



**Marble Falls ISD  
Regular Meeting**

**Monday, September 19, 2011  
6:00 PM**

**AGENDA OF REGULAR MEETING  
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES  
MONDAY, SEPTEMBER 19, 2011 – 6:00 PM  
Marble Falls ISD Central Office Community Room**

Notice is hereby given that on September 19, 2011, the Board of Trustees of the Marble Falls Independent School District will hold a Regular meeting at 6:00 PM, at the Marble Falls ISD Central Office Community Room.

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. The Board will consider and may act on the “Consent Agenda” with one vote. Any Trustee may request the removal of an item from the “Consent Agenda” for individual consideration and action.

1. Call to Order  
Presenter: Rick Edwards, President
2. Roll Call  
Presenter: Rick Edwards
3. Invocation  
Presenter: Rick Edwards
4. Pledge to the Flags  
Presenter: Kevin Naumann
5. Public Hearing Regarding the Optional Flexible School Day Program  
Presenter: Peggy Little
6. Spotlight on Excellence  
Presenter: Rob O'Connor
  - A. Special Olympics Participants  
Presenter: Susan Maughan
7. Open Forum
8. Consent Agenda
  - A. Review and Approval of Minutes 4
  - B. Review of Financial Reports 11
  - C. Budget Amendments 28
  - D. Approval of Optional Flexible School Day Program 32
  - E. Approval of Resolution Designating the Burnet County 4-H Organization as an Extra-Curricular Activity and Granting Extension Agents Adjunct Faculty Status 44
  - F. Discussion and Possible Approval of Tax Refund Request for Taxes Paid in Error 48  
Presenter: Lisa LeMon
  - G. Approval of AT&T Contract Amendment for Lease of Property for Wireless Tower 55  
Presenter: Allen Roberts
9. Action Items
  - A. Discussion and Possible Approval of MFHS Choir Out-of-State Trip 79  
Presenter: Bryce Gage
  - B. Discussion and Possible Approval of Resolution of Nomination to the Directors for the Burnet Central Appraisal District for the Year 2012-2013 81  
Presenter: Rob O'Connor
  - C. Discussion and Possible Approval of Campus Improvement Plans 85

Presenter: Campus Principals

10. Superintendent's Report
  - A. Academic Accountability Monitoring Update 242  
Presenter: Amy Jacobs
  - B. Strategic Plan Update 249  
Presenter: Amy Jacobs
  - C. Food Service Department Report  
Presenter: Mary Davidson
  - D. Transportation Department Report  
Presenter: George Hamilton
  - E. Review of Legislative Update Workshop  
Presenter: Rob O'Connor
  - F. Quarterly Investment Report 271  
Presenter: Allen Roberts
11. Executive Session
  - A. Discussion of Personnel - Gov't Code Section 551.074 272  
Presenter: Rob O'Connor
12. Discussion and Possible Approval of Action Arising from Executive Session  
Presenter: Rob O'Connor
  - A. Approval of Professional Contracts  
Presenter: Rob O'Connor
13. 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.*

FOR THE BOARD OF TRUSTEES  
MARBLE FALLS INDEPENDENT SCHOOL

---

Rob O'Connor, Superintendent of Schools

# Marble Falls Independent School District

## Board Meeting Minutes

### August 9, 2011

---

Rick Edwards, President, called this special meeting to order at 6:02 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, Rick Edwards, Craig Mabray, Kevin Naumann, Mike Savage and Karl Westerman.

**Board Members Absent:** Kelly Fox

**Administrators Present:** Rob O'Connor, Superintendent, Allen Roberts, Amy Jacobs, Andy Reddock, Eric Penrod, and Susan Maughan

**Members of the Press:** Daniel Clifton, The River Cities Tribune and Joe Garcia, Highlander Newspaper

#### **High School Grant Overview**

Eric Penrod gave an overview of the TTIPS (Texas Title I Priority School Grant) Grant presenting the following information:

- Eligibility requirements
- Application process
- Partnership with TEA/America's Choice Educational Service and Marble Falls High School and the respective responsibilities
- Amount of the award – 3.35 million for 2 years and 5.1 million for 3 years
- Plans for allocating the funds with the primary focus being to:
  - Create a standards-based system with assessments that monitor progress and inform instruction
  - Align instruction to standards and focus teaching on moving students from where they are to where they need to be
  - Strengthen instructional leadership
  - Build professional learning communities
  - Engage parents and the community
- Life after the Grant – the goals to be attained:
  - Ongoing job-embedded professional development to transform classroom practices and maximize learning.
  - Individualized coaching for classroom teachers that involves modeling, one-on-one training, co-teaching, monitoring to embed instructional practices and providing constructive, actionable feedback to teachers, to strengthen teaching and learning.

- Creation of highly functioning teacher workgroups to practice what they learn about using data for decision making as they address alignment issues, assess student learning needs, reflect and evaluate instructional practices and problem-solve together to identify instructional strategies to meet student learning needs.
- Building school leadership to achieve and maintain transformative results.

**Workshop to Present Proposed 2011-2012 Budget**

Lisa LeMon, Accounting Supervisor, presented the following information regarding the 2011-2012 budget:

- projected revenues and expenditures of \$38, 253, 353;
- budget assumptions
  - of a pay increase for teachers of one step and an increase of 1% of the midpoint for auxillary, paraprofessionals and administrators;
  - 10% cuts from allocations to the operating budget;
  - continued plan of attrition and other cost cutting strategies, and
  - ADA equaling 3704 indicating no projected growth in enrollment
- historical comparison of budgets for school years 2007-2008 forward
- historical trends regarding fund balance, revenue and expenditure
- revenue percentages by source and history
- savings of \$2,811,593 due to downsizing through attrition
- estimated revenues and expenditures by fund, and
- proposed total tax rate of \$1.29 for the 2011-2012.

**Adjournment:**

Hearing no objection the Board adjourned at 7:24 p.m.

**Approved:**

---

Rick Edwards, President

---

Craig Mabray, Secretary

Marble Falls Independent School District  
Board Meeting Minutes  
August 22, 2011

---

Rick Edwards, President, called the regular meeting to order at 6:30 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, Rick Edwards, Kevin Naumann, Craig Mabray, Mike Savage and Karl Westerman.

**Board Members Absent:** Kelly Fox was absent.

**Administrators Present:** Dr. Rob O'Connor, Superintendent, Allen Roberts, Amy Jacobs, Leslie Baty, Mary Davidson, John Schumacher, Andy Reddock, Eric Penrod, Susan Maughan, Peggy Little, Cord Woerner, Keith Powell, Michael Pittard, Patti Cryer, and Michael Phillips

**Members of the Press:** Daniel Clifton, *The River Cities Tribune*  
Joe Garcia, *The Highlander Newspaper*

**Public Hearing**

At 6:35 p.m. Rick Edwards opened the public hearing regarding the proposed 2011-2012 budget and tax rate. Lisa LeMon, Accounting Supervisor, presented information regarding the proposed budget noting that there would be no tax increase to balance the budget for the 2011-2012 school year. No patrons asked to be heard. Mr. Edwards closed the hearing at 6:37 p.m.

**Spotlight on Excellence**

The Business Office was recognized for receiving the "Texas Comptroller Gold Leadership Circle Award" for striving for financial transparency. The Curriculum Department was recognized for their efforts in creating quality professional development sessions for the staff during the summer and at the beginning of the school year.

**Open Forum:**

No patrons asked to be heard.

**Consent Agenda**

Upon a motion by Tommy Chaney, second by Kevin Naumann, the Board approved the following items from the consent agenda:

- Minutes from previous meeting  
Special – July 18, 2011  
Regular – July 25, 2011
- Financial Report as of July 2011
- Budget Amendments as recommended by Accounting Supervisor, Lisa LeMon

- Additions, revisions, and deletions as recommended by TASB Policy Service and according to the instruction sheet for TASB Localized Policy Manual Update 90
- Revisions to local policies EHBB, DCE and FFAC
- Award of Lawn Maintenance and Pest Control bids as follows:  
 LeMaster Landscapes – High School Campus and Highland Lakes Elementary Campus for a monthly fee of \$700.00;  
 Duich Turf Services – Administration/Transportation Departments for a monthly fee of \$350.00;  
 Matts Lawn Service – Colt Elementary and Spicewood Elementary for a monthly fee of \$600;  
 Pest Control Bid – Quality Pest Control for monthly amount of \$500.00

For: Tommy Chaney, Rick Edwards, Craig Mabray, Kevin Naumann, and Mike Savage

Against: 0

Absent: Kelly Fox

Abstained: Karl Westerman

**Action Items**

**2011-2012 Budget**

Upon a motion by Kevin Naumann, second by Tommy Chaney, the Board approved the 2011-2012 budget as follows:

General Fund	\$38,253,353
Food Service	\$ 2,372,006
Debt Service	\$ 7,050,710

For: 6

Against: 0

Absent: 1

**2011-2012 Tax Rate**

Upon a motion by Kevin Naumann, second by Tommy Chaney, the Board approved the 2011-2012 tax rate:

General Operating M&O	\$1.04
Debt Service I&S	<u>\$ .25</u>
Total Tax Rate	\$1.29

For: 6

Against: 0

Absent: 1

**Contract to Equalize Wealth**

Lisa LeMon, Accounting Supervisor, reviewed the options available to the District as a Chapter 41 district to reduce the recapture payment, as well as, the benefits of choosing option 3. Upon a motion by Karl Westerman, second by Craig Mabray, the Board approved the contract to equalize wealth by purchasing student attendance credits from the state.

For: 6

Against: 0

Absent: 1

**Nominee and Alternate to the TASB Delegate Assembly**

Upon a motion Karl Westerman nominated Kevin Naumann to serve as the district representative at the TASB Delegate Assembly. Nominations ceased and the motion passed.

For: Tommy Chaney, Rick Edwards, Craig Mabray, Mike Savage and Karl Westerman  
Against: 0  
Absent: Kelly Fox  
Abstained: Kevin Naumann

**Superintendent's Report**

**Presentation of TAKS Tests Result**

Amy Jacobs, Assistant Superintendent of Academics, reviewed the 2011 TAKS scores and accountability ratings presenting:

- the base indicators of accountability;
- the summary of the TAKS Performance Indicators by district/campus;
- the rating comparison for districts in Region 13;
- the federal accountability ratings (AYP) and comparison of district for Region 13;
- the goals needed to coordinate the efforts of the TTIPS Grant; and
- a comparison of secondary and elementary TAKS scores for years 2009-2011.

**Drug Testing Report**

Carl Coleman, Drug Free and Safe Schools Coordinator, presented a report on the current data regarding the drug testing program indicating the positive effect the program has had.

**Discussion of 2011-2012 Meeting Dates**

Dr. O'Connor informed the Board of the meeting dates scheduled for the regular board meeting during the 2011-2012 school year.

**TEC Orientation/Legislative Update Workshops**

Dr. O'Connor informed the Board that the District would be hosting a Region 13 TEC Orientation and Legislative Update Workshop on September 7 in the Central Office Community Room.

**Executive Session**

At 8:52 p.m. the Board adjourned into executive session to discuss personnel issues (Gov't Code 551.074) and the security audit (Gov't Code 551.076). The Board reconvened into open session at 10:05 p.m.

Upon a motion by Karl Westerman, second by Tommy Chaney, the board approved the professional employment on a one year probationary contract of Kelly Bolin and Gaynelle Mandel.

For: 6                      Against: 0                      Absent: 1

Mr. Chaney made a motion to adjourn. Mr. Chaney withdrew his motion.

Upon a motion by Tommy Chaney, second by Craig Mabray, the Board approved the employment of Mickey Hughes as Assistant Principal at Marble Falls Middle School.

For: 6

Against: 0

Absent: 1

The Board was informed of the resignations of Oscar Perez, Assistant Principal @ Marble Falls Middle School and Rachel Fields, CATE Teacher at the Marble Falls High School.

The Board was informed of the following transfers:

**High School**

Tami Bird - from part time ESL teacher to Reading Interventionist part time (TTIPS Grant)  
Weston Franco - from Social Studies teacher to substitute teacher in the substitute pool  
Heather Fuss - from Crisis Counselor to RTA/Transition Coordinator (TTIPS Grant)  
Renee Grumbles - from Social Studies teacher to a Social Studies teacher at the Middle School.  
Mildred McQuatters - from Math teacher to Title 1 Math Instructional aide at the Middle School.  
Kris Neill - from CATE secretary to registrar at the Middle School.  
Marcie Norman - from Day Care Aide to Life Skills Transition aide.  
Andrew Owens - from Math teacher to 8<sup>th</sup> grade Math teacher at the Middle School.  
Lerin Polley - from English teacher to Substitute teacher in the Sub Pool.  
David President - from Business Teacher to ISS teacher at the Middle School.

**EPIC/Falls**

Michael Saenz - from EPIC teacher to English teacher.

**Middle School**

Tom Barr - from Asst. Choir teacher to EPIC teacher at EPIC.  
Jenny Christian - from Science teacher to Science Instructional coach (TTIPS Grant) at the High School.  
Chris Delmas - from 8<sup>th</sup> grade Social Studies teacher to At-Risk Specialist (TTIPS Grant) at the High School.  
Virginia Guerrero - from ESL Instructional aide to Asst. Principals' Administrative Assistant.  
Roma Hoffman - from Inclusion teacher to the Life teacher at Highland Lakes Elementary.  
Dalena Kaspar - from Spanish teacher to Bilingual 1<sup>st</sup> grade teacher at Colt Elementary.  
Vanessa Spurlock - from Registrar to Technology Administrative Assistant at Technology.  
Mary Ellen Villareal - from Life Instructional aide to Life Transition aide at the High School.  
Jennifer Wright - from 8<sup>th</sup> grade Math teacher to 7<sup>th</sup> grade Science teacher.

**Colt Elementary**

Sara Dutch - from Bilingual Reading Specialist to Bilingual Reading Specialist at Highland Lakes Elementary.  
Amy Evans - from Resource teacher to an Instructional Aide at Marble Falls Elementary.  
Cindy Hogan - from 5<sup>th</sup> grade teacher to 4<sup>th</sup> grade Language Arts teacher at Highland Lakes Elementary.  
Angie Kramm - from 5<sup>th</sup> grade teacher to a Substitute teacher in the Sub Pool at Marble Falls Elementary.

**Highland Lakes Elementary**

Lexia Ball - from Bilingual Reading Specialist to Bilingual 4<sup>th</sup> grade teacher at Colt Elementary.

Dixie Bobeck - from Life teacher to an Inclusion teacher at Colt Elementary.

Leslie Talamantes - from Bilingual teacher to LOTE Instructional Coach (TTIPS Grant) at the High School.

**Marble Falls Elementary**

Candy Posey from Instructional Technologist to Math Teacher at the High School.

Amy Taylor will move from PE aide to Instructional Assistant at Colt Elementary.

**Adjournment:**

Hearing no objection the Board adjourned at 10:07 p.m.

**Approved:**

\_\_\_\_\_  
Rick Edwards, President

\_\_\_\_\_  
Craig Mabray, Secretary

Marble Falls ISD

Statement of Revenues and Expenditures - General Fund

As of August 31, 2011

100% Of Fiscal Year

UNAUDITED

REVENUES	CURRENT YEAR				PRIOR YEAR			
	BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET	
5710 LOCAL TAX REVENUES	\$30,144,700	\$30,106,831	\$37,869	99.87%	\$28,959,337	\$29,483,532	101.81%	
57XX OTHER LOCAL REVENUES	\$507,441	\$599,484	(\$92,043)	118.14%	\$637,952	\$593,210	92.99%	
58XX STATE PROG. REVENUES	\$6,473,472	\$7,384,931	(\$911,459)	114.08%	\$5,428,404	\$5,132,786	94.55%	
5900 FEDERAL REVENUE	\$277,540	\$306,800	(\$29,260)	110.54%	\$10,000	\$117,753	1177.53%	
<b>TOTAL REVENUE</b>	<b>\$ 37,403,153</b>	<b>\$ 38,398,046</b>	<b>(\$994,893)</b>	<b>102.66%</b>	<b>\$35,035,693</b>	<b>\$35,327,281</b>	<b>100.83%</b>	
<b>EXPENDITURES</b>								
11 INSTRUCTION	\$ 17,525,921	\$ 17,578,263	\$ (52,342.00)	100.30%	\$ 18,411,660	\$ 18,260,134	99.18%	
12 LIBRARY	\$ 516,498	\$ 515,658	\$ 839.84	99.84%	\$ 549,125	\$ 523,717	95.37%	
13 STAFF DEVELOPMENT	\$ 153,290	\$ 143,572	\$ 9,717.72	93.66%	\$ 189,685	\$ 171,917	90.63%	
21 INST ADMINISTRATION	\$ 730,498	\$ 708,954	\$ 21,544.13	97.05%	\$ 760,529	\$ 749,943	98.61%	
23 SCHOOL ADMINISTRATION	\$ 1,988,147	\$ 1,972,205	\$ 15,942.50	99.20%	\$ 2,310,037	\$ 2,145,031	92.86%	
31 GUID AND COUNSELING	\$ 1,110,182	\$ 1,111,417	\$ (1,235.05)	100.11%	\$ 1,203,062	\$ 1,178,960	98.00%	
33 HEALTH SERVICES	\$ 398,182	\$ 400,881	\$ (2,699.40)	100.68%	\$ 388,428	\$ 381,185	98.14%	
34 PUPIL TRANSP - REGULAR	\$ 1,849,745	\$ 1,838,278	\$ 11,466.60	99.38%	\$ 2,013,308	\$ 1,912,635	95.00%	
36 CO-CURRICULAR ACT	\$ 1,375,863	\$ 1,381,291	\$ (5,428.10)	100.39%	\$ 1,541,010	\$ 1,455,192	94.43%	
41 GEN ADMINISTRATION	\$ 989,406	\$ 993,791	\$ (4,385.23)	100.44%	\$ 997,432	\$ 951,036	95.35%	
51 PLANT MAINT & OPERATION	\$ 4,413,223	\$ 4,458,830	\$ (45,607.30)	101.03%	\$ 5,044,350	\$ 4,832,236	95.80%	
52 SECURITY & MONITORING	\$ 80,465	\$ 74,730	\$ 5,735.07	92.87%	\$ 97,130	\$ 79,894	82.25%	
53 DATA PROCESSING	\$ 1,121,814	\$ 1,113,861	\$ 7,953.30	99.29%	\$ 1,446,732	\$ 1,343,451	92.86%	
61 COMMUNITY SERVICES	\$ 128,203	\$ 121,900	\$ 6,302.96	95.08%	\$ 306,199	\$ 295,442	96.49%	
81 FACILITIES ACQ & CONST	\$ -	\$ -	\$ -	0.00%	\$ 35,000	\$ -	0.00%	
91 STUDENT ATTENDANCE CR	\$ 4,722,005	\$ 3,964,143	\$ 757,862.00	83.95%	\$ 2,772,361	\$ 2,754,750	99.36%	
99 PURCHASES & CONT SRVS	\$ 671,500	\$ 670,986	\$ 514.16	99.92%	\$ 657,000	\$ 656,601	99.94%	
<b>TOTAL EXPENDITURES</b>	<b>\$ 37,774,942</b>	<b>\$ 37,048,761</b>	<b>\$ 726,181</b>	<b>98.08%</b>	<b>\$ 38,538,325</b>	<b>\$ 37,692,124</b>	<b>97.80%</b>	
7000 Other Sources	\$-	\$ 5,550			Other Sources	\$-		
8000 Other Uses	\$-				Other Uses	\$-		
1200 EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES					EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2009-2010	\$ (2,364,843)		
3000 BEG FUND BAL 9/1/09	\$ 9,325,749							
3000 END FUND BAL 10/31/10	\$ 7,391,161							

Marble Falls ISD

Statement of Revenues and Expenditures - Food Service

As of July 31, 2011

92% Of Fiscal Year

REVENUES		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET
57XX	Local & Intermed Revenues	\$ 808,043	\$ 638,330	\$ 216,236	73.24%
58XX	State Program Revenues	\$ 12,058	\$ 12,109	\$ (51)	100.42%
59xx	Federal Program Revenues	\$ <u>1,427,620</u>	\$ <u>1,254,687</u>	\$ <u>172,933</u>	<u>87.89%</u>
	TOTAL REVENUE	\$ 2,247,721	\$ 1,905,126	\$ 389,118	82.69%
EXPENDITURES					
61	PAYROLL COST	\$ 48,065	\$ 35,155	\$ 29,423	73.14%
62	PURCHASE & CONTRACTED	\$ 2,169,133	\$ 1,732,727	\$ 437,428	79.88%
63	SUPPLIES AND MATERIALS	\$ 137,820	\$ 93,916	\$ 82,714	68.14%
64	OTHER OPERATING EXP	\$ 2,200	\$ 2,376	\$ 7	107.99%
66	CPTL OUTLAY	\$ <u>79,675</u>	\$ <u>103,581</u>	\$ <u>(23,906)</u>	130.00%
	TOTAL EXPENDITURES	\$ 2,436,893	\$ 1,967,755	\$ 525,666	80.75%

*Marble Falls Independent School District*

*Financial Report*

*September 19, 2011*

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

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

*Check Payment Fund Summary*

*For Bills Paid*

*August 1 – August 31, 2011*

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
199	GENERAL FUND	36,393.45	29,609.52	390,022.82	456,025.79
206	TITLE III,B: ED FOR HOMELESS	0.00	0.00	1,200.00	1,200.00
211	TITLE I PART A, BASIC PROGRAMS	7,985.93	0.00	0.00	7,985.93
224	IDEA PART B FORMULA	5,518.91	0.00	3,812.79	9,331.70
240	FOOD SERVICE	885.00	0.00	65,096.72	65,981.72
244	VOC. ED.-BASIC GRANT	35.07	0.00	13,837.77	13,872.84
255	TITLE II PART A TCHR & PRINCPL	3,261.98	0.00	0.00	3,261.98
263	TITLE III - BILINGUAL	62.45	0.00	0.00	62.45
283	IDEA B FORMULA ARRA STIMULUS	0.00	0.00	40,500.20	40,500.20
289	FEDERAL SPECIAL REVENUE FUND	231.90	0.00	0.00	231.90
394	LIFE SKILLS FOR STUDNT PARENTS	29.76	0.00	0.00	29.76
863	PAYROLL CLEARING	1,086,746.72	0.00	0.00	1,086,746.72
***	Fund Summary Totals ***	1,141,151.17	29,609.52	514,470.30	1,685,230.99

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

*Expenditure to Budget Report*

*September 19, 2011*

*General Operating Fund*

*&*

*Food Service Fund*

Obj	Obj	2010-11 ESTIMATED REVENUE	August 2010-11 MTHLY ACTIVITY	2010-11 Activity	REVENUE BALANCE	PERCENT REALIZED	2010-11 YTD %
199	GENERAL FUND						
5700	REVENUE-LOCAL & INTERMED						
571-	LOCAL REAL-PROPERTY TAXES	30,144,700.00	337,102.73	30,106,831.22	37,868.78	99.87	99.87
573-	TUITION & FEES FROM PATRONS	120,500.00	1,155.00	60,216.17	60,283.83	49.97	49.97
574-	TRANS FROM WITHIN STATE	246,524.00	11,805.46	338,765.44	-92,241.44	137.42	137.42
575-	ENTERPRISING ACTIVITIES	140,417.00	13,769.00	200,502.24	-60,085.24	142.79	142.79
57--	REVENUE-LOCAL & INTERMED	30,652,141.00	363,832.19	30,706,315.07	-54,174.07	100.18	100.18
5800	STATE PROGRAM REVENUES						
581-	PER CAPITA-FOUNDATION REV	4,868,472.00	924,928.00	5,809,643.00	-941,171.00	119.33	119.33
582-	STATE REVENUE DISTRBD BY TEA	5,000.00	0.00	5,859.00	-859.00	117.18	117.18
583-	TRS ON BEHALF BENEFIT	1,600,000.00	128,192.20	1,569,429.04	30,570.96	98.09	98.09
58--	STATE PROGRAM REVENUES	6,473,472.00	1,053,120.20	7,384,931.04	-911,459.04	114.08	114.08
5900	FEDERAL PROGRAM REVENUES						
591-	FEDERALLY DIST REVENUES	0.00	0.00	29,858.34	-29,858.34	0.00	0.00
592-		1,540.00	0.00	0.00	1,540.00	0.00	0.00
593-	VOC ED NON FOUNDATION	276,000.00	0.00	276,941.29	-941.29	100.34	100.34
59--	FEDERAL PROGRAM REVENUES	277,540.00	0.00	306,799.63	-29,259.63	110.54	110.54
7900	OTHER RESOURCES						
791-		0.00	0.00	5,550.00	-5,550.00	0.00	0.00
79--	OTHER RESOURCES	0.00	0.00	5,550.00	-5,550.00	0.00	0.00
----	GENERAL FUND	37,403,153.00	1,416,952.39	38,403,595.74	-1,000,442.74	102.67	102.67

Obj	Obj	2010-11 ESTIMATED REVENUE	August 2010-11 MTHLY ACTIVITY	2010-11 Activity	REVENUE BALANCE	PERCENT REALIZED	2010-11 YTD %
240	FOOD SERVICE						
5700	REVENUE-LOCAL & INTERMED						
574-	TRANS FROM WITHIN STATE	0.00	290.18	2,898.71	-2,898.71	0.00	0.00
575-	ENTERPRISING ACTIVITIES	808,043.00	45,751.74	635,431.04	172,611.96	78.64	78.64
57--	REVENUE-LOCAL & INTERMED	808,043.00	46,041.92	638,329.75	169,713.25	79.00	79.00
5800	STATE PROGRAM REVENUES						
582-	STATE REVENUE DISTRBTD BY TEA	12,058.00	0.00	12,108.85	-50.85	100.42	100.42
58--	STATE PROGRAM REVENUES	12,058.00	0.00	12,108.85	-50.85	100.42	100.42
5900	FEDERAL PROGRAM REVENUES						
592-		1,427,620.00	0.00	1,254,686.70	172,933.30	87.89	87.89
59--	FEDERAL PROGRAM REVENUES	1,427,620.00	0.00	1,254,686.70	172,933.30	87.89	87.89
----	FOOD SERVICE	2,247,721.00	46,041.92	1,905,125.30	342,595.70	84.76	84.76

Obj	Obj	2010-11 ESTIMATED REVENUE	August 2010-11 MTHLY ACTIVITY	2010-11 Activity	REVENUE BALANCE	PERCENT REALIZED	2010-11 YTD %
266	SFSF - STIMULUS FUNDS						
5900	FEDERAL PROGRAM REVENUES						
592-		0.00	0.00	1,134,423.00	-1,134,423.00	0.00	0.00
59--	FEDERAL PROGRAM REVENUES	0.00	0.00	1,134,423.00	-1,134,423.00	0.00	0.00
----	SFSF - STIMULUS FUNDS	0.00	0.00	1,134,423.00	-1,134,423.00	0.00	0.00

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

	Obj	Obj	2010-11 ESTIMATED REVENUE	August 2010-11 MTHLY ACTIVITY	2010-11 Activity	REVENUE BALANCE	2010-11 YTD %
199		GENERAL FUND					
	5---	REVENUE	37,403,153.00	1,416,952.39	38,398,045.74	-994,892.74	102.66
	7---	OTHER RESOURCES	0.00	0.00	5,550.00	-5,550.00	0.00
	----	GENERAL FUND	37,403,153.00	1,416,952.39	38,403,595.74	-1,000,442.74	102.67
240		FOOD SERVICE					
	5---	REVENUE	2,247,721.00	46,041.92	1,905,125.30	342,595.70	84.76
	----	FOOD SERVICE	2,247,721.00	46,041.92	1,905,125.30	342,595.70	84.76
266		SFSF - STIMULUS FUNDS					
	5---	REVENUE	0.00	0.00	1,134,423.00	-1,134,423.00	0.00
	----	SFSF - STIMULUS FUNDS	0.00	0.00	1,134,423.00	-1,134,423.00	0.00

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

Obj	Obj	2010-11 BUDGET	ENCUMBRANCE YTD	2010-11 EXPENDITURES	August 2010-11 ACTIVITY	2010-11 BALANCE	2010-11 YTD %
199	GENERAL FUND						
00							
89--	OTHER USES	0.00	0.00	1,600.00	0.00	-1,600.00	0.00
----		0.00	0.00	1,600.00	0.00	-1,600.00	0.00
11	INSTRUCTION						
61--	PAYROLL COSTS	16,413,844.65	0.00	16,622,427.31	2,645,359.34	-208,582.66	101.27
62--	PURCHASE & CONTRACTED SVS	508,031.35	1,154.51	471,759.91	9,729.38	35,116.93	92.86
63--	SUPPLIES AND MATERIALS	498,186.00	2,140.54	407,474.32	8,628.05	88,571.14	81.79
64--	OTHER OPERATING EXPENSES	83,659.00	689.31	50,417.67	426.55	32,552.02	60.27
66--	CPTL OUTLY LAND BLDG & EQ	22,200.00	3,000.00	19,200.00	0.00	0.00	86.49
----	INSTRUCTION	17,525,921.00	6,984.36	17,571,279.21	2,664,143.32	-52,342.57	100.26
12	INST. RESOURCES & MEDIA SVCS						
61--	PAYROLL COSTS	404,885.00	0.00	409,962.19	57,772.31	-5,077.19	101.25
62--	PURCHASE & CONTRACTED SVS	20,930.00	0.00	19,796.40	0.00	1,133.60	94.58
63--	SUPPLIES AND MATERIALS	86,810.00	0.00	82,949.17	676.16	3,860.83	95.55
64--	OTHER OPERATING EXPENSES	3,873.00	0.00	2,950.40	0.00	922.60	76.18
----	INST. RESOURCES & MEDIA S	516,498.00	0.00	515,658.16	58,448.47	839.84	99.84
13	CURRICULUM DEV & INST STFF DEV						
61--	PAYROLL COSTS	91,164.00	0.00	96,688.68	7,677.80	-5,524.68	106.06
62--	PURCHASE & CONTRACTED SVS	36,351.00	105.00	33,766.14	216.55	2,479.86	92.89
63--	SUPPLIES AND MATERIALS	8,772.00	0.00	3,620.21	0.00	5,151.79	41.27
64--	OTHER OPERATING EXPENSES	17,003.00	300.00	9,092.25	5,083.71	7,610.75	53.47
----	CURRICULUM DEV & INST STF	153,290.00	405.00	143,167.28	12,978.06	9,717.72	93.40
21	INSTRUCTIONAL LEADERSHIP						
61--	PAYROLL COSTS	684,090.00	0.00	679,153.37	45,344.34	4,936.63	99.28
62--	PURCHASE & CONTRACTED SVS	12,850.00	0.00	7,135.66	322.06	5,714.34	55.53
63--	SUPPLIES AND MATERIALS	19,259.00	0.00	14,105.32	1,182.66	5,153.68	73.24

	Obj	Obj	2010-11 BUDGET	ENCUMBRANCE YTD	2010-11 EXPENDITURES	August 2010-11 ACTIVITY	2010-11 BALANCE	2010-11 YTD %
199		GENERAL FUND						
21		INSTRUCTIONAL LEADERSHIP						
	64--	OTHER OPERATING EXPENSES	14,299.00	0.00	8,559.52	201.83	5,739.48	59.86
	----	INSTRUCTIONAL LEADERSHIP	730,498.00	0.00	708,953.87	47,050.89	21,544.13	97.05
23		SCHOOL LEADERSHIP						
	61--	PAYROLL COSTS	1,896,762.00	0.00	1,899,131.08	195,360.33	-2,369.08	100.12
	62--	PURCHASE & CONTRACTED SVS	27,663.00	0.00	29,059.81	1,563.82	-1,396.81	105.05
	63--	SUPPLIES AND MATERIALS	46,668.00	0.00	34,140.74	727.06	12,527.26	73.16
	64--	OTHER OPERATING EXPENSES	17,054.00	184.32	9,688.62	418.04	7,181.06	56.81
	----	SCHOOL LEADERSHIP	1,988,147.00	184.32	1,972,020.25	198,069.25	15,942.43	99.19
31		GUIDANCE & COUNSELING						
	61--	PAYROLL COSTS	1,056,962.00	0.00	1,071,428.45	115,343.55	-14,466.45	101.37
	62--	PURCHASE & CONTRACTED SVS	6,753.00	0.00	6,002.25	0.00	750.75	88.88
	63--	SUPPLIES AND MATERIALS	33,403.00	0.00	25,406.06	446.80	7,996.94	76.06
	64--	OTHER OPERATING EXPENSES	13,064.00	0.00	8,580.29	0.00	4,483.71	65.68
	----	GUIDANCE & COUNSELING	1,110,182.00	0.00	1,111,417.05	115,790.35	-1,235.05	100.11
33		HEALTH SERVICES						
	61--	PAYROLL COSTS	373,065.00	0.00	375,727.20	59,784.76	-2,662.20	100.71
	62--	PURCHASE & CONTRACTED SVS	13,366.00	0.00	17,566.00	0.00	-4,200.00	131.42
	63--	SUPPLIES AND MATERIALS	11,151.00	0.00	7,237.81	195.83	3,913.19	64.91
	64--	OTHER OPERATING EXPENSES	600.00	64.78	285.61	0.00	249.61	47.60
	----	HEALTH SERVICES	398,182.00	64.78	400,816.62	59,980.59	-2,699.40	100.66
34		PUPIL TRANSPORTATION						
	61--	PAYROLL COSTS	1,287,712.00	0.00	1,337,417.30	100,981.53	-49,705.30	103.86
	62--	PURCHASE & CONTRACTED SVS	59,229.00	1,341.14	53,059.24	41,470.90	4,828.62	89.58
	63--	SUPPLIES AND MATERIALS	373,104.00	1,911.17	369,647.58	9,250.40	1,545.25	99.07
	64--	OTHER OPERATING EXPENSES	-54,300.00	117.30	-106,225.27	-6,526.53	51,807.97	195.63

