



Learners Today...

Leaders Tomorrow...

*Mustangs
Forever!*

**Marble Falls ISD
Regular Meeting**

**Monday, October 15, 2012
6:00 PM**

AGENDA OF REGULAR MEETING
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
MONDAY, OCTOBER 15, 2012 – 6:00 PM
Marble Falls ISD Central Office Community Room

Notice is hereby given that on October 15, 2012, 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
3. Invocation
Presenter: Kevin Naumann
4. Pledge to the Flags
Presenter: Karl Westerman
5. Spotlight on Excellence
 - A. Marble Falls High School
Presenter: Manny Lunoff
 - B. Principal Appreciation Month
Presenter: Rob O'Connor
6. Citizen Comments
7. Consent Agenda
 - A. Approval of Minutes 4
 - B. Approval of Financial Report 9
 - C. Approval of Budget Amendments 23
8. Action Items
 - A. Discussion and Possible Approval of Resolution Concerning High Stakes Standardized Testing 29
Presenter: Rob O'Connor
 - B. Discussion and Possible Approval of 2012-2013 District Improvement Plan 31
Presenter: Eric Penrod
 - C. Discussion and Possible Approval of 2012-2013 Campus Improvement Plans 54
Presenter: Campus Principals
9. Superintendent's Reports
 - A. Special Education Report 271
Presenter: Susan Maughan
 - B. Technology Report 293
Presenter: Kevin Wier
10. Executive Session
 - A. Discussion of Professional Personnel - TX Gov't Code Section 551.074 300
 - B. Consultation with School District Attorney Regarding Pending Litigation TX Gov't Code Section §551.071

11. Discussion and Possible Approval of Action Arising from Executive Session

A. Possible Employment of Professional Personnel

12. 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
September 5, 2012

Kevin Naumann, Vice-President, called this special meeting to order at 10:10 a.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present: Kevin Naumann and Kelly Fox – two members constitutes a quorum for the purpose of canvassing an election

Board Members Absent: Tommy Chaney, Rick Edwards, Craig Mabray, Mike Savage and Karl Westerman

Administrators Present: Rob O'Connor, Superintendent

Members of the Press: None

Official Canvass of Election Returns

Upon a motion by Kelly Fox, second by Kevin Naumann, the Board approved the canvass of the August 25, 2012 Tax Ratification Election as follows:

Proposition 1 - Marble Falls Independent School District
Approving the Ad Valorem Tax Rate of \$1.28 per \$100 valuation in Marble Falls Independent School District for the current year, a rate that is \$0.0133 higher per \$100 valuation than the school district rollback tax rate.

Total Votes For: 269
Total Votes Against: 104
Total Votes: 373

For: 2

Against: 0

Absent: 5

Adjournment:

Hearing no objection the Board adjourned at 10:12 a.m.

Approved:

Rick Edwards, President

Craig Mabray, Secretary

Marble Falls Independent School District
Board Meeting Minutes
September 17, 2012

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

Board Members Present: Tommy Chaney, Kelly Fox, Craig Mabray, Kevin Naumann, Mike Savage and Karl Westerman.

Board Members Absent: Rick Edwards

Administrators Present: Dr. Rob O'Connor, Superintendent, Allen Roberts, Wade Stanford, Janice Mauldin, John Schumacher, Eric Penrod, Susan Maughan, Bruce Peckover, Leslie Baty, Michael Pittard, Lee Courville, Kevin Wier, George Hamilton, Keith Powell, and Manuel Lunoff.

Members of the Press: Daniel Clifton, *The River Cities Tribune*
Dalton Sweat, *K-BEY Radio*
Adam Troxtell, *The Highlander*

Spotlight on Excellence

The Board recognized the following students from Marble Falls High School:

PBIS (Positive Behavior Intervention Support) Students of the Month:

Cassidy Huggins & Juan Rodriguez – 9th grade
Maddie Johnson & Keith Cooper – 10th grade
Tyler Oppenheim & Austin Jones – 11th grade
Victoria Gomez and Clint Crowder – 12th grade

National Hispanic Recognition Program:

Brandon Garcia
Victoria Gomez
Carolyn O'Connor

Advanced Placement Scholars:

Nichlaus O'Connor – AP Scholar
Egzon Bislimi – AP Scholar w/Honor
Victoria Gomez – AP Scholar w/Distinction

Citizen Comments

No patrons asked to be heard.

Introduction of School Attorneys

Dr. O'Connor, Superintendent, introduced Blake Powell from Powell and Leon, LLP, the law firm that will be representing the District for the 2012-2013 school year.

Consent Agenda

Upon a motion by Karl Westerman, second by Tommy Chaney, the Board approved the following from the consent agenda:

- Minutes from previous meetings
Special – August 6, 2012
Regular – August 20, 2012
Special – August 29, 2012
- Financial Report as of August 2012

For: 6

Against: 0

Absent: 1

Action Item

Out-of-State Trip

Upon a motion by Kelly Fox, second by Craig Mabray, the Board approved an out of state trip for Marble Falls High School Starlette Dance Team to Los Angeles, CA, during March 2013 (spring break).

For: 6

Against: 0

Absent: 1

Superintendent’s Report

Transportation Report

George Hamilton, Transportation Director, expressed his thanks to the Board for the improvements to the department that were accomplished during the summer. He reported that the new fuel distribution partnership with the City was working very well. He also relayed the number of routes, daily miles traveled and number of children served to date.

CTE Review

Eric Penrod, Director of Secondary Education, reviewed the purpose of the Career and Technology program evaluation, the five standards necessary to have an effective program as well as the timeline for completing the audit. The goal of the committee will be to present final recommendations to the Board by the February 18th meeting.

TTIPS Grant Update

Eric Penrod recapped the accomplishments of the first year of the grant, year two goals and an update on the technology purchases funded by grant money.

District/Campus Improvement Plan Timeline

Eric Penrod reviewed the proposed timelines for the preparation of the District and Campus Improvement Plans. Mr. Penrod’s recommendation was to rollover the current plans for 2012-2013 and start the new schedule of adopting the plans for the 2013-2014 school year during the Spring of 2013. The plans could then be used more effectively during the budget process for the upcoming school year.

Advanced Placement Program Update

Eric Penrod presented the following information regarding the current AP Program:

- a comparison of the total number of students taking AP Courses, number of exams taken and the number of students scoring 3+ for the years 2008 – 2012;
- the purpose of the Advanced Academic Improvement Planning Committee; and
- the goals for the MFISD Pre-AP/AP Program.

Quarterly Investment Report

Lisa LeMon, Director of Business Operations, reviewed the quarterly investment report ending August 2012, noting the interest earned of \$30,152.98 and a total cash balance of \$12,729,196.98.

Purchasing Cooperatives

Lisa LeMon presented the list of the purchasing cooperatives that the district will be using during the 2012-2013 fiscal year along with the yearly fee that they charge, if any, and the services that are provided through the coops as required by HB 273.

Curriculum Department Update and Data Walk

Janice Mauldin, Assistant Superintendent for Academic Programs, conducted a “data walk” presenting the TAKS/STAAR test results by campus and subject area noting the importance of teaching the “student expectations” (SE) for each Texas Essential Knowledge and Skills (TEKS). Dr. Mauldin shared a sample of a folder for a subject area at the middle school level that the teachers are using to ensure that all SE’s are being covered.

Executive Session

At 8:55 p.m. the Board adjourned into executive session to discuss personnel matters (Gov’t Code 551.074) specifically professional contracts for new personnel. The Board reconvened into open session at 9:45 p.m.

Upon a motion by Karl Westerman, second by Craig Mabray, the Board approved the professional employment on a one year contract, subject to assignment, of Kristen Reeh Miller.

For: 6

Against: 0

Absent: 1

The Board was informed of the follow resignations:

Marble Falls High School

Lida Christine McCloskey – Athletic Trainer/PE Coach effective 9/10/12

Colt Elementary

Janessa Tellez – Attendance Clerk effective 9/14/12

Adjournment:

Hearing no objection the Board adjourned at 9:46 p.m.

Approved:

Rick Edwards, President

Craig Mabray, Secretary

Marble Falls ISD
Statement of Revenues and Expenditures - General Fund
As of September 30, 2012
8% Of Fiscal Year

REVENUES	CURRENT YEAR				PRIOR YEAR		
	BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET
5710 LOCAL TAX REVENUES	\$30,984,171	\$49,373	\$30,934,798	0.16%	\$30,090,749	\$30,130,150	100.13%
57XX OTHER LOCAL REVENUES	\$375,500	\$36,608	\$338,892	9.75%	\$500,316	\$447,752	89.49%
58XX STATE PROG. REVENUES	\$5,006,153	\$1,468,746	\$3,537,407	29.34%	\$7,657,504	\$5,747,883	75.06%
5900 FEDERAL REVENUE	\$410,000	\$-	\$410,000	0.00%	\$628,000	\$596,679	95.01%
TOTAL REVENUE	\$ 36,775,824	\$ 1,554,727	\$35,221,097	4.23%	\$38,876,569	\$36,922,465	94.97%

EXPENDITURES							
	BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET
11 INSTRUCTION	\$ 17,439,025	\$ 1,399,331	\$ 16,039,694.38	8.02%	\$ 17,756,569	\$ 16,498,290	92.91%
12 LIBRARY	\$ 486,009	\$ 32,274	\$ 453,735.27	6.64%	\$ 502,143	\$ 472,049	94.01%
13 STAFF DEVELOPMENT	\$ 252,218	\$ 15,435	\$ 236,782.95	6.12%	\$ 177,828	\$ 157,353	88.49%
21 INST ADMINISTRATION	\$ 662,417	\$ 53,207	\$ 609,209.57	8.03%	\$ 590,330	\$ 573,997	97.23%
23 SCHOOL ADMINISTRATION	\$ 2,053,046	\$ 166,622	\$ 1,886,424.97	8.12%	\$ 2,165,227	\$ 2,085,555	96.32%
31 GUID AND COUNSELING	\$ 1,056,873	\$ 88,814	\$ 968,058.81	8.40%	\$ 1,132,519	\$ 1,105,356	97.60%
33 HEALTH SERVICES	\$ 361,535	\$ 29,353	\$ 332,181.29	8.12%	\$ 401,009	\$ 382,758	95.45%
34 PUPIL TRANSP - REGULAR	\$ 1,755,292	\$ 160,474	\$ 1,594,817.82	9.14%	\$ 1,993,686	\$ 1,948,911	97.75%
36 CO-CURRICULAR ACT	\$ 1,382,064	\$ 110,074	\$ 1,271,990.26	7.96%	\$ 1,485,954	\$ 1,411,980	95.02%
41 GEN ADMINISTRATION	\$ 1,281,989	\$ 114,879	\$ 1,167,110.55	8.96%	\$ 1,188,880	\$ 1,143,587	96.19%
51 PLANT MAINT & OPERATION	\$ 3,852,700	\$ 372,212	\$ 3,480,487.51	9.66%	\$ 4,355,764	\$ 4,015,057	92.18%
52 SECURITY & MONITORING	\$ 77,119	\$ 3,024	\$ 74,094.90	3.92%	\$ 83,082	\$ 73,755	88.77%
53 DATA PROCESSING	\$ 957,957	\$ 38,606	\$ 919,350.85	4.03%	\$ 1,007,053	\$ 968,456	96.17%
61 COMMUNITY SERVICES	\$ 52,790	\$ 4,810	\$ 47,979.65	9.11%	\$ 63,341	\$ 52,609	83.06%
81 FACILITIES ACQ & CONST	\$ -	\$ -	\$ -	0.00%	\$ 110,050	\$ 88,291	0.00%
91 STUDENT ATTENDANCE CR	\$ 4,418,176	\$ -	\$ 4,418,176.00	0.00%	\$ 5,222,514	\$ 5,214,297	99.84%
99 PURCHASES & CONT SRVS	\$ 686,614	\$ 156,812	\$ 529,801.56	22.84%	\$ 667,570	\$ 667,349	99.97%
TOTAL EXPENDITURES	\$ 36,775,824	\$ 2,745,928	\$ 34,029,896	7.47%	\$ 38,903,519	\$ 36,859,651	94.75%

7000 Other Sources
8000 Other Uses \$ - Other Sources Other Uses \$ 5,000

1200 EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES \$ (1,191,201) EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2011-12 \$ 57,814

3000 BEG FUND BAL 9/1/12 \$ 7,879,450 Unaudited

3000 END FUND BAL 9/30/12 \$ 6,688,249 Unaudited

Marble Falls ISD
Statement of Revenues and Expenditures - Food Service
As of September 30, 2012

8% Of Fiscal Year

REVENUES	CURRENT YEAR				PRIOR YEAR		
	BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET
57XX Local & Intermed Revenues	\$ 606,453	\$ 59,291	\$ 547,161	9.78%	\$ 902,562	\$ 650,319	72.05%
58XX State Program Revenues	\$ 12,110	\$ -	\$ 12,110	0.00%	\$ 12,110	\$ 12,134	100.20%
59xx Federal Program Revenues	\$ 1,452,229	\$ 38,693	\$ 1,413,536	2.66%	\$ 1,457,334	\$ 1,372,839	94.20%
TOTAL REVENUE	\$ 2,070,792	\$ 97,985	\$ 1,972,807	4.73%	\$ 2,372,006	\$ 2,035,292	85.80%

EXPENDITURES							
	BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET
61 PAYROLL COST	\$ 742,647	\$ 61,156	\$ 681,491	8.23%	\$ 1,261,933	\$ 768,373	60.89%
62 PURCHASE & CONTRACTED	\$ 19,644	\$ 6,712	\$ 12,932	34.17%	\$ 35,221	\$ 30,945	87.86%
63 SUPPLIES AND MATERIALS	\$ 980,348	\$ 85,516	\$ 894,832	8.72%	\$ 1,042,817	\$ 921,899	88.40%
64 OTHER OPERATING EXP	\$ 9,850	\$ -	\$ 9,850	0.00%	\$ 9,710	\$ 8,680	89.39%
66 CPTL OUTLAY	\$ 25,000	\$ -	\$ 25,000	0.00%	\$ 22,325	\$ 11,928	53.43%
TOTAL EXPENDITURES	\$ 1,777,489	\$ 153,384	\$ 1,624,104	8.63%	\$ 2,372,006	\$ 1,741,825	73.43%

7000 Other Sources
8000 Other Uses \$ - \$ 104,859

1200 EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES \$ (55,400) EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2011-12 \$ 188,608

3000 BEG FUND BAL 9/1/12 \$ 497,135

3000 END FUND BAL 9/30/12 \$ 441,735 Unaudited

Marble Falls Independent School District

Financial Report

October 15, 2012

Check Payment Fund Summary

Expenditure to Budget Report

Check Payment Fund Summary

For Bills Paid

September 1 – September 30, 2012

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
199	GENERAL FUND	109,898.20	274.00	625,667.06	735,839.26
211	TITLE I PART A, BASIC PROGRAMS	3,816.68	0.00	-990.60	2,826.08
224	IDEA PART B FORMULA	2,083.38	0.00	8,648.21	10,731.59
225	IDEA PART B PRESCHOOL	98.88	0.00	0.00	98.88
240	FOOD SERVICE	801.18	0.00	91,410.70	92,211.88
255	TITLE II PART A TCHR & PRINCPL	338.37	0.00	700.00	1,038.37
270	TITLE VI, PART B	355.62	0.00	0.00	355.62
276	Texas Title I Priority Schools	3,511.62	0.00	46,973.33	50,484.95
863	PAYROLL CLEARING	712,953.04	0.00	0.00	712,953.04
***	Fund Summary Totals ***	833,856.97	274.00	772,408.70	1,606,539.67

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

Expenditure to Budget Report

October 15, 2012

General Operating Fund

&

Food Service Fund

Obj	Obj	2012-13	September	2012-13	2012-13	REVENUE	PERCENT	2012-13
		ESTIMATED	MTHLY	ACTIVITY	Activity	BALANCE	REALIZED	YTD %
199	GENERAL FUND							
5700	REVENUE-LOCAL & INTERMED							
	571- LOCAL REAL-PROPERTY TAXES	30,984,171.00	49,372.93	49,372.93	30,934,798.07	0.16	0.16	
	573- TUITION & FEES FROM PATRONS	50,000.00	10,545.00	10,545.00	39,455.00	21.09	21.09	
	574- TRANS FROM WITHIN STATE	190,000.00	7,842.14	7,842.14	182,157.86	4.13	4.13	
	575- ENTERPRISING ACTIVITIES	135,500.00	18,220.56	18,220.56	117,279.44	13.45	13.45	
	57-- REVENUE-LOCAL & INTERMED	31,359,671.00	85,980.63	85,980.63	31,273,690.37	0.27	0.27	
5800	STATE PROGRAM REVENUES							
	581- PER CAPITA-FOUNDATION REV	3,763,236.00	1,363,730.00	1,363,730.00	2,399,506.00	36.24	36.24	
	582- STATE REVENUE DISTRBTD BY TEA	5,000.00	0.00	0.00	5,000.00	0.00	0.00	
	583- TRS ON BEHALF BENEFIT	1,237,917.00	105,016.43	105,016.43	1,132,900.57	8.48	8.48	
	58-- STATE PROGRAM REVENUES	5,006,153.00	1,468,746.43	1,468,746.43	3,537,406.57	29.34	29.34	
5900	FEDERAL PROGRAM REVENUES							
14	591- FEDERALLY DIST REVENUES	40,000.00	0.00	0.00	40,000.00	0.00	0.00	
	592-	20,000.00	0.00	0.00	20,000.00	0.00	0.00	
	593- VOC ED NON FOUNDATION	350,000.00	0.00	0.00	350,000.00	0.00	0.00	
	59-- FEDERAL PROGRAM REVENUES	410,000.00	0.00	0.00	410,000.00	0.00	0.00	
	---- GENERAL FUND	36,775,824.00	1,554,727.06	1,554,727.06	35,221,096.94	4.23	4.23	

Obj	Obj	2012-13 ESTIMATED REVENUE	September MTHLY ACTIVITY	2012-13 Activity	REVENUE BALANCE	PERCENT REALIZED	2012-13 YTD %
240	FOOD SERVICE						
5700	REVENUE-LOCAL & INTERMED						
574-	TRANS FROM WITHIN STATE	1,969.00	213.46	213.46	1,755.54	10.84	10.84
575-	ENTERPRISING ACTIVITIES	604,483.84	59,077.93	59,077.93	545,405.91	9.77	9.77
57--	REVENUE-LOCAL & INTERMED	606,452.84	59,291.39	59,291.39	547,161.45	9.78	9.78
5800	STATE PROGRAM REVENUES						
582-	STATE REVENUE DISTRBTD BY TEA	12,110.00	0.00	0.00	12,110.00	0.00	0.00
58--	STATE PROGRAM REVENUES	12,110.00	0.00	0.00	12,110.00	0.00	0.00
5900	FEDERAL PROGRAM REVENUES						
592-		1,452,229.12	38,693.38	38,693.38	1,413,535.74	2.66	2.66
59--	FEDERAL PROGRAM REVENUES	1,452,229.12	38,693.38	38,693.38	1,413,535.74	2.66	2.66
----	FOOD SERVICE	2,070,791.96	97,984.77	97,984.77	1,972,807.19	4.73	4.73

Number of Accounts: 146

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

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	Obj	Obj	2012-13 ESTIMATED REVENUE	September MTHLY ACTIVITY	2012-13 Activity	REVENUE BALANCE	2012-13 YTD %
199		GENERAL FUND					
	5---	REVENUE	36,775,824.00	1,554,727.06	1,554,727.06	35,221,096.94	4.23
	----	GENERAL FUND	36,775,824.00	1,554,727.06	1,554,727.06	35,221,096.94	4.23
240		FOOD SERVICE					
	5---	REVENUE	2,070,791.96	97,984.77	97,984.77	1,972,807.19	4.73
	----	FOOD SERVICE	2,070,791.96	97,984.77	97,984.77	1,972,807.19	4.73

Number of Accounts: 110

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

Obj	Obj	2012-13	ENCUMBRANCE	2012-13	September	2012-13	2012-13
		BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
199	GENERAL FUND						
11	INSTRUCTION						
	61-- PAYROLL COSTS	16,563,961.81	0.00	1,334,841.97	1,334,841.97	15,229,119.84	8.06
	62-- PURCHASE & CONTRACTED SVS	320,016.00	133,288.59	55,303.00	55,303.00	131,424.41	17.28
	63-- SUPPLIES AND MATERIALS	522,227.69	37,031.24	6,595.87	6,595.87	478,600.58	1.26
	64-- OTHER OPERATING EXPENSES	32,819.50	530.00	2,589.78	2,589.78	29,699.72	7.89
	---- INSTRUCTION	17,439,025.00	170,849.83	1,399,330.62	1,399,330.62	15,868,844.55	8.02
12	INST. RESOURCES & MEDIA SVCS						
	61-- PAYROLL COSTS	387,702.49	0.00	30,655.75	30,655.75	357,046.74	7.91
	62-- PURCHASE & CONTRACTED SVS	18,118.00	0.00	844.02	844.02	17,273.98	4.66
	63-- SUPPLIES AND MATERIALS	73,959.00	12,922.48	399.45	399.45	60,637.07	0.54
	64-- OTHER OPERATING EXPENSES	6,230.00	250.00	375.00	375.00	5,605.00	6.02
	---- INST. RESOURCES & MEDIA S	486,009.49	13,172.48	32,274.22	32,274.22	440,562.79	6.64
13	CURRICULUM DEV & INST STFF DEV						
	61-- PAYROLL COSTS	178,339.86	0.00	15,072.96	15,072.96	163,266.90	8.45
	62-- PURCHASE & CONTRACTED SVS	35,090.00	3,900.00	0.00	0.00	31,190.00	0.00
	63-- SUPPLIES AND MATERIALS	5,315.00	315.00	0.00	0.00	5,000.00	0.00
	64-- OTHER OPERATING EXPENSES	33,473.00	2,118.85	361.95	361.95	30,992.20	1.08
	---- CURRICULUM DEV & INST STF	252,217.86	6,333.85	15,434.91	15,434.91	230,449.10	6.12
21	INSTRUCTIONAL LEADERSHIP						
	61-- PAYROLL COSTS	627,536.71	0.00	52,361.14	52,361.14	575,175.57	8.34
	62-- PURCHASE & CONTRACTED SVS	6,480.00	3,117.00	137.00	137.00	3,226.00	2.11
	63-- SUPPLIES AND MATERIALS	18,200.00	2,738.97	0.00	0.00	15,461.03	0.00
	64-- OTHER OPERATING EXPENSES	10,200.00	121.20	709.00	709.00	9,369.80	6.95
	---- INSTRUCTIONAL LEADERSHIP	662,416.71	5,977.17	53,207.14	53,207.14	603,232.40	8.03

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	Obj	Obj	2012-13	ENCUMBRANCE	2012-13	September 2012-13	2012-13
			BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE
199		GENERAL FUND					
23		SCHOOL LEADERSHIP					
	61--	PAYROLL COSTS	1,953,482.98	0.00	163,232.82	163,232.82	1,790,250.16 8.36
	62--	PURCHASE & CONTRACTED SVS	23,794.00	17,481.00	930.00	930.00	5,383.00 3.91
	63--	SUPPLIES AND MATERIALS	59,716.00	2,613.20	104.97	104.97	56,997.83 0.18
	64--	OTHER OPERATING EXPENSES	16,053.50	2,511.00	2,353.72	2,353.72	11,188.78 14.66
	----	SCHOOL LEADERSHIP	2,053,046.48	22,605.20	166,621.51	166,621.51	1,863,819.77 8.12
31		GUIDANCE & COUNSELING					
	61--	PAYROLL COSTS	1,009,645.01	0.00	88,563.75	88,563.75	921,081.26 8.77
	62--	PURCHASE & CONTRACTED SVS	14,300.00	712.50	0.00	0.00	13,587.50 0.00
	63--	SUPPLIES AND MATERIALS	22,247.00	2,447.36	169.00	169.00	19,630.64 0.76
	64--	OTHER OPERATING EXPENSES	10,681.00	2,374.61	81.45	81.45	8,224.94 0.76
	----	GUIDANCE & COUNSELING	1,056,873.01	5,534.47	88,814.20	88,814.20	962,524.34 8.40
33		HEALTH SERVICES					
	61--	PAYROLL COSTS	352,595.77	0.00	29,353.48	29,353.48	323,242.29 8.32
	62--	PURCHASE & CONTRACTED SVS	348.00	0.00	0.00	0.00	348.00 0.00
	63--	SUPPLIES AND MATERIALS	7,930.00	457.97	0.00	0.00	7,472.03 0.00
	64--	OTHER OPERATING EXPENSES	661.00	0.00	0.00	0.00	661.00 0.00
	----	HEALTH SERVICES	361,534.77	457.97	29,353.48	29,353.48	331,723.32 8.12
34		PUPIL TRANSPORTATION					
	61--	PAYROLL COSTS	1,355,557.34	0.00	106,043.34	106,043.34	1,249,514.00 7.82
	62--	PURCHASE & CONTRACTED SVS	19,300.00	7,142.53	7,685.59	7,685.59	4,471.88 39.82
	63--	SUPPLIES AND MATERIALS	468,250.00	40,416.11	16,170.72	16,170.72	411,663.17 3.45
	64--	OTHER OPERATING EXPENSES	-87,815.50	709.50	30,574.37	30,574.37	-119,099.37 -34.82
	----	PUPIL TRANSPORTATION	1,755,291.84	48,268.14	160,474.02	160,474.02	1,546,549.68 9.14

	Obj	Obj	2012-13 BUDGET	ENCUMBRANCE YTD	2012-13 EXPENDITURES	September 2012-13 ACTIVITY	2012-13 BALANCE	2012-13 YTD %
199		GENERAL FUND						
36		COCURR./EXTRACURR.ACTIVITIES						
	61--	PAYROLL COSTS	748,851.96	0.00	64,673.43	64,673.43	684,178.53	8.64
	62--	PURCHASE & CONTRACTED SVS	134,150.00	4,176.00	6,082.89	6,082.89	123,891.11	4.53
	63--	SUPPLIES AND MATERIALS	200,507.50	16,104.82	6,252.60	6,252.60	178,150.08	3.12
	64--	OTHER OPERATING EXPENSES	298,555.00	1,970.50	33,065.28	33,065.28	263,519.22	11.08
	----	COCURR./EXTRACURR.ACTIVIT	1,382,064.46	22,251.32	110,074.20	110,074.20	1,249,738.94	7.96
41		GENERAL ADMINISTRATION						
	61--	PAYROLL COSTS	1,041,504.34	0.00	81,495.69	81,495.69	960,008.65	7.82
	62--	PURCHASE & CONTRACTED SVS	118,693.00	46,641.78	2,063.32	2,063.32	69,987.90	1.74
	63--	SUPPLIES AND MATERIALS	33,946.00	3,188.06	510.44	510.44	30,247.50	1.50
	64--	OTHER OPERATING EXPENSES	87,846.00	1,197.70	30,809.34	30,809.34	55,838.96	35.07
	----	GENERAL ADMINISTRATION	1,281,989.34	51,027.54	114,878.79	114,878.79	1,116,083.01	8.96
51		PLANT MAINTENANCE & OPERATIONS						
19								
	61--	PAYROLL COSTS	1,866,149.56	0.00	161,882.38	161,882.38	1,704,267.18	8.67
	62--	PURCHASE & CONTRACTED SVS	1,382,700.00	105,083.24	20,640.73	20,640.73	1,256,976.03	1.49
	63--	SUPPLIES AND MATERIALS	406,075.00	75,107.82	26,691.67	26,691.67	304,275.51	6.57
	64--	OTHER OPERATING EXPENSES	185,775.00	550.00	160,720.00	160,720.00	24,505.00	86.51
	66--	CPTL OUTLY LAND BLDG & EQ	12,000.00	0.00	2,277.27	2,277.27	9,722.73	18.98
	----	PLANT MAINTENANCE & OPERA	3,852,699.56	180,741.06	372,212.05	372,212.05	3,299,746.45	9.66
52		SECURITY & MONITORING SERVICES						
	61--	PAYROLL COSTS	15,518.90	0.00	0.00	0.00	15,518.90	0.00
	62--	PURCHASE & CONTRACTED SVS	56,900.00	0.00	0.00	0.00	56,900.00	0.00
	63--	SUPPLIES AND MATERIALS	4,700.00	681.80	3,024.00	3,024.00	994.20	64.34
	----	SECURITY & MONITORING SER	77,118.90	681.80	3,024.00	3,024.00	73,413.10	3.92

