHER OPERATING EXPENSES	-206,150.00	0.00	-135,302.29	-1,086.95	-70,847.71	65.63
	66--	CPTL OUTLY LAND BLDG & EQ	279,007.00	0.00	261,307.00	0.00	17,700.00	93.66
	----	PUPIL TRANSPORTATION	2,013,875.00	683.31	1,912,635.38	163,869.00	100,556.31	94.97
36		COCURR./EXTRACURR.ACTIVITIES						
	61--	PAYROLL COSTS	702,181.00	0.00	731,942.26	98,820.19	-29,761.26	104.24
	62--	PURCHASE & CONTRACTED SVS	192,253.00	0.00	192,135.78	2,681.40	117.22	99.94
	63--	SUPPLIES AND MATERIALS	208,753.00	0.00	185,156.80	8,340.56	23,596.20	88.70
	64--	OTHER OPERATING EXPENSES	429,109.00	745.60	337,152.07	5,521.71	91,211.33	78.57
	66--	CPTL OUTLY LAND BLDG & EQ	8,805.00	0.00	8,805.00	0.00	0.00	100.00
	----	COCURR./EXTRACURR.ACTIVIT	1,541,101.00	745.60	1,455,191.91	115,363.86	85,163.49	94.43
41		GENERAL ADMINISTRATION						
	61--	PAYROLL COSTS	723,099.00	0.00	716,267.98	56,107.73	6,831.02	99.06
	62--	PURCHASE & CONTRACTED SVS	153,440.00	0.00	140,863.46	16,849.93	12,576.54	91.80
	63--	SUPPLIES AND MATERIALS	37,213.00	0.00	31,883.45	1,698.05	5,329.55	85.68
	64--	OTHER OPERATING EXPENSES	83,680.00	582.80	62,047.55	2,166.59	21,049.65	74.15
	----	GENERAL ADMINISTRATION	997,432.00	582.80	951,062.44	76,822.30	45,786.76	95.35
51		PLANT MAINTENANCE & OPERATIONS						
	61--	PAYROLL COSTS	2,642,391.00	0.00	2,485,354.10	186,040.36	157,036.90	94.06
	62--	PURCHASE & CONTRACTED SVS	1,652,849.00	0.00	1,696,380.90	293,332.10	-43,531.90	102.63
	63--	SUPPLIES AND MATERIALS	461,530.00	130.10	398,563.18	34,745.17	62,836.72	86.36
	64--	OTHER OPERATING EXPENSES	202,880.00	0.00	200,756.24	950.15	2,123.76	98.95
	66--	CPTL OUTLY LAND BLDG & EQ	84,700.00	0.00	84,536.14	0.00	163.86	99.81
	----	PLANT MAINTENANCE & OPERA	5,044,350.00	130.10	4,865,590.56	515,067.78	178,629.34	96.46

	Obj	Obj	2009-10 BUDGET	ENCUMBRANCE YTD	2009-10 EXPENDITURES	August 2009-10 ACTIVITY	BALANCE	2009-10 YTD %
199		GENERAL FUND						
52		SECURITY & MONITORING SERVICES						
	61--	PAYROLL COSTS	15,730.00	0.00	15,974.75	2,290.50	-244.75	101.56
	62--	PURCHASE & CONTRACTED SVS	77,900.00	0.00	60,659.14	0.00	17,240.86	77.87
	63--	SUPPLIES AND MATERIALS	3,500.00	0.00	3,259.90	0.00	240.10	93.14
	----	SECURITY & MONITORING SER	97,130.00	0.00	79,893.79	2,290.50	17,236.21	82.25
53		DATA PROCESSING SERVICES						
	61--	PAYROLL COSTS	703,485.00	0.00	658,109.64	57,001.33	45,375.36	93.55
	62--	PURCHASE & CONTRACTED SVS	271,847.00	567.79	244,630.08	6,201.90	26,649.13	89.99
	63--	SUPPLIES AND MATERIALS	116,600.00	0.00	94,635.55	2,490.92	21,964.45	81.16
	64--	OTHER OPERATING EXPENSES	8,395.00	0.00	4,004.43	0.00	4,390.57	47.70
	66--	CPTL OUTLY LAND BLDG & EQ	346,405.00	0.00	342,071.59	0.00	4,333.41	98.75
	----	DATA PROCESSING SERVICES	1,446,732.00	567.79	1,343,451.29	65,694.15	102,712.92	92.86
61		COMMUNITY SERVICES						
	61--	PAYROLL COSTS	249,114.00	0.00	251,719.64	21,382.47	-2,605.64	101.05
	63--	SUPPLIES AND MATERIALS	20,262.00	0.00	5,098.99	0.00	15,163.01	25.17
	64--	OTHER OPERATING EXPENSES	36,823.00	0.00	37,136.28	3,000.00	-313.28	100.85
	----	COMMUNITY SERVICES	306,199.00	0.00	293,954.91	24,382.47	12,244.09	96.00
81		FACILITIES ACQ. & CONSTRUCTION						
	66--	CPTL OUTLY LAND BLDG & EQ	35,000.00	0.00	0.00	0.00	35,000.00	0.00
	----	FACILITIES ACQ. & CONSTRU	35,000.00	0.00	0.00	0.00	35,000.00	0.00
91		INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	2,772,361.00	0.00	2,754,750.00	563,163.00	17,611.00	99.36
	----	INTERGOVERNMENTAL CHARGES	2,772,361.00	0.00	2,754,750.00	563,163.00	17,611.00	99.36

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 8/2010)

		2009-10	ENCUMBRANCE	2009-10	August 2009-10		2009-10
	Obj Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
199	GENERAL FUND						
99	OTHR INTERGOVERNMENTAL CHARGES						
	62-- PURCHASE & CONTRACTED SVS	657,000.00	0.00	656,601.21	0.00	398.79	99.94
	---- OTHR INTERGOVERNMENTAL CH	657,000.00	0.00	656,601.21	0.00	398.79	99.94
	---- GENERAL FUND	38,726,662.00	5,615.54	37,751,546.58	4,688,614.00	969,499.88	97.48

Obj	Obj	2009-10 BUDGET	ENCUMBRANCE YTD	2009-10 EXPENDITURES	August 2009-10 ACTIVITY	BALANCE	2009-10 YTD %
240	FOOD SERVICE						
35	FOOD SERVICES						
	62-- PURCHASE & CONTRACTED SVS	1,963,997.00	0.00	1,825,639.26	7,939.53	138,357.74	92.96
	63-- SUPPLIES AND MATERIALS	0.00	0.00	65,332.41	658.36	-65,332.41	0.00
	64-- OTHER OPERATING EXPENSES	0.00	0.00	3,718.57	0.00	-3,718.57	0.00
	66-- CPTL OUTLY LAND BLDG & EQ	0.00	0.00	9,116.77	0.00	-9,116.77	0.00
	---- FOOD SERVICES	1,963,997.00	0.00	1,903,807.01	8,597.89	60,189.99	96.94
	---- FOOD SERVICE	1,963,997.00	0.00	1,903,807.01	8,597.89	60,189.99	96.94

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 8/2010)

		2009-10	ENCUMBRANCE	2009-10	August 2009-10		2009-10
	Obj Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
266	SFSF - STIMULUS FUNDS						
11	INSTRUCTION						
	61-- PAYROLL COSTS	1,173,088.00	0.00	1,173,088.00	0.00	0.00	100.00
	---- INSTRUCTION	1,173,088.00	0.00	1,173,088.00	0.00	0.00	100.00
	---- SFSF - STIMULUS FUNDS	1,173,088.00	0.00	1,173,088.00	0.00	0.00	100.00

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

RECAP OF EXPENDITURES BY FUND (Date: 8/2010)

		2009-10	ENCUMBRANCE	2009-10	August 2009-10		2009-10
Obj	Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
199	GENERAL FUND						
	6--- EXPENDITURES	38,726,662.00	5,615.54	37,718,794.66	4,672,412.08	1,002,251.80	97.40
	8--- OTHER USES	0.00	0.00	32,751.92	16,201.92	-32,751.92	0.00
	---- GENERAL FUND	38,726,662.00	5,615.54	37,751,546.58	4,688,614.00	969,499.88	97.48
240	FOOD SERVICE						
	6--- EXPENDITURES	1,963,997.00	0.00	1,903,807.01	8,597.89	60,189.99	96.94
	---- FOOD SERVICE	1,963,997.00	0.00	1,903,807.01	8,597.89	60,189.99	96.94
266	SFSF - STIMULUS FUNDS						
	6--- EXPENDITURES	1,173,088.00	0.00	1,173,088.00	0.00	0.00	100.00
	---- SFSF - STIMULUS FUNDS	1,173,088.00	0.00	1,173,088.00	0.00	0.00	100.00

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

**MARBLE FALLS INDEPENDENT SCHOOL DISTRICT  
 GENERAL OPERATING FUND  
 September 20, 2010**

**EXPENDITURES**

<u>Description/Function</u>	<u>Increase</u>	<u>Decrease</u>
Fund 199		
Instructional Leadership/21	\$1,200	
School Leadership/23	\$4,200	
Transportation/34	\$1,200	
Cocurricular/36	\$1,200	
General Administration/41	\$1,200	
Maintenance/51	\$1,200	
Data Processing Services/53	\$600	
 Maintenance/51		 \$10,800
	<hr/>	<hr/>
Total	\$10,800	\$10,800
Net Affect to Adopted Budget		<hr/> <hr/> \$0

Brenda Hudson  
 Accounting Director

9-10-2010  
 Date

**Weed, Sylvia**

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**From:** Boyle, James  
**Sent:** Thursday, September 16, 2010 4:09 PM  
**To:** Weed, Sylvia  
**Subject:** Sept Board Mtg item

Action Item:

Consider approval of providing the administration with authority to develop a lease agreement for the Granite Building to The Falls on the Colorado Museum. Final approval of the lease will be reserved for the MFISD Board of Trustees as soon as possible.

Executive Summary:

There have been conversations with The Falls on the Colorado Museum Board to consider a lease of the Granite Building – the former MFISD Administration Building. A letter requesting our consideration from The Falls on the Colorado Museum Board is included in this section. It has been conceptually agreed upon that it is in the best interest of the MFISD and the community that the building has an active program within it and not be vacant. The museum would provide that. However, the MFISD would need to determine who has responsibility for what in terms of expenses and responsibilities. These details need to be discussed and agreed upon prior to bringing forth a recommended lease agreement to the MFISD Board of Trustees for their consideration.

Recommendation:

We recommend that the Board provide the administration with the authority to develop a lease agreement between the MFISD and The Falls on the Colorado Museum Board outlining who has responsibility for what including expenses. When developed, the recommended lease agreement would be brought to the MFISD Board of Trustees for their consideration. It is anticipated that this may be accomplished by the next regular monthly meeting of the MFISD Board of Trustees.

**Dr. Jim Boyle**  
**Interim Superintendent**  
**Marble Falls ISD**  
**830-693-4357 (office)**  
**830-693-5685 (fax)**

***The mission of 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.***

# *The Falls on the Colorado Museum*



905 Third Street  
PO Box 1333  
Marble Falls, Texas 78654  
[focmuseum@281.com](mailto:focmuseum@281.com)  
(830) 798-2157

**Mission: *to preserve our history, to further our heritage, to protect artifacts, and to provide an ongoing history of Marble Falls and the surrounding communities.***

September 10, 2010

*Officers:*

*William E. Becker  
Chairman*

*Frances McSpadden  
Secretary*

*Marjorie Phipps  
Treasurer*

*Madolyn Frasier  
Historian*

*Edward Bergin  
Registrar*

*Pauline Page  
Reporter*

*Directors:  
Sharon Spencer  
Gay Galey*

To: MFISD Board of Trustees, Interim Supt. Jim Boyle

Re: Agreement in Principle from FOCM Board Meeting

Dear Board members and Interim Supt. Boyle,

The Board of Directors of the museum heartily accepted the tentative agreement reached with MFISD Board Chairman Martin McLean, finance director Mike Fletcher and Supt. Boyle with respect to producing a leasing agreement between the two institutions at Tuesday's regular FOCM board meeting, September 7, 2010.

The FOCM board projected its needed timeline for being completely moved into the Granite School by December 15, 2010, the end of our lease at our present site. Preparatory work for moving would push that timeline back to November 15 by which time a completed and signed agreement should be executed. This timeline requires the requisite work of hammering out the details and specifics of the agreement be done within the two month period between now and November 15. The representatives agreed that this was a workable plan and would present this to the Board of Trustees for direct action on its behalf.

For their part, the museum will provide a negotiating team to expedite this matter.

Attached is a list of items the museum feels should be resolved as a part of the agreement. The list is by no means inclusive of all matters and other items can be attached as necessary by either party.

With this letter, I am calling on Interim Superintendent Boyle and Chairman McLean to present this to the MFISD Board of Trustees and ask them to propel this to completion.

Sincerely,

  
William E. Becker  
Chairman

September 10, 2010

Falls on the Colorado Museum

## **List of Items for Resolution**

- Maintenance and Utilities
- Insurance
- Interior construction
  - ADHA compliance
  - Non-bearing walls (removal, restructuring)
  - Movement of electrical and CATV
  - Elevator (future; self-standing, compliance)
  - Lighting and electrical up to museum standards
- Parking
- Background checks, scanning visitors during school hours, security
- Access for board members, volunteers and workers
- Exterior (windows (insulation, solar screens))
- External signage

MARBLE FALLS



COLT ELEMENTARY

**2010 - 2011**

**CAMPUS IMPROVEMENT PLAN**

*"Together We Grow!"*

**Marble Falls ISD Mission Statement:**

*The mission of MFISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21<sup>st</sup> century through relevant, engaging learning experiences led by inspirational and nurturing educators.*

**District and Campus Goals**

- GOAL I:** We will build strong, vital relationships within our diverse communities.
- GOAL II:** We will embrace innovative applications of technology with primary focus on student immersion.
- GOAL III:** We will cultivate opportunities for student participation that extend beyond the classroom.
- GOAL IV:** We will ensure all students receive exceptional instruction through inspired learning experiences.
- GOAL V:** We will promote personal wellness and healthy choices.
- GOAL VI:** We will exemplify strength of character.
- GOAL VII:** We will provide a safe and drug-free environment.

**MFISD Board of Trustees**

Judge Martin McLean	President
Rick Edwards	Vice-President
Dr. Kelly Fox	Secretary
Mike Savage	Member
Kevin Naumann	Member
Tommy Chaney	Member
Karl Westerman	Member

**Colt Elementary School CEIC Members  
2010-2011**

<b>Name</b>	<b>Position</b>	<b>Term</b>
Romano, Linda and Richert, Mark	Administration	On-going
Smathers, Jodye	Counselor	On-going
Weihs, Lenore	Librarian	On-going
Harper, Barbara	Teacher	May 2013
Hardaway, Katherine	Teacher	May 2013
Johnson, Debbie	Teacher	May 2013
Bridges , Julie	Teacher	May 2013
Thompson, Connie	Teacher	May 2011
Pyle, Lindsay	Teacher	May 2011
Clymer, Paula	Teacher	May 2011
Taylor, Cindy	Teacher	May 2011
Noble, Michelle	Instructional Technologist	On-going
Hollas, Holly	Paraprofessional Representative	May 2011
TBA	Parent Representative	May 2013
Floyd, Nancy	Parent Representative	May 2011
Dodgen, Stacia	Business Representative	May 2012
Fletcher, Kathy	Community Representative	May 2012
King, Rachel	District Representative	May 2012
Tripp, Cindy	DEIC Liaison	May 2012
Helms, Christina	Special Education Representative	May 2012
Schumacher, Kathy	Title I Representative	May 2013

*“Together We Grow!”*

**Responsible for Colt Elementary CIP Implementation  
2010 - 2011**

<b>Title/Position</b>	<b>Name</b>
Administration	Linda Romano, Mark Richert
Counselor	Jodye Smathers
Librarian/Media Specialist	Lenore Weihs
Nurse	Sandra Pollock
Office Staff	Mary Ratliff, Veronica de la Hoya
Teachers	CES Staff
Instructional Assistants	CES Staff
Instructional Technologist	Michelle Noble
PTO	Kathy Fletcher, President
Director, Elementary C&I	Leslie Baty
Bilingual District Coordinator	Rachel King
Special Education Campus Coordinator	Christina Helms
Campus LSSP	Colleen Bertirotti
Student Services Director	Karol French
G/T District/Campus Coordinators	Patti Cryer/Karen Maples
District Maintenance Director	Michael Phillips
Title IV District Coordinator	Carl Coleman

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**Academic Performance Indicators and Goals**

	<b>2008</b>	<b>Gain</b>	<b>2009</b>	<b>Gain</b>	<b>2010</b>	<b>Needed Gain</b>	<b>2011</b>
<b>All Students</b>							
3 <sup>rd</sup> Grade Math	84%	0%	84%	10%	94%	6%	100%
3 <sup>rd</sup> Grade Reading	93%	4%	97% (94% in March)	1%	98%	2%	100%
4 <sup>th</sup> Grade Math	88%	4%	94%	- 1%	93%	7%	100%
4 <sup>th</sup> Grade Reading	90%	4%	94%	- 1%	93%	6%	100%
4 <sup>th</sup> Grade Writing	84%	11%	95%	1%	96%	4%	100%
5 <sup>th</sup> Grade Math	89%	9%	98%	0%	98%	2%	100%
5 <sup>th</sup> Grade Reading	91%	7%	98% (88% in March)	2% (86% in April)	100%	0%	100%
5 <sup>th</sup> Grade Science	81%	8%	89%	8%	97%	3%	100%

<b>3<sup>rd</sup> Grade Math</b>							
African American	---	---	---	---	---	---	100%
Hispanic	75%	19%	94%	-12%	82%	18%	100%
White	87%	-6%	81%	17%	98%	2%	100%
Eco. Disadvantaged	71%	19%	90%	2%	92%	8%	100%
Bilingual	93%	-9%	84%	---	---	---	100%
Female	78%	2%	80%	8%	88%	12%	100%

	2008	Gain	2009	Gain	2010	Needed Gain	2011
<b>3<sup>rd</sup> Grade Reading</b>							
African American	---	---	---	---	---	---	100%
Hispanic	92%	-9%	83%	17%	100%	0%	100%
White	91%	7%	98%	0%	98%	2%	100%
Eco. Disadvantaged	93%	-2%	91%	9%	100%	0%	100%
Bilingual	57%	10%	67%	---	---	---	100%

<b>4<sup>th</sup> Grade Math</b>							
African American	--	---	---	---	100%	0%	100%
Hispanic	85%	0%	85%	7%	92%	8%	100%
White	89%	9%	98%	- 6%	92%	8%	100%
Eco. Disadvantaged	88%	1%	89%	8%	97%	3%	100%
Bilingual	86%	-6%	80%	---	---	---	100%

<b>4<sup>th</sup> Grade Writing</b>							
African American	---	---	---	---	100%	0%	100%
Hispanic	89%	2%	91%	1%	92%	8%	100%
White	83%	13%	96%	0%	96%	4%	100%
Eco. Disadvantaged	88%	5%	93%	2%	95%	5%	100%
Bilingual	100%	-29%	71%	---	---	---	100%

	2008	Gain	2009	Gain	2010	Needed Gain	2011
<b>4th Grade Reading</b>							
African American	---	---	---	---	100%	0%	100%
Hispanic	92%	-9%	83%	11%	94%	6%	100%
White	91%	7%	98%	- 6%	92%	8%	100%
Eco. Disadvantaged	93%	-2%	91%	7%	98%	2%	100%
Bilingual	57%	10%	67%	---	---	---	100%

<b>5<sup>th</sup> Grade Math</b>							
African American	---	---	---	---	---	---	100%
Hispanic	86%	3%	89%	7%	96%	4%	100%
White	92%	2%	94%	6%	100%	0%	100%
Eco. Disadvantaged	83%	7%	90%	8%	98%	2%	100%
Bilingual	83%	-10%	73%	16%	89%	11%	100%

<b>5<sup>th</sup> Grade Reading</b>							
African American	---	---	---	---	---	---	100%
Hispanic	100%	-2%	98%	- 9%	89%	11%	100%
White	94%	-10%	84%	12%	96%	4%	100%
Eco. Disadvantaged	100%	-4%	96%	2%	98%	2%	100%
Bilingual	67%	16%	83%	17%	100%	0%	100%

	2008	Gain	2009	Gain	2010	Needed Gain	2011
<b>5<sup>th</sup> Grade Science</b>							
African American	---	---	---	---	---	---	100%
Hispanic	66%	17%	83%	9%	92%	8%	100%
White	92%	0%	92%	8%	100%	0%	100%
Eco. Disadvantaged	66%	15%	81%	17%	98%	2%	100%
Bilingual	---	---	---	---	100%	0%	100%

<b>DRA/EDL on Grade Level at End-of-Year</b>							
Kindergarten (2-4)	85%	12%	97%	-2%	95%	5%	100%
First Grade (16-20)	82%	-5%	77%	-20%	57%	43%	100%
Second Grade (28-30)	86%	10%	76%	-13%	63%	37%	100%

<b>DRA/EDL at Fluency Level at End-of-Year</b>							
Kindergarten (no rate)	NA		NA		NA		NA
First Grade (47-74 wpm)	-		-		60%	40%	100%
Second Grade (94-124 wpm)	-		-		31%	69%	100%

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## 2010-2011 Comprehensive Needs Assessment

### (1) Maintain “Exemplary” status while working to improve passing and commended TAKS scores in Grades 3-5.

- Third Grade Math
  - Hispanic passing rate
  - Hispanic commended rate
  - Females passing rate
  - Low SES commended rate
- Third Grade Reading
  - Hispanic commended rate
- Fourth Grade Reading
  - Hispanic commended rate
  - Low SES commended rate
  - Bilingual commended rate
- 4<sup>th</sup> Grade Writing
  - Low SES commended rate
- Fifth Grade Reading
  - Hispanic passing rate
  - All student commended rate
  - Male commended rate
  - Hispanic commended rate
  - Bilingual commended rate
- Fifth Grade Math
  - Bilingual passing rate
  - Hispanic commended rate
  - Bilingual commended rate
- Fifth Grade Science
  - Bilingual commended rate

### (2) Improve first and second grade DRA results in on grade level and fluency level measures.

### (3) Increase student attendance rate to at least 97%. (2009-2010 final avg. – 95.66%)

### (4) Staff survey results

- Increase opportunities to recognize staff
- Appropriately enforce all campus rules.
- Campus rules are consistently enforced.
- Appropriately address all discipline referrals in a timely manner.

## Campus Goal I: We will build strong, vital relationships within our diverse communities.

Performance Objective: Parent and staff end-of-year surveys will demonstrate a 90% or higher approval rating.

Formative Assessment: Volunteer List; Volunteer Sign-In sheets; file of newsletters sent home; student planners; PTO meeting attendance; parent attendance at special events on campus; community participation in special events on campus; file of media communications

Summative Assessments: Parent Survey, Staff Survey, final Volunteer List and sign in sheets

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Communicate consistently with parents.</p> <ul style="list-style-type: none"> <li>Class and/or grade level newsletters and notices (translated in Spanish as appropriate) sent home and posted on teachers' web pages.</li> <li>Designated day of week for campus and district-wide communication in identified folder to establish consistency.</li> <li>Provide parents and caregivers information on special programs at monthly PTO meetings (Title I, Title III, RTI, Special Education, Character Counts, etc.).</li> <li>Provide a translator at parent meetings (Spanish).</li> <li>Call homes of absent students to communicate concern and procedures for returning to school.</li> <li>Use Sky Alert System to keep families informed of campus and district issues (including weather, important dates, emergency procedures, etc.)</li> <li>Provide monthly issues of Home-School Connection Parent Newsletter ; includes hints and information for parenting, activities, homework tips, etc. (Eng/Sp)</li> <li>Provide real-time parent access to student grades and attendance records through GradeBook, TexConnect.</li> <li>Encourage teachers to work on Rosetta Stone to begin to develop Spanish language skills to improve parent communication.</li> <li>Hold parent conferences at the end of 1<sup>st</sup> and 3<sup>rd</sup> nine weeks.</li> <li>Continue Family Reading Night to encourage families to read and take AR tests together one night a month.</li> </ul>	<p>CES teachers</p> <p>CES teachers</p> <p>PTO Board, CES admin</p> <p>PTO Board, CES admin</p> <p>Classroom teachers, V. de la Hoya</p> <p>CES admin</p> <p>K. Schumacher</p> <p>MFISD Technology, CES teachers</p> <p>CES admin</p> <p>CES teachers</p> <p>L. Weihs</p>	<p>Title III(translations)</p> <p>Folders (donated)</p> <p>Meeting calendar, agendas</p> <p>PTO, CES funds</p> <p>Current phone numbers</p> <p>Title I (district level)</p> <p>Title I (100% salary)</p> <p>District funds</p> <p>Title I (stimulus)</p> <p>Planning time, early release days</p> <p>Library funds</p>	<p>Minimum – twice monthly</p> <p>Weekly</p> <p>Monthly</p> <p>As scheduled</p> <p>Daily (after 10am)</p> <p>As needed</p> <p>Monthly</p> <p>Daily</p> <p>On-going</p> <p>By Oct. 15 and March 11</p> <p>Second Tuesday, monthly</p>

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	<ul style="list-style-type: none"> <li>• Provide learning activities for families at annual Family Science Night. 2010-2011 theme: Science Rocks! (earth science).</li> </ul> <p>Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses.</p> <ul style="list-style-type: none"> <li>• Meet the Teacher Night with registration and information tables in cafeteria. (Transportation, Nurse, Cafeteria).</li> <li>• Conduct fall open house to extend opportunities for parents to meet teachers. Use time to arrange parent conferences as needed.</li> </ul> <p>Develop and maintain a volunteer program.</p> <ul style="list-style-type: none"> <li>• Recruit and build campus PTO Board and general membership.</li> <li>• Continue WatchDOGS program through PTO. Pizza Kick-Off Night will provide information and opportunity to join.</li> <li>• Continue to recruit community members to participate in volunteer opportunities on and off campus.</li> <li>• Establish a “coordinator” to recruit and organize volunteers.</li> </ul> <p>Spotlight campus activities to inform and encourage participation and/or sponsorship.</p> <ul style="list-style-type: none"> <li>• Invite local media to Colt Elementary events and/or submit photos and stories as they occur.</li> </ul> <p>Connect and enlist community resources available to parents and students.</p> <ul style="list-style-type: none"> <li>• Utilize local partnerships to provide needs and resources for the student body and staff (Rotary Club Dictionaries, Seriff Foundation School Supplies, Edwards Risk Management, Walmart, Payless gift cards, etc.)</li> <li>• Provide resource information (brochures, etc.) in foyer of campus.</li> </ul> <p>Increase opportunities to recognize staff and celebrate campus accomplishments.</p> <ul style="list-style-type: none"> <li>• Celebrate staff news at the start of monthly meetings (babies, graduations, etc)</li> <li>• Place messages of appreciation and encouragement in staff mailboxes.</li> </ul>	<p>P. Clymer, CES Science Committee</p> <p>CES admin</p> <p>PTO Board</p> <p>PTO Board (Mark Magee)</p> <p>CES admin, PTO Board</p> <p>PTO Board (Nancy Floyd)</p> <p>CES admin, M. Ratliff</p> <p>J. Smathers, PTO Board</p> <p>CES admin, M. Ratliff</p> <p>CES admin.</p>	<p>Campus, Title I, community donations</p> <p>PTO funds</p> <p>Campus funds</p>	<p>March, 2011</p> <p>Aug. 20</p> <p>Sept. 23 (mid 1<sup>st</sup> nine weeks)</p> <p>On-going</p> <p>Sept. 28</p> <p>On-going</p> <p>Beginning Aug. 20 and then on-going</p> <p>On-going</p> <p>On-going/as needs are identified</p> <p>On-going (check regularly to keep current)</p> <p>Monthly (minimum)</p>
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- Provide special treats (snacks, desserts, etc) in staff lunchroom.
- Organize staff luncheons to celebrate birthdays.
- Establish a procedure for staff to recognize one another (Kudos, Atta-ways, etc).

## District & Campus Goal II: We will embrace innovative applications of technology with primary focus on student immersion.

Performance Objective: A minimum of 25% of student instruction will utilize or integrate technology.

Formative Assessment: Lesson plans; class observations; student projects; Technology Fair participation; CES Technology Committee reviews; sign up sheet for computer lab flex times;

Summative Assessment: STAR report; CES Technology Committee review; final computer lab usage report; report of student software usage; student survey; staff survey; parent survey

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
45	<p>Provide specialized training based on campus and individual needs with the expectation that all staff will be technologically proficient.</p> <ul style="list-style-type: none"> <li>• Provide continuing staff development (including PD 360 and Atomic Learning).</li> <li>• Send teacher representatives to the State Computer Education Conference in Austin, Texas (one primary, one intermediate)</li> </ul>	M. Noble, District Tech.	Title I (100% salary)	One Tues per month (minimum)
		M. Noble, CES Tech Committee	Title I, campus and district funds, fed funds as available	April 2011
	<p>Instructional technology will be commensurate with the demands of the 21<sup>st</sup> century learner. Ensure effective and consistent use of instructional technology.</p> <ul style="list-style-type: none"> <li>• Integrate technology in all content areas: teacher and student created electronic projects, distance learning collaborations, multi-media projects, Power Points, Webquests, graphs &amp; charts created through Excel, graphic organizers through Kidspiration, etc.</li> <li>• Research software, identify funding sources, and purchase one or more of the following: Inspiration, Enchanted Learning (web-based and campus wide), Timeline XF.</li> <li>• Research hardware, identify funding sources, and purchase one or more of the following: projectors for identified areas, document cameras for each classroom, microscope attachment for document camera in the science lab, Palm Pilots for TPRI testing, wireless laptops for each teacher, wireless laptop mobile lab with 30 computers.</li> <li>• Research and provide distance learning opportunities.</li> <li>• Upgrade teacher computer stations to include effective processing speed, projectors, and document cameras.</li> </ul>	M. Noble, CES teachers, CES Tech Committee	CES funds	On-going
		M. Noble, CES Tech Committee, CEIC	CES funds, Title I, district funds	On-going (prioritized by committees)
		M. Noble, CES Tech Committee, CEIC	CES funds, Title I, district funds	On-going (prioritized by committees)
		M. Noble, CES teachers	CES/district funds, Title I	On-going (target by end of year)

	<ul style="list-style-type: none"> <li>• Campus Technology Committee will regularly review teacher and campus technology needs.</li> <li>• Students will use MP3 devices to record and listen to stories as part of the language arts curriculum.</li> </ul> <p>Conduct a student-directed technology showcase.</p> <ul style="list-style-type: none"> <li>• Establish a “Technology Fair” to highlight student and staff applications of technology.</li> <li>• Purchase a class set of digital cameras for student use</li> <li>• Increase the number of student stations in the classroom from a minimum of 4 to 6.</li> </ul> <p>Implement a filter criterion that is conducive to on-line learning.</p> <ul style="list-style-type: none"> <li>• Ensure understanding of new staff policy regarding electronic communication.</li> <li>• Extend and evaluate use of on-line learning opportunities.</li> </ul> <p>Utilize computer-based interventions in conjunction with and monitored by teachers to address students’ academic needs. Programs include but are not limited to:</p> <ul style="list-style-type: none"> <li>• SuccessMaker</li> <li>• Lexia</li> <li>• Study Island</li> <li>• Reading A to Z</li> <li>• Raz Kids</li> <li>• Key Skills</li> <li>• Brain Pop</li> <li>• Type to Learn</li> <li>• Easy Tech</li> <li>• United Streaming (Think Central)</li> </ul>	<p>M. Noble</p> <p>D. Gordon, J. Mayfield (CES teachers)</p> <p>CO staff, M. Noble</p> <p>M. Noble</p> <p>M. Noble</p> <p>CES admin</p> <p>M. Noble, CES Tech Committee</p> <p>Reading/math specialists, CES teachers, M. Noble</p>	<p>Legacy grant</p> <p>Title I, Title II, CES funds</p> <p>Title I, Title II, CES funds</p> <p>District Technology</p> <p>Title I, CES funds, Sp Ed funds</p>	<p>As scheduled</p> <p>Weekly</p> <p>December 2010</p> <p>Target: end of year</p> <p>August 2010</p> <p>As scheduled</p> <p>Daily</p>
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## District & Campus Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.