Obj	Obj	2010-11 BUDGET	ENCUMBRANCE YTD	2010-11 EXPENDITURES	August 2010-11 ACTIVITY	2010-11 BALANCE	2010-11 YTD %
199	GENERAL FUND						
34	PUPIL TRANSPORTATION						
66--	CPTL OUTLY LAND BLDG & EQ	184,000.00	0.00	181,010.00	0.00	2,990.00	98.38
----	PUPIL TRANSPORTATION	1,849,745.00	3,369.61	1,834,908.85	145,176.30	11,466.54	99.20
36	COCURR./EXTRACURR.ACTIVITIES						
61--	PAYROLL COSTS	642,194.00	0.00	674,092.34	95,478.92	-31,898.34	104.97
62--	PURCHASE & CONTRACTED SVS	196,263.74	860.71	211,950.08	5,881.60	-16,547.05	107.99
63--	SUPPLIES AND MATERIALS	193,050.55	657.74	181,275.92	15,767.92	11,116.89	93.90
64--	OTHER OPERATING EXPENSES	327,513.71	527.70	295,085.74	9,202.58	31,900.27	90.10
66--	CPTL OUTLY LAND BLDG & EQ	16,841.00	0.00	16,841.00	0.00	0.00	100.00
----	COCURR./EXTRACURR.ACTIVIT	1,375,863.00	2,046.15	1,379,245.08	126,331.02	-5,428.23	100.25
41	GENERAL ADMINISTRATION						
61--	PAYROLL COSTS	764,438.00	0.00	774,366.75	70,004.29	-9,928.75	101.30
62--	PURCHASE & CONTRACTED SVS	126,701.00	9,180.88	123,418.71	34,257.74	-5,898.59	97.41
63--	SUPPLIES AND MATERIALS	27,300.00	625.48	21,396.97	3,012.43	5,277.55	78.38
64--	OTHER OPERATING EXPENSES	70,967.00	2,015.96	62,786.48	3,093.31	6,164.56	88.47
----	GENERAL ADMINISTRATION	989,406.00	11,822.32	981,968.91	110,367.77	-4,385.23	99.25
51	PLANT MAINTENANCE & OPERATIONS						
61--	PAYROLL COSTS	2,165,393.00	0.00	2,250,774.60	168,933.49	-85,381.60	103.94
62--	PURCHASE & CONTRACTED SVS	1,429,330.00	867.00	1,460,443.37	267,985.40	-31,980.37	102.18
63--	SUPPLIES AND MATERIALS	486,515.00	13,527.06	410,675.17	41,129.13	62,312.77	84.41
64--	OTHER OPERATING EXPENSES	195,000.00	20.00	185,538.19	310.80	9,441.81	95.15
66--	CPTL OUTLY LAND BLDG & EQ	136,985.00	0.00	136,985.00	0.00	0.00	100.00
----	PLANT MAINTENANCE & OPERA	4,413,223.00	14,414.06	4,444,416.33	478,358.82	-45,607.39	100.71

	Obj	Obj	2010-11 BUDGET	ENCUMBRANCE YTD	2010-11 EXPENDITURES	August 2010-11 ACTIVITY	2010-11 BALANCE	2010-11 YTD %
199		GENERAL FUND						
52		SECURITY & MONITORING SERVICES						
	61--	PAYROLL COSTS	16,065.00	0.00	16,277.01	2,532.31	-212.01	101.32
	62--	PURCHASE & CONTRACTED SVS	60,900.00	0.00	55,045.92	110.00	5,854.08	90.39
	63--	SUPPLIES AND MATERIALS	3,500.00	0.00	3,407.00	0.00	93.00	97.34
	----	SECURITY & MONITORING SER	80,465.00	0.00	74,729.93	2,642.31	5,735.07	92.87
53		DATA PROCESSING SERVICES						
	61--	PAYROLL COSTS	684,142.00	0.00	688,475.89	59,929.96	-4,333.89	100.63
	62--	PURCHASE & CONTRACTED SVS	238,709.00	412.32	234,184.43	21,580.57	4,112.25	98.10
	63--	SUPPLIES AND MATERIALS	84,452.00	2,541.29	75,816.18	371.73	6,094.53	89.77
	64--	OTHER OPERATING EXPENSES	11,511.00	0.00	10,177.60	0.00	1,333.40	88.42
	66--	CPTL OUTLY LAND BLDG & EQ	103,000.00	0.00	102,253.00	0.00	747.00	99.27
	----	DATA PROCESSING SERVICES	1,121,814.00	2,953.61	1,110,907.10	81,882.26	7,953.29	99.03
61		COMMUNITY SERVICES						
	61--	PAYROLL COSTS	122,177.00	0.00	120,048.37	10,174.67	2,128.63	98.26
	63--	SUPPLIES AND MATERIALS	3,761.00	0.00	602.66	0.00	3,158.34	16.02
	64--	OTHER OPERATING EXPENSES	2,265.00	344.30	904.71	0.00	1,015.99	39.94
	----	COMMUNITY SERVICES	128,203.00	344.30	121,555.74	10,174.67	6,302.96	94.82
91		INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	4,722,005.00	0.00	3,964,143.00	111,865.00	757,862.00	83.95
	----	INTERGOVERNMENTAL CHARGES	4,722,005.00	0.00	3,964,143.00	111,865.00	757,862.00	83.95
99		OTHR INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	671,500.00	0.00	670,985.84	0.00	514.16	99.92
	----	OTHR INTERGOVERNMENTAL CH	671,500.00	0.00	670,985.84	0.00	514.16	99.92
	----	GENERAL FUND	37,774,942.00	42,588.51	37,007,773.22	4,223,259.08	724,580.27	97.97

Obj	Obj	2010-11 BUDGET	ENCUMBRANCE YTD	2010-11 EXPENDITURES	August 2010-11 ACTIVITY	2010-11 BALANCE	2010-11 YTD %
240	FOOD SERVICE						
35	FOOD SERVICES						
61--	PAYROLL COSTS	48,065.00	0.00	35,154.91	16,512.51	12,910.09	73.14
62--	PURCHASE & CONTRACTED SVS	2,169,132.50	0.00	1,732,726.91	1,022.17	436,405.59	79.88
63--	SUPPLIES AND MATERIALS	137,820.00	141.16	93,775.01	86,433.84	43,903.83	68.04
64--	OTHER OPERATING EXPENSES	2,200.00	0.00	2,375.81	192.90	-175.81	107.99
66--	CPTL OUTLY LAND BLDG & EQ	79,675.00	41,675.08	61,906.39	0.00	-23,906.47	77.70
----	FOOD SERVICES	2,436,892.50	41,816.24	1,925,939.03	104,161.42	469,137.23	79.03
----	FOOD SERVICE	2,436,892.50	41,816.24	1,925,939.03	104,161.42	469,137.23	79.03

	Obj	Obj	2010-11 BUDGET	ENCUMBRANCE YTD	2010-11 EXPENDITURES	August 2010-11 ACTIVITY	2010-11 BALANCE	2010-11 YTD %
266		SFSF - STIMULUS FUNDS						
11		INSTRUCTION						
	61--	PAYROLL COSTS	0.00	0.00	937,608.30	0.00	-937,608.30	0.00
	----	INSTRUCTION	0.00	0.00	937,608.30	0.00	-937,608.30	0.00
23		SCHOOL LEADERSHIP						
	61--	PAYROLL COSTS	0.00	0.00	75,992.73	0.00	-75,992.73	0.00
	----	SCHOOL LEADERSHIP	0.00	0.00	75,992.73	0.00	-75,992.73	0.00
31		GUIDANCE & COUNSELING						
	61--	PAYROLL COSTS	0.00	0.00	56,570.76	0.00	-56,570.76	0.00
	----	GUIDANCE & COUNSELING	0.00	0.00	56,570.76	0.00	-56,570.76	0.00
34		PUPIL TRANSPORTATION						
	61--	PAYROLL COSTS	0.00	0.00	251.20	0.00	-251.20	0.00
	----	PUPIL TRANSPORTATION	0.00	0.00	251.20	0.00	-251.20	0.00
36		COCURR./EXTRACURR.ACTIVITIES						
	61--	PAYROLL COSTS	0.00	0.00	32,846.06	0.00	-32,846.06	0.00
	62--	PURCHASE & CONTRACTED SVS	0.00	0.00	924.51	0.00	-924.51	0.00
	----	COCURR./EXTRACURR.ACTIVIT	0.00	0.00	33,770.57	0.00	-33,770.57	0.00
53		DATA PROCESSING SERVICES						
	61--	PAYROLL COSTS	0.00	0.00	30,229.45	0.00	-30,229.45	0.00
	----	DATA PROCESSING SERVICES	0.00	0.00	30,229.45	0.00	-30,229.45	0.00
	----	SFSF - STIMULUS FUNDS	0.00	0.00	1,134,423.01	0.00	-1,134,423.01	0.00

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

	Obj	Obj	2010-11 BUDGET	ENCUMBRANCE YTD	2010-11 EXPENDITURES	August 2010-11 ACTIVITY	2010-11 BALANCE	2010-11 YTD %
199		GENERAL FUND						
	6---	EXPENDITURES	37,774,942.00	42,588.51	37,006,173.22	4,223,259.08	726,180.27	97.96
	8---	OTHER USES	0.00	0.00	1,600.00	0.00	-1,600.00	0.00
	----	GENERAL FUND	37,774,942.00	42,588.51	37,007,773.22	4,223,259.08	724,580.27	97.97
240		FOOD SERVICE						
	6---	EXPENDITURES	2,436,892.50	41,816.24	1,925,939.03	104,161.42	469,137.23	79.03
	----	FOOD SERVICE	2,436,892.50	41,816.24	1,925,939.03	104,161.42	469,137.23	79.03
266		SFSF - STIMULUS FUNDS						
	6---	EXPENDITURES	0.00	0.00	1,134,423.01	0.00	-1,134,423.01	0.00
	----	SFSF - STIMULUS FUNDS	0.00	0.00	1,134,423.01	0.00	-1,134,423.01	0.00

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



Marble Falls  
Independent  
School District

INTEROFFICE MEMORANDUM

Date: September 14, 2011

To: Board of Trustees and Dr. O'Connor

From: Lisa LeMon, Accounting Supervisor

Subject: Consider Approval of Budget Amendments

---

Budget amendments included for approval (copies follow):

- 11-0001      Time Clock System Equipment - \$3,220
- 11-0002      Cambridge Strategic Services – final billings for Strategic Planning - \$26,250
- 11-0003      Incentives Awarded to Campuses - \$28,950

Report of grants and other programs (for information only):

MARBLE FALLS ISD  
BUDGET AMENDMENT

SEP 15 2011

<b>Batch #:</b>	11 - 0001	<b>Reason for amendment:</b>	Equipment for Time Clock System
<b>Fiscal Year:</b>	2011-12	<b>Account Description</b>	
<b>Account Number</b>		<b>Debit</b>	<b>Credit</b>
<b>EXPENDITURES</b>			
1	199-53-6398.00-750-099-000	Computer Supplies	
2	199-11-6399.00-999-099-X00	General Supplies	3,220.00
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
<b>REVENUE</b>			
21			
22			
23			
24			
<b>Totals</b>			3,220.00
		<b>Debit</b>	<b>Credit</b>
		Increase	Decrease
		3,220.00	3,220.00

Board Approval Required  Yes  No

Prepared by: Lisa LeMon      Approved by: *MLD*      Reviewed by: \_\_\_\_\_

Date: 09/13/11      Date: \_\_\_\_\_      Date: \_\_\_\_\_

Entered by: \_\_\_\_\_      Date: \_\_\_\_\_

**MARBLE FALLS ISD  
BUDGET AMENDMENT**

SEP 14 2011

Batch #: 11-00002  
Fiscal Year: 2011-12

Reason for amendment: Cambridge Strategic Services - final billings for Strategic Planning

Account Number	Account Description	Debit		Credit	
		Increase	Decrease	Increase	Decrease
<b>EXPENDITURES</b>					
1 199-41-6219.00-702-0-99-0-00	Professional Services				
2 199-11-6399.00-999-0-99-X-00	General Supplies	26,250.00			26,250.00
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
<b>REVENUE</b>		<b>Decrease</b>		<b>Increase</b>	
21					
22					
23					
24					
<b>Totals</b>		26,250.00			26,250.00

Board Approval Required  Yes  No

Prepared by: Lisa LeMon Approved by: [Signature] Reviewed by: \_\_\_\_\_ Entered by: \_\_\_\_\_  
 Date: 09/13/11 Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

RECEIVED  
SEP 14 2011

**MARBLE FALLS ISD  
BUDGET AMENDMENT**

<b>Batch #:</b> 11-00003		<b>Reason for amendment:</b> To award campuses incentives earned in 2010-11.	
<b>Fiscal Year:</b> 2011-12			
<b>Account Number</b>	<b>Account Description</b>	<b>Debit</b>	<b>Credit</b>
<b>EXPENDITURES</b>		<b>Increase</b>	<b>Decrease</b>
1	199-23-6399.00-102-0-99-0-00	3,000.00	
2	199-23-6399.00-104-0-99-0-00	3,000.00	
3	199-23-6399.00-103-0-99-0-00	3,000.00	
4	199-23-6399.00-101-0-99-0-00	5,200.00	
5	199-23-6399.00-001-0-99-0-00	8,000.00	
6	199-23-6399.00-002-0-240-00	1,000.00	
7	199-23-6399.00-041-0-99-0-00	5,000.00	
8	199-51-6399.00-936-0-99-0-00	250.00	
9	199-53-6399.00-750-0-99-0-00	250.00	
10	199-34-6399.00-939-0-99-0-00	250.00	
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
<b>REVENUE</b>		<b>Decrease</b>	<b>Increase</b>
21			
22			
23			
24			
<b>Totals</b>		28,950.00	28,950.00

Board Approval Required  Yes  No

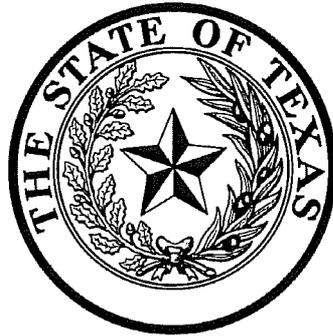
Prepared by: Lisa LeMon Date: 09/12/11

Approved by: *ALD* Date: \_\_\_\_\_

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

Entered by: \_\_\_\_\_ Date: \_\_\_\_\_

# Texas Education Agency



## APPLICATION

### Optional Flexible School Day Program (OFSDP)

2011-2012 School Year

**ELIGIBLE APPLICANTS:** The Texas Education Agency (TEA) will 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 the 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 the 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; or
  - 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 not 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 Texas Assessment of Knowledge and Skills (TAKS) tests specified under the TEC, §39.023, during the regularly scheduled assessment calendar.

### Participation in University Interscholastic League (UIL)

A student enrolled in an OFSDP under the TEC, §29.0822, may participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) only if he or she meets all UIL eligibility criteria.

### Attendance Credit

A student attending an OFSDP under the TEC, §29.0822, may be counted in attendance for purposes of funding under the TEC, Chapters 41, 42, and 46, only for the actual number of contact hours the student receives, not to exceed 1,080 hours per 12-month period.

### Public Hearings

The board of trustees of a school district or governing board of an open-enrollment charter school must hold a public hearing concerning the proposed application for an OFSDP before applying to operate an OFSDP under the 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 OFSDP (see 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 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 the TEC, 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 will be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. Reports will 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 before 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

---

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

located at

1800 Colt Circle Marble Falls, TX 78654

---

(Physical Address)

hereinafter referred to as "district."

### Article II - Period of Agreement

The period of the agreement, for a maximum of one school year unless terminated or as otherwise provided for in this agreement and in statute or rule, is the period beginning 9-20-2011 (Month, Day, Year) and ending 5-27-2012 (Month, Day, Year).

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

### Article III - Purpose of Agreement

The district must 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 will 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 is each of the provisions indicated below with an "X" beside it:

- 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 Wall by telephone at (512) 463-4809 or by email at [kim.wall@tea.state.tx.us](mailto:kim.wall@tea.state.tx.us). Submit the completed application to:

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



## Appendix One Assurances

The definition of terms of the application applies to this Appendix One, Assurances. The school district or open-enrollment charter school hereinafter 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 OFSDP authorized under this application. A student is eligible to participate in an OFSDP authorized under the 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 the 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; or
  - 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 not 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 OFSDPs;
2. All instructional materials and facilities must be comparable to or exceed the required standards for students in similar programs;
3. that the students participating in an OFSDP will not be isolated from other academic and vocational programs of the school district and that all students will 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 OFSDP 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 OFSDP with penalties for nonattendance including filing truancy charges, if appropriate;
7. to comply with all reporting requirements established by the TEA;
8. not to discriminate based on disability, race, color, national origin, religion, or sex; and
9. to prohibit a student participating in an OFSDP from participating in a competition or other activity sanctioned or conducted under the authority of the UIL unless the student meets all UIL eligibility requirements.

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

**Rick Edwards 830 693 4357 Board President**

---

Name, Title, and Telephone Number of School Board President

---

Signature of School Board President

Date

**Dr. Robert O'Connor 830 693 4357 Superintendent**

---

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 applies to this Appendix Two, Public Hearings. The school district or open-enrollment charter school hereinafter 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 the open-enrollment charter school agrees to hold a public hearing concerning the proposed application for an OFSDP.
2. The board of trustees of the school district or the governing board of the 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: September

Day: 19

Year: 2011

Time: 6:00 pm

Location: MFISD Community Room

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

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

**Dr. Robert O'Connor, 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 applies to this Appendix Three. Narrative Description of Proposed Program. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Appendix Three describes the school district or charter school proposed OFSDP.

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

- program goals and objectives;
- proposed schedule offered to students participating in the OFSDP;
- staff positions and resource personnel (teachers, administrators, 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 OFSDP;
- 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 OFSDP are administered the required assessment instruments in the timeline established by the TEA; and
- criteria selected to report the progress of students participating in the OFSDP.

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 Tuesday-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 applies to this Appendix Four, Contact Sheet. The school district or open-enrollment charter school hereinafter 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. Robert O'Connor
Mailing Address:	1800 Colt Circle
City, State, Zip Code:	Marble Falls, TX 78605
Telephone Number:	830 798 3621
Alternate Telephone Number:	830 693 4357
Fax Number:	830 798 3636
Email Address:	plittle@mfisd.txed.net

Contact Name:	
Email Address:	

Contact Name:	
Email Address:	

Contact Name:	
Email Address:	

*NOTE: The majority of the contact for the approved OFSDP is done via email. Please make sure that a valid email address or valid email addresses are submitted on this form. More than one email address may be submitted. Please provide the full name(s) of the person or persons who are the email contact(s) to ensure that the TEA has accurate information.*

OFFICE OF BURNET COUNTY

Sept mtg

August 23, 2011  
1701 E. Polk Street, Suite 12  
Burnet, TX 78611  
512.756.5463  
Fax 512.715.5220

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

Dear Mr. Rob O'Connor:

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 (name of school district). I/we further request that questions regarding this RESOLUTION be directed to me/us 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 the Board of Trustees for your consideration of this request.

Sincerely,



Wade Hibler  
Burnet County Extension Agent  
Agriculture and Natural Resources

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 rules shall be final.

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

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

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

## EXAMPLE LETTER/INFORMATION FOR LOCAL SCHOOL DISTRICTS

MEMORANDUM TO:

SUBJECT:

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 states:

- (4-12) 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) Student 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.

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 2011-2012. 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: 8/16/1986 Institution: Texas A&M College Station

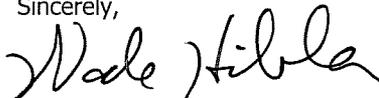
Name: Vacant Title: FCS Degree: \_\_\_\_\_ Date: \_\_\_\_\_ Institution: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Degree: \_\_\_\_\_ Date: \_\_\_\_\_ Institution: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Degree: \_\_\_\_\_ Date: \_\_\_\_\_ Institution: \_\_\_\_\_

I hope Marble Falls 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,



Wade Hibler  
County Extension Agent  
County Coordinator

Attachments:  
cc:

**ADJUNCT FACULTY APPOINTMENT  
COUNTY REQUEST FORM/PRESENTATION**

Burnet County requests adjunct staff member status for the county Extension agents for the school year 2011-2012. 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: 8/16/1986 Institution: Texas A&M College Station

Name: Vacant Title: FCS Degree: \_\_\_\_\_ Date: \_\_\_\_\_ Institution: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Degree: \_\_\_\_\_ Date: \_\_\_\_\_ Institution: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Degree: \_\_\_\_\_ Date: \_\_\_\_\_ Institution: \_\_\_\_\_



Marble Falls  
Independent  
School District

## INTEROFFICE MEMORANDUM

Date: September 14, 2011

To: Board of Trustees and Dr. O'Connor

From: Lisa LeMon, Accounting Supervisor

Subject: Consider Approval of Tax Refund

---

Please review the attached documentation and request from Stan Hemphill. He has requested a refund of 2010 taxes to be paid to the mortgage company of Carol Rhodes. Ms. Rhodes requested and was entitled to receive a tax deferral for these taxes. According to §33.06 of the Texas Property Tax Code, a tax deferral can be granted to a taxpayer who is over 65 or disabled and has a homestead exemption on their property. The reason for the request to defer payment of taxes is not asked because the deferral is granted if the taxpayer meets the criteria. Further, a tax lien is placed on the property and interest of 8% is accrued until the taxes are paid. Stan knows this property is for sale and believes that the taxes will be paid once the property is sold. The refund will go back to the mortgage company and not to the taxpayer.

The amount requested to be refunded exceeds \$2,500 so, board approval is required. Stan's opinion is that although MFISD is not required to honor this refund request, it would be in our best interest. Refusing to refund the taxes could result in a lawsuit filed by the taxpayer because the deferral had been granted prior to the payment of the taxes by the mortgage company. Please consider approval of this request.

**BURNET CENTRAL APPRAISAL DISTRICT  
P O BOX 908 / 223 S PIERCE  
BURNET, TEXAS 78611  
512-756-8291**

**09/01/2011**

**To: Marble Falls ISD**

**From: Stan Hemphill, Chief Appraiser  
Burnet CAD**

**Re: Refund Request for 2010 taxes paid on account 66544, Carol Rhodes owner,  
made by Total Mortgage Solutions LP**

**Pursuant to Section 31.11 of the Property Tax Code a refund request that exceeds  
\$2500.00 requires the approval from the governing body before refunding the funds.**

**Carol Rhodes did not pay the 2010 taxes but did file and tax deferral. Her mortgage  
company failed to check with her and paid the taxes on 7/21/2011. Since that time the  
two parties have communicated about the tax deferral and now the mortgage company  
is requested a refund. The property is for sale and the owner wishes that taxes will be  
paid at the time of the closing of the property and the mortgage company should not  
have paid the taxes.**

**The amount of the refund for the school is \$6533.45. Please put this on the agenda for  
the next meeting of the school board.**

**If you have any questions, please let me know.**

**Sincerely,**

***Stan Hemphill*  
Stan Hemphill  
Chief Appraiser**

TOTAL MORTGAGE

Fax:972-582-5963

TOTAL MORTGAGE SOLUTIONS LP

1555 WALNUT HILL LN STE. 200A

IRVING, TEXAS 75038

1888 217 5449 x 25912

Fax 972-582-5946

.



Facsimile Transmittal

To: Burnet Central Appr Dist Fax: 512-756-7873

---

From: MARIBEL AGUILAR Date: 08/30/2011

---

Re: Refund Request Pages:

---

CC:

---

Urgent     For Review     Please Comment    Please Reply     Please Recycle



MetLife Home Loans has processed payment in the amount \$1,1631.21 check number 2011314590 dated 7/19/2011, it has been brought to our attention that the homeowner taxes are deferred and will be paid in full at the time of the sale of the home. We are request refund in the amount of \$1,11631.21.

Refunds can be mailed to address below

MetLife Home Loans c/o Total Mortgage Solutions  
 1555 Walnut Hill Lane Ste 200-A  
 Irving, TX 75038  
 Attn: Taxref Dept.

Feel free to contact me at 1-888-217-5449 x 25912 or 972-582-5912

Propert @: 909 Pecan Circle  
 Parcel 66544  
 Hlo Carol L RHodes

Aug-26-2011 10:17am From-HA2 INS PROC CTR 0000000000 T-070 P.009/004 F-418

Aug-26-2011 08:47am From-LOAN ADMINISTRATION Received by ASG 64-441-4381 T-848 P.002/003 F-154

AUG 26 2011

RECEIVED

AUG 25 2010

TAX DEFERRAL AFFIDAVIT FOR OVER-65 OR DISABLED HOMEBOWNER

Appraisal District Name <u>Burnet Central Appraisal District</u>		CHIEF APPRAISER
Appraisal District Address <u>223 S Virge Burnet TX</u>		Phone # <u>972-254-2291</u>

STATE OF TEXAS  
COUNTY OF Burnet

Before me, the undersigned authority, on this day personally appeared Carol Moore, known to me and who, being by me duly sworn, in

and said:

My name is Carol Moore. I am (check one):  65 years of age or older, or  disabled, or  both. I own and occupy as my residence homestead the following property:

166544

APRIL 2008 CIRCLE MARENS FALLS TR 7865X

"I hereby exercise my right under Section 33.08, Texas Property Tax Code, to defer or abate any suit or pending sale" to collect taxes on this property until such time as it ceases to be my residence homestead."

Carol Moore

Signature of Affiant



SUBSCRIBED AND SWORN TO before me this the 27th day of AUGUST, 2010.

Glue Brown

Notary Public, State of Texas

Continuing Tax Deferral by Surviving Spouse:

"I am the surviving spouse, age 65 or older, of the above deceased person whose residence homestead was the home listed above at the time of death. I hereby exercise my right to continue this tax deferral until this property ceases to be my residence homestead."

Signature of Affiant

Printed Name

Date:

"To abate a pending sale, the homeowner (or agent) must deliver to the chief appraiser the (a) billiard for the taxing unit that requested the order to sell or the attorney representing the taxing unit for collecting delinquent taxes and also to the officer charged with selling the property not later than the 15th day before the sale date.

If you make a false statement on this application, you could be found guilty of a Class A misdemeanor or a state jail felony under Texas Penal Code Section 37.10.

BURNET CENTRAL APPRAISAL DIST  
 (512) 756-8291  
 P O BOX 908/223 S PIERCE  
 BURNET, TX 78611

Receipt Number	
2019120	
Date Posted	07/21/2011
Payment Type	P
Payment Code	Full
<b>Total Paid</b>	<b>\$11,631.21</b>

**PAID BY:**

LOAN ADMINISTRATION  
 4000 HORIZON WAY  
 IRVING, TX 75063

Property ID	Geo	Legal Acres					Owner Name and Address				
66544	07053-0000-00012-A00	0.0000					RHODES CAROL LEE 909 PECAN CIR MARBLE FALLS, TX 78654-7287				
Legal Description											
S7053 PECAN ACRES LOT 12A											
Situs	DBA Name										
909 PECAN CIR TX											
Entity	Year	Rate	Taxable Value	Stmt #	Void	Original Tax	Discnts	P&I	Att Fees	Overage	Amount Pd
WATER CONSERV DIST OF CENTRAL TEXAS	2010	0.01080	516,884	43140	N	55.82	0.00	2.23	0.00	0.00	58.05
CO SPECIAL, ROAD & BRIDGE	2010	0.03890	513,884	43140	N	185.00	0.00	7.40	0.00	0.00	192.40
BURNET COUNTY	2010	0.33030	516,884	43140	N	1,688.66	0.00	67.55	0.00	0.00	1,756.21
MARBLE FALLS	2010	0.64350	461,884	43140	N	2,972.22	0.00	118.88	0.00	0.00	3,091.10
MARBLE FALLS ISD	2010	1.29000	488,884	43140	N	6,282.16	0.00	251.29	0.00	0.00	6,533.45
											<b>11,631.21</b>

Operator	Batch		Total Paid
BEVERLY	7049 (11G21A)		11,631.21

(c) If there is no pending litigation concerning the delinquent tax at the time of the cancellation and removal, the collector for a taxing unit shall cancel and remove from the delinquent tax roll:

- (1) a tax on real property that has been delinquent for more than 20 years;
- (2) a tax on personal property that has been delinquent for more than 10 years; and
- (3) a tax on real property that has been delinquent for more than 10 years if the property has been owned for at least the preceding eight years by a home-rule municipality in a county with a population of more than 3.3 million.

Acts 1979, 66th Leg., p. 2291, ch. 841, § 1, eff. Jan. 1, 1982. Amended by Acts 1991, 72nd Leg., ch. 836, § 5.4, eff. Aug. 26, 1991; Acts 1997, 75th Leg., ch. 63, § 1, eff. Sept. 1, 1997; Acts 2001, 77th Leg., ch. 669, § 119, eff. Sept. 1, 2001.

**§ 33.06. Deferred Collection of Taxes on Residence Homestead of Elderly or Disabled Person**

(a) An individual is entitled to defer collection of a tax, abate a suit to collect a delinquent tax, or abate a sale to foreclose a tax lien if the individual:

- (1) is 65 years of age or older or is disabled as defined by Section 11.13(m); and
- (2) the tax was imposed against property that the individual owns and occupies as a residence homestead.

(b) To obtain a deferral, an individual must file with the chief appraiser for the appraisal district in which the property is located an affidavit stating the facts required to be established by Subsection (a). The chief appraiser shall notify each taxing unit participating in the district of the filing. After an affidavit is filed under this subsection, a taxing unit may not file suit to collect delinquent taxes on the property and the property may not be sold at a sale to foreclose the tax lien until the 181st day after the date the individual no longer owns and occupies the property as a residence homestead.

(c) To obtain an abatement of a pending suit, the individual must file in the court in which suit is pending an affidavit stating the facts required to be established by Subsection (a). If no controverting affidavit is filed by the taxing unit filing suit or if, after a hearing, the court finds the individual is entitled to the deferral, the court shall abate the suit until the 181st day after the date the individual no longer owns and occupies the property as a residence homestead. The clerk of the court shall deliver a copy of the judgment abating the suit to the chief appraiser of each appraisal district that appraises the property.

(c-1) To obtain an abatement of a pending sale to foreclose the tax lien, the individual must deliver an affidavit stating the facts required to be established by Subsection (a) to the chief appraiser of each appraisal district that appraises the property, the collector for the taxing unit that requested the order of sale or the attorney representing that unit for the collection of delinquent taxes, and the officer charged with selling the property not later than the fifth day before the date of the sale. After an affidavit is delivered under this subsection, the property may not be sold at a tax sale until the 181st day after the date the individual no longer owns and occupies the property as a residence homestead. If property is sold in violation of this section, the property owner may file a motion to set aside the sale under the same cause number and in the same court as a judgment reference in the order of sale. The motion must be filed during the applicable redemption period as set forth in Section 34.21(a) or, if the property is bid off to a taxing entity, on or before the 180th day following the date the taxing unit's deed is filed of record, whichever is later. This right is not transferable to a third party.

(d) A tax lien remains on the property and interest continues to accrue during the period collection of taxes is deferred or abated under this section. The annual interest rate during the deferral or abatement period is eight percent instead of the rate provided by Section 33.01. Interest and penalties that accrued or that were incurred or imposed under Section 33.01 or 33.07 before the date the individual files the deferral affidavit under Subsection (b) or the date the judgment abating the suit is entered, as applicable, are preserved. A penalty under Section 33.01 is not incurred during a deferral or abatement period. The additional penalty under Section 33.07 may be imposed and collected only if the taxes for which collection is deferred or abated remain delinquent on or after the 181st day after the date the deferral or abatement period expires. A plea of limitation, laches, or want of prosecution

## § 33.06

## PROPERTY TAX CODE

does not apply against the taxing unit because of deferral or abatement of collection as provided by this section.

(e) Each year the chief appraiser for each appraisal district shall publicize in a manner reasonably designed to notify all residents of the district or county of the provisions of this section and, specifically, the method by which eligible persons may obtain a deferral or abatement.

(f) Notwithstanding the other provisions of this section, if an individual who qualifies for a deferral or abatement of collection of taxes on property as provided by this section dies, the deferral or abatement continues in effect until the 181st day after the date the surviving spouse of the individual no longer owns and occupies the property as a residence homestead if:

(1) the property was the residence homestead of the deceased spouse when the deceased spouse died;

(2) the surviving spouse was 55 years of age or older when the deceased spouse died; and

(3) the property was the residence homestead of the surviving spouse when the deceased spouse died.

Acts 1979, 66th Leg., p. 2291, ch. 841, § 1, eff. Jan. 1, 1982. Amended by Acts 1981, 67th Leg., 1st C.S., p. 168, ch. 13, § 129, eff. Jan. 1, 1982; Acts 1989, 71st Leg., ch. 793, § 1, eff. Sept. 1, 1989; Acts 1997, 75th Leg., ch. 1039, § 35, eff. Jan. 1, 1998; Acts 2001, 77th Leg., ch. 892, §§ 1, 2, eff. June 14, 2001; Acts 2001, 77th Leg., ch. 1430, § 12, eff. Sept. 1, 2001; Acts 2003, 78th Leg., ch. 754, § 1, 2, eff. Sept. 1, 2003.

### § 33.065. Deferred Collection of Taxes on Appreciating Residence Homestead

(a) An individual is entitled to defer or abate a suit to collect a delinquent tax imposed on the portion of the appraised value of property the individual owns and occupies as the individual's residence homestead that exceeds the sum of:

- (1) 105 percent of the appraised value of the property for the preceding year; and
- (2) the market value of all new improvements to the property.

(b) An individual may not obtain a deferral or abatement under this section, and any deferral or abatement previously received expires, if the taxes on the portion of the appraised value of the property that does not exceed the amount provided by Subsection (a) are delinquent.

(c) To obtain a deferral, an individual must file with the chief appraiser for the appraisal district in which the property is located an affidavit stating the facts required to be established by Subsection (a). The chief appraiser shall notify each taxing unit participating in the district of the filing. After an affidavit is filed under this subsection, a taxing unit may not file suit to collect delinquent taxes on the property for which collection is deferred until the individual no longer owns and occupies the property as a residence homestead.

(d) To obtain an abatement, the individual must file in the court in which the delinquent tax suit is pending an affidavit stating the facts required to be established by Subsection (a). If the taxing unit that filed the suit does not file a controverting affidavit or if, after a hearing, the court finds the individual is entitled to the deferral, the court shall abate the suit until the individual no longer owns and occupies the property as the individual's residence homestead. The clerk of the court shall deliver a copy of the judgment abating the suit to the chief appraiser of each appraisal district that appraises the property.