Obj	Obj	2012-13	ENCUMBRANCE	2012-13	September	2012-13	2012-13	
		BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %	
199		GENERAL FUND						
53		DATA PROCESSING SERVICES						
	61--	PAYROLL COSTS	407,942.17	0.00	35,986.17	35,986.17	371,956.00	8.82
	62--	PURCHASE & CONTRACTED SVS	246,000.00	55,857.25	1,995.55	1,995.55	188,147.20	0.81
	63--	SUPPLIES AND MATERIALS	258,515.00	46,873.30	194.50	194.50	211,447.20	0.08
	64--	OTHER OPERATING EXPENSES	10,500.00	500.00	430.10	430.10	9,569.90	4.10
	66--	CPTL OUTLY LAND BLDG & EQ	35,000.00	17,050.00	0.00	0.00	17,950.00	0.00
	----	DATA PROCESSING SERVICES	957,957.17	120,280.55	38,606.32	38,606.32	799,070.30	4.03
61		COMMUNITY SERVICES						
	61--	PAYROLL COSTS	39,789.71	0.00	4,810.06	4,810.06	34,979.65	12.09
	62--	PURCHASE & CONTRACTED SVS	13,000.00	0.00	0.00	0.00	13,000.00	0.00
	----	COMMUNITY SERVICES	52,789.71	0.00	4,810.06	4,810.06	47,979.65	9.11
91		INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	4,418,176.00	0.00	0.00	0.00	4,418,176.00	0.00
	----	INTERGOVERNMENTAL CHARGES	4,418,176.00	0.00	0.00	0.00	4,418,176.00	0.00
99		OTHR INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	686,614.00	0.00	156,812.44	156,812.44	529,801.56	22.84
	----	OTHR INTERGOVERNMENTAL CH	686,614.00	0.00	156,812.44	156,812.44	529,801.56	22.84
	----	GENERAL FUND	36,775,824.30	648,181.38	2,745,927.96	2,745,927.96	33,381,714.96	7.47

20

	Obj	Obj	2012-13	ENCUMBRANCE	2012-13	September	2012-13	2012-13
			BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
240		FOOD SERVICE						
35		FOOD SERVICES						
	61--	PAYROLL COSTS	742,646.93	0.00	61,155.93	61,155.93	681,491.00	8.23
	62--	PURCHASE & CONTRACTED SVS	19,644.00	10,458.70	6,712.32	6,712.32	2,472.98	34.17
	63--	SUPPLIES AND MATERIALS	980,347.69	724,422.19	85,516.17	85,516.17	170,409.33	8.72
	64--	OTHER OPERATING EXPENSES	9,850.00	0.00	0.00	0.00	9,850.00	0.00
	66--	CPTL OUTLY LAND BLDG & EQ	25,000.00	0.00	0.00	0.00	25,000.00	0.00
	----	FOOD SERVICES	1,777,488.62	734,880.89	153,384.42	153,384.42	889,223.31	8.63
	----	FOOD SERVICE	1,777,488.62	734,880.89	153,384.42	153,384.42	889,223.31	8.63

Number of Accounts: 5179

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

		2012-13	ENCUMBRANCE	2012-13	September	2012-13		2012-13
	Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %	
199	GENERAL FUND							
	6--- EXPENDITURES	36,775,824.30	648,181.38	2,745,927.96	2,745,927.96	33,381,714.96	7.47	
	---- GENERAL FUND	36,775,824.30	648,181.38	2,745,927.96	2,745,927.96	33,381,714.96	7.47	
240	FOOD SERVICE							
	6--- EXPENDITURES	1,777,488.62	734,880.89	153,384.42	153,384.42	889,223.31	8.63	
	---- FOOD SERVICE	1,777,488.62	734,880.89	153,384.42	153,384.42	889,223.31	8.63	

Number of Accounts: 5046

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



Marble Falls
Independent
School District

INTEROFFICE MEMORANDUM

Date: October 10, 2012

To: Board of Trustees and Dr. O'Connor

From: David Hemond, Accounting Supervisor

Subject: Consider Approval of Budget Amendments

Budget amendments included for approval (copies follow):

12-00002	Increase budget to cover travel expenses - \$100
12-00006	Increase budget to cover travel expenses - \$48
12-00007	Increase budget to cover travel expenses - \$500
12-00011	Move budget from Assigned Fund Balance to cover Maintenance Projects - \$49,864

RECEIVED
SEP 24 2012

**MARBLE FALLS ISD
BUDGET AMENDMENT MARBEL FALLS HIGH SCHOOL**

Batch #:	12-00002	Reason for amendment:	TO COVER TRAVEL FOR A CONFERENCE 10-12-2012
Fiscal Year:	2012-13	BY:	
Account Number	Account Description		
EXPENDITURES			
1	199-11-6399-00-001-0-1-A-L00	FOREIGN LANGUAGE SUPPLIES	100.00
2	199-13-6411-00-001-0-99-L00	FOREIGN LANGUAGE EMPLOYEE TRAVEL	100.00
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
REVENUE			
21			
22			
23			
24			
Totals			100.00

Manuel Lunoff III 9/20/12

Board Approval Required <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Prepared by: P. MAX	Approved by: Manuel Lunoff	Entered by:
Date: 09/20/12	Date: 09/20/12	Date: 09-24-12	Date:

MARBLE FALLS ISD
BUDGET AMENDMENT

SEP 27 2012

Batch #: 12-00006
Fiscal Year: 2012-2013
Reason for amendment: TRANSFER FUNDS TO COVER TRAVEL EXPENSES

Account Number	Account Description	Debit		Credit	
		Increase	Decrease	Increase	Decrease
1	199-11-6399-00-041-0-11-M-00				\$48.00
2	199-13-6411-00-041-0-99-M-00	\$48.00			
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
REVENUE					
21					
22					
23					
24					
Totals		48.00			48.00

Board Approval Required Yes No
 Prepared by: Susan Beck Date: 09/26/12
 Approved by: *[Signature]* Date: 9-26-12
 Reviewed by: *[Signature]* Date: 09-27-12
 Entered by: _____ Date: _____

MARBLE FALLS ISD
BUDGET AMENDMENT

SEP 27 2012

Batch #: 12-00007		Reason for amendment: TRANSFER FUNDS TO COVER TRAVEL EXPENSES	
Fiscal Year: 2012-2013			
Account Number	Account Description		
EXPENDITURES			
1	199-11-6399-00-041-0-11-0-00		
2	199-13-6411-00-041-0-99-H-00	\$500.00	
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
REVENUE			
21			
22			
23			
24			
Totals		500.00	500.00

Board Approval Required Yes No

Prepared by: Susan Beck Date: 09/26/12

Approved by: *[Signature]* Date: 9-26-12

Reviewed by: *[Signature]* Date: 09-27-12

Entered by: *[Signature]* Date: *[Signature]*

OCT 10 2012

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Reason for amendment: To move budget from Assigned Fund Balance

Batch #: 12-00011
Fiscal Year: 2012-13

Account Number	Account Description	Debit		Credit	
		Increase	Decrease	Increase	Decrease
EXPENDITURES					
1 199-51-6399.00-936-099-000	FINISH A/C PROJECT AT HIGHLAND LAKES ES	1,864.00			
2 199-51-6619.00-936-099-000	CHIP SEAL, SIDEWALKS AND CURBS-PARKING LOT AT MS	27,800.00			
3 199-51-6629.00-936-099-000	A/C PROJECT FOR WEIGHT ROOM AT HS	20,200.00			
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
REVENUE					
21					
22					
23					
24					
Totals		49,864.00		49,864.00	

Approved by: *Allen Robert*
Date: 10/10/12

Reviewed by: *Jim C*
Date: 10-10-12

Prepared by: David Hemond
Date: 10/10/12

Board Approval Required
 Yes No

Marble Falls ISD Lawn Service 2012-2013

Minutes of the Bid Opening for Middle School Chip Seal Lot

On Wednesday October 03, 2012 bids were opened at 8:30 am CST at MFISD 306 Industrial Blvd. Marble Falls, Texas

Witnessed by:	Date
1. <u>Jeff Rowland</u>	<u>10/03/2012</u>
2. <u>Debbie Rector</u>	<u>10/03/2012</u>
3. <u>Michael Phillips</u>	<u>10/03/2012</u>
4. <u>Darlene Brinkley</u>	<u>10/03/2012</u>

	Received	Bid Price
Lukes Asphalt Paving	09/21/2012 @	<u>\$25,000.00</u>
Bill Hinds Asphalt Const.	09/28/2012 @ 9:36 am	<u>\$23,800.00</u>
Lone Star Paving Co.	10/01/2012 @ 4:20 pm	<u>\$33,400.00</u>

After reviewing the Bids for the Middle School Chip Seal Lot I have signed a contract with Bill Hinds Asphalt Const. Company. They are planning to start the work about the 17th of October and should finish in about 2-3 weeks.

Thank you,

Michael Phillips
Maintenance Director

10/10/2012

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

**RESOLUTION CONCERNING HIGH STAKES, STANDARDIZED TESTING
OF TEXAS PUBLIC SCHOOL STUDENTS**

STATE OF TEXAS §
 §
COUNTY OF BURNET §

WHEREAS, the over reliance on standardized, high stakes testing as the only assessment of learning that really matters in the state and federal accountability systems is strangling our public schools and undermining any chance that educators have to transform a traditional system of schooling into a broad range of learning experiences that better prepares our students to live successfully and be competitive on a global stage; and

WHEREAS, we commend Robert Scott, former Commissioner of Education, for his concern about the overemphasis on high stakes testing that has become “a perversion of its original intent” and for his continuing support of high standards and local accountability; and

WHEREAS, we believe our state's future prosperity relies on a high-quality education system that prepares students for college and careers, and without such a system Texas' economic competitiveness and ability to attract new business will falter; and

WHEREAS, the real work of designing more engaging student learning experiences requires changes in the culture and structure of the systems in which teachers and students work; and

WHEREAS, what occurs in our classrooms every day should be student-centered and result in students learning at a deep and meaningful level, as opposed to the superficial level of learning that results from the current over-emphasis on that which can be easily tested by standardized tests; and

WHEREAS, we believe in the tenets set out in *Creating a New Vision for Public Education in Texas* (TASA, 2008) and our goal is to transform this district in accordance with these tenets; and

WHEREAS, our vision is for all students to be engaged in more meaningful learning activities that cultivate their unique individual talents, to provide for student choice in work that is designed to respect how they learn best, and to embrace the concept that students can be both consumers and creators of knowledge; and

WHEREAS, only by developing new capacities and conditions in districts and schools, and the communities in which they are embedded, will we ensure that all learning spaces foster and celebrate innovation, creativity, problem solving, collaboration, communication and critical thinking; and

WHEREAS, these are the very skills that business leaders desire in a rising workforce and the very attitudes that are essential to the survival of our democracy; and

WHEREAS, imposing relentless test preparation and boring memorization of facts to enhance test performance is doing little more than stealing the love of learning from our students and assuring that we fall short of our goals; and

WHEREAS, we do not oppose accountability in public schools and point with pride to the stellar performance of our students, but believe that the system of the past will not prepare our students to lead in the future and neither will the standardized tests that so dominate their instructional time and block our ability to make progress toward a world-class education system of student-centered schools and future-ready students; therefore be it

RESOLVED that the Marble Falls ISD Board of Trustees calls on the Texas Legislature to reexamine the public school accountability system in Texas and to develop a system that encompasses multiple assessments, reflects greater validity, uses more cost efficient sampling techniques and other external evaluation arrangements, and more accurately reflects what students know, appreciate and can do in terms of the rigorous standards essential to their success, enhances the role of teachers as designers, guides to instruction and leaders, and nurtures the sense of inquiry and love of learning in all students..

PASSED AND APPROVED in this 15th day of October, 2012.

By: _____
Name:
Title:

By: _____
Name:
Title:

By: _____
Name:
Title:

By: _____
Name:
Title:

By: _____
Name:
Title:

By: _____
Name:
Title:

By: _____
Name:
Title:

Tale of Two Timelines

Current Timeline

- *Strategic Plan Update*
 - March – April
- *Board Goals*
 - June – July
- *District Improvement Plan*
 - August – September
- *Campus Improvement Plan*
 - August - September

Proposed Timeline

- *Strategic Plan Update*
 - November – January
- *Board Goal Development*
 - January – February
- *District Improvement Plan*
 - March – April
- *Campus Improvement Plan*
 - April - May

Systems Approach to Improvement	August	September	October	November	December	January	February	March	April	May	June	July
Strategic Plan Annual Update												
Board Goal Development												
District Improvement Plan												
Campus Improvement Plan												
Systems Approach to Improvement	August	September	October	November	December	January	February	March	April	May	June	July

**Marble Falls Independent School District
District Improvement Plan
2012 – 2013**



Learners Today... Leaders Tomorrow... Mustangs Forever!

Mission Statement

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.

Marble Falls ISD District Goals 2012 – 2013

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

State Board of Education Mission, Goals and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas Citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed and retained.

OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

District Executive Improvement Committee (CEIC)

DEIC Position	2012-2013	DEIC Position	2012-2013
District Admin/Chairperson	Eric Penrod	Teacher-MF Middle School	Karmen Tindell
Community	Nancy Herrington	Teacher-MF Middle School	Cara Wilson
Parent	Norma Jean Jackson	Teacher-MF Middle School	Megan Goodman
Parent	Joe Atkinson	Teacher-MF Elementary	Erika O’Connor
Business	Jeff Bingham	Teacher-MF Elementary	Michelle Northam
Admin. – District Level	Susan Maughan	Teacher-MF Elementary	Diane Arredondo
Administrator At-large	Melissa Fields	Teacher-Colt Elem. School	Rebecca Sparks
At-Large Classroom Teacher	Angie Kramm	Teacher-Colt Elem. School	Cristi Graham
Non-Teaching Prof. Elementary	Dana Green	Teacher-Colt Elem. School	Bea Jakubec
Non-Teaching Prof. Secondary	Becky Beal	Teacher-H L Elementary School	Maggie Deaver
Teacher- Falls Career H S	Brenda Lusby	Teacher-Spicewood Elementary	Sonya Smith
Teacher-MF High School	David Smith	Teacher-Spicewood Elementary	Therese Shields
Teacher-MF High School	Amy Evans	Teacher-Spicewood Elementary	Valerie Wleczyk

Marble Falls ISD Board of Trustees

- Rick Edwards – President
- Kevin Naumann – Vice President
- Craig Mabrary – Secretary
- Mike Savage – Member At Large
- Karl Westerman – Member At Large
- Tommy Chaney – Member At Large
- Kelly Fox, Ph. D. – Member At Large

Goal I: Marble Falls ISD will build strong, vital relationships within our diverse communities.

Performance Objectives: MFISD will support interactive parent, community and student partnerships; MFISD will support involvement by providing accessible avenues of communication to improve student performance.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal I includes: *Sky Alert* and *Family Access* reports.

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff; DEIC Fall Staff Survey

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Maintain a volunteer program at each campus.	NA	Campus Principals	2012 – 2013 SC
	2. Continue to utilize the SkyAlert system to communicate weather alerts, school news and special events to families; add attendance notification.	District Budget Included in cost of Skyward	District/Campus Administrators	2012 – 2013 SC
	3. Review online registration process; implement changes as needed for upcoming school year.	Included in cost of Skyward	Technology Dept, C&I Dept, Campus Administrators	2012 – 2013 SC
	4. Maintain district website to include current/up-to-date/easily navigated information.	NA	District Web Manager, District Departments, and Campuses	2012 – 2013 SC
	5. Purchase and distribute <i>The Home and School Connection</i> newsletter for all students attending Title I schools.	Title I, Part A	C&I Dept.	2012 – 2013 SC
	6. Continue superintendent updates with stakeholder groups including city councils, service organizations and local news media.	NA	Superintendent	2012 – 2013 SC
	7. Create and provide DEIC and CEIC training for all new members.	NA	C&I Dept, Campus Principals	2012 – 2013 SC
	8. Host a parent orientation for the school year, scheduled at different dates for elementary, middle school, and high	NA	Principals	2012 – 2013 SC

school to accommodate multi-sibling families.				
9. Provide tours of district facilities to interested community and business partners.	NA	DEIC Representatives and Administrators	2012 – 2013 SC	
10. Recognize campus-level and district-level volunteers and mentors throughout the school year.	NA	District/Campus Administrators	2012 – 2013 SC	
11. Maintain up-to-date volunteer liaison contact information and volunteer opportunities on campus and district websites.	NA	District Web Manager, Campus Administrators	2012 – 2013 SC	
12. Offer transitional activities for all students in 5 th and 8 th grade to prepare for 6 th and 9 th grade.	District Budget	C&I Dept, Campus Administrators	2012 – 2013 SC	
13. Continue to communicate consistently with students, parents, community and business partners through the use of: <ul style="list-style-type: none"> • MFISD Website • Local News Media • Family Access/SkyAlert • Newsletters • Daily Announcements • District Twitter Accounts 	NA	District/Campus Administrators	2012 – 2013 SC	
14. Consider options for district volunteer liaison program for future implementation.	NA	C&I Dept, Campus Administrators	2012 – 2013 SC	
15. Provide a list of community resources available to parents and students through the district website and each campus office.	NA	Exec. Dir. Of Student Services, Campus Administrators	2012 – 2013 SC	

Goal II: Marble Falls ISD will embrace innovative applications of technology with primary focus on student immersion.

Performance Objectives: MFISD will embrace innovative applications of technology in order to achieve academic excellence in a 21st century learning environment.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal II includes: District Technology Plan & STAR chart reports

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff; DEIC Fall Staff Survey, STAR chart reports, technology assessment results, professional technology proficiency reports

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Host a district-wide technology showcase with student and staff representatives from throughout the district.	District Budget	C&I Dept, Campus Administration	2012 – 2013 SC
	2. Implement the technology teacher cohort program on campuses throughout the district.	District Budget	C&I Dept, Campus Administration	2012 – 2013 SC
	3. Continue to increase the current computer-to-student ratio in conjunction with campus and district technology plans.	District/Campus Budgets	Technology Dept, C&I Dept, Campus Administrators	2012 – 2013 SC
	4. Acquire and distribute online resources in the areas of secondary fine arts & elective courses offered by the district.	District Budget	IT Coordinator, Advanced Academics Coordinator	2012 – 2013 SC
	5. Continue to increase utilization and understanding of online communication tools such as email, blogs and social networking sites (ex. Project Share).	NA	C&I Dept, Technology Dept.	2012 – 2013 SC
	6. Provide training and guidelines to all staff on appropriate use of online communication tools.	NA	District/Campus Administrators, Technology Dept.	2012 – 2013 SC
	7. Implement MFISD Professional Technology Proficiency Standards based on state standards of technology integration.	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
	8. Provide specialized training based on individual needs with the expectation that all staff will implement acquired knowledge into the teaching and learning process;	District Budget	C&I Dept, Campus Administrators, Technology Dept.	2012 – 2013 SC

	<p>trainings will be scheduled and implemented to align with MFISD Professional Technology Proficiency Standards.</p>			
	<p>9. Continue to increase technology integration and productivity skills through routine campus and district level trainings and workshops.</p>	<p>NA</p>	<p>C&I Dept, Technology Dept.</p>	<p>2012 – 2013 SC</p>
	<p>10. Update District Technology Plan to include a timeline for technology upgrades, basic hardware installation and the establishment of a technical support response system.</p>	<p>NA</p>	<p>Director of Informational Technology</p>	<p>2012 – 2013 SC</p>
	<p>11. Conduct a district-wide technology inventory review in order to determine future needs.</p>	<p>NA</p>	<p>Coordinator of Instructional Technology, Director of Informational Technology</p>	<p>2012 – 2013 SC</p>
	<p>12. Implement campus technology support model designating a lead tech representative (“tech rep”) on each campus.</p>	<p>NA</p>	<p>Coordinator of Instructional Technology, Director of Informational Technology, Campus Administrators</p>	<p>2012 – 2013 SC</p>

Goal III: Marble Falls ISD will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objectives: MFISD will support student participation in areas outside of the classroom.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal III includes: Extracurricular participation reports, SkyAlert reports

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff; Participation summaries

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Inform all students and parents of all district student participation opportunities through newsletters, announcements, websites and campus displays.	NA	District/Campus Administrators	2012 – 2013 SC
	2. Partner with civic organizations to provide service opportunities for elementary and secondary students.	NA	District/Campus Administrators	2012 – 2013 SC
	3. Continue to provide students opportunities to participate in events based on their interests such as: <ul style="list-style-type: none"> • Technology Showcase • Fine Arts Fairs/Shows • UIL Academic & Athletic Events • Challenge Labs (elem) • Science Fairs • Talent Shows • Destination Imagination • Campus Clubs/Groups 	NA	District/Campus Administrators	2012 – 2013 SC
	4. Utilize district student survey results to implement additional participation opportunities for students based on interest.	District Budget	C&I Dept, Campus Administrators	2012 – 2013 SC
	5. Offer mentoring programs for students (i.e. PALS).	NA	District/Campus Administrators	2012 – 2013 SC
	6. Establish student-to-student mentoring at elementary campuses district-wide.	NA	District/Campus Administrators	2012 – 2013 SC

Goal IV: Marble Falls ISD will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objectives: MFISD will provide targeted professional development to enhance individualized instruction; MFISD will use data and instructional best practices to increase the number of met standard and commended performance in each subgroup on the Texas Assessment of Knowledge and Skills (TAKS).

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal IV includes: Curriculum-based assessments, reports on professional development, Response to Intervention (RTI), mentor program and CScope online curriculum.

Summative Evaluations: STAAR, TAKS (grades 10-11), Telpas, PEIMS, AYP, PBMAS, AEIS, professional development evaluation and DEIC Spring Survey – Parents, Students & Staff.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Update District 3-Year Professional Development Plan to meet the current needs of staff.	NA	C&I Dept, Campus Administrators, DEIC	2012 – 2013 SC
	2. Provide ongoing instruction in the areas of reading, writing, math, science and social studies to support the transition to STAAR.	District Budget Title Funds	C&I Dept, Campus Administrators	2012 – 2013 SC
	3. Provide STAAR training and informational sessions for students, staff and parents.	NA	C&I Dept.	2012 – 2013 SC
	4. Provide all teachers strategies of data-driven decision making (i.e. Kilgo training).	District Budget	C&I Dept.	2012 – 2013 SC
	5. Continue to provide New Teacher Mentor/Induction Program.	Materials: <i>Mentoring in the 21st Century</i>	C&I Dept.	2012 – 2013 SC
	6. Establish secondary level RTI committee for continuous improvement of district RTI process; update process in order to meet current needs.	NA	C&I Dept, Secondary Campus Administrators & Counselors	2012 – 2013 SC
	7. Continue to offer summer professional development opportunities free to district employees; focus on technology integration and STAAR/EOC.	District Budget	C&I Dept.	2012 – 2013 SC

8. Conduct 2012 Administrator Academy for all campus administrators.	NA	District Administrators	2012 – 2013 SC
9. Expand district-level support for CScope curriculum and instruction through: <ul style="list-style-type: none"> • District Training • CScope State Conference • ESC Workshops 	District Budget	C&I Dept.	2012 – 2013 SC
10. Expand opportunities for staff usage of PD 360 online resources.	NA	C&I Dept, Campus Administrators	2012 – 2013 SC
11. Review current bilingual program to ensure program meets the needs of students.	NA	C&I Dept, Administrators and Staff of Highland Lakes and Colt Elementary	2012 – 2013 SC
12. Maintain 100% CScope alignment in all core areas district-wide.	NA	C&I Dept, Campus Administrators	2012 – 2013 SC
13. Provide ongoing support for implementation of new social studies TEKS to include professional development for new social studies TEKS.	District Budget	C&I Dept, Campus Administrators	2012 – 2013 SC
14. Provide necessary training and resources to ensure students receive instruction in Science TEKS “gap” areas created by the transition to new science TEKS.	District Budget	C&I Dept, Campus Administrators	2012 – 2013 SC
15. Provide training to professional staff in innovative approaches to differentiated instruction (i.e. iCamp, iLearn).	District Budget	C&I Dept.	2012 – 2013 SC
16. Research and design an after-school academic learning environment at the middle school level for possible implementation in the 2012-2013 school year.	NA	C&I Dept, Secondary Campus Administrators	2012 – 2013 SC
17. Implement and follow an Advanced Academic Model at the secondary level targeting improving student performance and participation in the AP program.	NA	C&I Dept, Secondary Campus Administrators, Advanced Academic Improvement Team	2012 – 2013 SC

	18. Provide opportunities for collaboration across campuses by grade level and subject areas.	NA	C&I Dept, Campus Administrators	2012 – 2013 SC
	19. Participate in the ESC Principal Network to support campus administrators in the areas of student instruction, drop-out prevention, discipline management, and general campus administration.	District Budget	Campus Administrators	2012 – 2013 SC
	20. Provide members of the district dyslexia team with ongoing training to best serve the needs of students identified for the district dyslexia program.	District Budget	Dyslexia Coordinator	2012 – 2013 SC
	21. Continue to offer purposeful professional development opportunities based on the MFISD needs assessment and the MFISD Strategic plan adopted June 2010.	District Budget Title Funds	C&I Dept.	2012 – 2013 SC
	22. Offer campus incentives for increased student and staff attendance in an effort to maximize learning opportunities for students.	District Budget	Superintendent, Asst. Supt. of Operations	2012 – 2013 SC
	23. Recruit and retain highly qualified teachers for high need areas distributed equitably among campuses.	Title II, Part A,	HR Dept.	2012 – 2013 SC
	24. Target each accountability subgroup's performance on all TAKS tests with percentages below 90% with emphasis on TAKS to STAAR transition.	NA	C&I Dept, Campus Administrators	2012 – 2013 SC
	25. Provide training meet the needs of students in the areas of GT, SPED, ELL & Bilingual.	District Budget Title Funds	District/Campus Administrators	2012 – 2013 SC
	26. Review the current human sexuality curriculum to ensure the current program best serves the needs of MFISD; make any recommendations for any program changes to MFISD Board of Trustees for approval.	NA	SHAC	2012 – 2013 SC

	<p>27. Provide middle school and high school students information about higher education, Texas grant programs, curriculum choices, higher education admissions, and financial aid in conjunction with <i>Education Go Get It! Week</i>.</p>	NA	Secondary Counselors	2012 – 2013 SC
	<p>28. Review current DAEP processes and procedures to ensure the program is continuing to best meet the needs of the district; implement necessary changes for improvement.</p>	NA	District/Campus Administrators	2012 – 2013 SC
	<p>29. Review current student transfer system to ensure the program is continuing to best meet the needs of the district; implement necessary changes for improvement</p>	NA	District Administrators	2012 – 2013 SC

Goal V: Marble Falls ISD will promote personal wellness and healthy choices.