**Performance Objective:** Parent/Student/Staff surveys will show a 90% or more approval rating.

**Formative Assessments:** Student log during family nights; Volunteer List; Volunteer/Student Sign-In sheets; file of newsletters sent home; student planners; student attendance at special events on campus; student - community participation in special events on campus; file of media communications that relate to student involvement

**Summative Assessments:** Parent/Student Survey, Staff Survey, final Volunteer List, sign in sheets

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Establish a parent volunteer program.</p> <ul style="list-style-type: none"> <li>Continue WatchDOGS program through PTO. Pizza Kick-Off Night will provide information and opportunity to join.</li> <li>Actively recruit through signs, newsletters, and WatchDOGS visibility throughout the campus.</li> <li>Identify and recruit parents and community to work with students, help with special activities and programs, and assist teachers.</li> </ul> <p>Actively inform all students and parents about district-wide and campus-wide student participation opportunities.</p> <ul style="list-style-type: none"> <li>Invite local media to Colt Elementary events and/or submit photos and stories for promotion and as they occur.</li> <li>Include information on web site, grade level newsletters, and parent newsletters from PTO.</li> <li>Continue Family Reading Night to encourage families to read and take AR tests together one night a month.</li> <li>Provide learning activities for families at annual Family Science Night. 2010-2011 theme: Science Rocks! (earth science).</li> <li>Coordinate volunteer resources to host a "Marble-ous Falls Festival."</li> </ul> <p>Establish an environment of shared success throughout the campus.</p> <ul style="list-style-type: none"> <li>Hold monthly rallies to build a sense of community through common celebration of accomplishments and shared events.</li> </ul>	<p>PTO Board (Mark Magee)</p> <p>PTO Board</p> <p>PTO Board (Nancy Floyd), CES admin and staff</p> <p>CES admin, M. Ratliff</p> <p>M, Noble, CES teachers, PTO Board</p> <p>L. Weihs</p> <p>P. Clymer, CES Science Committee</p> <p>PTO Board</p> <p>CES admin</p>	<p>PTO funds</p> <p>PTO funds</p> <p>Library funds</p> <p>CES funds, Title I, donations</p> <p>PTO funds, donations</p>	<p>Sept. 28</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>Updated weekly/ monthly as needed</p> <p>Second Tues monthly</p> <p>March 2011</p> <p>October 2010</p> <p>Last Friday monthly</p>

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	<p>Continue development and establishment of the Colt Learning Garden.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students and/or grade levels to plant and care for themed gardens.</li> <li>• Complete garden design with community sponsorship, volunteers, and students.</li> </ul> <p>Research and plan the implementation of a student mentoring group.</p>	<p>CES teachers, CES Science Committee</p> <p>P. Clymer, CES Science Committee</p> <p>J. Smathers, CES CEIC</p>	<p>Lowe's grant, Edwards donation</p>	<p>Integrated into curriculum weekly</p> <p>Fall 2010</p> <p>Bi-monthly meetings, implement in 2011-2012</p>
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## District & Campus Goal IV: We will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objective: All students will be successful learners in the curriculum as demonstrated by performance in the classroom and on state and local assessments.

Formative Assessment: Teacher observations, grade reports, CScope assessments, benchmarks, STAR and STAR Early Literacy, TPRI/Tejas Lee, DRA/EDL, TEMI, running records, CAI progress monitoring

Summative Assessment: AEIS including all TAKS and TELPAS, EOY TPRI/Tejas Lee, DRA/EDL

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Teachers will engage in purposeful staff development opportunities to meet identified needs of the campus.</p> <ul style="list-style-type: none"> <li>• Update and/or train staff to implement math, reading, and behavior RTI models (including interventions, modifications and monitoring) for any identified populations, especially bilingual, Hispanic, and gender-specific targeted areas.</li> <li>• Provide professional development opportunities to expand knowledge of changing content and instructional strategies in science.</li> <li>• Provide opportunities to expand and develop strategies in the teaching of students identified as ELL.</li> </ul>	<p>CES admin, L. Baty, R. King</p>	<p>District funds (PD360) , Title I, Title III</p>	<p>August 2010</p> <p>As identified and available</p> <p>As identified and available</p>
	<p>Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations.</p> <ul style="list-style-type: none"> <li>• Utilize CSCAPE to ensure TEKS coverage, monitoring through 9-week assessments, and provide grade level, campus and district alignment.               <ul style="list-style-type: none"> <li>○ Year at a Glance and IFDs determine scope and sequence.</li> <li>○ Use guiding questions and performance indicators to enhance learning.</li> </ul> </li> <li>• Utilize strategies for students who are at risk for failure in reading, math, and/or science:               <ul style="list-style-type: none"> <li>○ RTI (Response to Intervention) including small groups,</li> <li>○ math/reading specialist support, Read Naturally</li> <li>○ TEA-Time (Tutor, Enrich, Accelerate)</li> <li>○ Content Mastery</li> <li>○ Math, reading, and science academies (flexible grouping)</li> </ul> </li> </ul>	<p>CES admin</p>	<p>Campus funds</p>	<p>Daily use; bi-weekly checks</p>
		<p>CES admin, math and reading specialists</p>	<p>Campus funds, Title I (materials and salaries), Title III, SCE (salaries)</p>	<p>Daily</p> <p>Spring 2011</p>

	<ul style="list-style-type: none"> <li>○ Computer-assisted intervention including SuccessMaker, Rosetta Stone, Study Island, Lexia</li> <li>○ Scheduled and consistent monitoring (assessment calendar, campus and district developed tasks, TEMI, STAR, STAR Early Literacy, etc.)</li> <li>● Reading and math specialists will provide inclusion and/or pull-out support for identified students, including students identified with characteristics of dyslexia; utilize and oversee programs including Lexia, Read Naturally, Success Maker for identified students.</li> <li>● Utilize strategies for students in special education: <ul style="list-style-type: none"> <li>○ Identification of students for special education contingent upon proper documentation based on campus RTI model</li> <li>○ Utilize inclusion support to extend the limits of LRE</li> <li>○ SuccessMaker (students will be monitored and assessed regularly)</li> </ul> </li> <li>● Utilize strategies for students needing behavioral support beyond the campus-wide plan : <ul style="list-style-type: none"> <li>○ RTI (aligned with campus discipline plan)</li> <li>○ Campus LSSP</li> <li>○ BEST program</li> <li>○ Send staff to research-based training as needed/available</li> </ul> </li> <li>● Utilize strategies for students participating in a bilingual program: <ul style="list-style-type: none"> <li>○ Team bilingual teachers (K/1, 2/3, 4/5) for specific and specialized content delivery following one-way dual language model. Specific language skill instruction one period per day.</li> <li>○ Utilize Rosetta Stone to further language development of students (Spanish-English) and staff (English-Spanish),</li> <li>○ Bilingual reading specialist provides inclusion and/or pull-out support for identified students, including students with characteristics of dyslexia.</li> <li>○ Provide professional development opportunities; utilize Title III funds to pay for registration, materials as needed, and substitutes for attendees</li> <li>○ Recruit highly qualified bilingual teachers</li> </ul> </li> </ul>	<p>Reading and math specialists</p> <p>C. Helms, CES admin</p> <p>CES admin, C. Bertirotti</p> <p>CES admin, S. Dutch, R. King</p>	<p>Title I and SCE (salaries), district funds</p> <p>Campus funds, Title I, sp ed funds</p> <p>Title I, sp ed funds</p> <p>Title I, Title III, SCE (Dutch 100%), campus funds</p>	<p>On-going</p> <p>Per Assessment Calendar</p> <p>Daily</p> <p>As needs are identified</p> <p>As needs are identified</p> <p>Fall 2010</p> <p>Daily</p> <p>Daily</p> <p>On-going</p> <p>Spring 2010</p>
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	<ul style="list-style-type: none"> <li>• Utilize strategies for students who are economically disadvantaged: <ul style="list-style-type: none"> <li>○ Provide school supplies throughout the school year</li> <li>○ Payless gift cards to buy school shoes</li> <li>○ Holiday assistance for families in need</li> <li>○ Continue to provide a “clothes closet” for students</li> <li>○ Coordinate services from community programs to assist families</li> <li>○ Maintain openings for preK program for eligible students</li> </ul> </li> <li>• Utilize strategies for students participating in a GT program: <ul style="list-style-type: none"> <li>○ Cluster GT students with GT certified teachers</li> <li>○ Challenge Lab to serve GT students and provide enrichment opportunities for all students</li> <li>○ Monthly meetings with GT Coordinator and Challenge Lab staff</li> <li>○ Professional Development for administrators and staff</li> </ul> </li> <li>• Identify and provide services to children that qualify for the migrant program.</li> <li>• Utilize strategies for students participating in ESL program: <ul style="list-style-type: none"> <li>○ One teacher per grade level will attend the ESL Academy and take the ESL certification test until 100% of staff is certified.</li> <li>○ Allow students to work on Rosetta Stone to further develop English language skills. (purchased with Title I stimulus)</li> <li>○ Allow teachers to work on Rosetta Stone to begin to develop Spanish language skills. (purchased with Title I stimulus)</li> </ul> </li> <li>• Aide in transition for students: <ul style="list-style-type: none"> <li>○ PreK parent take-home packets</li> <li>○ Kindergarten Round-up</li> <li>○ PPCD inclusion with gradual increase of time in PreK classroom</li> <li>○ 5<sup>th</sup> grade orientation at MFMS</li> </ul> </li> <li>• Regularly monitor student progress in the areas of reading and math to determine level of tiered intervention needed <ul style="list-style-type: none"> <li>○ Establish monitoring frequency based on RTI plan and student needs.</li> </ul> </li> </ul>	<p>CES admin, J. Smathers</p> <p>CES admin, K. Maples</p> <p>K. French, J. Smathers</p> <p>CES admin, ESL teachers</p> <p>CES staff, V. de la Hoya, J. Smathers, C. Helms</p> <p>J. Smathers, MFMS Counselors</p> <p>Math and reading specialists, CES admin</p>	<p>Donations</p> <p>District funds, SCE (Maples 100%), campus funds</p> <p>Campus funds, Title I, District funds</p> <p>Title I (inc Villarreal 100%), campus funds, SCE (Palacio 100%), sp ed funds</p> <p>Campus funds, Title I, SCE</p>	<p>As needs are identified</p> <p>As registered</p> <p>Weekly schedule</p> <p>One Monday per month</p> <p>As available</p> <p>On-going</p> <p>Summer 2011</p> <p>Daily</p> <p>As available</p> <p>Spring 2011</p> <p>Daily (IEP specific)</p> <p>May 2011</p> <p>As identified in RTI plan</p>
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	<ul style="list-style-type: none"> <li>○ Utilize current universal screeners including STAR, STAR Early Literacy, TEMI</li> <li>○ Research and consider addition and use of math universal screener – STAR Math from Renaissance.</li> <li>○ Include monitoring reports from CAI programs including Study Island, SuccessMaker, and Lexia.</li> </ul> <ul style="list-style-type: none"> <li>● Provide effective early literacy instruction and intervention for grades K-5 <ul style="list-style-type: none"> <li>○ Balanced literacy model</li> <li>○ Professional development in research-based strategies</li> <li>○ RTI (frequent monitoring)</li> <li>○ TEA-Time built into daily schedules (instructional assistants monitor while teachers work with small groups)</li> </ul> </li> <li>● Use scheduled planning meetings (GC) to address student concerns and curriculum/assessment issues. <ul style="list-style-type: none"> <li>○ PK through 5<sup>th</sup> grade</li> <li>○ Bilingual</li> <li>○ Vertical alignment (math, language arts, science)</li> <li>○ Special education</li> </ul> </li> <li>● Utilize strategies to increase science school-wide achievement. <ul style="list-style-type: none"> <li>○ Continue to establish alignment of science vocabulary.</li> <li>○ Implement aligned science vocabulary in grades K-5.</li> <li>○ Include “Word of the Week” in daily morning announcements</li> <li>○ Send representatives (3<sup>rd</sup>-5<sup>th</sup>) to CAST Conference and/or relevant staff development regarding new TEKS.</li> </ul> </li> <li>● Utilize school library to support campus-wide reading instruction. <ul style="list-style-type: none"> <li>○ Increase library collection to support campus-wide efforts to improve reading in expository text.</li> <li>○ Continue to develop AR collection.</li> </ul> </li> </ul> <p>Honor students who achieve excellence.</p> <ul style="list-style-type: none"> <li>● Recognize students who display positive character traits in main hallway display, through morning announcements, and monthly awards presentations.</li> <li>● Submit names of students achieving “all A” and “A-B” honor roll to local media.</li> <li>● Submit names of students achieving “perfect attendance” to local media.</li> </ul>	<p>CES Staff, CES admin</p> <p>CES admin, teachers, math and reading specialists, C. Helms</p> <p>P. Clymer, CES Science Committee</p> <p>L. Weihs</p> <p>CES admin, J. Smathers, CEIC</p>	<p>Title I (materials and salaries), SCE (salaries)</p> <p>Library funds, Title I</p>	<p>Per Assessment Calendar</p> <p>January 2011</p> <p>On-going (weekly for GC meetings)</p> <p>Daily</p> <p>Per RTI tier</p> <p>Daily as scheduled</p> <p>Monthly as scheduled</p> <p>On-going</p> <p>Weekly</p> <p>As available</p> <p>On-going</p> <p>Daily</p> <p>Each 9 weeks</p>
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- Reward 3<sup>rd</sup> through 4<sup>th</sup> grade students who achieve AR goals with “buddy reading” with kinder through 2<sup>nd</sup> grade students.
- Continue to generate/ implement strategies for student recognition.

Each 9 weeks

Each 9 weeks

Bi-monthly CEIC

## District & Campus Goal V: We will promote personal wellness and healthy choices.

**Performance Objective:** There will be a group of staff members who consistently go to yoga classes; there will be a 20% increase in the number of students competing/finishing races; a plan will be in place for the implementation of the health curriculum.

**Formative Assessments:** Staff sign-in log for yoga classes; file of health fliers; student list of “marathon” completions; participation list of all runs; submit ideas of implementation of health curriculum.

**Summative Assessment:** Sign in sheets; list of participating students in health programs; Staff/Student/Parent surveys

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Provide health information, support programs, and in-services for staff.</p> <ul style="list-style-type: none"> <li>Distribute district wellness bulletin to staff</li> <li>After school yoga classes will be made available to all interested staff.</li> </ul> <p>Offer health and wellness information to staff, parents, and caretakers.</p> <ul style="list-style-type: none"> <li>Notify families of opportunities such as free dentist visits on campus, Care-a-Van locations, etc.</li> <li>Post connection to MyPyramid.gov on CES website for parent access</li> </ul> <p>Encourage and ensure healthy snack alternatives for students.</p> <ul style="list-style-type: none"> <li>Use NCLB information and guidelines to direct staff and families regarding FMNV and acceptable foods for snacks and classroom use.</li> </ul> <p>Promote health through exercise programs and activities.</p> <ul style="list-style-type: none"> <li>Students will work toward running a “marathon” and receive tokens and medals as goals are reached.</li> <li>Continue involvement in promotion and implementation of annual Turkey Trot.</li> <li>“Smile for a Mile” will reward students for running a mile during PE.</li> </ul> <p>Review and plan implementation of health curriculum.</p>	<p>CO staff</p> <p>D. Johnson, PE teacher</p> <p>S. Pollock</p> <p>M. Noble</p> <p>CES admin, District Food Services</p> <p>D. Johnson, PE teacher</p> <p>D. Johnson, CES CEIC, District Health Advisory Committee</p>	<p>Staff (personal)</p> <p>Federal guidelines</p> <p>Boxtop money, campus funds</p> <p>District and campus funds</p>	<p>Monthly</p> <p>Weekly beginning Sept.</p> <p>On-going</p> <p>September 2010</p> <p>Send out in Aug; include on CES website and PTO bulletins</p> <p>Spring 2011</p> <p>November 2010</p> <p>Spring 2011</p> <p>On-going, target 2011-2012 school year</p>

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**District & Campus Goal VI: We will exemplify strength of character.**

Performance Objective: Discipline referrals will be reduced by a minimum of 50%. There will be NO teacher reprimands.

Formative Assessment: Student planners; discipline referrals; staff write-ups/reprimands; Star Student Wall; membership in student organizations

Summative Assessments: PEIMS discipline report; staff survey; PDAS; student survey; parent survey

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Implement a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the campus.</p> <ul style="list-style-type: none"> <li>• Monthly classroom visits by counselor using Character Counts curriculum.</li> <li>• Continue to build collection of books in library that teach, illustrate, model traits</li> <li>• Connect fall Book Fair themes of “Heroes” by inviting local emergency response teams and hospital staff as special guests.</li> </ul> <p>Establish and recognize a culture of exemplary character.</p> <ul style="list-style-type: none"> <li>• Character Counts Pillars displayed in common areas</li> <li>• Character Counts Pledge recited each day during announcements</li> <li>• Colt Character Award (STAR Students and STAR Teachers)</li> <li>• Recognize Colt Kids for Character at PTO meetings, as special Helpers in classrooms, and in newspaper.</li> <li>• Sponsor Pennies for Patients and other community service projects.</li> <li>• Student Leadership Opportunities               <ul style="list-style-type: none"> <li>○ Student Council</li> <li>○ Safety Patrol</li> <li>○ National Honor Society</li> <li>○ Library Assistants</li> </ul> </li> </ul>	<p>J. Smathers</p> <p>L. Weihs, J. Smathers</p> <p>L. Weihs, J. Smathers</p> <p>CES admin</p> <p>J. Smathers, CES staff</p> <p>J. Smathers, PTO Board</p> <p>J. Smathers</p> <p>CES admin, K. Maples, , L. Weihs, sponsors TBA</p>	<p>CES funds, Title IV</p> <p>Library funds, Title IV</p>  <p>PTO funds, donations</p> <p>Campus funds</p>	<p>Monthly</p> <p>On-going</p> <p>Late October/early November</p> <p>Daily</p> <p>On-going</p> <p>Monthly (Character Counts timeline)</p> <p>Spring 2011</p> <p>On-going</p>

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## District & Campus Goal VII: We will provide a safe and drug-free environment.

Performance Objective: Discipline referrals will be reduced by a minimum of 50%. There will be NO breaches of campus security.

Formative Assessment: Front office sign in/sign out documentation, PEIMS discipline reports, discipline referrals, walk-through observations, student planners and other documentation of parent contact

Summative Assessments: PEIMS and V-Soft reports

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
56	Review and modify the District/Campus Crisis Management Flow Chart and plan to establish procedures campus and district-wide.	C. Coleman, CES admin		Annually
	Red Ribbon Month activities will feature and celebrate making safe and healthy choices. <ul style="list-style-type: none"> <li>• Celebrate healthy choices through slogans and dress themes.</li> <li>• Invite local emergency response teams (fire, police, etc) to help educate students in safety.</li> <li>• Connect fall Book Fair theme of “Heroes” by inviting local emergency response teams as special guests.</li> </ul>	J. Smathers CES admin L. Weihs, J. Smathers	Title IV	October 2010 October 2010 October to first week in November
	Firmly establish drug free awareness by designating one day each month to wear red.	J. Smathers		Monthly
	Train/update reception area personnel in student/parent sign-in and sign-out procedures (including checking for legal documents). <ul style="list-style-type: none"> <li>• V-Soft procedures               <ul style="list-style-type: none"> <li>○ Insert alerts/caution flags as identified</li> </ul> </li> </ul>	V. de la Hoya, M. Ratliff CES admin	Campus funds, Title I	August 2010 and on-going On-going (and as needs arise)
	Utilize additional walkie-talkies to expand communication on campus.	CES admin		On-going
	Appropriately enforce all campus rules. <ul style="list-style-type: none"> <li>• Teachers will be included and/or informed regarding consequences for student misbehavior.</li> </ul>	CES admin		On-going
	Consistently enforce all campus rules. <ul style="list-style-type: none"> <li>• Ensure understanding of the campus discipline plan through staff development and conferences.</li> </ul>	CES admin		On-going



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**2010-2011 Federal and State Funding**

**Title I - \$17,000 (based on last year's plan)**

- **Payroll –**
  - Kathy Schumacher, math specialist – 100%
  - Margo Lane, reading specialist – 100%
  - Janessa Tellez and Memie Villarreal, bilingual paraprofessionals – 100%
  
- **Staff Development - \$5000**
  
- **Supplies and Materials (including technology) – \$12,000**

**Title II-D -**

- **Technology –**

**411 -**

**Title III - \$7935.00**

- **Payroll - \$2185.00**
  - After school tutorials (up to 109 hrs)
- **Contracted Services - \$4000.00**
  - LPAC administrative paperwork (up to 2% or \$315.00)
  - Additional tutoring during school day (up to 200 hrs.)
  - Translations of written communication to parents (\$20.00 per hr)
- **Supplies and Materials - \$750.00**
- **Staff Development - \$1000.00**
  - Registration fees
  - Substitutes for teachers
  - Teacher travel
  -

**Title IV -**

- **Supplies and Materials -**

**State Compensatory Education - (Based on last year's plan)**

- **Salaries**
  - Sara Dutch, bilingual reading specialist – 100%
  - Karen Maples, gifted/talented teacher – 100%
  - Michelle Noble, instructional technologist – 100%
  - Paraprofessionals Layton, Pool, Palacio – 100%





# CAMPUS IMPROVEMENT PLAN **2010 - 2011**

# Marble Falls Elementary

## Campus Improvement Plan 2010-2011

### District Goals

- Goal I:** We will build strong, vital relationships within our diverse communities.
- Goal II:** We will embrace innovative applications of technology with primary focus on student immersion.
- Goal III:** We will cultivate opportunities for student participation that extend beyond the classroom.
- Goal IV:** We will ensure all students receive exceptional instruction through inspired learning experiences.
- Goal V:** We will promote personal wellness and healthy choices.
- Goal VI:** We will exemplify strength of character.
- Goal VII:** We will provide a safe and drug-free environment.

**These are both District “targeted” goals and Campus “targeted” goals.**



**The mission of 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.**

## **MFES Mission Statement:**

Marble Falls Elementary exists to support, educate, and empower children in a safe, positive environment. We encourage a partnership between school, home, and community. Problem-solving and risk-taking are promoted by engaging students in meaningful learning. Students and staff are held to high standards because “Our future starts here.”

## **MFES Value Statement**

The Marble Falls Elementary campus demonstrates our commitment to excellence by embracing and promoting the following values:

- a physically and emotionally safe environment for our students
- differentiated instruction that is both rigorous and relevant
- collaboration
- high standards and quality of work
- relationships between community, home, and school
- respect

**Marble Falls Elementary School  
CEIC Members  
2010-2011**

<b>Name</b>	<b>Position</b>
Reddock, Andy	Administration, Chair
McCall, Renetta	Counselor
Bielefeld, Andrea	Librarian
Webel, Ashlea	Teacher
Sales, Alayna	Teacher
Duggins, Carla	Teacher
Christopher, Lindsay	Teacher
Arredondo, Diane	Teacher
Ives, Angela	Teacher
Vaughn, Cindy	Teacher
Ewing, Charles	Special Education Representative
Greer, Jane	Title I Math Specialist
Guthrie, Desiree	K-2 Literacy Specialist
Chisholm, Cristi	3-5 Literacy Specialist
Posey, Candy	Technologist
Overman, Paulyne	Paraprofessional Representative
Cockerill, Kathy	Parent Representative
Gutierrez, Ruth	Parent Representative
Hall, Kara Nell	Business Representative
TBA	Community Representative
Baty, Leslie	District Representative

**Marble Falls Independent School District  
Board of Trustees  
2010-2011**

Martin McLean	President
Rick Edwards	Vice-President
Dr. Kelly Fox	Secretary
Kevin Nauman	Trustee
Mike Savage	Trustee
Karl Westerman	Trustee
Tommy Chaney	Trustee

# Comprehensive Needs Assessment

## Marble Falls Elementary

- **Improve TAKS Scores at Grades 3-5 in order to maintain “Exemplary” status and improve “Commended Performance”**
  - **Mathematics**
    - Hispanic
    - Economically Disadvantaged
    - African American
    - Emphasis at Grade 3/5
  - **Reading**
    - Hispanic
    - Economically Disadvantaged
    - African American
    - Emphasis at Grade 3/4/5
  - **Writing**
    - Hispanic
    - Economically Disadvantaged
    - African American
    - Emphasis at Grade 4
  - **Science**
    - Hispanic
    - Economically Disadvantaged
    - African American
    - Emphasis at Grade 5
  - **TAKS – Accommodated / TAKS M / TAKS Alt (All Tests)**
    - Achieve 95% or greater passing rate on TAKS Accommodated, TAKS M, and TAKS Alt.
- **Raise Rigor of PK-5 Instruction**
  - Consistent monitoring and feedback reflecting instruction
  - Research and incorporate “best practices” for instruction
  - Provide professional development opportunities for teachers
- **Increase attendance rate (Above 97%)**
  - Provide incentives to students on a quarterly basis
  - Communicate value of attendance to parents, students, and staff
- **Provide a safe, positive learning environment for students, staff, and parents**
  - Teacher / Student recognition and rewards
  - Events to showcase parent appreciation and promote cultural diversity
  - Encourage teachers to take “leadership” roles on campus
  - Reinforce safe and secure procedures on campus that strengthen campus security.

Marble Falls Elementary TAKS Accountability Data 09-10  
 \*Without TPM

	Reading	Math	Science	Writing
<b>All</b>	94	94	97	88
<b>White</b>	98	97	98	92
<b>Hispanic</b>	85	87	90	81
<b>African American</b>	92	86	100	80
<b>Economically Disadvantaged</b>	90	88	95	80

Marble Falls Elementary TAKS Accountability Data 09-10  
\*With TPM

	Reading	Math	Science	Writing
All	98	97	97	99
White	99	98	98	98
Hispanic	94	93	90	100
African American	92	93	100	100
Economically Disadvantaged	96	94	95	98

# Target TAKS Objectives Based on 2009-2010 Data

(Below 90% Mastery)

## Mathematics

- **Grade 3**
  - **Objective 1** – Demonstrate an understanding of numbers, operations, and quantitative reasoning.
  - **Objective 2** – Demonstrate an understanding of patterns, relationships, and algebraic reasoning.
  - **Objective 4** – Demonstrate an understanding of the concepts and uses of measurement.
  - **Objective 5** – Demonstrate an understanding of probability and statistics.
  - **Objective 6** – Demonstrate an understanding of probability and statistics.
- **Grade 4**
  - **Objective 4** – Demonstrate an understanding of the concepts and uses of measurement.
  - **Objective 5** – Demonstrate an understanding of probability and statistics.
  - **Objective 6** – Demonstrate and understanding of math processes and tools used in problems
- **Grade 5**
  - **Objective 1** – Demonstrate an understanding of numbers, operations, and quantitative reasoning.
  - **Objective 2** – Demonstrate an understanding of patterns, relationships, and algebraic reasoning.
  - **Objective 4** – Demonstrate an understanding of the concepts and uses of measurement.
  - **Objective 5** – Demonstrate an understanding of probability and statistics.
  - **Objective 6** – Demonstrate and understanding of math processes and tools used in problems.

## Reading

- **Grade 3**
  - **Objective 2** – Apply knowledge of literary elements to understand culturally diverse written texts.
  - **Objective 3** – Use a variety of strategies to analyze culturally diverse written texts.
  - **Objective 4** – Apply critical thinking skills to analyze culturally diverse written texts.
- **Grade 4**
  - **Objective 1** – Demonstrate a basic understanding of culturally diverse written texts.
  - **Objective 2** – Apply knowledge of literary elements to understand culturally diverse written texts.
  - **Objective 3** – Use a variety of strategies to analyze culturally diverse written texts.
  - **Objective 4** – Apply critical thinking skills to analyze culturally diverse written texts.
- **Grade 5**
  - **Objective 3** – Use a variety of strategies to analyze culturally diverse written texts.
  - **Objective 4** – Apply critical thinking skills to analyze culturally diverse written texts.

## Science

- **Grade 5**
  - **ALL OBJECTIVES ABOVE 90%**

## Writing

- **Grade 4**
  - **Objective 1** – Within a given context, produce an effective composition for a specific purpose.
  - **Objective 2** – Produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization,
  - **Objective 4** – Recognize correct and effective sentence construction in written text.

**District & Campus Goal 1: We will build strong, vital relationships within our diverse communities.**

**Performance Objective: MFES will actively involve parents and various members of our school community in the education of our children through conferences, campus events, and volunteers programs.**

**Summative Assessment: Parent sign in sheets, DEIC Survey Results, Campus Survey Results, Campus Volunteer Roster**

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	<b>STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINES</b>
1.1	MFES will provide multiple communication resources to parents. These resources are designed to keep parents informed and updated on campus activities, campus services, and district wide information. Parents will be able to access information through: Sky Alert System Conferences Special School Events / Programs Campus Phone Calls Parent Connection Home / School Connection link on MFISD Website PTO Night	Campus funds District funds Planning time Technology Resources	District Office Principal Classroom Teachers PTO Member	Ongoing
1.2	Family Reading Night to promote literacy and parent involvement.	Campus Funds Flyers	Principal Librarian Classroom Teachers	December 2010 April 2011
1.3	Family TAKS Information Night for 3-5 parents	Campus Funds Flyers	Principal 3-5 Literacy Specialist Math Specialist	October 2010 January 2011
1.4	Campus will produce and distribute campus newsletter titled "Pony Express" which will give grade level information and important dates and events happening on campus.	Campus Funds	Principal Classroom Teachers	Every 2 weeks beginning September 2010
1.5	Folders / Planners will go home each night with students as a form of communication. Monday Folders will include campus information that is sent home weekly.	Campus Funds for Folders and Planners	Principal Classroom Teachers	Daily
1.6	Campus will hold quarterly "Family Nights". Events will promote cultural diversity based on campus demographics.	Campus Funds Title I Funds \$2000 – Parent Involvement	Principal Classroom Teachers	Quarterly
1.7	A relationship will be made with local media so that they are invited to attend and cover school news and report to the community.	Contacts to local media	Principal	Ongoing

1.8	Recruit Volunteers through PTO and Campus efforts to aide in campus planning, reading, and social support.	Volunteer Coordinator	Principal Classroom Teachers Title I support staff	Ongoing
1.9	Form relationship with the various civic organizations in Marble Falls to support community involvement in education	Time for meeting with civic groups	Principal	Ongoing

**District & Campus Goal 2: We will embrace innovative applications of technology with primary focus on student immersion.**

**Performance Objective: MFES will support the innovative application of technology so that students gain the skills necessary to function in the 21<sup>st</sup> century.**

**Summative Assessments: Student Tech Assessment Data, Teacher Tech Assessment Data, Technology Inventory, Campus Technology Meeting Minutes.**

	<b>STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINES</b>
2.1	The level of skills demonstrated in the classroom will be raised by increasing the use of digital technology tools (i.e., digital cameras, handheld devices, scanners, probes, etc.) to access, analyze, & evaluate information, solve problems, & communicate in multiple formats with diverse audiences.	Technology Funds Digital Hardware Staff Development Copyright laws	Principal Campus Technologist Librarian Classroom Teachers	Ongoing
2.2	Provide instruction and appropriate technology so that students will demonstrate mastery of basic skills at progressive levels of difficulty in core curriculum areas.	Technology Funds SuccessMaker Study Island	Technology Dept. Principals Technologist Literacy and Math Specialist	Weekly
2.3	Attend professional staff development and opportunities for students to utilize multiple formats for communications with diverse audience	Technology Funds Computer Software / Hardware World Wide Web Computer Hardware	Technology Dept. Principals Technologists	Daily
2.4	Monitor Lab Usage	Technology Funds	Principals Technologists	Monthly
2.5	Maintain a replacement schedule (hardware, software and infrastructure) to provide students with learning opportunities, utilizing the latest technology available.	State and Federal Funds	Technology Dept. Technologist Principal	Annually
2.6	Students will create various technology based projects to be shared with the Marble Falls community during the MFISD Technology Fair.	Time for project planning and development Software and Hardware to meet students needs	Principal Classroom Teachers Campus Technologist District Personnel	December 2010

**District & Campus Goal 3: We will cultivate opportunities for student participation that extend beyond the classroom.**

**Performance Objective: MFES will provide students with experiences that promote learning outside of the classroom. These experiences will give student the opportunity to lean and apply knowledge outside of the regular school setting.**

**Summative Assessments: UIL Team Roster, Field Trip Schema, Destination Imagination Team Roster**

	<b>STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINES</b>
3.1	Encourage students to participate in extracurricular activities such as UIL and Destination Imagination that promote higher levels of thinking.	Extra duty pay Funds for instructional materials Funding for team fees	Central Office Staff Principal Classroom Teachers	Weekly
3.2	Provide instruction and extra-curricular opportunities for students to participate in activities that foster higher level thinking skills	GT funds Staff Development Time for curriculum planning / integration	Challenge Lab Facilitator Principal	Ongoing
3.3	Provide students with field trip experiences that are selected based on grade level TEKS.	Field Trip Funds	Principal Classroom Teachers	Spring 2011

**District & Campus Goal 4: We will ensure all students receive exceptional instruction through inspired learning experiences.**

**Performance Objective: MFES will deliver consistent exemplary services in all areas of the curriculum to include LEP, Special Education, GT, At- Risk / Title I, Dyslexia, Student Success Initiative (SSI).**