(e) A deferral or abatement under this section applies only to ad valorem taxes imposed beginning with the tax year following the first tax year the individual entitled to the deferral or abatement qualifies the property for an exemption under Section 11.13. For purposes of this subsection, the owner of a residence homestead that is qualified for an exemption under Section 11.13 on January 1, 1998, is considered to have qualified the property for the first time in the 1997 tax year.

(f) If the collection of delinquent taxes on the property was deferred in a prior tax year and the sum of the amounts described by Subsections (a)(1) and (2) exceeds the appraised value of the property for the current tax year, the amount of taxes the collection of which may be deferred is reduced by the amount calculated by multiplying the taxing unit's tax rate for the current year by the amount by which that sum exceeds the appraised value of the property.

Market: San Antonio  
Cell Site Number: SX5201  
Cell Site Name: Pony

## OPTION AND LEASE AGREEMENT

THIS OPTION AND LEASE AGREEMENT ("**Agreement**"), dated as of the latter of the signature dates below (the "Effective Date"), is entered into by **Marble Falls Independent School District**, having a mailing address of 2001 Broadway Marble Falls, TX 78654-4803 (hereinafter referred to as "**Landlord**") and **Houston Cellular Telephone Company, L.P.**, by its general partner, **New Cingular Wireless PCS, LLC**, having a mailing address of 6100 Atlantic Boulevard, Norcross, Georgia 30071 (hereinafter referred to as "**Tenant**").

### BACKGROUND

Landlord owns or controls that certain plot, parcel or tract of land, together with all rights and privileges arising in connection therewith, located on Industrial Blvd. Marble Falls, TX, in the County of Burnet, State of Texas (collectively, the "**Property**"). Tenant desires to use a portion of the Property in connection with its federally licensed communications business. Landlord desires to grant to Tenant the right to use a portion of the Property in accordance with this Agreement.

The parties agree as follows:

#### 1. OPTION TO LEASE.

(a) Landlord grants to Tenant an option (the "**Option**") to lease a certain portion of the Property containing approximately 5625, square feet including the air space above such room/cabinet/ground space as described on attached **Exhibit 1**, together with unrestricted access for Tenant's uses from the nearest public right-of-way along the Property to the Premises as described on the attached **Exhibit 1** (collectively, the "**Premises**").

(b) During the Option period and any extension thereof, and during the term of this Agreement, Tenant and its agents, engineers, surveyors and other representatives will have the right to enter upon the Property to inspect, examine, conduct soil borings, drainage testing, material sampling, radio frequency testing and other geological or engineering tests or studies of the Property (collectively, the "**Tests**"), to apply for and obtain licenses, permits, approvals, or other relief required of or deemed necessary or appropriate at Tenant's sole discretion for its use of the Premises and include, without limitation, applications for zoning variances, zoning ordinances, amendments, special use permits, and construction permits (collectively, the "**Government Approvals**"), initiate the ordering and/or scheduling of necessary utilities, and otherwise to do those things on or off the Property that, in the opinion of Tenant, are necessary in Tenant's sole discretion to determine the physical condition of the Property, the environmental history of the Property, Landlord's title to the Property and the feasibility or suitability of the Property for Tenant's Permitted Use, all at Tenant's expense. Tenant will not be liable to Landlord or any third party on account of any pre-existing defect or condition on or with respect to the Property, whether or not such defect or condition is disclosed by Tenant's inspection. Tenant will restore the Property to its condition as it existed at the commencement of the Option Term (as defined below), reasonable wear and tear and casualty not caused by Tenant excepted. In addition, Tenant shall indemnify, defend and hold Landlord harmless from and against any and all injury, loss, damage or claims arising directly out of Tenant's Tests.

(c) In consideration of Landlord granting Tenant the Option, Tenant agrees to pay Landlord the sum of Six Hundred and No/100 Dollars (\$600.00) within thirty (30) business days of the Effective Date. The Option will be for an initial term of one (1) year commencing on the Effective Date (the "**Initial Option Term**") and may be renewed by Tenant for an additional one (1) year upon written notification to Landlord and

the payment of an additional Six Hundred and No/100 Dollars (\$600.00) no later than ten (10) days prior to the expiration date of the Initial Option Term.

(d) The Option may be sold, assigned or transferred at any time by Tenant to Tenant's parent company or member if Tenant is a limited liability company or any affiliate or subsidiary of, or partner in, Tenant or its parent company or member, or to any third party agreeing to be subject to the terms hereof. Otherwise, the Option may not be sold, assigned or transferred without the written consent of Landlord, such consent not to be unreasonably withheld, conditioned or delayed. From and after the date the Option has been sold, assigned or transferred by Tenant to a third party agreeing to be subject to the terms hereof, Tenant shall immediately be released from any and all liability under this Agreement, including the payment of any rental or other sums due, without any further action.

(e) During the Initial Option Term and any extension thereof, Tenant may exercise the Option by notifying Landlord in writing. If Tenant exercises the Option then Landlord leases the Premises to the Tenant subject to the terms and conditions of this Agreement. If Tenant does not exercise the Option during the Initial Option Term or any extension thereof, this Agreement will terminate and the parties will have no further liability to each other.

(f) If during the Initial Option Term or any extension thereof, or during the term of this Agreement if the Option is exercised, Landlord decides to subdivide, sell, or change the status of the zoning of the Premises, Property or any of Landlord's contiguous, adjoining or surrounding property (the "**Surrounding Property**," which includes (without limitation) the remainder of the structure) or in the event of foreclosure, Landlord shall immediately notify Tenant in writing. Any sale of the Property shall be subject to Tenant's rights under this Agreement. Landlord agrees that during the Initial Option Term or any extension thereof, or during the Term of this Agreement if the Option is exercised, Landlord shall not initiate or consent to any change in the zoning of the Premises, Property or Surrounding Property or impose or consent to any other restriction that would prevent or limit Tenant from using the Premises for the uses intended by Tenant as hereinafter set forth in this Agreement.

2. **PERMITTED USE.** Tenant may use the Premises for the transmission and reception of communications signals and the installation, construction, maintenance, operation, repair, replacement and upgrade of its communications fixtures and related equipment, cables, accessories and improvements, which may include a suitable support structure, associated antennas, I beams, equipment shelters or cabinets and fencing and any other items necessary to the successful and secure use of the Premises (collectively, the "**Communication Facility**"), as well as the right to test, survey and review title on the Property; Tenant further has the right but not the obligation to add, modify and/or replace equipment in order to be in compliance with any current or future federal, state or local mandated application, including, but not limited to, emergency 911 communication services, at no additional cost to Tenant or Landlord (collectively, the "**Permitted Use**"). Landlord and Tenant agree that any portion of the Communication Facility that may be conceptually described on **Exhibit 1** will not be deemed to limit Tenant's Permitted Use. If **Exhibit 1** includes drawings of the initial installation of the Communication Facility, Landlord's execution of this Agreement will signify Landlord's approval of **Exhibit 1**. Tenant has the right to install and operate transmission cables from the equipment shelter or cabinet to the antennas, electric lines from the main feed to the equipment shelter or cabinet and communication lines from the main entry point to the equipment shelter or cabinet, and to make Property improvements, alterations, upgrades or additions appropriate for Tenant's use ("**Tenant Changes**"). Tenant Changes include the right to construct a fence around the Premises and undertake any other appropriate means to secure the Premises. Tenant agrees to comply with all applicable governmental laws, rules, statutes and regulations, relating to its use of the Communication Facility on the Property. Tenant has the right to modify, supplement, replace, upgrade, expand the equipment, increase the number of antennas or relocate the Communication Facility within the Premises at any time during the term of this Agreement. Tenant will be allowed to make such alterations to the Property in order to accomplish Tenant's Changes or to insure that Tenant's Communication Facility complies with all applicable federal, state or local laws, rules or regulations.

3. **TERM.**

(a) The initial lease term will be five (5) years ("**Initial Term**"), commencing on the effective date of written notification by Tenant to Landlord of Tenant's exercise of the Option (the "Term Commencement Date"). The Initial Term will terminate on the fifth (5<sup>th</sup>) annual anniversary of the Term Commencement Date.

(b) This Agreement will automatically renew for four (4) additional five (5) year term(s) (each five (5) year term shall be defined as the "**Extension Term**"), upon the same terms and conditions unless the Tenant notifies the Landlord in writing of Tenant's intention not to renew this Agreement at least sixty (60) days prior to the expiration of the existing Term.

(c) If, at least sixty (60) days prior to the end of the fourth (4<sup>th</sup>) extended term, either Landlord or Tenant has not given the other written notice of its desire that the term of this Agreement end at the expiration of the fourth (4<sup>th</sup>) extended term, then upon the expiration of the fourth (4<sup>th</sup>) extended term this Agreement shall continue in force upon the same covenants, terms and conditions for a further term of one (1) year, and for annual terms thereafter until terminated by either party by giving to the other written notice of its intention to so terminate at least ninety (90) days prior to the end of any such annual term. Monthly rental during such annual terms shall be equal to the rent paid for the last month of the fourth (4<sup>th</sup>) extended term. If Tenant remains in possession of the Premises after the termination of this Agreement then Tenant will be deemed to be occupying the Premises on a month to month basis (the "**Holdover Term**"), subject to the terms and conditions of this

Agreement. Rent for the Holdover Term shall be One Hundred Twenty Five percent (125%) of the then current Rent amount.

(d) The Initial Term, the Extension Term and the Holdover Term are collectively referred to as the Term ("**Term**").

4. **RENT.**

(a) Commencing on the first day of the month following the date that Tenant commences construction (the "Rent Commencement Date"), Tenant will pay the Landlord a monthly rental payment of Six Hundred and No/100 Dollars (\$600.00) ("Rent"), at the address set forth above, on or before the fifth (5<sup>th</sup>) day of each calendar month in advance. In partial months occurring after the Rent Commencement Date, Rent will be prorated. The initial Rent payment will be forwarded by Tenant to Landlord within thirty (30) days after the Rent Commencement Date.

(b) In year one (1) of each Extension Term, the monthly Rent will increase by Fifteen percent (15%) over the Rent paid during the previous Term.

(c) All Rent or other charges payable under this Agreement shall be billed by Landlord within one (1) year from the end of the calendar year in which the charges were incurred; any charges beyond such period shall not be billed by Landlord, and shall not be payable by Tenant. The provisions of the foregoing sentence shall survive the termination or expiration of this Agreement.

5. **APPROVALS.**

(a) Landlord agrees that Tenant's ability to use the Premises is contingent upon the suitability of the Premises for Tenant's Permitted Use and Tenant's ability to obtain and maintain all Government Approvals. Landlord authorizes Tenant to prepare, execute and file all required applications to obtain Government Approvals for Tenant's Permitted Use under this Agreement and agrees to reasonably assist Tenant with such applications and with obtaining and maintaining the Government Approvals.

(b) Tenant has the right to obtain a title report or commitment for a leasehold title policy from a title insurance company of its choice and to have the Property surveyed by a surveyor of Tenant's choice. In the event Tenant determines, in its sole discretion, due to the title report results or survey results, that the condition of the Premises is unsatisfactory, Tenant will have the right to terminate this Agreement upon notice to Landlord.

(c) Tenant may also perform and obtain, at Tenant's sole cost and expense, soil borings, percolation tests, engineering procedures, environmental investigation or other tests or reports on, over, and under the Property, necessary to determine if the Tenant's use of the Premises will be compatible with Tenant's engineering specifications, system, design, operations or Government Approvals.

6. **TERMINATION.** This Agreement may be terminated, without penalty or further liability, as follows:

(a) by either party on thirty (30) days prior written notice, if the other party remains in default under Paragraph 15 Default and Right to Cure of this Agreement after the applicable cure periods;

(b) by Tenant upon written notice to Landlord, if Tenant is unable to obtain, or maintain, any required approval(s) or the issuance of a license or permit by any agency, board, court or other governmental authority necessary for the construction or operation of the Communication Facility as now or hereafter intended by Tenant; or if Tenant determines in its sole discretion that the cost of obtaining or retaining the same is commercially unreasonable;

(c) by Tenant upon written notice to Landlord for any reason, at any time prior to commencement of construction by Tenant; or

(d) by Tenant upon sixty (60) days prior written notice to Landlord for any reason, so long as Tenant pays Landlord a termination fee equal to three (3) months Rent, at the then current rate, provided, however, that no such termination fee will be payable on account of the termination of this Agreement by Tenant under any one or more of Paragraphs 5(b) Approvals, 6(a) Termination, 6(b) Termination, 6(c) Termination, 8 Interference, 11(d) Environmental, 18 Severability, 19 Condemnation or 20 Casualty of this Agreement; or

(e) by Land Lord upon six (6) months notice, so long as said Termination occurs after the end of the 10<sup>th</sup> year of this Agreement and said Termination shall be based upon utilizing the Premises for a public purpose and not to accommodate a private entity in any way whatsoever. Landlord agrees to in good faith designate a location on other property owned or controlled by the Landlord for relocation of the Tenant's Communications Facility.

7. **INSURANCE.**

(a) Tenant will carry during the Term, at its own cost and expense, the following insurance: (i) "All Risk" property insurance for its property's replacement cost; (ii) commercial general liability insurance with a minimum limit of liability of \$2,500,000 combined single limit for bodily injury or death/property damage arising out of any one occurrence; and (iii) Workers' Compensation Insurance as required by law. The coverage afforded by Tenant's commercial general liability insurance shall apply to Landlord as an additional insured, but only with respect to Landlord's liability arising out of its interest in the Property.

(b) Tenant shall have the right to self-insure with respect to any of the above insurance requirements.

8. **INTERFERENCE.**

(a) Where there are existing radio frequency user(s) on the Property, the Landlord will provide Tenant with a list of all existing radio frequency user(s) on the Property to allow Tenant to evaluate the potential for interference. Tenant warrants that its use of the Premises will not interfere with existing radio frequency user(s) on the Property so disclosed by Landlord, as long as the existing radio frequency user(s) operate and continue to operate within their respective frequencies and in accordance with all applicable laws and regulations.

(b) Landlord will not grant, after the date of this Agreement, a lease, license or any other right to any third party for the use of the Property, if such use may in any way adversely affect or interfere with the Communication Facility, the operations of Tenant or the rights of Tenant under this Agreement. Landlord will notify Tenant in writing prior to granting any third party the right to install and operate communications equipment on the Property.

(c) Landlord will not use, nor will Landlord permit its employees, tenants, licensees, invitees or agents to use, any portion of the Property in any way which interferes with the Communication Facility, the operations of Tenant or the rights of Tenant under this Agreement. Landlord will cause such interference to cease within twenty-four (24) hours after receipt of notice of interference from Tenant. In the event any such interference does not cease within the aforementioned cure period then the parties acknowledge that Tenant will suffer irreparable injury, and therefore, Tenant will have the right, in addition to any other rights that it may

have at law or in equity, for Landlord's breach of this Agreement, to elect to enjoin such interference or to terminate this Agreement upon notice to Landlord.

**9. INDEMNIFICATION.**

(a) Tenant agrees to indemnify, defend and hold Landlord harmless from and against any and all injury, loss, damage or liability (or any claims in respect of the foregoing), costs or expenses (including reasonable attorneys' fees and court costs but excluding real property or personal property taxes) arising directly from the installation, use, maintenance, repair or removal of the Communication Facility or Tenant's breach of any provision of this Agreement, except to the extent attributable to the negligent or intentional act or omission of Landlord, its employees, agents or independent contractors.

(c) Notwithstanding anything to the contrary in this Agreement, Tenant and Landlord each waives any claims that each may have against the other with respect to consequential, incidental or special damages.

**10. WARRANTIES.**

(a) Tenant and Landlord each acknowledge and represent that it is duly organized, validly existing and in good standing and has the right, power and authority to enter into this Agreement and bind itself hereto through the party set forth as signatory for the party below.

(b) Landlord represents and warrants that: (i) Landlord solely owns the Property as a legal lot in fee simple, or controls the Property by lease or license; (ii) the Property is not encumbered by any liens, restrictions, mortgages, covenants, conditions, easements, leases, or any other agreements of record or not of record, which would adversely affect Tenant's Permitted Use and enjoyment of the Premises under this Agreement; (iii) as long as Tenant is not in default then Landlord grants to Tenant sole, actual, quiet and peaceful use, enjoyment and possession of the Premises; (iv) Landlord's execution and performance of this Agreement will not violate any laws, ordinances, covenants or the provisions of any mortgage, lease or other agreement binding on the Landlord; and (v) if the Property is or becomes encumbered by a deed to secure a debt, mortgage or other security interest, Landlord will use best efforts to provide promptly to Tenant a mutually agreeable Subordination, Non-Disturbance and Attornment Agreement.

**11. ENVIRONMENTAL.**

(a) Landlord represents and warrants that the, to the best of Landlord's knowledge, the Property has never been subject to any contamination or hazardous conditions resulting in any environmental investigation, inquiry or remediation. Landlord and Tenant agree that each will be responsible for compliance with any and all applicable environmental and industrial hygiene laws, including any regulations, guidelines, standards, or policies of any governmental authorities regulating or imposing standards of liability or standards of conduct with regard to any environmental or industrial hygiene condition or other matters as may now or at any time hereafter be in effect, that are now or were related to that party's activity conducted in or on the Property.

(d) In the event Tenant becomes aware of any hazardous materials on the Property, or any environmental or industrial hygiene condition or matter relating to the Property that, in Tenant's sole determination, renders the condition of the Premises or Property unsuitable for Tenant's use, or if Tenant believes that the leasing or continued leasing of the Premises would expose Tenant to undue risks of government action, intervention or third-party liability, Tenant will have the right, in addition to any other rights it may have at law or in equity, to terminate the Agreement upon notice to Landlord.

**12. ACCESS.** At all times throughout the Term of this Agreement, and at no additional charge to Tenant, Tenant and its employees, agents, and subcontractors, will have twenty-four (24) hour per day, seven (7) day per week pedestrian and vehicular access to and over the Property, from an open and improved public road to the Premises, for the installation, maintenance and operation of the Communication Facility and any utilities serving the Premises. Landlord grants to Tenant an easement for such access and Landlord agrees to provide to

Tenant such codes, keys and other instruments necessary for such access at no additional cost to Tenant. Upon Tenant's request, Landlord will execute a separate recordable easement evidencing this right. In the event any public utility is unable to use the access or easement provided to Tenant then the Landlord agrees to grant additional access or an easement either to Tenant or to the public utility, for the benefit of Tenant, at no cost to Tenant.

**13. REMOVAL/RESTORATION.** All portions of the Communication Facility brought onto the Property by Tenant will be and remain Tenant's personal property and, at Tenant's option, may be removed by Tenant at any time during the Term. Landlord covenants and agrees that no part of the Communication Facility constructed, erected or placed on the Premises by Tenant will become, or be considered as being affixed to or a part of, the Property, it being the specific intention of the Landlord that all improvements of every kind and nature constructed, erected or placed by Tenant on the Premises will be and remain the property of the Tenant and may be removed by Tenant at any time during the Term. Within one hundred twenty (120) days of the termination of this Agreement, Tenant will remove all of Tenant's above-ground improvements and Tenant will, to the extent reasonable, restore the Premises to its condition at the commencement of the Agreement, reasonable wear and tear and loss by casualty or other causes beyond Tenant's control excepted. Notwithstanding the foregoing, Tenant will not be responsible for the replacement of any trees, shrubs or other vegetation, nor will Tenant be required to remove from the Premises or the Property any foundations or underground utilities.

**14. MAINTENANCE/UTILITIES.**

(a) Tenant will keep and maintain the Premises in good condition, reasonable wear and tear and damage from the elements excepted. Landlord will maintain and repair the Property and access thereto, in good and tenable condition, subject to reasonable wear and tear and damage from the elements.

(b) Tenant will be responsible for paying on a monthly or quarterly basis all utilities charges for electricity, telephone service or any other utility used or consumed by Tenant on the Premises. In the event Tenant cannot secure its own metered electrical supply, Tenant will have the right, at its own cost and expense, to submeter from the Landlord. When submetering is necessary and available, Landlord will read the meter on a monthly or quarterly basis and provide Tenant with the necessary usage data in a timely manner to enable Tenant to compute such utility charges. Failure by Landlord to perform this function will limit utility fee recovery by Landlord to a 12-month period. Landlord will fully cooperate with any utility company requesting an easement over, under and across the Property in order for the utility company to provide service to the Tenant. Landlord will not be responsible for interference with, interruption of or failure, beyond the reasonable control of Landlord, of such services to be furnished or supplied by Landlord.

**15. DEFAULT AND RIGHT TO CURE.**

(a) The following will be deemed a default by Tenant and a breach of this Agreement: (i) non-payment of Rent if such Rent remains unpaid for more than thirty (30) days after receipt of written notice from Landlord of such failure to pay; or (ii) Tenant's failure to perform any other term or condition under this Agreement within forty-five (45) days after receipt of written notice from Landlord specifying the failure. No such failure, however, will be deemed to exist if Tenant has commenced to cure such default within such period and provided that such efforts are prosecuted to completion with reasonable diligence. Delay in curing a default will be excused if due to causes beyond the reasonable control of Tenant. If Tenant remains in default beyond any applicable cure period, Landlord will have the right to exercise any and all rights and remedies available to it under law and equity.

(b) The following will be deemed a default by Landlord and a breach of this Agreement: Landlord's failure to perform any term, condition or breach of any warranty or covenant under this Agreement within forty-five (45) days after receipt of written notice from Tenant specifying the failure. No such failure, however, will be deemed to exist if Landlord has commenced to cure the default within such period and provided such efforts are prosecuted to completion with reasonable diligence. Delay in curing a default will be excused if due to causes beyond the reasonable control of Landlord. If Landlord remains in default beyond any

applicable cure period, Tenant will have the right to exercise any and all rights available to it under law and equity, including the right to cure Landlord's default and to deduct the costs of such cure from any monies due to Landlord from Tenant.

16. **ASSIGNMENT/SUBLEASE.** Tenant will have the right to assign this Agreement or sublease the Premises and its rights herein, in whole or in part, without Landlord's consent. Upon notification to Landlord of such assignment, Tenant will be relieved of all future performance, liabilities and obligations under this Agreement.

17. **NOTICES.** All notices, requests, demands and communications hereunder will be given by first class certified or registered mail, return receipt requested, or by a nationally recognized overnight courier, postage prepaid, to be effective when properly sent and received, refused or returned undelivered. Notices will be addressed to the parties as follows:

If to Tenant: c/o Cingular Wireless LLC  
Attn: Network Real Estate Administration  
Re: Cell Site #SX5201; Cell Site Name: Pony  
6100 Atlantic Boulevard  
Norcross, GA 30071

With a copy to: Cingular Wireless LLC  
Attn: Legal Department  
Re: Cell Site #SX5201; Cell Site Name: Pony  
15 E Midland Avenue  
Paramus, NJ 07652

If to Landlord: Marble Falls ISD  
Attn: Glenn R Graham  
2001 Broadway  
Marble Falls, TX 78654-4803

Either party hereto may change the place for the giving of notice to it by thirty (30) days prior written notice to the other as provided herein.

18. **SEVERABILITY.** If any term or condition of this Agreement is found unenforceable, the remaining terms and conditions will remain binding upon the parties as though said unenforceable provision were not contained herein. However, if the invalid, illegal or unenforceable provision materially affects this Agreement then the Agreement may be terminated by either party on ten (10) business days prior written notice to the other party hereto.

19. **CONDEMNATION.** In the event Landlord receives notification of any condemnation proceedings affecting the Property, Landlord will provide notice of the proceeding to Tenant within forty-eight (48) hours. If a condemning authority takes all of the Property, or a portion sufficient, in Tenant's sole determination, to render the Premises unsuitable for Tenant, this Agreement will terminate as of the date the title vests in the condemning authority. The parties will each be entitled to pursue their own separate awards in the condemnation proceeds, which for Tenant will include, where applicable, the value of its Communication Facility, moving expenses, prepaid Rent, and business dislocation expenses, provided that any award to Tenant will not diminish Landlord's recovery. Tenant will be entitled to reimbursement for any prepaid Rent on a prorata basis.

20. **CASUALTY.** Landlord will provide notice to Tenant of any casualty affecting the Property within forty-eight (48) hours of the casualty. If any part of the Communication Facility or Property is damaged by fire

or other casualty so as to render the Premises unsuitable, in Tenant's sole determination, then Tenant may terminate this Agreement by providing written notice to the Landlord, which termination will be effective as of the date of such damage or destruction. Upon such termination, Tenant will be entitled to collect all insurance proceeds payable to Tenant on account thereof and to be reimbursed for any prepaid Rent on a prorata basis. If notice of termination is given, or if Landlord or Tenant undertake to rebuild the Communications Facility, Landlord agrees to use its reasonable efforts to permit Tenant to place temporary transmission and reception facilities on the Property at no additional Rent until such time as Tenant is able to secure a replacement transmission location or the reconstruction of the Communication Facility is completed.

21. **WAIVER OF LANDLORD'S LIENS.** Landlord waives any and all lien rights it may have, statutory or otherwise, concerning the Communication Facility or any portion thereof. The Communication Facility shall be deemed personal property for purposes of this Agreement, regardless of whether any portion is deemed real or personal property under applicable law, and Landlord consents to Tenant's right to remove all or any portion of the Communication Facility from time to time in Tenant's sole discretion and without Landlord's consent.

22. **TAXES.** Landlord shall be responsible for payment of all ad valorem taxes levied upon the lands, improvements and other property of Landlord. Tenant shall be responsible for all taxes levied upon Tenant's leasehold improvements (including Tenant's equipment building and tower) on the Leased Property. Landlord shall provide Tenant with copies of all assessment notices on or including the Leased Property immediately upon receipt, but in no event less than three (3) business days after receipt by Landlord. If Landlord fails to provide such notice within such time frame, Landlord shall be responsible for all increases in taxes for the year covered by the assessment. Tenant shall have the right to contest, in good faith, the validity or the amount of any tax or assessment levied against the Leased Property by such appellate or other proceedings as may be appropriate in the jurisdiction, and may defer payment of such obligations, pay same under protest, or take such other steps as Tenant may deem appropriate. This right shall include the ability to institute any legal, regulatory or informal action in the name of Landlord, Tenant, or both, with respect to the valuation of the Leased Property. Landlord shall cooperate in the institution and prosecution of any such proceedings and will execute any documents required therefore. The expense of any such proceedings shall be borne by Tenant and any refunds or rebates secured as a result of Tenant's action shall belong to Tenant.

23. **SALE OF PROPERTY.** If Landlord, at any time during the Term of this Agreement, decides to sell, subdivide or rezone any of the Premises, all or any part of the Property or Surrounding Property, to a purchaser other than Tenant, Landlord shall promptly notify Tenant in writing, and such sale, subdivision or rezoning shall be subject to this Agreement and Tenant's rights hereunder. Landlord agrees not to sell, lease or use any areas of the Property or Surrounding Property for the installation, operation or maintenance of other wireless communications facilities if such installation, operation or maintenance would interfere with Tenant's Permitted Use or communications equipment as determined by radio propagation tests performed by Tenant in its sole discretion, any such testing to be at the expense of Landlord or Landlord's prospective purchaser, and not Tenant. If the radio frequency propagation tests demonstrate levels of interference unacceptable to Tenant, Landlord shall be prohibited from selling, leasing or using any areas of the Property or the Surrounding Property for purposes of any installation, operation or maintenance of any other wireless communications facility or equipment. Landlord shall not be prohibited from the selling, leasing or use of any of the Property or the Surrounding Property for non-wireless communication use. In the event the Property is transferred, the new landlord shall have a duty at the time of such transfer to provide Tenant with a completed IRS Form W-9, or its equivalent, and other related paper work to effect a transfer in Rent to the new landlord. The provisions of this Paragraph 23 shall in no way limit or impair the obligations of Landlord under Paragraph 8 above.

24. **MISCELLANEOUS.**

(a) **Amendment/Waiver.** This Agreement cannot be amended, modified or revised unless done in writing and signed by an authorized agent of the Landlord and an authorized agent of the Tenant. No provision may be waived except in a writing signed by both parties.

(b) **Memorandum/Short Form Lease.** Either party will, at any time upon fifteen (15) business days prior written notice from the other, execute, acknowledge and deliver to the other a recordable Memorandum or Short Form of Lease. Either party may record this Memorandum or Short Form of Lease at any time, in its absolute discretion.

(c) **Bind and Benefit.** The terms and conditions contained in this Agreement will run with the Property and bind and inure to the benefit of the parties, their respective heirs, executors, administrators, successors and assigns.

(d) **Entire Agreement.** This Agreement and the exhibits attached hereto, all being a part hereof, constitute the entire agreement of the parties hereto and will supersede all prior offers, negotiations and agreements with respect to the subject matter of this Agreement.

(e) **Governing Law.** This Agreement will be governed by the laws of the state in which the Premises are located, without regard to conflicts of law.

(f) **Interpretation.** Unless otherwise specified, the following rules of construction and interpretation apply: (i) captions are for convenience and reference only and in no way define or limit the construction of the terms and conditions hereof; (ii) use of the term "including" will be interpreted to mean "including but not limited to"; (iii) whenever a party's consent is required under this Agreement, except as otherwise stated in the Agreement or as same may be duplicative, such consent will not be unreasonably withheld, conditioned or delayed; (iv) exhibits are an integral part of the Agreement and are incorporated by reference into this Agreement; (v) use of the terms "termination" or "expiration" are interchangeable; and (vi) reference to a default will take into consideration any applicable notice, grace and cure periods.

(g) **Estoppel.** Either party will, at any time upon twenty (20) business days prior written notice from the other, execute, acknowledge and deliver to the other a statement in writing (i) certifying that this Agreement is unmodified and in full force and effect (or, if modified, stating the nature of such modification and certifying this Agreement, as so modified, is in full force and effect) and the date to which the Rent and other charges are paid in advance, if any, and (ii) acknowledging that there are not, to such party's knowledge, any uncured defaults on the part of the other party hereunder, or specifying such defaults if any are claimed. Any such statement may be conclusively relied upon by any prospective purchaser or encumbrancer of the Premises. The requested party's failure to deliver such a statement within such time will be conclusively relied upon by the requesting party that (i) this Agreement is in full force and effect, without modification except as may be properly represented by the requesting party, (ii) there are no uncured defaults in either party's performance, and (iii) no more than one month's Rent has been paid in advance.

(h) **No Electronic Signature/No Option.** The submission of this Agreement to any party for examination or consideration does not constitute an offer, reservation of or option for the Premises based on the terms set forth herein. This Agreement will become effective as a binding Agreement only upon the handwritten legal execution, acknowledgment and delivery hereof by Landlord and Tenant.

[SIGNATURES APPEAR ON THE NEXT PAGE]

IN WITNESS WHEREOF, the parties have caused this Agreement to be effective as of the last date written below.

**"LANDLORD"**

**Marble Falls Independent School District**

By:   
Name: Rydie WARREN  
Its: Superintendent  
Date: 6/21/2006

**"TENANT"**

**Houston Cellular Telephone Company, L.P., by its general partner, New Cingular Wireless PCS, LLC**

By:   
Print Name: ~~William Cumbie~~ Jerry D Jones  
Its: ~~Executive Director STX~~ Real Estate + Construction Manager  
Date: 9-25-06

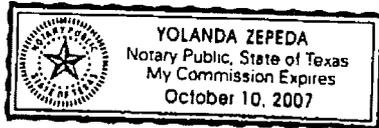
[ACKNOWLEDGMENTS APPEAR ON THE NEXT PAGE]

STATE OF Texas )  
 ) ss:  
COUNTY OF Bexar )

JERRY D. JONES

On the 25<sup>th</sup> day of Sept., 2006 before me personally appeared ~~William Gombie, Executive Director - STX~~, and acknowledged under oath that he is the ~~Executive Director~~ - STX of Houston Cellular Telephone Company, L.P., by its general partner, New Cingular Wireless PCS, LLC, named in the attached instrument, and as such was authorized to execute this instrument on behalf of said LLC.

REAL ESTATE & CONSTRUCTION MANAGER

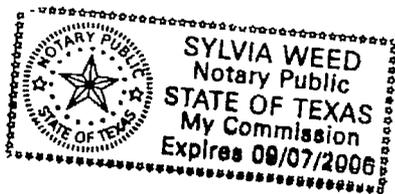


Yolanda Zepeda  
Notary Public: \_\_\_\_\_  
My Commission Expires: \_\_\_\_\_

STATE OF TEXAS )  
 ) ss:  
COUNTY OF Burnet )

This instrument was acknowledged before me on (date) June 21, 2006, by (name of representative)

Ryder Warren, as (title of representative) superintendent, of Marble Falls Independent School District.



Sylvia Weed  
Notary Public: Sylvia Weed  
My Commission Expires: 9/7/2006

**EXHIBIT 1**

**DESCRIPTION OF PREMISES**

Page 1 of 1

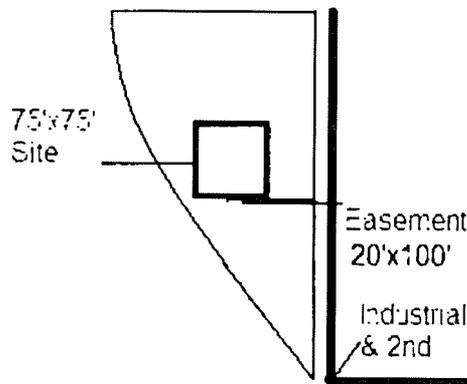
to the Agreement dated 9/25/06 ~~8/24/06~~, 2006, by and between Marble Falls Independent School District (hereinafter referred to as "Landlord"), and Houston Cellular Telephone Company, L.P., by its general partner, New Cingular Wireless PCS, LLC (hereinafter referred to as "Tenant").