Performance Objective: MFISD will promote personal wellness and healthy choices to enhance student learning.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal V includes: Food service dept. reports, wellness campaign reports

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff, Fitnessgram results

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ol style="list-style-type: none"> 1. Expand opportunities for staff to receive health information, support programs and in-services. 2. Promote healthy choices by offering nutritional food choices and healthy snack alternatives; limit non-nutritional snacks to one day a week at elementary campuses. 3. Continue to offer wellness campaign for district employees; establish incentive award for campus with highest participation rate. 4. Continue to provide health and wellness information pertaining to student well-being to parents and caretakers. 5. Implement current best practices in health instruction at the middle school level. 6. Assess students in grades 3-12 physical education classes using the Fitnessgram testing program; provide results to parents/guardians at the end of the year. 7. Update the food service component in the DEIC Spring Survey to solicit input for district managed food service department. 	<p>District Budget</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>C&I Dept.</p> <p>Campus Administrators & Food Service Dept.</p> <p>District Wellness Coordinator</p> <p>Campus Administrators & Campus Nurses</p> <p>C&I Dept. & MFMS Campus Administrators</p> <p>C&I Dept, Campus Administrators & PE Staff</p> <p>C&I Dept.</p>	<p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p> <p>2012 – 2013 SC</p>

Goal VI: Marble Falls ISD will exemplify strength of character.

Performance Objective: MFISD will promote strength of character to enhance student learning.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal VI includes: reports on character education

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Review character curriculum to ensure a uniform and aligned curriculum including developmentally appropriate strategies for grades PK-12.	NA	C&I Dept, Campus Administrators	2012 – 2013 SC
	2. Ensure character education visuals are displayed in every PK-12 classroom.	District Budget	C&I Dept, Campus Administrators	2012 – 2013 SC
	3. Explore possibilities for student-to-student and community-to-student mentorships promoting positive character development.	NA	C&I Dept	2012 – 2013 SC
	4. Recognize and honor students who exemplify strength of character.	NA	District & Campus Administrators	2012 – 2013 SC
	5. Ensure all campuses prominently display character education visuals in common areas.	District Budget	C&I Dept, Campus Administrators	2012 – 2013 SC
	6. Provide professional development in the area of character education.	District Budget	C&I Dept.	2012 – 2013 SC
	7. Provide training to all professional staff on character education.	NA	Campus Administrators/Counselors	2012 – 2013 SC

Goal VII: Marble Falls ISD will provide a safe and drug-free environment.

Performance Objective: MFISD will provide a safe, drug-free environment that supports student performance.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal VII Focus includes: drug testing reports, and TBSI campus plans.

Summative Evaluations: Yearly drug testing report, final TBSI plans, and DEIC Spring Survey – Parents, Students & Staff.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Implement ISS 2, an intermediary step between campus based ISS and off-campus EPIC.	NA	Campus Administrators	2012 – 2013 SC
	2. Perform monthly campus security walk-thrus.	NA	Asst. Supt. of Operations, Safe and Drug-Free Schools Coordinator	2012 – 2013 SC
	3. Implement strategies to decrease the number of special education DAEP/ISS placements.	NA	Exec. Director of Special Services, Campus Administrators	2012 – 2013 SC
	4. Continue to provide TBSI (Texas Behavior Support Initiative) program training and program implementation/support on all campuses.	NA	Exec. Director of Special Services, Campus Administrators	2012 – 2013 SC
	5. Provide curriculum and instruction for dating violence awareness and explanation of sexual abuse in accordance with Board Policy [FFH (LEGAL and LOCAL)] and Code of Conduct.	NA	Secondary Counselors, Health Teachers and Campus Administrators	2012 – 2013 SC
	6. Continue transition plans for students returning to home campuses from DAEP.	NA	Director of Special Services, Campus Administrators	2012 – 2013 SC
	7. Continue to implement suicide prevention program approved by MFISD Board of Trustees.	NA	District Counselors	2012 – 2013 SC
	8. Continue to follow the MFISD Safety Plan including procedures to ensure no harm to self or others (i.e. bullying, suicide, threats of violence).	NA	District/Campus Administrators, District/Campus Counselors	2012 – 2013 SC
	9. Provide updated information to address unwanted	NA	District/Campus	2012 – 2013 SC

	<p>physical and verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. [FNC(LEGAL and LOCAL)] and Code of Conduct.</p>		<p>Administrators, District/Campus Counselors</p>	
10.	<p>Provide information to increase staff awareness of issues regarding sexual abuse of children and warning signs of sexual abuse.</p>	NA	<p>Counseling Coordinator, District Crisis Counselor, Director of Special Services</p>	2012 – 2013 SC
11.	<p>Update and distribute MFISD Crisis Management Plan to all campuses and departments.</p>	NA	<p>Safe and Drug-Free Schools Coordinator</p>	2012 – 2013 SC
12.	<p>Utilize the Raptor system of visitor identification at all campuses.</p>	Raptor System	<p>Campus Office Personnel</p>	2012 – 2013 SC
13.	<p>Establish a bullying prevention review committee to investigate bullying prevention programs and make recommendations on any changes or additions needed to MFISD current bullying prevention plan.</p>	NA	<p>C&I Dept, DEIC</p>	2012 – 2013 SC

**Fund Totals
2012 – 2013**

Source	Amount	Description
Title I, Part A	806,010	Education for the disadvantage
Title II, Part A	127,139	Teacher professional development, recruitment and retention
Title III, Part A (LEP)	57,089	Education for students with Limited English Proficiency
State Comp. Ed.	2,489,418 (85% required to be for direct instruction)	State money to be used for at-risk students
TTIPS Grant (High School Only)	1,560,000	Federal money to be used for transformation at the high school

Glossary of Terms

AP - Advanced Placement

CEIC - Campus Educational Improvement Committee

CScope - Curriculum utilized by MFISD for K-12 core subjects; supported by Region XIII ESC

CTE - Career and Technical Education

DAEP - District Alternative Educational Placement

DEIC - District Educational Improvement Committee

ELL - English Language Learner

EOC - End of Course Exams; replacing TAKS for grades 9 & 10

ESC - Educational Service Center

ESL - English as a Second Language

FCP – Focus Curriculum Project

ISS - In-School Suspension

PALS - Peer Assistance and Leadership Service

PD 360 - Online professional development program; individualized development available on-demand

RTI - Response to Intervention

SHAC - School Health Advisory Committee

STAAR - State of Texas Assessments of Academic Readiness; replacing current assessment system 2011

TAKS - Texas Assessment of Knowledge and Skills

TBA – TEKS Based Assessment

TTIPS – Texas Title I Priority Schools Grant

TEKS - Texas Essential Knowledge and Skills

TBSI - Texas Behavioral Support Initiative

UIL - University of Interscholastic League

2012 – 2013 Guiding Documents

FOCUSED LEARNING

Alignment

- A₁** All instruction, student work, and assessment are aligned with the TEKS in
- Content
 - Context
 - Concept
- A₂** Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Engagement

- E₁** Students know what they are to learn and what steps they need to take to learn it.
- E₂** Students have a “voice” in the classroom each day.
- E₃** Student grades are indicators of mastery of the TEKS.

Marble Falls Independent School District
Department of Academic Programs
District Shared Vision

- I. **Learning as Our Fundamental Purpose** – We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning. The priorities for our shared vision will include the following (Dufour, R.; Marzano, R., 2011):
- a. Continued development and implementation of TEKS based assessments on prioritized TEKS and SE at least four times a year according to the district’s FCP plan. (A1, A2)
 - b. Every teacher will write the TEKS and SE verbiage on the board. Keep original language. This provides the basis for building academic vocabulary that is aligned K-12. (A1, E1)
 - c. Classroom processes will be posted and adhered to. The classroom processes will be developed at the campus level. (E1)
 - d. Use CScope/ FCP documents to plan curriculum, such as YAG, VAD, IFD and FCP Notebook. (A1)
- II. **Building a Collaborative Culture Through High-Performing Teams** – We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams. The priorities for our shared vision will include the following (Dufour, Marzano):
- a. Every campus will provide opportunities for leadership and teacher collaboration within the school day and year on a regular basis. (A1, A2, E3)
 - b. Every campus will provide collaborative team protocols that focus on what students must learn, gather evidence of student learning, analyze the evidence, adjust the instructional delivery across all team members. The principals PLC will create the list of protocols. (A1, A2, E2, E3)
- III. **Focus on Results** – We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement. The priorities for our shared vision will include the following (Dufour, Marzano):
- a. Every campus will create a data wall associated with discipline, attendance, TBA’s, nine-week and historical state assessments. The data wall will be displayed in a common area for teachers to use during collaborative time and updated continuously throughout the year. Information taken from this data wall will drive instruction, spiraled TEKS/ SE’s, and R.t.I processes. (A2, E2, E3)
 - b. All campuses will participate in the Data Talk model led by the Academic Programs Department. (A1, A2, E3)

Dufour, R. & Marzano, R. J.(2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.

MFES

MARBLE FALLS ELEMENTARY

CAMPUS IMPROVEMENT PLAN

2011 - 2013



Marble Falls Elementary

Campus Improvement Plan 2011-2013

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
2012-2013**

Name	Position
Cecily Howze	PK
Sally Burget	Kinder
Lisa Walker	1 st
Michael Lehman	2 nd
Debby Phillips	3 rd
Sonia Frey	4 th
Annette Nolen	5 th
Charles Ewing	Special Education
Mandy Whittlesey	Specials
Jane Greer	Specialist
Renetta McCall	Counselor
Dana Green	Assistant Principal
Bruce Peckover	Administrator, Chair
Royann Williams	Parent Representative
Lydia Warczakowski	Community Representative
Stacey Nash	Business Representative
Melissa Fields	District Representative

**Marble Falls Independent School District
Board of Trustees
2011-2013**

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
Kindergarten	99%	NA	NA	90% / 87%
First Grade	79%	87%	54%	91% / 68%
Second Grade	85%	89%	64%	84% / 80%

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 – 2013 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

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
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 21st century.

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

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
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

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
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.

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
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"> • At-Risk Students • Gifted Students • LEP Students • Special Education Students 	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"> ▪ Parental notification of at-risk status (Gr. K-5) ▪ 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 ▪ Implement research-based teaching strategies and at grades PK-5 ▪ Periodically measure student progress and adjust instruction accordingly. ▪ Establish Grade Placement Committees for grade 5 	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"> • Provide additional staff development • Purchase needed resources • Monitor instruction • Provide support for staff to implement the strategies 	<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"> · all students reading daily, silently or aloud, self-selected materials at own pace (Accelerated Reading Time) · choral reading · student reading aloud with a tape, story or book · students keeping daily logs of reading time at home and at school · paired reading within and across grade levels · students keeping a cumulative log of titles read during the year · all students actively participating in the Accelerated Reading program as appropriate · duo-log reading <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"> a) provide extensive phonics instruction b) provide systematic spelling instruction based on identified spelling patterns; c) include fluency activities in daily instruction; d) incorporate resources from the state reading academics and instructional strategies in the TPRI Intervention Guide 	<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"> • RTI • Extended Day • Tutorials • Title I Assistance • Counseling • Special Education Services • Content mastery • Computer based remediation software • Differentiated Instruction • SSI Tutorials • Extended Year 	<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>	Weekly
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>	Ongoing
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>	Monthly
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>	Annually but adjusted as needed
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"> • grouping for instruction based on identified needs • reinforce objectives • reinforce use of strategies 	<p>Benchmark Tests Reports with student data</p>	<p>Central Office Staff Principal Teachers Special Program Staff</p>	January 2012
4.24	<p>Utilize and review uniform reading strategies. Strategies will be introduced to 2nd graders during the second semester and will be continued through 5th grade</p>	<p>Collaboration time for Reading teachers in grade 2-5</p>	<p>Principal Literacy Specialist Classroom Teachers</p>	Ongoing
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>	Daily

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

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
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

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
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

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
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

MFES Action Plan with Timeline

Focus	District's Shared Vision	Teacher	Teacher Leader	Assistant Principal	Principal	Academic Programs Office	Timeline
Learning as Our Fundamental Purpose	Continued development and implementation of TEKS based assessments on prioritized TEKS and SE at least four times a year according to the district's FCP plan. (A1, A2)	Reiterate vision to teacher leader; Review District 1st TBA & Unpack TEKS based on TBA; Unpack 1st 3 weeks	Communicate to teachers the process; Work back from vision; Chunk how to unpack TEKS in weekly PLC's	Tracking calendars; Attend PLC's	Set calendar for progress checks; Communicate overall vision	Set vision; Tracking data; Providing resource support; Providing Professional Development	8/21/12: Set Vision; 8/23/12: Unpack Docs; 8/9, 9/5, 9/12, 9/19/12: PLC's
	Every teacher will write the TEKS and SE verbiage on the board. Keep original language. This provides the basis for building academic vocabulary that is aligned K-12. (A1, E1)	Written clearly on board; Aligned to what TEKS and what is happening in class	Monitor; Ensure alignment	Walkthrough; Monitoring	Set expectations (100%); Monitor walkthroughs	Set vision; Tracking data; Providing resource support; Providing Professional Development	8/21/12: Introduce; 8/23/12: Train; 8/27/12: Implement; 1st 9 Wks Data
	Classroom processes will be posted and adhered to. The classroom processes will be developed at the campus level. (E1)	Posted; Implemented equitably	Professional Development; Resources; Systems	Monitor; Behavior/Discipline Support; Accountability	Set Campus expectations; Monitor walkthroughs; Accountability	Set vision; Tracking data; Providing resource support; Providing Professional Development	8/27/2012

	Use CScope/ FCP documents to plan curriculum, such as YAG, VAD, IFD and FCP Notebook	Participate 100% in weekly PLC's; Work with Teacher Leader and Administration to collaborate, align, assess, and remediate	PLC's lead; Directed toward 9 week assessment; Guide Scope and Sequence	Tracking calendar	Start of school expectations; PLC expectations	Set vision; Tracking data; Providing resource support; Providing Professional Development	8/23/12; 8/29/12-1st PLC; 8/27/12 and on going
Focus	District's Shared Vision	Teacher	Teacher Leader	Assistant Principal	Principal	Academic Programs Office	Timeline
Building a Collaborative Culture Through High-Performing Teams	Every campus will provide opportunities for leadership and teacher collaboration within the school day and year on a regular basis. (A1, A2, E3)	PLC participation; Professional Development opportunities; Grade; Determining Team Leaders; CEIC	Review data; Help teachers set remediations; Help assure alignment	CEIC attendance	Establish weekly PLC's; Provide Teacher Leader time for collaboration and training	Set vision; Tracking data; Providing resource support; Providing Professional Development	8/29/12-1st PLC and on going; ongoing; 8/16/12;on going

	Every campus will provide collaborative team protocols that focus on what students must learn, gather evidence of student learning, analyze the evidence, adjust the instructional delivery across all team members. The principals PLC will create the list of protocols. (A1, A2, E2, E3)	Work with Teacher Leader in PLC's; Teach students; Assemble folders; Adapt folders at 9 weeks	Assist implementation and formatting; Assemble	Tracking STAAR folder use; Order folders	Set expectations for TEKS Verification Folders; "I'm a STAAR folder"; K-5 Math; 4th Writing; 5th Science; Resource from Central Office	Set vision; Tracking data; Providing resource support; Providing Professional Development	8/29 and on going; 8/23/12; 8/27/12 introduce with product checks in weekly PLC's and adapt on going
Focus	District's Shared Vision	Teacher	Teacher Leader	Assistant Principal	Principal	Academic Programs Office	Timeline

<p>Focus on Results</p>	<p>Every campus will create a data wall associated with discipline, attendance, TBA's, nineweek and historical state assessments. The data wall will be displayed in a common area for teachers to use during collaborative time and updated continuously throughout the year. Information taken from this data wall will drive instruction, spiraled TEKS/ SE's, and R.t.I. processes. (A2, E2, E3)</p>	<p>Document discipline and assessments; Use data for remediation</p>	<p>Monitor data updates; Analyze data; Communicate remediation efforts based on data</p>	<p>Monitor data updates; Provide discipline and attendance data to Teacher Leaders</p>	<p>Design STAAR room; Introduce data targets</p>	<p>Set vision; Tracking data; Providing resource support; Providing Professional Development</p>	<p>Designate 8/16/12</p>
	<p>All campuses will participate in the Data Talk model led by the Academic Programs Department. (A1, A2, E3)</p>	<p>See Data Guides in Leadership Retreat Manual.</p>	<p>See Data Guides in Leadership Retreat Manual.</p>	<p>See Data Guides in Leadership Retreat Manual.</p>	<p>See Data Guides in Leadership Retreat Manual.</p>	<p>Set vision; Tracking data; Providing resource support; Providing Professional Development</p>	<p>Set by Lee Courville</p>

Campus: Marble Falls Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement One: Teachers will implement lessons and use instructional materials that align to the TEKS/SE's.

<p>Current State: As a campus, teachers predominately use CScope for resources and to verify alignment; they rely on textbooks and CScope lessons with little verification of TEKS/SE's context.</p> <p>Data: Curriculum Needs Assessment</p>	<p>Desired State: Teachers will implement lessons based on the Scope & Sequence, TEKS, and SE's aligned to the proper content, context, and concept to ensure student mastery using a variety of valid resources.</p> <p>Data: Observations, Grades, Lesson Plans</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Daily learning objectives will be posted along with how student progress will be measured.	Teachers	Posted objective	Walk thru
Teachers	Provide Re-teach and Enrichment, that are aligned with grade level TEKS, once students are assessed.	Teachers	Students in their groups and student products.	Increase level of student achievement
Teachers	Use higher order questioning to gauge conceptual understanding	Teachers	Such as: through instruction, journals, partner share, signals, conferences, lesson plans, etc	Increased student performance
Teachers	Professional Development: <ul style="list-style-type: none"> ● Targeting higher order processing that are aligned to the TEKS ● Alternative Strategies to address non-mastery 	Teacher Leaders Administration	<ul style="list-style-type: none"> ● Effective questioning ● Increase in variety of strategies 	<ul style="list-style-type: none"> ● Increase in minimum expectations ● Increase student performance

Observed:

Next Step:

Campus Marble Falls Elementary:

AI - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Two: Teachers will have a clear understanding of the purpose of assessments as it relates to instructional alignment.

<p>Current State: As a campus, there is limited understanding of the difference and/or purpose of formative versus summative assessments.</p> <p>Data: Curriculum Needs Audit</p>	<p>Desired State: Teachers will have an understanding of formative and summative assessments and implement assessments that are aligned with grade level TEKS.</p> <p>Data: Walkthroughs, discussions, posted objectives, examples</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Professional Development <ul style="list-style-type: none"> • What are formative assessments? • How to use formative assessments • Questioning Strategies Development of assessments	Teacher Leaders, Administration	Effective development of formative assessments	Samples of assessments
Teachers, Administration	Teachers will discuss assessments regularly with administration for individual feedback.	Teachers, Teacher Leaders, Administration	Documentation of meeting, feedback form	Available data from formative assessments
Teachers	Create meeting guide	Administration	Meeting guide	Completed guide/ minutes

Observed:

Next Step:

Campus: Marble Falls Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Three: Teachers will use grading/progress monitoring methods that demonstrate mastery levels of TEKS/SE's.

<p>Current State: As a campus, we are inconsistent in how we know that TEKS mastery is attained by students. There is limited verification of mastery due to the dependency of C-Scope to deliver mastery and ‘corrections’ inflating grades.</p> <p>Data: Curriculum Needs Assessment</p>	<p>Desired State: Student progress data will measure mastery of TEKS/SE’s</p> <p>Data: observations, grades, student progress check lists</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Teacher	Student progress will be monitored by teachers and students	Teachers and Teacher Leaders	TEKS/SE Checklist in a student portfolio	Student progress
Teacher	Professional Development -progress monitoring	Teacher Leaders	Effective progress monitoring	Increase level in student achievement

<p>Observed:</p>
<p>Next Step:</p>

Campus: Marble Falls Elementary

AI - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Four: Teachers will collaboratively plan to promote instructional alignment.

<p>Current State: As a campus, planning does not consistently include the use of common data, TEKS, and SEs to make instructional decisions, nor is it representational of each member of the team.</p> <p>Data: Curriculum Needs Assessment</p>	<p>Desired State: Planning will include all team members and will routinely include the use of common data, TEKS, and SEs to make instructional decisions and promote student achievement.</p> <p>Data: Meeting Minutes and</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Teachers and Teacher Leaders	Collaborative planning will occur on a regularly scheduled basis.	Teachers and Teacher Leaders	Minutes for each meeting will be recorded.	Observation by administration
Teachers and Teacher Leaders	All members of a team will be present for collaborative planning.	Teachers and Teacher Leaders	Documentation in minutes	Observation by administration
Teachers and Teacher Leaders	Updated lists of TEKS/SEs will be brought by each team member for collaborative planning.	Teachers and Teacher Leaders	Documentation in minutes	Observation by administration
Teachers and Teacher Leaders	Common data will be analyzed to guide instructional decisions.	Teachers and Teacher Leaders	Documentation in minutes	Observation by administration
Teachers and Teacher Leaders	Materials will be checked for validity.	Teachers and Teacher Leaders	Lesson plans	Observation by administration
Teachers and Teacher Leaders	Professional development for collaborative planning	Teachers and Teacher Leaders	Consistent and effective planning	Minutes of meeting
Teachers	Create meeting guide template	Administrator	Collaborative planning	Minutes of meeting

Observed:

Next Step:

Spicewood Elementary School

Campus Improvement Plan



2011 – 2012
2012-2013

“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 21st 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.

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Michelle Jacoby	2 nd -3 rd Grade Representative
Brad Houser	4 th -5 th 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"> • Call parents to welcome the students back to school • School wide and class newsletters and notices sent home and posted on teachers' web pages • Keep web pages current • Provide information on special programs at monthly PTO meetings • Increase usage of student planners • Call homes of absent students to communicate concern and procedures for returning to school • Use Sky Alert System to keep families informed of campus and district issues (including weather, important dates, emergency procedures, etc.) • Provide real-time parent access to student grades and attendance records through Skyward Family Access • Provide monthly issues of Home-School Connection Parent Newsletter • Hold parent conferences at the end of 1st nine weeks <p>Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses.</p> <ul style="list-style-type: none"> • Meet the Teacher Night with information table in the foyer for Transportation, Nurse, Cafeteria, PTO, Volunteer Opportunities • Open House to extend opportunities for parents to meet teachers and learn expectations for the year <p>Develop and maintain a volunteer program.</p> <ul style="list-style-type: none"> • Recruit and build campus PTO Board and general membership • Increase parent and community members to serve as volunteers 	<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"> • Invite local media to Spicewood Elementary events and/or submit photos and stories as they occur. <p>Connect and enlist community resources available to parents and students.</p> <ul style="list-style-type: none"> • Enlist organizations to help implement a Community Night (Family Board Game Night, Chili Cook-off) – Community Library, Spicewood Arts Society, Spicewood Lions Club, etc. • 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) <p>Increase opportunities to recognize staff and celebrate campus accomplishments.</p> <ul style="list-style-type: none"> • Celebrate staff news at the beginning of faculty meetings • Place messages of appreciation and encouragement in staff mailboxes. • Announcements at Morning Meeting • Provide special treats in lounge • Sunshine Committee to organize staff luncheons to celebrate birthdays, spread cheer at special times, etc. 	<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>
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* 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"> • Increase Technology Proficiencies in Productivity Tools such as Word, Excel, PowerPoint, Outlook, Troubleshooting Tools, and Technology Integration • Provide continuing staff development (examples - DMAC, Project Share, PD360, Atomic Learning, components of Office, programs as needed, etc.) • Send teacher representatives to the Texas Computer Education Conference in Austin 	<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"> • Integrate technology in core curriculum areas • Monitor lab usage • Increase use of technology tools • Increase use of distance learning opportunities • Utilize computer-based interventions such as Successmaker, Lexia, Education City, etc. 	<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"> • Document cameras for 3rd – 5th • Upgrade computer stations older than five years to include effective processing speed 	<p>Principal Principal</p>	<p>Title Funds * Campus Funds Campus Funds, PTO</p>	<p>September 2011 Fall 2011</p>

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

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

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

Formative 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"> • Train staff to implement reading, math and behavior RtI including interventions, modifications and monitoring. • 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, . 	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"> • Utilize CSCOPE to ensure TEKS coverage and grade level, campus and district alignment. • Reading and math specialists will provide inclusion and/or pull out support for identified students. Oversee programs such as Lexia and Successmaker. • 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. • Utilize strategies for students who are at-risk such as RtI, reading/math specialist support, content mastery, content academies, and computer assisted interventions. • Utilize strategies for students in Special Education such as identification, inclusion, resource, and computer assisted interventions. 	All SWE Staff, District C & I, Special Education Staff	District Funds, Campus Funds	Ongoing

	<ul style="list-style-type: none"> Utilize strategies for students identified as dyslexic through the Wilson program. Identify and provide services to children that qualify for an ESL program. <p>Regularly monitor student progress in reading and math to determine the level of tiered instruction needed. RtI plans will be developed for students based on needs.</p> <ul style="list-style-type: none"> Use of universal screeners including STAR Reading, STAR Math, STAR Early Literacy and TEMI Use of progress monitoring tools through STAR programs, running records, Education City, Successmaker and Lexia. 	All SWE Staff	District Funds, Campus Funds	Ongoing
	Analyze formal and informal assessment data to help guide instruction and remediation.	All SWE Staff	Assessment Data, Time to Analyze	Ongoing
	Use grade level team meetings to address student concerns and curriculum/assessment issues as well as ongoing professional development.	All SWE Staff, District C & I, Special Education Staff	District Funds, Campus Funds, Time for Meetings	Ongoing
	Opportunities for peer observations and collaboration with other staff members via classroom visits.	All SWE Staff, Other Elementary Campuses	Time for Observations	Ongoing
	<p>Honor students who achieve excellence.</p> <ul style="list-style-type: none"> Recognize students who achieve “A” and “A-B” honor roll in the office, scroll announcements in the cafeteria, through Morning Meeting and submit names to local media. Recognize students who achieve “perfect attendance” in the office, scroll announcements in the cafeteria, through Morning Meeting and submit to local media and display in the office. 	Office Staff	Campus Funds, Lists of Honor Students and Achievements	Ongoing

* Pending Title I status approval

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"> • Health section on Parent Newsletter • Notify families of opportunities such as free dentist visits, Care-a-Van locations • Notify staff/parents of local events – 5K’s, etc. <p>Encourage and ensure healthy snack alternatives for students.</p> <ul style="list-style-type: none"> • Research option of frozen yogurt instead of ice cream <p>Promote health through exercise programs and activities.</p> <ul style="list-style-type: none"> • Family Fitness Night • Yoga for Teachers • Increase participation in After School Fitness Group for Teachers 	<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"> • Classroom visits by the counselor using Character Counts curriculum • Guidance groups with the counselor • Model and discuss character in action <p>Establish and recognize a culture of exemplary character.</p> <ul style="list-style-type: none"> • Recognition of positive character traits at Morning Meeting and Bulletin Boards. • Character Counts pillars posted in every classroom and other areas of campus. • Wear color of Character Focus for a particular month. 	<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 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"> Use V-Soft Procedures 	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

Campus: Spicewood Elementary School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement One: Teachers will understand the depth and complexity of TEKS/SE's

Current State: Grade level TEKS; CSCOPE as a resource-YAG, IFD Data: TEKS, CSCOPE documents	Desired State: Unpack the TEKS/SE's and utilize them into content, context and concept Data: Unpacking sheets and 9 week assessments
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Targeted Group	Action	Person Accountable	Observable	Data
All teachers	Utilize the recently unpacked TEKS/SE's	All Staff and Principal	TEKS/SE's Binder Unpacked TEKS/SE's Documents	9 week assessments
All teachers	Understand the verb analysis of each TEK/SE and be able to implement it to the conceptual level	All Staff and Principal	Highlighted verbs on the posted TEKS/SE's within classroom	9 week assessments TEKS/SE's on wall

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Campus: Spicewood Elementary School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Two: Utilize an aligned math vocabulary for Kinder -5th

<p>Current State: Math vocabulary is inconsistent and not vertically aligned Kinder - 5th</p> <p>Data: vertically aligned meetings and inconsistent vocabulary with students throughout grade levels</p>	<p>Desired State: Math vocabulary is consistent and vertically aligned with TEKS in Kinder - 5th.</p> <p>Data: Vertically aligned meetings, Math word walls</p>
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Targeted Group	Action	Person Accountable	Observable	Data
All teachers	Discuss which words for math vocabulary are aligned with the TEKS/SE's	All classroom teachers Principal Teacher Leader	Gather and share math vocabulary words from TEKS/SE's and CSCOPE	Minutes from math vocabulary alignment meetings
All teachers	Create aligned math vocabulary words cards	All classroom teachers Principal Teacher Leader	Visible word wall	Posted math vocabulary cards on math word wall

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Campus: Spicewood Elementary School

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement One: Students will demonstrate mastery of TEKS/SE's through administration of TEKS based assessments.