**Summative Assessments: AEIS Report, Classroom Data, DEIC Survey results, STAR results, PDAS Evaluations, Student sign in Sheets.**

	<b>STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINES</b>
4.1	Assure that all staff attends staff development provided at the campus and district level that is specific to the needs of diverse student groups. Topics include, but are not limited to: Effective Practices for <ul style="list-style-type: none"> <li>• At-Risk Students</li> <li>• Gifted Students</li> <li>• LEP Students</li> <li>• Special Education Students</li> </ul>	Funds for Professional Development \$1000 Title I funds \$1,687 Title III funds	Principal Literacy and Math Specialists District Curriculum Dept. Director of Student Services	Ongoing
4.2	Provide additional instructional support to teachers in mathematics and reading through a Title I funded math specialist, PK-2 Literacy Specialist, and 3-5 Literacy Specialist, and paraprofessional staff	Title I funds Compensatory Funds	Central Office Staff Principal	Daily
4.3	Utilize Challenge Lab teacher to provide enrichment and reinforcement of higher order thinking skills to students in all classrooms	GT Funding	Central Office Staff Principal Challenge Lab Teacher	Daily
4.4	Classroom Teachers, with support of Challenge Lab Teacher and Content Specialists will provide enrichment activities for all students	Campus funds Ideas and activities for use in differentiation of instruction.	Challenge Lab Teacher Content Specialists Classroom Teachers	Daily
4.5	Provide SSI tutoring to give identified students additional time to master necessary content and skills	Snacks SSI Resources Teaching Staff Transportation	Principal Teachers	Weekly
4.6	Use the Wilson Program for identified dyslexic students	Wilson materials Staff to implement program	Literacy Specialist Principal	Weekly
4.7	Provide extended year to students needing to pass TAKS (and/or needing to meet promotion criteria, as funds allow)	OEYP funds	Principal	June 2011

4.8	Increase amount of direct instructional assistance provided to students through the learning lab open before school	Compensatory funds	Principal CM Mastery Aide	Daily
4.6	Implement the components of the Student Success Initiative to include: <ul style="list-style-type: none"> <li>▪ Parental notification of at-risk status (Gr. K-5)</li> <li>▪ Intervention services for all students coming into third grade who are still developing on any section of the TPRI &amp; any student coming into 5th grade who meets at-risk criteria based on Spring 09 TAKS scores in reading and / or math</li> <li>▪ Implement research-based teaching strategies and at grades PK-5</li> <li>▪ Periodically measure student progress and adjust instruction accordingly.</li> <li>▪ Establish Grade Placement Committees for grade 5</li> </ul>	SSI funds TPRI Assessment	Principal Teachers	Weekly
4.10	Literacy & Math Specialists will work with teachers and continue to develop teacher awareness and competencies by reviewing use of the Kilgo strategies, Six Trait Writing, Balanced Literacy, and others that have proven successful.	Common planning time	Teachers Principal Literacy Specialists Math Specialist	Ongoing
4.11	Staff will be trained to facilitate and monitor RTI in content areas. RTI plan will be developed and utilized when working with At Risk students.	RTI Planning time Training Time Campus Funds	Principal Literacy Specialists Math Specialist Classroom teachers	RTI Plan September 2010 Training August 2010
4.12	Grade level team meetings will be held weekly during common planning periods. The meetings will include regular sharing of successful strategies/techniques in place and working well, problem-solving to develop and share new strategies, program planning, staff development and intervention strategies. Whenever possible special program staff will join the meetings.	Common planning time	Principal Team Leaders Literacy Specialists Math Specialist Special Ed. Staff	Weekly
4.13	Using the comprehensive needs assessments, the Title I staff will plan jointly with classroom teachers to discuss the needs of students served in Title I in order to help them attain mastery in reading, writing and math. These students needs will be addressed by Title I staff using the inclusion model and/or pullout in the students' classroom.	Planning time Title I Teachers Teachers Title I Aides	Principal Teachers Title Staff	Weekly

4.14	<p>Implement the literacy program as defined in district and campus initiatives.</p> <ul style="list-style-type: none"> <li>• Provide additional staff development</li> <li>• Purchase needed resources</li> <li>• Monitor instruction</li> <li>• Provide support for staff to implement the strategies</li> </ul>	<p>Literacy resources Professional Resources Title I</p>	<p>Literacy Specialists Math Specialist Principal Teachers</p>	<p>Ongoing</p>
4.15	<p>Continue to increase the amount of time all students spend in actual reading by:</p> <ul style="list-style-type: none"> <li>· all students reading daily, silently or aloud, self-selected materials at own pace (Accelerated Reading Time)</li> <li>· choral reading</li> <li>· student reading aloud with a tape, story or book</li> <li>· students keeping daily logs of reading time at home and at school</li> <li>· paired reading within and across grade levels</li> <li>· students keeping a cumulative log of titles read during the year</li> <li>· all students actively participating in the Accelerated Reading program as appropriate</li> <li>· duo-log reading</li> </ul> <p>having books available for students in waiting areas</p>	<p>Big books, books, tapes of books, reading logs, AR books and tests Title I funds - \$2000</p>	<p>Principal Teachers Librarian</p>	<p>Daily</p>
4.16	<p>Develop test familiarity and test taking skills by using activities from TAKS Connection by Kamico, Stepping Up To TAKS, and other campus materials including TAKS Master Reading and TAKS Master Math.</p>	<ul style="list-style-type: none"> <li>· Kamico TAKS Connection</li> <li>· Stepping Up to TAKS</li> <li>· TAKS Masters</li> </ul> <p>Title I Budget</p>	<p>Classroom Teachers (Grades 3-5) Special Program Classroom Teachers Principal</p>	<p>Daily</p>
4.17	<p>Provide a balanced literacy program in each classroom grades K - 2 based upon scientifically based reading research which is in accord with campus guidelines for literacy instruction and instructional time allocations, which</p> <ol style="list-style-type: none"> <li>a) provide extensive phonics instruction</li> <li>b) provide systematic spelling instruction based on identified spelling patterns;</li> <li>c) include fluency activities in daily instruction;</li> <li>d) incorporate resources from the state reading academics and instructional strategies in the TPRI Intervention Guide</li> </ol>	<p>professional development for all teachers Literacy Specialists to provide support Instructional materials including leveled libraries TPRI Intervention Guides</p>	<p>Curriculum Dept. Principal Literacy Specialists Literacy Consultant Teachers</p>	<p>Ongoing</p>

4.18	<p>Identify students who are at-risk. Determine the appropriate intervention strategies to assist students in meeting mastery. Interventions may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• RTI</li> <li>• Extended Day</li> <li>• Tutorials</li> <li>• Title I Assistance</li> <li>• Counseling</li> <li>• Special Education Services</li> <li>• Content mastery</li> <li>• Computer based remediation software</li> <li>• Differentiated Instruction</li> <li>• SSI Tutorials</li> <li>• Extended Year</li> </ul>	<p>Local Assessments Student Data Title I Funds - \$10,000 SSI Funds OEYP Funds</p>	<p>Classroom Teachers Principal Title 1 Staff Special Program Staff Teachers</p>	<p>Weekly</p>
4.19	<p>Guided Reading approach will be expected and supported in K-2 classrooms. Guided Reading / Writing approaches will also be utilized with students in grades 3-5.</p>	<p>Leveled Readers / Guided Reading library. Title I Funds - \$1000</p>	<p>Title I support staff Principal Classroom Teachers</p>	<p>Ongoing</p>
4.20	<p>In grades 3-5, regularly chart student progress by charting tested objectives in reading and math. Review data and adjust instruction.</p>	<p>Local and State Assessment Data</p>	<p>Principal Teacher</p>	<p>Monthly</p>
4.21	<p>Each grade level will develop a TAKS plan using the results of the Spring 2009 TAKS data and data gathered each grading period. The plan will include intervention strategies and the use of test-taking strategies.</p>	<p>TAKS data Planning Time</p>	<p>Principal Title 1 Staff Teachers Special Ed. Staff</p>	<p>Annually but adjusted as needed</p>
4.22	<p>A District Benchmark Test will be administered according to district testing schedule. The results will assist teachers in planning for TAKS:</p> <ul style="list-style-type: none"> <li>• grouping for instruction based on identified needs</li> <li>• reinforce objectives</li> <li>• reinforce use of strategies</li> </ul>	<p>Benchmark Tests Reports with student data</p>	<p>Central Office Staff Principal Teachers Special Program Staff</p>	<p>January 2011</p>
4.23	<p>Utilize and review uniform reading strategies. Strategies will be introduced to 2<sup>nd</sup> graders during the second semester and will be continued through 5<sup>th</sup> grade</p>	<p>Collaboration time for Reading teachers in grade 2-5</p>	<p>Principal Literacy Specialist Classroom Teachers</p>	<p>Ongoing</p>
4.24	<p>Encourage small group remediation within classroom setting to reinforce all content areas. Groups no larger than 4 students</p>	<p>TAKS formatted resources, Reading resources targeting the 5 components of reading</p>	<p>Principal Title I support staff Classroom Teacher</p>	<p>Daily</p>

4.25	Evaluate student performance on TAKS formatted reading passages (mini assessments).	TAKS formatted Reading resources	Title I support staff Principal	Weekly
4.26	Provide extended day tutorials for struggling students.	SSI funds / staff	Central Office Staff Principal	Weekly
4.27	Require Science and Math “Word Walls” and journals to reinforce consistent science / mathematics vocabulary and conceptual understanding in grade K-5	Science / Mathematics vocabulary list by grade level, journaling notebook	Principal Classroom Teachers	Ongoing
4.28	Benchmark assessments will be administered as per the district testing calendar and district assessment procedures. Teacher-made assessments will also be reviewed for TEKS content, complexity, & context.	District-provided assessments and reports generated through AEIS-It and Campus Analysis	Central Office staff Principal Teachers	Each 9 weeks
4.29	Engage in data analysis of state & local assessments to determine appropriate intervention strategies	Data Analysis Sheets	Principal Teachers	Weekly
4.30	Utilize formal and informal (mini) assessment data to guide instruction and remediation	Benchmark assessments, Informal assessments	Title I Support Staff Principal Classroom Teachers	Weekly
4.31	Information from SuccessMaker and Study Island software will be utilized to reinforce student learning. Programs will be facilitated through general and special education classrooms.	Computer hardware, Program licensing, Title I support staff	Literacy Specialist Title I Math Specialist Principal	Weekly
4.32	Provide extended day tutorials for struggling students.	SSI funds / staff	Central Office Staff Principal	Weekly
4.33	Encourage / Enforce individual student conferences with students regarding writing as related to 6+1 Traits.	Title I support	Classroom Teachers Principal	Ongoing
4.34	Utilize reading selections to reinforce writing concepts	6+1 Trait Crates, Title I support staff	Classroom Teachers Literacy Specialists Principal	Weekly
4.35	Conduct regular walkthrough monitoring of instruction in all learning environments	Walkthrough documentation	Principal	Ongoing
4.36	95% of GT students at 3-5 grades will be commended on all sections of TAKS testing	Enrichment time	Classroom Teacher Challenge Lab Facilitator Principal	Annually

**District & Campus Goal 5: We will promote personal wellness and healthy choices.**

**Performance Objective: MFES will maintain the availability and use of our current facilities to provide a quality educational environment that meets the needs of our students and community.**

**Summative Assessments: DEIC Surveys, Campus Surveys, Facility usage forms**

	<b>STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINES</b>
5.1	MFES master schedule will meet or exceed the required number of minutes per week required for Physical Education (150 minutes per week).	MFES Master Schedule	Principal	Weekly
5.2	Encourage students to make healthy choices by providing healthy snack option during lunch periods.	Healthy Snacks	Principal Food Service	Ongoing
5.3	Include healthy food and/or physical activity ideas for parents through campus newsletter.	Newsletter	Assistant Principal PE Teacher	Twice Monthly

**District & Campus Goal 6: We will exemplify strength of character.**

**Performance Objective: MFES will increase provide opportunities for staff and students to recognize good character traits of students and staff.**

**Summative Assessment: DEIC Survey Results, Campus Survey Results, STAR Student Roster**

	<b>STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINES</b>
6.1	Implement campus wide Character Education Program: Character Counts	Character Counts Materials Class Schedule	Counselor	Character Counts – Monthly
6.2	Implement STAR Student Program for students PK-5 in order to reinforce responsibility and character.	STAR Student Awards	Principal Registrar Teachers	STAR - Ongoing

**District & Campus Goal 7: We will provide a safe and drug-free environment.**

**Performance Objective: MFES will maintain a safe, drug free environment that is conducive to learning.**

**Summative Assessment: PEIMS Discipline Reports, DEIC Survey Results, Campus Surveys**

	<b>STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINES</b>
7.1	Continue to analyze discipline statistical data at the campus and district level at the end of each grading period to determine trends effective/non-effective practices including application of consequences and training needs.	Discipline Statistics	Principal	Monthly
7.2	Each teacher will follow classroom discipline plan. A copy will be sent home to parents.	Planning time Completed Plan	Classroom Teachers Principal	August 2010
7.3	Discipline plan and procedures will be periodically reviewed at grade level meetings using statistics from discipline records.	Discipline Reports	Classroom Teachers	October 2010 February and April 2011
7.4	MFES will utilize security software to monitor visitors on campus	Security Software	Title IV Coordinator Principal Office Staff	Ongoing
7.5	Applicable District-adopted crisis, bullying, and violence prevention strategies will be implemented on the campus	District training	Principal Title IV Director Counselor	Ongoing
7.6	MFES will conduct monthly fire evacuation drills and monitor effectiveness of evacuation plan.	Fire Evacuation Maps and Procedures	Principal	Monthly
7.7	MFES will conduct Lock Down drills once per semester and monitor effectiveness of lock down plan	Lock Down Procedures	Principal	October 2010 – January 2011
7.8	MFES will conduct Disaster drills each nine weeks and monitor effectiveness of disaster plan	Disaster Procedures	Principal	Each nine week period
7.9	MFES will require all visitors to have “car tags” displayed in car window when picking up students at school dismissal.	Car Tags Parent Information	Principal MFES Staff	Ongoing

# Highland Lakes Elementary Campus Improvement Plan 2010-2011



**The mission of Marble Falls Independent School District is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21<sup>st</sup> century through relevant, engaging learning experiences led by inspirational and nurturing educators.**

## 2010-2011 Marble Falls District Goals

MFISD has:

**GOAL I:** We will build strong, vital relationships within our diverse communities.

**GOAL II:** We will embrace innovative applications of technology with primary focus on student immersion.

**GOAL III:** We will cultivate opportunities for student participation that extend beyond the classroom.

**GOAL IV:** We will ensure all students receive exceptional instruction through inspired learning experiences.

**GOAL V:** We will promote personal wellness and healthy choices.

**GOAL VI:** We will exemplify strength of character.

**GOAL VI:** We will provide a safe and drug-free environment.

**These are both District “targeted” goals and Campus “targeted” goals.**

**Beliefs**

*Proposed as the district's fundamental convictions, values, and characters*

***We believe that....***

- Safety is paramount.
- Every individual has unique needs and potential.
- Positive self-worth is critical to healthy development.
- Open communication promotes success.
- Relationships are vital.
- Parent and family involvement profoundly influences a child's life.
- Knowledge fosters independence and self-sufficiency.
- Good character traits are essential to a productive society.
- All people are innately responsible for their actions.

**Objectives**

*Proposed as the desired and measurable end results for the district*

- Every student will achieve extraordinary academic success.
- Every student will actively pursue learning throughout life.
- Every student will exhibit strength of character.
- All students will realize their uniqueness as citizens and contribute to the well being of their community.

**Parameters**

*Proposed as the established guidelines within which the district will accomplish its mission*

- *We will* stress safety throughout the district.
- *We will* honor relationships and treat all people with dignity and respect.
- *We will* model and expect impeccable character.
- *We will* be responsible stewards of our resources.
- *We will* practice and promote open communication.
- *We will not* compromise excellence.

# Marble Falls Independent School District Board of Trustees 2010-2011

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Rick Edwards Vice-President

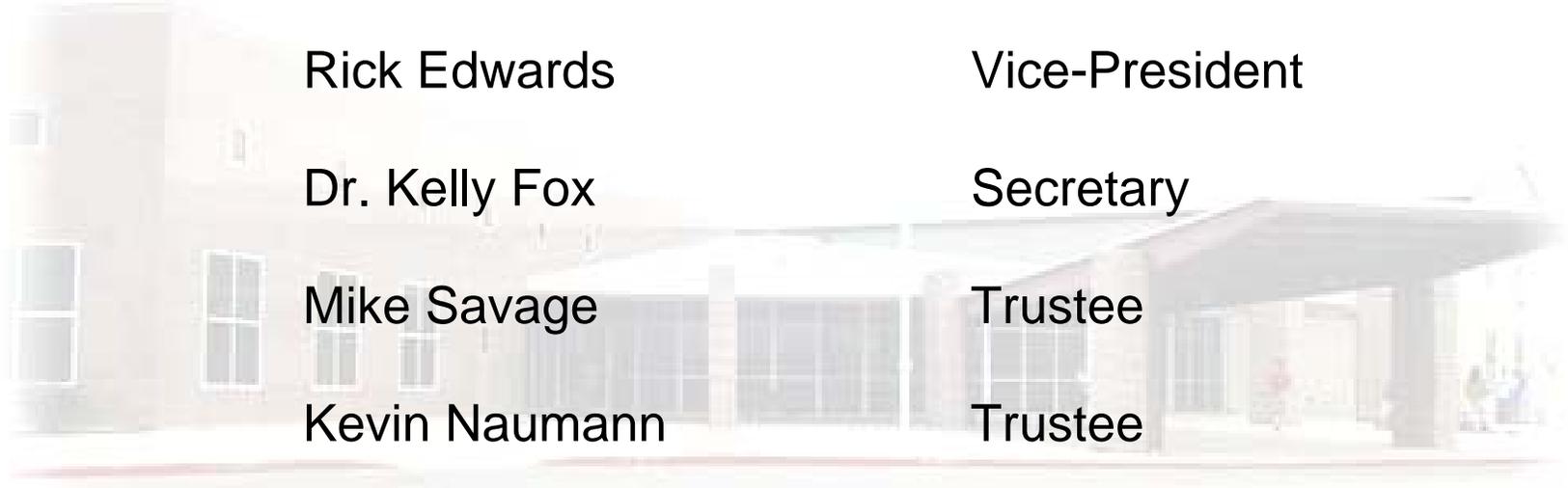
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Mike Savage Trustee

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**Highland Lakes Elementary School  
CEIC Members  
2010-2011**

<b>Name</b>	<b>Position</b>
Keith Powell	Administration, Chair
Stacy Lashbrook	Administration
Brickey, Katy	Counselor
Collins, Diana	Librarian
Shirley Baker	5 <sup>th</sup> Gr. Teacher
Christina Hartley	4 <sup>th</sup> Gr. Teacher
Mary Ann Stanton	3 <sup>rd</sup> Gr. Teacher
Kara Gay	2 <sup>nd</sup> Gr. Teacher
Jan Shapland	1 <sup>st</sup> Gr. Teacher
Leslie Talamantes	Kindergarten Teacher and DEIC Liaison
Karen Burns	Pre-Kindergarten Teacher
Julie Skero	Special Education Representative
Cynthia Dixon	Title I Specialist
Kelly Herrington	Parent Representative
Shanna Murrell	Parent Representative
Bill Pipkin	Business Representative
Linda Mezger	Community Representative
Leslie Baty	District Representative

# Comprehensive Needs Assessment

Highland Lakes Elementary School analyzed the data from TAKS, Benchmark Test, and student progress from daily class work. Campus Administration worked with grade level teachers, CEIC and support personnel in order to identify academic strengths and areas requiring improvement.

## TAKS Score and percentage that met Projected Measurement Criteria 2009-2010

3rd Gr. Reading:	All Students:	94%	Anglo:	97%	Hispanic:	91%
3rd Gr. Math:	All Students:	93%	Anglo:	94%	Hispanic:	91%
4th Gr. Reading:	All Students:	87%	Anglo:	82%	Hispanic:	92%
4th Gr. Math:	All Students:	75%	Anglo:	73%	Hispanic:	75%
4th Gr. Writing:	All Students:	89%	Anglo:	85%	Hispanic:	92%
5th Gr. Reading:	All Students:	83%	Anglo:	80%	Hispanic:	84%
5th Gr. Math:	All Students:	87%	Anglo:	90%	Hispanic:	85%
5th Gr. Science:	All Students:	83%	Anglo:	95%	Hispanic:	77%

**Areas of Strength:** TEA reported Highland Lakes Elementary School as a Recognized Campus for the 2009-2010 school year. Test score results verified that the campus was in the Exemplary range for a majority of the different subject areas. The 5<sup>th</sup> Grade non-Bilingual students had the highest percentage rate of meeting or exceeding standards for the TAKS Science since the implementation of that particular testing category. The campuses objective of obtaining stronger vertical alignment in every grade level was shown to be increasing in a consistent and positive direction. From testing data and classroom observations, HLES and its students are benefiting from having a very strong cadre of Bilingual Teachers at every grade level. All staff members continue to be very proactive in identifying the academic needs of their students. The commitment of the HLES staff to strive for the success of all students continues to reflect the high standards set by the district.

**Targeted Areas for improvement:** The 5<sup>th</sup> Grade Bilingual Students are not meeting the targeted goals set by Science TAKS Test. For this year the 4<sup>th</sup> and 5<sup>th</sup> Grades Science teachers will coordinate and outline strategies and objectives to meet the targeted needs of this particular group. In addition the Science instruction for 5<sup>th</sup> grade has been reconfigured to allow teachers to work within his/her area of certification as well as target instruction with a certified specialist. HLES has set as one of its primary objectives to increase the percentage of passing scores regarding the TELPAS test to at least a minimum of 80%. This reconfiguration will ensure the 5<sup>th</sup> Grade Bilingual students are receiving marked increases in Science instruction and support. HLES has set as one of its primary objectives to increase the percentage of passing scores regarding the TELPAS Test to at least a minimum of 80%. An emphasis on ESL strategies and interventions at all grade levels will be established as a priority. TAKS data demonstrated the 4<sup>th</sup> Grade classes fell short of reaching exemplary status. Increased rigor and collaboration with Reading and Math Specialist and support personnel will be prioritized. A high priority goal for the 2010-2011 school year is to increase the percentage of commended students at all three TAKS grades. HLES will focus on differentiated strategies and classroom enrichment programs that will enable students to raise their comprehension well above the minimum set standards for passing. From the previous year HLES has made measureable strides on technology intervention. During the course of the Fall Semester all 3<sup>rd</sup>-5<sup>th</sup> Grade classrooms will have access to ceiling mounted projectors. All 1<sup>st</sup>- 5<sup>th</sup> Grade classes will be equipped with the Extenda computer system. The computer labs and multi-media lab have also been updated in order to be more effective for student usage. However, the campus is still not where it would like to be for its

targeted technology goals. With the technology priorities set for this year and the 2011-2012 school year, HLES will increase its technology integration at all grade levels as outlined by our technology needs assessment. District & Campus Goal I: We will build strong, vital relationships within our diverse communities.

Performance Objective: Parent and community volunteers will be recruited with an emphasis of gaining a larger Hispanic membership that reflects the demographic scale of HLES.

Summative Evaluation: Campus generated surveys and data demonstrating increased participation from previous year.

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>1. We will increase parent and community involvement in the support and educational success of the Highland Lakes Elementary students. A major objective will be to increase the volunteering of our Hispanic parents. Beginning this fall, we will recruit and solicit volunteers to come and read to our students and perform other voluntary duties that will support academic growth. The campus will institute the Watch Dog Program. The purpose of this program will be to increase</p>	<p><u>Persons Responsible:</u> Campus Administration, Teaching staff, Watch Dog Program Coordinator, PTO.</p> <p><u>Resources:</u> Parent newsletters and contacts, Special invitational events for parents and community members.</p> <p><u>Timeline:</u> Throughout the 2010-2011.</p>			

the involvement of the fathers who have children at our campus. They will at scheduled times be on campus to offer aid and support to the students and staff.

2. Highland Lakes Elementary will engage community and business organizations that will support the students and help them learn to be good stewards of their community and state. The Burnet County Agriculture Extension Agency will in November of 2010 conduct a Safety Awareness Day for the students. The Master Gardeners of Burnet County will support and help maintain the upkeep of the Nature Trail. Local EMS and law enforcement departments will schedule days to meet with the student body and instruct it and their families on safety issues.

**Persons Responsible:** Campus Administration, Burnet County Extension Agent, Master Gardeners Organization, The Granite Shoals Police and Fire Department.

**Resources:** Campus newsletters and PTO communication

**Timeline:** Throughout the 2010-2011.

<p>the involvement of the fathers who have children at our campus. They will at scheduled times be on campus to offer aid and support to the students and staff.</p> <p>2. Highland Lakes Elementary will engage community and business organizations that will support the students and help them learn to be good stewards of their community and state. The Burnet County Agriculture Extension Agency will in November of 2010 conduct a Safety Awareness Day for the students. The Master Gardeners of Burnet County will support and help maintain the upkeep of the Nature Trail. Local EMS and law enforcement departments will schedule days to meet with the student body and instruct it and their families on safety issues.</p>	<p><b><u>Persons Responsible:</u></b> Campus Administration, Burnet County Extension Agent, Master Gardeners Organization, The Granite Shoals Police and Fire Department.</p> <p><b><u>Resources:</u></b> Campus newsletters and PTO communication</p> <p><b><u>Timeline:</u></b> Throughout the 2010-2011.</p>			
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**District & Campus Goal II: We will embrace innovative applications of technology with primary focus on student immersion.**

**Performance Objective: Increased and measured technology integration will be increased at all grade levels. Outlined objectives will target the needs and performance goals of the campus.**

**Summative Evaluation: DEIC survey results, student performance data on technology usage and development.**

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>1. During the 2010-2011 school year Highland Lakes Elementary will increase the integration of technology in the campus classrooms. All 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade classrooms will possess ceiling projectors. Grades 1<sup>st</sup>-5<sup>th</sup> will have access to Extendas in order to increase student computer skills and academic performance. The two campus computer labs will be upgraded in order to maximize teacher access and student performance.</p>	<p><u>Persons Responsible:</u> Campus Administration, Campus Instructional Technologist, District Technology Department, Grade Level Staff</p> <p><u>Resources:</u> Campus 2010-2011 budget for technology integration (\$40,000) Campus and District Technology goals</p> <p><u>Timeline:</u> Projectors for all grade level classrooms 3-5 Fall Semester; Extendas for</p>			

<p>2. During the fall and spring semesters, Highland Lakes Elementary will provide teachers with in-school workshops on technology applications and strategies which will be designed to maximize technology integration in the classroom.</p> <p>3. The campus technology committee will convene at least four times during the 2010-2011 school year to discuss the technology needs of Highland Lakes Elementary. The committee will examine current needs and goals and objectives in</p>	<p>all grade level classroom 1-5 Fall Semester. Additional technology support: computers, programs, and document cameras will be integrated throughout the 2010-2011 school year</p> <p><b><u>Persons Responsible:</u></b> Campus Administration, Campus instructional technologist, Campus teaching staff</p> <p><b><u>Resources:</u></b> Scheduled training sessions throughout the 2010-2011 school year</p> <p><b><u>Timeline:</u></b> Throughout the 2010-2011 school year</p> <p><b><u>Persons Responsible:</u></b> Campus Administration, The Highland Lakes Elementary Technology Committee, Campus Instructional Technologist</p> <p><b><u>Resources:</u></b> District and</p>			
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<p>the future that will facilitate the needs of 21<sup>st</sup> century learners.</p>	<p>campus technology goals, Campus technology budget,  <u>Timeline:</u> Throughout the 2010-2011 school year</p>			
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**District & Campus Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.**

**Performance Objective: Students will be provided educational and enrichment opportunities that will extend beyond the classroom**

**Summative Review Results: Data on student participation, DEIC survey results**

<p><b>STRATEGIES</b></p>	<p><b>PERSON(S) RESPONSIBLE RESOURCES &amp; TIMELINES</b></p>	<p>√ Fall</p>	<p>√ Spring</p>	<p>√ Successful Completion</p>
<p>1. Highland Lakes Elementary will explore and cultivate programs for students to explore and gain meaningful enrichment and educational opportunities outside of the classroom environment.</p>	<p><u>Persons Responsible:</u> Campus Administration, HLES CEIC,  <u>Resources:</u> HLES staff, PTO, Community and business organizations  <u>Timeline:</u> Throughout the 2010-2011 school year</p>			

<p>2. In partnership with the Andy Roddick Tennis Foundation, we will provide opportunities for our students to take part in tennis programs that they might not necessarily be able to do otherwise because of logistics and cost.</p>	<p><b><u>Persons Responsible:</u></b> Campus Administration, Campus P.E. department, Andy Roddick Foundation Representative, The City Council of Granite Shoals</p> <p><b><u>Resources:</u></b> MFISD transportation department, Tennis equipment</p> <p><b><u>Timeline:</u></b> Through the 2010-2011 school year</p>			
<p>3. Highland Lakes Elementary in partnership with the City of Granite Shoals will have scheduled weekend park upkeep outings in which the students can gain a sense of community pride by volunteering their time.</p>	<p><b><u>Persons Responsible:</u></b> HLES city park sponsor</p> <p><b><u>Resources:</u></b> MFISD transportation department</p> <p><b><u>Timeline:</u></b> Throughout the 2010-2011 school year</p>			

**District & Campus Goal IV: We will ensure all students receive exceptional instruction through inspired learning experiences.**

**Performance Objective: Will demonstrate exemplary student performance in all core level subjects.**

**Summative Review Results: All state and classroom assessments.**

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STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>1. Science instruction and integration will increase for all grade levels. Added lab time for students will be planned in the schedule. Additional emphasis will be placed on science vocabulary for ESL students. Increased academic science support for these students will be adhered to at every grade level.</p>	<p><u>Persons Responsible:</u> Campus Administration, Grade level staff</p> <p><u>Resources:</u> Science lab, C-scope, PD 360</p> <p><u>Timeline:</u> Throughout the 2010-2011 school year</p>			
<p>2. Science Initiative: Campus Administration will coordinate with 4<sup>th</sup> and 5<sup>th</sup> Grade Science Teachers to increase the success</p>	<p><u>Persons Responsible:</u> Campus Administration, 4<sup>th</sup> and 5<sup>th</sup> grade staff</p>			

<p>rate of Science TAKS; particularly with the bilingual subpopulation. Increased science alignment and instruction will be increased at the lower primary grades. Strategies will include data from test data, benchmark testing, and daily work performance.</p>	<p><b><u>Resources:</u></b> ESL strategies, Science lab, C-Scope , Student data</p> <p><b><u>Timeline:</u></b> Throughout the 2010-2011 school year</p>			
<p>3. ESL strategies and objectives will be consistent, aligned, and integrated across grade levels, and individual classrooms. Administration will give support to staff with formal and informal observations and collaboration. Campus workshops and share sessions on effective ESL strategies will be provided at specified timeframes.</p>	<p><b><u>Persons Responsible:</u></b> Campus Administration, Grade level staff, Reading specialist, Title staff,</p> <p><b><u>Resources:</u></b> ESL strategies, C-Scope, PD 360, Student data</p> <p><b><u>Timeline:</u></b> Throughout the 2010-2011 school year.</p>			
<p>4. Highland Lakes Elementary will achieve at least a minimum of 80% in its TeLPas student scores. Each grade level will emphasis effective strategies to the students. Administrative observations and conferences</p>	<p><b><u>Persons Responsible:</u></b> Campus Administration, Grade level staff, Reading specialist, Title specialist</p> <p><b><u>Resources:</u></b> C-Scope, Study Island, ESL strategies</p>			