The Property described as follows:

*Property (including any improvements): BEING 7.50 acres of land out of the Philip Dean Survey No. 204, Abstract No. 249, and being a portion of that certain 17.497 acre tract of land known as Tract Two of MARBLE FALLS INDUSTRIAL PARK, Section One (1), in Burnet County, Texas, as shown by plat recorded in Volume 4, Page 101, Plat Records of Burnet County, Texas, and said 7.50 acre tract being more fully described by metes and bounds in Exhibit "A", attached hereto and made a part hereof for all pertinent purposes.*

The Premises are described and/or depicted as follows:

0.1292 acres of land, more or less, together with easements for ingress, egress and utilities, consisting of one (1) tract of land and being out of and a part of the Parent Parcel described above, and being 5,625 square feet, measuring 75 feet by 75 feet.



**Notes:**

1. This Exhibit may be replaced by a land survey and/or construction drawings of the Premises once received by Tenant.
2. Any setback of the Premises from the Property's boundaries shall be the distance required by the applicable governmental authorities.
3. Width of access road shall be the width required by the applicable governmental authorities, including police and fire departments.
4. The type, number and mounting positions and locations of antennas and transmission lines are illustrative only. Actual types, numbers and mounting positions may vary from what is shown above.



Via Certified Mail, Return Receipt Requested  
Tracking Number 7006 0810 0002 5850 7056

November 28, 2006

Marble Falls ISD  
Attn: Glenn R. Graham  
2001 Broadway  
Marble Falls, TX 78654-4803

Subject: Fully Executed Option and Lease Agreement  
Site: SX5201/Pony Drive

Dear Lessor:

The Option And Lease Agreement between Marble Falls ISD and New Cingular Wireless PCS, LLC d/b/a Cingular Wireless has been fully executed. One fully executed copy is attached for your files. Future correspondence will be sent to the above address unless you notify me otherwise.

Your lease has not yet commenced. When it is commenced you will receive a letter notifying you of the official commencement date and providing you with information about any rent payments you should receive.

I have requested payment in the total amount of \$600.00 for the Option Period from September 25, 2006 up through and including September 24, 2007.

If you have any questions or concerns, please contact this department on our toll free number, 1 (877) 231-5447. You will need to select option 1 to proceed in English followed by option 3 for the Midwest and Central Region. Please reference on all communications the site name as found on the subject line of this letter to expedite processing of your request.

Sincerely,

Sarah Jump  
Real Estate Contracts Team Lead  
Cingular Wireless

Enclosures (1)

Cc: Cingular Wireless Project Manager  
File --- South Texas

fs



August 10, 2011

Marble Falls Independent School District  
Attn: Robert O'Conner  
1800 Colts Circle  
Marble Falls, TX 78654

Re: FA Number: 10111748  
Cell Site Name: STX 1011 1748  
306 Industrial Boulevard, Marble Falls, TX 78654 (Property)

Dear Mr. O'Conner,

The enclosed documents are being provided to you in connection with the proposed AT&T Lease Amendment. Please call me at (858) 754-2151 when you receive this package and I will guide you through the process of signing and notarizing the following:

1. **First Amendment to Option and Lease Agreement** (three originals):
  - Complete the signature block with signature and date **in the presence of a Notary Public.**
  
2. **Memorandum of Agreement** (three originals):
  - Complete the signature block with signature and date **in the presence of a Notary Public.**
  
3. **Certificate of Authority – School Board** (one original):
  - Complete the enclosed form per the instructions;
  - Because you are a School Board in the State of Texas, there are specific requirements set by statute as to which member(s) of the Board of Directors of your company are authorized to sign real estate documents. Please make sure these documents are signed by the appropriate member(s) of the Board of Directors to your By-Laws and/or Corporate Resolution; and
  - Attach a copy of By-Laws and/or Corporate Resolution. This documentation must indicate that the person signing the enclosed Lease package has the authority to sign documentation on behalf of Marble Falls Independent School District; and
  - Please include any and all amendments to any of the foregoing documents.

A return-addressed, pre-paid **Federal Express** envelope is included for your convenience (to locate the nearest drop-off, call **800.463.3339** or visit **www.fedex.com/dropoff**). Should you require the services of a mobile **Notary Public**, call **888.838.1458** or visit **www.123notary.com** to arrange for this service. Although we will be sending you a complete set of documents at the end of this transaction, you are free to make your own copies at this time if you wish. However, it is important that you return **all** of the original documents enclosed in this package.

Please make sure that all of these documents are signed, notarized and returned to Md7 within the next **three days**. Once all documents relating to this transaction have been fully-executed, AT&T will provide you with a complete set of final transaction documents.

If you have any questions regarding the enclosed documents, please contact me, your Md7 Lease Consultant, at **(858) 754-2151** or by email at **mprice@md7.com**.

Sincerely,

A handwritten signature in cursive script that reads "Michael Price".

Michael Price  
Lease Consultant

Enclosures

Cell Site No.: 103624  
Cell Site Name: STX 1011 1748  
Fixed Asset No.: 10111748  
Market: S. TX  
Address: 306 Industrial Boulevard

## FIRST AMENDMENT TO OPTION AND LEASE AGREEMENT

THIS FIRST AMENDMENT TO OPTION AND LEASE AGREEMENT ("First Amendment") dated as of the later date below is by and between Marble Falls Independent School District, having a mailing address at 1800 Colt Circle, Marble Falls, TX 78654 (hereinafter referred to as "Landlord") and New Cingular Wireless PCS, LLC, a Delaware limited liability company, successor by merger to Houston Cellular Telephone Company, L.P., by its General Partner, New Cingular Wireless PCS, LLC, having a mailing address at 12555 Cingular Way, Suite 1300, Alpharetta, GA 30004 (hereinafter referred to as "Tenant").

WHEREAS, Landlord and Tenant (or their predecessors in interest) entered into a Option and Lease Agreement dated September 25, 2006 (hereinafter, the "Agreement"), whereby Landlord leased to Tenant certain Premises, therein described, that are a portion of the Property located at 306 Industrial Boulevard, Marble Falls, TX 78654; and

WHEREAS, Landlord and Tenant desire to extend the term of the Agreement; and

WHEREAS, Landlord and Tenant desire to modify, as set forth herein, the Rent (as defined below) payable under the Agreement; and

WHEREAS, Landlord and Tenant desire to modify, as set forth herein, the Tenant's obligations to pay Rent to Landlord for a Rent Guarantee Period (as defined below); and

WHEREAS, Landlord and Tenant desire to amend the Agreement to clarify the scope of Tenant's permitted use of the Premises; and

WHEREAS, Landlord and Tenant desire to amend the Agreement to provide Tenant the right to enlarge the Premises; and

WHEREAS, Landlord and Tenant, in their mutual interest, further wish to amend the Agreement as set forth below.

NOW THEREFORE, in consideration of the foregoing and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Landlord and Tenant agree as follows:

1. **Term.** The term of the Agreement shall be amended to provide that the Agreement has a new initial term of sixty (60) months ("New Initial Term"), commencing on October 1, 2011. The Agreement will be automatically renewed for up to five (5) additional sixty (60) month terms (each an "Extension Term") without further action by Tenant. Hereafter, the defined term "Term" shall include the New Initial Term and any applicable Extension Term.

2. **Modification of Rent.** Commencing on October 1, 2011, the rent payable under the Agreement shall be Five Thousand and No/100 Dollars (\$5,000.00) per year (the "Rent"), and shall continue during the Term, subject to adjustment, if any, as provided below.

Cell Site No.: 103624  
Cell Site Name: STX 1011 1748  
Fixed Asset No.: 10111748  
Market: S. TX  
Address: 306 Industrial Boulevard

3. **Modification of Tenant's Obligation to Pay – Rent Guarantee.** Notwithstanding Tenant's obligations to pay Rent set forth under the Agreement, for a thirty-six (36) month period commencing October 1, 2011, and ending September 30, 2014 ("Rent Guarantee Period"), Tenant's obligation to pay Rent is guaranteed and such obligation will not be subject to offset or cancellation by Tenant. Notwithstanding the foregoing, if Landlord exercises any of Landlord's rights to terminate the Agreement, if any, Tenant will be released from any and all of its obligations to pay Rent during the Rent Guarantee Period as of the effective date of the termination. In addition, Tenant shall be released from any and all of its obligations to pay Rent during the Rent Guarantee Period if any of the following shall occur: (a) Landlord is in breach of the Agreement, including but not limited to any default under the terms of the Agreement beyond any applicable grace and cure period; (b) there is a foreclosure of the Property; (c) the Landlord shall require Tenant to relocate Tenant's equipment and facilities to a location that is not acceptable to Tenant in its reasonable business judgment if allowed for in the Agreement, (d) any existing government permits and/or approvals cannot be obtained or maintained, at no fault of the Tenant or (e) Tenant terminates the Agreement pursuant to the terms of the Expansion of Permitted Use section as modified below. If the Agreement is further modified in the future with an obligation for Tenant to pay additional Rent, the payment of Rent guarantee established in this paragraph will not be diminished or limited, but such Rent guarantee will not extend to that future additional Rent obligation.

4. **Future Rent Increase / Extension Term Increase.** The Agreement is amended to provide that commencing on October 1, 2016, Rent shall increase by ten percent (10%) and at the beginning of each Extension Term, as applicable.

5. **Expansion of Permitted Use.** Tenant, its personnel, invitees, contractors, agents, subtenants and assigns may use the Premises, at no additional cost or expense, for the transmission and reception of any and all communications signals and to modify, supplement, replace, upgrade, expand, including the number and type(s) of antennas, or refurbish the equipment and/or improvements thereon (collectively, "Communications Facility"), or relocate the same within the Premises at any time during the term of the Agreement, in order to be in compliance with any current or future federal, state or local mandated application, including but not limited to emergency 911 communication services or for any other reason. Landlord shall reasonably cooperate in obtaining governmental and other use permits or approvals necessary or desirable for the foregoing permitted use. If Landlord does not comply with the terms of this section, in addition to any other rights it may have at law, Tenant may terminate the Agreement and shall have no further liability to Landlord. If Landlord does not comply with the terms of this section, Tenant will have the right to exercise any and all rights available to it under law and equity, including the right to cure Landlord's default and to deduct the costs of such cure from any monies due to Landlord from Tenant.

6. **Expansion of the Premises.** Landlord will agree to grant to Tenant the right, to the extent practicable and on a space available basis, at no additional cost or expense, to enlarge the Premises or to make space available on the Property for Tenant so that Tenant or its authorized subtenants may implement any necessary modifications, supplements, replacements, refurbishments, or expansions to the Communications Facility or to any equipment related thereto, or for any other reasons, as determined by Tenant in its sole discretion.

7. **Removal/Restoration.** In addition to the terms set forth in the Agreement, Landlord agrees that the Communications Facility and any related equipment brought to the Premises by Tenant, its agents, contractors, predecessors-in-interest or subtenants, shall be and remain Tenant's personal property or the personal property

Cell Site No.: 103624  
Cell Site Name: STX 1011 1748  
Fixed Asset No.: 10111748  
Market: S. TX  
Address: 306 Industrial Boulevard

of its subtenant(s), as the case may be. Landlord waives any and all rights it may have, including any rights it may have in its capacity as Landlord under the Agreement to assert any liens, encumbrances or adverse claims, statutory or otherwise, related to or in connection with the Communications Facility or any portion thereof. Tenant, in its sole discretion, may remove the Communications Facility or any portion of the Communications Facility at any time during the Term of the Agreement, without notice to Landlord and without Landlord's consent. Notwithstanding any terms to the contrary, Tenant will not be responsible for the replacement of any trees, shrubs or other vegetation, nor will Tenant be required to remove from the Premises or the Property any foundations or underground utilities. Tenant, may, in its sole discretion, transfer any improvements or alterations to the Premises to Landlord at any time during the Term of the Agreement without notice to the Landlord and without the Landlord's consent.

8. **Taxes.** In addition to the continued obligations set forth in Paragraph 22 of the Agreement, Landlord shall be responsible for the payment of all real property taxes and assessments levied against the Premises and for any increases in such taxes and assessments that may be due to Tenant's Communication Facility or to Tenant's use of the Premises and shall not seek reimbursement from Tenant for any or any portion of such taxes or assessments.

9. **Acknowledgement.** Landlord acknowledges that: 1) this First Amendment is entered into of the Landlord's free will and volition; 2) Landlord has read and understands this First Amendment and the underlying Agreement and, prior to execution of this First Amendment, was free to consult with counsel of its choosing regarding Landlord's decision to enter into this First Amendment and to have counsel review the terms and conditions of this First Amendment; 3) Landlord has been advised and is informed that should Landlord not enter into this First Amendment, the underlying Agreement between Landlord and Tenant, including any termination or non-renewal provision therein, would remain in full force and effect.

10. **Notices.** Paragraph 17 of the Agreement is hereby deleted in its entirety and replaced with the following:

"NOTICES. All notices, requests, demands and communications hereunder will be given by first class certified or registered mail, return receipt requested, or by a nationally recognized overnight courier, postage prepaid, to be effective when properly sent and received, refused or returned undelivered. Notices will be addressed to the parties as follows:

If to Tenant:

New Cingular Wireless PCS, LLC  
Attn: Network Real Estate Administration  
Re: Cell Site # 103624  
Cell Site Name STX 1011 1748; Fixed Asset No.: 10111748  
12555 Cingular Way, Suite 1300  
Alpharetta, GA 30004

With a required copy of the notice sent to the address above to AT&T Legal at:

Cell Site No.: 103624  
Cell Site Name: STX 1011 1748  
Fixed Asset No.: 10111748  
Market: S. TX  
Address: 306 Industrial Boulevard

New Cingular Wireless PCS, LLC  
Attn: AT&T Legal Department  
Re: Cell Site # 103624  
Cell Site Name STX 1011 1748; Fixed Asset No: 10111748  
15 East Midland Avenue  
Paramus, NJ 07652

And as to Landlord:

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

Either party hereto may change the place for the giving of notice to it by thirty (30) days prior written notice to the other as provided herein."

**11. Sale of Property / Rental Stream Offer.**

a. Sale of Property. If Landlord, at any time during the Term of the Agreement, decides to sell, subdivide or rezone any of the Premises, all or any part of the Property or surrounding property, to a purchaser other than Tenant, Landlord acknowledges and agrees that such sale, subdivision or rezoning shall be subject to the Agreement and Tenant's rights thereunder. Landlord agrees that it shall promptly notify Tenant in writing such sale, subdivision or rezoning.

b. Rental Stream Offer. If at any time after the date of this First Amendment, Landlord receives a bona fide written offer from a third party or receives a modified written offer from a third party seeking an assignment of the rental stream associated with the Agreement ("Rental Stream Offer"), Landlord shall immediately furnish Tenant with a copy of the Rental Stream Offer. Tenant shall have the right within ninety (90) days after it receives such copy and representation to match the Rental Stream Offer and agree in writing to match the terms of the Rental Stream Offer. Such writing shall be in the form of a contract substantially similar to the Rental Stream Offer. If Tenant chooses not to exercise this right of first refusal or fails to provide written notice to Landlord within the ninety (90) day period, Landlord may assign the rental stream pursuant to the Rental Stream Offer, subject to the terms of the Agreement.

c. If Landlord attempts to transfer ownership to a third party in accordance with (a) or (b) without fully complying with the terms and conditions of (a) and (b) hereinabove, such a transfer shall be void and of no further force or effect. Landlord agrees to indemnify Tenant for any and all claims associated with such a purported transfer.

**12. Memorandum of Agreement.** Either party will, at any time upon fifteen (15) days prior written notice from the other, execute, acknowledge and deliver to the other a recordable Memorandum of Agreement substantially in the form of the Attachment 1. Either party may record this memorandum at any time, in its absolute discretion.

Cell Site No.: 103624  
Cell Site Name: STX 1011 1748  
Fixed Asset No.: 10111748  
Market: S. TX  
Address: 306 Industrial Boulevard

13. **Other Terms and Conditions Remain.** In the event of any inconsistencies between the Agreement and this First Amendment, the terms of this First Amendment shall control. Except as expressly set forth in this First Amendment, the Agreement otherwise is unmodified and remains in full force and effect. Each reference in the Agreement to itself shall be deemed also to refer to this First Amendment.

14. **Capitalized Terms.** All capitalized terms used but not defined herein shall have the same meanings as defined in the Agreement.

[NO MORE TEXT ON THIS PAGE - SIGNATURES TO FOLLOW ON NEXT PAGE]

Cell Site No.: 103624  
Cell Site Name: STX 1011 1748  
Fixed Asset No.: 10111748  
Market: S. TX  
Address: 306 Industrial Boulevard

IN WITNESS WHEREOF, the parties have caused their properly authorized representatives to execute and seal this First Amendment on the date and year below.

LANDLORD:  
Marble Falls Independent School District

TENANT:  
New Cingular Wireless PCS, LLC,  
a Delaware limited liability company

By: AT&T Mobility Corporation  
Its: Manager

By: \_\_\_\_\_  
Dr. Robert O'Conner, Superintendent

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

Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



Cell Site No.: 103624  
Cell Site Name: STX 1011 1748  
Fixed Asset No.: 10111748  
Market: S. TX  
Address: 306 Industrial Boulevard

## **Attachment 1**

### **Memorandum of Agreement**

## CERTIFICATE OF AUTHORITY – SCHOOL BOARD

IN RE: Marble Falls Independent School District

*Name of School Board*

We, the undersigned officers of the above-named school board (the "School Board"), hereby certify that we have reviewed the books and records of the School Board, and that the individuals named below are the current Officers/Board Members/Trustees/Superintendent of the School Board, holding the title indicated:

**NOTE: PLEASE HAVE ALL OFFICERS/BOARD MEMBERS/TRUSTEES/ETC., ACCORDING TO YOUR BY-LAWS, SIGN THIS CERTIFICATE AND CHECK THE BOX IF AUTHORIZED TO SIGN ON BEHALF OF THE SCHOOL BOARD.**

**Authorized Signatory**  
(✓if yes)

**Name**

**Title**

**Signature**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CHECK THE APPROPRIATE BOX FOR THE NUMBER OF REQUIRED TRANSACTION DOCUMENT SIGNATORIES:**

1 person

2 persons

All

Other \_\_\_\_\_

DATED as of this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

# Marble Falls High School Choir

## Boston

Trip Proposal  
SPRING BREAK 2012

- a. 4 Nights 5 Days in Boston, MA and North Conway, NH
  - b. Mount Washington and Cog Train
  - c. Old North Church
  - d. Freedom Trail
  - e. Salem
  - f. Faneuil Hall
  - g. Quincy Market
  - h. Plymouth Plantation
  - i. Fenway Park
  - j. Bunker Hill Monument
  - k. Goffstown High School
2. Performance Opportunities
- a. Goffstown High School with their choir
  - b. Old North Church
    - i. Original Church
  - c. "Old Ironside"
    - i. Oldest commissioned vessel
  - d. Old South Meeting Hall
3. Cost
- a. Approx. \$975 - \$1100 per student
    - i. Includes – round trip flight, hotel, pictures, Breakfast every morning, 1 dinners, Fenway Park, tour guides for tours of the city, Cog Railroad, tour buses, etc.....
4. Chaperones
- a. 1 chaperone for every 8 students
  - b. 2 MFISD Choir Director
5. Funds will be provided by students and various fundraisers.

STUDENT ACTIVITIES  
TRAVEL

FMG  
(LOCAL)

SCHOOL-  
SPONSORED TRIPS IN  
GENERAL

Students who participate in school-sponsored trips shall be required to ride in transportation provided by the school to and from the event. An exception may be made if the student's parent or guardian personally requests that the student be allowed to ride with the parent or presents a written request to the principal the day before the scheduled trip that the student be allowed to ride with an adult designated by the parent. The District shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.

OVERNIGHT TRIPS

The Board shall permit students to take school-sponsored overnight trips for the following purposes:

1. Instructional purposes (field trips and excursions). Approval for the trip shall be from the school principal.
2. Activities of school-sponsored or -sanctioned clubs or organizations. Approval for the trip shall be from the school principal.
3. UIL or other sanctioned competitions. Approval for the trip shall be from the school principal.

OVERNIGHT SCHOOL  
TRIPS

No school-sponsored overnight trips by school groups or individuals shall be approved unless such trips are of an educational associated program approved by the school administration.

OUT-OF-STATE TRIPS

The Board shall permit students to take out-of-state school-sponsored trips for the following purposes:

1. Instructional purposes (field trips and excursions). Approval for the trip shall be from the Board.
2. Activities of school-sponsored or -sanctioned clubs or organizations. Approval for the trip shall be from the Board.
3. UIL or other sanctioned competitions. Approval for the trip shall be from the Board.

BURNET CENTRAL APPRAISAL DISTRICT  
P. O. BOX 908 / 223 SOUTH PIERCE  
BURNET, TEXAS 78611  
PHONE (512) 756-8291  
FAX (512) 756-7873

*Sept agenda*

August 2, 2011

Superintendent  
Marble Falls I.S.D  
1800 Colt Circle  
Marble Falls TX 78654

Dear Superintendent:

The terms of all five members of the board of directors of the Burnet Central Appraisal District will expire at the end of this year. Therefore, we must proceed with the selection process of a board to serve from January 1, 2012 through December 31, 2013. Each voting unit may nominate one candidate, for each of the five positions to be filled, by written resolution on or before October 15, 2011. A sample resolution is enclosed.

The board members currently serving and are willing to serve another term are listed below. If you submit names other than those attached, please provide addresses and phone numbers for each name, and attach that information to the written resolution.

Calvin Chamness  
Bobbye Hensley  
Kay Renick

To be eligible to serve on the board of directors, an individual must be a resident of the district and must have resided in the district for at least two years immediately preceding the date the individual takes the office. An individual who is otherwise eligible to serve on the board is not ineligible because of membership on the governing body of a taxing unit. An employee of a taxing unit that participates in the district is not eligible to serve on the board unless the individual is also a member of the governing body or an elected official of a taxing unit that participates in the district.

Later this year ballots will be sent to each participating taxing unit with the names of the nominees. If you have any questions, please let me know.

Sincerely yours,

  
Stan Hemphill  
Chief Appraiser

*Marble Falls I.S.D*  
**RESOLUTION OF NOMINATION TO THE DIRECTORS FOR THE  
BURNET CENTRAL APPRAISAL DISTRICT FOR THE YEAR  
2012– 2013**

WHEREAS, SB621, Section 6.03 (h) allows that each taxing unit entitled to vote, nominate by resolution and to submit to the Chief Appraiser of the Burnet Central Appraisal District by October 15, 2011.

THEREFORE, The Marble Falls I.S.D submits the attached list of nominees, for candidates for election of the Board of Directors for Burnet Central Appraisal District for 2012 – 2013.

ACTION TAKEN, \_\_\_\_\_ day of \_\_\_\_\_, 2011 in Open Session of the Board of the above mentioned taxing unit, which is entitled under SB 621 to nominate the Board of Directors of the Burnet Central Appraisal District of Burnet County.

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

\_\_\_\_\_  
TITLE

ATTEST:

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

\_\_\_\_\_  
TITLE

**BURNET CENTRAL APPRAISAL DISTRICT**

**P. O. BOX 908 / 223 SOUTH PIERCE**

**BURNET, TEXAS 78611**

**PHONE (512) 756-8291**

**FAX (512) 756-7873**

August 9, 2011

Superintendent  
Marble Falls I.S.D  
1800 Colt Circle  
Marble FallsTX78654

Dear Superintendent:

Please find enclosed the Board of Director's Nomination Form that was left out of the August 2, 2011 mailing concerning the selection process of the Board of Director's.

If you need additional information, please let me know.

Sincerely,



Stan Hemphill  
Chief Appraiser

**BURNET CENTRAL APPRAISAL DISTRICT**  
**Board of Directors Nomination Form**  
**For the 2012-2013 Term**

Submitted by:  
Marble Falls I.S.D  
1800 Colt Circle  
Marble Falls TX 78654

The Marble Falls I.S.D has nominated by Resolution (here attached) the following person(s) for consideration to serve on the Board of Directors of the Burnet Central Appraisal District.

---

1.

\_\_\_\_\_

name

\_\_\_\_\_

address

\_\_\_\_\_

city, state, zip

\_\_\_\_\_

phone

2.

\_\_\_\_\_

name

\_\_\_\_\_

address

\_\_\_\_\_

city, state, zip

\_\_\_\_\_

phone

3.

\_\_\_\_\_

name

\_\_\_\_\_

address

\_\_\_\_\_

city, state, zip

\_\_\_\_\_

phone

4.

\_\_\_\_\_

name

\_\_\_\_\_

address

\_\_\_\_\_

city, state, zip

\_\_\_\_\_

phone

5.

\_\_\_\_\_

name

\_\_\_\_\_

address

\_\_\_\_\_

city, state, zip

\_\_\_\_\_

phone

\_\_\_\_\_  
Authorizing Signature

# MARBLE FALLS HIGH SCHOOL

[CIP Process](#)

[Cover Page](#)

[CEIC Members](#)

[MFHS Needs Assessment](#)

[District Goals](#)

[MFHS Goals on a Page](#)

[Classroom Process - Aligned to TEKS](#)

[Classroom Process - Assessment of Learning](#)

[Classroom Process - High Yield Strategies](#)

[Classroom Process - Plan for Intervention](#)

[Parent Relationships](#)

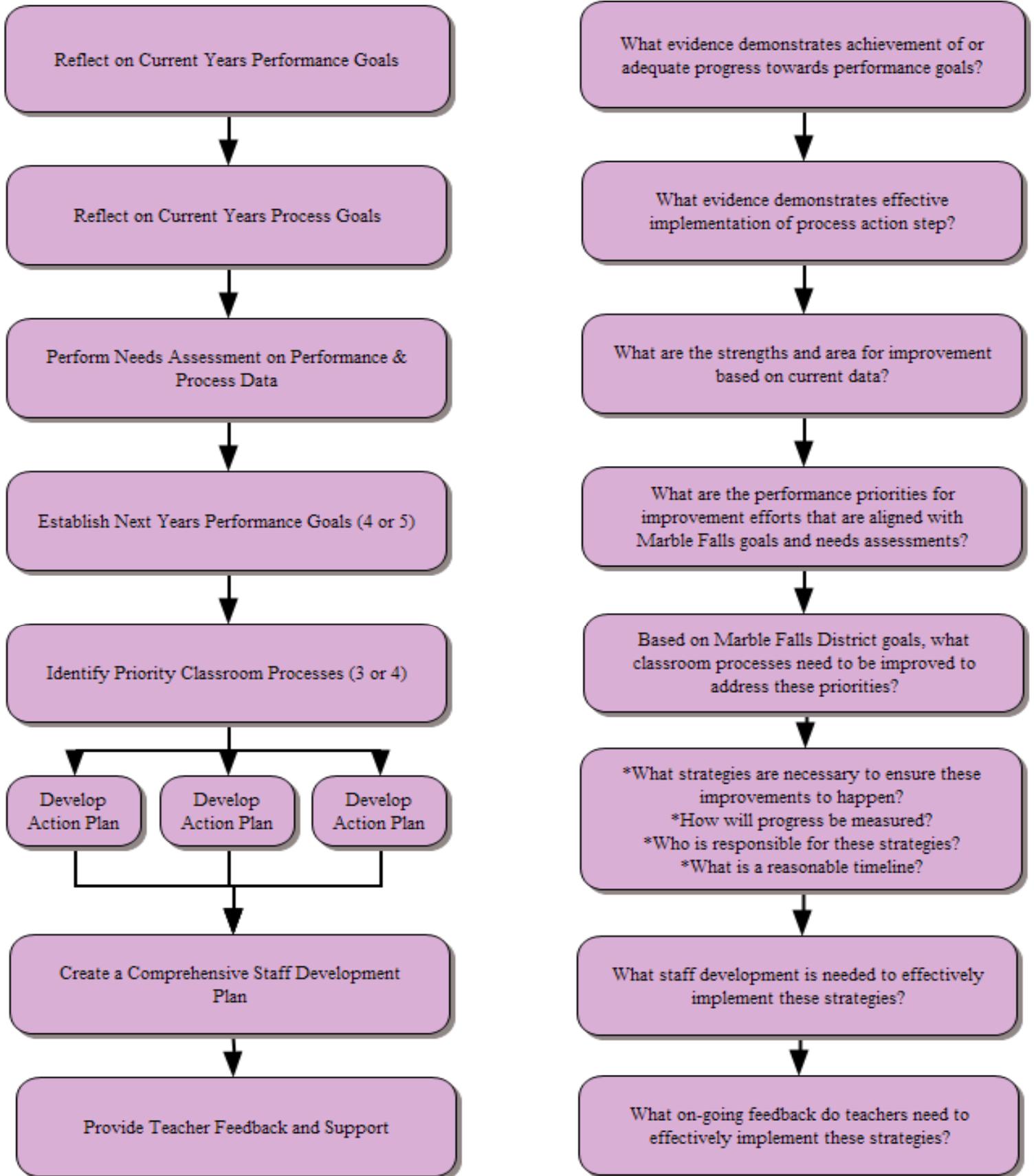
[Safe Environment](#)

[Technology Improvement Plan](#)



# 2011-2012 CAMPUS IMPROVEMENT PLAN

Marble Falls High School  
2011 - 2012 CIP Process



Marble Falls High School  
Campus Improvement Plan  
2011-2012

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

\*As of September 1, 2011

School Professional Demographics	
Number of Professional Teaching Staff	71
Staff New to Campus (Transfer)	1
Staff New to District	1
Staff New to Profession	1
Teaching Staff Average Years of Experience	11.5
Accreditation Status	Academically Unacceptable
AYP Status	Did Not Meet

Economically Disadvantaged	Number (Percent)
	582(52%)

Students with Disabilities	Number (Percent)
	123 (11.2%)

At Risk Population	Number (Percent)
	660 (59%)

Grade Level	
9th	324
10th	298
11th	279
12th	219
Total	1120

Gifted and Talented	Number (Percent)
	74 (7%)

English Language Learners	Number (Percent)
	37 (3%)

Gender	
Male	576
Female	544

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

Ethnicity	
Native American	7
Asian	5
Multi Race	14
African American	30
Hispanic	404
White/ Non Hispanic	660
Total	1120

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



# Marble Falls High School

## CEIC Members

### 2011-2012

<u>Name:</u>	<u>Position</u>
Eric Penrod	Principal
Rhonda Etheridge	Assistant Principal of Instruction
Clark Fields	Assistant Principal
John Klein	Assistant Principal
Carrie Grona	Teacher
Kendra Powell	Teacher
Deborah Dittberner	Teacher
Johnny Mitchell	Teacher
David Smith	Teacher
Shirlene Bridgewater	Teacher
Leigh Craig	Teacher
Sani Adamou	Teacher
Jenny Christian	Intervention Team
Heather Fuss	Intervention Team
Chris Delmas	Intervention Team
Tami Bird	Intervention Team
Gaynelle Mendel	Intervention Team
Carol Harle	External Evaluator
Russ Edwards	Community/ Business Member
Wendy Bingham	Parent

#### Responsibility of the CEIC:

1. Approve CIP Goals
2. Approve Staff Development 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

## 2011 - 2012 Marble Falls Board of Trustees

**Name:**

Rick Edwards

Kevin Nauman

Craig Mabray

Mike Savage

Karl Westerman

Tommy Chaney

Kelly Fox, Ph.D.

**Position**

Place 5 President

Place 6 Vice-President

Place 3 Secretary

Place 1 Member

Place 2 Member

Place 4 Member

Place 7 Member

+	▲
<b>Performance</b>	
<b>Reading</b>	
Increase in the number of students receiving commended score	TAKS is the only reading data for students
9th Grade non-economically disadvantage scores at 96%	Increase the passing rate for African American and Hispanic students
9th Grade White population scores at 95%	9th Grade Reading Levels per national screener (1-4th, 3-5th, 10-6th, 24 - 7th, 74-8th, 67-9th, 52-10th, 18-11th)
<b>ELA</b>	
Overall increase in 10th grade scores	Increase passing rate for all students
African American scores increased 19 points	Increase the number of 10th and 11th grade commended scores
11th grade scores consistent	Decrease in all three exam related to commended
	13% drop in 10th grade eco-dis
<b>Math</b>	
Consistent increase in student scores from 10th to 11th grade	Steady decrease in 9th and 10th grade scores
11th grade scores 87%	Improve 9th (66%) and 10th (60%) grade scores
All 9th Grade scores were above 5 year average	11th grade African American scores 40%
Commended Scores increase in 10th grade by 4% points.	Gap data between non eco and eco disadvantage students is 39% & 31% at the 9th and 10th grade level.

**Needs Assessment**

**Marble Falls High School**

+	▲
<b>Performance</b>	
<b>Science</b>	
Increase in the number of commended scores	Decrease in 10th grade SPED score
Increase in scores of African American, 11th grade SPED and 11th grade Eco-Dis (47% to 85%)	Decrease in 10th grade Hispanic scores
Overall increase in 11th grade scores	29% gap in 10th grade
<b>Social Studies</b>	
Increase in commended scores	Improve passing rate for 10th grade
Consistent improvement from 10th to 11th grade	Managing both EOC and TAKS assessments
Consistent improvement with changing standards	
<b>Special Education</b>	
11th grade science 92%	Improve math scores (9th 25%, 10th 11%, 11th 25%)
	10th grade social studies decrease 71% to 48% and science 33%
	9th grade reading decrease 81% to 67%
<b>ELL</b>	
English Language Proficiency Standards (ELPS) training	Teachers feel unsupported with ELL students
District Workshop-Sheltered Instruction	Materials to correctly assess the foundational learning levels of ELL students
District Workshop-RtI and English Language Learners	Grades do not reflect the level of learning.