<p>Current State: Each teacher uses teacher selected assessments. Some common assessments. Some may not be TEK aligned.</p> <p>Data: various assessment tools</p>	<p>Desired State: All classrooms will give regular assessments aligned to the TEKS/SE's, disaggregate the data, and use data to drive instruction.</p> <p>Data: Nine week common TEKS/SE based assessments, DMAC reports</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Kinder - 5th	Administer district TEKS/SE based assessments each nine weeks	Classroom teachers Principal	Test questions aligned to TEKS/SE's	TEKS/SE's
Kinder - 5th	Teachers will analyze and spiral TEKS/SE's not mastered back into instruction	Classroom teachers Principal Teacher Leaders	Team meetings Lesson plans Assessment Data	Assessment Results DMAC Reports

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Highland Lakes Elementary Campus Improvement Plan 2012-2013



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 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

2012-2013 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
2012-2013**

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

**Highland Lakes Elementary School
CEIC Members
2012-2013**

Name	Position
Michael Pittard	Administration, Chair
Amy Pullon	5 th Gr. Teacher
Tina Brewer	4 th Gr. Teacher
Mary Ann Stanton	3 rd Gr. Teacher
Christina Hartley	2 nd Gr. Teacher
Stephanie Butler	1 st Gr. Teacher
Thacarli Bohorquez	Kindergarten Teacher
Kim Smythe	Pre-Kindergarten Teacher
Amy Kitches	Special Education Representative
Cynthia Dixon	Title I Specialist
Kelly Herrington	Parent Representative
Shanna Murrell	Parent Representative
	Business Representative
Linda Mezger	Community Representative



**Responsible for Highland Lakes Elementary CIP Implementation
2012-2013**

Title/Position	Name
Administration	Michael Pittard/Stacy Lashbrook
Counselor	Katy Brickey
Librarian/Media Specialist	Teresa Marchuk
Nurse	Shannon O'Connor
Office Staff	Linda Tellez/Debbie Nelson
Teachers	HLES Staff
Instructional Assistants	HLES Para Staff
Instructional Technologist/Tech Cohort	Brenda Smith/Kasey Belk /Christina Hartley
PTO	Michelle Boshears
Director C&I	Janice Mauldin
Bilingual District Coordinator	Leslie Talamantes
Special Education Campus Coordinator	Julie Skero
Campus LSSP	Dr. Leslie Doan
Student Services Director	Central Office Staff
G/T District/Campus Coordinators	Lee Courville/Linda Angelosante
District Technology	Kevin Wier
District Maintenance Director	Michael Phillips
Title IV District Coordinator	Cord Woerner

Comprehensive Needs Assessment

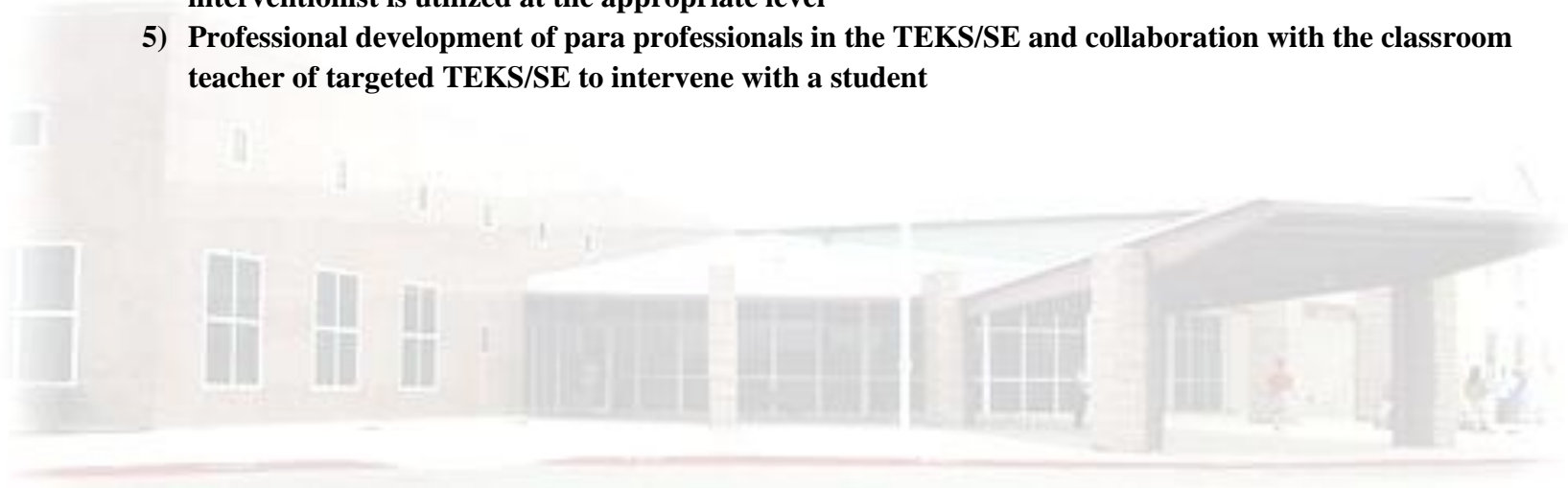
Highland Lakes Elementary School conducted a Curriculum Audit in the spring of 2012. The resulting summaries and identified targeted needs resulted in the Action Plan found on pages 36-44 of the Campus Improvement Plan for 2012-13.

A1 Summary: Highland Lakes Elementary School as a professional staff understands the importance of starting all planning surrounding the TEKS/SE's. The materials selection seems to be based on ideas that certain resources are aligned with the TEKS already. This might or might not be true, especially if using out-dated resources. Alignment is often conversed at just the grade level alignment and not as much from a vertical alignment understanding. Data is shared at some common levels, but not as broad to certain stake holders on a regular basis as they should (ex: students and parents). The mastery of TEKS/SE's seems to be an area of concern still both from district documents (ex: grade level report cards and rubrics) and establish standards of what mastery looks like and if grades are reflecting this.

A2 Summary: Highland Lakes Elementary School specialists are usually found at a TIER 3 level of intervention, not TIER 2. However, the responses were noted from the professional staff that the proper intervention involved analyzing the RTI paperwork, reviewing available assessment data, and teacher collaboration on a student determines which area or SE to address. Due to possible breaking down that SE into working smaller parts, often times the intervention might address this first before the student is able to master the specific SE. Assessments are commonly used to see if intervention is working. Areas of concerns identified were materials being used in some areas might or might not be out-dated are not aligned properly to the intervention necessary. Verifying alignment was another concern to make sure the student is being completely addressed in the proper way. Paraprofessionals responses seem to indicate overall that they are lacking in the levels of understanding of addressing the students properly except for what they receive from the classroom teachers. They have very limited understanding of the TEKS/SE's and the depth of how they can assist the classroom teacher appropriately.

TARGETED NEEDS for HLES for 2012-2013

- 1) Collaboration and analyzing TEKS/SE vertically/horizontally and confirming understanding of what is to be taught at the appropriate grade/subject level**
- 2) Reviewing all materials used against the TEKS/SE and using only those that are appropriate**
- 3) Determine mastery level for grades and report cards both at campus and district levels to make sure grades are a reflection of that mastery level of the TEKS/SE**
- 4) Revisit RTI process and make sure that targeted intervention addresses specific TEKS/SE; making sure that interventionist is utilized at the appropriate level**
- 5) Professional development of para professionals in the TEKS/SE and collaboration with the classroom teacher of targeted TEKS/SE to intervene with a student**



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 2013)
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 2012)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>Communicate consistently with parents</p> <ul style="list-style-type: none"> ❖ Schedule parent orientation prior to the beginning of school – 	<ul style="list-style-type: none"> • Campus Administrator – campus funds (August 			

<p>scheduled for August 27 at 6:00 p.m.</p> <ul style="list-style-type: none"> ❖ Maintain an up-to-date web page that includes: <ul style="list-style-type: none"> ○ Calendar of campus & district events ○ Campus information ○ Class & grade level info. ○ Special events ○ PTO news ○ CEIC minutes and other pertinent information ○ SkyAlert ○ Newsletters ○ NutriKids and Grade Connection ❖ Provide a campus newsletter once a month highlighting campus news and coming events ❖ Student planners will be utilized for ongoing communication between home & school for attendance, assignments, celebrations, concerns, etc. ❖ Provide parents and caregivers 	<p>2012)</p> <ul style="list-style-type: none"> • Campus Secretary (weekly, August 2012-May 2013) • Administrator – campus funding (Monthly beginning in September) • HLES staff – daily (August 2012-May 2013) • Administrator, PTO, and HLES staff – campus funding (Bi-monthly) 			
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<p>information on special programs at PTO meetings</p> <ul style="list-style-type: none"> ○ October- SSI/TAKS/STAAR ○ November - ○ January - AEIS Report/ ○ March -Student Organizations, Clubs and Book Fair ○ May -Board Elections <ul style="list-style-type: none"> ❖ Call home of absent students to communicate concern and procedures for returning to school ❖ Use Sky Alert to keep families informed of campus and district issues ❖ Provide parent access to student grades and attendance records through Parent Access ❖ Translation both written and orally in English and Spanish 	<ul style="list-style-type: none"> • HLES staff (August 2012-May 2013 daily as needed) • Administrator (August 2012-May 2013 per needed basis) • District Administrators/campus Registrars (September 2012-May 2013) • Administrator/Bilingual Staff (as needed)-Campus budget (August 2012-May 2013) 			
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<p>Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses</p> <ul style="list-style-type: none"> ❖ Meet the Teacher Night with registration and information tables in foyer ❖ Conduct fall open house with grade-level parent orientations for grades PK-5 early in the school year to provide additional information ❖ Schedule October 19, 2012 and February 15, 2013 for all teachers to conduct parent conferences <p>Develop and maintain a volunteer program</p> <ul style="list-style-type: none"> ❖ 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, 	<ul style="list-style-type: none"> • All campus staff – campus budget (August 24, 2012 from 5:00-6:30 p.m.) • All HLES classroom teachers – campus budget (September 23 from 5:30-6:00 p.m. for PK-2 & 6:30-7:00 p.m. for 3rd-5th) • All HLES classroom teachers – campus budget • Office Staff, PTO – campus budget (August 2012-May 2013 ongoing) 			
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Destination Imagination, Local EMS, Master Gardeners of Burnet County, Burnet County Agricultural Extension Agency, Sheriff Department, Watch Dog Program, etc)

- ❖ 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 2012)**

- **HLES Teachers/Administrators (Develop by March 2013)**

- **District Administrators (Spring 2013)**

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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 21st 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 2013)

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2012)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
Implement a filter criterion that is conducive to online learning ❖ Ensure understanding of district	<ul style="list-style-type: none"> • District and Campus Administrators and all staff (August 2012) 			

policy regarding electronic communication and online resources

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

- ❖ Provide continuing staff development
 - DMAC
 - Other Technology application training

- ❖ Send staff representatives to Texas Computers Education Association Conference in Austin, Texas for training of trainers

Instructional technology will be commensurate with the demands of the 21st century learner

- ❖ 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 21st century learners.

- **Tech Cohort Teachers and other Staff (August 2012-May 2013)**

- **February 2013 -2 HLES staff members (Costs from Campus Budget \$400)**

- **HLES Technology Committee, Administrators, HLES Technology Cohorts, District Technology Department (Fall 2012-Spring 2013)**

Campus-based cohort of teachers who excel in technological learning will assist campus instructional technologists with curriculum integration

- ❖ Cohort teachers will receive access to district resources to utilize and share technology that provides for increase instructional usage within the classroom

Technical support response system will be established to meet district and campus needs.

- ❖ HLES will designate staff that will work with the District Technology Department in meeting the needs of the campus

- **District Technology and GT coordinator/HLES Cohort Teachers (September 2012-May 2013)**

- **Designated Staff IT/Campus Secretary/District Technology Department (August 2012-May 2013)**

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 2013)

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2012)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>Maintain an up-to-date web page that includes:</p> <ul style="list-style-type: none"> ○ Calendar of campus & district events ○ Campus information ○ Class & grade level info. ○ Special events 	<ul style="list-style-type: none"> • Campus Secretary, Sponsors, and Staff (August 2012-May 2013 – ongoing) 			

<ul style="list-style-type: none">○ PTO news○ Club and Organization information <p>Showcase Clubs and organizations to create interest and opportunities.</p> <ul style="list-style-type: none">❖ Provide regular student showcases in Morning Meeting, afterschool, and other presentation opportunities.❖ Public School Week in March will be student led by all student groups and organizations at HLES.<ul style="list-style-type: none">• Student Council• Journalism/Yearbook Club• Choir• Safety Patrol• Archery Club• Destination Imagination• Millionaire Club (Accelerated Readers)• HLES Running Club• Challenge Lab• Spirit Club	<ul style="list-style-type: none">• All Staff - Ongoing • HLES staff and students - Activity and Campus funds (March 2013 – Public School Week)			
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❖ 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.

Establish a parent volunteer program

❖ Continue Watch Dog Program

Establish a student mentoring group to encourage student participation

❖ HLES will develop and implement a program of student leadership that will encourage student participation

- **Campus Administration, Campus P.E. department, Andy Roddick Foundation Representative, The City Council of Granite Shoals-MFISD transportation department and campus funds (September 2012-May 2013)**

- **HLES Staff Member, Watch Dog Coordinator (August 2012-May 2013 ongoing)**

- **Administrators/HLES Staff (Fall 2012)**

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 2013)

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2012)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>Honor students who achieve excellence</p> <ul style="list-style-type: none"> ❖ Recognize students who display positive character traits in and out of class with morning announcements 	<ul style="list-style-type: none"> • Counselor, Administrator, all staff – Campus Budget (August 2012-May 			

<p>and other presentations (bulletin boards, etc)</p> <ul style="list-style-type: none"> ❖ Recognize students who achieve "all A's and "A-B" honor roll through local media, certificates, morning meeting, and other reward opportunities/presentations ❖ Recognize students achieving "perfect attendance through local media, morning meeting, certificates, and other reward opportunities/presentations <p>Professional Development</p> <ul style="list-style-type: none"> ❖ Provide effective, relevant professional development that directly impacts classroom instruction in the areas of balanced literacy, math, writing and science. <ul style="list-style-type: none"> ○ Staff Peer Mentoring Groups, Staff and Specialists(balanced literacy) ○ Math Teachers/Specialists Mentoring Groups ○ Bilingual Staff and Specialists Mentoring Groups ○ Technology Training -Tech 	<p>2013)</p> <ul style="list-style-type: none"> • Counselor, Administrator, all staff – Campus Budget (August 2012-May 2013) • Administrator, Bilingual Coordinator, and all teaching staff - District and Campus budget Cost of materials • District/Campus professional development time (June 2012-May 2013) 			
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<p>Environment)</p> <ul style="list-style-type: none">○ Monitoring student growth○ IEP○ ARDs / MDRs○ STAAR○ Adequate yearly progress○ Special Ed. Benchmarks○ Teacher training on interventions/modifications <p>❖ Review campus G/T program with emphasis on:</p> <ul style="list-style-type: none">○ Monitoring student growth○ Discussion of strategies at ATM time○ Collaboration time every six weeks○ Differentiation○ Challenge Lab activity and use <p>Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations</p> <ul style="list-style-type: none">○ C-Scope will be fully implemented at all grade levels to ensure TEKS objectives and	<ul style="list-style-type: none">• Challenge Lab Teacher-Campus funds (August 2012-May 2013) • District , Campus Administration, Grade level staff, and Counselor-C-scope			
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<p>the scope and sequence are aligned with the academic objectives.</p> <ul style="list-style-type: none"> ○ 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. ○ 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 	<p>Exemplary Lessons, Staff ATM time (Campus budget and time)</p> <ul style="list-style-type: none"> • Campus Administration, Grade level staff, Specialists, Title staff –Title 1 funds (Professional salaries-\$102,790; Paraprofessional salaries-\$85,361 & supplies costs \$20,000) (September 2012-May 2013) 			
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<p>needs of all students on campus particularly with a focus on low achieving and at risk students.</p> <ul style="list-style-type: none"> ○ 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. ○ 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. 	<ul style="list-style-type: none"> • Campus Administration, Grade level staff, Specialists, Title staff –Title 1 funds (Professional salaries-\$102,790; Paraprofessionals salaries-\$85,361 & supplies \$20,000) (September 2012-May 2013) • Campus Administration, Grade level staff, Specialists, Title staff –Guided Reading, Literacy library, RTI process (September 2012-May 2013) 			
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<ul style="list-style-type: none"> ○ 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 area. ○ HLES will utilize Title 3 funds to assist the Bilingual students with support and materials designed to increase their opportunity for academic success. 	<ul style="list-style-type: none"> ● District , Campus Administration, Grade level staff, and Counselor-C-scope Exemplary Lessons, Staff ATM time (Campus budget and time) ● Campus Administration, MFISD Bilingual director, Bilingual teaching staff, Title staff-Title 3 funding (Salaries and Services-\$13,000 & supplies/travel-\$11,021)), professional and contracted services, LPAC paperwork, supplies and materials (September 2012-May 			
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	2013)			
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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 2013)

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2012)

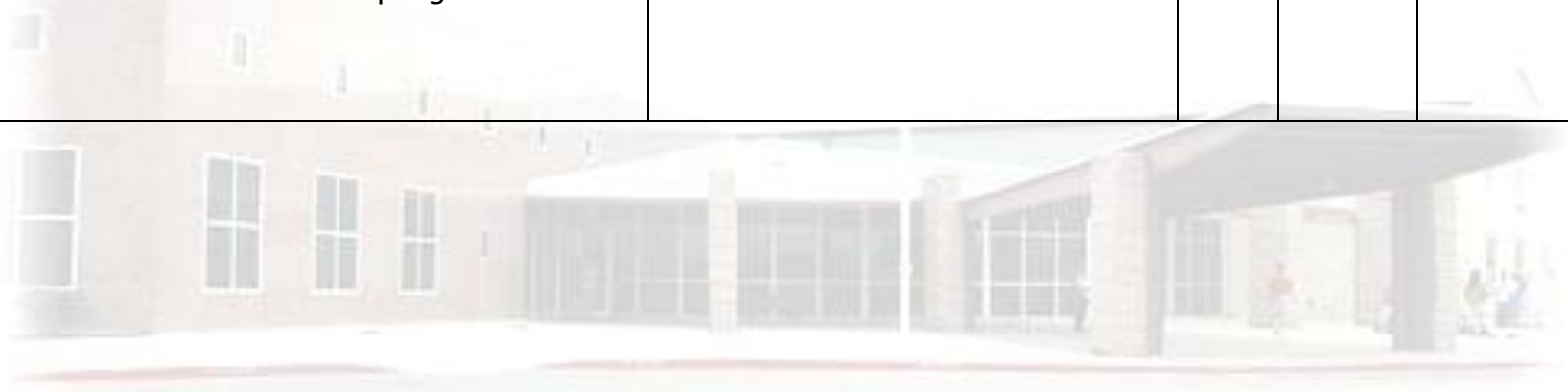
STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>Provide health information, support programs, and in-services for staff</p> <ul style="list-style-type: none"> ❖ Distribute district wellness bulletin to staff 	<ul style="list-style-type: none"> • District and Campus Administrators and staff – (August 2012- May 2013) • Cafeteria, Administrator, Nurse – (Fall 2012) 			
<p>Offer health and wellness information to staff, parents, and caretakers</p> <ul style="list-style-type: none"> ❖ Notify families of opportunities for free health services and screenings 				

<ul style="list-style-type: none"> • Texas Mobile Dentistry • Flu Vaccinations • Department of Health • Seton Care Van • Annual Vision & Screening <p>Encourage and ensure healthy snack alternatives for students</p> <ul style="list-style-type: none"> ❖ Use FMNV guidelines for acceptable foods and snacks and classroom use ❖ Share information with staff and parents and to encourage healthy snack alternatives through a variety of communications (newsletter, webpage, posted in cafeteria, PTO meetings, etc) <p>Promote health and wellness through exercise programs activities and educational programs</p> <ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> • Cafeteria, Administrator, Nurse, IT, PTO – (Fall 2012) • P.E. Teacher (Ongoing {Marathon}) • P.E. Teacher, PTO, Administrator, Nurse, and HLES Staff (November 2012{Turkey Trot}) • P.E. Teacher, HLES staff (August 2012-May 2013 – ongoing) • Nurse (August/September 2012) 			
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and other classes

- ❖ Hygiene information and instruction in hand washing, cleanliness, and other age appropriate topics
- ❖ Growth and Development presentation with 4th and 5th grade students
- ❖ One-on-One program for identified students/families for an individualized health program

- **Nurse (Spring**
- **Nurse, HLES staff (August 2012-May 2013)**



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 2013)

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2012)

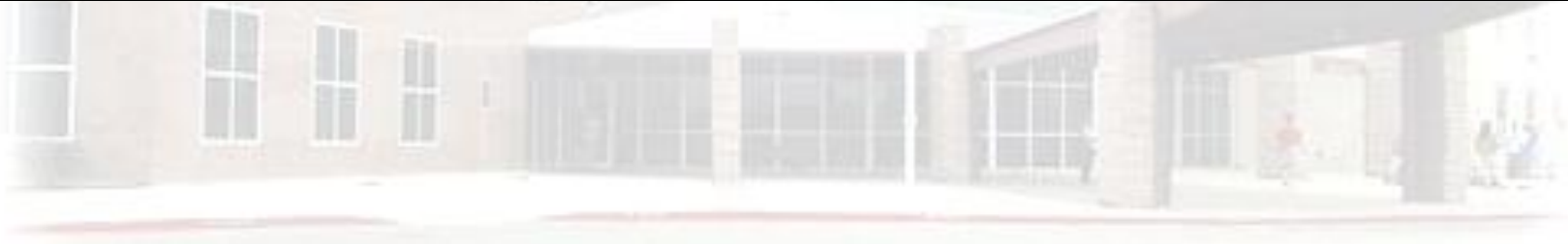
STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>Implement a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the campus</p> <ul style="list-style-type: none"> ❖ Classroom visits by counselor using Character Counts curriculum 	<ul style="list-style-type: none"> • Counselor – campus budget (September 2012- May 2013- monthly 			

<ul style="list-style-type: none"> ❖ Guidance groups will address the character of respect to self and others in discussion with anti-bullying ❖ Model character in action and discussions in and out of class by HLES staff ❖ Ongoing Character Ed. curriculum will be discussed in morning announcements, school wide assemblies, and teaching strategies in the academic school day. <p>Establish and recognize a culture of exemplary character</p> <ul style="list-style-type: none"> ❖ Recognition of positive character traits exhibited by students on campus during morning announcements and bulletin boards ❖ Recognize and honor selected students for the Student of the Month. These students will be selected on the basis of demonstrating good citizenship 	<ul style="list-style-type: none"> • Counselor (September 2012-May 2013) • All HLES staff (August 2012-2013) • Counselor, all HLES staff–campus budget (August 2012-2013) • Counselor, all HLES staff–campus budget (August 2012-2013) • Campus counselor, HLES teacher staff (September 2012-May 2013) 			
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and showing behavior that supports their school, fellow students, and staff.

- ❖ 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.
- ❖ 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.

- **Campus counselor, Administrators, and HLES teacher staff (September 2012-May 2013)**
- **Campus counselor, Administrators, and HLES teacher staff (September 2012-May 2013)**



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 2013)
2. Decrease in number of accident reports filed by school nurse

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2012)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
<p>Safety</p> <ul style="list-style-type: none"> ❖ Provide playground and school safety training for all students ❖ Provide parking area safety training and communication for drop off and pick up procedures. ❖ Provide Yellow Dino presentation in the dangers of strangers and 	<ul style="list-style-type: none"> • Administrators and all staff (August 2012 – during the first two weeks) • Administrators and all staff (August 2012) • Counselor (September/October 2012) 			

<p>other adult situations</p> <ul style="list-style-type: none"> ❖ Utilize local emergency, rescue units for information on safety (i.e. fire, EMT, sheriff) <p>Drug Prevention</p> <ul style="list-style-type: none"> ❖ Use Red Ribbon Week to educate students about the dangers of drugs ❖ Grade Level Counseling Groups will meet in guidance to discuss the dangers and effects of tobacco, alcohol, and drugs <p>Crisis Intervention</p> <ul style="list-style-type: none"> ❖ Conduct one weather and one lock-down drill each semester, along with accompanying staff training, in addition to regularly scheduled fire drills. ❖ Provide staff development to staff personnel on violence prevention techniques ❖ Apply strategies to diffuse possible violent situations toward self/others by utilizing 	<p>lasting 4 weeks)</p> <ul style="list-style-type: none"> • Administrators, Counselor, and HLES staff (October 2012) • Counselor, all HLES staff – campus budget (October 2012) • Counselor - Counseling Groups(regular monthly basis starting September 2012) • All HLES staff - Fire 1 x per month (some announced, some not) Lockdown: Sept. 14` and Jan. `11 Weather: Oct. `5 and Feb. `15 • Counselor, all HLES staff – (Fall 2012) • Counselor, all HLES staff – (September 2012-May 			
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<p>the district Crisis Plan for violence</p> <ul style="list-style-type: none"> ❖ Instruct selected staff personnel on Crisis Prevention Intervention ❖ Acknowledge and investigate all threats 	<p>2013)</p> <ul style="list-style-type: none"> • Counselor, selected HLES staff (August 2012) • Administrators, Counselor (August 2012-May 2013) 			
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Campus: Highland Lakes Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement One: Lessons plans, materials, and assessments are aligned with curriculum and contain purposeful activities.

<p>Current State: Majority of the teachers align curriculum using CScope resources and state adopted textbooks. Collaboration occurs horizontally across the grade level to align lesson plans, materials, and assessments with grade level TEKS.</p> <p>Data: Curriculum Audit Spring 2012 - Assumptions are made that CScope and textbooks will address all TEKS appropriately.</p>	<p>Desired State: All grade level educators will align their lesson plans, instructional materials, and assessments with their grade level TEKS, and collaborate both horizontally and vertically to ensure that instruction and activities are aligned to appropriate grade level TEKS.</p> <p>Data: Student assessments for 2012-2013 will indicate student passing rates of 95% or higher. Professional activities (i.e. meetings, inservice) will support alignment to the TEKS.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Common planning time for horizontal and vertical team meetings to discuss TEKS alignment, materials, and assessments.	Team Leader Teachers Administration	Regularly scheduled meetings on school calendar. Collaboration in horizontal and vertical team meeting GLC Discussions	Attendance at meetings utilizing sign-in sheets. data disaggregation agenda/minutes

			Academic Team Binder	Walk thru
Teachers	Professional development: Teachers will develop and maintain a clear understanding of content, context, and concept of the TEKS.	Teacher Leaders Teachers Administration	PD - Student Expectations, academic vocabulary, unpacking the standards Lesson Plans TEKS/SE objective statements visible in classroom Grade Level collaborative planning	Sign-in sheet of PD Student assessment data Walk thru
Teachers	Learning objectives will be posted daily in the classroom.	Teachers	Professional Development - posting the TEKS/SEs TEKS/SE objective statements visible in the classroom	Sign-in sheet for PD Walk Thru
Teachers	Lessons, instructional materials, and activities will align with grade level TEKS at the appropriate depth and complexity	Teachers Teacher Leaders Interventionists	Lesson plans posted in CSCOPE Activities in the classroom align with the TEKS posted in the classroom Grade level teams will discuss instructional materials to be discarded that do not support grade level TEKS	Walk Thru Data review of instructional materials in Academic Team Binder Data disaggregation of assessments

			Grade level teams will begin researching new materials/activities to support the TEKS	
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Campus: Highland Lakes Elementary School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Two: Students' grades/progress will reflect mastery of TEKS/SEs.