<p>with teachers will be conducted to insure adherence to stated objectives.</p> <p>5. C-Scope will be fully implemented at all grade levels to ensure TEKS objectives and the scope and sequence are aligned with the academic objectives. Each month ATMs will overview and insure that TEKS objectives are being followed and effectively delivered in daily academic lessons.</p> <p>6. All lesson plans will consistently include required Special Education modifications, ELP strategies and information on how the classroom teacher is adhering to differentiating instruction in the classroom. Administration will support, advise, and assist on lesson plan requirements that will promote success for all students.</p>	<p><b><u>Timeline:</u></b> Throughout the 2010-2011 school year</p> <p><b><u>Persons Responsible:</u></b> Campus Administration, Grade level staff, Reading and math specialist</p> <p><b><u>Resources:</u></b> C-Scope</p> <p><b><u>Timeline:</u></b> Throughout the 2010-2011 school year</p> <p><b><u>Persons Responsible:</u></b> Campus Administration, Grade level staff, Reading and math specialist, Special Education staff,</p> <p><b><u>Resources:</u></b> ARD paperwork, CST, RTI, C-Scope</p> <p><b><u>Timeline:</u></b> Throughout the 2010-2011 school year</p>			
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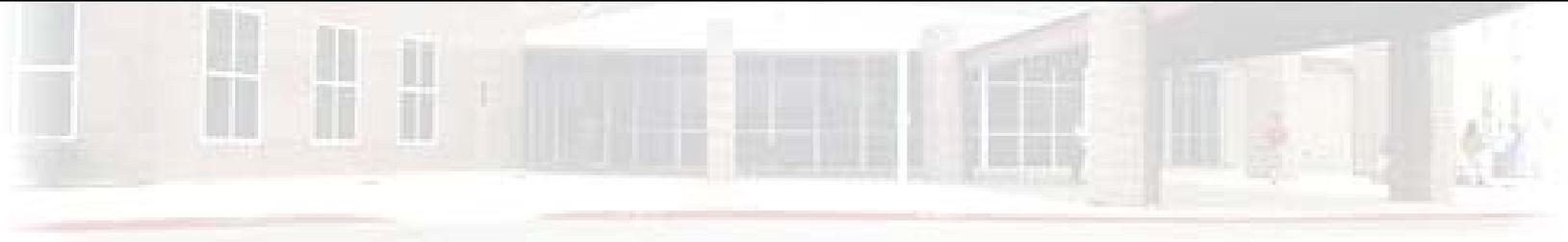
<p>7. Each week the Reading Specialists will assist and collaborate with teachers directly in the classroom on reading strategies and monitoring of targeted student progress. This collaboration will be planned and coordinated through ATMs and individual teacher and literacy specialist's conferences. The Literacy Specialist will follow the RTI model in servicing students and the analyzing of data.</p>	<p><b><u>Persons Responsible:</u></b> Campus Administration, Reading specialist, Grade level staff</p> <p><b><u>Resources:</u></b> Guided Reading, Literacy library, RTI process</p> <p><b><u>Timeline:</u></b> Throughout the 2010-2011 school year</p>			
<p>8. HLES Reading specialist schedules will include a conference time that coincides with specific grade-levels in order to meet collaboratively with classroom teachers to analyze student performance data, discuss intervention strategies, develop targeted action plans and review progress monitoring as required for RTI. All students will be reviewed regularly to provide all students</p>	<p><b><u>Persons Responsible:</u></b> Campus Administration, Reading specialist, Grade level teaching staff</p> <p><b><u>Resources:</u></b> Scheduled planning and collaboration time, student data</p> <p><b><u>Timeline:</u></b> Throughout the 2010-2011 school year</p>			

<p>differentiated instruction and appropriate interventions that meet their individual education needs resulting in exemplary student performance across the content areas.</p> <p>9. Based on campus wide needs assessments, HLES will utilize Title 1 funds to provide opportunities for all students to meet the states proficient and advance levels of student performance. HLES will use effective methods and instructional strategies that are based on scientific research. Strategies will address the needs of all students on campus particularly with a focus on low achieving and at risk students.</p>	<p><b><u>Persons Responsible:</u></b> Campus Administration, Grade level staff, Reading and Math specialist, HLES Title committee, CEIC</p> <p><b><u>Resources:</u></b> Title 1 Funding Rules, procedures and guidelines for distribution of Title 1 Funds</p> <p><b><u>Timeline:</u></b> Throughout 2010-2011 school year</p>			
<p>10. HLES will utilize Title 1 funds (yet to be determined) to Provide additional supplemental Programs and materials in order to ensure student success. Title 1, Part A funds for Highland Lakes Elementary will purchase</p>	<p><b><u>Persons Responsible:</u></b> Campus Administration, Title reading and math specialist, HLES Title 1 committee, CEIC</p> <p><b><u>Resources:</u></b> Testing and</p>			

<p>supplemental teaching materials in accordance data and feedback from classroom teachers and Title math and reading specialist.</p> <p>11. Special Education staff will increase integration with Grade level teaching staff on the RTI process. Scheduled meetings will convene a minimum of once a month in order to discuss strategies and intervention strategies.</p> <p>12. The Success Maker program for Title support and the integration of the Rosetta Stone program for ESL support will be utilized in planned lessons and objectives for targeted students.</p>	<p>student data, Title 1 funds, <u>Timeline:</u> Throughout the 2010-2011 school year</p> <p><u>Persons Responsible:</u> Campus Administration, Special Education staff, Campus counselor, Grade level teaching staff</p> <p><u>Resources:</u> student data, RTI guidelines and procedures</p> <p><u>Timeframe:</u> Throughout 2010-2011 school year</p> <p><u>Persons Responsible:</u> Title reading and math specialist, Bilingual classroom teaching staff</p> <p><u>Resources:</u> Computers, Extendas, Designated programs</p> <p><u>Timeframe:</u> Program</p>			
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<p>13. HLES staff teaching math will coordinate with the district's math specialist in order to gain additional targeted strategies and objectives to increase student success rates.</p> <p>14. HLES will increase the commended performance percentage in all state administered tests. Differentiated instruction strategies will be strongly emphasized, monitored and shared with the teaching staff. Teachers will take full advantage of the PD 360 program in order to explore and implement ideas and curriculum enrichment that will provide support for their students being able to take</p>	<p>integration; Fall semester</p> <p><b><u>Persons Responsible:</u></b> Campus Administration, HLES teacher staff, HLES math specialist, District math specialist.</p> <p><b><u>Resources:</u></b> Curriculum, Campus math resources, student data</p> <p><b><u>Timeline:</u></b> k-4<sup>th</sup> District</p> <p><b><u>Persons Responsible:</u></b> Specialist- two visits in the fall semester and two in the spring, 5<sup>th</sup> Grade Specialist- three visits in the Fall and three visits in the Spring</p>			
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<p>their mastery of the subject area to the next tier of success.</p> <p>15. HLES will utilize Title 3 funds to assist the Bilingual students with support and materials designed to increase their opportunity for academic success. HLES has been allocated (\$18,690) Title 3 funds for the 2010 – 2011 school year.</p>	<p><b><u>Persons responsible:</u></b> Campus Administration, MFISD Bilingual director, Bilingual teaching staff, Title staff</p> <p><b><u>Resources:</u></b> Title 3 funding, professional and contracted services, LPAC paperwork, supplies and materials.</p> <p><b><u>Timeline:</u></b> Throughout the 2010 – 2011 school year.</p>			
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**District & Campus Goal V: We will promote personal wellness and healthy choices**

**Performance Objective: Increase student awareness and participation in making right choices for a sound mind and body.**

**Summative Review Results: Data and surveys demonstrating student participation**

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>1. During the course of the current year and beyond; Highland Lakes elementary will seek to spotlight healthy choices for both students and staff. This will be conducted through scheduled announcements and meetings. Students and staff will be recognized for making healthy choices in food and exercise.</p>	<p><u>Persons Responsible:</u> Campus Administration, Campus counselor, Campus teaching and support staff</p> <p><u>Resources:</u> posters, memos, flyers</p> <p><u>Timeline:</u> Throughout the 2010-2011 school year</p>			
<p>2. During PTO meetings health tips and informational flyers on healthy choices will be discussed and promoted.</p>	<p><u>Persons Responsible:</u> Campus staff, HLES PTO</p> <p><u>Resources:</u> Scheduled PTO meeting each month of the 2010-2011 school year</p>			

3. Highland Lakes Elementary will ensure that students are eating a balanced dietary meal in the cafeteria before they are allowed to buy snacks.

Persons Responsible:  
Campus staff, HLES cafeteria staff

District & Campus Goal VI: We will exemplify strength of character.

Performance Objective: Students will participate in formal and informal instruction and activities that will foster district character trait objectives.

Summative Review Results: District and campus surveys.

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>1. Highland Lakes Elementary will recognize and honor selected students for the Student of the Month. These students will be selected on the basis of demonstrating good citizenship and showing behavior that supports their school, fellow students, and staff.</p>	<p><u>Persons Responsible:</u> Campus counselor, HLES teacher staff <u>Resources:</u> Staff data, and input.</p> <p><u>Timeline:</u> Throughout the 2010-2011 school year</p>			

<p>2. Ongoing Character Ed. curriculum will be discussed in announcements, school wide assemblies, and teaching strategies in the academic school day.</p>	<p><b><u>Persons Responsible:</u></b> Campus counselor, HLES teacher staff</p> <p><b><u>Resources:</u></b> Staff data and input</p> <p><b><u>Timeline:</u></b> Throughout the 2010-2011 school year.</p>			
<p>3. The school principal will recognize students who demonstrate strength of character and award them with Principal's Assistant Certificate awards throughout the course of the 2010-2011 school year.</p>	<p><b><u>Persons Responsible:</u></b> Campus principal</p> <p><b><u>Resources:</u></b> Observations and input from HLES staff</p> <p><b><u>Timeline:</u></b> Throughout the 2010-2011 school year</p>			
<p>4. HLES students will be spotlighted in local papers and the campus newsletter for good deeds and a commitment in working hard and supporting their campus.</p>	<p><b><u>Persons Responsible:</u></b> Campus staff,</p> <p><b><u>Resources:</u></b> Media representatives, Campus newsletter</p> <p><b><u>Timeframe:</u></b> Throughout the 2010-2011 school year</p>			
<p>5. The goal of the campus</p>	<p><b><u>Persons Responsible:</u></b> Campus</p>			

<p>counselor will be to visit with classes each month and teach good character and citizenship lessons</p>	<p>counselor, Grade level teaching staff</p> <p><u>Resources:</u> Scheduled visiting dates</p> <p><u>Timeline:</u> Throughout the 2010-2011 school year</p>			
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**District & Campus Goal VII: We will provide a safe and drug-free environment.**

**Performance Objective: Highland Lakes Elementary will ensure there is a safe and orderly environment for students.**

**Summative Review Results: DEIC survey, Campus surveys, CEIC monitoring**

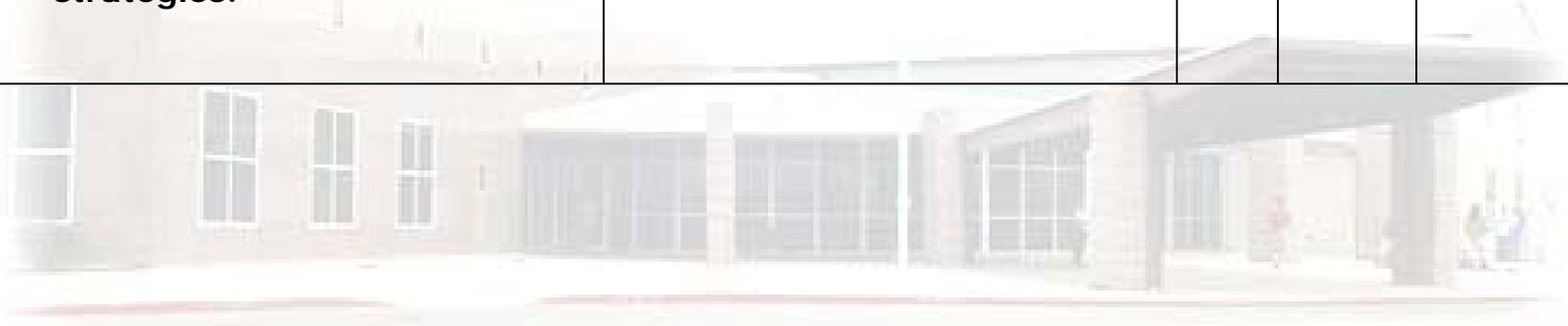
STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>1. Highland Lakes Elementary will highlight National Red Ribbon Week and incorporate themes and activities that will encourage students to stay off drugs and take care of their minds and bodies.</p>	<p><u>Persons Responsible:</u> HLES teaching staff, Campus administration, school counselor</p> <p><u>Resources:</u> Guest and motivational speakers and guest</p> <p><u>Timeline:</u> Spring Semester</p>			

<p>2. Guests and secondary students will be invited during scheduled timeframes during the course of the 2010-2011 school year to encourage the students to make the right choices and conduct themselves in ways that they can reach the fullest potential of their dreams and ambitions.</p> <p>3. HLES will conduct four security drills during the course of the year. These drills will be configured to meet a number of different types of safety issues. HLES will conduct these drills in conjunction with the MFISD school safety administrator and the Granite Shoals Police and Fire Department.</p> <p>4. HLES will be very proactive in ensuring that all students are able to attend school with out</p>	<p><b>2011</b></p> <p><b><u>Persons Responsible:</u></b> Campus Administration, Campus counselor</p> <p><b><u>Resources:</u></b> Selected MFISD secondary students and guests</p> <p><b><u>Timeline:</u></b> Throughout the 2010-2011 school year</p> <p><b><u>Persons Responsible:</u></b> Campus Administration; Carl Coleman</p> <p><b><u>Resources:</u></b> specific instruction to staff</p> <p><b><u>Timeline:</u></b> two in the Fall and two in the Spring</p> <p><b><u>Persons responsible:</u></b> Campus Counselor; Campus administration, HLES staff</p>			
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the threat of bullying or intimidation either verbally or physically. All staff members will be vigilant in monitoring potential problems and always investigate whenever a student has a concern or the staff member has a concern. The campus counselor will conduct bullying intervention sessions. The importance of treating everyone with respect will be incorporated in the Campuses good citizenship strategies.

**Resources:** Scheduled counseling services for students.

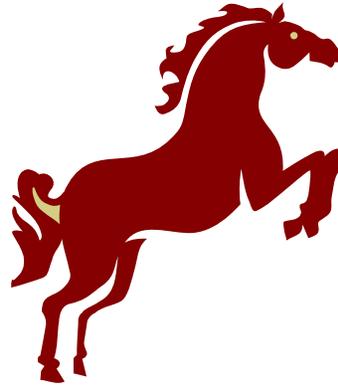
**Timeline:** throughout the 2010-2011 school year.



# Spicewood Elementary School

## Campus Improvement Plan

2010 – 2011



### Mission Statement

*The mission of Marble Falls Independent School District is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21<sup>st</sup> century through relevant, engaging learning experiences led by inspirational and nurturing educators.*

**"Where Excellence is Expected"**

## Mission Statement of Spicewood Elementary School

*At Spicewood Elementary School, we commit to producing students, through the educational process, who exhibit character traits that allows them to achieve excellence through the support of an exemplary staff, strong parental support, and community involvement.*

## Campus Educational Improvement Committee

Michael Pittard, Chair  
Principal

### School Instructional Personnel

Valerie Wleczyk (PK-K)  
Donna Counts (1<sup>st</sup>)  
Michelle Jacoby (2<sup>nd</sup>-3<sup>rd</sup>)  
Noelle McDaniel (4<sup>th</sup>-5<sup>th</sup>)  
Kathryn Lane (Specials)

### Business, Community, Parent

Jane Gannaway, Community  
Dr. Gary Sengbusch, Business/Community  
(Pending), Parent

## Marble Falls Independent School District Board of Trustees

Martin McLean, President  
Rick Edwards, Vice President  
Dr. Kelly Fox, Secretary

Mike Savage, Trustee  
Karl Westerman, Trustee

Kevin Naumann, Trustee  
Tommy Chaney, Trustee

**Responsible for Spicewood Elementary CIP Implementation  
2010-2011**

<b>Title/Position</b>	<b>Name</b>
Administration	Michael Pittard
Counselor	Cathy Ellis
Librarian/Media Specialist	Gail Huffman
Nurse	Allyson Black
Office Staff	Jacque Gerth
Teachers	SWES Staff
Instructional Assistants	Trina Myrick
Instructional Technologist	Marcy Mueller
PTO	Kim Miller
Director, Elementary C&I	Leslie Baty
Bilingual District Coordinator	Rachel King
Special Education Campus Coordinator	Mary Stary
Campus LSSP	Debbie Shell
Student Services Director	Karol French
G/T District/Campus Coordinators	Patti Cryer/LeeAnn Harkins
District Maintenance Director	Michael Phillips
Title IV District Coordinator	Carl Coleman

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## Comprehensive Needs Assessment

Spicewood Elementary CEIC and Staff reviewed, analyzed, and discussed the following data sources: AEIS, TAKS, TPRI, TELPAS, 425 Reports, attendance rate, and student, parent, and staff surveys (pending results).

### Areas of Strength:

- Exemplary rating for 2009-2010
- Campus wide improvement in Reading, Writing, and Math
- Staff collaboration for student needs
- Increased Mastery of Objectives percentages in multiple areas

### Areas of Concern:

- Math - 3rd – 85% and all sub groups
- Science – 5<sup>th</sup> grade improvement in all areas
- Continue Written Composition Scores Improvement (more 3's and 4's)
- Mastery of Objectives in all TAKS tests (improve to 90% or better)
- Increasing percentages of Commended Performances (improve to 50% or better)

### Other areas to Address:

- Training staff members in technology instructional applications and resources to utilize current technology in the classrooms
- Designation of volunteer coordinator to actively coordinate with multiple resources
- Training the SWES staff in Sheltered Instruction to continue supporting ESL students

### Academic Performance Indicators and Goals

	2009	Gain	2010	Needed Gain	2011
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#### All Students

Reading	96%	0%	96%	4%	100%
Writing	91%	9%	100%	0%	100%
Math	91%	3%	94%	6%	100%
Science	89%	-7%	82%	18%	100%

#### 3<sup>rd</sup> Grade

Reading (45% commended)	97%*	-3%	94%	6%	100%
Math (15% commended)	81%	4%	85%	15%	100%

#### 4th Grade

Reading (42% commended)	97%	0%	97%	3%	100%
Writing (45% commended)	91%	9%	100%	0%	100%
Math (58% commended)	100%	0%	100%	0%	100%

#### 5th Grade

Reading (30% commended)	100%*	-3%	97%*	3%	100%
Math (48% commended)	100%*	0%	100%*	0%	100%
Science (52% commended)	89%	-7%	82%	18%	100%

\* - Indicates all retests taken to achieve indicator

### All Students - Reading

African American	**	**	**	**	**
Hispanic	100%	-14%	86%	14%	100%
White	96%	1%	97%	3%	100%
Econ. Disadvantaged	95%	-1%	94%	6%	100%

### All Students - Writing

African American	**	**	**	**	**
Hispanic	**	**	100%	0%	100%
White	89%	11%	100%	0%	100%
Econ. Disadvantaged	80%	20%	100%	0%	100%

### All Students - Math

African American	**	**	**	**	**
Hispanic	79%	14%	93%	7%	100%
White	94%	0%	94%	6%	100%
Econ. Disadvantaged	82%	15%	97%	3%	100%

### All Students - Science

African American	**	**	**	**	**
Hispanic	**	**	**	**	**
White	94%	-8%	86%	14%	100%
Econ. Disadvantaged	81%	-8%	73%	27%	100%

\*\* - Indicates analysis group too low in numbers or not at all

**Mastery of Objectives Percentages  
Improvement Comparison over 3 years  
2008/2009/2010**

<b>Reading</b>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Objective 1	83/81/89%	85/89/88%	87/86/87%
Objective 2	90/83/85%	83/91/91%	89/89/86%
Objective 3	84/91/76%	87/84/92%	83/88/85%
Objective 4	80/86/81%	80/85/84%	81/82/84%
<b>Math</b>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Objective 1	81/82/84%	77/95/96%	80/87/85%
Objective 2	76/82/70%	77/86/94%	80/89/81%
Objective 3	84/85/85%	79/89/96%	88/93/91%
Objective 4	74/77/83%	79/89/92%	82/86/88%
Objective 5	91/86/90%	79/93/91%	79/88/91%
Objective 6	65/71/71%	76/85/81%	83/86/81%

Mastery of Objectives Percentages  
Improvement Comparison over 3 years  
2008/2009/2010

**Writing 4<sup>th</sup> Grade**

Composition 1-15/3/0% 2-67/48/48% 3-15/33/45% 4-2/15/6% (4=highest obtainable score)

Objective 3 91/94/83%

Objective 4 80/87/87%

Objective 5 84/89/92%

Objective 6 80/91/89%

**Science 5<sup>th</sup> Grade**

Objective 1 92/92/87%

Objective 2 89/91/90%

Objective 3 86/88/83%

Objective 4 75/79/81%

**District & Campus Goal I: We will build strong, vital relationships within our diverse communities.**

**Result Statements:**

1. Campuses will communicate consistently with parents.
2. Each campus will develop and maintain a volunteer program.

**Summative Evaluations:**

1. Parent & Staff survey to determine effectiveness (May 2011)
2. Chart parent response and involvement as a baseline for future reference
3. Record of parent involvement

**Formative Evaluation and Timelines:**

Campus surveys; DEIC annual survey (May 2010)

<b>STRATEGIES</b>	<b>PERSON(S) RESPONSIBLE RESOURCES &amp; TIMELINES</b>
<p><b>Communicate consistently with parents</b></p> <ul style="list-style-type: none"> <li>❖ Schedule parent orientation prior to the beginning of school – scheduled for August 20 at 6:00 p.m.</li> <li>❖ Maintain an up-to-date web page that includes:                             <ul style="list-style-type: none"> <li>○ Calendar of campus &amp; district events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Campus Administrator – campus funds (August 2010)</b></li> <li>• <b>Instructional Technologist (weekly, August 2010-May 2011)</b></li> </ul>

<ul style="list-style-type: none"> <li>○ Campus information</li> <li>○ Class &amp; grade level info.</li> <li>○ Special events</li> <li>○ PTO news</li> <li>○ CEIC minutes and other pertinent information</li> <li>○ SkyAlert</li> <li>○ Newsletters</li> <li>○ NutriKids and Grade Connection</li> </ul> <ul style="list-style-type: none"> <li>❖ Provide a campus newsletter once a month highlighting campus news and coming events</li> <li>❖ Student planners will be utilized for ongoing communication between home &amp; school for attendance, assignments, celebrations, concerns, etc.</li> <li>❖ Provide parents and caregivers information on special programs at PTO meetings <ul style="list-style-type: none"> <li>○ September– SSI/TAKS/Mustang Mile</li> <li>○ December – Music/P.E.</li> <li>○ January – AEIS Report/</li> <li>○ March –Student Organizations, Clubs and Book Fair</li> <li>○ May –Board Elections</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Administrator – campus funding (Monthly beginning in September)</b></li> <li>• <b>SWES staff – daily (August 2010-May 2011)</b></li> <li>• <b>Administrator, PTO, and SWES staff – campus funding (Bi-monthly)</b></li> </ul>
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<ul style="list-style-type: none"> <li>❖ Call home of absent students to communicate concern and procedures for returning to school</li> <li>❖ Use Sky Alert to keep families informed of campus and district issues</li> <li>❖ Provide parent access to student grades and attendance records through Parent Access</li> </ul> <p><b>Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses</b></p> <ul style="list-style-type: none"> <li>❖ Meet the Teacher Night with registration and information tables in foyer</li> <li>❖ Conduct fall open house with grade-level parent orientations for grades PK-5 early in the school year to provide additional information</li> <li>❖ Schedule October 15, 2010 and February 18, 2011 for all teachers to conduct parent conferences</li> </ul> <p><b>Develop and maintain a volunteer program</b></p> <ul style="list-style-type: none"> <li>❖ Increase parent and community members to serve as volunteers, reading partners, mentors, tutors, etc. by providing an interest</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SWES staff (August 2010-May 2011 daily as needed)</b></li> <li>• <b>Administrator (August 2010-May 2011 per needed basis)</b></li> <li>• <b>District Administrators/campus IT (September 2010-May 2011)</b></li> <li>• <b>All campus staff – campus budget (August 20, 2010 from 4:00-7:00 p.m.)</b></li> <li>• <b>All SWES classroom teachers – campus budget (September 23 from 5:30-6:30 p.m.)</b></li> <li>• <b>All SWES classroom teachers – campus budget</b></li> <li>• <b>Office Staff, PTO – campus budget (August 2010-May 2011 ongoing)</b></li> </ul>
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form during registration, as well as at PTO and community functions. (ex: live music at lunch, grandparent's day, special cafeteria luncheon days, science fair, Spicewood Arts Society, Spicewood VFD, Sheriff Department, Spicewood Community Library, etc)

- ❖ Establish a coordinator to recruit and organize volunteers

- **Administrator /SWES designated staff member (September 2010)**

**District & Campus Goal II: We will embrace innovative applications of technology with primary focus on student immersion.**

**Result Statements:**

1. The district filter criteria will be conducive to online learning.
2. Specialized training based on individual needs will be provided with the expectation that all staff will be technologically proficient.

**Summative Evaluations:**

Staff surveys to determine program effectiveness (May 2011)

**Formative Evaluation and Timelines:**

Campus surveys; DEIC annual survey (May 2010)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
<p><b>Implement a filter criterion that is conducive to online learning</b></p> <ul style="list-style-type: none"> <li>❖ Ensure understanding of new district policy regarding electronic communication and online resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District and Campus Administrators and all staff (September 2010)</b></li> </ul>

**Specialized staff training will be implemented to ensure staff understanding of technology applications**

- ❖ Provide continuing staff development
  - Easy Tech
  - Education City
  - DMAC
  - Notebook-Smart Technologies
  - Other Technology application training
  
- ❖ Send staff representatives to Texas Computers Education Association Conference in Austin, Texas for training of trainers
  
- ❖ Smart Technology Notebook Training for training of trainers

- **Monthly Tech PEP by IT and Staff**
  
- **February 2011 -2 SWES staff members (Costs from Campus Budget \$400)**
  
- **October 2010 – 2 SWES staff members (Costs from Campus budget \$350)**

**District & Campus Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.**

**Result Statements:**

The district will actively inform all students and parents about district-wide student participation opportunities.

**Summative Evaluations:**

Staff surveys to determine program effectiveness (May 2011)

**Formative Evaluation and Timelines:**

Campus surveys; DEIC annual survey (May 2010)

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STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
<p><b>Maintain an up-to-date web page that includes:</b></p> <ul style="list-style-type: none"> <li>○ Calendar of campus &amp; district events</li> <li>○ Campus information</li> <li>○ Class &amp; grade level info.</li> <li>○ Special events</li> <li>○ PTO news</li> <li>○ Club and Organization information</li> </ul>	<ul style="list-style-type: none"> <li>• IT and Staff (August 2010-May 2011 – ongoing)</li> </ul>

**Showcase Clubs and organizations to create interest and opportunities.**

- ❖ Provide regular student showcases in Morning Meeting, afterschool, and other presentation opportunities.
  
- ❖ Public School Week in March will be student led by all student groups and organizations at SWES.
  - Student Council
  - Journalism/Yearbook Club
  - Choir
  - Safety Patrol
  - Hockey Club
  - Destination Imagination
  - Millionaire Club (Accelerated Readers)
  - Fitness Club
  - Challenge Lab

- **All Staff - Ongoing**

- **SWES staff and students - Activity and Campus funds (March 2011 – Public School Week)**

**District & Campus Goal IV: We will ensure all students receive exceptional instruction through inspired learning experiences.**

**Result Statements:**

1. Every campus will honor students who achieve excellence.
2. Teachers will engage in purposeful professional development opportunities based on our district’s strategic plan.

**Summative Evaluations:**

Staff surveys to determine program effectiveness (May 2011)

**Formative Evaluation and Timelines:**

Campus surveys; DEIC annual survey (May 2010)

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STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
<p><b>Honor students who achieve excellence</b></p> <ul style="list-style-type: none"> <li>❖ Recognize students who display positive character traits in and out of class with announcements at morning meeting and other presentations (bulletin boards, etc)</li> <li>❖ Recognize students who achieve “all A’s and “A-B” honor roll through local media, certificates, morning meeting, and other</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Counselor, Administrator, all staff – Campus Budget (August 2010-May 2011)</b></li> <li>• <b>Counselor, Administrator, all staff – Campus Budget (August 2010-May 2011)</b></li> </ul>

reward opportunities/presentations

- ❖ Recognize students achieving “perfect attendance through local media, morning meeting, certificates, and other reward opportunities/presentations

### **Professional Development**

- ❖ Provide effective, relevant professional development that directly impacts classroom instruction in the areas of balanced literacy, math, writing and science.
  - Monthly (8 times) – Staff Peer Mentoring Groups (balanced literacy)
  - Math Consultants (Tracy Knight - PK-4; Shannon Gage-5<sup>th</sup>) sessions 2 per semester
  - Sheltered Instruction (Rachel King) 7 times this school year
  - Technology Training - Monthly
  - Team Building (also at each staff meeting)
  - Fall– Grade Level Planning/DMAC Training/Assessments/CST & RTI
  - Across district grade level training
- ❖ Provide training for all staff to ensure awareness of “safety net” options available for students at risk of failure, including legal

- **Counselor, Administrator, all staff – Campus Budget (August 2010-May 2011)**
- **Administrator, Bilingual Coordinator, Math Consultants and all teaching staff - District and Campus budget Cost of materials**
- **District/Campus professional development time (June 2010-May 2011)**

implications for each option.

- Content Mastery
- Literacy Team interventions
- Individual/small-group tutoring
- Dyslexia
- CST
- 504 Accommodations
- RTI

### **Intervention/Assessment**

- ❖ Utilize a flow chart of available interventions to support educational services (RTI)
- ❖ Expand the use of the blue student folders to ensure that at-risk students receive direct interventions and to assess the effectiveness of those interventions.
- ❖ Provide time (PEP Time- People Educating People) for grade-level teachers to meet with principal to discuss students and curriculum
- ❖ Use benchmark and other available data to monitor student progress.
  - Disaggregate data from TAKS and other assessments to identify areas of need
  - Conduct regular reviews of assessment results and classroom performance to

- **PEP time for monitoring (Bi-Weekly on Wednesdays)**
- **Administrators and all teaching staff (Aug. 2010-May 2011)**
- **Professional Development Record**

determine progress toward academic goals

❖ Review campus special education program with emphasis on:

- CST
- Identification
- LRE (Least Restrictive Environment)
- Monitoring student growth
- IEP
- ARDs / MDRs
- TAKS / TAKS-A / TAKS-M
- Adequate yearly progress
- Special Ed. Benchmarks
- Teacher training on interventions/modifications

❖ Review campus G/T program with emphasis on:

- Monitoring student growth
- Discussion of strategies at PEP time
- Collaboration time every six weeks
- Differentiation
- Challenge Lab activity and use

**District & Campus Goal V: We will promote personal wellness and healthy choices.**

**Result Statements:**

1. Health information, support programs, and in-services for staff will be provided.
2. Health and wellness information will be offered for parents and caretakers.

**Summative Evaluations:**

Staff surveys to determine program effectiveness (May 2011)

**Formative Evaluation and Timelines:**

Campus surveys; DEIC annual survey (May 2010)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
<p><b>Provide health information, support programs, and in-services for staff</b></p> <ul style="list-style-type: none"> <li>❖ Distribute district wellness bulletin to staff</li> <li>❖ After-school fitness club</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District and Campus Administrators and staff – (August 2010-May 2011)</b></li> <li>• <b>P.E. teacher (Fall 2010)</b></li> </ul>

**Offer health and wellness information to staff, parents, and caretakers**

- ❖ Notify families of opportunities for free health services and screenings
  - Texas Mobile Dentistry
  - Dr. Gary Sengbrusch
  - Flu Vaccinations
  - Department of Health
  - Seton Care Van
  - Annual Vision & Screening

**Encourage and ensure healthy snack alternatives for students**

- ❖ Use FMNV guidelines for acceptable foods and snacks and classroom use
  
- ❖ Share information with staff and parents and to encourage healthy snack alternatives through a variety of communications (newsletter, webpage, posted in cafeteria, PTO meetings, etc)

**Promote health and wellness through exercise programs activities and educational programs**

- ❖ Students will work toward running a "marathon" and receive recognition as goals are reached

- **School Nurse – (August 2010, September 2010, October 2010, February 2011)**

- **Cafeteria, Administrator, Nurse – (Fall 2010)**

- **Cafeteria, Administrator, Nurse, IT, PTO – (Fall 2010)**

- **P.E. Teacher (Ongoing {Marathon})**

<ul style="list-style-type: none"> <li>❖ Continue involvement and promotion of annual Turkey Trot</li> <li>❖ Continue involvement and promotion of annual PTO “Mustang Mile” and fund raiser</li> <li>❖ Health curriculum information in PE and other classes</li> <li>❖ Hygiene information and instruction in hand washing, cleanliness, and other age appropriate topics</li> <li>❖ Growth and Development presentation with 4<sup>th</sup> and 5<sup>th</sup> grade students</li> <li>❖ One-on-One program for identified students/families for an individualized health program</li> <li>❖ Heart Lab for students by school nurse</li> </ul>	<ul style="list-style-type: none"> <li>• <b>P.E. Teacher, PTO, Administrator, Nurse, and SWES Staff (November 2010{Turkey Trot})</b></li> <li>• <b>P.E. Teacher, PTO, Administrator, Nurse, and SWES Staff – (September 2010{Mustang Mile})</b></li> <li>• <b>P.E. Teacher, SWES staff (August 2010-May 2011 – ongoing)</b></li> <li>• <b>Nurse (August/September 2010)</b></li> <li>• <b>Nurse (Spring 2011)</b></li> <li>• <b>Nurse, SWES staff (August 2010-May 2011)</b></li> <li>• <b>Nurse – donated hearts (February 2011)</b></li> </ul>
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**District & Campus Goal VI: We will exemplify strength of character.**

**Result Statements:**

We will ensure a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the district.