**Needs Assessment**

**Marble Falls High School**

+	▲
<b>Current Classroom Processes</b>	
<b>Process:</b>	<b>CSCOPE</b>
Research based	Teachers feel as if the autonomy is taken away from the individual teacher
Essential learning aligned with TEKS	Requires use of large amount of paper
Scope and sequence is vertically aligned	Very expensive
Great resource and support for teachers	Teacher feel disconnect from the creating process
<b>Process:</b>	<b>Professional Learning Communities</b>
Teachers are participating in shared knowledge	Teachers feel as if the autonomy is taken away from the individual teacher
Teachers participate in academic teams to provide support and intervention for 9th grade students	Transparency is difficult
Time is set aside and not interrupted with clubs or UIL	Perspective is that PLC time is one more item in an already busy schedule
Common Assessments as being developed	

**Needs Assessment**

**Marble Falls High School**

+	▲
<b>Campus Processes</b>	
<b>Technology</b>	
45 new computers, replacing one lab	No waterfall plan
Good technology outside the CPU	Teacher's CPU cannot run some of the equipment
Tech Tuesdays	Software programs that do not get utilized
	Removal of IT places more stress on everyone
<b>Safe/Drug Free</b>	
Student Resource Officer on campus, Crime Stoppers information posted by library and in cafeteria, Safe and Drug Free, Administrator on campus	Drug test are potentially being compromised
Safety drills posted in classrooms, Crisis Prevention Intervention, Campus Crisis Management Plan	Students are still bringing drugs to school
<b>Parent Involvement</b>	
Parent participation in freshmen orientation	No documentation associated with parent meetings
PTO participation	administration is getting contacted that teachers are not updating grades
several parent meetings last year	

# District Goals Sheet (2011-2012)

## 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> <li>3. Alignment contingent on data and SMART goals</li> </ol>	<ol style="list-style-type: none"> <li>1. Research - Based Instruction</li> <li>2. Integration of CSCOPE</li> <li>3. Building Professional Learning Communities</li> <li>4. Common Assessments</li> <li>5. Literacy across curriculum</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 and STAAR subject area tests by 25%. (District Goal #2,4,6)</p>	<p>Lesson design</p> <p>Learning objective</p> <p>Essential learning aligned with TEKS</p> <p>High yield strategies</p> <p>Learner engagement</p>	<p>Plan for intervention / challenge</p> <p>Data analysis and goal setting</p> <p>Assessment of / for learning</p> <p>Plan for intervention / challenge</p> <p>Collaboration (Student)</p>
<p>Campus Goal #2 - Increase the passing rate by 15% for all students taking the 2012 Math and Science TAKS and STAAR tests. (District Goal #2, 4, 6)</p>	<p>Lesson design</p> <p>Learning objective</p> <p>Essential learning aligned with TEKS</p> <p>High yield strategies</p> <p>Learner engagement</p>	<p>Plan for intervention / challenge</p> <p>Data analysis and goal setting</p> <p>Assessment of / for learning</p> <p>Plan for intervention / challenge</p> <p>Collaboration (Student)</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>Lesson design</p> <p>Learning objective</p> <p>Essential learning aligned with TEKS</p> <p>High yield strategies</p> <p>Learner engagement</p>	<p>Plan for intervention / challenge</p> <p>Data analysis and goal setting</p> <p>Assessment of / for learning</p> <p>Plan for intervention / challenge</p> <p>Collaboration (Student)</p>
<p>Campus Goal #4 - Increase the percentage of students receiving a commended score on all subject areas on the 2012 TAKS and EOC by 10%. (District Goal #2, 4, 6)</p>	<p>Lesson design</p> <p>Learning objective</p> <p>Essential learning aligned with TEKS</p> <p>High yield strategies</p> <p>Learner engagement</p>	<p>Plan for intervention / challenge</p> <p>Data analysis and goal setting</p> <p>Assessment of / for learning</p> <p>Plan for intervention / challenge</p> <p>Collaboration (Student)</p>

## 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 proof, 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
Screen <u>all</u> 9th grade students in reading and math competencies. This will establish a baseline reading in order to formulate a cohort of intervention. Moreover, MFHS will also screen all individuals that failed the TAKS test the previous year.	RtI support team	Participation in program, TAKS scores for participants in comparison to prior year performance.	1-Sep-11	TTIPS Grant	9th Grade, TAKS Failures
Implement RtI process from the ground up. Focus on intervention and behavior to define and into a viable systemic process of identification of at-risk students early and provide adequate intervention to ensure graduation from our campus. Contract with Pearson Educational Services to provide 120 days of embedded professional development	RtI support team	RTI Flow Chart for MFHS Agendas and Minutes from CIT, CR performance data, six week grade data, completer data	October, 2011 through June, 2012	Campus, District and TTIPS Grant	All
Implement the use of instructional coaches in math and science in order to increase capacity of teachers and improve instruction	Principal, AP of C&I, Pearson	Various forms of data and classroom visitations	August, 2011 throughout the school year	Campus, District and TTIPS Grant	All
Revamp "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, 2011 throughout the school year	Campus, District and TTIPS Grant	All

## 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 proof. 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 a "Late Start Wednesday" for 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, Instructional Coaches, Intervention Team and External Evaluators	TAKS/ STAAR performance by class, 9 week failure rates, common assessments, AP class and test data, Americas Choice Intervention	Throughout the 2011-2012 school year via 90 day checks	Campus, District and TTIPS Grant	All
Utilize CSCAPE to plan curriculum and create common assessments to ensure all students have access to a guaranteed and viable curriculum.	Principal, AP of C&I, Dept Heads, Individual Teachers, Instructional Coaches, Intervention Team and External Evaluators	TAKS/ STAAR performance by class, 9 week failure rates, common assessments, AP class and test data, Americas Choice Interventions	Throughout the 2011-2012 school year via 90 day checks	Campus, District and TTIPS Grant	All
Contract with Pearson Educational Services	Principal, AP of C&I, Leadership Team	TAKS/ STAAR performance by class, 9 week failure rates, common assessments, AP class and test data, Americas Choice Interventions	Data as prepared by Pearson	TTIPS Grant	All
Continuation 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 proof. 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, Instructional Coaches, Intervention Team and External Evaluators	Meeting agendas; Department meeting minutes; Faculty Meeting Agendas	Throughout the 2011-2012 school year	Campus, District and TTIPS Grant	All
Teachers will learn assessment for learning strategies during each faculty meeting.	Principal, AP of C&I, Dept Heads, Individual Teachers, Instructional Coaches, Intervention Team and External Evaluators	Implementation of classroom practices	Throughout the 2011-2012 school year	Campus, District and TTIPS Grant	All
Collaborative teams reflect on 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 2011-2012 school year	Campus, District and TTIPS Grant	All
Administrators will meet with collaborative teams at least once a week to assist and support teachers in implementing Assessment FOR Learning strategies.	Principal, AP of C&I, Dept Heads,	Meeting agendas	Throughout the 2011-2012 school year	Campus, District and TTIPS Grant	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 proof. 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, 2011 throughout school year through Professional Development Days, Early Release Days, Faculty Meetings, Department Meetings, and After School.	Campus, District and TTIPS Grant	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 and STAAR objectives. Participation and TAKS Performance	BOY Professional Development, Early Release and Full Release Professional Development days, and Department Team Meetings throughout school year.	Campus, District and TTIPS Grant	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, 2011 throughout school year through Professional Development Days, Early Release Days, Faculty Meetings, Department Meetings, and After School.	Campus, District and TTIPS Grant	All
Utilize Pearson Educational Services contracted 120 of embedded PD. PD will be built around high yield instructional strategies	Principal, Leadership Team, Pearson Educational Services	Feedback loops from Professional Development Sessions, Department, Dept. Head Meetings, Admin./Couns. Meetings, Snapshot Data	2011-2012 school year.	Campus, District and TTIPS Grant	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 via "No Place for Hate"	Intervention Team	Discipline Referrals	Ongoing through year	TTIPS	
	Red Ribbon Week	Safe School Coordinator	Schedule of activities	October, 2011	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, 2011	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, 2011	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**

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
	Town Hall Parent Meetings	Principal	% of parents signed up	Ongoing through Year	All	Campus	X
X	Math Night for Parents	Principal	% of parents signed up	November, 2011	All	TTIPS	
X	Skyward Call System	District Technology	% successfully called	Early Fall, Throughout Year	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, 2011	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. 2011	All	Campus	X
	School meetings will be arranged at a time convenient for maximum parental involvement.	Principal	Schedule of meeting	Fall	All	Campus	

101

# 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
X	Parent Grade book Connection	District Technology	% of parents signed up	Ongoing Throughout Year	All	District	X

102

## 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	Contract with Dr. Howie Deblissi in order to formulate action plan for more effective technology integration	Principal	Agenda, implementation plan and snapshots	Sept, 11	TTIPS	X
X	Allocate \$198,000 of TTIPS monies for technology in core subjects. Items will include iPads, model labs, LOTE language lab, clickers, calculators	Leadership team and principal	Integration	Oct, 2011	TTIPS	
X	Campus Teacher Technology team	Central Office	Integration	Ongoing professional development	District	X
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, 2011 through spring semester	Campus	
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

# FALLS CAREER HIGH SCHOOL

## Campus Improvement Plan 2011-2012



**“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> <li>• Positive post cards to parents (2 per student per semester)</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>• Exxon/Mobil to provide annual corporate donation tied to retiree volunteer work with Falls</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> </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</p>	<p>Person(s) Responsible: Faculty</p>

	<p>included 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>Resources: Surveys, sign in sheets, mailings, web site. Campus Budget 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 Resources: District Funds Timeline: August 2011-June 2012</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. Resources: N/A 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: Saenz, Fletcher, Born Resources: Digital camera, Digital Video camera, Digital voice recorder Timeline: Throughout the year

	Classroom Implementation of MOBI (Interactive virtual tablet)	Persons Responsible: IT Trainer & Classroom Teachers Resources: MOBIs & Classroom Projectors, Campus budget Timeline: Throughout the year
--	---	---

**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: Saenz &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**

110

√	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>Person(s) Responsible: Teacher Developed Resources: Created Assessments 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, Saenz, Jacobs, Neely Resources: Direct teach, TAKS Workbooks, release tests, Study Island, Campus budget. Timeline: 9/19 – 10/17; 1/30 – 3/3; 3/26 – 4/23</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, Saenz, Lusby. Resources: Staff, Campus budget. Timeline: 45 minutes each Wednesday am</p> <p>5--6. Person(s) Responsible: Born Resources: Guest Speakers &amp; various personal &amp; career development assembly presentations; field trips to CTC/TT HL, TSTC in Waco &amp; College Fair at MFHS 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 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, Saenz, 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, Title 1 Funding</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. Per 6 weeks 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 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
	<p>Offer yoga classes to students and staff to include instruction on asana (forms), pranayama (breath control), relaxation and meditation. Attend workshop on increasing emotional health and stability with Breath, movement &amp; meditation</p>	<p>Person(s) Responsible: Born Resources: Yoga mats, bolsters, straps, campus budget Timelines: Student classes twice a week, staff class once a week throughout the school year.</p>
	<p>Teach the Importance of Intentionally “Feeding Our Best Self” (making time for music, movement, nature, art, meditation, prayer, good deeds, learning) Morning movement – offer 15 minutes of aerobic activity before class</p>	<p>Person(s) Responsible: Born Resources: 3 Questions for Personal Happiness assembly presentation. “Spark” Movement is miracle grow for The brain Timelines: November</p>
	<p>Present arguments for abstinence &amp; have students create presentations on VD (facts, myths, prevalence &amp; prevention).</p>	<p>Person(s) Responsible: Born Resources: “Hygiene for the Holidays” assembly presentation. Timelines: December</p>
	<p>Explore the marketing behind tobacco and the health consequences of tobacco use. Create anti smoking Public Service Announcements using print and video.</p>	<p>Person(s) Responsible: Born Resources: “The Truth About Tobacco” Video by Patrick Reynolds; Poster Board, Markers, Video Camera. School Assembly &amp; Mentor Groups Campus budget. Timelines: March</p>

**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: Saenz & 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>

# MARBLE FALLS MIDDLE SCHOOL



117

**2011 – 2012**

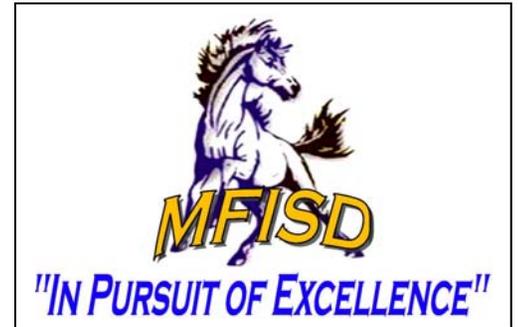
**CAMPUS IMPROVEMENT PLAN**

*Building Tomorrow's Future Today!*

# MARBLE FALLS MIDDLE SCHOOL

TEA RECOGNIZED CAMPUS

## Campus Improvement Plan 2011-2012



### 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 2011-2012**

<b><u>Name</u></b>	<b><u>Position</u></b>	<b><u>Term</u></b>
John Schumacher	Principal	On-going
Bruce Peckover	Assistant Principal of C & I	On-going
Brenda Belk	At-large professional	On-going
Deb Weis	MFMS teacher	May 2014
Katherine Corley	MFMS teacher	May 2013
Andrea Olfers	MFMS teacher	May 2012
Kathy Fletcher	Parent representative	May 2014
Jennifer Burdett	Parent representative	May 2012
David Crail	Business representative	May 2014
TBA	Community representative	May 2014
Adam Goodman	Staff Title representative	May 2012
Leona Moore	Staff Title representative	May 2012
Heather Rodgers	Staff Title representative	On-going
Kris Obermeyer	Staff Title representative	On-going
Patty McAlpin	Staff Title representative	May 2012
TBA	6 <sup>th</sup> Parent Title representative	May 2014
Erika Ponce	7 <sup>th</sup> Parent Title representative	May 2013
Manuela Ramirez	8 <sup>th</sup> Parent Title representative	May 2012
Laura Portillo	Spanish Translator	On-going
Melissa Fields	District-level representative	On-going
Karman Tindell	DEIC MS liaison	May 2014
Megan Douglas	DEIC MS liaison	May 2013
Marti Futrell	DEIC MS liaison	May 2012

**CEIC/Title Meeting Dates:**

September	22
November	17
January	19
March	22
May	3

*(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> <li>○ Community Resources Available to Parents and Students</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>○ Open House</li> <li>○ Campus Calendar on MS web page</li> <li>○ Teacher web pages</li> </ul> </li> <li>● <b>PROVIDE PARENT ORIENTATIONS:</b> <ul style="list-style-type: none"> <li>○ Open House: September 19, 2011</li> <li>○ Parent, Principal Team Meetings                             <ul style="list-style-type: none"> <li>▪ No Place for Hate</li> </ul> </li> <li>○ Current Event Issues</li> <li>○ ESL Rosetta Stone Classes</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>

121

	<ul style="list-style-type: none"> <li>• <b>ESTABLISH EFFECTIVE TRANSITIONAL ACTIVITIES:</b> <ul style="list-style-type: none"> <li>○ 5<sup>th</sup> to 6<sup>th</sup> Grade End of the Year School Transition Day</li> <li>○ New to Middle School Parent Meeting</li> <li>○ 8<sup>th</sup> to 9<sup>th</sup> Grade Transitional</li> <li>○ Project SEED, Social Emotional and Educational Development of Hispanic Children</li> </ul> </li>   <li>• <b>PROVIDE TRANSLATOR FOR MEETINGS AS NEEDED</b> <ul style="list-style-type: none"> <li>○ TRANSLATE CIP IN SPANISH</li> </ul> </li> </ul>	<p>Responsible: Administration and Counselors  Resources: District/Campus Funds  Timeline: As Needed</p> <p>Responsible: Administration  Resources: District/Campus Funds  Timeline: As Needed</p>
--	--	---

**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 STAAR Scores.

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> <li>• <b>INSTRUCTIONAL TECHNOLOGY WILL COMMENSURATE WITH THE DEMANDS OF THE 21<sup>ST</sup> CENTURY LEARNER:</b> <ul style="list-style-type: none"> <li>○ Incorporate Multi-Media Classes</li> <li>○ Professional Development for Staff</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>ESTABLISH CAMPUS-BASED COHORT OF TEACHERS WHO EXCEL IN TECHNOLOGY AND WILL ASSIST TEACHERS IN THE AREA OF INSTRUCTIONAL TECHNOLOGY AND CURRICULUM INTEGRATION:</b></li> </ul>	<p>Responsible: Administration and District Instructional Technologist Resources: District/Campus Funds Timeline: As Needed</p> <p>Responsible: Administration and Technology Cohort Teachers Resources: District/Campus Funds Timeline: As Needed</p> <p>Responsible: Administration, Staff, and Technology Cohort Teachers Resources: District/Campus Funds Timeline:</p> <p>Responsible: Administration and District Instructional Technologist Resources: District/Campus Funds Timeline: As Needed</p>

	<ul style="list-style-type: none"><li>• <b>Develop and Implement a Technology Support Response System</b></li></ul>	Responsible: Administration, Staff, and Instructional Technologist Resources: District/Campus Funds Timeline: As Needed
--	---	---

**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>ESTABLISH A PARENT VOLUNTEER PROGRAM</b> <ul style="list-style-type: none"> <li>○ Student Council</li> <li>○ Stampede Spirit Club</li> <li>○ No Place for Hate</li> </ul> </li>   <li>● <b>PROVIDE STUDENT MENTORING GROUPS TO ENCOURAGE STUDENT PARTICIPATION:</b> <ul style="list-style-type: none"> <li>○ Student Council</li> <li>○ Stampede Spirit Club</li> <li>○ UIL Academics</li> </ul> </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: Administration, Staff and Parents Resources: Campus Funds Timeline: As Needed</p> <p>Responsible: Administration and Staff Resources: Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration and Staff Resources: Campus/Title Funds Timeline: As Needed</p>

**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, Short-Term CSCOPE Assessment, Math and Reading AR Evaluations, SuccessMaker Profiles, Study Island Exams, RTI and CST Reviews, and Skills Based Assessments.

**Summative Assessment:** DMAC Report, RPTE, TELPAS, LEP, STAAR Field Test Assessments.

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> <li>• <b>IMPLEMENT INSTRUCTIONAL &amp; CURRICULUM COLLABORATION MEETINGS (PROFESSIONAL LEARNING COMMUNITIES):</b> <ul style="list-style-type: none"> <li>○ Instructionally driven agenda to focus PLC discussion</li> <li>○ Determine staff development focusing on differentiated learning, Pre-AP and ELL strategies RTI Intervention</li> <li>○ Align instruction to CSCOPE and new STAAR standards</li> <li>○ Strategies for supporting Academically Fragile Students and development of an enrichment plan for increasing commended performance</li> <li>○ Engaging instruction using technology</li> <li>○ Fundamental Five and Foundation Trinity</li> <li>○ Weekly review of team folders</li> </ul> </li> <li>• <b>IMPLEMENT AN AFTER-SCHOOL ACADEMIC LEARNING OPPORTUNITIES FOR ACADEMIC DEVELOPMENT</b> <ul style="list-style-type: none"> <li>○ UIL Academics</li> <li>○ Green Light Tutoring</li> </ul> </li> <li>• <b>CONDUCT PEARSON SKILL BASED ASSESSMENT AND SHORT TERM COMMON ASSESSMENTS</b> <ul style="list-style-type: none"> <li>○ Differentiate instruction on RTI Tiers</li> </ul> </li> <li>• <b>MONITOR ESL AND ELL MONITORING PROGRAM</b> <ul style="list-style-type: none"> <li>○ Improve STAAR scores by providing professional development</li> <li>○ SIOP Training</li> <li>○ Use of Title III Funds for professional development and outreach to communicate with ELL learners</li> </ul> </li> </ul>	<p>Responsible: Administration and Staff 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 and Counselors, Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration, Central Office Bilingual Coordinator, and Campus ESL Coordinator Resources: District/Campus/Title Funds Timeline: As Needed</p>

	<ul style="list-style-type: none"> <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>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>MATH INTERVENTION SPECIALISTS:</b> <ul style="list-style-type: none"> <li>○ Tier II &amp; III Pull Out Interventions</li> <li>○ Addition of Math Discovery Intervention Specialist</li> <li>○ Upgrade Math Title Paraprofessional position to a Math Teacher to work inclusively with Math Discovery Classes</li> </ul> </li>   <li>● <b>DEMOGRAPHIC BREAKDOWN OF EACH STUDENT-GROUPS' EDUCATIONAL NEEDS</b> <ul style="list-style-type: none"> <li>○ 6<sup>th</sup> Gr. African American Math (71%)</li> <li>○ 6<sup>th</sup> Gr. African American Reading (71%)</li> <li>○ 6<sup>th</sup> Gr. Hispanic Math (71%)</li> <li>○ 6<sup>th</sup> Gr. Hispanic Reading (71%)</li> <li>○ 6<sup>th</sup> Gr. White Math (84%)</li> <li>○ 6<sup>th</sup> Gr. White Reading (88%)</li> <li>○ 6<sup>th</sup> Gr. Economically Disadvantaged Math (72%)</li> <li>○ 6<sup>th</sup> Gr. Economically Disadvantaged Reading (77%)</li> <li>○ 6<sup>th</sup> Gr. SpEd Math (31%)</li> <li>○ 6<sup>th</sup> Gr. SpEd Reading (38%)</li>   <li>○ 7<sup>th</sup> Gr. African American Math (60%)</li> <li>○ 7<sup>th</sup> Gr. African American Reading (43%)</li> <li>○ 7<sup>th</sup> Gr. Hispanic Math (73%)</li> <li>○ 7<sup>th</sup> Gr. Hispanic Reading (79%)</li> <li>○ 7<sup>th</sup> Gr. Economically Disadvantaged Math (80%)</li> <li>○ 7<sup>th</sup> Gr. Economically Disadvantaged Reading (80%)</li> <li>○ 7<sup>th</sup> Gr. SpEd Math (61%)</li> <li>○ 7<sup>th</sup> Gr. SpEd Reading (45%)</li> <li>○ 7<sup>th</sup> Gr. SpEd Writing (67%)</li>   <li>○ 8<sup>th</sup> Gr. Hispanic Math (86%)</li> <li>○ 8<sup>th</sup> Gr. Hispanic Science (66%)</li> </ul> </li> </ul>	<p>Responsible: Administration, Counselors, Nurse, and Staff Resources: District/Campus/Title Timeline: As Needed</p> <p>Responsible: Administration and SPED Staff Resources: N/A Timeline: Year</p> <p>Responsible: Administration Resources: Title Funds Timeline: Year</p> <p>Responsible: Administration and Staff Resources: District/Campus/Title Funds Timeline: May 2012</p>
--	--	---

	<ul style="list-style-type: none"> <li>○ 6<sup>th</sup> Gr. White Science (84%)</li> <li>○ 8<sup>th</sup> Gr. Economically Disadvantaged Math (83%)</li> <li>○ 8<sup>th</sup> Gr. Economically Disadvantaged Reading (67%)</li> <li>○ 8<sup>th</sup> Gr. SpEd Math (71%)</li> <li>○ 6<sup>th</sup> Gr. SpEd Reading (73%)</li> <li>○ 6<sup>th</sup> Gr. SpEd Science (42%)</li> <li>○ 6<sup>th</sup> Gr. SpEd Social Studies (78%)</li> </ul> <ul style="list-style-type: none"> <li>● <b>INCREASE THE NUMBER OF STUDENTS BY 10% WHO ACHIEVE COMMENDED PERFORMANCE ON STAAR SCORES.</b></li> <li>○ 6<sup>th</sup> Grade Reading (28%)</li> <li>○ 6<sup>th</sup> Gr. Math (28%)</li> </ul> <ul style="list-style-type: none"> <li>○ 7<sup>th</sup> Gr. Reading (23%)</li> <li>○ 7<sup>th</sup> Gr. Math (19%)</li> <li>○ 7<sup>th</sup> Gr. Writing (29%)</li> </ul> <ul style="list-style-type: none"> <li>○ 8<sup>th</sup> Gr. Reading (42%)</li> <li>○ 8<sup>th</sup> Gr. Math (19%)</li> <li>○ 8<sup>th</sup> Gr. Social Studies (35%)</li> <li>○ 8<sup>th</sup> Gr. Science (28%)</li> </ul>	<p>Responsible: Administration and Staff  Resources: Campus  Timeline: May 2011</p>
--	--	---

**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>● <b>PROVIDE PROFESSIONAL DEVELOPMENT FOR HEALTH TEACHER</b></li>   <li>● <b>PROVIDE SUPPORT OF HEALTH AND WELLNESS INFORMATION</b> <ul style="list-style-type: none"> <li>○ Healthy snack alternatives in cafeteria</li> <li>○ Training for athletic instructors to teach student athletes to make eating choices that enhance performance</li> </ul> </li>   <li>● <b>END OF THE YEAR FITNESS EVALUATION FOR PHYSICAL EDUCATION STUDENTS</b></li>   <li>● <b>INVITE GUEST SPEAKERS FROM ORGANIZATIONS THAT SPECIALIZE IN:</b> <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: Administration and Health Instructor Resources: Campus Timeline: As Needed</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

√	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>○ Student Council</li> <li>○ Advisory Class</li> <li>○ No Place for Hate</li> <li>○ Stampede Spirit Club</li> </ul> </li>   <li>● <b>CONTINUE SUBWAY CHARACTER COUNTS PROGRAM</b></li>   <li>● <b>ADVISORY CLASSES</b> <ul style="list-style-type: none"> <li>○ Buddy lunches with advisory 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>APPLY TO BE A NO PLACE FOR HATE SCHOOL</b> <ul style="list-style-type: none"> <li>○ Establish a culture of respect and exemplary character</li> <li>○ Involve parents, community and campus staff and students</li> </ul> </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, Staff, Parents and Community Resources: Campus/Title Funds Timeline: May 2012</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.**

√	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>○ Bullying Prevention and Intervention</li> <li>○ Suicide Prevention</li> <li>○ Gender Talks</li> <li>○ Student Resource Officer Meetings</li> <li>○ Crime Stoppers Program</li> <li>○ No Place for Hate</li> </ul> </li>   <li>● <b>SAFE AND DRUG FREE DISTRICT COORDINATOR FUNDED BY TITLE 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>○ Habitudes</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	\$	Staff Salaries
Title I Allotment	\$	Instructional Support
Title III Allotment	\$	Professional Development
State Comp. Education	\$	For At-Risk Students

A large, stylized purple splash graphic with several teardrop shapes radiating from the top center, positioned behind the main text.

# **MFES**

**MARBLE FALLS ELEMENTARY**

---

**CAMPUS IMPROVEMENT PLAN**

---

**2011 - 2012**



# Marble Falls Elementary

## Campus Improvement Plan 2011-2012

### 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  
2011-2012**

<b>Name</b>	<b>Position</b>
Reddock, Andy	Administration, Chair
McCall, Renetta	Counselor
Bielefeld, Andrea	Librarian
Webel, Ashlea	Teacher
Burget, Sally	Teacher
Howze, Cecily	Teacher
Kennedy, Jamie	Teacher
Phillips, Debby	Teacher
Valentine, Sheri	Teacher
Reed, Becky	Teacher
Ewing, Charles	Special Education Representative
Greer, Jane	Title I Math Specialist
Guthrie, Desiree	K-2 Literacy Specialist
Chisholm, Cristi	3-5 Literacy Specialist
Overman, Paulyne	Paraprofessional Representative
Williams, Royann	Parent Representative
Gutierrez, Ruth	Parent Representative
Valdes, Al	Business Representative
Warczakowski, Lydia	Community Representative
Fields, Melissa	District Representative

**Marble Falls Independent School District  
Board of Trustees  
2011-2012**

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

# Comprehensive Needs Assessment

## Marble Falls Elementary

- **Target STAAR Scores at Grades 3-5 in order to achieve “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
    - Emphasis at Grade 4
  - **Science**
    - Hispanic
    - Economically Disadvantaged
    - African American
    - Emphasis at Grade 5
  - **STAAR – Accommodated / STAAR M / STAAR Alt (All Tests)**
    - Achieve 95% or greater passing rate on STAAR Accommodated, STAAR M, and STAAR 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
  - Conduct Instructional Walkthroughs utilizing CSCOPE / DMAC
- **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 K-3 TPRI / DRA Data 10-11

(Based on End of Year Grade Level Expectancy)

	DRA @Grade Level Expectancy	INST / IND	TPRI Fluency	TPRI Comprehension Story 1 / 2
<b>Kindergarten</b>	<b>99%</b>	<b>NA</b>	<b>NA</b>	<b>90% / 87%</b>
<b>First Grade</b>	<b>79%</b>	<b>87%</b>	<b>54%</b>	<b>91% / 68%</b>
<b>Second Grade</b>	<b>85%</b>	<b>89%</b>	<b>64%</b>	<b>84% / 80%</b>

## Marble Falls Elementary TAKS Accountability Data 10-11

	Reading	Math	Science	Writing
All	91	94	89	94
White	97	97	91	*
Hispanic	86	89	85	94
African American	62	85	80	96
Economically Disadvantaged	87	91	82	97

# Marble Falls Elementary TAKS Commended Performance Data 10-11

Target for 2011 – 2012 will be 50% Commended in all areas

	Reading	Math	Science	Writing
All	36	42	45	31
White	44	49	53	35
Hispanic	17	29	25	31
African American	31	23	40	0
Economically Disadvantaged	25	32	38	32

# Instructional Targets Based on 2010-2011 TAKS Data

(Below 90% Mastery / Below 80% 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 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 an 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 an understanding of math processes and tools used in problems.

## Reading

- **Grade 3**
  - 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 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 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.

## Science

- **Grade 5**
  - Objective 1 – The student will demonstrate an understanding of the nature of science.
  - Objective 3 – The student will demonstrate an understanding of the physical sciences.
  - Objective 4 – The student will demonstrate an understanding of the earth sciences.

## Writing

- **Grade 4**
  - Objective 3 – The student will recognize appropriate organization of ideas in written text.
  - Objective 4 – The student will recognize correct and effective sentence construction in written text.
  - Objective 6 – The student will proofread for correct punctuation, capitalization, and spelling 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**

	<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 MFES Campus Web Page MFES Students Folders / Agenda Books MFES Social Media Accounts (Twitter) MFES Campus Newsletter – Pony Express Campus Phone Calls Skyward Family Access	Campus funds District funds Planning time Technology Resources	District Office Principal Classroom Teachers PTO Members	Ongoing
1.2	Family Reading Night to promote literacy and parent involvement.	Campus Funds Flyers	Principal Librarian Classroom Teachers	December 2011 April 2012
1.3	Family STAAR Information Night for 3-5 parents	Campus Funds Flyers	Principal 3-5 Literacy Specialist Math Specialist	October 2011 January 2012
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 2011
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 \$1000	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 Tech Manager 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 Tech Manager 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 Tech Manager	Daily
2.4	Monitor Computer Lab Usage	Technology Funds	Principals Tech Managers	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. Tech Manager 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 Tech Manager District Personnel	December 2011

**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 2012

**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 and allows staff to maintain Highly Qualified standards. 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 Title I funds \$2000 Title III funds - \$1964	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 remediation to give identified students additional time to master necessary content and skills	SSI Resources Teaching Staff	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 STAAR (and/or needing to meet promotion criteria, as funds allow)	OEYP funds	Principal	June 2012
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

4.9	<p>Implement the components of the Student Success Initiative to include:</p> <ul style="list-style-type: none"> <li>▪ Parental notification of at-risk status (Gr. K-5)</li> <li>▪ Intervention services for any student coming into 5th grade who meets at-risk criteria based on Spring 10 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 Guidelines TPRI Assessment	Principal Teachers	Weekly
4.10	Instructional TEAMS consist of administration, specialists, and classroom teachers will conduct Instructional Walkthroughs resulting in open dialogue and recommendation on instructional improvement.	Walkthrough Schedule Monitoring form Time for debriefing	Principal Content Specialist Classroom Teachers	Monthly
4.11	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
4.12	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 2011 Training August 2011
4.13	Grade level team meetings will be held weekly as needed 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	Wednesdays
4.14	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

4.15	<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>
4.16	<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 \$1000</p>	<p>Principal Teachers Librarian</p>	<p>Daily</p>
4.17	<p>Develop test familiarity and test taking skills by using activities from various STAAR focuses ancillary materials.</p>	<p>· Title I funds \$1000</p>	<p>Classroom Teachers (Grades 3-5) Special Program Classroom Teachers Principal</p>	<p>Daily</p>
4.18	<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>

4.19	<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 State and Federal Funding sources if available</p>	<p>Classroom Teachers Principal Title 1 Staff Special Program Staff Teachers</p>	<p>Weekly</p>
4.20	<p>Guided Reading / Writing approach will be expected and supported in all K-5 classrooms.</p>	<p>Leveled Readers / Guided Reading library. Title I Funds \$1000</p>	<p>Title I support staff Principal Classroom Teachers</p>	<p>Ongoing</p>
4.21	<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>
4.22	<p>Each grade level will develop a STAAR plan using the results of data gathered each grading period. The plan will include intervention strategies and the use of test-taking strategies.</p>	<p>STAAR data Planning Time</p>	<p>Principal Title 1 Staff Teachers Special Ed. Staff</p>	<p>Annually but adjusted as needed</p>
4.23	<p>A District Benchmark Test will be administered according to district testing schedule. The results will assist teachers in planning for STAAR:</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 2012</p>
4.24	<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>
4.25	<p>Encourage small group remediation within classroom setting to reinforce all content areas. Groups no larger than 4 students</p>	<p>STAAR formatted resources, Reading resources targeting the 5 components of reading</p>	<p>Principal Title I support staff Classroom Teacher</p>	<p>Daily</p>

4.26	Evaluate student performance on STAAR formatted reading passages (mini assessments).	STAAR formatted Reading resources	Title I support staff Principal	Weekly
4.27	Provide extended day tutorials for struggling students.	SSI funds / staff	Central Office Staff Principal	Weekly
4.28	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
4.29	Benchmark assessments will be administered as per the district testing calendar and district assessment procedures.	District-provided assessments and reports generated through DMAC and Campus Analysis	Central Office staff Principal Teachers	Each 9 weeks
4.30	Teacher-made assessments will also be reviewed for TEKS content, complexity, & context.	Assessment materials	Principal Teachers Content Specialists	Ongoing, following each academic unit
4.31	Engage in data analysis of state & local assessments to determine appropriate intervention strategies	Data Analysis Sheets	Principal Teachers	Weekly
4.32	Utilize formal and informal (mini) assessment data to guide instruction and remediation	Benchmark assessments Informal assessments	Title I Support Staff Principal Classroom Teachers	Weekly
4.33	Information from computer software will be utilized to reinforce student learning. Programs will be facilitated through general and special education classrooms. (i.e. Read Naturally, Lexia, SuccessMaker, Study Island)	Computer hardware Program licensing Title I support staff	Literacy Specialist Title I Math Specialist Principal	Weekly
4.34	Encourage / Enforce individual student conferences with students regarding writing as related to 6+1 Traits.	Title I support	Classroom Teachers Principal	Ongoing
4.35	Utilize reading selections to reinforce writing concepts	6+1 Trait Crates Title I support staff	Classroom Teachers Literacy Specialists Principal	Weekly
4.36	Conduct regular walkthrough monitoring of instruction in all learning environments	Walkthrough documentation	Principal	Ongoing
4.37	95% of GT students at 3-5 grades will be commended on all sections of STAAR testing	Enrichment time	Classroom Teacher Challenge Lab Facilitator Principal	Annually
4.38	All staff must meet Highly Qualified status for all assigned roles. Internet postings, job applications, and job fairs will be utilized to recruit Highly Qualified candidates.	Posting requirements Job Fair opportunities	Principal	August 2011 or as need because of vacancy.