<p>Current State: It is unclear if current practices of grades reflect mastery of the TEKS. Assessment data and report card grades do not reflect alignment consistency.</p> <p>Data: Curriculum Audit Spring 2012</p>	<p>Desired State: 100% of teachers know that grades reflect mastery of the TEKS. All report cards will be measurable to the TEKS.</p> <p>Data: Consistent grade level assessments will be utilized across the grade levels. Students will be able to apply the knowledge of the TEKS 95% of the time in formal and informal assessments/settings.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Common Planning time for horizontal team meetings with all team members (Bilingual/English).	Team Leaders Teachers Teacher Leaders Administration	Regularly scheduled meetings to disaggregate and discuss assessments, materials, and alignment. GLC Discussions	Check list of SEs Minutes of meetings in Academic Binder Walk Thru
Teachers	Assessments will be analyzed with grade level team members and shared with administration and appropriate stakeholders	Teachers Teacher Leaders	Assessments and grades will show no more than a 10 point differential. TEKS/SEs will be monitored for success rate of 95% and	Student Assessment data/Comparison chart Check list of SEs

		Administration	consistency across grade level.	Minutes of meetings
Teachers	Utilizing assessment data, teachers will develop re-teach and enrichment activities that are aligned with the TEKS.	Teachers Teacher Leaders	Students will be placed in fluid groups based on academic need. Student assignments and activities are differentiated. GLC discussion of assessment data.	Improved student achievement through assessment data.
Teachers	Professional development on alternative assessment strategies	Teacher Leaders	PD - rubrics, portfolios Collaboration of alternative assessments New assessments seen instructionally Alternative assessment strategies are used to reflect student mastery of TEKS/SEs.	Walk Thru Assessment results Minutes of meetings in Academic Binder

Campus: Highland Lakes Elem

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement One: The campus RTI will result in instructional staff targeting TEKS/SEs.

<p>Current State for data analysis: Day allotted during staff development to review data. Limited planning for follow up. Information is not passed on to all parties involved. Time needed for teachers to meet. RTI process is vaguely defined, inconsistent and unmonitored, implemented without all stakeholders involved in proces. No systematic implementation in place.</p> <p>Vague definition of what students need are to be addressed. Questions of whether interventions continue in regular class once students begins with intervention, Lack of student awareness of their own goals. Clearly defined entrance and exit expectations.</p> <p>Data: 1. Reading-DRA, Benchmark Assessments, TPRI, teacher information, STAR Reading, STAR Early LIT 2.Math-Star Math, Teacher Data, Benchmarks, TEMI</p>	<p>Desired State: Using data analysis, stakeholders will systematically create & evaluate individualized intervention plans to meet targeted standards. Consistent communication between the stakeholders will vary and be predetermined in the intervention plan.</p> <p>Data: 1. Reading-DRA, Benchmark Assessments, TPRI, teacher information, STAR Reading, STAR Early LIT 2.Math-Star Math, Teacher Data, Benchmarks, TEMI 3. District and State Assessments</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Teachers are knowledgeable in the systematic RTI process including interventions, progress monitoring, documentation, and criteria for decision making.	Administration Teachers Teacher Leaders Interventionists	PD -Review of the RTI Decision Making Chart and systematic processes	One chart per grade level by beginning of the year 2012-13

Teachers Interventionists	Professional development on RTI decision-making will give clarity to TIER's I,II, and III interventions.	Interventionists Administration	PD - TIER's I,II, III GLC discussions Teacher-Interventionist collaboration Decision-making chart	Attendance @ meeting Walk Thru Interventions, progress monitoring, documentation, and criteria for decision making
Teachers	Formal/informal discussions held to review RTI process for teach and reteach expectations	Teacher Leaders Teachers Administration	Meeting agenda for GLC	Dates of Data discussions
Teachers	Data will be collected through progress monitoring	Teachers	Research based interventions Student groups developed aligning with TEKS	Data disaggregation Progress monitoring assessments GLC
Teachers Interventionists	Teachers and Interventionists will collaborate together using student data.	Teacher Interventionist Administrator	Planned meetings at pre-designated times (after school, conference period)	On going assessments and progress monitoring Walk Thru
Teachers Interventionists	TEKS/SE intervention plan is developed	Teacher Interventionists	Research based intervention Common progress monitoring goals and	Progress monitoring data

			strategies	
Teachers Interventionists	Consistent and persistent monitoring of students identified RTI.	Teachers Interventionists	Meeting monitored and facilitated by Administration at GLC	Ongoing tracking for student success (entrance, interventions, and exit)



Campus: Highland Lakes Elem

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement Two: Professional Development will result in greater understanding of the TEKS/SEs by paraprofessionals

<p>Current State: Paraprofessionals are mostly dependent on teacher directives which usually target students below grade level with no professional development provided.</p> <p>Data: Curriculum Audit Spring 2012</p>	<p>Desired State: Professional development that will lend itself to more knowledge of grade level TEKS in order to provide classroom assistance for students at or above grade level while teachers implement interventions.</p> <p>Data: Student assessment data will indicate increased student performance after interventions.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Paraprofessionals	Professional development: To develop an understanding of content, context, and concept of the TEKS	Teacher Leaders Administration Paraprofessionals	PD - Student Expectations, academic vocabulary, and unpacking the standards Collaboration during planning Assigned student groups instruction	Sign-in sheets of PD Walk thru

MARBLE FALLS



COLT ELEMENTARY

2012 - 2013

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 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

District and Campus Goals

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

MFISD Board of Trustees

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!”

2012-2013 Colt Elementary School CEIC Members

<u>Name</u>	<u>Position</u>	<u>Term</u>
Powell, Keith and Richert, Mark	Administration	On-going
Smathers, Jodye	Counselor	On-going
Weihs, Lenore	Librarian	On-going
Otero, Nancy	Teacher	May 2015
Hardaway, Katherine	Teacher	May 2013
Johnson, Debby	Teacher	May 2013
Bridges, Julie	Teacher	May 2013
Thompson, Connie	Teacher	May 2015
Gray, Holley	Teacher	May 2014
Taylor, Cindy	Teacher	May 2015
Layton, Terry	Paraprofessional Representative	May 2014
Narvaez, Darlene	Parent Representative	May 2015
Jones, Keith	Business Representative	May 2015
Jones, Pauline	Community Representative	May 2015
Fields, Melissa	District Representative	May 2013
Sparks, Becky	DEIC Liaison	May 2015
Helms, Christina	Special Education Representative	May 2015
Schumacher, Kathy	Title I Representative	May 2013

**Responsible for Colt Elementary CIP Implementation
2012 - 2013**

Title/Position	Name
Administration	Keith Powell, Mark Richert
Counselor	Jodye Smathers
Librarian/Media Specialist	Lenore Weihs
Nurse	Sandra Pollock
Office Staff	Mary Ratliff, Frances Najera
Teachers	CES Staff
Instructional Assistants	CES Staff
PTO	President
Assistant Superintendent C&I	Dr. Janice Mauldin
Bilingual District Coordinator	Leslie Talamantes
Special Education Campus Coordinator	Stacey Cox
Campus LSSP	Danielle Sims
G/T Campus Coordinator	Karen Maples
District Maintenance Director	Michael Phillips
Title IV District Coordinator	Cord Woerner

Academic Performance Indicators and Goals

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

3rd Grade Math	2009	Gain	2010	Gain	2011	Needed Gain	2012
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!”

3rd Grade Reading	2009	Gain	2010	Gain	2011	Needed Gain	2012
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%

4th Grade Math	2009	Gain	2010	Gain	2011	Needed Gain	2012
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%

4th Grade Writing	2009	Gain	2010	Gain	2011	Needed Gain	2012
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!”

5th Grade Math	2009	Gain	2010	Gain	2011	Needed Gain	2012
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%

5th Grade Reading	2009	Gain	2010	Gain	2011	Needed Gain	2012
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%

5th Grade Science	2009	Gain	2010	Gain	2011	Needed Gain	2012
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!”

DRA/EDL on Grade Level at End-of-Year	2009	Gain	2010	Gain	2011	Needed Gain	2012
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%

DRA/EDL at Fluency Level at End-of-Year	2009	Gain	2010	Gain	2011	Needed Gain	2012
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%

2012-2013 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
- 4th 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.

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"> • Class and/or grade level newsletters and notices (translated in Spanish as appropriate) sent home and posted on teachers' web pages. • Designated day of week for campus and district-wide communication in identified folder to establish consistency. • Provide parents and caregivers information on special programs at monthly PTO meetings (Title I, Title III, RTI, Special Education, Character Counts, etc.). • Provide a translator at parent meetings (Spanish). • Call homes of absent students to communicate concern and procedures for returning to school. • Use Sky Alert System to keep families informed of campus and district issues (including weather, important dates, emergency procedures, etc.) • Provide monthly issues of Home-School Connection Parent Newsletter ; includes hints and information 	<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"> • Provide real-time parent access to student grades and attendance records through <i>GradeBook</i>, <i>TxConnect</i>. • Encourage teachers to work on Rosetta Stone to begin to develop Spanish language skills to improve parent communication. • Hold parent conferences at the end of 1st and 3rd nine weeks. • Continue Family Reading Night to encourage families to read and take AR tests together one night a month • Provide learning activities for families at annual Family Science Night. 2012-2013 theme: TBA. <p>Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses.</p> <ul style="list-style-type: none"> • Meet the Teacher Night with registration and information tables in cafeteria. (Transportation, Nurse, Cafeteria). • Conduct fall open house to extend opportunities for parents to meet teachers. Use time to arrange parent conferences as needed. <p>Develop and maintain a volunteer program.</p> <ul style="list-style-type: none"> • Recruit and build campus PTO Board and general membership. • Continue WatchDOGS program through PTO. Pizza Kick-Off Night will provide information and opportunity to join. • Continue to recruit community members to participate in volunteer opportunities on and off 	<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, 2013</p> <p>Aug. 19</p> <p>Sept. 22 (mid 1st nine weeks)</p> <p>On-going</p> <p>Oct. 2012</p>
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“Together We Grow!”

	<p>campus.</p> <ul style="list-style-type: none"> Establish a "coordinator" to recruit and organize volunteers. <p>Spotlight campus activities to inform and encourage participation and/or sponsorship.</p> <ul style="list-style-type: none"> Invite local media to Colt Elementary events and/or submit photos and stories as they occur. <p>Connect and enlist community resources available to parents and students.</p> <ul style="list-style-type: none"> 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.) Provide resource information (brochures, etc.) in foyer of campus. <p>Increase opportunities to recognize staff and celebrate campus accomplishments.</p> <ul style="list-style-type: none"> Establish Hospitality Committee to coordinate donations, gifts, luncheons, etc. Celebrate staff news at the start of monthly meetings (babies, graduations, etc) Place messages of appreciation and encouragement in staff mailboxes. Provide special treats (snacks, desserts, etc) in staff lunchroom. Organize staff luncheons to celebrate birthdays. Establish a procedure for staff to recognize one another (Kudos, Atta-ways, etc). 	<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>
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District & Campus Goal II: We will embrace innovative applications of technology with primary focus on student immersion.

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

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

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

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<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"> • Provide continuing staff development (including PD 360 and Atomic Learning). • Send teacher representatives to the State Computer Education Conference in Austin, Texas (one primary, one intermediate) <p>Instructional technology will be commensurate with the demands of the 21st century learner. Ensure effective and consistent use of instructional technology.</p> <ul style="list-style-type: none"> • Integrate technology in all content areas: teacher and student created electronic projects, distance learning collaborations, multi-media projects, Power Points, Webquests, graphs & charts created through Excel, graphic organizers through Kidspiration, etc. • Research software, identify funding sources, and purchase one or more of the following: Inspiration, Enchanted Learning (web-based and campus wide), 	<p>District Tech.</p> <p>CES Tech Committee</p> <p>CES teachers, CES Tech Committee</p> <p>CES Tech Committee, CEIC</p>	<p>Title I, campus and district funds, fed funds as available</p> <p>CES funds</p> <p>CES funds, Title I, district funds</p>	<p>One Tues per month (minimum) April 2013</p> <p>On-going</p> <p>On-going (prioritized by</p>

	<p>Timeline XF.</p> <ul style="list-style-type: none"> • 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. • Research and provide distance learning opportunities. • Upgrade teacher computer stations to include effective processing speed, projectors, and document cameras. • Campus Technology Committee will regularly review teacher and campus technology needs. • Students will use MP3 devices to record and listen to stories as part of the language arts curriculum. <p>Conduct a student-directed technology showcase.</p> <ul style="list-style-type: none"> • Establish a "Technology Fair" to highlight student and staff applications of technology. • Purchase a class set of digital cameras for student use • Increase the number of student stations in the classroom from a minimum of 4 to 6. • Implement filter criteria that is conducive to on-line learning. • Ensure understanding of new staff policy regarding electronic communication. • Extend and evaluate use of on-line learning opportunities. 	<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 2012</p>
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	<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"> • SuccessMaker • Lexia • Study Island • Reading A to Z • Razz Kids • Key Skills • Brain Pop • Type to Learn • Easy Tech • United Streaming (Think Central) 	<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>
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District & Campus Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.

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

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

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

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Establish a parent volunteer program.</p> <ul style="list-style-type: none"> • Continue WatchDOGS program through PTO. Pizza Kick-Off Night will provide information and opportunity to join. • Actively recruit through signs, newsletters, and WatchDOGS visibility throughout the campus. • Identify and recruit parents and community to work with students, help with special activities and programs, and assist teachers. <p>Actively inform all students and parents about district-wide and campus-wide student participation opportunities.</p> <ul style="list-style-type: none"> • Invite local media to Colt Elementary events and/or submit photos and stories for promotion and as they occur. • Include information on web site, grade level newsletters, and parent newsletters from PTO. • Continue Family Reading Night to encourage families to read and take AR tests together one night a month. 	<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. 2012</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>

	<ul style="list-style-type: none"> • Provide learning activities for families at annual Family Science Night. 2012-2013 theme: TBA. • Coordinate volunteer resources to host a "Marbleous Falls Festival." <p>Establish an environment of shared success throughout the campus.</p> <ul style="list-style-type: none"> • Hold monthly rallies to build a sense of community through common celebration of accomplishments and shared events. <p>Continue development and establishment of the Colt Learning Garden.</p> <ul style="list-style-type: none"> • Provide opportunities for students and/or grade levels to plant and care for themed gardens. • Maintain garden design with community sponsorship, volunteers, and students. <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 2013</p> <p>October 2012</p> <p>Last Friday monthly</p> <p>Integrated into curriculum weekly</p> <p>On-going</p> <p>Bi-monthly meetings, implement in 2012- 2013</p>
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	<p>intervention needed</p> <ul style="list-style-type: none"> ○ Establish monitoring frequency based on RTI plan and student needs. ○ Utilize current universal screeners including STAR, STAR Early Literacy, TEMI ○ Research and consider addition and use of math universal screener - STAR Math from Renaissance. ○ Include monitoring reports from CAI programs including Study Island, SuccessMaker, and Lexia. <ul style="list-style-type: none"> ● Provide effective early literacy instruction and intervention for grades K-5 <ul style="list-style-type: none"> ○ Balanced literacy model ○ Professional development in research-based strategies ○ RTI (frequent monitoring) ○ TEA-Time built into daily schedules (instructional assistants monitor while teachers work with small groups) ● Use scheduled planning meetings (GC) to address student concerns and curriculum/assessment issues. <ul style="list-style-type: none"> ○ PK through 5th grade ○ Bilingual ○ Vertical alignment (math, language arts, science) ○ Special education ● Utilize strategies to increase science school-wide achievement. <ul style="list-style-type: none"> ○ Continue to establish alignment of science vocabulary. ○ Implement aligned science vocabulary in grades K-5. ○ Include "Word of the Week" in daily morning 	<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 2013</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>
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"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"> • Distribute district wellness bulletin to staff • After school yoga classes will be made available to all interested staff. <p>Offer health and wellness information to staff, parents, and caretakers.</p> <ul style="list-style-type: none"> • Notify families of opportunities such as free dentist visits on campus, Care-a-Van locations, etc. <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"> • Use NCLB information and guidelines to direct staff and families regarding FMNV and acceptable foods for snacks and classroom use. <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 2012</p> <p>Send out in Aug; include on CES website and PTO bulletins</p>

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

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

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

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

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Implement a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the campus.</p> <ul style="list-style-type: none"> • Monthly classroom visits by counselor using Character Counts curriculum. • Continue to build collection of books in library that teach, illustrate, model traits <p>Establish and recognize a culture of exemplary character.</p> <ul style="list-style-type: none"> • Character Counts Pillars displayed in common areas • Character Counts Pledge recited each day during announcements • Colt Character Award (STAR Students and STAR Teachers) • Recognize Colt Kids for Character at PTO 	<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"> • Sponsor Pennies for Patients and other community service projects. • Sponsor canned food drive for community • Student Leadership Opportunities <ul style="list-style-type: none"> ○ Student Council ○ Safety Patrol ○ National Honor Society ○ Library Assistants 	<p>J. Smathers</p> <p>CES admin, K. Maples, L. Weihs, sponsors TBA</p> <p>J. Smathers</p>	<p>Campus funds</p>	<p>Spring 2013</p> <p>On-going</p> <p>Nov. 2012</p>
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District & Campus Goal VII: We will provide a safe and drug-free environment.

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

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

Summative Assessments: PEIMS and V-Soft reports

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<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"> • Celebrate healthy choices through slogans and dress themes. • Invite local emergency response teams (fire, police, etc) to help educate students in safety. <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"> • V-Soft procedures 	<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 2012</p> <p>October 2012</p> <p>October to first week in November</p> <p>Monthly</p>

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	<ul style="list-style-type: none"> ○ Insert alerts/caution flags as identified <p>Utilize additional walkie-talkies to expand communication on campus.</p> <p>Appropriately enforce all campus rules.</p> <ul style="list-style-type: none"> • Teachers will be included and/or informed regarding consequences for student misbehavior. <p>Consistently enforce all campus rules.</p> <ul style="list-style-type: none"> • Ensure understanding of the campus discipline plan through staff development and conferences. • Establish expectation that every student area has a STOP Station. <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"> • Site based • Research based seminars as available • Utilize /LSSP as consultant in classrooms • CPI for selected staff <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 2012 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>
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2011-2012 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 -

“Together We Grow!”

- **Supplies and Materials -**

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

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

Campus: Colt Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement One: Teacher lesson plans will align and be relevant to the TEKS

<p>Current State: Data reflects that not all lesson plans are aligned to the content, context, and concept of the TEKS.</p> <p>Data: May 1, 2012 - Observations, Lesson Plan Audits, G.C. Meetings, Team Leader Meetings</p>	<p>Desired State: All teachers align lesson plans with the content, context, and concept of the TEKS.</p> <p>Data: Observations, Lesson Plan Audits, G.C. Meetings, Team Leader Meetings</p>
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Targeted Group	Action	Person Accountable	Observable	Data
K-5	K - 5th grade reading/math and 3rd - 5th grade science Student Expectations will be written/posted verbatim daily.	Campus Administration Teacher Leader	Administrator and Teacher Leader walkthroughs and observations (formal and informal)	100% by January 2013
K-5	K - 5th grade reading/math and 3rd - 5th grade science Student Expectations, as posted, will be discussed and/or understood by both the students and teacher.	Campus Administration Teacher Leader	Administrator and Teacher Leader walkthroughs and observations (formal and informal)	100% by January 2013
K-5	K - 5th activities will be aligned to the posted Student Expectations.	Campus Administration Teacher Leader	Administrator and Teacher Leaders walkthroughs and observations (formal and informal)	100% by January 2013
K-5	K - 5th lesson plans will be posted in CScope and will align to the TEKS and Student Expectations.	Campus Administration	Monitored by administrator	100% by January 2013

Observed:
Next Step:

“Together We Grow!”

Campus: Colt Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Two: Teachers understand the appropriate conceptual level of lessons and Student Expectations

<p>Current State: Data reflects misconceptions that lessons and adopted resources are aligned to the TEKS at the appropriate depth and complexity of the Student Expectations. Data: Observations, Lesson Plan Audits, G.C. Meetings, Team Leader Meetings</p>	<p>Desired State: Lessons and resources are aligned to the TEKS. Data: Observations, Lesson Plan Audits, G.C. Meetings, Team Leader Meetings</p>
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Targeted Group	Action	Person Accountable	Observable	Data
K-5	Teachers use the district's year-at-a-glance document to pace and plan lessons.	Teacher Campus Administration Teacher Leader	Lesson Plans	100% January 2013
K-5	Teachers collaborate with colleagues to develop appropriately aligned TEKS based lessons.	Teacher Campus Administration Teacher Leader Team Leader	G.C. Meetings, Grade level Meetings, Lesson Plans	100% January 2013
K-5	Teachers use resources that support the appropriately aligned TEKS based lesson.	Teacher Campus Administration Teacher Leader	Classroom Observations/Walkthroughs (formal and informal), Grade Level Meetings	100% January 2013

Observed:
Next Step:

“Together We Grow!”

Campus: Colt Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Three: Students will understand their role in the learning process, track their academic progress, and have a place to record their data.

<p>Current State: Students do not consistently track their academic progress.</p> <p>Data: Observations</p>	<p>Desired State: All Students will have a basic understanding of their academic progress and the TEKS needed to master.</p> <p>Data: Student Data Folders</p>
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Targeted Group	Action	Person Accountable	Observable	Data
K-5	Each grade level will create graphs to help students understand their progress.	Teacher, Teacher Leader, Campus administration	Students can verbally give an account for their progress in the classroom and can point to a graph that shows their progress	100% January 2013
K-5	Each grade level will help their students create procedures to track progress	Teacher, Teacher Leader, Campus Administration	Students can verbally give an account for their progress in the classroom and can point to a graph that shows their progress	100% January 2013

Observed:
Next Step:

“Together We Grow!”

Campus: Colt Elementary

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Four: Classroom grades reflect student performance on district and state assessments.

<p>Current State: Data suggest that the student grades do not reflect TEKS mastery.</p> <p>Data: DMAC reports, report cards, state assessment reports</p>	<p>Desired State: Data will be analyzed so that student classroom grades will reflect TEKS mastery.</p> <p>Data: DMAC reports, report cards, state assessment reports</p>
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Targeted Group	Action	Person Accountable	Observable	Data
K - 5	Teachers will select grades from lessons that are aligned to the TEKS.	Teacher Campus Administration	District assessment data will reflect classroom grade	DMAC reports, report cards, state assessment reports
K - 5	Following each district assessment, teachers will analyze data and spiral back into instruction TEKS that were not mastered.	Teacher Campus Administration Teacher Leader	Grade Level Meetings, Observations, Lesson Plans, District Assessment	DMAC reports, report cards, state assessment reports

Observed:
Next Step:

“Together We Grow!”

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Campus: Colt Elem

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement One: Campus staff understands the RTI process

Current State: Staff needs more training on the RTI framework. Data: GC Meetings, Discussions, Student Data	Desired State: Staff understands the RTI framework Data: GC Meetings, Discussions, Student Data
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Targeted Group	Action	Person Accountable	Observable	Data
K - 5	Staff will receive training on the RTI framework.	Campus Administration Counselor Reading/Math Specialists	In-Service Training will be provided to staff.	Before start of new school year.

Observed:
Next Step:

“Together We Grow!”

Campus: Colt Elem

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement Two: Staff successfully implements the RTI framework

<p>Current State: The RTI framework is not followed with fidelity.</p> <p>Data: GC meetings, Discussions, Lack of data discussion protocol or system.</p>	<p>Desired State: The RTI framework is followed with fidelity.</p> <p>Data: GC Meetings, Discussions, Data discussion protocol or system.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
K-5	Teachers bring appropriate documentation driven by TEKS to GC Meetings.	Teachers	Proper Student Documentation driven by the TEKS is filed.	100% by January 2013

Observed:
Next Step:

“Together We Grow!”



“Together We Grow!”

MARBLE FALLS MIDDLE SCHOOL



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2012 – 2013

CAMPUS IMPROVEMENT PLAN

Building Tomorrow's Future Today!

MARBLE FALLS MIDDLE SCHOOL

TEA RECOGNIZED CAMPUS

Campus Improvement Plan 2012-2013



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 21ST CENTURY THROUGH RELEVANT, ENGAGING LEARNING EXPERIENCES LED BY INSPIRATIONAL AND NURTURING EDUCATORS.