**Summative Evaluations:**

Staff surveys to determine program effectiveness (May 2011)

**Formative Evaluation and Timelines:**

Campus surveys; DEIC annual survey (May 2010)

<b>STRATEGIES</b>	<b>PERSON(S) RESPONSIBLE RESOURCES &amp; TIMELINES</b>
<p><b>Implement a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the campus</b></p> <ul style="list-style-type: none"> <li>❖ Classroom visits by counselor using Character Counts curriculum</li> <li>❖ Guidance groups will address the character of respect to self and others in discussion with anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Counselor – campus budget (September 2010-May 2011-monthly)</b></li> <li>• <b>Counselor (September 2010-May 2011)</b></li> </ul>

- ❖ Model character in action and discussions in and out of class by SWES staff

**Establish and recognize a culture of exemplary character**

- ❖ Character Counts Pillars displayed in cafeteria and other areas of campuses
- ❖ Recognition of positive character traits exhibited by students on campus at morning meeting and bulletin boards

- **All SWES staff (August 2010-2011)**
- **Counselor – campus budget (August 2010-2011)**
- **Counselor, all SWES staff– campus budget (August 2010-2011)**

## District & Campus Goal VII: A safe, drug-free environment.

### Performance Objective:

Spicewood Elementary School will provide a safe, drug-free campus.

### Summative Evaluations:

1. Parent & staff surveys to determine program effectiveness (May 2011)
2. Decrease in number of accident reports filed by school nurse

### Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2010)

<b>STRATEGIES</b>	<b>PERSON(S) RESPONSIBLE RESOURCES &amp; TIMELINES</b>
<p><b>Safety</b></p> <ul style="list-style-type: none"><li>❖ Provide playground and school safety training for all students</li><li>❖ Provide parking area safety training and communication for drop off and pick up procedures.</li><li>❖ Provide Yellow Dino presentation in the dangers of strangers and other adult</li></ul>	<ul style="list-style-type: none"><li>• <b>Administrator and all staff (August 2010 – during the first two weeks)</b></li><li>• <b>Administrator and all staff (August 2010)</b></li><li>• <b>Counselor (September/October 2010 lasting 4 weeks)</b></li></ul>

<p>situations</p> <ul style="list-style-type: none"> <li>❖ Utilize local emergency, rescue units for information on safety (i.e. fire, EMT, sheriff)</li> </ul> <p><b>Drug Prevention</b></p> <ul style="list-style-type: none"> <li>❖ Use Red Ribbon Week to educate students about the dangers of drugs</li> <li>❖ Grade Level Counseling Groups will meet in guidance to discuss the dangers and effects of tobacco, alcohol, and drugs</li> </ul> <p><b>Crisis Intervention</b></p> <ul style="list-style-type: none"> <li>❖ Conduct one weather and one lock-down drill each semester, along with accompanying staff training, in addition to regularly scheduled fire drills.</li> <li>❖ Provide staff development to staff personnel on violence prevention techniques</li> <li>❖ Apply strategies to diffuse possible violent situations toward self/others by utilizing the district Crisis Plan for violence</li> <li>❖ Instruct selected staff personnel on Crisis Prevention Intervention</li> <li>❖ Acknowledge and investigate all threats</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Administrator, Counselor, and SWES staff (October 2010)</b></li> <li>• <b>Counselor, all SWES staff – campus budget (October 2010)</b></li> <li>• <b>Counselor - Counseling Groups(regular monthly basis starting September 2010)</b></li> <li>• <b>All SWES staff - Fire 1 x per month (some announced, some not) Lockdown: Sept. '10 and Jan. '11 Weather: Sept. '10 and Feb. '11</b></li> <li>• <b>Counselor, all SWES staff – (Fall 2010)</b></li> <li>• <b>Counselor, all SWES staff – (September 2010-May 2011)</b></li> <li>• <b>Counselor, selected SWES staff (August 2010)</b></li> <li>• <b>Administrator, Counselor (August 2010-May 2011)</b></li> </ul>
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# MARBLE FALLS MIDDLE SCHOOL



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**2010 – 2011**

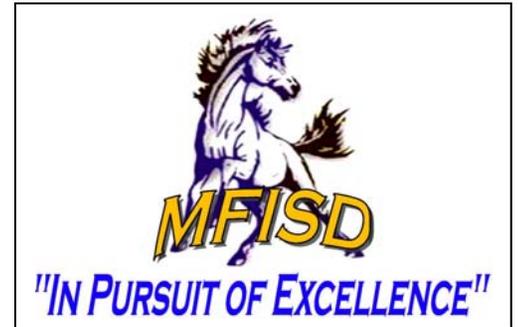
**CAMPUS IMPROVEMENT PLAN**

*Building Tomorrow's Future Today!*

# MARBLE FALLS MIDDLE SCHOOL

TEA RECOGNIZED CAMPUS

## Campus Improvement Plan 2010-2011



### DISTRICT GOALS

**MFISD:**

**GOAL I:** *WE WILL BUILD STRONG, VITAL RELATIONSHIPS WITHIN OUR DIVERSE COMMUNITIES.*

**GOAL II:** *WE WILL EMBRACE INNOVATIVE APPLICATIONS OF TECHNOLOGY WITH PRIMARY FOCUS ON STUDENT IMMERSION.*

**GOAL III:** *WE WILL CULTIVATE OPPORTUNITIES FOR STUDENT PARTICIPATION THAT EXTEND BEYOND THE CLASSROOM.*

**GOAL IV:** *WE WILL ENSURE ALL STUDENTS RECEIVE EXCEPTIONAL INSTRUCTION THROUGH INSPIRED LEARNING EXPERIENCES.*

**GOAL V:** *WE WILL PROMOTE PERSONAL WELLNESS AND HEALTHY CHOICES.*

**GOAL VI:** *WE WILL EXEMPLIFY STRENGTH OF CHARACTER.*

**GOAL VII:** *WE WILL PROVIDE A SAFE AND DRUG-FREE ENVIRONMENT.*

## **MISSION STATEMENT FOR MFISD:**

**THE MISSION OF MFISD IS TO INSPIRE AND EMPOWER ALL STUDENTS TO LEAD EXTRAORDINARY LIVES AND EMBRACE THE POSSIBILITIES OF THE 21<sup>ST</sup> CENTURY THROUGH RELEVANT, ENGAGING LEARNING EXPERIENCES LED BY INSPIRATIONAL AND NURTURING EDUCATORS.**

**CEIC/Title MEMBERS 2010-2011**

<b><u>Name</u></b>	<b><u>Position</u></b>	<b><u>Term</u></b>
John Schumacher	Principal	On-going
Melissa Fields	Assistant Principal of C&I	On-going
Brenda Belk	At-large professional	On-going
Aaryn Dockery	MFMS teacher	May 2013
Chris Delmas	MFMS teacher	May 2012
Jenny Christian	MFMS teacher	May 2011
Jennifer Burdett	Parent representative	May 2012
TBA	Parent representative	May 2013
Patty Pugh	Business representative	May 2011
TBA	Community representative	May 2013
Adam Goodman	Staff Title representative	May 2012
Leona Moore	Staff Title representative	May 2012
Heather Rodgers	Staff Title representative	On-going
Patty McAlpin	Staff Title representative	May 2012
Erika Ponce	6 <sup>th</sup> Parent Title representative	May 2013
Manuela Ramirez	7 <sup>th</sup> Parent Title representative	May 2012
Martha Rios	8 <sup>th</sup> Parent Title representative	May 2011
Laura Portillo	Spanish Translator	On-going
Amy Jacobs	District-level representative	On-going
	DEIC liaison	May 2013
Susan Frambs	DEIC liaison	May 2012
Cara Wilson	DEIC liaison	May 2011

**CEIC/Title Meeting Dates:**

September	9	
November	11	
January	13	
March	24	
May	5	
May	19	(If Needed)

***(Meet in Ernest Seitz Library @ 3:50)***

**District & Campus Goal I:** *WE WILL BUILD STRONG, VITAL RELATIONSHIPS WITHIN OUR DIVERSE COMMUNITIES.*

**Performance Objective:** **Marble Falls Middle School will develop and build strong, vital relationships within our diverse communities.**

**Formative Assessments:** **Advisory roster, Skyward call logs, parent and volunteer feedback.**

**Summative Assessments:** **DEIC survey, local questionnaires and volunteer roster**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> <li>● <b>COMMUNICATE CONSISTENTLY WITH PARENTS AND VOLUNTEERS</b> <ul style="list-style-type: none"> <li>○ Principal “Check-up” visits with parents and caregivers                             <ul style="list-style-type: none"> <li>▪ Surveys</li> <li>▪ Email</li> <li>▪ Phone Calls</li> <li>▪ Sky Alert Call System</li> <li>▪ Meetings</li> </ul> </li> <li>○ Advisory</li> <li>○ ELL Parent Meetings</li> </ul> </li> <li>● <b>PROMOTE HOME/SCHOOL CONNECTION LINK ON MFISD WEBSITE THROUGH:</b> <ul style="list-style-type: none"> <li>○ Sky Alert Call System</li> <li>○ Skyward Gradebook</li> <li>○ Posted CEIC Minutes</li> <li>○ PTO Meetings</li> <li>○ Marquee</li> <li>○ Announcements</li> <li>○ Web-Based Drill Alert</li> <li>○ Meet the Teacher Night</li> <li>○ Campus Calendar on MS web page</li> <li>○ Teacher web pages</li> </ul> </li> <li>● <b>PROVIDE COMMUNITY AND PARENT WORKSHOPS:</b> <ul style="list-style-type: none"> <li>○ Cell Phone Awareness</li> <li>○ Current Event Issues</li> <li>○ Bullying Awareness and Intervention</li> </ul> </li> <li>● <b>EXTENDING STUDENT WORK/PROJECTS/ACCOLADES THROUGHOUT THE COMMUNITY</b> <ul style="list-style-type: none"> <li>○ Increase of student achievements and accomplishment awareness through local and regional media</li> </ul> </li> </ul>	<p>Responsible: Administration, Staff Resources: Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration, PTO, and Instructional Technologist Resources: District/Campus Funds Timeline: As Needed</p> <p>Responsible: Administration, Staff, and Community/Parent Volunteers Resources: District/Campus Funds Timeline: As Needed</p> <p>Responsible: Administration and Staff Resources: District/Campus Funds Timeline: As Needed</p>

	<ul style="list-style-type: none"><li>• <b>PROVIDE TRANSLATOR FOR MEETINGS AS NEEDED</b><ul style="list-style-type: none"><li>○ TRANSLATE CIP IN SPANISH</li></ul></li></ul>	Responsible: Administration Resources: District/Campus Funds Timeline: As Needed
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**District & Campus Goal II:** *WE WILL EMBRACE INNOVATIVE APPLICATIONS OF TECHNOLOGY WITH PRIMARY FOCUS ON STUDENT IMMERSION.*

**Performance Objective:** Marble Falls Middle School will be innovative in the applications of technology to enhance student immersion.

**Formative Assessments:** Staff, student feedback, local questionnaires, teacher use reports, and technology work orders.

**Summative Assessments:** Campus inventory, STAR charts, and TAKS Scores.

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> <li>● <b>PROVIDE ALL CORE CLASSROOMS WITH:</b> <ul style="list-style-type: none"> <li>○ A minimum of four student computers to assist with integrating technology in the curriculum</li> <li>○ Student Response Systems</li> <li>○ Interactive White Board</li> <li>○ Projectors</li> </ul> </li>   <li>● <b>UPDATE TECHNOLOGY TO INCREASE STUDENT ACHIEVEMENT</b> <ul style="list-style-type: none"> <li>○ Classroom Basic Technology Upgrade</li> <li>○ CPU Upgrades</li> <li>○ Flat Screen Monitors</li> <li>○ Distance Learning Lab</li> <li>○ Ignite Learning</li> <li>○ AR Reading and Math</li> <li>○ Learning.com</li> <li>○ Study Island</li> <li>○ SuccessMaker</li> <li>○ Woodcock-Munoz Scoring CD</li> <li>○ On-line ELA textbooks</li> </ul> </li>   <li>● <b>TECHNOLOGY FAIR:</b> <ul style="list-style-type: none"> <li>○ Scheduled showcase date of how technology is being used by staff and students</li> <li>○ Technology based projects</li> </ul> </li>   <li>● <b>PROVIDE TRAINING AND PROFESSIONAL DEVELOPMENT FOR TEACHERS:</b> <ul style="list-style-type: none"> <li>○ Review of software and programs available</li> <li>○ Review of technology TEKS</li> <li>○ On-line textbooks and other resources</li> </ul> </li> </ul>	<p>Responsible: Administration and Instructional Technologist Resources: District/Campus Funds Timeline: As Needed</p> <p>Responsible: Administration and Instructional Technologist Resources: District/Campus Funds Timeline: As Needed</p> <p>Responsible: Administration, Staff, and Instructional Technologist Resources: District/Campus Funds Timeline: December 2010</p> <p>Responsible: Administration and Instructional Technologist Resources: District/Campus Funds Timeline: As Needed</p>

	<ul style="list-style-type: none"><li>○ Skyward Gradebook</li><li>○ CScope Curriculum</li> <li>● <b>Increase Staff Bilingual Speaking Skills Through the use of Rosetta Stone by 5 percent</b></li></ul>	Responsible: Administration, Staff, and Instructional Technologist Resources: District/Campus Funds Timeline: As Needed
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**District & Campus Goal III:** *WE WILL CULTIVATE OPPORTUNITIES FOR STUDENT PARTICIPATION THAT EXTEND BEYOND THE CLASSROOM.*

**Performance Objective:** **Marble Falls Middle School will cultivate opportunities to increase student participation that extends beyond the classroom.**

**Formative Assessment:** **Campus report**

**Summative Assessment:** **End of the year report.**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> <li>• <b>GIVE BACK:</b> <ul style="list-style-type: none"> <li>○ Provide meaningful opportunities for students to give back to the community through:                             <ul style="list-style-type: none"> <li>▪ Community service and service learning projects</li> <li>▪ Food Drives</li> <li>▪ Volunteering in community groups</li> <li>▪ Service oriented projects</li> <li>▪ Recycle programs</li> <li>▪ Field Labs that address community needs (i.e.: Watersheds)</li> <li>▪ Culturally enriching experiences</li> </ul> </li> </ul> </li> <li>• <b>PEER TO PEER TUTORING</b></li> <li>• <b>VIRTUAL CLASSROOMS:</b> <ul style="list-style-type: none"> <li>○ Virtual field trips</li> <li>○ Video and Audio Podcasts</li> <li>○ Distance learning</li> </ul> </li> <li>• <b>UIL ACADEMIC COMPETITION</b></li> <li>• <b>UTILIZE COMMUNITY VOLUNTEERS, BUSINESSES AND GUEST SPEAKERS FROM COMMUNITY THAT WILL ENHANCE LEARNING EXPERIENCES</b></li> </ul>	<p>Responsible: Administration and Staff Resources: District/Campus Funds Timeline: As Needed</p> <p>Responsible: C&amp;I Administrator and Staff Resources: Campus Funds Timeline: As Needed</p> <p>Responsible: Instructional Technologist and Staff Resources: Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration, UIL Coordinator, and Staff Resources: District/Campus Funds Timeline: March 2010</p> <p>Responsible: Administration and Staff Resources: Campus/Title Funds Timeline: As Needed</p>

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**District & Campus Goal IV:** *WE WILL ENSURE THAT ALL STUDENTS RECEIVE EXCEPTIONAL INSTRUCTION THROUGH INSPIRED LEARNING EXPERIENCES.*

**Performance Objective:** **Marble Falls Middle School will ensure that all students will receive exceptional instruction through inspired learning experiences.**

**Formative Assessment:** **Teacher observations, Grade reports, CSCOPE Assessment, Math and Reading AR Evaluations, SuccessMaker Profiles, Study Island Exams, RTI and CST Reviews, Campus Needs Assessment and Benchmark Assessments.**

**Summative Assessment:** **DMAC Report, TAKS, RPTE, TELPAS, LEP, TAKS-M and TAKS-A Assessments.**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> <li>• <b>CONTINUE AND IMPROVE INSTRUCTION THROUGH BI-MONTHLY INSTRUCTIONAL &amp; CURRICULUM COLLABORATION MEETINGS (PONY HUDDLES):</b> <ul style="list-style-type: none"> <li>○ Determine staff development focusing on differentiated learning, inclusion, Pre-AP and ELL strategies</li> <li>○ Focus on the task of research based best practices for student instruction</li> <li>○ RTI Intervention</li> <li>○ Staff success stories and celebrations</li> <li>○ Effective and meaningful rewards for staff and students                             <ul style="list-style-type: none"> <li>▪ Perfect attendance</li> <li>▪ A/B Honor Roll</li> <li>▪ Pony of the Month</li> <li>▪ Positive Referrals</li> </ul> </li> <li>○ Vertically and Horizontally work to align each department</li> <li>○ In-school tutoring and enrichment plan</li> <li>○ Book Study</li> <li>○ SPAT/Advisory</li> <li>○ Innovative instruction using technology</li> </ul> </li> <li>• <b>MONITOR DISTRICT 3 YEAR PROFESSIONAL DEVELOPMENT PLAN TO ENHANCE TEACHER INSTRUCTION AND FACILITATION OF STUDENT LEARNING.</b></li> <li>• <b>PROVIDE CAREER AWARENESS OPTIONS</b> <ul style="list-style-type: none"> <li>○ Career Assessment Survey</li> </ul> </li> </ul>	<p>Responsible: Administration, Counselors, Staff, and Instructional Technologist Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: C&amp;I Administrator and Staff Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration, Counselors, and Business Educational Staff Resources: Campus Funds Timeline: May 2011</p>

	<ul style="list-style-type: none"> <li>● <b>PEER OBSERVATIONS</b> <ul style="list-style-type: none"> <li>○ Sharing of exceptional lessons</li> </ul> </li>   <li>● <b>CONTINUE PROFESSIONAL DEVELOPMENT FOR ESL POD TEACHERS</b> <ul style="list-style-type: none"> <li>○ SIOP Training</li> <li>○ Use of Title III Funds for professional development and outreach to communicate with ELL learners</li> </ul> </li>   <li>● <b>MONITOR ESL AND ELL MONITORING PROGRAM</b> <ul style="list-style-type: none"> <li>○ Improve TAKS scores by providing professional development</li> </ul> </li>   <li>● <b>IDENTIFY AND PROVIDE SUPPORT TO STUDENTS WHO QUALIFY UNDER THE FOLLOWING CRITERIA</b> <ul style="list-style-type: none"> <li>○ Mobile and Migrant</li> <li>○ Pregnant</li> <li>○ Dyslexic</li> </ul> </li>   <li>● <b>OFFER ELECTIVE CLASSES TO HELP MEET THE NEEDS OF THE HS 4 X 4 REQUIREMENTS</b> <ul style="list-style-type: none"> <li>○ Spanish 1A &amp; 1B</li> <li>○ Principles of Business Operations</li> <li>○ Art I</li> <li>○ Theatre I</li> <li>○ Applied Ag and Intro to World Ag</li> <li>○ Speech</li> <li>○ Health</li> </ul> </li>   <li>● <b>PONY ROUND-UP REGISTRATION DURING EDUCATION GO GET IT WEEK</b> <ul style="list-style-type: none"> <li>○ Pre-registration</li> <li>○ Transitional plan for fifth to six grade</li> <li>○ Transitional plan for eighth to ninth grade</li> </ul> </li>   <li>● <b>READING AND MATH SPECIALIST WILL PROVIDE INSTRUCTION OR PULL-OUT SUPPORT FOR STUDENTS IDENTIFIED AS:</b> <ul style="list-style-type: none"> <li>○ Dyslexic</li> <li>○ At-Risk</li> </ul> </li> </ul>	<p>Responsible: Administration and Curriculum Team Leaders Resources: N/A Timeline: As Needed</p> <p>Responsible: Administration, Central Office Bilingual Coordinator, and Campus ESL Coordinator Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration, Central Office Bilingual Coordinator, Campus ESL Coordinator, and Staff Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration, Counselors, Nurse, and Staff Resources: District/Campus/Title Timeline: As Needed</p> <p>Responsible: Administration and Counselors Resources: N/A Timeline: Continuation for Pathways to Success</p> <p>Responsible: Administration and Counselors Resources: Campus Timeline: March 2011</p> <p>Responsible: Administration, Counselors, and Staff Resources: District/Campus/Title Timeline: As Needed</p>
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	<ul style="list-style-type: none"> <li>● <b>IMPLEMENT THE FOLLOWING STRATEGIES TO PROMOTE INDIVIDUAL SPECIAL EDUCATION STUDENT GROWTH:</b> <ul style="list-style-type: none"> <li>○ Review IEP's with inclusion and resource teachers for most effective and least restrictive environment placements</li> <li>○ Continue weekly meeting with District SPED Coordinator</li> <li>○ Increase the number of strategically planned inclusion classes</li> </ul> </li>   <li>● <b>DEMOGRAPHIC BREAKDOWN OF EACH STUDENT-GROUPS' EDUCATIONAL NEEDS BY STUDENT EXPECTATION THAT TARGETS STUDENT-POPULATIONS' PERFORMANCE ON ALL TAKS TESTS WITH PERCENTAGES BELOW 90% WHILE ALSO FOCUSING ON SPECIFIC STUDENT EXPECTATIONS THAT SHOW SIGNIFICANT GAPS IN LEARNING.</b> <ul style="list-style-type: none"> <li>○ 5<sup>th</sup> Gr. Hispanic Math (84%)</li> <li>○ 5<sup>th</sup> Gr. Hispanic Reading (80%)</li> <li>○ 5<sup>th</sup> Gr. Hispanic Science (83%)</li> <li>○ 5<sup>th</sup> Gr. Economically Disadvantaged Math (86%)</li> <li>○ 5<sup>th</sup> Gr. Economically Disadvantaged Reading (85%)</li> <li>○ 5<sup>th</sup> Gr. Economically Disadvantaged Science (89%)</li> <li>○ 5<sup>th</sup> Gr. African American Math (80%)</li>   <li>○ 6<sup>th</sup> Gr. Eco. Dis. Math (75%)</li>   <li>○ 7<sup>th</sup> Gr. Hispanic Math (74%)</li> <li>○ 7<sup>th</sup> Gr. Hispanic Reading (86%)</li> <li>○ 7<sup>th</sup> Gr. Economically Disadvantaged Math (77%)</li> <li>○ 7<sup>th</sup> Gr. Economically Disadvantaged Reading (83%)</li> <li>○ 7<sup>th</sup> Gr. White Math (87%)</li>   <li>○ 8<sup>th</sup> Gr. Hispanic Math (75%)</li> <li>○ 8<sup>th</sup> Gr. Hispanic Science (60%)</li> <li>○ 8<sup>th</sup> Gr. Economically Disadvantaged Math (79%)</li> <li>○ 8<sup>th</sup> Gr. Economically Disadvantaged Science (67%)</li> <li>○ 8<sup>th</sup> Gr. African American Math (63%)</li> <li>○ 8<sup>th</sup> Gr. African American Science (71%)</li> <li>○ 8<sup>th</sup> Gr. African American Social Studies (75%)</li> </ul> </li>   <li>● <b>INCREASE THE NUMBER OF STUDENTS BY 10% WHO ACHIEVE COMMENDED PERFORMANCE ON TAKS SCORES.</b> <ul style="list-style-type: none"> <li>○ 6<sup>th</sup> Grade Reading <ul style="list-style-type: none"> <li>▪ All (29%)</li> <li>▪ White (41%)</li> <li>▪ Hispanic (14%)</li> <li>▪ Economically Disadvantaged (19%)</li> </ul> </li> </ul> </li> </ul>	<p>Responsible: Administration and SPED Staff Resources: N/A Timeline: Year</p> <p>Responsible: Administration and Staff Resources: District/Campus/Title Funds Timeline: May 2011</p> <p>Responsible: Administration and Staff Resources: Campus Timeline: May 2011</p>
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- 6<sup>th</sup> Gr. Math
  - All (30%)
  - White (41%)
  - Hispanic (14%)
  - Economically Disadvantaged (15%)
  
- 7<sup>th</sup> Gr. Reading
  - All (26%)
  - White (32%)
  - Hispanic (19%)
  - Economically Disadvantaged (16%)
  
- 7<sup>th</sup> Gr. Math
  - All (21%)
  - White (26%)
  - Hispanic (14%)
  - Economically Disadvantaged (13%)
  
- 7<sup>th</sup> Gr. Writing
  - All (34%)
  - White (39%)
  - Hispanic (28%)
  - Economically Disadvantaged (26%)
  
- 8<sup>th</sup> Gr. Reading
  - All (45%)
  - White (55%)
  - Hispanic (28%)
  - African American (38%)
  - Economically Disadvantaged (26%)
  
- 8<sup>th</sup> Gr. Math
  - All (20%)
  - White (28%)
  - Hispanic (7%)
  - African American (13%)
  - Economically Disadvantaged (27%)
  
- 8<sup>th</sup> Gr. Social Studies
  - All (36%)

	<ul style="list-style-type: none"> <li>▪ White (46%)</li> <li>▪ Hispanic (18%)</li> <li>▪ African American (38%)</li> <li>▪ Economically Disadvantaged (23%)</li> </ul> <ul style="list-style-type: none"> <li>○ 8<sup>th</sup> Gr. Science <ul style="list-style-type: none"> <li>▪ All (36%)</li> <li>▪ White (49%)</li> <li>▪ Hispanic (12%)</li> <li>▪ African American (29%)</li> <li>▪ Economically Disadvantaged (21%)</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• <b>INCREASE STUDENT ATTENDANCE RATE FROM 95.8% TO 97%</b></li> </ul>	<p>Responsible: Administration and Staff  Resources: Campus  Timeline: May 2011</p>
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**District & Campus Goal V:** *WE WILL PROMOTE PERSONAL WELLNESS AND HEALTHY CHOICES.*

**Performance Objective:** **Marble Falls Middle School will promote personal wellness and healthy choices.**

**Formative Assessment:** **Cafeteria reports, counseling and staff reports**

**Summative Assessment:** **End of the year cafeteria, counseling, staff and PEIMS reports**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> <li>● PROMOTION OF MAKING HEALTHY CHOICES IN CAFETERIA</li>   <li>● SCIENCE DEPARTMENT TRAINING TO TEACH THE WORTH THE WAIT CURRICULUM</li>   <li>● SPOTLIGHT WELLNESS TOPICS PERIODICALLY DURING ANNOUNCEMENTS</li>   <li>● END OF THE YEAR FITNESS EVALUATION FOR STUDENTS</li>   <li>● INVITE GUEST SPEAKERS FROM ORGANIZATIONS THAT SPECIALIZE IN:               <ul style="list-style-type: none"> <li>○ Prevention of Drugs and Alcohol Use</li> <li>○ Learning to make healthy choices</li> <li>○ Bullying prevention and intervention</li> </ul> </li> </ul>	<p>Responsible: All School Staff and Parents Resources: N/A Timeline: As Needed</p> <p>Responsible: Administration and Science Department Resources: Campus/Title Funds Timeline: May 2011</p> <p>Responsible: Assistant Principal and Staff Resources: N/A Timeline: As Needed</p> <p>Responsible: Physical Education Staff Resources: District/Campus Funds Timeline: May 2011</p> <p>Responsible: Administration, Counselors, and Staff Resources: District/Campus/Title Funds Timeline: As Needed</p>

**District & Campus Goal VI:** WE WILL EXEMPLIFY STRENGTH OF CHARACTER.

**Performance Objective:** Marble Falls Middle School will model and exemplify strength of character.

**Formative Assessments:** Monthly student and staff ballots and disciplinary reports.

**Summative Assessments:** End of the year reports and PEIMS Data

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√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> <li>● <b>IMPLEMENTATION OF CHARACTER EDUCATION WITHIN CURRICULUM</b> <ul style="list-style-type: none"> <li>○ Teen leadership classes</li> <li>○ Carousel for 6<sup>th</sup> grade elective classes include character education curriculum</li> <li>○ Counseling lessons on character education and bullying prevention and intervention</li> </ul> </li>   <li>● <b>CONTINUE SUBWAY CHARACTER COUNTS PROGRAM</b></li>   <li>● <b>IMPLEMENTATION OF SPAT/ADVISORY PROGRAM</b> <ul style="list-style-type: none"> <li>○ Buddy lunches with SPAT teachers</li> <li>○ Reward/Acknowledge positive modeling of strength of character traits</li> </ul> </li>   <li>● <b>WALL OF EXCELLENCE:</b> <ul style="list-style-type: none"> <li>○ Teacher of the Month</li> <li>○ Student of the Month</li> <li>○ Teacher of the Year</li> </ul> </li>   <li>● <b>IMPLEMENT A “BULLY STOPPERS” CLUB</b></li> </ul>	<p>Responsible: Counselors and Staff Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration and Staff Resources: N/A (Donated by Subway) Timeline: As Needed</p> <p>Responsible: C&amp;I Administrator, Counselors and Staff Resources: Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration Resources: Campus Funds Timeline: Monthly</p> <p>Responsible: Administration, Counselors and Staff Resources: Campus/Title Funds Timeline: May 2011</p>

**District & Campus Goal VII: WE WILL PROVIDE A SAFE AND DRUG-FREE ENVIRONMENT.**

**Performance Objective: Marble Falls Middle School will provide a safe and drug-free environment**

**Formative Assessments: Staff, counseling, safe and drug-free, and attendance coordinator monthly reports.**

**Summative Assessments: Staff, counseling, safe and drug-free, and attendance coordinator end of the reports.**

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√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> <li>● <b>SCHEDULE AGE APPROPRIATE STUDENT AWARENESS GUIDANCE LESSONS OF CURRENT SOCIAL ISSUES SUCH AS:</b> <ul style="list-style-type: none"> <li>○ Alcohol/Drug Awareness</li> <li>○ Dangers of “Sexting”</li> <li>○ Bullying Prevention and Intervention</li> <li>○ Predator Awareness</li> <li>○ Suicide Prevention</li> <li>○ Gender Talks</li> <li>○ Student Resource Officer Meetings</li> <li>○ Crime Stoppers Program</li> <li>○ Apply Strategies to Diffuse Possible Violent Situations</li> </ul> </li>   <li>● <b>SAFE AND DRUG FREE DISTRICT COORDINATOR FUNDED BY TITLE IV RESOURCES</b> <ul style="list-style-type: none"> <li>○ Security Audits</li> <li>○ Safety Walk-Through and Drill Procedures</li> <li>○ Drug Dog Checks</li> </ul> </li>   <li>● <b>IMPLEMENT AND PRACTICE PURPOSE DRIVEN SAFETY DRILLS</b> <ul style="list-style-type: none"> <li>○ Fire</li> <li>○ Tornado</li> <li>○ Weather Disaster</li> <li>○ Lockdown</li> <li>○ Door Checks</li> </ul> </li>   <li>● <b>INVESTIGATE AND RESEARCH PROGRAMS FOR FUTURE IMPLEMENTATION:</b> <ul style="list-style-type: none"> <li>○ Shattered Dreams</li> <li>○ Ropes Course</li> <li>○ Capturing Kids Hearts</li> <li>○ Watch Dogs Program</li> </ul> </li> </ul>	<p>Responsible: Administration, Counselors and Staff Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration, Counselors, Staff, and Safe and Drug Free Coordinator Resources: Timeline: As Needed</p> <p>Responsible: Assistant Principal, Staff, and Safe and Drug Free Coordinator Resources: N/A Timeline: Monthly</p> <p>Responsible: Administration and Staff Resources: N/A Timeline: April 2011</p>

**Fund Totals  
2010-2011**

<b>SOURCE</b>	<b>AMOUNT</b>	<b>DESCRIPTION</b>
Title I	*\$149,526.00	Staff Salaries
Title I Allotment	*\$20,840.00	Instructional Support
Title III Allotment	*	Professional Development
State Comp. Education	*\$10,000.00	For At-Risk Students

\*Last year's reported funding for MFMS – To be updated as specific funding has been provided by the federal government.