**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	Monthly
6.2	Implement STAR Student Program for students PK-5 in order to reinforce responsibility and character.	STAR Student Awards	Principal Registrar Teachers	Ongoing
6.3	Provide What-a-Character incentive tickets to student exemplifying strong character traits.	What-a Character Tickets Prizes	Counselor Principal	Monthly Drawings Ongoing tickets

**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 2011
7.3	Discipline plan and procedures will be periodically reviewed at grade level meetings using statistics from discipline records.	Discipline Reports	Classroom Teachers	October 2011 February and April 2012
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 2011 – January 2012
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 2011-2012



**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.**

## 2011-2012 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**

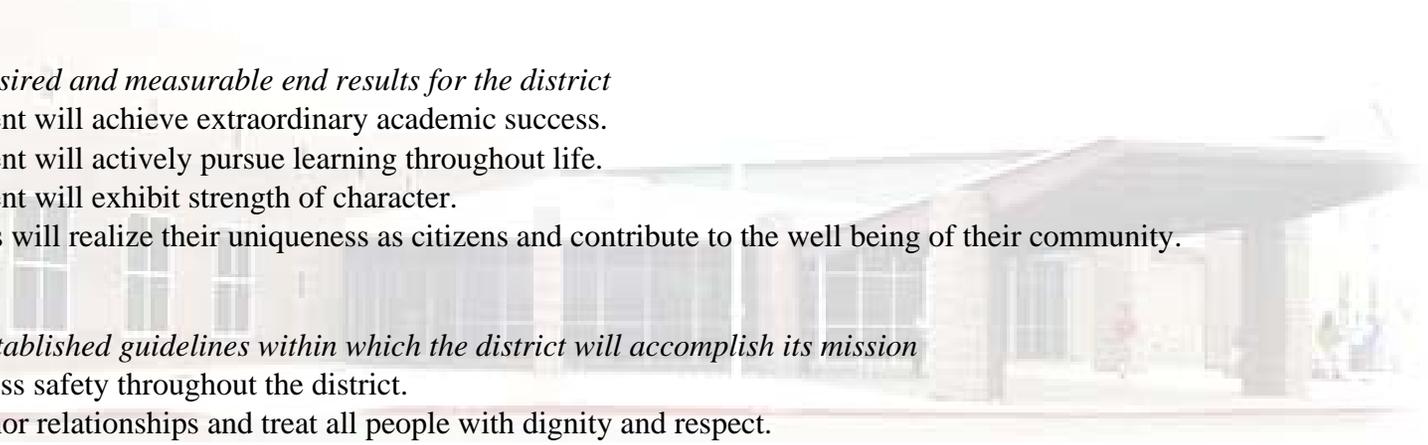
*Proposed as the desired and measurable end results for the district*

- 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  
2011-2012**

Rick Edwards	President
Kevin Naumann	Vice-President
Craig Mabray	Secretary
Mike Savage	Trustee
Karl Westerman	Trustee
Dr. Kelly Fox	Trustee
Tommy Chaney	Trustee

**Highland Lakes Elementary School  
CEIC Members  
2011-2012**

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

**Responsible for Highland Lakes Elementary CIP Implementation  
2011-2012**

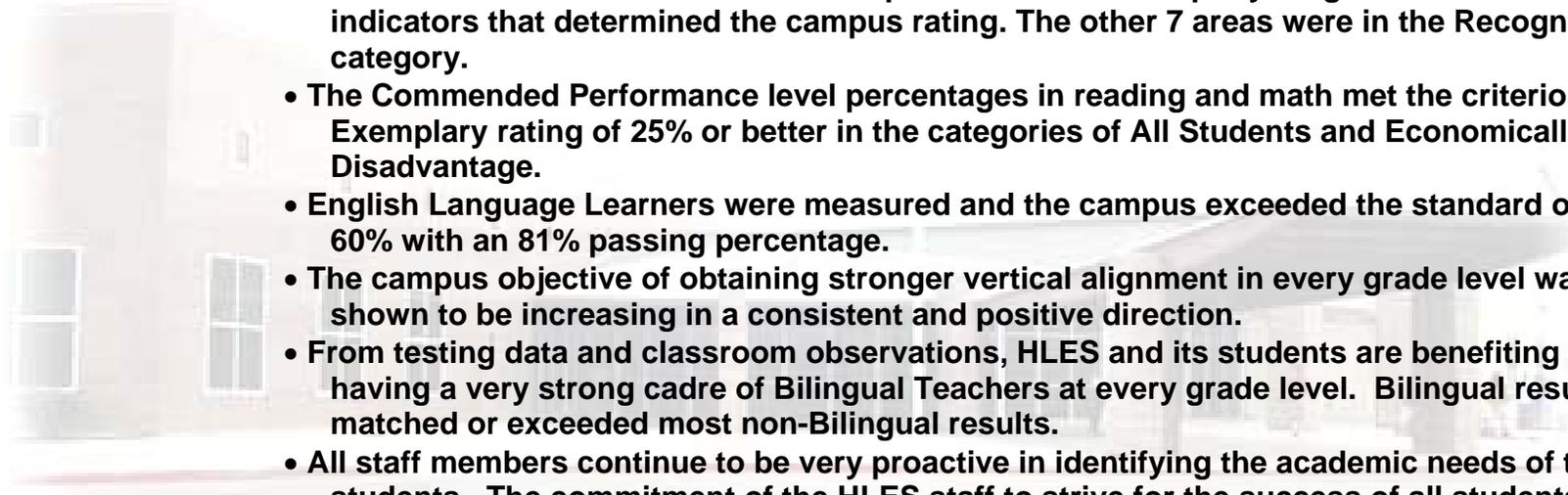
<b>Title/Position</b>	<b>Name</b>
Administration	Michael Pittard/Stacy Lashbrook
Counselor	Katy Brickey
Librarian/Media Specialist	Diana Collins
Nurse	Shannon O'Connor
Office Staff	Jeanette Tennison/Debbie Nelson
Teachers	HLES Staff
Instructional Assistants	HLES Para Staff
Instructional Technologist	Brenda Smith/Leslie Talamantes/Christina Hartley
PTO	To be determined
Director C&I	Amy Jacobs
Bilingual District Coordinator	Rachel King
Special Education Campus Coordinator	Julie Skero
Campus LSSP	Shelley Tennyson
Student Services Director	Central Office Staff
G/T District/Campus Coordinators	Patti Cryer/Linda Angelosante
District Technology	Kevin Wier
District Maintenance Director	Michael Phillips
Title IV District Coordinator	Carl Coleman

# 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.

## Areas of Strength:

- TEA reported Highland Lakes Elementary School as a Recognized Campus for the 2010-2011 school year.
- Test score results verified that the campus was in the Exemplary range in 14 out of the 21 indicators that determined the campus rating. The other 7 areas were in the Recognized category.
- The Commended Performance level percentages in reading and math met the criterion for Exemplary rating of 25% or better in the categories of All Students and Economically Disadvantage.
- English Language Learners were measured and the campus exceeded the standard of 60% with an 81% passing percentage.
- The campus 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. Bilingual results matched or exceeded most non-Bilingual results.
- 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:**

- **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 STAAR tests (improve to 90% or better)**
- **Increasing percentages of Commended Performances (improve to 50% or better). 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.**
- **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.**

**Academic Performance Indicators 2011(TAKS) and Goals 2012**

**Campus Results: Students Met Standard/Number Taking Test-Percentage Passing**

	All Students	African Am	Hispanic	White	Eco Disadvantage	Goal 2012
Reading	252/276 91%	n/a	149/167 89%	97/101 96%	200/222 90%	100%
Math	245/276 89%	n/a	147/167 88%	92/101 91%	192/222 86%	100%
Writing	84/92 91%	n/a	51/55 93%	33/36 92%	68/75 91%	100%
Science	71/84 85%	n/a	37/47 79%	34/36 94%	56/66 85%	100%

**Commended Performance: Number Commended/Number Taking Test-Percentages**

Reading	# at Commended	Number Taking	Percentages	Goal 2012
All Students	102	276	37%	50%
Econ Disadv	72	222	32%	50%
Math				
All Students	85	276	31%	50%
Econ Disadv	65	222	29%	50%

**By Grade Level Percentages: English/Spanish (Bilingual)**

	Reading	Math	Writing	Science	Goal 2012
3 <sup>rd</sup>	86%/94%	93%/89%			100%
4 <sup>th</sup>	95%/97%	89%/90%	87%/100%		100%
5 <sup>th</sup>	90%/n/a	86%/na		85%/na	100%

**By Grade Level Percentages: English/Spanish Commended Performance**

	Reading	Math	Writing	Science	Goal 2012
3 <sup>rd</sup>	49%/50%	38%/33%			50%
4 <sup>th</sup>	27%/52%	23%/59%	15%/14%		50%
5 <sup>th</sup>	31%/n/a	25%/n/a		40%/n/a	50%

**Mastery of Objectives****Math (English)**

		Grade 3	Grade 4	Grade 5 (1 <sup>st</sup> )
Objective 1	Numbers, Operations, and Quantitative Reasoning	85%	84%	80%
Objective 2	Patterns, Relationships, and Algebraic Reasoning	84%	81%	77%
Objective 3	Geometry and Spatial Reasoning	89%	80%	78%
Objective 4	Concepts and Use of Measurement	86%	76%	78%
Objective 5	Probability and Statistics	90%	79%	75%
Objective 6	Mathematical Processes and Tools	74%	75%	72%

**Reading (English)**

		Grade 3	Grade 4	Grade 5 (1 <sup>st</sup> )
Objective 1	Basic Understanding	85%	83%	85%
Objective 2	Applying Knowledge of Literary Elements	82%	84%	81%
Objective 3	Using Strategies to Analyze	82%	81%	86%
Objective 4	Applying Critical-Thinking Skills	80%	82%	82%

**Math (Spanish)**

		Grade 3	Grade 4	Grade 5 (1 <sup>st</sup> )
Objective 1	Numbers, Operations, and Quantitative Reasoning	78%	85%	n/a
Objective 2	Patterns, Relationships, and Algebraic Reasoning	85%	92%	n/a
Objective 3	Geometry and Spatial Reasoning	94%	86%	n/a
Objective 4	Concepts and Use of Measurement	90%	89%	n/a
Objective 5	Probability and Statistics	93%	91%	n/a
Objective 6	Mathematical Processes and Tools	76%	81%	n/a

**Reading (Spanish)**

		Grade 3	Grade 4	Grade 5 (1 <sup>st</sup> )
Objective 1	Basic Understanding	79%	86%	69%
Objective 2	Applying Knowledge of Literary Elements	85%	89%	79%
Objective 3	Using Strategies to Analyze	81%	89%	68%
Objective 4	Applying Critical-Thinking Skills	84%	84%	67%

**Writing (English)**

		Grade 4
Objective 3	Appropriate Organization of Ideas	88%
Objective 4	Correct and Effective Sentence Construction	85%
Objective 5	Standard Usage and Appropriate Word Choice	88%
Objective 6	Proofreading for Punctuation, Capitalization, and Spelling	83%

**Written Composition (English)**

Rating	0	1	2	3	4
Percent	0	13%	68%	13%	5%

**Writing (Spanish)**

		Grade 4
Objective 3	Appropriate Organization of Ideas	90%
Objective 4	Correct and Effective Sentence Construction	93%
Objective 5	Standard Usage and Appropriate Word Choice	94%
Objective 6	Proofreading for Punctuation, Capitalization, and Spelling	88%

**Written Composition (Spanish)**

Rating	0	1	2	3	4
Percent	0	0	83%	17%	0

**Science**

		Grade 5
Objective 1	Nature of Science	85%
Objective 2	Life Sciences	89%
Objective 3	Physical Sciences	87%
Objective 4	Earth Sciences	86%

## **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 hold a parent orientation for the school year, scheduled at different dates for elementary, middle school, and high school to accommodate multi-sibling families.
3. Each campus will develop and maintain a volunteer program.
4. Campuses will establish effective transitional activities.
5. The district will provide a list of community resources available to parents and students.

### **Summative Evaluations:**

1. Parent & Staff survey to determine effectiveness (May 2012)
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 2011)

<b>STRATEGIES</b>	<b>PERSON(S) RESPONSIBLE RESOURCES &amp; TIMELINES</b>	√ <b>Fall</b>	√ <b>Spring</b>	√ <b>Successful Completion</b>
<b>Communicate consistently with parents</b> ❖ Schedule parent orientation prior to the beginning of school – scheduled for August 19 at 6:00 p.m.	<ul style="list-style-type: none"> <li>• <b>Campus Administrator – campus funds (August 2011)</b></li> </ul>			

<ul style="list-style-type: none"> <li>❖ Maintain an up-to-date web page that includes: <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>○ CEIC minutes and other pertinent information</li> <li>○ SkyAlert</li> <li>○ Newsletters</li> <li>○ NutriKids and Grade Connection</li> </ul> </li> <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</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Campus Secretary (weekly, August 2011-May 2012)</b></li> <li>• <b>Administrator – campus funding (Monthly beginning in September)</b></li> <li>• <b>HLES staff – daily (August 2011-May 2012)</b></li> <li>• <b>Administrator, PTO, and HLES staff – campus funding (Bi-monthly)</b></li> </ul>			
--	---	--	--	--

<ul style="list-style-type: none"> <li>○ October– SSI/TAKS/STAAR</li> <li>○ November –</li> <li>○ January – AEIS Report/</li> <li>○ March –Student Organizations, Clubs and Book Fair</li> <li>○ May –Board Elections</li> </ul> <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> <li>❖ Translation both written and orally in English and Spanish</li> </ul> <p><b>Hold parent meetings during the school year, scheduled to avoid</b></p>	<ul style="list-style-type: none"> <li>• <b>HLES staff (August 2011-May 2012 daily as needed)</b></li> <li>• <b>Administrator (August 2011-May 2012 per needed basis)</b></li> <li>• <b>District Administrators/campus Registrars (September 2011-May 2012)</b></li> <li>• <b>Administrator/Bilingual Staff (as needed)- Campus budget (August 2011-May 2012)</b></li> </ul>			
--	--	--	--	--

<p><b>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 14, 2011 and February 17, 2012 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 form during registration, as well as at PTO and community functions. (ex: live music at lunch, grandparent's day, special cafeteria luncheon days, Destination Imagination, Local EMS, Master Gardeners of Burnet County, Burnet County Agricultural Extension Agency, Sheriff Department, Watch Dog Program, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All campus staff – campus budget (August 19, 2011 from 5:00-6:30 p.m.)</b></li> <li>• <b>All HLES classroom teachers – campus budget (September 15 from 5:30-6:00 p.m. for PK-2 &amp; 6:30-7:00 p.m. for 3<sup>rd</sup>-5th)</b></li> <li>• <b>All HLES classroom teachers – campus budget</b></li> <li>• <b>Office Staff, PTO – campus budget (August 2011-May 2012 ongoing)</b></li> </ul>			
--	--	--	--	--

- ❖ Establish a coordinator to recruit and organize volunteers

**Establish effective transitional activities**

- ❖ HLES will plan to implement a smooth transition between grade levels, taking into consideration growth & development, parent, and student understanding and needs.

**Provide a list of community resources available to parents and students**

- ❖ The district will produce and provide a list of community resources to HLES school counselor that may be disseminated to parents

- **Administrator/HLES designated staff member (September 2011)**
- **HLES Teachers/Administrators (Develop by March 2012)**

	<ul style="list-style-type: none"> <li>• <b>District Administrators (Spring 2012)</b></li> </ul>			
--	--	--	--	--

**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.
3. Instructional technology will be commensurate with the demands of the 21<sup>st</sup> century learner.
4. A campus-based cohort of teachers who excel in technological learning will assist campus instructional technologists with curriculum integration.
5. A technical support response system will be established to meet district and campus needs.

**Summative Evaluations:**

Staff surveys to determine program effectiveness (May 2012)

**Formative Evaluation and Timelines:**

Campus surveys; DEIC annual survey (May 2011)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p><b>Implement a filter criterion that is conducive to online learning</b></p> <ul style="list-style-type: none"> <li>❖ Ensure understanding of district policy regarding electronic communication and online resources</li> </ul> <p><b>Specialized staff training will be implemented to ensure staff understanding of technology applications</b></p> <ul style="list-style-type: none"> <li>❖ Provide continuing staff development           <ul style="list-style-type: none"> <li>• DMAC</li> <li>• Other Technology application training</li> </ul> </li> <li>❖ Send staff representatives to Texas Computers Education Association Conference in Austin, Texas for training of trainers</li> </ul> <p><b>Instructional technology will be commensurate with the demands of the 21<sup>st</sup> century learner</b></p>	<ul style="list-style-type: none"> <li>• District and Campus Administrators and all staff (August 2011)</li> <li>• Tech Cohort Teachers and other Staff (August 2011-May 2012)</li> <li>• February 2011 -2 HLES staff members (Costs from Campus Budget \$400)</li> <li>• HLES Technology Committee, Administrators, HLES Technology Cohorts, District</li> </ul>			

<p>❖ The campus technology committee will convene to discuss the technology needs of Highland Lakes Elementary. The committee will examine current needs and goals and objectives in the future that will facilitate the needs of 21<sup>st</sup> century learners.</p> <p><b>Campus-based cohort of teachers who excel in technological learning will assist campus instructional technologists with curriculum integration</b></p> <p>❖ Cohort teachers will receive access to district resources to utilize and share technology that provides for increase instructional usage within the classroom</p> <p><b>Technical support response system will be established to meet district and campus needs.</b></p> <p>❖ HLES will designate staff that will work with the District Technology Department in meeting the needs of the campus</p>	<p><b>Technology Department (Fall 2011-Spring 2012)</b></p> <ul style="list-style-type: none"> <li>• <b>District Technology and GT coordinator/HLES Cohort Teachers (September 2011-May 2012)</b></li> <li>• <b>Designated Staff IT/Campus Secretary/District Technology Department (August 2011-May 2012)</b></li> </ul>			
---	---	--	--	--

--	--	--	--	--

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

**Result Statements:**

1. The district will actively inform all students and parents about district-wide student participation opportunities.
2. Each campus will establish a parent volunteer program.
3. Each campus will establish a student mentoring group to encourage student participation.

**Summative Evaluations:**

Staff surveys to determine program effectiveness (May 2012)

**Formative Evaluation and Timelines:**

Campus surveys; DEIC annual survey (May 2011)

<b>STRATEGIES</b>	<b>PERSON(S) RESPONSIBLE RESOURCES &amp; TIMELINES</b>	√ <b>Fall</b>	√ <b>Spring</b>	√ <b>Successful</b>
-------------------	--	------------------	--------------------	------------------------

				Completion
<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> <p><b>Showcase Clubs and organizations to create interest and opportunities.</b></p> <ul style="list-style-type: none"> <li>❖ Provide regular student showcases in Morning Meeting, afterschool, and other presentation opportunities.</li> <li>❖ Public School Week in March will be student led by all student groups and organizations at HLES. <ul style="list-style-type: none"> <li>● Student Council</li> <li>● Journalism/Yearbook Club</li> <li>● Choir</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Campus Secretary, Sponsors, and Staff (August 2011-May 2012 – ongoing)</b></li> <li>● <b>All Staff - Ongoing</b></li> <li>● <b>HLES staff and students - Activity and Campus funds (March 2012 – Public School Week)</b></li> </ul>			

<ul style="list-style-type: none"> <li>• Safety Patrol</li> <li>• Archery Club</li> <li>• Destination Imagination</li> <li>• Millionaire Club (Accelerated Readers)</li> <li>• HLES Running Club</li> <li>• Challenge Lab</li> <li>• Spirit Club</li> </ul> <p>❖ 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>Establish a parent volunteer program</b></p> <p>❖ Continue Watch Dog Program</p> <p><b>Establish a student mentoring group to encourage student participation</b></p> <p>❖ HLES will develop and implement a program of</p>	<ul style="list-style-type: none"> <li>• <b>Campus Administration, Campus P.E. department, Andy Roddick Foundation Representative, The City Council of Granite Shoals-MFISD transportation department and campus funds (September 2011-May 2012)</b></li> <li>• <b>HLES Staff Member, Watch Dog Coordinator (August 2011-May 2012 ongoing)</b></li> <li>• <b>Administrators/HLES Staff (Fall 2011)</b></li> </ul>			
--	---	--	--	--

student leadership that will encourage student participation				
--	--	--	--	--

**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.
3. Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations.
4. Teachers will provide authentic learning experiences for students using a variety of technologies.

**Summative Evaluations:**

Staff surveys to determine program effectiveness (May 2012)

**Formative Evaluation and Timelines:**

Campus surveys; DEIC annual survey (May 2011)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<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 morning announcements 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 reward opportunities/presentations</li> <li>❖ Recognize students achieving “perfect attendance through local media, morning meeting, certificates, and other reward opportunities/presentations</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>❖ Provide effective, relevant</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Counselor, Administrator, all staff – Campus Budget (August 2011-May 2012)</b></li> <li>• <b>Counselor, Administrator, all staff – Campus Budget (August 2011-May 2012)</b></li> <li>• <b>Administrator, Bilingual Coordinator, and all teaching staff - District and Campus</b></li> </ul>			



<ul style="list-style-type: none"><li>○ Content Mastery</li><li>○ Literacy Team interventions</li><li>○ Individual/small-group tutoring</li><li>○ Dyslexia</li><li>○ CST</li><li>○ 504 Accommodations</li><li>○ RTI</li></ul> <p><b>Intervention/Assessment</b></p> <ul style="list-style-type: none"><li>❖ Utilize a flow chart of available interventions to support educational services (RTI)</li><li>❖ 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.</li><li>❖ Provide time (ATM Time-Administrator Teacher Meeting) for grade-level teachers to meet with principal to discuss students and curriculum</li><li>❖ Use benchmark and other available data to monitor student progress.<ul style="list-style-type: none"><li>○ Disaggregate data from TAKS and other assessments to</li></ul></li></ul>	<ul style="list-style-type: none"><li>● <b>ATM time for monitoring (Bi-Weekly on Thursdays)</b></li><li>● <b>Administrators, Counselor, and all teaching staff (Aug. 2011-May 2012)</b></li><li>● <b>Professional Development Record</b></li></ul>			
--	--	--	--	--

<p>identify areas of need</p> <ul style="list-style-type: none"> <li>○ Conduct regular reviews of assessment results and classroom performance to determine progress toward academic goals</li> </ul> <p>❖ Review campus special education program with emphasis on:</p> <ul style="list-style-type: none"> <li>○ CST</li> <li>○ Identification</li> <li>○ LRE (Least Restrictive Environment)</li> <li>○ Monitoring student growth</li> <li>○ IEP</li> <li>○ ARDs / MDRs</li> <li>○ STAAR</li> <li>○ Adequate yearly progress</li> <li>○ Special Ed. Benchmarks</li> <li>○ Teacher training on interventions/modifications</li> </ul> <p>❖ Review campus G/T program with emphasis on:</p> <ul style="list-style-type: none"> <li>○ Monitoring student growth</li> <li>○ Discussion of strategies at ATM time</li> <li>○ Collaboration time every six weeks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Special Education Staff (August 2011)</b></li> <li>• <b>Challenge Lab Teacher-Campus funds (August 2011-May 2012)</b></li> </ul>			
---	--	--	--	--

- o Differentiation
- o Challenge Lab activity and use

**Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations**

- o 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.
- o 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.

- **District , Campus Administration, Grade level staff, and Counselor-C-scope Exemplary Lessons, Staff ATM time (Campus budget and time)**

<ul style="list-style-type: none"><li>o Differentiation</li><li>o Challenge Lab activity and use</li></ul> <p><b>Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations</b></p> <ul style="list-style-type: none"><li>o 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.</li><li>o 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.</li></ul>	<ul style="list-style-type: none"><li>• <b>District , Campus Administration, Grade level staff, and Counselor-C-scope Exemplary Lessons, Staff ATM time (Campus budget and time)</b></li></ul>			
--	--	--	--	--

<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ HLES will utilize Title 1 funds to provide additional supplemental programs and materials in order to ensure student success. Title 1, Part A funds for Highland Lakes Elementary will purchase supplemental teaching materials in accordance data and feedback from classroom teachers and Title math and reading specialists.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Campus Administration, Grade level staff, Specialists, Title staff –Title 1 funds (Professional salaries-\$102,790; Paraprofessional salaries-\$85,361 &amp; supplies costs \$20,000) (September 2011-May 2012)</b></li> <li>● <b>Campus Administration, Grade level staff, Specialists, Title staff –Title 1 funds (Professional salaries-\$102,790; Paraprofessionals salaries-\$85,361 &amp; supplies \$20,000) (September 2011-May 2012)</b></li> </ul>			
--	---	--	--	--

<ul style="list-style-type: none"><li>○ 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.</li><li>○ 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 increase their mastery of the subject</li></ul>	<ul style="list-style-type: none"><li>● <b>Campus Administration, Grade level staff, Specialists, Title staff –Guided Reading, Literacy library, RTI process (September 2011-May 2012)</b></li><li>● <b>District , Campus Administration, Grade level staff, and Counselor-C-scope Exemplary Lessons, Staff ATM time (Campus budget and time)</b></li><li>● <b>Campus Administration, MFISD</b></li></ul>			
---	---	--	--	--

<p>area.</p> <ul style="list-style-type: none"> <li>o HLES will utilize Title 3 funds to assist the Bilingual students with support and materials designed to increase their opportunity for academic success.</li> </ul>	<p><b>Bilingual director, Bilingual teaching staff, Title staff-Title 3 funding (Salaries and Services-\$13,000 &amp; supplies/travel-\$11,021)), professional and contracted services, LPAC paperwork, supplies and materials (September 2011-May 2012)</b></p>			
---	--	--	--	--

**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 2012)

**Formative Evaluation and Timelines:**

Campus surveys; DEIC annual survey (May 2011)

<b>STRATEGIES</b>	<b>PERSON(S) RESPONSIBLE</b>	√	√	√
-------------------	------------------------------	---	---	---

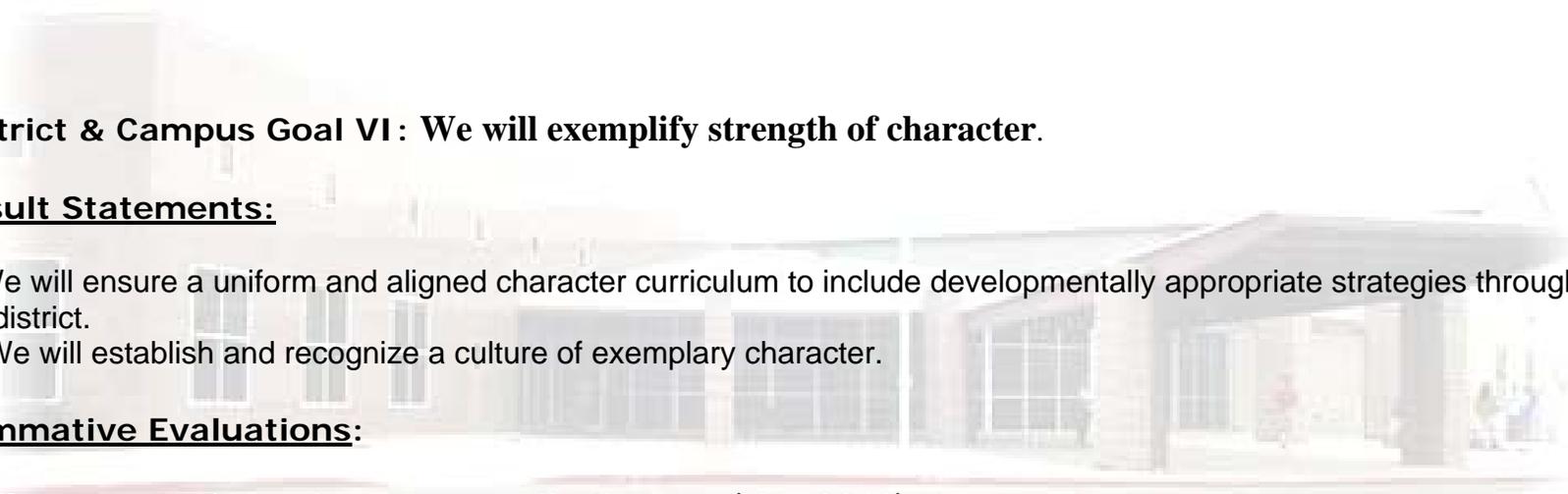
	RESOURCES & TIMELINES	Fall	Spring	Successful Completion
<p><b>Provide health information, support programs, and in-services for staff</b></p> <ul style="list-style-type: none"> <li>❖ Distribute district wellness bulletin to staff</li> </ul> <p><b>Offer health and wellness information to staff, parents, and caretakers</b></p> <ul style="list-style-type: none"> <li>❖ Notify families of opportunities for free health services and screenings           <ul style="list-style-type: none"> <li>• Texas Mobile Dentistry</li> <li>• Flu Vaccinations</li> <li>• Department of Health</li> <li>• Seton Care Van</li> <li>• Annual Vision &amp; Screening</li> </ul> </li> </ul> <p><b>Encourage and ensure healthy snack alternatives for students</b></p> <ul style="list-style-type: none"> <li>❖ Use FMNV guidelines for acceptable foods and snacks and classroom use</li> <li>❖ 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)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District and Campus Administrators and staff – (August 2010-May 2011)</b></li> <li>• <b>Cafeteria, Administrator, Nurse – (Fall 2011)</b></li> <li>• <b>Cafeteria, Administrator, Nurse, IT, PTO – (Fall 2011)</b></li> <li>• <b>P.E. Teacher (Ongoing {Marathon})</b></li> <li>• <b>P.E. Teacher, PTO, Administrator, Nurse, and HLES Staff (November</b></li> </ul>			

**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
- ❖ Continue involvement and promotion of annual Turkey Trot
- ❖ Health curriculum information in PE and other classes
- ❖ Hygiene information and instruction in hand washing, cleanliness, and other age appropriate topics
- ❖ Growth and Development presentation with 4<sup>th</sup> and 5<sup>th</sup> grade students
- ❖ One-on-One program for identified students/families for an individualized health program

**2011{Turkey Trot}**

- **P.E. Teacher, HLES staff (August 2011-May 2012 – ongoing)**
- **Nurse (August/September 2011)**
- **Nurse (Spring**
- **Nurse, HLES staff (August 2011-May 2012)**



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

**Result Statements:**

1. We will ensure a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the district.
2. We will establish and recognize a culture of exemplary character.