CEIC/Title MEMBERS 2012-2013

<u>Name</u>	<u>Position</u>	<u>Term</u>
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
Lucila Moreno Alonso	6 th Parent Title representative	May 2014
Erika Ponce	7 th Parent Title representative	May 2013
Manuela Ramirez	8 th 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 Goodman	DEIC MS liaison	May 2013
Cara Wilson	DEIC MS liaison	May 2015

CEIC/Title Meeting Dates:

September
November 15
January 24
March 21
May 2

(Meet in Ernest Seitz Library @ 4:05)

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"> ● COMMUNICATE CONSISTENTLY WITH PARENTS AND VOLUNTEERS <ul style="list-style-type: none"> ○ Principal “Check-up” visits with parents and caregivers <ul style="list-style-type: none"> ▪ Surveys ▪ Email ▪ Phone Calls ▪ Sky Alert Call System ▪ Meetings ○ Advisory ○ ELL Parent Meetings ○ Community Resources Available to Parents and Students ● PROMOTE HOME/SCHOOL CONNECTION LINK ON MFISD WEBSITE THROUGH: <ul style="list-style-type: none"> ○ Sky Alert Call System ○ Skyward Gradebook ○ Posted CEIC Minutes ○ PTO Meetings ○ Marquee ○ Announcements ○ Web-Based Drill Alert ○ Open House ○ Campus Calendar on MS web page ○ Teacher web pages ● PROVIDE PARENT ORIENTATIONS: <ul style="list-style-type: none"> ○ Parent, Principal Team Meetings <ul style="list-style-type: none"> ▪ No Place for Hate ○ Current Event Issues ○ ESL Rosetta Stone Classes 	<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>

	<ul style="list-style-type: none">• ESTABLISH EFFECTIVE TRANSITIONAL ACTIVITIES:<ul style="list-style-type: none">○ 5th to 6th Grade End of the Year School Transition Day○ New to Middle School Parent Meeting○ 8th to 9th Grade Transitional	Responsible: Administration and Counselors Resources: District/Campus Funds Timeline: As Needed
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District & Campus Goal II: *WE WILL EMBRACE INNOVATIVE APPLICATIONS OF TECHNOLOGY WITH PRIMARY FOCUS ON STUDENT IMMERSION.*

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

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

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

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> ● INSTRUCTIONAL TECHNOLOGY WILL COMMENSURATE WITH THE DEMANDS OF THE 21ST CENTURY LEARNER: <ul style="list-style-type: none"> ○ Incorporate Multi-Media Classes ○ Professional Development for Staff ● UPDATE TECHNOLOGY TO INCREASE STUDENT ACHIEVEMENT <ul style="list-style-type: none"> ○ Classroom Basic Technology Upgrade ○ Ignite Learning ○ AR Reading ○ Study Island ○ SuccessMaker ○ Woodcock-Munoz Scoring CD ○ On-line ELA textbooks ○ Measuring Up On-Line ● TECHNOLOGY FAIR: <ul style="list-style-type: none"> ○ Scheduled showcase date of how technology is being used by staff and students ○ Technology based projects ● ESTABLISH CAMPUS-BASED COHORT OF TEACHERS WHO EXCEL IN TECHNOLOGY AND WILL ASSIST TEACHERS IN THE AREA OF INSTRUCTIONAL TECHNOLOGY AND CURRICULUM INTEGRATION: 	<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>

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"> • GIVE BACK: <ul style="list-style-type: none"> ○ Provide meaningful opportunities for students to give back to the community through: <ul style="list-style-type: none"> ▪ Community service and service learning projects ▪ Food Drives ▪ Volunteering in community groups ▪ Service oriented projects ▪ Recycle programs ▪ Field Labs that address community needs (i.e.: Watersheds) ▪ Culturally enriching experiences • ESTABLISH A PARENT VOLUNTEER PROGRAM <ul style="list-style-type: none"> ○ Student Council ○ Stampede Spirit Club ○ No Place for Hate • PROVIDE STUDENT MENTORING GROUPS TO ENCOURAGE STUDENT PARTICIPATION: <ul style="list-style-type: none"> ○ Student Council ○ Stampede Spirit Club ○ UIL Academics • UTILIZE COMMUNITY VOLUNTEERS, BUSINESSES AND GUEST SPEAKERS FROM COMMUNITY THAT WILL ENHANCE LEARNING EXPERIENCES 	<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.**

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

	<ul style="list-style-type: none"> ● IMPLEMENT THE FOLLOWING STRATEGIES TO PROMOTE INDIVIDUAL SPECIAL EDUCATION STUDENT GROWTH: <ul style="list-style-type: none"> ○ Review IEP's with inclusion and resource teachers for most effective and least restrictive environment placements ○ Continue weekly meeting with District SPED Coordinator ○ Increase the number of strategically planned inclusion classes ● CORE INTERVENTION SPECIALISTS: <ul style="list-style-type: none"> ○ Tier II & III Pull Out Interventions ○ Upgrade Math Title Paraprofessional position to a Math Teacher to work inclusively with Math Discovery Classes ● DEMOGRAPHIC BREAKDOWN OF EACH STUDENT-GROUPS' EDUCATIONAL NEEDS <ul style="list-style-type: none"> ○ 6th Gr. African American Math (71%) ○ 6th Gr. African American Reading (71%) ○ 6th Gr. Hispanic Math (71%) ○ 6th Gr. Hispanic Reading (71%) ○ 6th Gr. White Math (84%) ○ 6th Gr. White Reading (88%) ○ 6th Gr. Economically Disadvantaged Math (72%) ○ 6th Gr. Economically Disadvantaged Reading (77%) ○ 6th Gr. SpEd Math (31%) ○ 6th Gr. SpEd Reading (38%) ○ 7th Gr. African American Math (60%) ○ 7th Gr. African American Reading (43%) ○ 7th Gr. Hispanic Math (73%) ○ 7th Gr. Hispanic Reading (79%) ○ 7th Gr. Economically Disadvantaged Math (80%) ○ 7th Gr. Economically Disadvantaged Reading (80%) ○ 7th Gr. SpEd Math (61%) ○ 7th Gr. SpEd Reading (45%) ○ 7th Gr. SpEd Writing (67%) ○ 8th Gr. Hispanic Math (86%) ○ 8th Gr. Hispanic Science (66%) ○ 6th Gr. White Science (84%) ○ 8th Gr. Economically Disadvantaged Math (83%) ○ 8th Gr. Economically Disadvantaged Reading (67%) ○ 8th Gr. SpEd Math (71%) ○ 6th Gr. SpEd Reading (73%) ○ 6th Gr. SpEd Science (42%) 	<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>
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- 6th Gr. SpEd Social Studies (78%)
- **INCREASE THE NUMBER OF STUDENTS BY 10% WHO ACHIEVE COMMENDED PERFORMANCE ON STAAR SCORES.**
 - 6th Grade Reading (28%)
 - 6th Gr. Math (28%)
 - 7th Gr. Reading (23%)
 - 7th Gr. Math (19%)
 - 7th Gr. Writing (29%)
 - 8th Gr. Reading (42%)
 - 8th Gr. Math (19%)
 - 8th Gr. Social Studies (35%)
 - 8th Gr. Science (28%)

Responsible: Administration and Staff
 Resources: Campus
 Timeline: May 2011

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"> ● PROVIDE PROFESSIONAL DEVELOPMENT FOR HEALTH TEACHER ● PROVIDE SUPPORT OF HEALTH AND WELLNESS INFORMATION <ul style="list-style-type: none"> ○ Healthy snack alternatives in cafeteria ○ Training for athletic instructors to teach student athletes to make eating choices that enhance performance ● END OF THE YEAR FITNESS EVALUATION FOR PHYSICAL EDUCATION STUDENTS ● INVITE GUEST SPEAKERS FROM ORGANIZATIONS THAT SPECIALIZE IN: <ul style="list-style-type: none"> ○ Prevention of Drugs and Alcohol Use ○ Learning to make healthy choices ○ Bullying prevention and intervention 	<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>

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

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

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

Summative Assessments: End of the year reports and PEIMS Data

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√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> ● IMPLEMENTATION OF CHARACTER EDUCATION WITHIN CURRICULUM <ul style="list-style-type: none"> ○ Student Council ○ Advisory Class ○ No Place for Hate ○ Stampede Spirit Club ● CONTINUE SUBWAY CHARACTER COUNTS PROGRAM ● ADVISORY CLASSES <ul style="list-style-type: none"> ○ Buddy lunches with advisory teachers ○ Reward/Acknowledge positive modeling of strength of character traits ● WALL OF EXCELLENCE: <ul style="list-style-type: none"> ○ Teacher of the Month ○ Student of the Month ○ Teacher of the Year ● APPLY TO BE A NO PLACE FOR HATE SCHOOL <ul style="list-style-type: none"> ○ Establish a culture of respect and exemplary character ○ Involve parents, community and campus staff and students 	<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&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.

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√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> • SCHEDULE AGE APPROPRIATE STUDENT AWARENESS GUIDANCE LESSONS OF CURRENT SOCIAL ISSUES SUCH AS: <ul style="list-style-type: none"> ○ Alcohol/Drug Awareness ○ Bullying Prevention and Intervention ○ Suicide Prevention ○ Gender Talks ○ Student Resource Officer Meetings ○ Crime Stoppers Program ○ No Place for Hate • SAFE AND DRUG FREE DISTRICT COORDINATOR FUNDED BY TITLE RESOURCES <ul style="list-style-type: none"> ○ Security Audits ○ Safety Walk-Through and Drill Procedures ○ Drug Dog Checks • IMPLEMENT AND PRACTICE PURPOSE DRIVEN SAFETY DRILLS <ul style="list-style-type: none"> ○ Fire ○ Tornado ○ Weather Disaster ○ Lockdown ○ Door Checks • INVESTIGATE AND RESEARCH PROGRAMS FOR FUTURE IMPLEMENTATION: <ul style="list-style-type: none"> ○ Habitudes ○ Capturing Kids Hearts ○ Watch Dogs Program 	<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>

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement One: Core Teachers will align lessons through PLC’s, learning activities, grading and classroom displays.

<p>Current State: Teachers are below the expected level for posted TEKS/SE’s and teacher based grades and short-term common assessments vary by +/- 15%</p> <p>Data: 63% TEKS/SE posted. 58% closing posted. +/- Gap in DMAC vs. Gradebook</p>	<p>Desired State: TEKS/SE posted 100% of the time. Grades on teacher based assessments and short-term common assessments are +/- 5 %</p> <p>Data: 100% TEKS/SE Posting Common assessment data scores increase by 15%.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Core Classes	Teachers will post the Lesson Frame (TEK/SE & Closing) 100% of the time (No Surprises)	Classroom teachers Teacher Leaders Administration	Current TEK/SE’s # & Statement posted with a closing product (statement, questions, quiz or critical writing) aligned to TEKS/SE as outlined in CSCOPE and Team PLC Planning	Walk-throughs CSCOPE PLC Planning Binder
Core Classes	Teachers will design lessons “with the end in mind” by using short term common assessments and 9-week TBA’s.	Classroom teachers Teacher Leaders Administration	Focused Curriculum Products PLC meetings and activity logs	DMAC Common Assessments
Core Classes	Teachers will post authentic learning walls.	Classroom teachers	75 percent reflective of current SE learning activities.	Walkthroughs
Core Classes	Teacher formative and summative assessment	Classroom teachers	Grades recorded in gradebook and DMAC are +/- 15%	Skyward Gradebook

	activities are aligned to a consistent depth and complexity.	Teacher Leaders		DMAC
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Observed:
Next Step:

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Two: Common planning periods will provide grade level, subject specific alignment collaboration.

Current State: Double blocking of 6th Grade math, coaching assignments, and misplaced conference periods are slowing communication of alignment. Data: PLC attendance logs	Desired State: Grade level, subject area teams are scheduled to have an aligned common planning period to allow time for alignment planning. Data: Master Schedule
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Targeted Group	Action	Person Accountable	Observable	Data
Core Grade level teams	Split 6th grade math blocking into core and enrichment/remediation periods.	Counselor Administrators	Scheduling process.	MFMS Master Schedule in Skyward
Core Grade level teams	Schedule Math and Science conferences outside of 1st or last periods and schedule team planning around coaching assignments.	Counselor Administrators	Scheduling process.	MFMS Master Schedule in Skyward
Core Grade level teams	Extend instructional periods from 54 to 59 minutes within current transportation pick-up and drop-off times.	Counselor Administrators	Scheduling process.	MFMS Bell Schedule

Observed:
Next Step:

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement One: Teachers will provide each student a voice in their personal learning goals by collecting and analyzing individual student data using DMAC, Common Assessments, and TEKS Based Assessments to establish spiraling and intervention lesson activities as a team.

<p>Current State: Short-term common assessments are reviewed individually at the end of each unit and used to make broad instructional adjustments.</p> <p>Data: End of unit short-term common assessments in DMAC.</p>	<p>Desired State: Short-term common assessments and TEKS based assessments will be reviewed as a team on a weekly basis to establish spiraling and intervention lesson activities for individual students.</p> <p>Data: Three-week common assessments in DMAC.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Students	Teachers will deliver the team’s commonly planned short-term common assessment in three-week intervals to coincide with grading periods.	Teachers Teacher Leaders Administrators	Copies of Short-term common assessments in team planning books and DMAC system.	DMAC reports
Students	Teachers will analyze data from short-term assessments to identify specific SE’s and students in need of remediation.	Teachers Teacher Leaders	PLC team notes, Teacher Data Folders and calendar in PLC notebooks.	DMAC reports

Observed:
Next Step:

207

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement Two: Students will record progress in Data Folders in all Core Subjects to assist Teachers in lesson planning and targeted remediation.

Current State: Students use grade reports from teachers to assess progress. Data: Skyward progress and grade reports.	Desired State: Students use TEK/SE data folders to track personal progress toward achieving mastery on grade-level and subject area TEKS/SE's. Data: TEKS/SE's data folders, Skyward progress and grade reports, Short-term Common Assessment data.
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Targeted Group	Action	Person Accountable	Observable	Data
Teacher Teams	Teachers and students will Create Student Data Folders by Core Subject	Teachers Teacher Leaders Administrators	Subject specific Grade level individual student folders.	Grade level TEKS/SE's at the appropriate 3C level by Core Subject
Students	Students will enter weekly performance data in folder to track personal progress toward TEK mastery.	Students Teachers	Data folders will reflect current progress aligned with CSCOPE and aligned team planning.	Teacher based and Short-term common assessments
Teachers	Teachers will review Student Data weekly during PLC meetings to plan individual and group RTI interventions aligned with individual TEKS mastery.	Teachers Students	RTI assignments and teacher instruction groupings will reflect data recorded in Data Folder.	TEKS/SEs Data Folder Teacher based and short-term CA's.

Observed:
Next Step:

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEK/SE assessments

Statement Three: Administrators will support data and spiraling efforts through consistent monitoring of planning and delivery by staff.

<p>Current State: Administrators currently monitor staff progress of data collection and spiraling efforts using the district developed walk-through system.</p> <p>Data: Walk-through Data and YAG alignment documents.</p>	<p>Desired State: Administrators will monitor staff progress of data collection and spiraling efforts using the District provided system when active.</p> <p>Data: District specific Walk-through system, YAG alignment documents and Kilgo Data and released question examples.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Administrators	Monitor data and spiraling efforts in the classroom 20-25 times per week each.	Administrators Teacher Leaders Team Leaders	Administrator walk-through schedule	Administrator walk-through reports
Administrators	Administrators will participate weekly in core PLC activities.	Administrators Teacher Leaders Team Leaders	PLC meeting agendas and logs	Personal observation reports PLC Binders

Observed:
Next Step:

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement Four: Teachers will implement grade-level driven remediation and tutoring.

<p>Current State: Teachers work from the current student level to determine remediation activities.</p> <p>Data: Progress reports, short term common assessments and Measure Up.</p>	<p>Desired State: Teachers teach at the current grade level to pull students up to grade-level TEKS through in-depth, aligned remediation.</p> <p>Data: Data folders, short term common assessments, Measure Up activities and aligned grades.</p>
--	--

Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Teachers will use Measure Up activities and software to remediate using on-grade level activities.	Classroom Teacher Discovery Teachers	Students using Achieve Now Software in Discovery Labs and during tutoring activities.	Achieve Now Reports Student Data Folders
Teachers	Grade level teachers will group students for remediation following attendance for grade-level specific remediation activities.	Teachers Teacher Leaders Team Leaders	Switching of classes following attendance for spiraling/enrichment/remediation activities.	Switch

Observed:
Next Step:

**Fund Totals
2012-2013**

SOURCE	AMOUNT	DESCRIPTION
Title I	\$	Staff Salaries
Title I Allotment	\$	Instructional Support/Development
Title 1 Additional Allotment	\$	Instructional Support/Development
Title III Allotment	\$	Professional Development
State Comp. Education	\$	For At-Risk Students

Supplies and Materials
Professional Development

**Marble Falls Independent School District
Campus Improvement Plan
2012 - 2013**



Learners Today... Leaders Tomorrow... Mustangs Forever!

Falls CHS

Mission Statement

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.

Marble Falls ISD District Goals 2012 – 2013

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

State Board of Education Mission, Goals and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas Citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed and retained.

OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in the following:

GOAL 1: The reading and writing of the English language

GOAL 2: The understanding of mathematics

GOAL 3: The understanding of science

GOAL 4: The understanding of social studies

Campus Executive Improvement Committee (CEIC)

Teachers

1 Special Education Teacher ()

4 Classroom Teachers ()

Parents, Business & Community Members

1 Community member not considered a parent of a current student ()

Non-Teachers

1 Admin ()

1 Guidance Office ()

1 Para-Professional ()

Marble Falls ISD Board of Trustees

Rick Edwards – President

Kevin Naumann – Vice President

Craig Mabrary – Secretary

Mike Savage – Member At Large

Karl Westerman – Member At Large

Tommy Chaney – Member At Large

Kelly Fox, Ph. D. – Member At Large

Goal I: Marble Falls ISD will build strong, vital relationships within our diverse communities.

Performance Objectives: Marble Falls ISD will support interactive parent, community and student partnerships; MFISD will support involvement by providing accessible avenues of communication to improve student performance.

Formative Evaluations: ?

Summative Evaluations: Student & Parent Surveys

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
A2, E1, E2 & E3	Provide information to families via parent meetings, mailings, progress reports, web page: <ul style="list-style-type: none"> • Credits needed, • Credits received • Behavioral expectations: attendance, tardies • Personal Goal settings with students/parents 	Campus budget.	Mentor teachers	Throughout the year as needed. Progress reports - every 9 weeks

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E1 & E2	<p>Continue to recruit new & reinforce existing relationships with local Organizations:</p> <ul style="list-style-type: none"> • Master Gardeners to assist with landscaping service project for Falls • Lion's Club, Rotary Club, Kiwanas, Blazing Star Masonic Lodge to provide targeted scholarship for Falls graduate • Exxon/Mobil to provide annual corporate donation tied to retiree volunteer work with Falls <p>and with Individual Volunteers:</p> <ul style="list-style-type: none"> • Harry Born, working with Falls and/or EPIC students on construction service projects. 	Campus Budget, donations, scrap treated lumber.	Faculty	Ongoing throughout the year
A1 & E2	Publish "The Beacon" Student Authored Newsletter (hard copy & web based).	Campus budget.	Lusby	Quarterly

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E2	Create campus climate where all parents are welcome, valued, respected and included Activities: <ul style="list-style-type: none"> • Open house • Holiday gathering • Blood Drive • Graduation • Yearbook 	Surveys, sign in sheets, mailings, web site. Campus Budget	Faculty	Quarterly
A2 & E2	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.	N/A	Tennison, Little, Mentor teachers	Daily throughout the year
E2	Continue use of the ALERT Now System— keeps families informed of campus and district issues (weather, important dates, emergency procedures etc.)	District Funds	Little	August 2012- June 2013

Goal II: Marble Falls will embrace innovative applications of technology with primary focus on student immersion.

Performance Objectives: Marble Falls ISD will embrace innovative applications of technology in order to achieve academic excellence in a 21st century learning environment.

Formative Evaluations: Student & Staff Evaluations

Summative Evaluations: ?

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
A1, A2, E1 & E3	Use Computer based courseware for curriculum and to supplement student teacher communication.	Oddseyware	Teaching Staff	Ongoing throughout the year
A1	Use distance learning for enrichment	: Distance Learning Hardware & Campus Budget	Teaching Staff	Throughout the year as budget allows.
A1, E1, E2, E3	Use digital video camera, digital music & voice recorder for student projects	Digital camera, Digital Video camera, Digital voice recorder	Saenz, Fletcher, Born	Throughout the year
A1, E1, E2	Classroom Implementation of MOBI (Interactive virtual tablet)	MOBIs & Classroom Projectors, Campus budget	: IT Trainer & Classroom Teachers	Throughout the year

Goal III: Marble Falls ISD will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objectives: MFISD will support student participation in areas outside of the classroom.

Formative Evaluations: ?

Summative Evaluations: Number of Community Scholarships for Falls Students.

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
?	Develop relationships with community employers for potential student internships &/or employment.	Campus Budget & donations.	Little, Born, Lusby,	Ongoing throughout the year.
E2	Create opportunities for community to become involved in a school mentor program.	Lion's Club	Fletcher	Ongoing throughout the year.
E2	Work with students to develop a Service Learning Project to satisfy this Falls' graduation requirement.	Campus Funds	Saenz & all Mentor Teachers, Campus Administrators, Campus Secretary	Throughout the school year
?	Use local partnerships, (Lion's Club, Exxon/Mobil, Edwards Risk Management, Kiwanas, Blazing Star Masonic Lodge, Rotary clubs, Master Gardeners, etc.) to develop student service projects and scholarships.	Resources: N/A	Principal & staff	Throughout the school year.

Goal IV: Marble Falls ISD will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objectives: MFISD will provide targeted professional development to enhance individualized instruction; MFISD will use data and instructional best practices to increase the number of met standard and commended performance in each subgroup on the STAAR and EOC Exams

Formative Evaluations: Review of spiraled TEKS assessment data

Summative Evaluations: Improved Pass rate for EOCs & TAKS. Attendance & Drop-out goals met.

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
A1, A2, E1 E3	Implement At-Risk Strategies to include:: 1. Initial Assessment Screening for Math and Reading 2. GAP Classes for Math 3. TAKS Review Classes	Teacher Developed Assessments SuccessMaker, Odyssey Ware: Campus budget 2. Corrective Reading Program, Guided Reading, Vocabulary Enrichment Curriculum, A & M Consolidated Algebra Class. 3. Resources: Direct teach, TAKS Workbooks, release tests, Study Island, Campus budget.	Mentor Teachers Patterson. Patterson, Fletcher, Saenz, Rose, Neely	1 st week of class for new students throughout the year. Timeline: As needed throughout the year on a 9 week schedule Timeline: 9/19 – 10/17; 1/30 – 3/3; 3/26 – 4/23

	<p>4. Mentor Groups</p> <p>5. Social & Personal Skills Training</p> <p>6. College Planning & Career Awareness</p>	<p>4. Staff, Campus budget.</p> <p>5--6. Guest Speakers & various personal & career development presentations; field trips to CTC/TTech HL, TSTC in Waco & College Fair at MFHS</p>	<p>Little, Born, Patterson, Fletcher, Saenz, Lusby</p> <p>Born</p>	<p>Timeline: 45 minutes each Friday am</p> <p>Timeline: 45 minutes each Thursday morning throughout the year.</p>
Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E1	Offer courses for students wishing to graduate on the recommended plan	TxVSN Scholarships	Little, Born	Fall & Spring Semesters
E1 & E2	Evaluate transcripts and promote Recommended Graduation Plan for all seniors	TEA guidelines for AECs, staff feedback, campus budget:	Little	Beginning of fall & spring semesters

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E1, E2 & E3	Provide individualized instruction <ol style="list-style-type: none"> 1. Computer Aided Instruction 2. Books on Tape 3. Literature on Video 4. Experiential Learning 5. Independent Projects 	Video & audio equipment, distance learning, computers, low ropes equipment, campus budget.	Little, Born, Patterson, Fletcher, Saenz, Lusby, Rose, Neely.	Ongoing throughout the year
A1 & A2	Provide meaningful and appropriate staff development <ol style="list-style-type: none"> 1. Utilize recommendations of CEIC 2. TAKS strategies training 3. Technology Training 4. Attend TAAE conference 5. Attend Region XIII Alternative Ed. Focus group meetings 6. Attend motivational workshops for at-risk students 	Campus Budget, Title 1 Funding	Little	Ongoing throughout the year
E1	Achieve 92% attendance rate (must be 84% for AEA) <ol style="list-style-type: none"> 1. 9 weeks award for student with perfect attendance 2. Per 6 weeks award for Mentor Group with highest attendance rate 3. "Do the Math" – Individual student's calculate & monitor their compliance with the state mandated 90% attendance rule. 	Campus budget Timeline: End of each 6 weeks & weekly as needed in mentor groups.	Little, Tennison, mentor teachers	End of each 6 weeks & weekly as needed in mentor groups

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
A2 & E1,	<p>Increase the number of TAKS tests that meet or exceed passing standard</p> <ol style="list-style-type: none"> 1. AEA is based on the number of tests across the board that are taken divided by the number that meet standards 2. Evaluate student credits to place students in proper test categories 3. Monitor TGI for students repeating Exit Level TAKS 	TAKS results, Pearson	Little, Born	October, February, April
E1 & E2	<p>Decrease student drop-out rate to below .5%</p> <ol style="list-style-type: none"> 1. Evaluate transcripts so students have clear options for graduation 2. Encourage students to complete course work within 4 years 3. Provide optional flexible attendance policy for students whose schedule cannot accommodate regular school hours. 	Resources: Optional Flexible Program submission and approval by the State of Texas.	Little, Born, academic staff.	As each student arrives throughout the year.

Goal V: Marble Falls ISD will promote personal wellness and healthy choices.

Performance Objectives: MFISD will promote personal wellness and healthy choices to enhance student learning.

Formative Evaluations: Staff and Student Input

Summative Evaluations: Improved scores on stress level inventory

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E1 & E2	Offer yoga classes to students to include instruction on asana (forms), pranayama (breath control), relaxation and meditation.	Yoga mats, bolsters, straps, Legacy Fund Scholarship	Born	Student classes twice a week, throughout the school year.
E1 & E2	Teach the Importance of nutrition by targeting foods high in micronutrients (GOMBS).	Dr. Fuhrmans Video Lecture, donations by staff	Born, Neely	Video at beginning of 2nd semester.
E1 & E2	Present arguments for abstinence & have students create presentations on VD (facts, myths, prevalence & prevention).	"Hygiene for the Holidays" assembly presentation.	Born	December
E1 & E2	Explore the marketing behind tobacco and the health consequences of tobacco use. Create anti smoking Public Service Announcements using print and video.	"The Truth About Tobacco" Video by Patrick Reynolds; School Assembly & Mentor Groups Campus budget.	Born	March

Goal VI: Marble Falls ISD will exemplify strength of character

Performance Objectives: MFISD will promote strength of character to enhance student learning

Formative Evaluations: Staff observations and student Input

Summative Evaluations: Student Self Evaluations

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E1 & E2	Require students to select and participate in one or more community service projects	Campus Funds	Saenz & all Mentor Teachers, Campus Administrators, Campus Secretary	Throughout the school year
E1 & E2	Teach the Concept of Conscious Integrity (distinguish “right” from “wrong” ; following through; paying the cost – time, energy, \$).	“Three Questions for Personal Happiness” assembly	Born	November
E1 & E2	Teach ethics vis the “Yama” branch of yoga to yoga students (kindness, truthfulness, non-stealing, moderation, non-possessiveness)	“The Heart of Yoga” by TKV Desikachar.	Born	Yoga classes twice weekly all year.
E1 & E2	Teach the essential elements of “Likeability” (Friendliness, Connecting to Other’s Needs, Empathy, Genuineness)	Assembly based on “The Likeability Factor” by Tim Sanders	Born	Spring

Goal VII: Marble Falls ISD will provide a well-defined plan to promote a safe, secure, respectful, and drug-free environment for students, staff, and the community.

Performance Objectives: MFISD will promote a safe and drug-free environment in order to facilitate learning for all students

Formative Evaluations: Student Input and Staff Observations

Summative Evaluations: Number of Drug and Alcohol related violations

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E1 & E2	<ul style="list-style-type: none"> Review the Stay ALERT system procedures with students and staff Ask students to add the Stay ALERT hotline number to their phones 	Stay ALERT Student wallet cards and posters	Born & Little	Beginning of each semester.
E1	Implement Visitor Sign-In and safety check procedures V-Soft procedures Update	V-Soft system. District budget	Tennison	Timelines: Daily, throughout the year.
E1 & E2	Discuss the consequences of teenage alcohol & drug use. School Wide assembly & mentor group activities.	Locally developed presentation on Drugs & Campus Policy. Tiered Response Contracts for Perception of Involvement with Drugs or Alcohol. "Consequences" program on Drunk Driving.	Born	Timeline: 1 st semester Assembly Perception policy & tiered responses are implemented individually PRN

Area of Focus (A1, A2, E1, E2 or E3)	Strategies	Resources	Person(s) Responsible	Timelines
E1	Implement monthly drills <ul style="list-style-type: none"> • Fire • Tornado • Disaster 	None	Little, Woerner	Monthly Drills beginning Sept. – June
E1 & E2	Teach students the “LIFE” model for Suicide Prevention.	Resources: “Jason Foundation” free curriculum.	Born, Lusby, Fletcher, Saenz & Patterson	2 assembly periods during the Spring Semester
E1 & E2	Implement Predator Education & Prevention Assembly for Students & Staff Follow-up with small group activities designed to teach students how to set physical, emotional, moral and sexual boundaries for themselves.	Locally developed Predator Awareness & Prevention Presentation	Born	Spring Semester

**Fund Totals
2012 – 2013**

Source	Amount	Description
Title I, Part A		Education for the disadvantage
Title II, Part A		Teacher professional development, recruitment and retention
Title III, Part A (LEP)		Education for students with Limited English Proficiency
State Comp. Ed.		State money to be used for at-risk students
TTIPS Grant (High School Only)	1,560,000	Federal money to be used for transformation at the high school

Glossary of Terms

AP - Advanced Placement

CEIC - Campus Educational Improvement Committee

CScope - Curriculum utilized by MFISD for K-12 core subjects; supported by Region XIII ESC

CTE - Career and Technical Education

DAEP - District Alternative Educational Placement

DEIC - District Educational Improvement Committee

ELL - English Language Learner

EOC - End of Course Exams; replacing TAKS for grades 9 & 10

ESC - Educational Service Center

ESL - English as a Second Language

FCP – Focus Curriculum Project

ISS - In-School Suspension

PALS - Peer Assistance and Leadership Service

PD 360 - Online professional development program; individualized development available on-demand

RTI - Response to Intervention

SHAC - School Health Advisory Committee

STAAR - State of Texas Assessments of Academic Readiness; replacing current assessment system 2011

TAKS - Texas Assessment of Knowledge and Skills

TBA – TEKS Based Assessment

TTIPS – Texas Title I Priority Schools Grant

TEKS - Texas Essential Knowledge and Skills

TBSI - Texas Behavioral Support Initiative

UIL - University of Interscholastic League

Marble Falls ISD
 A.1 Action Plan
 2012 - 2013

Campus: Falls Career High School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement One: All courses on OdysseyWare (OW) will be TEKS aligned

Current State: We use OW but do not know if it is TEKS aligned Data: printed reports from OW	Desired State: All courses ARE aligned with the TEKS Data: printed report assuring alignment
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Targeted Group	Action	Person Accountable	Observable	Data
Core Teachers	Print out reports and check to see if TEKS are actually aligned	Core Teachers	See that each Unit and Chapter are included	New data table affirming conclusion
Core Teachers	Participate in subject specific PLC's at the High School	Core Teachers	Obtain information on how teachers are delving into context and concept	Examples of teaching instruments that can be utilized in OW alignment

Observed:
Next Step:

Marble Falls ISD
 A.1 Action Plan
 2012 - 2013

Campus: Falls Career High School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Two: All students will know, at the beginning of the course, the TEKS that will be covered.