# MARBLE FALLS HIGH SCHOOL

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[Classroom Process - Plan for Intervention](#)

[Parent Relationships](#)

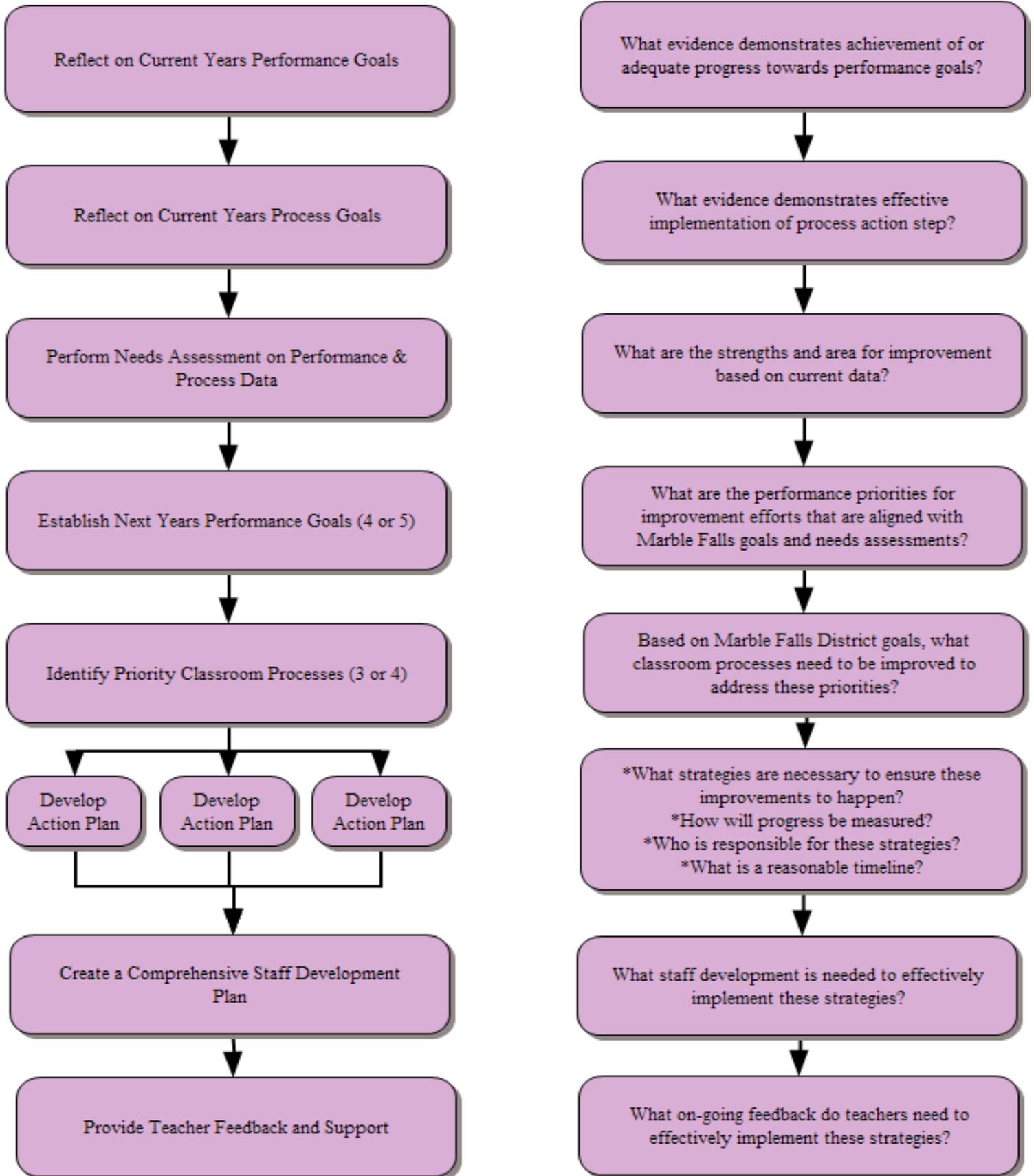
[Safe Environment](#)

[Technology Improvement Plan](#)



# 2010 - 2011 CAMPUS IMPROVEMENT PLAN

Marble Falls High School  
2010 - 2011 CIP Process



Marble Falls High School  
Campus Improvement Plan  
2010 - 2011

Telephone: (830) 798-3614
Fax: (830) 693-6079

School Professional Demographics	
Number of Professional Teaching Staff	85
Staff New to Campus (Transfer)	1
Staff New to District	4
Staff New to Profession	8
Teaching Staff Average Years of Experience	13.2
Accreditation Status	Academically Acceptable
AYP Status	Meets AYP

Grade Level (Enrollment as of August 30, 2010)	
9th	289
10th	303
11th	265
12th	250
Total	1107

Gender	
Male	555
Female	552

Ethnicity (Enrollment as of August 30, 2010)	
Native American	2
Asian	8
African American	30
Hispanic	385
White/ Non Hispanic	682
Total	1107

Economically Disadvantaged	Number (Percent)
	460 (42%)

Students with Disabilities	Number (Percent)
	128 (12%)

At Risk Population	Number (Percent)
	504 (45%)

Gifted and Talented	Number (Percent)
	85 (8%)

English Language Learners	Number (Percent)
	31 (3%)

Students Enrolled in Bilingual	Number (Percent)
	0 (0%)

Students Enrolled in ESL Program	Number (Percent)
	22 (2%)



# Marble Falls High School

## CEIC Members

### 2010 - 2011

<u>Name:</u>	<u>Position</u>
Eric Penrod	Principal
Stan Whittle	Assistant Principal of Instruction
Bruce Peckover	Assistant Principal
Rhonda Etheridge	Assistant Principal
Susi Roberts	Lead Counselor
Anna Gresham	Special Education Department Head
David Smith	Career and Technology Coordinator
Leigh Craig	Math Department Head
Molly Heath	Social Studies Department Head
Randy Guffey	Science Department Head
Holly Norwood	English Department Head
Marti Futrell	Technology Representative
Kris Neil	Paraprofessional Representative
TBA	Parent Representative
TBA	Community Representative
TBA	Business Leader

#### Responsibility of the CEIC:

1. Approve CIP Goals
2. Approve Staff Development Plan (2-5 year plan)

#### Provide Input for Campus Improvement

1. Professional Development
2. Improvement Efforts
3. Budget and Staff Exploration

#### Meeting Requirements:

1. Three in the fall semester
2. Two meetings in the spring semester
3. Total of five meetings

**Marble Falls Independent School District  
Board of Trustees Members  
2010 - 2011**

**Name:**

Martin McLean  
Rick Edwards  
Dr. Kelly Fox  
Tommy Chaney  
Kevin Nauman  
Karl Westerman  
Mike Savage

**Position**

President  
Vice-President  
Secretary  
Trustee  
Trustee  
Trustee  
Trustee

**Needs Assessment**

**Marble Falls High School**

+	▲
<b>Performance</b>	
<b>Reading</b>	
All groups in the 9th increased by a total of 43% points	Eco/Non 93% / 98% (-5 achievement gap)
9% increase in Eco-Dis at the 9th grade level	
10% increase in SpEd at the 9th grade level	
<b>ELA</b>	
Increase in 8 of 10 groups at the 10th grade level	10th Grade - Eco/Non 72% / 88% (-16 GAP)
	8% overall decrease in the 10th grade, 9% decrease in 10th grade male, 9% decrease in commended performance at the 10th grade
	11th Grade - Eco/Non 88% / 97% ( -9 GAP)
	10% decrease in 11th grade SpEd, 13% decrease in 11th grade Hispanic, 12% decrease in 11th grade eco-dis
<b>Math</b>	
Increase in Exit-Level TAKS student performance	Achievement gap between Eco. Dis. & Non Eco. Dis scores in 9th and 10th grade students
11% increase in Exit-Level TAKS "commended" scores (Cohort)	10th Grade Hispanic & Eco. Dis. Scores
18% Increase in 9th grade SPED scores from 2009 to 2010	9% decrease in 10th grade "commended" scores (Cohort)
	19% Decrease in 10th grade SPED scores from 2009 to 2010

**Needs Assessment**

**Marble Falls High School**

+	▲
<b>Performance</b>	
<b>Science</b>	
Overall Increase, 2009-2010 Cohort All---20 Point Increase	Eco/ Non 64 / 78 (-14 GAP at the 10th grade level)
2009-2010 Cohort 28 Point Increase Eco-Dis (60-88), 28 Point Increase Hispanic (62-90), 23 Point Increase AA (44-67)	Eco /Non 88 / 97 (-11 GAP at the 11th grade level)
24 % Increase with 11th grade Hispanic (56-96), 15% increase in 10th grade SpEd, 10% increase in 11th grade Hispanic	27 % point decrease in AA at the 10th grade level
<b>Social Studies</b>	
17% increase in Exit-Level "commended" scores from '09 to '10	9% decrease in 10th "commended" scores
24% increase in SPED scores from 2009 to 2010	Decline in 10th grade scores from 2009 to 2010 although the passing standard of 2009 (58%) dropped in 2010 (50%)
<b>Special Education</b>	
15% increase in 10th grade science, 18% increase in 9th grade math	19% decrease in 10th grade math
15% increase in 11th grade math, 10% increase in 9th grade reading	
24% increase in 11th social studies	
<b>ELL</b>	
Pods where set up and sheltered instruction was implemented	Students were placed in the wrong ELA classes
English Language Proficiency Standards (ELPS) training	ELL students are still falling through the cracks
Lots of ELL students participated in UIL activities such as soccer and cross country.	Understanding the implications of not addressing the needs of ELL students are not being addressed

+	▲
<b>Current Classroom Processes</b>	
Process:	S.P.A.T.
All students have a home base that they can connect with every three weeks	Teachers feel disconnect and do not really know their students
Communication with parents	Paperwork and time spent preparing is very taxing
Grades are distributed every three weeks	Teachers do not follow the prescribed lesson
Teachers have the same group of students for 4 years	Teachers do not call parents
Process:	CSCOPE
Essential learning aligned with TEKS	Teachers feel disconnect from the creating process
Scope and sequence is vertically aligned	Teachers feel as if the autonomy is taken away from the individual teacher
Research based	Uses lots of paper to create lesson plan
Supports the teacher to the fullest	Very expensive
Process:	Freshman Fish Tank
9 <sup>th</sup> Grade Orientation	Classes are not pure
Pretty good "isolation" with the rest of the campus	Teachers do not participate in academic teams, which would provided support and intervention to all 9th graders
Conference students who are failing 2 or more classes at the end of each grading period	Need to incorporate a freshman parent conference that looks at 4 year plans
Creating a smaller learning community for the freshman	Transition to the students 10th grade year is marginal

## Needs Assessment

## Marble Falls High School

+	▲
<b>Campus Processes</b>	
<b>Technology</b>	
Increased classroom computers, document cameras, projectors for instructional use.	Challenge to support teachers in learning and using technology effectively and with ease. Plan to increase professional development in technology for 2010 - 2011. Communication is very ineffective between campus/ IT/ tech.
Integrated Smart Boards in several classrooms	MFHS needs ten sets of clickers (up from 2). The additional sets will support compacted lab assessment to increase hands-on labs to 40% of instruction. Assessment for learning
Tech Tuesday is effective	Campus based budget for technology is a concern. Large amounts of funds are needed to replace operating systems that are 10+ years old. I would like to explore a waterfall system that is district wide & district based.
	Limited access to Websites. In addition, teachers are still hitting road bumps to wikis, blogs, social media
<b>Safe/Drug Free</b>	
Student Resource Officer (SRO) on campus, Crime stoppers information posted by library and in cafeteria, Safe and Drug Free, Administrator on campus	Alcohol consumption still considered high amongst teens
Safety drills posted in classrooms, Crisis Prevention Intervention, Campus Crisis Management Plan	More volatile crimes are happening off campus resulting in title 5 offences that require mandated placements in DAEP.
<b>Parent Involvement</b>	
S.P.A.T., Parent Grade book Connection, FIRST ALERT Call System, Pathway to Success conference	No real survey that provided continuous feedback throughout the year.
Campus Activities to promote parental involvement such as; Career Day/Parent's Day, College Fair/Financial Aid Talk, "Education Go-Get-It" Week, SPAT Report Night/Open House	Develop more opportunities for principal to know parent community. Develop parent to parent component of college going culture to assist college and career students
Job Shadowing in the Community, Science Fair, PTO meetings, Mustang Roundup for the 8th Graders, Legacy Banquet, Awards Ceremonies, Campus website	Improve teacher websites and their ability to effectively communicate with parents

# District Goals Sheet (2010 - 2011)

## District Challenges

1. Improve the academic performance of all student, while eliminating the link between economic disadvantage and low achievement.
2. Ensure that all students read at or above grade level.
3. Prepare all students to be college and career ready, while preserving our focus on the needs of the whole student.
4. Strive to incorporate technology into viable learning experiences that are both researched and inquiry based.

## District Goals

- Goal 1 - We will build strong, vital relationships within our diverse communities.
- Goal 2 - We will embrace innovative applications of technology with primary focus on student immersion.
- Goal 3 - We will cultivate opportunities for student participation that extend beyond the classroom.
- Goal 4 - We will ensure all students receive exceptional instruction through inspired learning experiences.
- Goal 5 - We will promote personal wellness and healthy choices.
- Goal 6 - We will exemplify strength of character.
- Goal 7 - We will provide a safe and drug-free environment.

## District Processes

Campus / District Level	Classroom Level
<ol style="list-style-type: none"> <li>1. Professional Development three year plan.</li> <li>2. Guaranteed and Viable Curriculum</li> </ol>	<ol style="list-style-type: none"> <li>1. Research - Based Instruction</li> <li>2. Integration of CSCOPE</li> </ol>

District		
Current District Challenges	District Performance Goals	
<p>1. Improve the academic performance of all student, while eliminating the link between economic disadvantage and low achievement.</p> <p>2. Ensure that all students read at or above grade level.</p> <p>3. Prepare all students to be college and career ready, while preserving our focus on the needs of the whole student.</p> <p>4. Strive to incorporate technology into viable learning experiences that are both researched and inquiry based.</p>	<p>Goal 1 - We will build strong, vital relationships within our diverse communities.</p> <p>Goal 2 - We will embrace innovative applications of technology with primary focus on student immersion.</p> <p>Goal 3 - We will cultivate opportunities for student participation that extend beyond the classroom.</p> <p>Goal 4 - We will ensure all students receive exceptional instruction through inspired learning experiences.</p> <p>Goal 5 - We will promote personal wellness and healthy choices.</p> <p>Goal 6 - We will exemplify strength of character.</p> <p>Goal 7 - We will provide a safe and drug-free environment.</p>	
Campus		
Proposed Performance Goals	Proposed Classroom Processes (Future Staff Development)	
<p>Campus Goal #1 - Reduce the gap between economically disadvantaged and non-economically disadvantaged students passing all 2011 TAKS subject area tests by 25%. (District Goal #2,4,6)</p>	<p>Essential learning aligned with TEKS High yield strategies</p>	<p>Assessment of / for learning Plan for intervention / challenge</p>
<p>Campus Goal #2 - Increase the passing rate by 10% for all students taking the 2011 Math and Science TAKS tests. (District Goal #2, 4, 6)</p>	<p>Essential learning aligned with TEKS High yield strategies</p>	<p>Assessment of / for learning Plan for intervention / challenge</p>
<p>Campus Goal #3 - Increase the percent of students enrolling in advanced courses by 10% over the next three years while increasing the percent of students taking AP exams by 75%. (District Goal #1, 2, 3, 4, 6)</p>	<p>Essential learning aligned with TEKS High yield strategies</p>	<p>Assessment of / for learning Plan for intervention / challenge</p>
<p>Campus Goal #4 - Increase the percentage of students receiving a commended score on all subject areas on the 2011 TAKS by 10%. (District Goal #2, 4, 6)</p>	<p>Essential learning aligned with TEKS High yield strategies</p>	<p>Assessment of / for learning Plan for intervention / challenge</p>

## Classroom Process Action Plan: Essential learning aligned with TEKS

Campus Performance Goals Addressed: 1, 2, 3, 4

### Reflective Questions to be Considered...

How will a shared vision be developed to support this plan?  
 What role does a guaranteed and viable curriculum play in the success of this plan?  
 What prof. development opportunities are needed to support this plan?  
 How will collaboration be used to support this plan?

What role does a safe learning environment play in the success of this plan?  
 What support and resources are needed to implement this plan?  
 How will parents/community be involved in supporting this plan?  
 What feedback loops need to be created to support this plan?

What <u>strategies</u> must be initiated to improve this process?	<u>Who</u> will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected
Utilize collaborative teams to plan course curriculum to ensure all students have access to a guaranteed and viable curriculum (specifically focusing on Foreign Languages and Core Academic Disciplines with special education teachers joining teams)	Principal, AP of C&I, Dept Heads, Individual Teachers	TAKS performance by class, 9 week failure rates, district assessment, AP class and test data	Throughout the 2010-2011 school year	Campus & District	All
Utilize CSCOPE to plan curriculum to ensure all students have access to a guaranteed and viable curriculum.	Principal, AP of C&I, Dept Heads, Individual Teachers	TAKS performance by department, 9 week failure rates, district assessment performance, AP class and test data	Throughout the 2010-2011 school year	Campus & District	All
Begin utilizing Skyward to analyze data relative to student academic growth	Principal, AP of C&I, Dept Heads, Individual Teachers	9 week failure rates, district assessment performance, TAKS results by objective	September, throughout the school year	Campus & District	All
Implementation of Snapshots	Principal, AP of C&I, AP's	Number of visits to teacher's classrooms	First Week of School	Campus	All

## Classroom Process Action Plan: Assessment of and for learning

Campus Performance Goals Addressed: 1, 2, 3, 4

### Reflective Questions to be Considered...

How will a shared vision be developed to support this plan?  
 What role does a guaranteed and viable curriculum play in the success of this plan?  
 What prof. development opportunities are needed to support this plan?  
 How will collaboration be used to support this plan?

What role does a safe learning environment play in the success of this plan?  
 What support and resources are needed to implement this plan?  
 How will parents/community be involved in supporting this plan?  
 What feedback loops need to be created to support this plan?

What <u>strategies</u> must be initiated to improve this process?	<u>Who</u> will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected
Develop a shared vision to encourage the use of assessment for learning strategies.	Principal, AP of C&I, Dept Heads, Individual Teachers	Meeting agendas; Department meeting minutes; Faculty Meeting Agendas	Throughout the 2010-2011 school year	Campus and District	All
Teachers will learn assessment for learning strategies during each faculty meeting.	Principal, AP of C&I, Dept Heads, Individual Teachers	Faculty meeting agendas	Throughout the 2010-2011 school year	Campus and District	All
Collaborative teams reflect on the snapshot data specifically related to the use of assessment for learning strategies.	Principal, AP of C&I, Dept Heads, Individual Teachers	Snapshot data; Written reflection on department meeting agenda/minutes	Throughout the 2010-2011 school year	Campus and District	All
Administrators will meet with collaborative teams at least once a six weeks to assist and support teachers in implementing Assessment FOR Learning strategies.	Principal, AP of C&I, Dept Heads, Individual Teachers	Meeting agendas	Throughout the 2010-2011 school year	Campus and District	All

# Classroom Process Action Plan: Integration of High Yield Instructional Strategies

Campus Performance Goals Addressed: 1, 2, 3, 4

## Reflective Questions to be Considered...

How will a shared vision be developed to support this plan?  
 What role does a guaranteed and viable curriculum play in the success of this plan?  
 What prof. development opportunities are needed to support this plan?  
 How will collaboration be used to support this plan?

What role does a safe learning environment play in the success of this plan?  
 What support and resources are needed to implement this plan?  
 How will parents/community be involved in supporting this plan?  
 What feedback loops need to be created to support this plan?

What <u>strategies</u> must be initiated to improve this process?	<u>Who</u> will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected
Implement differentiation of Professional Development with optional sessions for teachers at awareness, developing, and mastery levels.	Principal, AP of C&I, Dept Heads, Individual Teachers	Feedback loops from Professional Development Sessions, Department, Dept. Head Meetings, Admin./Couns. Meetings, Snapshot Data	August, 2010 throughout school year through Professional Development Days, Early Release Days, Faculty Meetings, Department Meetings, and After School.	Campus and District	All
Faculty will analyze data by discipline, course, and classroom to provide input on campus goals and to develop individualized plans for their students who have failed science and/or math and for their students to move to commended status.	Admin. Team and ELA, Science, SS, and Math Faculty	Collaborative Team Agendas and Minutes, Campus wide Tutorial by TAKS Objective Participation and TAKS Performance	BOY Professional Development, Early Release and Full Release Professional Development days, and Department Team Meetings throughout school year.	Campus and District	All
Create sessions on High Yield Strategies (HYS) for teachers to better understand and coordinate implantation throughout the campus	Principal, AP of C&I	Snapshots, individual meetings, PDAS, Agendas	August, 2010 throughout school year through Professional Development Days, Early Release Days, Faculty Meetings, Department Meetings, and After School.	Campus and District	All
Have admin team read Robert Marzano's book, <i>What Works in School</i>	Principal	Reflective Questions	Fall 2010	Campus and District	All

# Classroom Process Action Plan: Plan for Intervention and Challenge

Campus Performance Goals Addressed: 1, 2, 3, 4

## Reflective Questions to be Considered...

How will a shared vision be developed to support this plan?  
 What role does a guaranteed and viable curriculum play in the success of this plan?  
 What prof. development opportunities are needed to support this plan?  
 How will collaboration be used to support this plan?

What role does a safe learning environment play in the success of this plan?  
 What support and resources are needed to implement this plan?  
 How will parents/community be involved in supporting this plan?  
 What feedback loops need to be created to support this plan?

What <u>strategies</u> must be initiated to improve this process?	<u>Who</u> will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected
Create a campus wide tutorial program for bubble and bubble plus TAKS failures by subject area TAKS skill to fill gaps in student learning.	Principal, AP of C&I, Guidance, Special Education Team Lead	Participation in program, TAKS scores for participants in comparison to prior year performance.	October, 2010 through mid-April, 2011	Campus and District	TAKS Failures
Continue Campus Improvement Team to study our current registration process and continue to define and refine it into a viable systemic process of efficiently ensuring that students are appropriately advised to take AP, Pre-AP, CTC Dual Credit, and general education classes through the use of AP potential data, class performance, and standardized test scores.	Principal & Counselors	Student enrollment, completion, and test scores in AP and Early College Start offerings. Level change requests.	October, 2010 through June, 2011	Campus and District	TAKS Failures
Continue Campus Improvement Team to study our current RTI program and continue to define and refine it into a viable systemic process of identification of at-risk students early and provide adequate intervention to ensure graduation from our campus.	Principal, AP of C&I, Guidance, Special Education Team Lead	RTI Flow Chart for MFHS Agendas and Minutes from CIT, CR performance data, six week grade data, completer data	August, 2010 throughout the school year	Campus and District	All
Continue expansion of Summer School Now in credit recovery lab, classroom, and at home. Expand lab hours before and after school and YALE	Principal, AP of C&I, Guidance, Special Education Team Lead	Six week grade data, just in time/credit recovery data, completer data	August, 2010 throughout the school year	Campus and District	All

**Safe and Drug Free Schools Action Plan**

**Marble Falls High School**

**Goal: Create a safe and drug free campus**

Staff Dev	What strategies must be initiated to reach this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Funds	In Place
X	Develop and Implement an anti-bullying program throughout the campus	Principal	Discipline Referrals	Ongoing through year	Campus	
	Red Ribbon Week	Safe School Coordinator	Schedule of activities	October, 2010	Campus	X
X	Student Resource Officer (SRO) on campus	MFPD	Visibility	Ongoing through year	Dist	X
X	Extra curricular drug testing	Safe School Coordinator	Dates and results of testing	Random, ongoing through year	Dist	X
	Random searches by drug dog	Safe School Coordinator	Dates and results of searches	Ongoing through year	Dist	X
	Crime Stoppers	Safe School Coordinator	Tips	Ongoing through year	NA	X
X	Lessons concerning character education	Principal	Lesson plans	Ongoing through year	Campus	X
X	Special presentations by outside presenters	Principal	Schedule of presentations	Ongoing through year	Campus	X
X	Campus emergency plan	Principal	Plan	August, 2010	Campus	X
X	Campus emergency drills	Principal	Schedule of drills	Ongoing through year	Campus	X
X	Crisis Counselor on Campus	Crisis Counselor	Number of students served	Ongoing through year	Dist	X
X	Campus discipline management plan	Principal	Plan	August, 2010	Campus	X
X	Tobacco, Alcohol, and other drug education	Health Teachers	Lesson plan	Ongoing through year	Campus	X

**All student groups will benefit from the above activities.**

**Parent Involvement Action Plan**

**Marble Falls High School**

**Goal: Increase parent participation in information nights, volunteer hours logged, and use of campus website**

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Staff Dev	What strategies must be initiated to reach this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Student Group	Funds	In Place
	S.P.A.T. (Student, Parent and Teacher)	Principal	Survey	Ongoing through Year	All	Campus	X
X	Parent Grade book Connection	District Technology	% of parents signed up	Skyward Transfer	All	District	X
X	Skyward Call System	District Technology	% successfully called	Skyward Transfer	All	District	
	Student led conferences	Guidance	Schedule of visits	Early Fall, Throughout Year	All	Campus	X
	Parent Volunteers	Principal	Roster of volunteers	Ongoing through Year	All	Campus	X
X	Assignment books	Teacher	Purchase of books	August-September, 2010	All	Campus	
	Information translated into Spanish	Principal	Material in Spanish	Ongoing through Year	All	Campus	X
	Provide materials to parent to assist in working with their child.	Principal	Sample of material	Ongoing through Year	All	Campus	
X	Staff development to show how to effectively communicate with parents.	Principal	Agenda	Ongoing through Year	All	Campus	
	Career Day/Parent's Day	Guidance	Schedule of visits	Fall and Spring	11th and 12th	Campus	
	College Fair/Financial Aid Talk	Guidance	People attended	Fall	11th and 12th	Campus	X
X	Teacher web site	Teacher	Web site available	100% goal by Nov. 2010	All	Campus	X
	School meetings will be arranged at a time convenient for maximum parental involvement.	Principal	Schedule of meeting	Fall	All	Campus	

# Parent Involvement Action Plan

# Marble Falls High School

**Goal: Increase parent participation in information nights, volunteer hours logged, and use of campus website**

Staff Dev	What strategies must be initiated to reach this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Student Group	Funds	In Place
	Grade Level Parent/Student Nights aimed at college preparation	Guidance	Agenda	Fall	All	Campus	X
	College Handbook for all Families	Guidance	Handbook available on website	Fall	All	Campus	X
	Awards Ceremonies	Principal	Number of awards given	Spring	All	Campus	X
X	Mustang Roundup for the Eighth Graders	Guidance	People attended	Spring	8th	Campus	X
	Legacy Banquet	Principal	People attended, Scholarships	Spring	12th	District	X
	“Education Go-Get-It” Week	Guidance	Participants	Spring	All	Campus	X
	Job Shadowing in the Community	Guidance, CATE	Participants	Spring	11th & 12th	Campus	X
	Science Fair	Principal	Participants	Spring	All	Campus	X
	PTO meetings	Principal	Participants	Ongoing Throughout Year	All	Campus	X
	Freshman Fish Camp/Registration	Principal	Participants	Fall	9th	Campus	X

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## Technology Action Plan

## Marble Falls High School

**Goal: Increase the routine use of technology in and out of the classroom**

Staff Dev	What strategies must be initiated to reach this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Fund	In Place
X	Students solve real-world problems through the use of technology as seen through classroom snapshots.	Teacher, Students	Snapshot Data	Exists. Build capacity throughout school year	Campus	X
X	Enhance student and teacher learning by promoting technology training via Tech Tues.	Principal	Training Matrix	Ongoing professional development throughout the school year	Campus	X
X	Identify and promote with staff the curricular technology embedded lessons.	Principal, Assistant Principals, Teacher	Lesson Plans	Collaborative team meetings and ongoing professional development	Campus	
X	Provide opportunities for teachers to collaborate and mentor each other in using technology as a tool for high level student learning.	Principal, Assistant Principals, Teacher	Collaborative Team and Dept. Agendas	Ongoing professional development	Campus	
X	Develop an improvement process for supporting and providing a variety of professional development.	Principal, Assistant Principals, Teacher	PDSA	Ongoing professional development	Campus	
X	Enhance teacher integration of technology via weekly spotlights	Principal	Integration	Ongoing professional development	Campus	X
X	Use PD360 as a teaching tool for technology integration	Principal, Assistant Principals, Teacher	Integration	Ongoing professional development	District	X
X	Develop a campus leadership team to articulate and support the vision for campus technology improvement.	Principal	PDSA	October, 2010 through spring semester	Campus	
X	Develop expectations for the integration of email and campus/teacher websites as communication and collaboration tools.	Principal	Integration	Exists. Build capacity throughout school year.	District	X

**All student groups will benefit from the above activities.**

# FALLS CAREER HIGH SCHOOL

## Campus Improvement Plan 2010-2011



**“LIGHTING THE WAY FOR A SUCCESSFUL TOMORROW”**

**MFISD**

**District & Campus Goal I: We will build strong, vital relationships within our diverse communities.**

**Performance Objective: Parent and community involvement will increase by 50%**

**Formative Assessment: Sign-In Sheets from campus activities, Parent Feedback**

**Summative Assessment: Cumulative Attendance, DEIC Survey, PEIMS Reports**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<p>Provide information to families:</p> <ul style="list-style-type: none"> <li>• Credits needed,</li> <li>• Credits received</li> <li>• Behavioral expectations: attendance, tardies</li> <li>• Personal Goal settings with students/parents</li> </ul>	<p>Person(s) Responsible: Mentor teachers                      Resources: Parent meetings, mailings, progress reports, web page. Campus budget.                      Timelines: Throughout the year as needed. Progress reports - every 9 weeks</p>
	<p>Continue to recruit new &amp; reinforce existing relationships with local <b>Organizations:</b></p> <ul style="list-style-type: none"> <li>• Master Gardeners to assist with landscaping service project for Falls</li> <li>• Lion’s Club to provide targeted scholarship for Falls graduate</li> <li>• Rotary Club to provide ROPES course for Falls campus</li> <li>• Exxon/Mobil to provide annual corporate donation tied to retiree volunteer work with Falls</li> <li>• Habitat for Humanity, coordinate to build garden storage sheds for new Habitat Homes in Burnet County.</li> </ul> <p>and with <b>Individual Volunteers:</b></p> <ul style="list-style-type: none"> <li>• Mike Shine, providing mechanic’s certification training to Falls students</li> <li>• Aphrodite Petro providing individual tutoring and mentorship for Falls students.</li> <li>• Harry Born, working with Falls and/or EPIC students on construction service projects.</li> <li>• Ann Jackson, leading book club for Falls students.</li> </ul>	<p>Person(s) Responsible: Faculty                      Resources: Campus Budget, donations, scrap treated lumber.                      Timelines: Ongoing throughout the year.</p>
	<p>Publish “The Beacon” Student Authored Newsletter (hard copy &amp; web based).</p>	<p>Person(s)Responsible: Nesrsta                      Resources: Campus budget.                      Timeline: Quarterly</p>

	<p>Create campus climate where all parents are welcome, valued, respected and included</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Open house</li> <li>• Holiday gathering</li> <li>• Blood Drive</li> <li>• Graduation</li> <li>• Yearbook</li> </ul>	<p>Person(s) Responsible: Faculty</p> <p>Resources: Surveys, sign in sheets, mailings, web site. Campus Budget</p> <p>Timelines: Quarterly</p>
	<p>Continue use of the ALERT Now System—keeps families informed of campus and district issues (weather, important dates, emergency procedures etc.)</p>	<p>Person(s) Responsible: Little</p> <p>Resources: District Funds</p> <p>Timeline: August 2009-June 2010</p>
	<p>Communicate concerns to parents by the registrar, office staff and/or administration calling homes of absent students to inform of absences and process for returning to campus.</p>	<p>Person(s) Responsible: Culpepper, Little, Mentor teachers.</p> <p>Resources: N/A</p> <p>Timeline: Daily throughout the year.</p>

**District & Campus Goal II: We will embrace innovative applications of technology with primary focus on student immersion.**

**Performance Objective:**

**Formative Assessments: Observation and Feedback**

**Summative Assessments: DEIC Survey, Campus Based Student Surveys**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	Use Computer based courseware for curriculum and to supplement student teacher communication.	Persons Responsible: Teaching Staff Resources: Oddseyware Timeline: Ongoing throughout the year
	Teach and emphasize digital storytelling through Animoto, Powerpoint, Windows Movie Maker & other freeware for student projects	Persons Responsible: Born & Mentor Teachers Resources: Timeline: Project demonstration of Animoto & movie maker will be in Sept. Student use of software will be throughout the year
	Use distance learning for enrichment	Persons Responsible: Teaching Staff Resources: Distance Learning Hardware & Campus Budget Timeline: Throughout the year as budget allows.
	Use digital video camera, digital music & voice recorder for student projects	Persons Responsible: Nesrsta, Fletcher, Born Resources: Digital camera, Digital Video camera, Digital voice recorder Timeline: Throughout the year subsequent to purchase of equipment.