**Summative Evaluations:**

Staff surveys to determine program effectiveness (May 2012)

**Formative Evaluation and Timelines:**

Campus surveys; DEIC annual survey (May 2011)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<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> <li>❖ Model character in action and discussions in and out of class by HLES staff</li> <li>❖ Ongoing Character Ed. curriculum will be discussed in morning announcements, school wide assemblies, and teaching strategies in the academic school day.</li> </ul> <p><b>Establish and recognize a culture</b></p>	<ul style="list-style-type: none"> <li>• <b>Counselor – campus budget (September 2011- May 2012- monthly)</b></li> <li>• <b>Counselor (September 2011-May 2012)</b></li> <li>• <b>All HLES staff (August 2011-2012)</b></li> <li>• <b>Counselor, all HLES staff– campus budget (August 2011-2012)</b></li> </ul>			

<p><b>of exemplary character</b></p> <ul style="list-style-type: none"> <li>❖ Recognition of positive character traits exhibited by students on campus during morning announcements and bulletin boards</li> <li>❖ 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.</li> <li>❖ The school principal will recognize students who demonstrate strength of character and award them with a Principal's Assistant Certificate awards throughout the course of the 2011-2012 school year.</li> <li>❖ 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Counselor, all HLES staff– campus budget (August 2011-2012)</b></li> <li>• <b>Campus counselor, HLES teacher staff (September 2011-May 2012)</b></li> <li>• <b>Campus counselor, Administrators, and HLES teacher staff (September 2011-May 2012)</b></li> <li>• <b>Campus counselor, Administrators, and HLES teacher staff (September 2011-May 2012)</b></li> </ul>			
--	---	--	--	--

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

**Performance Objective:**

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

**Summative Evaluations:**

1. Parent & staff surveys to determine program effectiveness (May 2012)
2. Decrease in number of accident reports filed by school nurse

**Formative Evaluation and Timelines:**

Campus surveys; DEIC annual survey (May 2011)

STRATEGIES	PERSON(S) RESPONSIBLE	√	√	√
------------	-----------------------	---	---	---

	RESOURCES & TIMELINES	Fall	Spring	Successful Completion
<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 situations</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Administrators and all staff (August 2011 – during the first two weeks)</b></li> <li>• <b>Administrators and all staff (August 2011)</b></li> <li>• <b>Counselor (September/October 2011 lasting 4 weeks)</b></li> <li>• <b>Administrators, Counselor, and HLES staff (October 2011)</b></li> <li>• <b>Counselor, all HLES staff – campus budget (October 2011)</b></li> <li>• <b>Counselor - Counseling Groups(regular monthly basis starting September 2011)</b></li> <li>• <b>All HLES staff - Fire 1 x per</b></li> </ul>			

<p>lock-down drill each semester, along with accompanying staff training, in addition to regularly scheduled fire drills.</p> <ul style="list-style-type: none"> <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>	<p><b>month (some announced, some not)</b>  <b>Lockdown: Sept. '14 and Jan. '12</b>  <b>Weather: Sept. '22 and Feb. '13</b></p> <ul style="list-style-type: none"> <li>• <b>Counselor, all HLES staff – (Fall 2011)</b></li> <li>• <b>Counselor, all HLES staff – (September 2011-May 2012)</b></li> <li>• <b>Counselor, selected HLES staff (August 2011)</b></li> <li>• <b>Administrators, Counselor (August 2011-May 2012)</b></li> </ul>			
---	--	--	--	--

# **Spicewood Elementary School**

## **Campus Improvement Plan**



**2011 – 2012**

**“Where Excellence is Expected”**

## **District 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.

## **District and Campus 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.

## **Marble Falls Independent School District Board of Trustees**

Rick Edwards	President
Kevin Naumann	Vice President
Craig Mabray	Secretary
Tommy Chaney	Trustee
Dr. Kelly Fox	Trustee
Mike Savage	Trustee
Karl Westerman	Trustee

## **Campus Educational Improvement Committee**

Leslie Baty	Principal, Chair
Valerie Wleczyk	PK-K Representative
Donna Counts	1 <sup>st</sup> Grade Representative
Michelle Jacoby	2 <sup>nd</sup> -3 <sup>rd</sup> Grade Representative
Brad Houser	4 <sup>th</sup> -5 <sup>th</sup> Grade Representative
Kathryn Lane	Specials Area Representative
Patti Cryer	District Representative
Jane Gannaway	Community Representative
Dr. Gary Sengbusch	Business Representative
Kara Stewart	Parent Representative

## Comprehensive Needs Assessment

- Target grade level and content area instruction to raise the level of rigor required to prepare students for STAAR exams (multi-step processing, higher level thinking/reasoning, academic vocabulary, subject specific reading comprehension, process skill and instructional gaps)
- Increased emphasis on Character Education
- Ongoing professional development opportunities for teachers
  - Technology integration
  - RtI
  - “Best practices” for instruction
  - Behavior
- Upgrade computers
- Better overall communication for parents, staff and students
- Continue to improve partnership with community
- Build a strong volunteer program
- Build staff morale
- Increase opportunities to recognize staff/students
- Safe, orderly learning environment
  - Emphasize campus wide discipline procedures
  - Consistently enforce all campus rules
  - Appropriately address all discipline referrals in a timely manner
  - Monthly facility walk-throughs

**Spicewood Elementary Accountability Data  
2010-2011**

	Reading	Writing	Math	Science
All Students	90	90	93	93
White	90	92	96	96
Hispanic	86	*	86	80
African American	*	*	*	*
Economically Disadvantaged	87	99	90	85
Special Education	*	*	*	*

\* no data due to low numbers

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

**Performance Objective:** SWE will actively involve parents and community in the education of our students.

**Formative Assessments:** Parent Newsletters; 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:** Sign in sheets, Volunteer List, District and Campus Survey Results

✓	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Communicate consistently with parents.</p> <ul style="list-style-type: none"> <li>• Call parents to welcome the students back to school</li> <li>• School wide and class newsletters and notices sent home and posted on teachers' web pages</li> <li>• Keep web pages current</li> <li>• Provide information on special programs at monthly PTO meetings</li> <li>• Increase usage of student planners</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 real-time parent access to student grades and attendance records through Skyward Family Access</li> <li>• Provide monthly issues of Home-School Connection Parent Newsletter</li> <li>• Hold parent conferences at the end of 1<sup>st</sup> nine weeks</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 information table in the foyer for Transportation, Nurse, Cafeteria, PTO, Volunteer Opportunities</li> <li>• Open House to extend opportunities for parents to meet teachers and learn expectations for the year</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>• Increase parent and community members to serve as volunteers</li> </ul>	<p>Classroom Teachers Principal, Teachers</p> <p>All SWE Staff PTO, Principal</p> <p>All SWE Staff Classroom Teachers</p> <p>Principal</p> <p>Classroom Teachers</p> <p>Office Staff</p> <p>Classroom Teachers, Specialists</p> <p>Principal, All SWE Staff, PTO</p> <p>Principal, All SWE Staff, PTO</p> <p>Principal, All SWE Staff, PTO Office Staff, PTO</p>	<p>Phone Numbers Campus Funds</p> <p>Planning Time Agendas, flyers</p> <p>Planners Phone Numbers</p> <p>District Funds</p> <p>District Funds</p> <p>Title Funds *</p> <p>Planning Time</p> <p>Meeting Time</p> <p>Meeting Time</p> <p>Title Funds* PTO Time to make contacts</p>	<p>Week before school starts Ongoing Ongoing Monthly</p> <p>Ongoing Daily</p> <p>As needed</p> <p>Daily</p> <p>Monthly</p> <p>October 2011</p> <p>August 2011</p> <p>September 2011</p> <p>Ongoing</p> <p>Ongoing</p>

	<p>Spotlight campus activities to inform and encourage participation and/or sponsorship.</p> <ul style="list-style-type: none"> <li>• Invite local media to Spicewood 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>• Enlist organizations to help implement a Community Night (Family Board Game Night, Chili Cook-off) – Community Library, Spicewood Arts Society, Spicewood Lions Club, etc.</li> <li>• Utilize local partnerships to provide needs and resources for the students and staff (Spicewood Lions Club, Community Library, Spicewood Arts Society, School Supply Drive, Payless Gift Cards)</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 beginning of faculty meetings</li> <li>• Place messages of appreciation and encouragement in staff mailboxes.</li> <li>• Announcements at Morning Meeting</li> <li>• Provide special treats in lounge</li> <li>• Sunshine Committee to organize staff luncheons to celebrate birthdays, spread cheer at special times, etc.</li> </ul>	<p>Office Staff</p> <p>Office Staff, PTO</p> <p>Office Staff, PTO</p> <p>Principal</p> <p>Principal</p> <p>Principal Office Staff Sunshine Committee</p>	<p>Time to make contacts</p> <p>Time to make contacts and planning</p> <p>Time to make contacts</p> <p>Meeting Time</p> <p>Campus Funds</p> <p>Meeting Time Campus Funds Campus Funds</p>	<p>Ongoing</p> <p>Spring 2012</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
--	--	---	--	--

\* Pending Title I status approval

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

**Performance Objective:** A minimum of 50% of student instruction will utilize or integrate technology.

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

**Summative Assessment:** STAR report; SWE Technology Committee review; final computer lab usage report; report of student software usage; District and Campus Surveys

✓	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<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>Increase Technology Proficiencies in Productivity Tools such as Word, Excel, PowerPoint, Outlook, Troubleshooting Tools, and Technology Integration</li> <li>Provide continuing staff development (examples - DMAC, Project Share, PD360, Atomic Learning, components of Office, programs as needed, etc.)</li> <li>Send teacher representatives to the Texas Computer Education Conference in Austin</li> </ul>	<p>Technology Dept, Technology Cohort Teachers Technology Dept, Technology Cohort Teachers Principal</p>	<p>Title Funds *  District Funds  District Funds  Campus Funds</p>	<p>Ongoing  Ongoing  February 2012</p>
	<p>Ensure effective and consistent use of instructional technology.</p> <ul style="list-style-type: none"> <li>Integrate technology in core curriculum areas</li> <li>Monitor lab usage</li> <li>Increase use of technology tools</li> <li>Increase use of distance learning opportunities</li> <li>Utilize computer-based interventions such as Successmaker, Lexia, Education City, etc.</li> </ul>	<p>Principal, Teachers Principal Principal, Teachers Principal, Teachers Teachers</p>	<p>Campus Funds Lab Usage Report Campus Funds Campus Funds Campus/District Funds</p>	<p>Daily Monthly Daily Ongoing Daily</p>
	<p>Participate in a student-directed technology showcase.</p>	<p>Principal, Teachers, Students</p>	<p>Time for projects</p>	<p>December 2011</p>
	<p>Purchase Technology Tools to meet current needs.</p> <ul style="list-style-type: none"> <li>Document cameras for 3<sup>rd</sup> – 5<sup>th</sup></li> <li>Upgrade computer stations older than five years to include effective processing speed</li> </ul>	<p>Principal Principal</p>	<p>Title Funds * Campus Funds Campus Funds, PTO</p>	<p>September 2011 Fall 2011</p>

2011

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

**Performance Objective:** SWE will provide opportunities for students to learn outside of the classroom.

**Summative Assessments:** Sign in sheets from PTO meetings; Information Flyers; Parent Newsletters; Media Communications related to Student Involvement, UIL Participants, Field Trip Plans, Sign in Sheets from Club Meetings, District and Campus Surveys; file of media communications that relate to student involvement

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Encourage participation in extracurricular activities such as hockey, choir, journalism, Safety Patrol, Student Council, UIL and Destination Imagination with an increased emphasis on academic activities.	All SWE Staff, Specific club sponsors	Campus Funds, donations, information flyers	Ongoing
	Showcase clubs and organizations to create interest and opportunities.	Club sponsors	PTO meetings, announcements, hallway presentations	Ongoing
	Provide field trip experiences.	Principal, Teachers	Campus Funds, PTO	Trip will coincide with grade level TEKS it supports

202

## 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 Assessments:** Teacher observations/walk throughs, grade reports, CScope assessments, benchmarks, STAR reports, TPRI, DRA, TEMI, running records, classroom data

**Summative Assessments:** AEIS report including all STAAR and TELPAS, End of Year assessment results, STAR reports, Classroom data, PDAS Evaluations, District and Campus Survey Results

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Teachers will engage in purposeful professional development to meet identified needs of the diverse student groups such as gifted students, LEP students, At-Risk, Special Education students, etc.</p> <ul style="list-style-type: none"> <li>• Train staff to implement reading, math and behavior RtI including interventions, modifications and monitoring.</li> <li>• Provide opportunities for staff to increase their knowledge and skills in “best practices” - balanced literacy, hands on learning, multi sensory instruction, instructional centers, use of math manipulatives, lab based science, technology integration, .</li> </ul>	All SWE Staff, District C & I, Special Education Staff	District Funds, Campus Funds, Title Funds *, Staff Development Time	Ongoing
	<p>Teachers will use instructional strategies to differentiate in order to meet the needs of their diverse populations.</p> <ul style="list-style-type: none"> <li>• Utilize CSCAPE to ensure TEKS coverage and grade level, campus and district alignment.</li> <li>• Reading and math specialists will provide inclusion and/or pull out support for identified students. Oversee programs such as Lexia and Successmaker.</li> <li>• Utilize strategies for students participating in our GT program. Classroom Teachers, Challenge Lab Teachers and Content Specialists will provide enrichment activities for all students and Challenge Lab Teachers will provide enrichment for identified GT students.</li> <li>• Utilize strategies for students who are at-risk such as RtI, reading/math specialist support, content mastery, content academies, and computer assisted interventions.</li> <li>• Utilize strategies for students in Special Education such as identification, inclusion, resource, and computer assisted interventions.</li> </ul>	All SWE Staff, District C & I, Special Education Staff	District Funds, Campus Funds	Ongoing



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

**Performance Objective:** SWE will continue to emphasize healthy choices for students and staff.

**Formative Assessments:** Parent Newsletters, Information Flyers, Cafeteria Report

**Summative Assessments:** Sign in sheets; list of participating students in health programs; District and Campus Surveys

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Provide health information, support programs, and in-services for students, parents and staff.</p> <ul style="list-style-type: none"> <li>• Health section on Parent Newsletter</li> <li>• Notify families of opportunities such as free dentist visits, Care-a-Van locations</li> <li>• Notify staff/parents of local events – 5K’s, etc.</li> </ul> <p>Encourage and ensure healthy snack alternatives for students.</p> <ul style="list-style-type: none"> <li>• Research option of frozen yogurt instead of ice cream</li> </ul> <p>Promote health through exercise programs and activities.</p> <ul style="list-style-type: none"> <li>• Family Fitness Night</li> <li>• Yoga for Teachers</li> <li>• Increase participation in After School Fitness Group for Teachers</li> </ul>	<p>Principal, Nurse Principal, Nurse</p> <p>Principal, Nurse</p> <p>Principal, Food Service</p> <p>All SWE Staff, PTO All SWE Staff All SWE Staff</p>	<p>Campus Funds Flyers, Website</p> <p>Flyers, Website</p> <p>Healthy Snacks</p> <p>PTO Meeting Yoga Mats Time to Attend</p>	<p>Monthly Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>April Weekly Weekly</p>

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

**Performance Objective:** SWE will increase opportunities for staff and students to recognize good character traits in students and staff.

**Formative Assessments:** Student planners; Shining Star Student Wall; Morning Meeting recognitions

**Summative Assessments:** District and campus survey results

√	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>• Classroom visits by the counselor using Character Counts curriculum</li> <li>• Guidance groups with the counselor</li> <li>• Model and discuss character in action</li> </ul> <p>Establish and recognize a culture of exemplary character.</p> <ul style="list-style-type: none"> <li>• Recognition of positive character traits at Morning Meeting and Bulletin Boards.</li> <li>• Character Counts pillars posted in every classroom and other areas of campus.</li> <li>• Wear color of Character Focus for a particular month.</li> </ul>	<p>Counselor</p> <p>Counselor All SWE Staff</p> <p>Counselor, All SWE Staff All SWE Staff</p> <p>All SWE Staff and Students</p>	<p>Character Counts Curriculum</p> <p>Character Curriculum Character Curriculum</p> <p>Campus Funds</p> <p>Campus Funds</p> <p>Clothing</p>	<p>Monthly</p> <p>As Needed Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p>

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

**Performance Objective:** SWE will provide a safe, orderly and drug-free learning environment.

**Formative Assessments:** 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 Reports, District and Campus Survey Results and V-Soft Reports

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Review the Campus Crisis Management Plan for effectiveness and modify if necessary.	All SWE Staff	Crisis Mgmt Plan	Annually
	Red Ribbon Month activities will feature and celebrate making safe and healthy choices.	Counselor, All SWE Staff	Campus Funds	October 2011
	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>• Use V-Soft Procedures</li> </ul>	Office Staff	District/Campus Funds	Ongoing
	Utilize additional walkie-talkies to expand communication on campus.	All SWE Staff	Campus Funds	Ongoing
	Increased emphasis on campus wide discipline procedures.	All SWE Staff	Posters, Instructional Time	Ongoing
	Discipline plan and procedures will be reviewed during team meetings to determine effective/ineffective practices.	Principal, Teachers	Discipline Plan, Planning Time	Discipline Reports
	Analyze discipline data to determine effective/ineffective practices.	Principal	Discipline Data	Monthly
	Consistently enforce all campus rules.	All SWE Staff	Visual Aids Team Mtg Review	Ongoing
	Continue implementation of crisis, bullying and violence prevention strategies	All SWE Staff	District Funds, Campus Funds, Title Funds *	Ongoing

	Provide staff development opportunities in strategies when working with “hard to manage” children.	Principal, LSSP	Staff Development Time	As Needed
	Conduct facility walk-throughs to identify areas for repair and/or improvements.	Principal, District Maintenance Director	Work Orders	Monthly
	Conduct monthly fire drills and evaluate effectiveness	Principal	School Map, Fire Drill Procedures	Monthly
	Conduct Lock Down drills once a semester and evaluate effectiveness	Principal	Lock Down Procedures	September 2011, January 2012
	Conduct Disaster drills once a semester and evaluate effectiveness	Principal	Disaster Procedures	September 2011, February 2012

\* Pending Title I status approval

**Fund Totals  
2011-2012**

Source	Amount	Description
Title I * (Pending approval)	\$6,000.00	Instructional Support
Title II (District)	\$128,301	Professional Development
Title III	\$1,691.00	Education for LEP Students

MARBLE FALLS



COLT ELEMENTARY

**2011 - 2012**

**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.

*“Together We Grow!”*

**MFISD Board of Trustees**

Rick Edwards	President
Kevin Naumann	Vice-President
Craig Mabry	Secretary
Mike Savage	Member
Dr. Kelly Fox	Member
Tommy Chaney	Member
Karl Westerman	Member

***“Together We Grow!”***

**2011-2012 Colt Elementary School CEIC Members**

<b>Name</b>	<b>Position</b>	<b>Term</b>
Powell, Keith and Richert, Mark	Administration	On-going
Smathers, Jodye	Counselor	On-going
Weihs, Lenore	Librarian	On-going
Sparks, Becky	Teacher	May 2014
Hardaway, Katherine	Teacher	May 2013
Johnson, Debby	Teacher	May 2013
Bridges, Julie	Teacher	May 2013
Thompson, Connie	Teacher	May 2012
Gray, Holley	Teacher	May 2014
Green, Dana	Teacher	May 2014
Taylor, Cindy	Teacher	May 2012
Layton, Terry	Paraprofessional Representative	May 2012
Floyd, Nancy	Parent Representative	May 2012
Dodgen, Stacia	Business Representative	May 2012
Fletcher, Kathy	Community Representative	May 2012
Fields, Melissa	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  
2011 - 2012**

<b>Title/Position</b>	<b>Name</b>
Administration	Keith Powell, Mark Richert
Counselor	Jodye Smathers
Librarian/Media Specialist	Lenore Weihs
Nurse	Sandra Pollock
Office Staff	Mary Ratliff, Janessa Tellez
Teachers	CES Staff
Instructional Assistants	CES Staff
Instructional Technologist Assistant	Amy Taylor
PTO	President
Assistant Superintendent C&I	Amy Jacobs
Bilingual District Coordinator	Rachel King
Special Education Campus Coordinator	Stacey Cox
Campus LSSP	Colleen Bertirotti
G/T District/Campus Coordinators	Patti Cryer/Karen Maples
District Maintenance Director	Michael Phillips
Title IV District Coordinator	Carl Coleman

***“Together We Grow!”***

### Academic Performance Indicators and Goals

<b>All Students</b>	<b>2009</b>	<b>Gain</b>	<b>2010</b>	<b>Gain</b>	<b>2011</b>	<b>Needed Gain</b>	<b>2012</b>
3 <sup>rd</sup> Grade Math	83%	12%	95%	-2%	93%	7%	100%
3 <sup>rd</sup> Grade Reading	95% (94% in March)	3%	98%	-5%	93%	7%	100%
4 <sup>th</sup> Grade Math	95%	-1%	94%	1%	95%	5%	100%
4 <sup>th</sup> Grade Reading	96%	-2%	94%	0%	94%	6%	100%
4 <sup>th</sup> Grade Writing	96%	1%	97%	0%	97%	3%	100%
5 <sup>th</sup> Grade Math	93%	5%	98%	-3%	95%	5%	100%
5 <sup>th</sup> Grade Reading	98% (89% in March)	2% (86% in April)	100%	-6%	94% (88% in April)	6%	100%
5 <sup>th</sup> Grade Science	89%	6%	97%	-5%	92%	8%	100%

<b>3<sup>rd</sup> Grade Math</b>	<b>2009</b>	<b>Gain</b>	<b>2010</b>	<b>Gain</b>	<b>2011</b>	<b>Needed Gain</b>	<b>2012</b>
African American	80%	--	--	--	--	--	100%
Hispanic	94%	-4%	90%	4%	94%	6%	100%
White	81%	17%	98%	-3%	95%	5%	100%
Eco. Disadvantaged	90%	6%	96%	-4%	92%	8%	100%
Bilingual	92%	-13%	79%	--	--	--	100%

***“Together We Grow!”***

<b>3<sup>rd</sup> Grade Reading</b>	<b>2009</b>	<b>Gain</b>	<b>2010</b>	<b>Gain</b>	<b>2011</b>	<b>Needed Gain</b>	<b>2012</b>
African American	99%	--	--	--	--	--	100%
Hispanic	86%	13%	99%	-5%	94%	6%	100%
White	96%	2%	98%	-3%	95%	5%	100%
Eco. Disadvantaged	97%	-1%	96%	-4%	92%	8%	100%
Bilingual	99%	-6%	93%	--	--	--	100%

<b>4<sup>th</sup> Grade Math</b>	<b>2009</b>	<b>Gain</b>	<b>2010</b>	<b>Gain</b>	<b>2011</b>	<b>Needed Gain</b>	<b>2012</b>
African American	--	--	99%	--	--	--	100%
Hispanic	88%	2%	90%	2%	92%	8%	100%
White	98%	-5%	93%	3%	96%	4%	100%
Eco. Disadvantaged	90%	7%	97%	-6%	91%	9%	100%
Bilingual	--	--	78%	--	--	--	100%

<b>4<sup>th</sup> Grade Writing</b>	<b>2009</b>	<b>Gain</b>	<b>2010</b>	<b>Gain</b>	<b>2011</b>	<b>Needed Gain</b>	<b>2012</b>
African American	--	--	99%	--	--	--	100%
Hispanic	90%	1%	91%	3%	94%	6%	100%
White	98%	0%	98%	0%	98%	2%	100%
Eco. Disadvantaged	95%	2%	97%	3%	100%	0%	100%
Bilingual	--	--	99%	1%	100%	0%	100%

***“Together We Grow!”***

<b>5<sup>th</sup> Grade Math</b>	<b>2009</b>	<b>Gain</b>	<b>2010</b>	<b>Gain</b>	<b>2011</b>	<b>Needed Gain</b>	<b>2012</b>
African American	--	--	--	--	--	--	100%
Hispanic	93%	3%	96%	4%	100%	0%	100%
White	94%	6%	100%	-2%	98%	2%	100%
Eco. Disadvantaged	90%	8%	98%	-9%	89%	11%	100%
Bilingual	--	--	--	--	--	--	100%

<b>5<sup>th</sup> Grade Reading</b>	<b>2009</b>	<b>Gain</b>	<b>2010</b>	<b>Gain</b>	<b>2011</b>	<b>Needed Gain</b>	<b>2012</b>
African American	80%	---	---	--	--		100%
Hispanic	98%	-9%	89%	-8%	81%	19%	100%
White	84%	12%	96%	0%	96%	4%	100%
Eco. Disadvantaged	96%	2%	98%	-10%	88%	12%	100%
Bilingual	--	--	--	--	80%	20%	100%

<b>5<sup>th</sup> Grade Science</b>	<b>2009</b>	<b>Gain</b>	<b>2010</b>	<b>Gain</b>	<b>2011</b>	<b>Needed Gain</b>	<b>2012</b>
African American	--	--	--	--	--	--	100%
Hispanic	83%	9%	92%	-14%	78%	22%	100%
White	92%	7%	99%	-3%	96%	4%	100%
Eco. Disadvantaged	82%	15%	97%	-10%	87%	13%	100%
Bilingual	--	--	--	--	83%	17%	100%

***“Together We Grow!”***

<b>DRA/EDL on Grade Level at End-of-Year</b>	<b>2009</b>	<b>Gain</b>	<b>2010</b>	<b>Gain</b>	<b>2011</b>	<b>Needed Gain</b>	<b>2012</b>
Kindergarten (2-4)	95%	-2%	95%		80%	20%	100%
First Grade (16-20)	57%	-20%	57%		48%	52%	100%
Second Grade (28-30)	63%	-13%	63%		72%	28%	100%

<b>DRA/EDL at Fluency Level at End-of-Year</b>	<b>2009</b>	<b>Gain</b>	<b>2010</b>	<b>Gain</b>	<b>2011</b>	<b>Needed Gain</b>	<b>2012</b>
Kindergarten (no rate)	NA	-	NA	-	NA	-	NA
First Grade (47-74 wpm)	-	-	60%	-15%	45%	55%	100%
Second Grade (94-124 wpm)	-	-	31%	38%	69%	31%	100%

***“Together We Grow!”***

## 2011-2012 Comprehensive Needs Assessment

### (1) Working to improve passing and commended state assessment scores in Grades 3-5.

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

***“Together We Grow!”***

- Low SES passing 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(5) 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.

***“Together We Grow!”***

**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</li> </ul>	<p>CES teachers</p> <p>CES teachers</p> <p>PTO Board, CES admin</p> <p>PTO Board, CES admin Classroom teachers, J. Tellez</p> <p>CES admin</p> <p>K. Schumacher</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>Minimum - twice monthly</p> <p>Weekly</p> <p>Monthly</p> <p>As needed</p> <p>Daily (after 10am)</p> <p>As needed</p> <p>Monthly</p>

***“Together We Grow!”***

	<p>for parenting, activities, homework tips, etc. (Eng/Sp)</p> <ul style="list-style-type: none"> <li>• Provide real-time parent access to student grades and attendance records through <i>GradeBook</i>, <i>TxConnect</i>.</li> <li>• Encourage teachers to work on <i>Rosetta Stone</i> 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> <li>• Provide learning activities for families at annual Family Science Night. 2011-2012 theme: TBA.</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 <i>WatchDOGS</i> 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</li> </ul>	<p>MFISD Technology, CES teachers</p> <p>CES admin</p> <p>CES teachers</p> <p>L. Weihs</p> <p>P. Clymer, CES Science Committee</p> <p>CES admin</p> <p>CES admin</p> <p>PTO Board</p> <p>PTO Board (Mark Magee)</p>	<p>District funds</p> <p>Title I (stimulus)</p> <p>Planning time, early release days Library funds</p> <p>Campus, Title I, community donations</p> <p>PTO funds</p>	<p>Daily</p> <p>On-going</p> <p>By Oct. 14 and March 9 Second Tuesday, monthly</p> <p>March, 2012</p> <p>Aug. 19</p> <p>Sept. 22 (mid 1<sup>st</sup> nine weeks)</p> <p>On-going</p> <p>Oct. 2012</p>
--	---	---	---	---

**“Together We Grow!”**

	<p>campus.</p> <ul style="list-style-type: none"> <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>Establish Hospitality Committee to coordinate donations, gifts, luncheons, etc.</li> <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> <li>Provide special treats (snacks, desserts, etc) in staff lunchroom.</li> <li>Organize staff luncheons to celebrate birthdays.</li> <li>Establish a procedure for staff to recognize one another (Kudos, Atta-ways, etc).</li> </ul>	<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 funds</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>
--	--	---	---------------------	---

***"Together We Grow!"***



	<p>Timeline XF.</p> <ul style="list-style-type: none"> <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, tablet lab with 30 tablets.</li> <li>• Research and provide distance learning opportunities.</li> <li>• Upgrade teacher computer stations to include effective processing speed, projectors, and document cameras.</li> <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> <li>• Implement filter criteria that is conducive to on-line learning.</li> <li>• Ensure understanding of new staff policy regarding electronic communication.</li> <li>• Extend and evaluate use of on-line learning opportunities.</li> </ul>	<p>CES Tech Committee, CEIC</p> <p>CES teachers</p> <p>IT Assistant, CES Admin</p> <p>IT Assistant, CES Admin D. Gordon, J. Mayfield (CES teachers)</p> <p>CO staff,</p> <p>IT Assistant, CES Admin IT Assistant, CES Admin District Tech</p> <p>CES admin</p>	<p>CES funds, Title I, district funds</p> <p>CES/district funds, Title I</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>committees)</p> <p>On-going (prioritized by committees)</p> <p>On-going (target by end of year)</p> <p>As scheduled</p> <p>Weekly</p> <p>December 2010</p> <p>Target: end of year</p> <p>August 2011</p>
--	--	--	---	---

***"Together We Grow!"***

	<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>• Razz 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>CES Tech Committee</p> <p>Reading/math specialists, CES teachers</p>	<p>Title I, CES funds, Sp Ed funds</p>	<p>As scheduled</p> <p>Daily</p>
--	---	---	--	----------------------------------

***“Together We Grow!”***

**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> </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>IT Assistant, CES Admin, CES teachers, PTO L. Weihs</p>	<p>PTO funds</p> <p>PTO funds</p> <p>Library funds</p> <p>CES funds, Title I, donations</p>	<p>Oct. 2011</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>

***“Together We Grow!”***

	<ul style="list-style-type: none"> <li>• Provide learning activities for families at annual Family Science Night. 2011-2012 theme: TBA.</li> <li>• Coordinate volunteer resources to host a "Marbleous 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>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>• Maintain garden design with community sponsorship, volunteers, and students.</li> </ul> <p>Research and plan the implementation of a student mentoring group.</p> <p>Coordinate</p>	<p>P. Clymer, CES Science Committee PTO Board</p> <p>CEC admin</p> <p>CEC teachers, CES Science Committee</p> <p>P. Clymer, CES Science Committee</p> <p>J. Smathers, CES CEIC</p>	<p>PTO funds, donations</p> <p>Lowe's grant, Edwards donation</p>	<p>March 2012</p> <p>October 2011</p> <p>Last Friday monthly</p> <p>Integrated into curriculum weekly</p> <p>On-going</p> <p>Bi-monthly meetings, implement in 2011- 2012</p>
--	---	--	---	---

***"Together We Grow!"***









	<p>intervention needed</p> <ul style="list-style-type: none"> <li>○ Establish monitoring frequency based on RTI plan and student needs.</li> <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</li> </ul> </li> </ul>	<p>Tellez, J. Smathers, C. Helms</p> <p>J. Smathers, MFMS Counselors Math and reading specialists, CES admin</p> <p>CES Staff, CES admin</p> <p>CES admin, teachers, math and reading</p>	<p>Campus funds, Title I, SCE</p> <p>Title I (materials and salaries), SCE (salaries)</p>	<p>Daily (IEP specific) May 2012</p> <p>As identified in RTI plan</p> <p>Per Assessment Calendar January 2012</p> <p>On-going (weekly for GC meetings)</p> <p>Daily</p> <p>Per RTI tier Daily as scheduled</p> <p>Monthly as scheduled</p>
--	--	---	---	--

***"Together We Grow!"***

	<p>announcements</p> <ul style="list-style-type: none"> <li>○ Send representatives (3<sup>rd</sup>-5<sup>th</sup>) to CAST Conference and/or relevant staff development regarding new TEKS.</li> </ul> <ul style="list-style-type: none"> <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> <li>● 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.</li> </ul>	<p>specialists, S. Cox</p> <p>P. Clymer, CES Science Committee</p> <p>L. Weihs</p> <p>CES admin, J. Smathers, CEIC</p>	<p>Library funds, Title I</p>	<p>On-going</p> <p>Weekly</p> <p>As available</p> <p>On-going</p> <p>Daily</p> <p>Each 9 weeks</p> <p>Each 9 weeks</p> <p>Each 9 weeks Bi-monthly CEIC</p>
--	---	---	-------------------------------	---

***"Together We Grow!"***

**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> </ul> <p>Post connection to MyPyramid.gov on CES website for parent access</p> <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>	<p>CO staff D. Johnson, PE teacher</p> <p>S. Pollock</p> <p>IT Assistant, CES Admin</p> <p>CES admin, District Food Services</p>	<p>Staff (personal)</p> <p>Federal guidelines</p>	<p>Monthly Weekly beginning Oct.</p> <p>On-going</p> <p>September 2011</p> <p>Send out in Aug; include on CES website and PTO bulletins</p>

***"Together We Grow!"***



**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> </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</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>CEs funds, Title IV</p> <p>Library funds, Title IV</p> <p>PTO funds, donations</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>

***“Together We Grow!”***

	<p>meetings, as special Helpers in classrooms, and in newspaper.</p> <ul style="list-style-type: none"> <li>• Sponsor Pennies for Patients and other community service projects.</li> <li>• Sponsor canned food drive for community</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>CES admin, K. Maples, L. Weihs, sponsors TBA</p> <p>J. Smathers</p>	<p>Campus funds</p>	<p>Spring 2012</p> <p>On-going</p> <p>Nov. 2011</p>
--	--	---	---------------------	---

***“Together We Grow!”***

**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
	<p>Review and modify the District/Campus Crisis Management Flow Chart and plan to establish procedures campus and district-wide.</p> <p>Red Ribbon Month activities will feature and celebrate making safe and healthy choices.</p> <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> </ul> <p>Firmly establish drug free awareness by designating one day each month to wear red.</p> <p>Train/update reception area personnel in student/parent sign-in and sign-out procedures (including checking for legal documents).</p> <ul style="list-style-type: none"> <li>• V-Soft procedures</li> </ul>	<p>C. Coleman, CES admin</p> <p>J. Smathers CES admin</p> <p>L. Weihs, J. Smathers</p> <p>J. Smathers</p>	<p>Title IV</p>	<p>October 2011</p> <p>October 2011</p> <p>October to first week in November</p> <p>Monthly</p>

***“Together We Grow!”***

	<ul style="list-style-type: none"> <li>○ Insert alerts/caution flags as identified</li> </ul> <p>Utilize additional walkie-talkies to expand communication on campus.</p> <p>Appropriately enforce all campus rules.</p> <ul style="list-style-type: none"> <li>• Teachers will be included and/or informed regarding consequences for student misbehavior.</li> </ul> <p>Consistently enforce all campus rules.</p> <ul style="list-style-type: none"> <li>• Ensure understanding of the campus discipline plan through staff development and conferences.</li> <li>• Establish expectation that every student area has a STOP Station.</li> </ul> <p>Appropriately address all discipline referrals in a timely manner.</p> <p>Provide staff development opportunities in strategies when working with "hard to manage" children.</p> <ul style="list-style-type: none"> <li>• Site based</li> <li>• Research based seminars as available</li> <li>• Utilize /LSSP as consultant in classrooms</li> <li>• CPI for selected staff</li> </ul> <p>Comply with regularly scheduled safety audits and utilize walk-throughs to identify areas for repair and/or improvements.</p>	<p>J. Tellez, M. Ratliff</p> <p>CES admin</p> <p>CES admin</p> <p>CES admin</p> <p>CES admin, LSSP, sp ed staff District sp ed staff</p> <p>CES admin, M. Phillips, C. Coleman</p>	<p>Campus funds, Title I</p> <p>Title I, sp ed funds Sp ed funds</p> <p>Title IV, district and campus funds</p>	<p>August 2011 and on-going</p> <p>On-going (and as needs arise)</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>As needed</p> <p>Fall and spring audits</p>
--	--	--	---	---

***“Together We Grow!”***

## 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 - \$10,320.00

- Payroll - \$2185.00
  - After school tutorials (up to 109 hrs)
- Contracted Services - \$3,000.00
  - 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 - \$4,135.00
- 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)

***“Together We Grow!”***

- **Salaries**
  - Rachel King, bilingual reading specialist - 100%
  - Karen Maples, gifted/talented teacher - 100%
  - Paraprofessionals Layton, Pool, Palacio - 100%

***“Together We Grow!”***

**Weed, Sylvia**

---

**From:** PMIdivision [PMIdivision@tea.state.tx.us]  
**Sent:** Thursday, August 18, 2011 3:09 PM  
**To:** PMIdivision  
**Subject:** Action required for 1st Year Academically Unacceptable Campuses r  
**Attachments:** ACC\_1st\_Yr\_AU\_Campus\_Letter\_12.pdf; ACC\_1stYear\_AU\_AttachmentA\_12.pdf; CIT\_Proposal\_Checklist-12.pdf

The AskTED did not have an email address for one or more campus principal in the LEA when the TEA sent this email out on August 3. Now that we have these addresses, we are sending the documents.