Current State: student do not know what they are expected to learn Data:none used at this time	Desired State: Students are aware of the expectations of the course Data: Class Syllabus which includes TEKS/ complete TEKS attached
---	---

Targeted Group	Action	Person Accountable	Observable	Data
Students	Will develop a Syllabus for each class with a copy of the TEKS related to that course attached	Teachers	Teachers will turn in a copy of all syllabus to be put in a binder in the main office	Syllabus
Students	A course calendar will be given to each student at the beginning of each course detailing weekly expectations	Teachers	Calendars are in student portfolios and checked each Friday for weekly completion	100% of students will have portfolios that are checked weekly

Observed:
Next Step:

Marble Falls ISD
A.2 Action Plan
2012 - 2013

Campus: Falls Career High School

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement One: Spiraled TEKS assessments from the High School will be used to demonstrate that learning is consistently reviewed

Current State: Only OW assessments are being used Data: None at this time	Desired State: Include CBA's from the High School Data: Results from the Assessments
--	---

Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Embed CBA's in OW at appropriate intervals for material covered	Teachers	All CBA's for the first semester will be embedded in OW at the beginning of the 2011-2012 school year	100% of core courses
Students	Evaluate and Review assessment results with the students	Teachers	Results from Assessments and notes from teachers will be placed in student's portfolio	Assessments and notes will be completed 100% of the time.
Students	From Assessment results students will be reassigned for spiral learning	Teachers	Demonstrate increased knowledge	Higher grades in remediated area

Observed:

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](#)

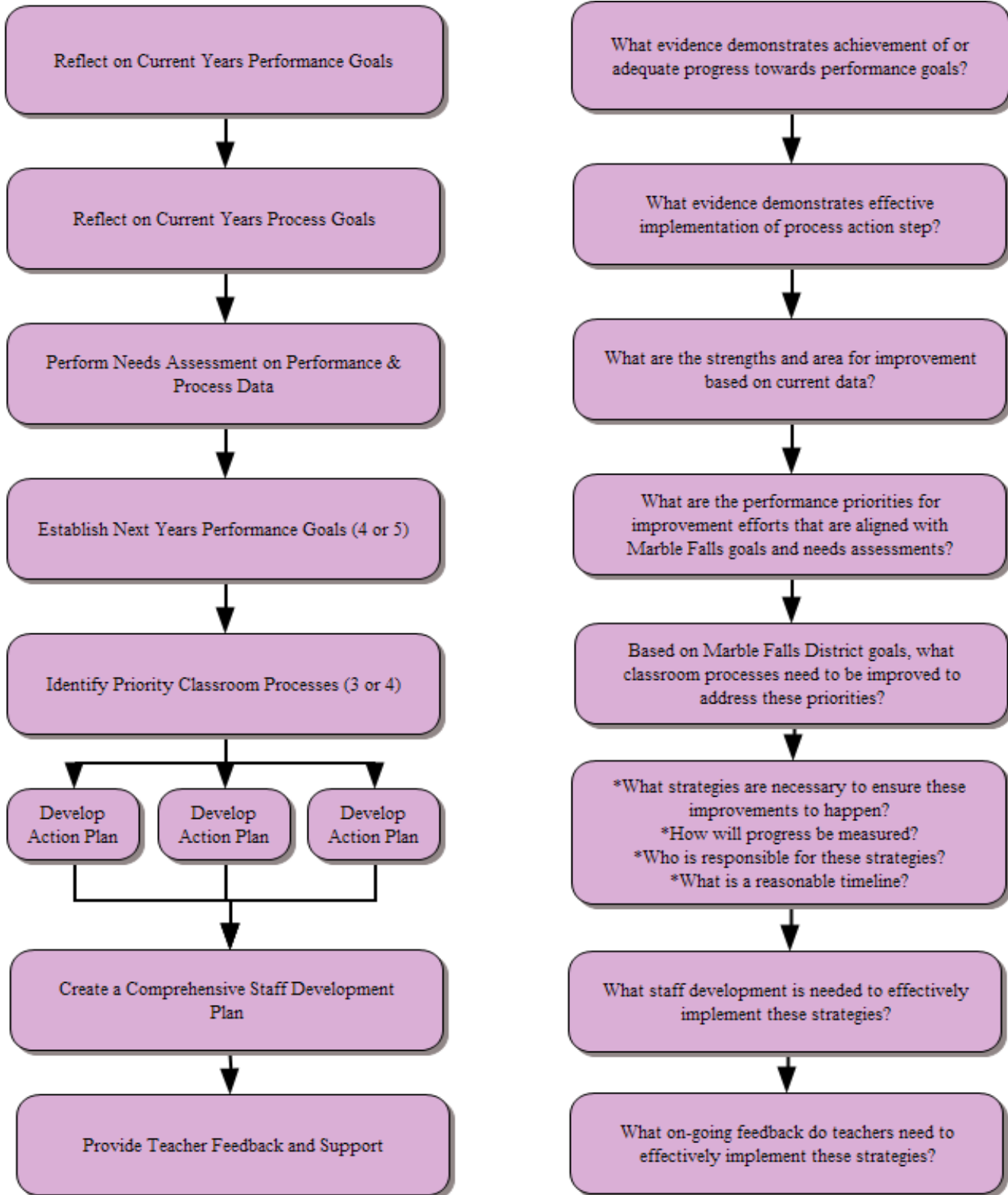
[Safe Environment](#)

[Technology Improvement Plan](#)



2012-2013 CAMPUS IMPROVEMENT PLAN

Marble Falls High School
2012 - 2013 CIP Process



Marble Falls High School
Campus Improvement Plan
2012-2013

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

School Professional Demographics	
Number of Professional Teaching Staff	76
Staff New to Campus (Transfer)	4
Staff New to District	20
Staff New to Profession	1
Teaching Staff Average Years of Experience	11.5
Accreditation Status	Academically Unacceptable
AYP Status	Met AYP

Grade Level	
9th	337
10th	310
11th	264
12th	257
Total	1168

Gender	
Male	569
Female	599

Ethnicity	
Native American	8
Asian	6
Multi Race	18
African American	18
Hispanic	444
White/ Non Hispanic	674
Total	1168

Economically Disadvantaged	Number (Percent)
	631 (54%)

Students with Disabilities	Number (Percent)
	140 (12%)

At Risk Population	Number (Percent)
	552 (47%)

Gifted and Talented	Number (Percent)
	109 (9%)

English Language Learners	Number (Percent)
	27 (3%)

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

Students Enrolled in ESL Program	Number (Percent)
	27 (3%)



Marble Falls High School

CEIC Members

2012-2013

<u>Name:</u>	<u>Position</u>
Manny Lunoff	Principal
Marcia Back	Assistant Principal
Clark Fields	Assistant Principal
John Klein	Assistant Principal
Susi Roberts	Counselor
Randy Guffey	Teacher
Lynda Cortez	Teacher
Molly Heath	Teacher
David Smith	Teacher
Kyle Futtrell	Teacher
Holly Norwood	Teacher
Kendra Powell	Intervention Team
Kelly Bolin	Intervention Team
Shirlene Bridgewater	Intervention Team
Diana Woods	Intervention Team
Kerri O'Connor	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

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

Needs Assessment

Marble Falls High School

+	▲
Performance	
EOC English 1 Reading & Writing	
Increase in the number of students receiving Advanced scores	Percentage of 9th Graders meeting the Passing Standard dropped significantly from 9th Grade TAKS Reading Results
9th Grade English 1 EOC Reading Scores--72% Satisfactory Performance	Increase the passing rate for Economically Disadvantaged and Hispanic students
9th Grade English 1 EOC Writing Scores--56% Satisfactory Performance	
ELA	
Overall increase in 10th grade scores	Increase passing rate for all students
10th Grade Eco Dis scores increased 12 points	Increase the number of 10th and 11th grade commended scores
11th grade scores consistent	
Math	
Consistent increase in student scores from 10th to 11th grade	EOC Algebra 1--89% of All Students met Satisfactory Performance
Increase in 11th grade scores (89%)	Increase in 10th Grade Math scores by 12 points (60% to 72%)
Campus Met AYP for federal accountability	Increase in 10th Grade Hispanic scores (56%)

Needs Assessment

Marble Falls High School

+	▲
Performance	
Science	
91% of students met Satisfactory performance in Biology EOC; low achievement gap between groups (less than 5%)	Increase in the number of students meeting standard in Sped
Student scores increased in 10th grade science (77%) overall; Hispanic scores were the lowest group (60%)	Decrease in the achievement gap for 11th grade scores (4%)
Overall increase in 11th grade TAKS scores	Decrease in the achievement gaps for 10th grade scores (29% to 18%)
Social Studies	
82% of students met Satisfactory performance in World Geography EOC; Hispanic & Eco Dis scores at 74%	Increase in the passing rate for 10th grade TAKS SS (93%)
Consistent improvement from 10th to 11th grade	Managing both EOC (tests & retests) and TAKS assessments
Align curriculum with the TEKS in all areas to adapt to End of Course exams	
Special Education	
11th grade science 92%	Improve math scores (10th 44%, 11th 64%)
	10th grade social studies increase in all areas
ELL	
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

+	▲
Current Classroom Processes	
Process:	Focused Curriculum Project
Research based	
Essential learning aligned with TEKS	
Scope and sequence is vertically aligned	
Great resource and support for teachers	
Process:	Professional Learning Communities
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

+	▲
Campus Processes	
Technology	
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
Safe/Drug Free	
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
Parent Involvement	
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 (2012-2013)

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"> 1. Professional Development three year plan. 2. Guaranteed and Viable Curriculum 3. Alignment contingent on data and SMART goals 	<ol style="list-style-type: none"> 1. Research - Based Instruction 2. Integration of CSCOPE 3. Building Professional Learning Communities 4. Common Assessments 5. Literacy across curriculum

District

Current District Challenges

District Performance Goals

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.

- 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.

Campus

Proposed Performance Goals

Proposed Classroom Processes (Future Staff Development)

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)

Lesson design
 Learning objective
 Essential learning aligned with TEKS
 High yield strategies
 Learner engagement

Plan for intervention / challenge
 Data analysis and goal setting
 Assessment of / for learning
 Plan for intervention / challenge
 Collaboration (Student)

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)

Lesson design
 Learning objective
 Essential learning aligned with TEKS
 High yield strategies
 Learner engagement

Plan for intervention / challenge
 Data analysis and goal setting
 Assessment of / for learning
 Plan for intervention / challenge
 Collaboration (Student)

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)

Lesson design
 Learning objective
 Essential learning aligned with TEKS
 High yield strategies
 Learner engagement

Plan for intervention / challenge
 Data analysis and goal setting
 Assessment of / for learning
 Plan for intervention / challenge
 Collaboration (Student)

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)

Lesson design
 Learning objective
 Essential learning aligned with TEKS
 High yield strategies
 Learner engagement

Plan for intervention / challenge
 Data analysis and goal setting
 Assessment of / for learning
 Plan for intervention / challenge
 Collaboration (Student)

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 <u>shared vision</u> be developed to support this plan? What role does a <u>guaranteed and viable curriculum</u> play in the success of this plan? What <u>proof. development</u> opportunities are needed to support this plan? How will <u>collaboration</u> be used to support this plan?			What role does a <u>safe learning environment</u> play in the success of this plan? What <u>support and resources</u> are needed to implement this plan? How will <u>parents/community</u> be involved in supporting this plan? What <u>feedback loops</u> need to be created to support this plan?		
What <u>strategies</u> must be initiated to improve this process?	Who 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-Nov-12	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, 2012 through June, 2013	Campus, District and TTIPS Grant	All
Implement the use of instructional coaches in core areas in order to increase capacity of teachers and improve instruction	Principal, Dept of C&I	Various forms of data and classroom visitations	July 2012 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, APs, Teacher Leaders, Guidance, RtI Coordinator	Six week grade data, just in time/credit recovery data, completer data	September 2012 throughout the school year	Campus, District and TTIPS Grant	All

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Classroom Process Action Plan: Essential learning aligned with TEKS

Campus Performance Goals Addressed: 1, 2, 3, 4					
Reflective Questions to be Considered...					
<p>How will a <u>shared vision</u> be developed to support this plan? What role does a <u>guaranteed and viable curriculum</u> play in the success of this plan? What <u>proof. development</u> opportunities are needed to support this plan? How will <u>collaboration</u> be used to support this plan?</p>			<p>What role does a <u>safe learning environment</u> play in the success of this plan? What <u>support and resources</u> are needed to implement this plan? How will <u>parents/community</u> be involved in supporting this plan? What <u>feedback loops</u> need to be created to support this plan?</p>		
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 Thursday" 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, APs, 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 2012-2013 school year via 90 day checks	Campus, District and TTIPS Grant	All
Utilize Focused Curriculum Project to plan curriculum and create common assessments to ensure all students have access to a guaranteed and viable curriculum.	Principal, APs, Teacher Leaders, Individual Teachers, 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 2012-2013 school year via 90 day checks	Campus, District and 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...					
<p>How will a <u>shared vision</u> be developed to support this plan? What role does a <u>guaranteed and viable curriculum</u> play in the success of this plan? What <u>proof, development</u> opportunities are needed to support this plan? How will <u>collaboration</u> be used to support this plan?</p>			<p>What role does a <u>safe learning environment</u> play in the success of this plan? What <u>support and resources</u> are needed to implement this plan? How will <u>parents/community</u> be involved in supporting this plan? What <u>feedback loops</u> need to be created to support this plan?</p>		
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, APs, Teacher Leaders, Individual Teachers, Intervention Team and External Evaluators	Meeting agendas; Department meeting minutes; Faculty Meeting Agendas	Throughout the 2012-2013 school year	Campus, District and TTIPS Grant	All
Teachers will learn assessment for learning strategies during faculty meetings.	Principal, Director of Secondary Instruction, Teacher Leaders, Individual Teachers, Intervention Team and External Evaluators	Implementation of classroom practices	Throughout the 2012-2013 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, APs, Teacher Leaders, Core Area Teachers	Snapshot data; Written reflection on department meeting agenda/minutes	Throughout the 2012-2013 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, APs, Teacher Leaders,	Meeting agendas	Throughout the 2012-2013 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?	Who 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, APs, Teacher Leaders, Individual Teachers	Kilgo Training, Department, Dept. Head Meetings, Admin./Couns. Meetings, Snapshot Data	August, 2012 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, Aps, Teacher Leaders	Snapshots, individual meetings, PDAS, Agendas	August, 2012 throughout school year through Professional Development Days, Early Release Days, Faculty Meetings, Department Meetings, and After School.	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 a Positive Behavior and Intervention Support campus-wide program	Intervention Team	Discipline Referrals	Ongoing through year	TTIPS	
	Red Ribbon Week	Safe School Coordinator	Schedule of activities	Oct-12	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	SRO	Tips	Ongoing through year	NA	X
X	Lessons concerning character education	PBIS Coordinator	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	Aug-12	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, 2012	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	Nov-12	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
	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. 2012	All	Campus	X
	School meetings will be arranged at a time convenient for maximum parental involvement.	Principal	Schedule of meeting	Fall	All	Campus	

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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

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Technology Action Plan

Marble Falls High School

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

Staff Dev	What strategies must be initiated to reach this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Fund	In Place
X	Contract with Dr. Howie Deblissi in order to formulate action plan for more effective technology integration	Principal	Agenda, implementation plan and snapshots	12-Sep	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	TTIPS Team and principal	Integration	Oct-12	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	PDAS	October 2012 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

Marble Falls ISD
A.1 Action Plan
2012 - 2013

Campus: Marble Falls High School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement One: Students will demonstrate an increase mastery of an aligned curriculum across all subjects to the conceptual level.

<p>Current State: Data reflects math and science are aligned in majority but not 100% implementation. All other departments and subjects are not aligned towards 100% vitality.</p> <p>Data: Campus snapshot via SIRC, District snapshot via TEA, local walkthrough forms also demonstrate the inability to align a viable curriculum. Quantitative data is found in TAKS, local assessments and nine week grades. Wednesday PLC meeting agendas.</p>	<p>Desired State: All students in all classes will demonstrate an increased mastery of an aligned curriculum through the conceptual level.</p> <p>Data: Student SLR data wall, PLC agendas, walkthrough forms, TAKS data, common assessment data, various external audits.</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Campus administration will provide teachers with professional development that will ensure a clear application of the context, content and concept of the TEKS and SE.	Campus Administration, Teacher Leaders	Initial PD and continued observational data via walkthrough and crucial conversations.	August PD Schedule, Walkthroughs, TBA's, TAKS/ EOC, SLR,
Teachers	Teachers will participate in late start PLC to ensure that conversation is associated with a viable curriculum and enriched with effective student behaviors by analyzing the TEKS and SE as taught by M. Kilgo.	Teacher Leaders, Teachers	Meeting minutes, Admin being present during PLC's, classroom walkthroughs are consistent from classroom to classroom.	Walkthroughs, TBA's, TAKS/ EOC, SLR,
Teachers	Teachers will develop a better understanding of Assessment FOR Learning in order monitor mastery of the taught curriculum by assessing & adjusting instructional delivery throughout the lesson cycle.	Teacher Leaders, Admin, Teachers	AFL tools throughout the entire lesson to ensure learning is happening	Walkthroughs, PLC Agendas, Professional Development Plan

Marble Falls ISD
A.1 Action Plan
2012 - 2013

Observed: Administrator retreat took place on August 1st & 2nd with Campus Administrators and Teacher Leaders in attendance. Focus of the retreat was on leadership, focused curriculum project and collaboration within a PLC using QBQ strategies. Emphasis was placed on Kilgo training that will take place district-wide August 16th-21st. Teacher leaders also wanted the opportunity to dig deeper into the FCP within their departments after presenting a general session to all teachers on FCP, PLCs, and QBQ. Several teachers participated in the FCP curriculum writing project in June and this will allow them to participate within these discussions to show their colleagues in a PLC setting how they “unpacked the TEKS.”

Next Step: Identify the analysis steps of the Kilgo process to break down the TEKS and SEs within each subject area. Discussion of these steps should take place in PLCs. Dept of Curriculum presentation to teacher leaders and campus administration on AFL tools.

Campus: Marble Falls High School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Two: Student grades will be a direct reflection of mastery and task will predict performance

Current State: Math was required to participate in the “Student Level Review” (SLR). The math teachers spent time as a collaborative group looking at the common assessment/ nine week averages. As the year progressed the conversation between the teachers ensured the SLR was a success. No other departments participated.

Data: SLR. Anything outside +/- 5 points shows either a behavior issue or misaligned curriculum.

Desired State: All core subjects will participate will 100% effort in a data wall to build a common vocabulary and ensure student grades are a direct reflection of mastery.

Data: SLR in every department and grade level assessments match the nine week grades within +/- 5 points.

Marble Falls ISD
 A.1 Action Plan
 2012 - 2013

Targeted Group	Action	Person Accountable	Observable	Data
Core Subject Teachers	All teachers will participate in a collaborative team data wall or SLR. Alignment between common assessments and nine week grades will be parts of the PLC and led by the teacher leaders	Teacher Leaders	Data walls, PLC meeting with conversation about the common assessment and nine week averages	Data wall, SLR, PLC agendas, regular updating of grades
Student	Student data notebooks with SE indicators and the ability for students to track their own learning will be implemented in Math and Science by the first week of class.	Students	The use of student data notebooks	Student data notebooks
Student	Students will provide evidence, rationale or arguments for and to responses to questions, statements and task during "chews"	Teachers	Interactive lessons based around "Chunk and Chews" model.	Walk-throughs and Observations of the Lesson Cycle
Teacher	Develop common assessments based on prioritized TEKS and SE with good text based questions	Teacher	20% selected response questions (ie multiple choice) and 80% constructed response (open ended questions); analyze results. *Readiness and/ or weak & TEKS & SE.	TBAs

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Observed: Several of these strategies need to be taught to teachers during staff development with follow up occurring once the school year starts.

Next Step: New information was given by the CIT which would make data walls more portable and easier to read. The student information will be done on tri-folds (science fair boards). Teachers will develop these tri-folds within the subject areas to identify students who did not perform well on the tests and monitor their progress throughout the school year. Teacher leaders in math and

Marble Falls ISD
A.1 Action Plan
2012 - 2013

science will have to lead PLCs that show proper use of the interactive student data notebooks that will be tied to their learning outcomes in class. "Chunk and chew" models of interactive lessons will be presented to campus administration and teacher leaders so that it can be utilized in the classroom.

Campus: Marble Falls High School

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Three: Students will have a clear understanding of an aligned curriculum as evidence in the congruence of the stated/ written objective versus the actually taught objective.

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Current State: Various levels of articulation by the students within the ability to state the objective. Data: Walkthrough data	Desired State: All students in all classes understand the congruence of the stated/ written objective versus the actually taught objective. Data: Walkthrough data
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Targeted Group	Action	Person Accountable	Observable	Data
Student	The teacher will write the TEKS and SE verbiage on the board each day. The TEKS and SE will be written in original verbiage. <i>Teacher will reference the TEKS/SE during the lesson to help student understanding of the learning outcome.</i>	Teacher	When asked, the students can articulate the learning objective and find its meaning. Moreover, the SE matches the taught objective	Walkthrough data, Teacher Leader observations, Student Data Notebooks
Student	The student will be able to track their own learning via student data notebooks associated with TEKS and SE.	Student	The use of student data notebooks in all classes	Student data notebooks

Marble Falls ISD
 A.1 Action Plan
 2012 - 2013

Teacher	Prepare upper level questions (level 3 and 4) to foster student inquiry & thinking before, during and after instructional “chucks.”	Teacher	Assessment <u>FOR</u> Learning strategies throughout the lesson that is congruent to both written and taught objective.	Training on Questioning Stems and Level of Questioning; Anticipatory inquiry for learning

Observed:

Next Step: Provide training over lesson design to focus on student learning outcomes through TEKS/SE. In the training, allow teachers the opportunity to create low level and high level student questions and be able to explain why the questions fall in those levels.

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Campus: Marble Falls High School
A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Four: Teachers will collaboratively plan to ensure instructional alignment both vertically and horizontally.

<p>Current State: Incremental improvement towards a viable curriculum that is aligned. Math and Science departments have garnered the most success based on the implementation of teacher leaders.</p> <p>Data: SLR, TBA’s, TAKS, Walkthrough Forms</p>	<p>Desired State: All departments and collaborative teams will collaborate in order to ensure instructional alignment.</p> <p>Data: SLR, TAKS, Walkthrough Forms</p>
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Targeted Group	Action	Person Accountable	Observable	Data
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Marble Falls ISD
 A.1 Action Plan
 2012 - 2013

Core subject teachers	Utilize a "Late Start Thursday" 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, Teacher Leaders, Intervention Team and External Evaluators	Meeting Agendas, QBQ Book Study, TAKS/ STAAR performance by class, 9 week failure rates, common assessments	TEKS Based Assessments, Teacher Leader Reports, Administrative Debriefs, SLR Nine Week Report. 90 QIR.
Core subject teachers	Utilize CSCOPE 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, Teacher Leaders, Intervention Team and External Evaluators	Collaborative teams lessons, , TAKS/ STAAR performance by class, 9 week failure rates, common assessments, AP class and test data,	TEKS Based Assessments, Teacher Leader Reports, Administrative Debriefs, SLR Nine Week Report. 90 QIR
Teachers	Submit lesson plans weekly per subject area that indicate the TEKS/SE, student activities, resources and assessment that will be taught for the week. Student activities and assessments should be divided on a daily basis.	Teachers, Teacher Leaders, Administrators	Lesson Plans Submitted Weekly for Review by Teacher Leaders	Lesson Plans, Lesson Plan Checks

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Observed:

Next Step: Administrators will check on lesson plans weekly for teachers to submit.

Marble Falls ISD
A.1 Action Plan
2012 - 2013

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Campus:

A1 - Alignment: All instruction, student work, and assessment is aligned with the TEKS (Content, Context and Concept)

Statement Five:

Current State	Desired State:
Data:	Data:

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Targeted Group	Action	Person Accountable	Observable	Data

Observed:
Next Step:

Marble Falls ISD
A.1 Action Plan
2012 - 2013



Marble Falls ISD
 A.2 Action Plan
 2012 - 2013

Campus: Marble Falls High School

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement One: Students and teachers will utilize a lesson cycle that is collaborative in nature and depends on “Chunk, Chew and Check” in order to initiate tier I interventions.

<p>Current State: Instructional Delivery varies with Tier I level interventions and with the amount of TEKS that are taught to students for mastery of learning.</p> <p>Data: SLR, TAKS/EOC data, TBA data, failure rates per grading period</p>	<p>Desired State: Increase in the number of students passing their courses each grading period as well as an increase in the percentage of students meeting satisfactory performance on EOC tests</p> <p>Data: TBA data to adjust instruction, success rates Per teacher each grading period</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Teachers	Implementation of a lesson cycle that is better aligned to “chunk, chew & check” to ensure check for understanding is occurring within the lesson cycle.	Teacher Leaders, Teachers	Whole class lessons focused on TEKS & SEs presented in short instructional CHUNKS of information (approximately 10-15 minutes) with multiple cycles of guided practice, CHEWS (approximately 10-15 minutes) with CHECKS for UNDERSTANDING (teacher walking during CHEWS to provide feedback).	Lesson Plans, Assessment FOR Learning strategies.
Teachers	Guide students to provide “evidence,” rationale and/or arguments for and to responses to questions/statements/tasks during “chews.” (i.e. text based evidence)	Teachers	Evidence of rationale and/or arguments for and to responses to questions/statements/tasks during “chews.”	Qualitative walkthrough data

Marble Falls ISD
A.2 Action Plan
2012 - 2013

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Observed: No observation data gathered at this time.
Next Step: Chunk and Chew training through PLCs by teacher leaders. Discussion with teacher leaders and administrators on qualitative data to observe in walk throughs.

Campus:

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement Two: Teachers will identify what specific TEKS and SE each student is not proficient before the student starts to fail

<p>Current State: Timeliness of identification of at-risk students to provide levels of support before they begin struggling in class</p> <p>Data: TAKS/EOC data broken down by TEKS/SE; TBA data; intervention folders</p>	<p>Desired State: Teachers will have the ability to help students in their classes before their grades slip below the passing mark. Teachers will also be aware of the accommodations/modifications necessary for students in the classroom as soon as possible</p> <p>Data: Individual TAKS/EOC data by student broken down by TEKS/SE; TBA data; Monitoring Notebooks; Accomodations Folder(s)</p>
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Targeted Group	Action	Person Accountable	Observable	Data
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Marble Falls ISD
A.2 Action Plan
2012 - 2013

Students	Teacher will identify students who need intensive help BEFORE they start to fail through mini assessments and implementation of formative assessments built into the lesson cycle.	Teacher	formative assessment strategies, mini TBA's	
Students	Analyze historical TAKS and SE data per student. This will allow the teacher a better perspective and initiate targeted interventions.	Teacher and Teacher Leaders	"Hot Dot Activity" Associated with historical TEKS	"Hot Dot Wall" per class

Observed: Data has been disaggregated and been delivered to core area teachers by teacher leaders

Next Step: Develop lesson plans according to TEKS identified in the FCP document and identify those student expectations that are weak in instructional delivery. Monitor the level of student mastery when unit assessments & TBAs data is delivered in instructional reports.