	Teacher Training and Subsequent Classroom Implementation of MOBI (Interactive virtual tablet)	Persons Responsible: IT Trainer & Classroom Teachers Resources: MOBIs & Classroom Projectors, Campus budget Timeline: Throughout the year subsequent to purchase & training.
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**District & Campus Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.**

**Performance Objective: Falls CHS will build relationships that support campus and community needs.**

**Formative Assessments: Sign-In Sheets from campus activities, Community Feedback**

**Summative Assessment: DEIC Survey**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<p>Develop relationships with community employers for potential student internships &amp;/or employment.</p> <p>Apprenticeship Program for student interested in auto mechanics</p>	<p>Person(s) Responsible: Little, Born, Lusby,</p> <p>Resources: Mike Shine, Falls' Car Club &amp; Falls' Garage, Campus Budget &amp; donations.</p> <p>Timeline: Ongoing throughout the year.</p>
	<p>Create opportunities for community to become involved in a school mentor program.</p>	<p>Person(s) Responsible: Fletcher</p> <p>Resources: Lion's Club</p> <p>Timeline: Ongoing throughout the year.</p>
	<p>Work with students to develop a Service Learning Project to satisfy this Falls' graduation requirement.</p>	<p>Persons Responsible: Nesresta &amp; all Mentor Teachers, Campus Administrators, Campus Secretary</p> <p>Resources: Campus Funds</p> <p>Timeline: Throughout the school year</p>
	<p>Use local partnerships, (Lion's Club, Exxon/Mobil, Edwards Risk Management, Lake Shore Church, Master Gardeners, etc.) to develop student service projects and scholarships.</p>	<p>Persons Responsible: Principal &amp; staff.</p> <p>Resources: N/A</p> <p>Timeline: Throughout the school year.</p>

**District & Campus Goal IV: We will ensure all students receive exceptional instruction through inspired learning experiences.**

**Performance Objective: All students will be successful learners in the curriculum as demonstrated by performance in the classroom and on state and local assessments.**

**Formative Assessment: Teacher Observations, Mentor Observations, 9-week Course Progress**

**Summative Assessments: AEIS Report, TAKS, TAKS-I, AEA Report**

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√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<p>Implement At-Risk Strategies to include::</p> <ol style="list-style-type: none"> <li>1. Initial Assessment Screening for Math and Reading</li> <li>2. GAP Classes for Math</li> <li>3. TAKS Classes</li> <li>4. Mentor Groups</li> </ol>	<p>1. Person(s) Responsible: Little, Patterson Resources: STAR Reading Program; SuccessMaker, Odyssey Ware; Campus budget Timeline: Start of each semester &amp; 1<sup>st</sup> week of class for new students throughout the year.</p> <p>2. Person(s) Responsible: Patterson. Resources: Corrective Reading Program, Guided Reading, Vocabulary Enrichment Curriculum, A &amp; M Consolidated Algebra Class. Timeline: As needed throughout the year on a 9 week schedule.</p> <p>3. Person(s) Responsible: Patterson, Fletcher, Nesrsta, Jacobs, Neely Resources: Direct teach, TAKS Workbooks, release tests, Study Island, Campus budget. Timeline: 9/20 – 10/18; 1/31 – 2/28; 3/28 – 4/25</p> <p>4. Person(s) Responsible: Little, Born,</p>

	<p>5. Social &amp; Personal Skills Training</p> <p>6. College Planning &amp; Career Awareness</p>	<p>Patterson, Fletcher, Nesrsta, Lusby. Resources: Staff, Campus budget. Timeline: 45 minutes each Thursday am</p> <p>5--6. Person(s) Responsible: Born Resources: Guest Speakers &amp; various personal &amp; career development assembly presentations Timeline: 45 minutes each Thursday morning throughout the year.</p>
	<p>Offer courses for students wishing to graduate on the recommended plan</p>	<p>Person(s) Responsible: Little, Born Resources: High School Foreign Language Teaching Staff, State funded online dual credit program (TxVSN) Timeline: Ongoing throughout the year</p>
	<p>Evaluate transcripts and promote Recommended Graduation Plan for all seniors</p>	<p>Person(s) Responsible: Little Resources: TEA guidelines for AECs, staff feedback, campus budget: Timeline: Beginning of fall &amp; spring semesters</p>
	<p>Provide individualized instruction</p> <ol style="list-style-type: none"> <li>1. Computer Aided Instruction</li> <li>2. Books on Tape</li> <li>3. Literature on Video</li> <li>4. Experiential Learning</li> <li>5. Independent Projects</li> </ol>	<p>Person(s) Responsible: Little, Born, Patterson, Fletcher, Nesrsta, Lusby, Jacobs, Neely. Resources: Video &amp; audio equipment, distance learning, computers, low ropes equipment, campus budget. Timeline: Ongoing throughout the year</p>
	<p>Provide meaningful and appropriate staff development</p> <ol style="list-style-type: none"> <li>1. Utilize recommendations of CEIC</li> <li>2. TAKS strategies training</li> </ol>	<p>Person(s) Responsible: Little Resources: Campus Budget, <b>Title 1 Funding</b></p>

	<ol style="list-style-type: none"> <li>3. Technology Training</li> <li>4. Attend TAAE conference</li> <li>5. Attend Region XIII Alternative Ed. Focus group meetings</li> <li>6. Attend motivational workshops for at-risk students</li> </ol>	Timeline: Ongoing throughout the year
	<p>Increase attendance rate to 92% (must be 84% for AEA)</p> <ol style="list-style-type: none"> <li>1. 9 weeks award for student with perfect attendance</li> <li>2. Monthly award for Mentor Group with highest attendance rate</li> <li>3. "Do the Math" – Individual student's calculate &amp; monitor their compliance with the state mandated 90% attendance rule.</li> </ol>	<p>Person(s) Responsible: Little, Culpepper, mentor teachers Resources: Campus budget Timeline: End of each 6 weeks &amp; weekly as needed in mentor groups.</p>
	<p>Increase the number of TAKS tests that meet standards</p> <ol style="list-style-type: none"> <li>1. AEA is based on the number of tests across the board that are taken divided by the number that meet standards</li> <li>2. Evaluate student credits to place students in proper test categories</li> <li>3. Monitor TGI for students repeating Exit Level TAKS</li> </ol>	<p>Person(s) Responsible: Little, Born Resources: TAKS results, Pearson, Karol French Timeline October, February, April</p>
	<p>Decrease student drop out rate to less than .5%</p> <ol style="list-style-type: none"> <li>1. Evaluate transcripts so students have clear options for graduation</li> <li>2. Encourage students to complete course work within 4 years</li> <li>3. Provide optional flexible attendance policy for students whose schedule cannot accommodate regular school hours.</li> </ol>	<p>Person(s) Responsible: Little, Born, academic staff. Resources: Optional Flexible Program submission and approval by the State of Texas. Timeline: As each student arrives throughout the year.</p>

District & Campus Goal V: **We will promote personal wellness and healthy choices.**

Performance Objective: Offer Information Optimize their Personal Health & Increase Their Awareness of Health Risks

Formative Assessment: Teacher Observations, Student Survey

Summative Assessments:

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	Offer yoga classes to students and staff to include instruction on asana (forms), pranayama (breath control), relaxation and meditation.	Person(s) Responsible: Born Resources: Yoga mats, bolsters, straps, Timelines: Student classes twice a week, staff class once a week throughout the school year.
	Teach the Importance of Intentionally “Feeding Our Best Self” (making time for music, movement, nature, art, meditation, prayer, good deeds, learning)	Person(s) Responsible: Born Resources: 3 Questions for Personal Happiness assembly presentation. Timelines: November
	Present arguments for abstinence & have students create presentations on VD (facts, myths, prevalence & prevention).	Person(s) Responsible: Born Resources: “Hygiene for the Holidays” assembly presentation. Timelines: December
	Explore the marketing behind tobacco and the health consequences of tobacco use. Create anti smoking Public Service Announcements using print and video.	Person(s) Responsible: Born Resources: “The Truth About Tobacco” Video by Patrick Reynolds; Poster Board, Markers, Video Camera. School Assembly & Mentor Groups Campus budget. Timelines: March

District & Campus Goal VI: **We will exemplify strength of character.**

**Performance Objective: Model, teach and reward moral behavior**  
**Formative Assessment: Teacher Observations, Student Survey**

**Summative Assessments:**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	Require students to select and participate in one or more community service projects	Persons Responsible: Nesresta & all Mentor Teachers, Campus Administrators, Campus Secretary Resources: Campus Funds Timeline: Throughout the school year
	Teach the Concept of Intentional Integrity (distinguishing “right” from “wrong” ; following through; paying the cost – time, energy, \$).	Person(s) Responsible: Born Resources: “Three Questions for Personal Happiness” assembly presentation Timelines: November
	Teach the “Yama” branch of yoga to yoga students (kindness, truthfulness, non-stealing, moderation, non-possessiveness)	Person(s) Responsible: Born Resources: “The Heart of Yoga” by TKV Desikachar. Timelines: Student classes twice a week, staff class once a week throughout the school year.
	Teach the essential elements of “Likeability” (Friendliness, Connecting to Other’s Needs, Empathy, Genuineness)	Person(s) Responsible: Born Resources: assembly presentation based on the book “The Likeability Factor” by Tim Sanders Timelines: Spring Semester

**District & Campus Goal VII: We will provide a safe and drug-free environment.**

**Performance Objective: The staff will maintain a safe and secure environment on a daily basis.**

**Formative Assessment: Visitor Sign-In/Sign-out documents, PEIMS Discipline Reports, Discipline Referrals, Walk-Through Observations, Safe & Drug Free School Reports**

**Summative Assessment: PEIMS Reports and V-Soft Reports**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	Implement Staff Training on Random Actor Violence Prevention & teach profiling & identification of potential random actors in student population.	Person(s) Responsible: Born Resources: Random Actor Violence Prevention CD. Timelines: Sept.
	Review District Crisis Plan with all Staff for response to students identified as potentially at risk of violence to self or others.	Person(s) Responsible: Born Resources: District Crisis Plan by Krysta Adams. Timelines: Sept.
	Review policy on classroom doors remaining locked during school hours	Person(s) Responsible: All staff Resources: None Timelines: Daily, throughout the year.
	Update Visitor Sign-In posters updated to reflect V-Soft procedures	Person(s) Responsible: Culpepper Resources: V-Soft system. District budget. Timelines: Daily, throughout the year.

	Explore the consequences of teenage alcohol &/or drug use	<p>Person(s) Responsible: Born</p> <p>Resources: Guy Benson Danger Without Intentions Program (donated services), Locally developed presentation on Drugs &amp; Campus Policy &amp; Tiered Response to Perception of Involvement with Drugs or Alcohol.</p> <p>Timeline: 1<sup>st</sup> semester School Assembly for programs. Perception policy &amp; tiered responses are implemented throughout the year as needed on an individual basis.</p>
	<p>Implement monthly drills</p> <ul style="list-style-type: none"> <li>• Fire</li> <li>• Tornado</li> <li>• Disaster</li> </ul>	<p>Person(s) Responsible: Little, Born</p> <p>Resources: None</p> <p>Timelines: Monthly Drills beginning Sept. – June</p>
	Teach students the “LIFE” model for Suicide Prevention.	<p>Person(s) Responsible: Born, Lusby, Fletcher, Gissel &amp; Patterson</p> <p>Resources: “Jason Foundation” free curriculum.</p> <p>Timelines: 2 assembly periods during the Spring Semester</p>
	Implement Predator Education & Prevention Program for Students & Staff	<p>Person(s) Responsible: Born</p> <p>Resources: Predator Awareness &amp; Prevention Presentation Assembly. Mentor group activities for setting physical, emotional, moral and sexual boundaries.</p> <p>Timelines: Spring Semester</p>

# Texas Education Agency



## APPLICATION

### OPTIONAL FLEXIBLE SCHOOL DAY PROGRAM (OFSDP)

2010 – 2011 School Year

**ELIGIBLE APPLICANTS:** The Texas Education Agency (TEA) shall make available to eligible school districts and open enrollment charter schools an application form that must be completed and submitted to the TEA for approval.

## Definition of Program Provisions

### Eligible Students

A student is eligible to participate in an optional flexible school day program (OFSDP) authorized under Texas Education Code (TEC) §29.0822, if:

1. the student meets one of the following conditions:
  - the student is at risk of dropping out of school, as defined by TEC, §29.081, or
  - the student is attending a school implementing an approved innovative campus plan, or
  - the student is attending a school with an approved early college high school program designation.
  - the student, as a result of attendance requirements under the TEC, §25.092, will be denied credit for one or more classes in which the student has been enrolled.

and

2. the student, if less than 18 years of age and has not been emancipated by marriage or court order, and the student's parent, or person standing in parental relation to the student, agree in writing to the student's participation.

### Assessment

The student must take the appropriate TAKS tests specified under TEC §39.023 during the regularly scheduled assessment calendar.

### Participation in University Interscholastic League (UIL)

A student enrolled in an optional flexible school day program under TEC §29.0822 may only participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) if they meet all UIL eligibility criteria.

### Attendance Credit

A student attending an optional flexible school day program TEC §29.0822 may be counted in attendance for purposes of funding under Chapters 41, 42, and 46 of the Texas Education Code only for the actual number of contact hours the student receives, not to exceed 1,080 hours per twelve month period.

### Public Hearings

The board of trustees of a school district or governing board of an open enrollment charter school shall hold a public hearing concerning the proposed application for an optional flexible school day program before applying to operate an optional flexible school day program TEC §29.0822. In addition, the board of trustees of a school district or governing board of an open enrollment charter school must hold a public hearing annually to review the performance of the optional flexible school day program. (Appendix Two).

## Continuation or Revocation of Program Authorization

Applications are approved for a period of one (1) school year. Continuation of the approval for the optional flexible school day program (OFSDP) will be contingent on the demonstrated success of the program. Determination of success will include a review and analysis of data provided in the mandatory final progress report(s). The commissioner of education may revoke authorization for participation in the OFSDP after consideration of relevant factors, including performance of students participating in the program on assessment instruments required under Chapter 39, the percentage of students participating in the program who graduate from high school, and other criteria agreed to in the application and adopted by the commissioner of education. A decision to revoke approval of the program by the commissioner of education is final and may not be appealed.

## Reporting Requirements

Following approval of the application, the applicant shall be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. Reports shall require applicants to disclose the overall progress of the students in the program, the number of students enrolled in the program (disaggregated by ethnicity, age, gender, and socioeconomic status), the number of students graduating from high school (disaggregated by ethnicity, age, gender, and socioeconomic status), and additional criteria selected by the applicant and agreed to by the commissioner. The TEA will provide notice to applicants and additional instructions for completion of reports at least 45 days prior to the date a report is due, or as soon as possible, in order to give school districts and charter schools adequate time to prepare and submit the reports to the TEA. The TEA may request additional reports as necessary to monitor and assess progress of students participating in the program.

## Provisions of Agreement

### Article I – Parties to Agreement

This agreement is entered into by and between the Texas Education Agency, an agency of the State of Texas, hereinafter referred to as the "TEA" and

#### Marble Falls ISD

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(Legal Name of School District or Open Enrollment Charter School)

located at

1800 Colt Way Marble Falls, TX 78654

---

(Physical Address)

hereinafter referred to as "District.

### Article II – Period of Agreement

The period of the agreement is the period beginning 8-23-2010 for a maximum of one school year unless terminated or as otherwise provided for in this agreement and in statute or rule and ending 5-28-2011.

Please note that the agreement term is subject to annual renewal.

### Article III – Purpose of Agreement

The District shall perform all of the functions and duties set out in the agreement, the authorizing program statute, and applicable regulations.

### Article IV – Reporting Requirements

The District shall be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. The TEA may request additional reports as necessary to monitor and assess progress of students participating in the program.

### Article V – General and Special Provisions to the Agreement

Attached hereto and made a part hereof by reference are the Provisions indicated below with an "X" beside each:

- Appendix One, Assurances
- Appendix Two, Public Hearings
- Appendix Three, Narrative Description of Proposed Program
- Appendix Four, Contact Sheet
- Attachment, Copy of articulation agreement between district and university/college if one or more participating campuses have an Early College High School Program designation

### Article VI – Application Process

For questions or assistance regarding this application, please contact Kim Rife by telephone at (512) 463-4809 or by e-mail at [kim.rife@tea.state.tx.us](mailto:kim.rife@tea.state.tx.us). Submit the completed application to:

Texas Education Agency  
Attn: School Finance – OFSDP Program  
1701 North Congress Avenue  
Austin, TX 78701-1494



## Appendix One Assurances

The definition of terms of the application shall apply to this Appendix One, Assurances. The school district or open enrollment charter school herein after called "District" does hereby certify and agree to the following conditions of the agreement. PAGE LIMIT: SUBMIT NO ADDITIONAL PAGES FOR APPENDIX ONE. ALL INFORMATION REQUESTED MUST BE INCLUDED WITH THIS FORM.

The district agrees to enroll only eligible students to participate in an optional flexible school day program authorized under this application. A student is eligible to participate in an optional flexible school day program authorized under Texas Education Code (TEC) §29.0822, if:

1. the student meets one of the following conditions:
  - the student is at risk of dropping out of school, as defined by TEC, §29.081, or
  - the student is attending a school implementing an approved innovative campus plan, or
  - the student is attending a school with an approved early college high school program designation.
  - the student, as a result of attendance requirements under the TEC, §25.092, will be denied credit for one or more classes in which the student has been enrolled.

and

2. the student, if less than 18 years of age and has not been emancipated by marriage or court order, and the student's parent, or person standing in parental relation to the student, agree in writing to the student's participation.

The district agrees:

1. To administer mandatory assessment instruments during the regular assessment cycle to students enrolled in optional flexible school day programs.
2. To provide instruction in the program at the high school grade level. All instructional materials and facilities shall be comparable to or exceed the required standards for students in similar programs.
3. That the students participating in an optional flexible school day program shall not be isolated from other academic and vocational programs of the school district and that all students shall have access to school counselors for pre- and post-entry counseling, academic or personal counseling and career counseling.
4. To provide knowledgeable, highly qualified instructors and staff for the program.
5. To adopt a policy that does not penalize students participating in an optional flexible school day program in accordance with the 90% rule (TEC §25.092 (a)) or the 75% to 90% rule for class credit (TEC §25.092 (a-1)).
6. To adopt a policy to require students to attend regularly scheduled instruction for the optional flexible school day program with penalties for non-attendance including filing truancy charges, if appropriate.
7. The district agrees to comply with all reporting requirements established by the TEA.
8. The school agrees not to discriminate based on disability, race, color, national origin, religion, or sex.
9. To prohibit a student participating in an optional flexible school day program from participating in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) unless the student meets all UIL eligibility requirements.

AGREED and accepted on behalf of school district or open enrollment charter school by a person authorized to bind District.

**Martin McLean, Board President (830) 693 2509**

---

Name, Title and Telephone number of School Board President

---

Signature of School Board President

Date

**Dr. Jim Boyle, Interim Superintendent (830) 693 4357**

---

Name, Title and Telephone number of District Superintendent or Charter School Chief Operations Officer

---

Signature of person authorized to bind the District or Charter School

Date

Appendix Two  
Public Hearings

The definition of terms of the application shall apply to this Appendix Two, Public Hearings. The school district or open enrollment charter school herein after called "District" does hereby certify and agree to the following conditions of the agreement. PAGE LIMIT: SUBMIT NO ADDITIONAL PAGES FOR APPENDIX TWO. ALL INFORMATION REQUESTED MUST BE INCLUDED WITH THIS FORM.

1. The board of trustees of the school district or the governing board of an open enrollment charter school agrees to hold a public hearing concerning the proposed application for an optional flexible school day program.
2. The board of trustees of the school district or the governing board of an open enrollment charter school agrees to hold a public hearing annually to review the performance of the program proposed under this application.

**The Pre-Application Public Hearing was conducted on:**

Month:

\_\_\_\_\_

Day:

\_\_\_\_\_

Year:

\_\_\_\_\_

Time:

\_\_\_\_\_

Location:

\_\_\_\_\_

NOTE: The applicant shall be required to include a copy of the posting of this public hearing in the final progress report.

**AGREED and accepted on behalf of school district or open enrollment charter school by a person authorized to bind District.**

**Dr. Jim Boyle, Interim Superintendent (830) 693 4357**

\_\_\_\_\_  
Name, Title and Telephone number of District Superintendent or Charter School Chief Operations Officer

\_\_\_\_\_  
Signature of person authorized to bind the District

\_\_\_\_\_  
Date

## Appendix Three Narrative Description of Proposed Program

The definition of terms of the application shall apply to this Appendix Three, Narrative Description of Proposed Program. The school district or open enrollment charter school herein after called "District" does hereby certify and agree to the following conditions of the agreement.

Appendix Three describes the school district or charter school proposed optional flexible school day program.

On 8 ½ x 11 paper, provide a concise description of the:

- program goals and objectives;
- proposed schedule offered to students participating in the optional flexible school day program;
- staff positions and resource personnel (teachers, administrators, and counselors, support staff, etc.) associated with the program. Include the contact hours the position and resource will be obligated to the program;
- qualification standards established for each staff and resource position;
- local procedures for identifying students, including how the school confirms and documents student eligibility;
- procedures for obtaining student and parental consent for participation in the optional flexible school day program;
- process that will be implemented to maintain records of student eligibility, consent, and attendance;
- procedure the district will establish to ensure all students enrolled in the optional flexible school day program are administered the required assessment instruments in the timeline established by the Texas Education Agency;
- The criteria selected to report the progress of students participating in the optional flexible school day program.

Appendix Three  
Narrative Description of Proposed Program

Narrative description of the Optional Flexible School Day Program proposed by  
Falls Career High School

This program will concentrate on the at-risk population of our school that is unable to meet the regular attendance criteria. Students will have access to services at Falls Career High School from 7:45-3:45 every day. Students will be required to spend no less than 45 minutes at the campus on their designated days.

**Program Goals and Objectives:**

- Provide an educational environment for students with extenuating circumstances who can attend school for a minimum of 45 minutes per assigned day with the intent of obtaining a high school diploma.
- Provide an opportunity for those students who are behind in class work, at risk of not finishing high school, or have not passed the TAKS test.
- Increase the number of students graduating from high school who are at-risk of dropping out for various reasons. Some of these reasons are: teen pregnancy, teen parents, failure of the Exit TAKS, illness or any other state approved at-risk criteria.
- Increase attendance rate by providing a flexible schedule that will allow students to progress towards academic success.

**Proposed schedule offered to students participating in the Optional Flexible School Day Program:**

- The program will be available Monday through Friday from 7:45 to 3:45 and also by appointment from 3:45-5:45 each day.

**Staff positions and resource personnel (teachers, administrators, and counselors, support staff, etc.) associated with the program. Include the contact hours the position and resource will be obligated to the program:**

- The Administrator, teachers and support staff will be available to the students Monday-Friday from 7:45-4:00. The counselor will be available Monday-Thursday from 7:45-4:00.

**Qualification standards established for each staff and resource position:**

- Certified and Highly Qualified staff will instruct and assist the OFSDP students.

**Local procedures for identifying students, including how the school confirms and documents student eligibility.**

- The student is at-risk of dropping out of school as defined by TEC 29.0822
- If the student is less than 18 years old and has not been emancipated by marriage or court order, then the student's parent or person standing in parental relation to the student must agree in writing to the student's participation.

**Procedures for obtaining student and parental consent for participation in the Optional Flexible School Day Program:**

- The student and parent (if under 18) can request the option of OFSDP due to extenuating circumstances.
- The student's teacher can educate the student on the OFSDP process and encourage them in this direction due to extenuating circumstances
- A student and/or student-parent conference will be held to explain the OFSDP benefits after evaluating the student's attendance and extenuating circumstances.
- After the program is fully explained a contract will be generated and signed.

**Process that will be implemented to maintain records of student eligibility, consent, and attendance:**

- Individual student folders will be maintained by the student's mentor teacher and accessible at any time for viewing in the principal's office. All information will be maintained on the appropriate TEA forms that are provided on the web site.

**Procedure the district will establish to ensure all students enrolled in the OFSDP are administered the required assessment instruments in the timeline established by the TEA:**

- All students in the OFSDP will be subject to the same curriculum as full time students including six weeks exams, final exams, project portfolios, and TAKS testing as specified under TEC 39.023 during the regularly scheduled assessment dates.

**The criteria selected to report the progress of students participating in the OFSDP:**

- Records of assessments taken by OFSDP students will be maintained in the student folder and will be used to evaluate the effectiveness of the program.

## Appendix Four Contact Sheet

The definition of terms of the application shall apply to this Appendix Four, Contact Sheet. The school district or open enrollment charter school herein after called "District" does hereby certify and agree to the following conditions of the agreement:

PAGE LIMIT: SUBMIT NO ADDITIONAL PAGES FOR APPENDIX FOUR, CONTACT SHEET. ALL INFORMATION REQUESTED MUST BE INCLUDED WITH THIS FORM.

### District Contact for the Application

Contact Name:	Peggy Little
District Superintendent or Charter School Chief Operations Officer:	Dr. Jim Boyle (Interim Superintendent)
Mailing Address:	1800 Colt Way
City, State, Zip Code:	Marble Falls, TX 78654
Telephone Number:	830 693 4357
Alternate Telephone Number:	830 798 3621
Fax Number:	830 78 3636
E-Mail Address:	plittle@mfsd.txed.net

Contact Name:	
E-Mail Address:	

Contact Name:	
E-Mail Address:	

Contact Name:	
E-Mail Address:	

*NOTE: The majority of the contact for the approved OFSDP is done via e-mail, please make sure that a valid e-mail address(es) is submitted on this form. More than one e-mail address(es) can be submitted, please give full name of person(s) who are the e-mail contact(s) to ensure TEA has accurate information.*

OFFICE OF BURNET COUNTY



August 10, 2010  
1701 E. Polk Street  
Suite 12  
Burnet, TX 78611

Marble Falls Independent School District  
1800 Colt Circle  
Marble Falls, Texas 78654

Dear Dr. Jim Boyle:

On behalf of the 4-H members of Burnet County, I/we hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. The enclosed RESOLUTION should be presented for consideration at the next scheduled meeting of the Board of Trustees of the Burnet Consolidated Independent School District. I/we further request that questions regarding this RESOLUTION be directed to me in a timely manner so that I/we may prepare and present an appropriate response so as not to delay action on this request.

Finally, I/we request that a signed copy of this RESOLUTION, along with a copy of the minutes of the Board meeting, be forwarded to me/us for my/our files.

Thank you and members of your Board of Trustees for your consideration of this request.

Sincerely,

A handwritten signature in black ink that reads "Wade Hibler".

Name: Wade Hibler  
Title: County Extension Agent-Ag & NR

A handwritten signature in black ink that reads "Leticia Rasmussen".

Name: Leticia Rasmussen  
Title: County Extension Agent-Family & Consumer Sciences

Enclosure: RESOLUTION  
(Regarding EXTRACURRICULAR STATUS OF 4-H ORGANIZATION)

**RESOLUTION**  
**regarding**  
**EXTRACURRICULAR STATUS OF 4-H ORGANIZATION**

Be it hereby resolved that upon this date the duly elected Board of Trustees of the

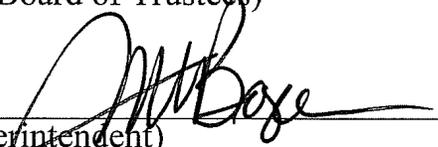
Marble Falls Independent School District  
(Complete name of school district)

meeting in public with a quorum present and certified did adopt this resolution that recognizes the Burnet County Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject to all rules and regulations set forth under the 19 Texas Administrative Code as interpreted by this Board and designated officials of this school district whose rulings shall be final.

Approved this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
(For Board of Trustees)

  
\_\_\_\_\_  
(Superintendent)

## STATE BOARD OF EDUCATION RULING ADJUNCT FACULTY APPOINTMENT

The State Board of Education passed a rule June 9, 1994, that allows public school students to be considered in attendance when participating in approved off-campus activities with an adjunct staff member of the school district. The amendment that was adopted states:

Amendments to 19 TAC§129.21 (k)(1). Requirements for Student Attendance Accounting for State Funding Purposes.

- (4-12) A student not actually on campus at the time attendance is taken may be considered in attendance for Foundation School Program (FSP) purposes under the following conditions:
1. The student is participating in an activity which is approved by the local board and is under the direction of a professional staff member of the school district or an adjunct staff member. This adjunct staff member must have a minimum of a bachelor's degree and be eligible for participation in the Teacher Retirement System of Texas.
- (4-13) Students participating in any activity which is not approved by the local school board and/or without certified district personnel supervision are counted absent [see (4-12)]. To qualify for funding purposes, the certified district staff member/adjunct staff member must be accompanying the students as an official of the school district for the specific purpose of supervising the students and must be approved by the school board to supervise the activity. For example, students participating in 4-H activities which are supervised solely by a County Extension Agent are reported present.

The approved rule changes provide local school boards the opportunity to recognize county Extension agents as adjunct staff members and to count the students in attendance for the Foundation School Program purposes. Note: The approval for county Extension agents to be recognized as adjunct staff members and the activity in which the student is participating must be approved by the local board of school trustees.

As you develop plans for contacting local school districts, these guidelines should be followed:

1. A strategy for contacting all local school districts should be discussed in a joint office conference involving all staff member. Immediate action should be taken to initiate these contacts in order for this to be considered by the school board as early in the school year as possible.
2. As local school districts are contacted requesting for the county faculty to be recognized as adjunct staff members, each member of the county Extension staff should be named in the request. All county Extension agents have responsibility for the 4-H youth development program and there should not be single members of the staff requesting adjunct staff status.
3. Contact the appropriate school administrator, i.e. school superintendent, assistant superintendent or designee to schedule an appointment to discuss extracurricular status of 4-H programs and adjunct faculty appointments. A personal meeting is recommended; however, in the urban counties it may be necessary to contact the various school officials through correspondence and/or phone. The staff should request written confirmation of the local school board's approval in order to maintain appropriate documentation of adjunct status. Follow-up with the local school officials may be needed to obtain a written response.
4. All activities that require students to be absent from school must be approved by the local board of school trustees in order for them to be considered in attendance for Foundation School purposes. Approval for 4-H youth to participate in various activities, i.e. stock shows, judging contests, consumer decision making contests, National 4-H Congress, etc., must be granted prior to the date of the event. The county Extension staff should develop a comprehensive list of all activities that would require 4-H youth to be absent from school and submit this request for board approval at the same time.
5. County Extension agents are to receive no compensation from the local school system as a result of their adjunct staff status.

## LETTER/INFORMATION FOR LOCAL SCHOOL DISTRICTS

MEMORANDUM TO: Burnet Consolidated Independent School District Board Members

SUBJECT: Requirements for Student Attendance Accounting for State Funding Purpose

The State Board of Education passed an amendment to 19 TAC§129.21 (k)(1). Requirements for Student Attendance Accounting for State Funding Purposes allows public school students to be considered “in attendance” when participating in off-campus activities with an adjunct staff member of the school district . Section 3 of the Student Attendance Handbook state:

- (4-12) 1. The student is participating in an activity which is approved by the local board and is under the direction of a professional staff member of the school district or an adjunct staff member. This adjunct staff member must have a minimum of a bachelor’s degree and be eligible for participation in the Teacher Retirement System of Texas.
- (4-13) Students participating in any activity which is not approved by the local school board and/or without certified district personnel supervision are counted absent [see 94-12]. To qualify for funding purposes, the certified district staff member/adjunct staff member must be accompanying the students as an official of the school district for the specific purpose of supervising the students and must be approved by the school board to supervise the activity. For example, students participating in 4-H activities which are supervised solely by a County Extension Agent are reported present.

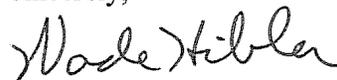
This amendment provides local school boards the opportunity to recognize county Extension agents as adjunct staff members and to count students participating in 4-H/Extension educational activities “in attendance for Foundation School Program purposes.”

Burnet County requests adjunct staff member status for the county Extension agents for the school year 2010-2011. The following faculty are eligible for participation in the Teacher Retirement System of Texas and have a minimum of a bachelor’s degree.

Name: Wade Hibler Title: CEA- Ag & NR Degree: MS Date: 8/16/86 Institution: TX A&M College Station  
 Name: Leticia Rasmussen Title: CEA-FCS Degree: MA Date: 08/02 Institution: Abilene Christian  
 Name: \_\_\_\_\_ Title: \_\_\_\_\_ Degree: \_\_\_\_\_ Date: \_\_\_\_\_ Institution: \_\_\_\_\_  
 Name: \_\_\_\_\_ Title: \_\_\_\_\_ Degree: \_\_\_\_\_ Date: \_\_\_\_\_ Institution: \_\_\_\_\_

I hope that Burnet Consolidated Independent School District will accept this request. Please let me know if you would like to schedule an appointment to discuss the amendment and request or if you need further information.