---

The letter and enclosures attached to this correspondence give direction and guidance for the initial intervention activities required for campuses rated first-year *Academically Unacceptable* (AU) in the 2011 State Academic Accountability Rating system, which was released on July 29, 2011. Please carefully review the attached documents and note that, in accordance with the requirements of 19 Texas Administrative Code (TAC) §97.1063(a)(1), the initial action required of the district is the submission to the Texas Education Agency (TEA) of the district's proposal for membership of the campus intervention team (CIT) required under Texas Education Code (TEC) §39.106(a). The district's proposal must be submitted to the TEA Division of Program Monitoring and Interventions through the *Intervention Stage and Activity Manager* (ISAM) application no later than September 2, 2011. See the attachments to this e-mail for additional information regarding this submission.

Your prompt attention to these matters is appreciated. Questions about requirements for CIT membership and CIT proposals should be directed to the Turnaround Team at your regional ESC.

Division of Program Monitoring and Interventions

**ACTION  
REQUIRED**

August 3, 2011

TO THE ADMINISTRATOR ADDRESSED:

On July 29, 2011, statewide accountability ratings were released indicating the ratings for every school district, charter school, and campus in the state. Among the campuses listed as first-year *Academically Unacceptable (AU)* were one or more campuses in your district or charter school.

Given the low performance identified for the campus(es) and the requirements under Texas Education Code (TEC) §39.106, the commissioner is requiring the following:

1. A campus intervention team (CIT) shall be assigned to each campus to perform the duties reflected in TEC §39.106 related to assisting the campus in developing and executing a school improvement plan, assisting the campus in submitting the plan to the board of trustees for approval and presenting the plan in a public hearing, submitting the plan to the commissioner for approval, and providing assistance in monitoring implementation of the plan; and,
2. The CIT shall continue to work with the campus until the campus is rated academically acceptable for a two-year period, or the campus is rated academically acceptable for a one-year period and the commissioner determines that the campus is operating and will continue to operate in a manner that improves student achievement, as required by TEC §39.106(e)(1)(A) and (B).

In accordance with the requirements of 19 Texas Administrative Code (TAC) §97.1063(a)(1), the commissioner will approve CIT members according to procedures established by the Texas Education Agency (TEA). The district is required to submit a proposal for the membership of the CIT for each AU campus to the TEA. The district's proposal must be submitted to the TEA Division of Program Monitoring and Interventions no later than September 2, 2011. If the district fails to submit a proposal for CIT members following TEA procedures, the commissioner will assign a CIT without district input. [19 TAC §97.1063(a)(1)(B)]

Please review the enclosed *Attachment A* and the *Checklist for Submission of Proposed Campus Intervention Team* for guidance in making and submitting this proposal to the TEA.

The commissioner will require that all members of the CIT have a proven record of excellence in producing and maintaining high levels of student performance and research-based knowledge of the area(s) of low performance. Additionally, the external primary contact for the CIT must have completed requirements for membership in the Professional Service Provider (PSP) Network and be approved to work at the specific intervention level needed by the campus. For more information on the PSP Network, go to <http://www.psptexas.net>. Contact the turnaround team lead at your education service center (ESC) for additional information about qualified PSP Network members in your region. For additional information on ESC Turnaround Teams, go to [www.txturnaround.org](http://www.txturnaround.org). The TEA will notify the district of final determinations regarding membership of the team.

The district will propose CIT members for each campus on the Review Contacts screen of the Intervention Stage and Activity Manager (ISAM) application on the Texas Education Agency Secure Environment (TEASE). ISAM will be available the week of August 15, 2011 for LEAs to propose CIT members. The LEA must enter specific information on ISAM for each proposed CIT member in accordance with the following process:

1. The LEA must first select the primary external member from a pick list of approved PSPs provided on the Review Contacts screen. No additional information is required to be entered or submitted for the primary external CIT member.
2. For all other CIT members, the LEA must add the name and contact information on the campus Review Contacts screen. For each CIT member (other than the primary external CIT member), the LEA must submit documentation via ISAM that describes the professional qualifications of the member and discloses any current role or past relationship with the district or charter school.

Specific instructions on entering CIT members and submitting documents via ISAM are available on the Accountability Monitoring webpage which is located on the Program Monitoring and Interventions website at: <http://www.tea.state.tx.us/pmi>. To access additional information, go to the *How do I...* section of the web page and review the document entitled *Upload and download documents in ISAM?* If the commissioner does not approve the CIT membership recommendation by the district, the commissioner will assign the CIT members [19 TAC §97.1063(a)(1)(B)].

Any costs the district may incur related to the services of the campus intervention team will be paid by the district in accordance with TEC §39.110. Additionally, the TEA reserves the right to use other available interventions or sanctions as necessary and appropriate to address individual circumstances for a district or campus. Should the commissioner determine that a campus is not fully implementing the school improvement plan, or if the students enrolled at the campus fail to demonstrate substantial improvement in the areas targeted by the plan, the commissioner may order the repurposing of the campus, alternative management of the campus, or closure of the campus [TEC §107(d)].

Additional information about requirements for campuses rated AU, including intervention tools, resources, and guidance documents, is available on the Accountability Monitoring Intervention Guidance and Resources webpage which is located on the Program Monitoring and Interventions website at: <http://www.tea.state.tx.us/pmi>.

The appeal process for accountability ratings is described in Chapter 15 of the 2011 Accountability Manual, which is available online at <http://www.tea.state.tx.us/perfreport/account/2011/manual/index.html>. If the district is successful in appealing the 2011 rating leading to this sanction, the agency will consider the appeal information when determining intervention requirements for the campus(es). An appeal, however, does not automatically defer any other requirement in this letter, and the campus should proceed with intervention activities until it receives notice the appeal has been approved and future intervention requirements have been determined.

If a campus received a rating of AU because it did not meet the completion rate or dropout rate standards, note that **September 30, 2011**, is the final date for recovering students who have dropped out or seniors who did not graduate. A student needs to return to school by the last Friday in September to not be considered a 2010-2011 dropout, unless the student has moved out-of-state. For students who are enrolling in schools outside the Texas public school system, districts have until the Public Education Information Management System (PEIMS) January resubmission date to obtain the documentation showing enrollment during the 2011-2012 school-start window. The **September 30, 2011**, deadline applies to the recovery of no shows and for the re-enrollment of students who need to be counted as "continuers" for the completion rate calculation.

The TEA has initiated efforts to coordinate intervention activities for low performing campuses staged in both the state and federal accountability systems. A campus that is rated AU that also did not meet Annual Yearly Progress (AYP) standards and is staged in the School Improvement Program must address all intervention requirements for the state and federal accountability systems. However, to the extent possible intervention requirements should be combined and coordinated in order to enhance and focus campus improvement actions, and to avoid duplication of effort. The CIT and the Campus Administrator Mentor (CAM) or Technical Assistance Provider (TAP) assigned to the campus will be required to collaborate and coordinate intervention activities, and may, with the approval of the TEA, combine similar activities to avoid duplication. For additional information on the federal accountability system, go to the School Improvement Resource Center (SIRC) website at <http://www.sirctexas.net>.

Additionally, in a *To the Administrator Addressed* letter dated June 10, 2011, TEA explained the options available to LEAs who were subject to both the state and federal accountability systems. LEAs will have two options when a campus has a:

- state accountability rating that requires a PSP to serve as the external member of the CIT as required under TEC §39.106 and §39.107; and
- federal AYP rating that requires the campus to have the services of a PSP (CAM or TAP) as part of the Title I School Improvement Program as authorized under the NCLB Act of 2001.

Option 1: The district may request the services of two PSPs to work with the campus, one to support state interventions and one to support federal interventions. In this option, the LEA will select a person from the state-approved list of PSP-CITs to serve as the external CIT member and submit the name to TEA for approval. The LEA will pay all expenses related to the services of the PSP-CIT. The SIRC will assign/nominate from the PSP-approved list of

CAMs and TAPs an individual to work with the campus and will pay all expenses related to the services of the PSP. The two PSPs will coordinate their work with the campus.

Option 2: The LEA may request to have one PSP provide services for both intervention programs. With this option, the LEA requests a PSP-Overlap specialist to be assigned to the campus. TEA and SIRC will coordinate to approve the request. In this option, SIRC will pay for the PSP's service for the hours related to state and federal requirements that overlap, and the LEA will pay for the hours specific only to the state requirements.

The LEA and campus will be provided information regarding reporting requirements of the state and federal intervention programs and how both programs will accept certain intervention activities to meet multiple requirements. More information will be sent to districts once the ratings have been released and the campuses that have overlapping intervention requirements are identified.

The Division of Program Monitoring and Interventions will be in further communication with the district in the near future regarding other requirements for campuses rated AU for one year. For questions about requirements for CIT membership and CIT proposals, please contact the Turnaround Team at your regional ESC. Questions related to the requirements contained in this letter may be addressed to the Division of Program Monitoring and Interventions at (512) 463-5226 or by e-mail at [pmdivision@tea.state.tx.us](mailto:pmdivision@tea.state.tx.us).

Sincerely,

Karen Batchelor  
Deputy Associate Commissioner  
Office of Program Monitoring and Interventions

Enclosures

cc: Executive Director, Regional Education Service Center  
Laura Taylor, Associate Commissioner for Accreditation, TEA  
David Anderson, General Counsel, TEA

## Attachment A

### Rating Year 2011 1<sup>st</sup> Year Academically Unacceptable Campuses

### Rating Year 2011 1<sup>st</sup> Year Academically Unacceptable Campuses CIT Duties and Related Information

TEA will require appointment of a campus intervention team (CIT). [TEC §39.106(a) and 19 TAC §97.1063(a)]

The CIT will undertake activities required in TEC §39.106 and submit recommendations to the TEA.

The CIT will assist the campus in the development, execution, and monitoring of a school improvement plan\*, will assist the campus in presenting the plan in a public hearing, and in submitting the plan to the board of trustees or board of managers for approval.

The CIT will submit the plan to the TEA for approval, and may continually update the plan, with the approval of the board of trustees and the TEA, to meet the needs of the campus. [19 TAC 97.1063(j)(4)]

TEA, campus, and CIT personnel will have ongoing communication related to the progress the campus is making toward the implementation of the school improvement plan.

Additional sanctions under TEC §39.106(f) will be implemented as necessary based on district/charter (campus) and CIT progress reports.

Commit the time necessary across multiple years to support CIT duties and meet the requirements of TEC §39.106

Confirm which external member of the CIT, who must be a qualified member of the professional service provider (PSP) network, will serve as the primary contact to TEA for oversight of CIT and campus activities;

Conduct an on-site needs assessment of the campus to determine the contributing education-related and other factors resulting in the campus' low performance and lack of progress [TEC §39.106(b)]

Recommend actions, including reallocation of resources and technical assistance, changes in school procedures or operations, professional development for instructional and administrative staff, intervention for individual administrators or teachers, waivers from state statute or rule, teacher recruitment or retention strategies and incentives to attract and retain quality teachers, or other actions the team considers appropriate. [TEC §39.106(c)]

Assist the campus in the development of a school improvement plan [TEC §39.106(a)(3)], submitting the plan to the board of trustees for approval and presenting the plan in a public hearing [TEC §39.106(a)(4)], and submitting the plan to the commissioner for approval. [TEC §39.106(d)]

Assist the commissioner in monitoring the progress of the campus in implementing the school improvement plan. [TEC §39.106(a)(5)]

If appropriate, assist the campus in implementing research-based practices, provide research-based technical assistance, and require the district to develop a teacher recruitment and retention plan. [TEC §39.106(d-3)]

Progress monitoring will include both informal and formal communication with TEA. The formal communication will include a periodic written progress report to the TEA, provided by the primary CIT contact.

\*School improvement plans must be developed on the required template, presented in a public meeting, and approved by the board of trustees or the board of managers of a charter school.

In regard to any of these interventions or sanctions, the TEA reserves the right to conduct an on-site investigation under TEC §39.057 to gather any data necessary for the agency to perform its oversight duties.

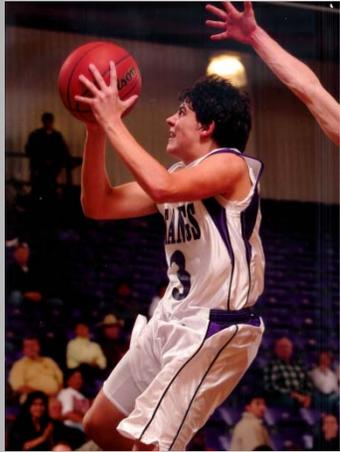
## Checklist for Submission of Proposed Campus Intervention Team

(√)	<b>Requirements for Campus Intervention Team (CIT)</b>
	1. The proposed CIT must contain a minimum of two (2) individuals.
	2. Roles identified in TEC §39.106 and/or §39.107 must serve as the basis for proposed membership of the CIT.
	3. At least fifty percent (50%) of the membership of the CIT must be external to the district or charter holder, and an external member must be designated by the LEA to serve as the primary TEA contact. The external primary contact must be a qualified member of the Professional Service Providers (PSP) Network, and may not be an employee of the entity or have a contractual relationship to the entity through either a management company or services contract. An employee assigned to a campus rated academically unacceptable may not serve as a member of the CIT.
	4. All CIT members <b>must have</b> a proven record of excellence in producing and maintaining high levels of student performance.
	5. CIT members <b>must have</b> knowledge of research-based practices to address the area(s) of low performance identified for the campus.
	6. Use the regional education service center (ESC) Turnaround Team as a resource for guidance in proposing CIT members.
	7. The LEA may propose CIT members on the Review Contacts screen of the Intervention Stage and Activity Manager (ISAM) application of the Texas Education Secure Environment (TEASE). ISAM will be available the week of August 15, 2011 for LEAs to propose CIT members.
	8. For specific instructions on entering CIT members and submitting documents via ISAM, is available on the Accountability webpage which is located on the Program Monitoring and Interventions website at: <a href="http://www.tea.state.tx.us/pmi">http://www.tea.state.tx.us/pmi</a> . For additional information, go to the <i>How do I...</i> section of the webpage and review the document entitled <i>Upload and download documents in ISAM?</i>
	9. Submit the CIT proposal to the Texas Education Agency, Division of Program Monitoring and Interventions, via ISAM no later than September 2, 2011. If the district does not recommend CIT members the commissioner will assign CIT members without district input.
	10. Any costs incurred related to the services of the CIT must be paid by the district or charter in accordance with TEC §39.110. A copy of the payment structure is available on the TEA School Governance website at: <a href="http://www.tea.state.tx.us/index2.aspx?id=3046">http://www.tea.state.tx.us/index2.aspx?id=3046</a>
(√)	<b>Suggestions Regarding Campus Intervention Team (CIT)</b>
	1. Consider availability of team members for participation in intensive on-site needs assessment activities and planning processes. Members should be accessible to the district or charter and should be able to commit the time necessary to support CIT duties and meet the requirements of TEC §39.106 and TEC §39.107, including the submission of regular progress reports to the TEA.
	2. Consider the ability of team members to provide high quality technical assistance and support in implementing school improvement plans.

### Submit CIT Proposal via ISAM

**Proposal Deadline: September 2, 2011**

Texas Education Agency  
Division of Program Monitoring and Interventions  
Phone: (512) 463-5226 Fax: (512) 463-3136  
[pmidivision@tea.state.tx.us](mailto:pmidivision@tea.state.tx.us)



# MARBLE FALLS ISD STRATEGIC PLAN YEAR 1 REVIEW

Adopted  
June 21, 2010

# MFISD STRATEGIC PLANNING PROCESS

- Establishment of Need for Strategic Plan (Superintendent & Board of Trustees)
- Partnership with Cambridge Strategic Services
- MFISD Background Information
- Recruitment of Strategic Planning Committee
- Strategic Planning 3-Day Process
- Establishment of Action Teams
- Action Team Process
- Presentation of Strategic Plan
- Board Approval of MFISD Strategic Plan-June 2010



## MFISD STRATEGIC PLAN IMPLEMENTATION

- Strategic Plan Implemented Fall 2011
- Mission Statement and Strategies Approved to Become MFISD Mission Statement and MFISD Goals (with the addition of Safe & Drug-Free Goal)
- Year 1 Strategies Included in Campus and District Level Planning (CIP's & DIP); Pre-planning or preparation for Year 2 & 3 Goals also included as applicable.
- Mutual Commitments & Expectations Phase Placed "On Hold" Pending Arrival of New Superintendent
- Year One Strategies Assigned to Administrators After Superintendent Search Suspended

# FUTURE STRATEGIC PLANNING

- ◉ Review of Year 1 Strategies
- ◉ Implementation of Year 2 Strategies
- ◉ Pre-Implementation of Applicable Year 3 Strategies
- ◉ Annual Update(Tentatively - Oct. 2011)
- ◉ Mutual Commitments & Expectations
- ◉ Continuation of Strategic Plan



MFISD Strategic Plan

# PLANNING COMMITTEE JANUARY 2010



# STRATEGIC PLANNING COMMITTEE MEMBERS

- Martin McLean, Board Member
- Karl Westerman, Board Member
- Ryder Warren, Superintendent
- Leslie Baty, MFISD CO
- Patti Cryer, MFISD CO
- Keith Powell, Campus Admin
- Allen Roberts, Campus Admin
- John Schumacher, Campus Admin
- Frann Becker, MFHS
- Chris Delmas, MFMS
- Jeremy Gamez, MFHS
- Roxane Heinatz, MFES
- Kay Holcomb, CES
- Bea Jakubec, CES
- Leslie Talamantes
- Sylvia Villarreal, HLES
- Kyleigh Ann Futrell, MFHS Student
- Jose Gonzalez, MFHS Student
- Debbie Bindseil, Community Rep
- Bessie Jackson, Community Rep
- Frank Reilly, Community Rep
- George Russell, Community Rep
- Cndy Friedrichs, Parent Rep
- Terry Ortiz, Parent Rep
- Kay Stripling, Parent Rep
- Amy Jacobs, Internal Facilitator
- Nancy Herrington, Admin Assistant



# PURPOSE OF STRATEGIC PLANNING COMMITTEE

- Establish...
  - Beliefs
  - Mission
  - Objectives
  - Parameters
  - Strategie

# 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.



# Mission

*Proposed as the unique purpose for which the school district exists and the specific function it performs*

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.



# 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.



# Strategies

*Proposed as the means of accomplishing the district's objectives*

*We will...*

- ◉ Build strong, vital relationships within our diverse communities.
- ◉ Embrace innovative applications of technology with primary focus on student immersion.
- ◉ Cultivate opportunities for student participation that extend beyond the classroom.
- ◉ Ensure all students receive exceptional instruction through inspired learning experiences.
- ◉ Promote personal wellness and healthy choices.
- ◉ Exemplify strength of character.



# ACTION TEAMS

- ◉ Six Action Teams Formed (1 per Strategy)
- ◉ Met Throughout Spring 2010
- ◉ Establish Specific Steps/Actions Needed to Accomplish the Strategy
- ◉ Over 100 Participants (Community, School Personnel, Parents)
- ◉ Student Input/Data Gathered as Needed

# ACTION TEAM LEADERS (SPRING 2010)

- ◉ Michael Pittard, SWES Principal
- ◉ Andy Reddock, MFES Principal
- ◉ Bruce Peckover, MFHS Assistant Principal
- ◉ Stan Whittle, MFHS Assistant Principal
- ◉ Candice Shrout, MFES Assistant Principal
- ◉ Melissa Fields, MFMS Assistant Principal



# STRATEGY I - RELATIONSHIPS

We will build strong, vital relationships within our diverse communities.

Year 1	Year 2/3	Year 4/5	Result Statement
	X		1. Each campus will hold a parent orientation for the school year, scheduled at different dates for elementary, middle school, and high school to accommodate multi-sibling families.
X			2. Campuses will communicate consistently with parents.
		X	3. Campuses will develop and facilitate a mentorship program that vertically aligns from elementary to high school.
	X		4. Campuses will establish effective transitional activities.
X			5. Each campus will develop and maintain a volunteer program.
	X		6. The district will provide a list of community resources available to parents and students.
		X	7. The district will conduct an annual multicultural fair to promote awareness and to celebrate our diverse community.



# STRATEGY II - TECHNOLOGY

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

Year 1	Year 2/3	Year 4/5	Result Statement
	X		1. Instructional technology will be commensurate with the demands of the 21st century learner.
X			2. The district filter criteria will be conducive to online learning.
X			3. Specialized training based on individual needs will be provided with the expectation that all staff will be technologically proficient.
	X		4. A liaison between technology and curriculum will be established by the district in order to ensure effective and consistent use of instructional technology.
	X		5. A campus-based cohort of teachers who excel in technological learning will assist campus instructional technologists with curriculum integration.
		X	6. Each student will create an annually updated digital portfolio.
		X	7. A student-directed technology showcase will be conducted with participation from each campus.
	X		8. A technical support response system will be established to meet district and campus needs.

Budget Considerations Year 2/3:

#1 – up to 2.5 million

#4 – stipend TBD

#5 – possible stipend



# STRATEGY III - PARTICIPATION

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

Year 1	Year 2/3	Year 4/5	Result Statement
X			1. The district will actively inform all students and parents about district-wide student participation opportunities.
	X		2. Each campus will establish a parent volunteer program.
	X		3. Each campus will establish a student mentoring group to encourage student participation.
		X	4. A community service/student participation incentive and recognition program will be developed.
		X	5. A transportation program will be developed for student participation opportunities.



# STRATEGY IV - INSTRUCTION

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

Year 1	Year 2/3	Year 4/5	Result Statement
X			1. Every campus will honor students who achieve excellence.
	X		2. All secondary campuses will have an after-school academic learning environment to allow students opportunities and resources for academic development.
	X		3. Teachers will use innovative approaches to differentiate instruction in
			order to meet the needs of their diverse populations.
X			4. Teachers will engage in purposeful professional development opportunities based on our district's strategic plan.
	X		5. Teachers will provide authentic learning experiences for students using a variety of technologies.

Budget Considerations Year 2/3:  
 #2 – program design will determine cost (\$3K-\$10K)



# STRATEGY V - WELLNESS

**We will promote personal wellness and healthy choices.**

Year 1	Year 2/3	Year 4/5	Result Statement
	X		1. The health curriculum at secondary schools will be strengthened.
	X		2. The health curriculum previously purchased at the elementary schools will be implemented.
		X	3. Student and staff competitive game events will be created.
X			4. Health information, support programs, and in-services for staff will be provided.
X			5. Health and wellness information will be offered for parents and caretakers.
	X		6. Helpful tips, interesting facts, and success stories will be included in the current weekly wellness bulletin.
	X		7. Healthy snack alternatives for the cafeteria will be ensured and encouraged.



# STRATEGY VI- CHARACTER

**We will exemplify strength of character.**

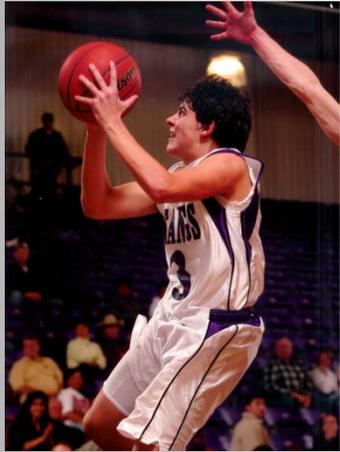
Year 1	Year 2/3	Year 4/5	Result Statement
		X	1. We will provide multiple opportunities for parents, community, staff and students to model exemplary character by participating in service activities.
X			2. We will ensure a uniform and aligned character curriculum to include
	X		developmentally appropriate strategies throughout the district. 3. We will establish and recognize a culture of exemplary character.
	X		4. We will establish a character based, organized volunteer program including role models, mentors, and campus monitors.



# FUTURE STRATEGIC PLANNING

- ◉ Review of Year 1 Strategies
- ◉ Implementation of Year 2 Strategies
- ◉ Pre-Implementation of Applicable Year 3 Strategies
- ◉ Yearly Review (Tentative - Oct. 2011)
- ◉ Mutual Commitments & Expectations
- ◉ Continuation of Strategic Plan





# MARBLE FALLS ISD STRATEGIC PLAN

MFISD Board of Trustees

September 19, 2011

**Marble Falls ISD  
Cash Balances and Interest Earned  
For The Quarter Ended August 2011**

**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-11	\$ 78.46	\$ 370,105.05
		Jul-11	\$ 66.58	\$ 85,744.49
		Aug-11	\$ 50.55	\$ 63,761.58
		Total	\$ 195.59	
IBC	Money Market	Jun-11	\$ 7,379.02	\$ 12,851,902.84
		Jul-11	\$ 6,172.89	\$ 10,601,899.17
		Aug-11	\$ 4,767.22	\$ 8,543,240.71
		Total	\$ 18,319.13	
IBC	Debt Service	Jun-11	\$ 379.67	\$ 762,640.63
		Jul-11	\$ 392.53	\$ 763,063.55
		Aug-11	\$ 392.74	\$ 763,456.29
		Total	\$ 1,164.94	
IBC	Capitol Projects	Jun-11	\$ 0.02	\$ 30.39
		Jul-11	\$ -	\$ -
		Aug-11	\$ -	\$ -
		Total	\$ 0.02	
IBC	Payroll Clearing	Jun-11	\$ 512.96	\$ 1,174,332.74
		Jul-11	\$ 586.77	\$ 1,169,724.87
		Aug-11	\$ 653.62	\$ 1,222,061.96
		Total	\$ 1,753.35	

**Lone Star Investment Pool**

	<b>Corporate Overnight Plus Fund</b>
Beginning Balance @ 6-1-2011	\$ 6,085,529.24
Transfers In	\$ 3,870,191.86
Transfers Out	\$ (8,971,328.51)
Interest Earned	\$ 2,327.03
Ending Balance @ 8-31-2011	<u>\$ 986,719.62</u>

**Total Interest Earned For Reported Quarter** \$ 23,760.06  
**Total Cash Balance - Quarter Ending** \$ 11,579,240.16

<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%
Corporate Overnight Plus Fund	0.20%	0.17%	0.17%

**TO: Board of Trustees**  
**Dr. Rob O'Connor, Superintendent**  
**FROM: Vicki Crouse, Human Resources Manager**  
**DATE: September 19, 2011**  
**RE: PERSONNEL**

**Recommendations**

Dr. Janice Mauldin Dee Sens	TTIPS Grant Shepherd Speech & Lang. Therapy Asst.	new position TTIPS Grant replacing Nancee Dixon
--------------------------------	--	--

**FOR YOUR INFORMATION ONLY**

***RESIGNATIONS***

**PROFESSIONAL**

Debi Shell	Speech Therapist-SWE (part-time)	resigned effective 09.09.11
------------	-------------------------------------	-----------------------------

**PARAPROFESSIONAL**

Dodie Lemley	ISS Aide-MS	resigned effective 08.26.11
Remigia Reyes	Instructional Aide-HLE	resigned effective 09.02.11
Leta Stevenson	Instructional Aide-MFE	resigned effective 08.13.11

***NEW HIRES***

**PARAPROFESSIONAL**

None at this time.

**RECOMMENDATION FORM  
TEACHER AND PROFESSIONAL EMPLOYEES**

Name: Dr. Janice Mauldin

New position – TTIPS Grant Shepherd

**Background information to the board:**

Degree held: Bachelor of Science in Education/Specialization in Math

College/University: Texas Tech University

Master of Arts in Education/Curriculum and Instruction

College/University: University of Phoenix

Doctor of Education Leadership

College/University: University of Phoenix

Years of experience: 39    Is this person fully certified in Texas? yes

Certificates: Elementary Self-Contained Grades (1-8)

Elementary Mathematics Grades (1-8)

Does this person meet NCLB highly qualified for this position? N/A

**Brief background on candidate:** Dr. Mauldin has 39 years of varied work experience in Texas schools. The last six years have been dedicated to School Improvement for both state and federal accountability. She has been a presenter of staff development and administrator training across the state and at national conferences. Her primary expertise is in School Improvement in general and specifically in the subject area of math. During the 2010-2011 school year she was the TTIPS Shepherd for Celina ISD.

Dr. Rob O'Connor

September 16, 2011

---

Principal/Administrator's signature

Date

**RECOMMENDATION FORM  
TEACHER AND PROFESSIONAL EMPLOYEES**

**Name:** Dee Sens

**Grade/Subject area assignment:** Speech and Language Therapy Assistant

**Coaching or other assignments:** N/A

**New position \_\_\_OR replacement for:** Nancee Dixon

**Background information to the board:**

**Degree held:** B.S.      **College/University:** University of Texas at Austin

**Major:** Speech language pathology

**Years of experience:** 2

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

She is completing the application and will be supervised by a licensed SLP

She will receive a SLPA certification

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

**How does this person meet highly qualified? She meets requirements for this position in Texas**

**Brief background on candidate:** She was a special education tutor for a boy with autism and worked with her mother in Special Olympics. She worked as a teacher at a summer camp for children with learning disabilities. Under supervision, Dee provided speech therapy to children ranging from Preschool through high school. She recorded accurate data on student therapy improvements. She worked with children with disabilities varying from articulation to broader language and social skills deficits. She utilized the Picture Exchange Communication System (PECS) with a severely autistic middle school child.

**References:**

**Name:** Heather Larson      **Title:** Speech pathologist for the Eagle County School District in Colorado

Heather reported that she was Dee's first supervisor and spent an extensive time with her the first year due to requirements in supervision. She indicated that when provided with structure she could take it and run with it. She was independent and demonstrated great

rapport with the students and staff. She did a good job of presenting questions during their supervision sessions and would seek out information if needed.

**Name:** Beth McCafferty    **Title:** Speech pathologist for the Eagle County School District in Colorado

Beth reported that Dee demonstrated quality interactions with teachers and students. She stated that the school system was complicated, but Dee did well managing the travel between eight schools within a week and provided therapy services to eighty children a week. She was organized and self motivated. She asked appropriate questions during supervision. She exhibited strengths working with students at all levels, but was particularly good with severe needs students.

*Susan Maughan, Ed.D.*

*8-29-11*

---

**Administrator's signature**  
**Executive Director of Special Services**

**Date**

September 9, 2011

To Whom It May Concern:

Regretfully, I am resigning my position as Speech Therapist for Spicewood Elementary School and Marble Falls High School, effective today. Due to a family emergency I am needed in New Jersey for the next two months, until November 11, 2011.

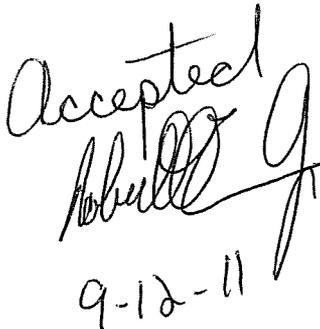
Marble Falls ISD has been my home since my husband and I were hired from Conroe ISD in August 1990. I have enjoyed working with special needs children for what would have been 38 years of teaching this school year. The joy and blessings I have received from the children has been enormous and for that I will always be grateful.

I know that my students will be left in good hands, but I know that I will miss working with each and everyone of them. If I can be of any help to the school district in the future, please do not hesitate to contact me.

Sincerely,



Debi Shell  
Speech Therapist



Accepted  
[Signature]  
9-12-11

August 26, 2011

Dear Mr. Schumacher,

Effective on this date, I am resigning from my paraprofessional position at the Middle School of the Marble Falls School district.

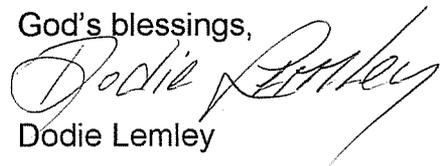
I was so grateful when the district hired me thirteen years ago and I have had many positive experiences.

The last two years have been exceptional. You've always been supportive and I'm going to miss that, as well as all of the relationships. Moving here with no history could have been difficult at the age I was then. However, that wasn't the case and I have acquired so many dear friends.

I hope the year goes smoothly for you and the staff. At this point, I'm not putting my name on the sub list, but please call on me if you ever need some help in ISS.

Again, thank you for everything.

God's blessings,



Dodie Lemley

9-12-11

Accepted  
Robb

August 19, 2011

Michael Pittard, Principal  
8200 Highway 1431 W.  
Granite Shoals, Texas 78654

Dear Principal Pittard:

I regret to inform you that I will be resigning from my position as Paraprofessional for the Highland Lakes Elementary.

I do not wish to leave Highland Lakes Elementary, however I feel as I have no choice after having been denied reassignment from an untenable work assignment that I have endured for 2 years; a reassignment that I had requested last year & pleaded for again this year, even after having expressed a willingness to work any other assignment anywhere.

I wish to thank Assistant Principal Stacy Lashbrook for all of her support. I also wish to thank all of the many wonderful people at Highland Lakes Elementary that I have known & worked with over the past 10 years. I have made many friends & truly love all of the children. I have enjoyed working with & helping to develop & prepare each child to realize their true potential.

I would hope to leave the door open to return if any opportunity for any other assignment should become available, as I would love to come back home.

My final day will be September 2<sup>nd</sup>, 2011.

Respectfully,



Remigia Reyes  
Paraprofessional  
Highland Lakes Elementary

9-12-11  
Accepted  


cc: Stacy Lashbrook, Assistant Principal

August 13, 2011

I Gita Stevenson effect on  
this date August 13, 2011, do here  
Resign from the Marble Falls ISD  
family. Thank you for many  
great years.

Gita S. Stevenson

Accepted  
Robert G.

830-613-9661