Campus:

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement Three: Teacher will monitor each student's progress on a regular basis

Current State: All teachers need to be aware of student weaknesses so that interventions and levels of support can be developed across content areas. Several students are in need of mentoring and extra monitoring to reach academic success.	Desired State: All core area teachers will have access to student data on state & local assessment to provide support for students and gain a greater understanding of students' academic needs.
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Marble Falls ISD
A.2 Action Plan
2012 - 2013

Data: SLR, Data Walls, TAKS/EOC Instructional Reports, TBA Data	<p>All at risk students have a mentor that they can communicate with on a weekly basis.</p> <p>Data: "Heat Maps," Data Walls, Campus Developed SLR, TBA Data in all core areas</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Students	Students data walls that identifies individual growth in order to build conversations associated with targeted intervention.	Teacher Leader, Teacher	Data tri-folds in each subject area	
Students	Teacher Monitoring Notebooks to document student who are not mastering learning in specific TEKS And document interventions to help provide for support for students when they are struggling.	Campus Administrators, Teacher Leaders, Core Area Teachers	Run with the HERD Monitoring notebooks; training set for the week of Oct. 22-25	
Student	Campus Mentoring Program: HERD About You; elective teachers will provide mentoring to at-risk student and develop academic goals/plans for them during the school year	Rtl Coordinator, Elective Teachers	HERD About You notebooks, TTIPS grant money for incentives	

Observed:

Next Step: Meeting with the external PSP has taken place and a locally developed SLR has been created to submit to TEA for AU requirements. Focused Data Analysis, Needs Assessment and Progress Reports have also been completed and are ready for submittal. Campus Mentoring Program (HERD About You) is focused on providing elective teachers as mentors for at-risk students. All teachers have been trained and students have been selected for the mentoring process.

Marble Falls ISD
A.2 Action Plan
2012 - 2013



Campus: Marble Falls HS

A.2 - Alignment: Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments

Statement Four: Teachers will extend instructional time with the school day to ensure mastery of TEKS

<p>Current State: Block Scheduling was in place to allow one hour and a half class periods for instruction.</p> <p>Data: Master Schedule; May & July EOC scores</p>	<p>Desired State: Develop a bell schedule to maximize the instructional time in the classroom for students & teachers. Sections will also be developed to provide intervention periods for students who are struggling based on assessment data or course grades. An afterschool academic assistance program will be restructured to provide remediation & reinforcement.</p> <p>Data: Teacher survey/ballots, master schedule, TAKS/EOC/STAAR assessment data, YALE feedback and framework</p>
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Targeted Group	Action	Person Accountable	Observable	Data
Students	Continued implementation of Tier 2 & 3 RtI system that provides supports to at-risk students that are not being successful within the classroom.	PBIS Coordinator, Teachers	Number of students participating in Tier 2 & 3 support	Development of Teacher Data Notebooks that include state assessment data, TBA data, RtI logs, parent communications logs and other relevant student data (grades, attendance, etc.)
Students	Identify students who will need to be placed in intervention classes based on EOC scores or course grades.	Counselors, Teacher Leaders, Teachers	Number of students participating in this required intervention	Class counts of students in these intervention class; grades for these students; formative assessment data to identify student growth in deficient areas; lesson plans to identify TEKS/SE to cover to remediate student learning

Marble Falls ISD
 A.2 Action Plan
 2012 - 2013

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Observed: Intervention classes have been created on master schedule. Class sections need to be created to provide interventions who did not meet Satisfactory performance in World Geography, Biology and English 1 Writing.

Next Step: Intervention sections have been placed in the master schedule to provide extra supports during the school day for students who have not been successful on state assessments. Enrichment nights (SAT Prep & AP study) have been added to provide extra support for students who wish to extend their learning.

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Campus:

A.2 - Alignment: *Learning is consistently reviewed as indicated by the data from spiraled TEKS assessments*

Statement Five:

Current State	Desired State:
Data:	Data:

Targeted Group	Action	Person Accountable	Observable	Data

Marble Falls ISD
A.2 Action Plan
2012 - 2013

Observed:
Next Step:

Improvement Plan

LEA Name: Marble Falls ISD	Campus Name: Marble Falls High School	ESC: Region 13
CDN: 027-904	Campus Number: 001	PSP Name: Carol Harle
LEA Contact: Eric Penrod	Principal Name: Manuel Lunoff	DCSI: 0

Section I: Area(s) of Low Performance and Target Groups

State								Federal					District PBM Staging			
Rating	1st Year							Stage	1					Identified	Stage	
	Reading	Math	Science	Social Studies	Writing	Dropout	Completion		Reading	Math	Graduation Rate	Attendance	Participation	BE/ESL	No	Select One
All	72/89	89/71	91/77	82/93	58	0	100	All	89	71	98.8	100	100	CTE	No	Select One
AA	50/75	100/100	67/60	33/80	50	0	100	AA	75	100	85.7	100	100	NCLB	No	Select One
His	62/81	83/55	87/60	75/83	50	0	100	His	81	55	98.9	99	99	SPED	Yes	2
White	80/93	93/81	95/87	88/99	64	0	100	White	93	81	99.3	100	100	DVM-L	No	Select One
Eco Dis	61/82	84/65	87/68	73/90	45	0	100	Eco Dis	82	65	98	99+	99	DVM-D	No	Select One
								SPED	76	44	91	100	100	DVM-SA	No	Select One
								LEP	40	30	100	100	100			

Section II: Process for Evaluating Progress Toward Meeting Performance Standards

Describe the assessment process, rigorous TEKS-aligned instruments, and the measures that will be used to evaluate progress toward meeting performance standards. Example: administer curriculum-based assessments at the end of the first grading period; administer released assessment tests in December; administer benchmark tests at the end of the first semester. (Limit response to 2500 characters)

The district has implemented a Focused Curriculum Project in which the TEKS were "unpacked" and aligned into the first nine weeks of the grading period. This process will continue for the entire school year and these documents will drive consistent & aligned instruction within the core areas. Within these FCP documents, TEKS based assessments were also created to gauge students understanding of the TEKS being taught and checking for correlation between mastery of learning in the classroom & assessment results. These TBAs will be given at least once every nine weeks (dates set on a district assessment calendar) and data will be analyzed to adjust instructionally. Focused data talks will also take place after each TBA window and the talks will be focused on campus, department, subject area, and classroom data. The principal will meet with the Curriculum Dept. Directors to discuss the campus data overall and discuss strengths, weaknesses, and areas of improvement before the next TBA and adjust instruction by spiraling TEKS/SEs that were low mastery into future instruction. Plans will be developed at the campus level (principal), department/subject area level (teacher leaders) and classroom (core area teachers).

Date Improvement Plan was approved by LEA Board

October 15, 2012

Section III: Improvement Plan (IP) Development

Accountability Area Targeted	Critical Success Factors (CSFs)	Components	Strategies, Initiatives, and Redesign (Limit to 400 characters)	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible	Origination of Resource
State Assessment	Academic_Performance	Curricular Alignment	Focused Curriculum Project in which core area teachers "unpack" the TEKS to develop a Scope & Sequence (Year At A Glance) with activities and TEKS & SE based assessments to evaluate student learning.	FCP Notebooks for each subject area; PLC teacher "language" of "what does the TEKS & SE	100% of lessons are aligned to the TEKS & SE; Student Mastery of the TEKS & SEs in the TBAs to be at 95% mastery by end-of-year	Core Area Teachers, Teacher Leaders, Administrators, MFISD Curriculum Personnel	District
State Assessment	Quality_Data	Professional Development Regarding Data Analysis	Kilgo Training for all core area teachers on campus that was subject specific. This training allowed teachers to analyze state assessment questions based on the contextual level the questions were being asked. The analysis gave teachers insight to the level of teaching that must be reached in order for effective mastery of learning to occur.	Sign In Sheets from Kilgo training August 16-17 and 20-21. PLC teacher "language" of "what does the TEKS	100% of the Kilgo training manuals that will be used in application of activities within lessons and analyzing of the effectiveness of TBA	Core Area Teachers, Teacher Leaders, Administrators, MFISD Curriculum Personnel	District
State Assessment	Learning_Time	Staff Collaboration and Planning Time	Late Start Thursdays continued to allow time for teachers to meet within PLCs utilizing the time to collaboratively plan, disaggregate assessment data, discuss intervention strategies and develop instructional practices	Agendas/Minutes from Core Area PLCs	100% TEKS & SE Aligned lessons seen on lesson plans; increases in student learning observed(goal 95% after reteach-retest) through	Core Area Teachers, Teacher Leaders, Campus Administrators	Campus
State Assessment	School_Climate	Tiered System or Support (Individualized to Student Needs)	Implementation of Positive Behavior Intervention and Support team on campus to provide structures and procedures to support campus discipline, promote a safe school environment and build relationships among students & staff.	PBIS Agendas and Meetings; PBIS Common Structures/Rules in place; Student & Staff	50% Decrease in student referrals; 10% increase in attendance for students & staff; 95% of survey results depict positive feedback from	PBIS Coordinator, PBIS team members	Campus
State Assessment	Academic_Performance	Data Driven Instruction	TEKS Based assessments will be given at least once every nine week grading period in all core areas. Data will be disaggregated and analyzed using software to give feedback to teachers to adjust instruction accordingly.	TBA Calendar; TBA Results; Intervention Log to adjust instruction when learning is not	Goal 95% mastery levels on TBAs (after reteach-retest). Increases to (95% mastery) in students meeting passing standards at the end of the	Core Area Teachers, Teacher Leaders, Campus Administrators	District
State Assessment	School_Climate	Relationship Building	Campus Mentoring Program will be implemented through the PBIS program. An at-risk student list will be generated based on student assessment scores, discipline, attendance and graduation plans. Teachers will pick 3 students off the list to mentor and meet with them weekly throughout the school year. Academic plans and goals will be developed and presented at the end of the school year.	"HERD About You" mentoring logbook; mentoring criteria and guidelines	Increase in attendance, grades and assessment scores of students being mentored; decrease in number of referrals for same students	PBIS Coordinator, Campus Principal, Counselors, Non-Teaching Professionals, Elective Teachers	Campus
State Assessment	Academic_Performance	Tiered System of Support	Core area teachers will keep Monitoring Notebooks for students to organize student data, check student progress and document classroom interventions. A parent communication log will also be documented to keep checks on the number of times students' parents are being contacted when they are struggling in classrooms.	Monitoring Notebooks, admin-teacher monitoring confere	50% Decrease in the number of student failures each grading period; log of support at Tier 1 classroom interventions; decrease in	Campus Principal, Teacher Leaders, Campus Asst Principals, Core Area teachers	Campus
State Assessment	Teacher_Quality	Job Embedded Professional Development	Teacher leaders are available in each of the core content areas to provide support for teachers through collaboration in PLCs, dissemination of student/school assessment data and feedback on classroom instruction. Three of the four teacher leaders teach one class, but are available for classroom observations/support for the remainder of the day.	PLC Agendas/Minutes, TBA Data reports, Classroom walk-thru/observation feedback	100% Aligned lesson plans within core areas; increase in the number of students passing each grading period; increase in TBA passing	Teacher leaders, core area teachers, campus administrators, MFISD Asst Supt for C&I	District

State Assessment	Academic_Performance	Tiered System of Support	Math Intervention classes have been created in the master schedule to provide support for students who have struggled w/ learning math skills. All 9th graders are double blocked in math classes (Alg 1 & Math Models) to provide reinforcement in math skills when they come into HS. Intervention classes were also created for 9th thru 12th graders who showed low performance on TAKS/EOC/STAAR	Master schedule with intervention classes built in	Growth in math student performance for students in intervention classes (95% goal); increase in number of students passing TBA/EOC	Math Intervention Teachers (3), Math Teacher Leader, Lead Counselor, Principal	Campus
State Assessment	Quality_Data	Collaboration and Communication	Focused Data Talks with take place after each TBA window that is completed on the district assessment calendar. The talks will take place between district curriculum leaders & the principal, the principal & teacher leaders and the teacher leaders & core area teachers. A meaningful & non-emotional look at what the data shows in each classroom will be the focus of these talks.	Documentation of discussions in data talks, DMAC instructional reports on TBA data	Growth in math student performance for students in intervention classes (95% goal); increase in number of students passing TBA/EOC	MFISD Asst Supt for C&I, MFISD Academic Directors, Principal, Math Teacher Leader, Math Teachers	District
Select One	Select One	Select One	<enter text>				Select One
Select One	Select One	Select One	<enter text>				Select One
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MARBLE FALLS ISD SPECIAL SERVICES

2012-2013

DR. SUSAN MAUGHAN

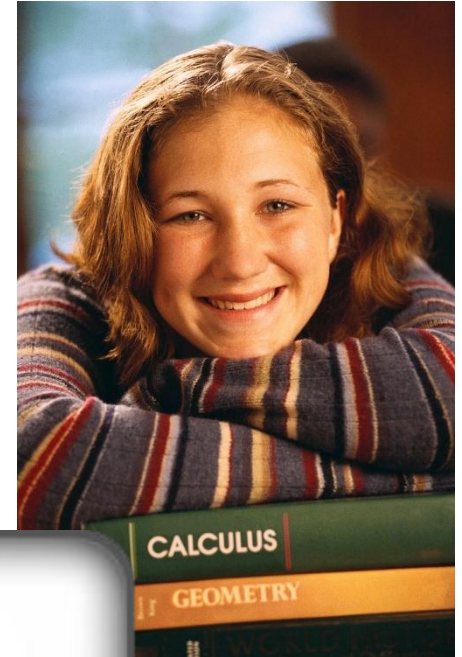


Robert Durrell / Los Angeles Times



Sean D. Elliot / The Day

Every child is a general education student first



Special Education is a supplemental service



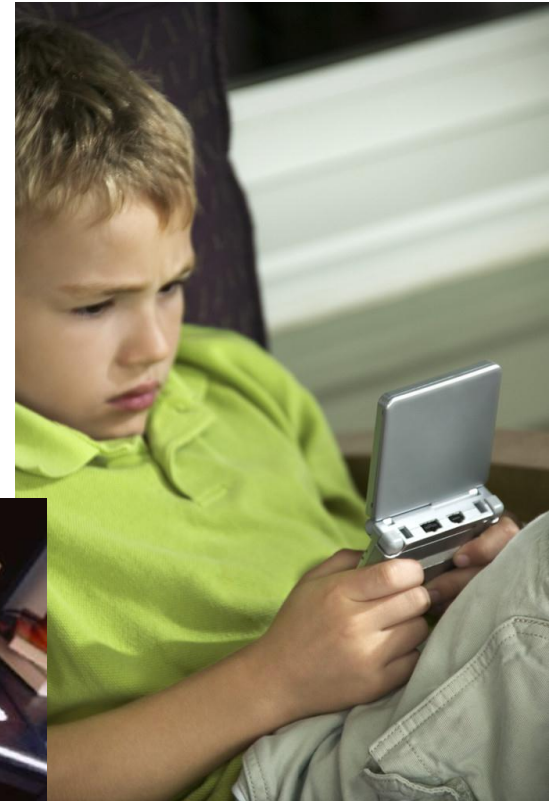
Least restrictive environment is required



Campus SPED Coordinators



Assistive Technology Team



Autism Team



Play Based Assessment

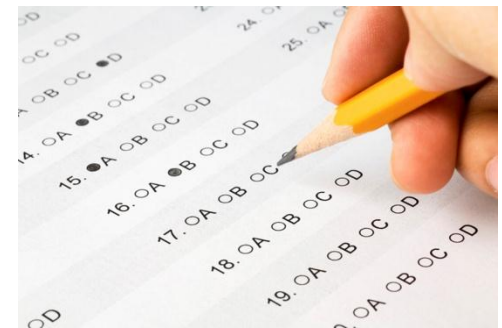


RELATED SERVICES

- **Psychological Counseling**
- **Physical Therapy**
- **Occupational Therapy**
- **Orientation & Mobility**
- **Adaptive Behavior Analysis**
- **Music Therapy**

STRENGTHS

- STAAR passing rate in all four core areas
- STAAR Alternate Participation rate
- SPED annual drop out rate
- SPED graduation rate
- SPED LEP representation



GOALS FOR 2012-2013

- Increased academic rigor and depth of knowledge
- Responses to Special Education Interventions on grade level
- Increase inclusion opportunities

AREAS TARGETED IN OUR ACTION PLAN

- Increased Inclusion



- Least Restrictive environment for 3-5 yr. olds

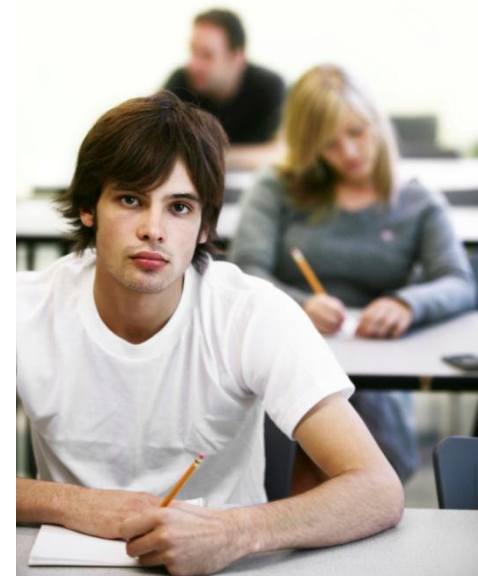
- Discretionary placements in DAEP



INCLUSION

Increases at both
the elementary
and secondary
level

Special education
teachers
attending PLCs
with their general
education
counterparts



Least Restrictive Environment for 3-5-yr. olds

- Campus and evaluation teams worked with the PPCD teacher to establish a new schedule increasing the time spent in a general education PK class.



Discretionary Discipline

- Number of SPED students sent to the DAEP during the first 6 weeks significantly less than last year
- Staff meetings held as needed to discuss behavioral interventions.



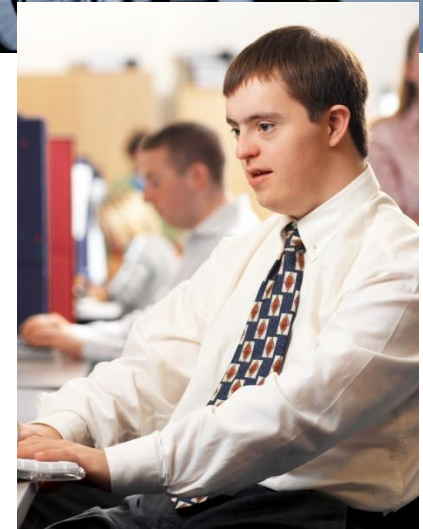
Elementary LIFE SKILLS PROGRAMS

Due to significant numbers and the needs at MFE, three students were moved to HLE to provide appropriate services



Secondary LIFE SKILLS HS CLASS

- Grew from 15 to 19 students
- 3 students have significant needs
- Added a teacher and a paraprofessional





Collaborated efforts of our program, Falls Career HS and the Highland Lakes Master Gardeners for the fall garden.



Storage building at the Transition program being completed by David Smith's construction class.



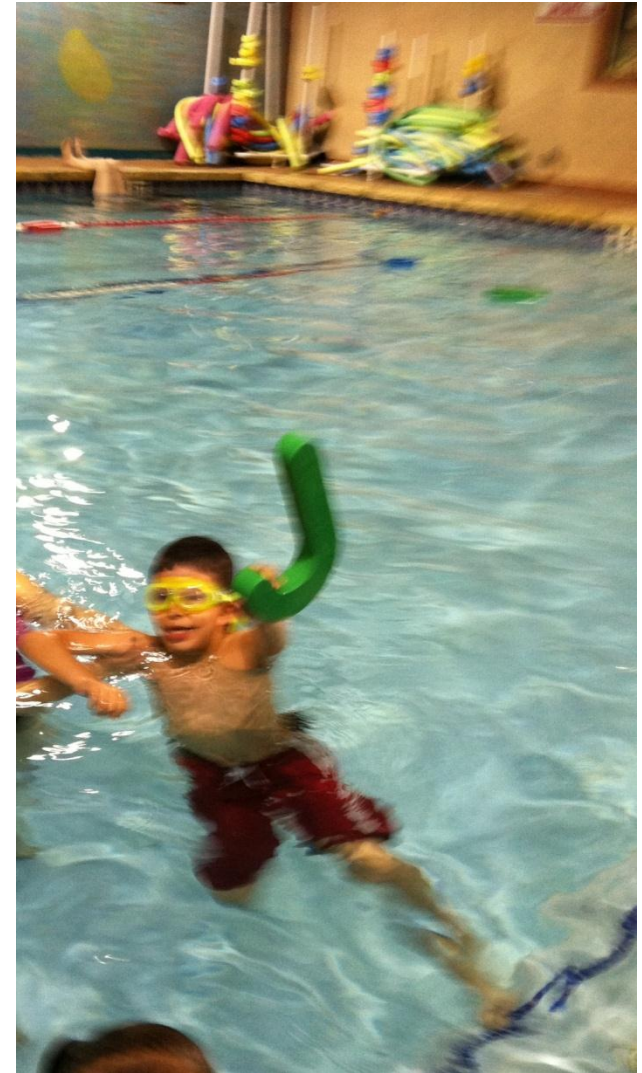
SPECIAL OLYMPICS

At last year's State Track meet, MFISD had (7) 1st place medals, (9) 2nd place medals, and (7) 3rd place medals.



So far this year MFISD has participated in the swim meet in Buda, with 24 medals won by 8 participants (12) 1st pl., (8) 2nd pl., and (4) 3rd pl.

We are going to the State Swim meet in College Station, Oct. 25 thru Oct. 27.





Thank You



Marble Falls ISD Technology Services

Assets

- 2500+ client systems
 - > 2000 desktops
 - > 350 notebooks
 - > 200 iPad Tablets
 - > 15 Android Tablets
 - > more on the way
- 250 printers
- 70 servers
- 225 wireless access points

Refresh Cycle

- 6 year cycle has started
- Centralized budget
 - > \$150,000 allotted during Summer 2012
 - Items already purchased during the summer and will be deployed by the end of November
 - > \$170,000 allotted for the 2012-2013 school year.
 - Will purchase during December and will be deployed during the Spring semester.
- New Microsoft Agreement
 - > The cost of licensing computers from refresh went to a District license allowing all computers in the District to stay up to date with Windows and Office.

Leasing vs. Buying

- 3 year lease
 - > Will have to return after 3 years
 - > In the end, paying the same or more than purchase price for the system
 - > Separate insurance / accidental damage policy required for each lease
- Buying
 - > Computer remains in District for useful life
 - > Pay the same amount up front as would for lease
 - > Doesn't require insurance or accidental damage policy

Work Orders

- > 2009 calendar year: 1563
- > 2010 calendar year: 2079
- > 2011 calendar year: 1801

- > 2012 calendar YTD: 1927
 - Average 450 for Oct. – Dec.
 - Refresh computers

Future Plans

- Technology Plan for the 2014 School Year and beyond
- Phone System Upgrades

Thank you

TO: Board of Trustees
Dr. Rob O'Connor, Superintendent
FROM: Vicki Crouse, Human Resources Manager
DATE: October 16, 2012
RE: PERSONNEL

Recommendations for 2012-2013 school year

None at this time.

FOR YOUR INFORMATION ONLY

RESIGNATIONS

PROFESSIONAL

Marble Falls Elementary
Andrea Bielefeld

Librarian

retire effective 12.31.12

Marble Falls High School
David McDonald

Science/Tennis Coach

retire effective 12.21.12

PARAPROFESSIONAL

Marble Falls High School
Anne Hudson
Paige Taylor

Life Paraprofessional
Special Ed Paraprofessional

resigned effective 09.28.12
resigned effective 10.23.12

NEW HIRES

PARAPROFESSIONAL

Colt Elementary
Frances Najera

Attendance Clerk

replacing Janessa Tellez

Ruid HK
9-26-12
JC

September 25, 2012
Andrea Bielefeld
Marble Falls Elementary Library

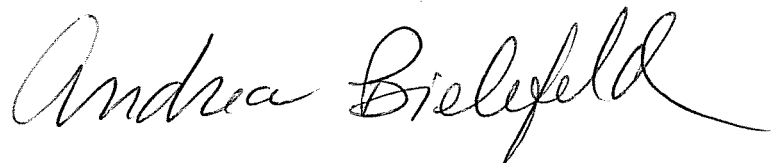
To Whom It May Concern:

I am writing this letter to inform you of my decision to retire from this position effective Dec. 31, 2012.

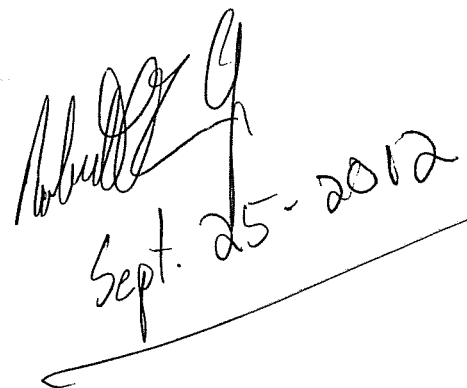
I will have completed 31 years of service to the public school systems. I feel it is in my best interest both health wise and emotionally to step down from my position at this time.

It has been an honor to complete my teaching career with the district of Marble Falls I.S.D.

Sincerely,



Andrea Bielefeld



Rec'd HR
10-09-12

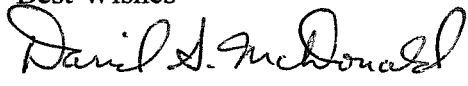
October 8, 2012

To Whom It May Concern:

This letter is to inform the Marble Falls Independent School District that I am retiring at the end of the fall semester of the 2012 – 2013 school year. My last day will be December 21, 2012. The reason for my early retirement is ongoing health issues. After consulting with three of my physicians they all support my decision to retire in December. This decision is not only in my best interest but also in the best interest of the school district and ultimately my students and athletes.

I would like to express my appreciation to the Marble Falls Independent School district for the last two years of my career and all they have done for me. I wish the district the very best in continuing to educate the students in the Marble Falls community.

Best Wishes



David S. McDonald

Accounted
10-8-12
W. [Signature]

Rec'd HK
10-1-12

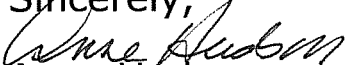
Marble Falls ISD
1800 Colt Circle
Marble Falls, Tx 78654

9/28/12

I regret to inform you I am resigning from my position at Marble Falls High School.

Thank you for the opportunity.


Sincerely,


Anne Hudson

504 Breezeway

Burnet, Texas 78611

Annehudson.lake@gmail.com

Accepted
W. 
10-2-12

Rec'd AKK
10.09.12

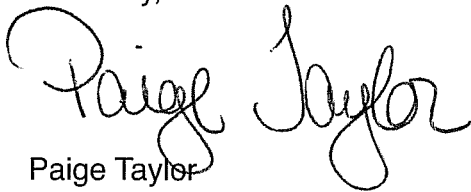
Dear Mr. Lunoff,

There is no doubt that having worked at Marble Falls High School for the past three years has provided me with immense opportunity and growth. As you might realize, it is not an easy decision for me to take as I have made friends and learned quality work since the time I joined here. My success in this district is owed to a lot of people whom I shall remember all my life.

But unhappy as it makes me, this letter is a formal notification for my resignation from the post of Special Education Aide owing to my medical situation. Please consider this letter as a formal announcement of my resignation and that my last day will be October 23. As you are aware I am pursuing my degree in education and hope that you will consider me for future employment once I have obtained my teaching certification and taken care of my medical issues.

Thank you for all the opportunities and growth that you have provided me.

Sincerely,


Paige Taylor

Accepted
10-9-12
W. [Signature]