Sincerely,



County Extension Agent  
County Coordinator

Attachments:  
cc:

## ADJUNCT FACULTY APPOINTMENT AGREEMENT

County Extension agents which are granted approval for adjunct faculty status remain under the direct supervision of the appropriate District Extension Administrator or County Extension Director. Adjunct faculty members will remain employees of Texas Cooperative Extension and will receive no compensation, salary, or remuneration from the school district entering into this agreement.

As local school districts are contacted requesting for the county faculty to be recognized as adjunct staff members, each member of the county Extension staff should be named in the request. All county Extension agents have responsibility for the 4-H youth development program and there should not be single members of the staff requesting adjunct staff status.

Those counties that have already received approval as adjunct staff members do not need to have this agreement signed. This has been developed to provide those school districts that have requested or questioned the additional risk that maybe assumed in recognizing agents as adjunct faculty. This agreement will provide consistency across the state in the event school districts request a formal agreement.

If any questions arise regarding this matter, please do not hesitate to call Dr. Darrell Dromgoole, Associate Director - County Programs.

## ADJUNCT FACULTY AGREEMENT

1. *We encourage a plan for cross-county CEA joint appointments to consolidate travel and supervisory responsibilities at major livestock shows.*
2. *Remember, when you have youth chosen for National 4-H Congress, National 4-H Conference, or Texas 4-H Leadership Conference, include one of the chaperones on your adjunct list.*

THE STATE OF TEXAS  
COUNTY OF Burnet

On this date, at regularly scheduled and posted meeting, came the Board of Trustees of the Marble Falls Independent School District, hereinafter referred to as "District. " A quorum having been established, the Board proceeded to consider the appointment of the herein named individual as an adjunct faculty member of the Marble Falls Independent School District.

Upon consideration and vote of \_\_\_\_\_ in favor to \_\_\_\_\_, is hereby named as adjunct faculty member of the Marble Falls Independent School District subject to the following conditions and provisions of such appointment, to wit:

1. This appointment shall commence on the 23<sup>rd</sup> day of August and end on the day 26<sup>th</sup> day of May, being the end of the 2010-2011 academic year.
2. Adjunct faculty member will receive no compensation, salary, or remuneration from Marble Falls Independent School District.
3. Adjunct faculty member is and shall remain an employee, in good standing, of the Texas AgriLife Extension Service.
4. Adjunct faculty member shall be under the direct supervision of either the District Extension Administrator of District 7, Texas AgriLife Extension Service District, or Burnet County Extension Director.
5. Adjunct faculty member shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty member for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member is not the employee of School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Burnet County Extension Agent(s) who has been herein designated as an adjunct faculty member.

This appointment is made by Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by Texas AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by Texas AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (k)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Burnet County Extension Agent(s) Wade Hibler and Leticia Rasmussen is/are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Marble Falls Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 2010.

Marble Falls Independent School District

By: \_\_\_\_\_

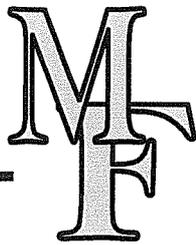
Adjunct Faculty Appointment Accepted By:

*Wade Hibler Leticia Rasmussen*

Burnet County Extension Agent(s)

Approved:

By: \_\_\_\_\_  
County/District Extension Administrator, District 7  
Texas AgriLife Extension Service



**MARBLE FALLS  
INDEPENDENT  
SCHOOL DISTRICT**

Jim Boyle, Ed.D. – Interim Superintendent  
1800 Colt Circle Marble Falls, Texas 78654 Phone 830-693-4357 Fax 830-693-5685

To: MFISD Board of Trustees  
Jim Boyle, Interim Superintendent

From: Michael Fletcher *McF*  
Interim Business Manager

Date: September 20, 2010

Subject: Internet Access and Transport Service Proposal

Three vendors responded to the RFP for internet access and transport services; their bids are attached. I would recommend that the Board authorize the administration to negotiate a contract with Zeecon Wireless Internet, LLC, as they submitted the best financial proposal.



"IN PURSUIT OF EXCELLENCE"

# Request For Proposal

## Response Form

**Internet Access and Transport Service: Service includes hardware, installation, troubleshooting, and training of MFISD personnel.**

**Statement:** Having carefully examined the Request for Proposal, Selection Criteria, Introduction, Invitation, Key Dates, Description of Services, Terms and Conditions, Scope of Work, Required Qualifications of Providers, Specifications and Response Form, the undersigned hereby proposes and agrees to furnish goods and/or services in strict compliance with the specifications and conditions at the price quoted for the full duration of the contract period.

Proposal Checklist of items to be included:

- 1. Fee for Service
- 2. Method of delivery
- 3. Copy or terms of service if different from specifications
- 4. Statement of Qualification including 3 references as listed in Required Qualifications of Provider
- 5. List of Qualifications of installation personnel as listed in Required Qualifications of Provider

Fee for the following:

\$ 1390.72 For Internet bandwidth per month, 75 Mb  
\$ 250.00 For Internet bandwidth per month, additional 10 Mb increments  
\$ 0 For Transport Service per month

Company Name Zeecon Wireless Internet LLC  
Mailing Address 904 Main St. Marble Falls, TX 78654  
Telephone 830-798-9388 Fax 830-798-9698  
Authorized Signature Josh Parker Date 8/18/10  
Printed Name Josh Parker  
Position With Company General Manager  
Vendor Comments \_\_\_\_\_

**Request For Proposal  
Response Form**

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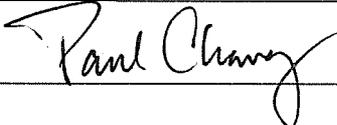
Fee for the following:

\$ 3300.00 For Internet bandwidth per month, 75 Mb  
\$ 100.00 For Internet bandwidth per month, additional 10 Mb increments  
\$ 1500.00 For Transport Service per month

Company Name Education Service Center Region XIII

Mailing Address 5701 Springdale Road, Austin Texas 78723

Telephone 512 919-5303 Fax 512 919-5395

Authorized Signature  Date August 10, 2010

Printed Name Paul Chavez

Position With Company Wide Area Network Manager

Vendor Comments \_\_\_\_\_

# Request For Proposal

## Response Form

**Internet Access and Transport Service: Service includes hardware, installation, troubleshooting, and training of MFISD personnel.**

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- 1. Fee for Service
- 2. Method of delivery
- 3. Copy or terms of service if different from specifications
- 4. Statement of Qualification including 3 references as listed in Required Qualifications of Provider
- 5. List of Qualifications of installation personnel as listed in Required Qualifications of Provider

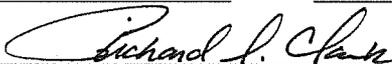
Fee for the following:

\$ 6,930	For Internet bandwidth per month, 75 Mb
\$ 700	For Internet bandwidth per month, additional 10 Mb increments
\$ -	For Transport Service per month
\$ 11,200	Up Front Installation

Company Name Northland Cable Television, Inc.

Mailing Address 101 Stewart Street, Suite 700

Telephone 206-621-1351 Fax 206-623-9015

Authorized Signature  Date 8/17/10

Printed Name Richard I. Clark

Position With Company Executive Vice President

Vendor Comments \_\_\_\_\_

**BURNET CENTRAL APPRAISAL DISTRICT**

P.O. Box 908/223 South Pierce  
Burnet, Texas 78611  
(512) 756-8291 Telephone  
(512 756-7873 Fax

September 13, 2010

Martin McLean  
President, Board of Trustees  
Marble Falls Independent School District  
1800 Colt Circle  
Marble Falls, TX 78654

Re: Lots 200 and 201, Greencastle Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas

Dear President McLean,

Enclosed is information on a bid we received for the above referenced property. Please schedule time at your next Board of Trustees meeting to discuss this bid.

If the bid is approved, please return the dated and signed Resolution to the Burnet Central Appraisal District, Attn: Joy. If the bid is not approved, please call us at 512-756-8291 ext. 39 to inform us of the Board's decision.

Thank you for your attention to this matter. Please call us with any questions you may have.

Sincerely,

*Stan Hemphill*

Stan Hemphill  
Chief Appraiser

Enc.

**RESOLUTION PROVIDING FOR THE SALE  
OF PROPERTY ACQUIRED BY THE BURNET CENTRAL APPRAISAL DISTRICT  
AT DELINQUENT TAX SALE**

**WHEREAS**, Lots 200 and 201, Greencastle Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas, being that property more particularly described in Volume 266, Page 699 of the Deed Records of Burnet County, Texas were offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to judgments of foreclosure for delinquent taxes by the District Court; and

**WHEREAS**, no sufficient bid was received and the property was struck off to the Burnet Central Appraisal District or Lake LBJ Municipal Utility District, Trustee, and thereafter assigned to the Burnet Central Appraisal District, Trustee, pursuant to the "ASSIGNMENT OF TAX SALE TRUSTEESHIP" from the Lake LBJ Municipal Utility District to the Burnet Central Appraisal District of record in the Official Public Records of Burnet County, Texas File No. 011690 in Volume 1277, Page 264, pursuant to TEX.PROP.TAX CODE Section 34.01(c); and

**WHEREAS**, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of ONE THOUSAND AND NO/100 DOLLARS (\$1,000.00), BEING \$500.00 ON EACH LOT, has been made by MARY E. HOLDER, said bid being less than the taxes due, and

**THEREFORE, BE IT HEREBY RESOLVED** by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lots 200 and 201, Greencastle Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas to MARY E. HOLDER, for the sum of ONE THOUSAND AND NO/100 DOLLARS (\$1,000.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

**PASSED, APPROVED AND ADOPTED THIS** \_\_\_\_\_ day of \_\_\_\_\_,  
20\_\_\_\_.

\_\_\_\_\_  
Martin McLean  
President, Board of Trustees  
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT  
BURNET COUNTY EDUCATION DISTRICT

**MCCREARY, VESELKA, BRAGG & ALLEN, P.C.**

**ATTORNEYS AT LAW**

223 South Pierce  
Burnet, Texas 78611  
(512) 756-8291

September 9, 2010

Mr. Stan Hemphill, Chief Appraiser  
Burnet Central Appraisal District  
P.O. Box 908  
Burnet, TX 78611

RE: Distribution of Funds: Cause No. 32,169; Burnet Central Appraisal District vs. Bill Harp et al; Lots 200 and 201, Greencastle Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas Account Numbers R17326 (2010 Assessed Value = \$2,250) and R17327 (2010 Assessed Value = \$2,250)

Dear Mr. Hemphill:

A bid of \$1,000.00 has been made by Mary E. Holder to purchase the property, the subject of the above-referenced suit. The money should be disbursed as follows:

CAUSE NO. 32,169

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	\$ 28.00	Burnet Co. Clerk
Court Costs:	\$ 282.00	Burnet Co. Dist. Clerk
Abstract Fee:	\$ 150.00	MVBA
Citation by Publication Fee:	\$ 236.60	MVBA
Attorney Ad Litem Fee:	\$ 250.00	Webb Walker III
Due to Burnet Central Appraisal District		
Burnet County	\$ 8.46	Burnet CAD
Burnet County Special	\$ .86	
Water Conservation District	\$ .06	
City of Granite Shoals	\$ 7.86	
Marble Falls ISD	\$ 36.16	
<b>TOTAL MONIES DISBURSED</b>	<b>\$ 1,000.00</b>	

Please contact me if you have any questions or need further information.

Sincerely,

Darby Howell  
Legal Assistant

DH/jb





**MARBLE FALLS INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES**

The Marble Falls Independent School District believes that Texas’ system of financing public schools is in dire need of overhaul. The 82<sup>nd</sup> Legislative Session is quickly approaching and now more than ever our voices need to be heard by our legislators. The state’s estimated budget shortfall has risen to \$18 billion. The governor, lieutenant governor, and speaker of the house have already directed cuts to state agencies totaling \$1.25 billion. In addition, changes to the accountability system from 2009 and the upcoming transition to end-of-course exams require increased commitments from students, parents, educators, and elected officials.

**NOW, THEREFORE, BE IT RESOLVED THAT THE MFISD BOARD OF TRUSTEES URGES THE 82<sup>ND</sup> LEGISLATURE TO:**

1. Replace the current funding system for public schools whereby there is decreased dependence upon property taxes.
2. Support improved funding levels for public education through a formula-driven process that addresses adequacy and equity issues.
3. Support opposition to any measure that shall limit a district’s ability to maintain a healthy fund balance or dictate its use from the state level.
4. Support opposition to private school vouchers, tuition tax credits, and other such programs funded with public tax dollars.
5. Support funding the actual cost of any required programs and services implemented by laws, rules, and regulations and oppose the imposition of any new unfunded or under funded mandates.
6. Support the opposition of the use of the Permanent School Fund (PSF) to finance charter school facilities.
7. Support legislation that increases the state transportation allotment.
8. Institute a moratorium on major changes to the state’s accountability system and return to allowing local control whereby systems having merit in assessment of student performance may be provided.
9. Return control to local schools and their communities.
10. Support increased funding levels to the Texas Teacher Retirement System to maintain viability and financial strength thus ensuring our educators a strong pension system.
11. Call upon and expect accountability from legislators on the contents of education-related bills.

**RESOLVED** this 20<sup>th</sup> day of September, 2010

\_\_\_\_\_  
Martin McLean, President  
Marble Falls ISD Board of Trustees

\_\_\_\_\_  
Rick Edwards, Vice-President  
Marble Falls I.S.D. Board of Trustees

\_\_\_\_\_  
Dr. Kelly Fox, Secretary  
Marble Falls ISD Board of Trustees

\_\_\_\_\_  
Tommy Chaney, Trustee  
Marble Falls I.S.D. Board of Trustees

\_\_\_\_\_  
Karl Westerman, Trustee  
Marble Falls ISD Board of Trustees

\_\_\_\_\_  
Mike Savage, Trustee  
Marble Falls I.S.D. Board of Trustees

\_\_\_\_\_  
Kevin Naumann, Trustee  
Marble Falls ISD Board of Trustees

\_\_\_\_\_  
Dr. Jim Boyle, Superintendent  
Marble Falls I.S.D.

**Marble Falls ISD  
Cash Balances and Interest Earned  
For The Quarter Ended August 2010**

**IBC Bank**

<b>Bank</b>	<b>Account</b>	<b>Month</b>	<b>Interest Earned</b>	<b>Month Ending Bank Balances</b>
IBC	Finance Acct	Jun-10	\$ 89.14	\$ 100,905.21
		Jul-10	\$ 73.45	\$ 95,733.25
		Aug-10	\$ 62.02	\$ 58,168.71
		Total	\$ 224.61	
IBC	Money Market	Jun-10	\$ 3,857.89	\$ 9,525,317.37
		Jul-10	\$ 4,426.29	\$ 7,462,730.94
		Aug-10	\$ 3,257.87	\$ 5,137,126.52
		Total	\$ 11,542.05	
IBC	Debt Service	Jun-10	\$ 379.00	\$ 760,839.65
		Jul-10	\$ 383.17	\$ 761,222.82
		Aug-10	\$ 391.79	\$ 761,614.61
		Total	\$ 1,153.96	
IBC	Capitol Projects	Jun-10	\$ 10.89	\$ 6,568.89
		Jul-10	\$ 0.69	\$ 18.40
		Aug-10	\$ 1.09	\$ 19.29
		Total	\$ 12.67	
IBC	Payroll Clearing	Jun-10	\$ 793.76	\$ 1,379,156.33
		Jul-10	\$ 859.72	\$ 1,814,672.79
		Aug-10	\$ 954.43	\$ 1,840,410.63
		Total	\$ 2,607.91	

**Lone Star Investment Pool**

	<b>Liquidity Corporate Fund</b>
Beginning Balance @ 6/1/2010	\$ 11,695,515.97
Transfers In	\$ 1,630,900.61
Transfers Out	\$ (11,188,942.98)
Interest Earned	\$ 5,893.32
Ending Balance @ 8/31/2010	<u>\$ 2,143,366.92</u>

<b>Total Interest Earned For Reported Quarter</b>	\$ 21,434.52
<b>Total Cash Balance - Quarter Ending</b>	\$ 9,940,706.68

<b>Average Rates of Return:</b>	<b>June</b>	<b>July</b>	<b>August</b>
IBC (Greater of T-Bill - .20% or .75%)	0.75%	0.75%	0.75%
Liquidity Corporate Plus Fund	0.27%	0.33%	0.36%

Marble Falls ISD Enrollment 2010-2011

Date		8/27/2010	9/3/2010	9/10/2010	9/17/2010	9/24/2010	10/1/2010	10/8/2010	10/15/2010
CAMPUS	GRADE LEVEL								
COLT ELEMENTARY	PPCD/Even Start	8	8	8					
	Pre-K (3)	65	65	67					
	K(5)	68	69	68					
	1(4)	79	79	79					
	2(4)	71	71	71					
	3(5)	94	93	93					
	4(5)	78	77	77					
	5(5)	91	91	91					
SUBTOTAL		554	553	554	0	0	0	0	0
MF ELEM.	PK(2)	47	45	45					
	K(4)	82	83	84					
	1(4)	88	90	88					
	2(4)	86	85	85					
	3(4)	82	82	82					
	4(4)	81	80	81					
	5(4)	97	98	98					
SUBTOTAL		563	563	563	0	0	0	0	0
HIGHLAND LAKES	PK(4)	72	73	73					
	K(5)	95	96	95					
	1(6)	100	100	103					
	2(5)	104	105	105					
	3(5)	111	111	111					
	4(5)	95	95	95					
	5(4)	89	90	91					
SUBTOTAL		666	670	673	0	0	0	0	0
SPICEWOOD ELEM.	EE			1					
	PK(1)	13	14	19					
	K(2)	38	38	38					
	1(2)	26	26	26					
	2(2)	35	35	35					
	3(2)	31	31	31					
	4(2)	33	35	34					
	5(2)	31	32	31					
SUBTOTAL		207	211	215	0	0	0	0	0
MIDDLE SCHOOL	6	296	299	301					
	7	305	305	305					
	8	302	303	305					
SUBTOTAL		903	907	911	0	0	0	0	0
HIGH SCHOOL	9	290	292	289					
	10	300	303	300					
	11	266	266	265					
	12	251	249	249					
SUBTOTAL		1107	1110	1103	0	0	0	0	0
FALLS HS		34	36	36					
GRAND TOTAL		4034	4050	4055	0	0	0	0	0
2009-2010		4004	4021	4029					
5/27/2010		3872	3872	3872	3872	3872	3872	3872	3872

## **Superintendent Selection Planning Calendar Marble Falls Independent School District**

<b><u>Completion Date</u></b>	<b><u>Activity Description</u></b>
<b>6/12/2010</b>	<b>Announce Vacancy – TASA.net, etc.</b>
<b>6/12/2010</b>	<b>Solicitation of candidate nominations Recruitment of candidates</b>
<b>8/18/2010</b>	<b>Profile Meetings w/District Staff</b>
<b>9/2/2010</b>	<b>Profile Meetings w/Community Members</b>
<b>9/10/2010</b>	<b>Deadline for accepting applications</b>
<b>9/28/2010</b>	<b>Presentation of candidates to board</b>
<b>10/7 to 10/15 except 10/9 &amp; 10/14 &amp; 10/16</b>	<b>Interviewing Timeframe</b>
<b>10/18/10 (regular mtg)</b>	<b>Lone Finalist (21 day notice)</b>
<b>11/9/10</b>	<b>Employment &amp; Contract Offer</b>
<b>January 1, 2011</b>	<b>New superintendent begins service</b>

**Updated 9.03.2010**

**TO: Board of Trustees**  
**Dr. James Boyle, Superintendent**  
**FROM: Vicki Crouse, Human Resources Manager**  
**DATE: September 20, 2010**  
**RE: PERSONNEL**

**Recommendations**

None at this time.

(All personnel approvals are pending completion of the fingerprint process; and the results approved by the Superintendent.)

**FOR YOUR INFORMATION ONLY**

***RESIGNATIONS***

**PROFESSIONAL**

Ann Jackson	Literacy Specialist - MFE	family reasons effective 09.07.10
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**PARAPROFESSIONAL**

Michelle Flores	PPCD Aide – CE	family reasons effective 08.11.10
Connie Gibson	Payroll Clerk – CO	retiree effective 11.30.10
Travis Hollas	Tech. Courier – Tech	resigned effective 09.08.10
Amanda Martinez	Instructional Aide – CE	family reasons effective 07.21.10
Rita Schoneman	ISS Aide – HS	resigned effective 09.10.10

**TRANSFERS**

Marble Falls Elementary

Cristi Chisholm will move from 2<sup>nd</sup> grade teacher to Literacy Specialist 3-5 replacing Ann Jackson.  
Jamie Kennedy will move from Pre-K teacher to 2<sup>nd</sup> grade teacher replacing Cristi Chisholm.  
Sandra Hernandez will move from ESL aide to Bilingual Pre-k aide at Colt Elementary, new position.  
Elebora (Ellie) Rios will move from PE aide to ESL aide replacing Sandra Hernandez.  
Carla Jackson will move from Special Ed inclusion aide to Life Skills aide, new position.

Highland Lakes Elementary

Mary Pond will move from Kindergarten teacher to Pre-K teacher at Marble Falls Elementary replacing Jamie Kennedy.

Colt Elementary

Angeleca Palacio will move from Pre-k aide to PPCD bilingual aide replacing Michelle Flores.

Middle School

MaryEllen Villareal will move from nurse aide to a life aide replacing Jennifer Virdell.

Felipa Santillan will move from Library aide to inclusion aide replacing Kirby Wright.

High School

Tara Griffin will move from day care aide to inclusion aide at the middle school replacing Miranda Cornelius.

Leta Stevenson will move from day care aide to Pre-k aide at Marble Falls Elementary replacing Debbie Halpain.

Inga Young will move from day care aide to EPIC aide at EPIC replacing Michael Saenz.

Date: August 26, 2010  
To: Dr. Jim Boyle  
CC: Andy Reddock, Leslie Baty  
From: Ann Jackson *aj*  
Subject: Letter of Resignation

It is with deep regret that I must submit my letter of resignation as reading specialist at Marble Falls Elementary School. My mother, who lives four hours away, is suffering from terminal cancer, and I must resign in order to help in her care as well as spend quality time with her.

I have thoroughly enjoyed my years with Marble Falls Independent School District. It has been a privilege to be a part of this extraordinary team. I would hope that one day I will be able to rejoin MFISD to serve our students.

I will stay in my position as long needed.

Respectfully yours,



Ann Jackson

*Reading Specialist  
@ MFES.  
Approved -  
Jim Boyle  
8/26/2010*

---

To whom it may concern,

As hard as this decision has been I have decided that I won't be returning back for 2010-2011 school year. I want thank you for the opportunity that you have given me , I will truly miss everyone as well as the children but I decided to stay home and take care of my children again thank you and hope you all have a great school year.

Sincerely,

Michelle Flores

*Michelle  
Flores*

*Approved  
J. P. [Signature]  
8/11/10*

*Rec'd  
8.10.10*

September 1, 2010

To: Dr. James Boyle, Interim Superintendent M.F.I.S.D.

I, Constance G. Gibson, hereby tender my resignation effective November 30, 2010 due to my retirement from Marble Falls I.S.D. I must say I have truly enjoyed my work and look upon my coworkers and the entire central office staff as my second family. It is my hope I will be able to return as an office substitute or offer my support in any capacity I can. Upon reflecting back on my 28 or 29 years with the district, I would not change any of it. It has always been a learning experience for me.

Sincerely,



Constance G. Gibson  
Marble Falls I.S.D. Payroll Specialist



I Travis Edward Hollas Resign my job  
as courier.

x Travis E Hollas 9/8/10

Accepted -  
JMB  
9/8/10

**Work**

**Martinez, Amanda**

**Sent:** Wednesday, July 21, 2010 1:26 PM

**To:** Romano, Linda

Linda-

I'm so sad and upset to tell you that I won't be able to return to work this year! The reason is that I no longer have my babysitter which was my sister. And I really don't want my baby in a day care right now. He's also been sick and they are running test on him so it just makes it that much harder to leave him. I'm waiting patiently for the results.

It's been really hard for me to make this decision. I absolutely love working with the children at Colt! I never thought I would be so sad to leave my job but to me this wasn't a job this is my family! I just can't explain how heartbreaking this is for me.

Linda I hope you find yourself to accept this resignation and possibly be able to join the Colt Family in the future. I will miss everyone at Colt!

Amanda Martinez Diaz  
amartinez595@yahoo.com

September 13, 2010

To Whom It May Concern:

This letter is to serve as my notice of resignation effective September 10, 2010.

Sincerely,

A handwritten signature in cursive script that reads "Rita Schoneman".

Rita Schoneman

A handwritten signature in cursive script, possibly "Rita Schoneman", with the date "9/16/10" written below it. A horizontal line is drawn under the signature and date.

Rita 9-13-10  
VC

**RECOMMENDATION TRANSFER FORM  
TEACHER AND PROFESSIONAL EMPLOYEES**

Name: Cristi Chisholm    Grade/Subject area assignments: Literacy Specialist 3-5

Coaching or other assignments:

New position \_\_\_\_\_    OR    replacement for: Ann Jackson

**Background information to the board:**

Degree held: \_\_\_\_\_    College/University: \_\_\_\_\_

Years of experience: \_\_\_\_\_    Is this person fully certified in Texas (yes or no):

If no, please justify

Does this person meet NCLB highly qualified for this position (yes or no):

How does this person meet highly qualified?

**Brief background on candidate: Mrs. Chisholm has served as 2<sup>nd</sup> grade teacher on our campus for two years. Her knowledge of academic (reading) intervention will be an asset to our campus.**

**References and their comments:**

Name: \_\_\_\_\_    Title: \_\_\_\_\_

Name: \_\_\_\_\_    Title: \_\_\_\_\_

Name: \_\_\_\_\_    Title: \_\_\_\_\_

Andy Reddock

September 7, 2010

Principal/Administrator's signature

Date

**RECOMMENDATION TRANSFER FORM  
TEACHER AND PROFESSIONAL EMPLOYEES**

Name: Jamie Kennedy    Grade/Subject area assignments: 2<sup>nd</sup> Grade Teacher

Coaching or other assignments:

New position \_\_\_\_\_    OR    replacement for: Cristi Chisholm

**Background information to the board:**

Degree held: \_\_\_\_\_    College/University: \_\_\_\_\_

Years of experience: \_\_\_\_\_    Is this person fully certified in Texas (yes or no):

If no, please justify

Does this person meet NCLB highly qualified for this position (yes or no):

How does this person meet highly qualified?

**Brief background on candidate: Mrs. Kennedy has is currently serving as PK teacher at MFES. Her student teaching was completed as a second grade teacher. She will positively impact the 2<sup>nd</sup> grade team.**

**References and their comments:**

Name: \_\_\_\_\_    Title: \_\_\_\_\_

Name: \_\_\_\_\_    Title: \_\_\_\_\_

Name: \_\_\_\_\_    Title: \_\_\_\_\_

Andy Reddock

September 7, 2010

Principal/Administrator's signature

Date

**RECOMMENDATION TRANSFER FORM  
PARAPROFESSIONAL/AUXILIARY EMPLOYEES**

Name: Sandra Hernandez  
Aide at Colt Elementary

Grade/Subject area assignments: Bilingual PreK

New position   X  

OR replacement for:

**Background information to the board:**

Degree held: BS in Education

College/University: Texas Tech

Years of experience:

Is this person fully certified in Texas: ( yes or no) YES

If no, please justify

**Brief background on candidate:** Mrs. Hernandez will be the bilingual aide for Colt's new bilingual preK class, established to address the number of identified students.

Linda Romano

09-03-10

---

Principal/Administrator's signature

Date

**RECOMMENDATION TRANSFER FORM  
PARAPROFESSIONAL/AUXILIARY EMPLOYEES**

Name: Elebora (Ellie) Rios                      Grade/Subject area assignments: ESL Aide

Coaching or other assignments: NA

New position \_\_\_\_\_ OR replacement for: Sandra Hernandez

**Background information to the board:**

Degree held:                      College/University:

Years of experience: 2                      Is this person fully certified in Texas: ( yes or no)

If no, please justify

**Brief background on candidate: Ellie has served as PE aide for the past two years. She is bilingual and will do a wonderful job in her new role.**

**References and their comments:**

Name:    Title:

Name:    Title:

Name:    Title:

Andy Reddock

September 7, 2010

---

Principal/Administrator's signature

Date

AB ✓

**RECOMMENDATION TRANSFER FORM  
PARAPROFESSIONAL/AUXILIARY EMPLOYEES**

Name: Carla Jackson                      Grade/Subject area assignments: Life Skills Para

Coaching or other assignments:

New position   X                        OR      replacement for:

**Background information to the board:**

Degree held:                      College/University:

Years of experience:                      Is this person fully certified in Texas: ( yes or no)

If no, please justify

**Brief background on candidate: Was reassigned from Special Ed. Inclusion para to Life Skills para with the addition of the new LIFES Skills Unit at MFES.**

Andy Reddock

08.09.10

---

Principal/Administrator's signature

Date

**RECOMMENDATION TRANSFER FORM  
TEACHER AND PROFESSIONAL EMPLOYEES**

Name: Mary Pond                      Grade/Subject area assignments: Pre K Teacher

Coaching or other assignments:

New position \_\_\_\_\_ OR replacement for: Jamie Kennedy

**Background information to the board:**

Degree held:                              College/University:

Years of experience:                      Is this person fully certified in Texas (yes or no):

If no, please justify

Does this person meet NCLB highly qualified for this position (yes or no):

How does this person meet highly qualified?

**Brief background on candidate: Ms. Pond has served a Kinder teacher at HLES. Her experience will positively impact the Pre K team. This move was made to help balance teacher numbers at HLES and fill vacant position at MFES.**

**References and their comments:**

Name:    Title:

Name:    Title:

Name:    Title:

Andy Reddock

September 7, 2010

Principal/Administrator's signature

Date

**RECOMMENDATION TRANSFER FORM  
PARAPROFESSIONAL/AUXILIARY EMPLOYEES**

Name: Angeleca Palacio      Grade/Subject area assignments: PPCD bilingual aide

Coaching or other assignments:

New position \_\_\_\_\_ OR replacement for: Michelle Flores

**Background information to the board:**

Degree held:                      College/University:

Years of experience: 3                      Is this person fully certified in Texas: (yes or no)  
YES

If no, please justify

**Brief background on candidate:** Ms. Palacio has worked as an instructional assistant at Colt for the past three years, most recently as a PreK aide. She is currently working on teacher education certification.

Linda Romano

August 16, 2010

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Principal/Administrator's signature

Date



**RECOMMENDATION TRANSFER FORM  
PARAPROFESSIONAL/AUXILIARY EMPLOYEES**

Name: Felpa Santillan                      Grade/Subject area assignments: Inclusion Aide

Coaching or other assignments:

New position \_\_\_\_                      OR    replacement for:    Kirby Wright

**Background information to the board:**

Degree held:                      College/University:

Years of experience:                      Is this person fully certified in Texas: ( yes or no)

If no, please justify

**Brief background on candidate: Felipa was the library aide and we moved her to Inclusion aide.**

John Schumacher

August 20, 2010

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Principal/Administrator's signature

Date



**RECOMMENDATION TRANSFER FORM  
PARAPROFESSIONAL/AUXILIARY EMPLOYEES**

Name: Leta Stevenson                      Grade/Subject area assignments: Pre-K aide

Coaching or other assignments:

New position \_\_\_\_                      OR    replacement for: Debbie Halpain

**Background information to the board:**

Degree held:                      College/University:

Years of experience:                      Is this person fully certified in Texas: (yes or no)

If no, please justify

**Brief background on candidate: Was reassigned from day care aide at the High School to Pre-K aide.**

Andy Reddock

08.09.10

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Principal/Administrator's signature

Date

**RECOMMENDATION TRANSFER FORM  
PARAPROFESSIONAL/AUXILIARY EMPLOYEES**

Name: Inga Young                      Grade/Subject area assignments: Middle School EPIC Aide  
Coaching or other assignments:

New position \_\_\_\_\_ OR replacement for: Michael Saenz

**Background information to the board:**

Degree held:                      College/University:

Years of experience:                      Is this person fully certified in Texas: (yes or no)

If no, please justify

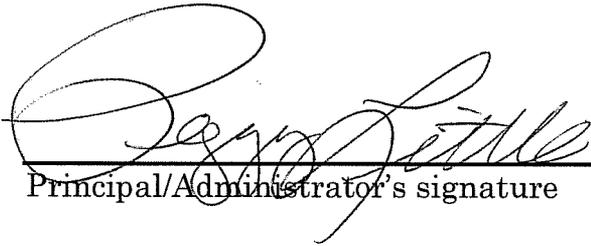
**Brief background on candidate: Inga Young was an Aide at the Day Care at Marble Falls High School.**

**References and their comments:**

Name:                                      Title:

Name:                                      Title:

Name:                                      Title:

  
Principal/Administrator's signature

8/23/10  
Date