



Learners Today...

Leaders Tomorrow...

*Mustangs  
Forever!*

**Marble Falls ISD  
Regular Meeting**

**Monday, July 21, 2014  
6:30 PM**

**AGENDA OF REGULAR MEETING**  
**MARBLE FALLS INDEPENDENT SCHOOL DISTRICT**  
**BOARD OF TRUSTEES**  
**MONDAY, JULY 21, 2014 – 6:30 PM**  
**Marble Falls ISD Central Office Community Room**

Notice is hereby given that on July 21, 2014, the Board of Trustees of the Marble Falls Independent School District will hold a Regular meeting at 6:30 PM, at the Marble Falls ISD Central Office Community Room, 1800 Colt Circle, Marble Falls, TX 78654.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice.

1. Tour of Marble Falls High School CTE/ Welding Shop Updates at 5:30 p.m.  
 Presenter: Bruce Peckover
2. Call to Order  
 Presenter: Rick Edwards, President
3. Roll Call  
 Presenter: Rick Edwards, President
4. Invocation  
 Presenter: Mike Savage
5. Pledge to the Flags  
 Presenter: Kevin Naumann
6. Citizen Comments
7. Consent Agenda
  - A. Approval of Minutes- Special Meeting June 4th and Regular Meeting June 16th 4
  - B. Approval of Financial Reports 10
  - C. Budget Amendments 25
  - D. Election Service Contract with Burnet County for the 2014-2015 School Year 32
  - E. Resolution of the Board to Suspend Portions of EIE (LOCAL) for the 2014-2015 School Year 44
  - F. Approval of Appraisal Calendar and PDAS Certified Appraisers 45
  - G. Approval of Recruitment and Retention Program 47
  - H. Approval of Contract to Equalize Wealth by Purchasing Attendance Credits, Option 3 50
8. Action Items
  - A. Consider And Possibly Take Action To Adopt An Order Authorizing The Issuance, Sale And Delivery Of Marble Falls Independent School District Unlimited Tax School Building And Refunding Bonds, Series 2014; Authorizing The Redemption Prior To Maturity Of Certain Outstanding Bonds, The Execution And Delivery Of An Escrow Agreement And The Subscription For And Purchase Of Certain Escrowed Securities; And Containing Other Matters Related Thereto  
 Presenter: Brian Grubbs 52
  - B. Consider and Possibly Take Action to Approve Chiller Bids for Marble Falls High School  
 Presenter: Allen Roberts 91

C. Consider and Possibly Take Action to Adopt the TASB Salary Pay Study Presenter: Dr. Rob O'Connor	92
D. Discussion and Possible Approval of the Resolutions Providing for the Sale of Property Acquired by Burnet Central Appraisal District at Delinquent Tax Sale - 3 Bids Presenter: Wade Stanford	105
9. Superintendent's Report	
A. 2013-2014 End of Year Budget Projection Presenter: Lisa LeMon	123
B. Campus and District Improvement Plans Presenter: Eric Penrod	128
C. Roof Replacement Update Presenter: Allen Roberts	311
D. Facilities and Maintenance Schedule Update Presenter: Allen Roberts	320
E. PCAT Renewal Presenter: Allen Roberts	323
F. Day Programs and Residential Options for Special Education Presenter: Dr. Susan Maughan	340
10. Executive Session Presenter: Dr. Rob O'Connor	
A. Discussion of Professional Personnel - TX Govt. Code Section 551.074 Presenter: Dr. Rob O'Connor	
11. Discussion and Possible Approval of Action Arising from Executive Session Presenter: Dr. Rob O'Connor	
A. Discussion and Possible Approval of Employment of Professional Personnel Presenter: Dr. Rob O'Connor	
12. Announcement of Changes to Board Standing Committees Presenter: Rick Edwards	
13. Adjourn	

*If during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Govt. Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.*

FOR THE BOARD OF TRUSTEES  
MARBLE FALLS INDEPENDENT SCHOOL

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Rob O'Connor, Superintendent of Schools

Marble Falls Independent School District  
Board Meeting Minutes  
June 4, 2014

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Rick Edwards, President, called this special meeting to order at 6:33 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

**Board Members Present:** Rick Edwards, Mike Savage, Kevin Naumann, Karl Westerman, Larry Berkman, and Lee Ann Johnson

**Board Members Absent:** Kelly Fox

**Administrators Present:** Rob O'Connor, Superintendent, Allen Roberts, Assistant Superintendent of Support Services, and Michael Phillips, Director of Maintenance

**Members of the Press:** None

**Consider and Take Action to Approve the Roof Repair Bids**

Bo Ledoux and Andrew Miller with Claycomb & Associates reported to the board the results of the bids for complete removal of the existing roofs and replacing them with new roofs. Andrew Miller recommended selecting Wicker Construction/Crawford Roofing Inc. for the project. Michael Phillips agreed with the recommendation to have Wicker/Crawford begin the repairs at Highland Lakes Elementary, then to move on to Marble Falls High School and finish with Colt Elementary. Dr. Rob O'Connor recommended that we move forward with Wicker Construction/Crawford Roofing Inc.

Upon a motion by Karl Westerman, second by Mike Savage, the Board approved the authorization for administration to negotiate a contract with Wicker Construction/ Crawford Roofing Inc.

For: Mike Savage, Kevin Naumann, Karl Westerman, Larry Berkman, and Lee Ann Johnson  
Against: None  
Abstained: Kelly Fox and Rick Edwards

**Consider and Take Action to Approve Electrical Bids for High School Ag Shop**

Michael Phillips, Director of Maintenance, explained the process taken to get bids for the electrical upgrades for the Marble Falls High School Vocational Ag. Building. Two companies filled out the paperwork and Mr. Phillips recommended that the Board accept the bid from Gray Electric.

Upon a motion by Larry Berkman, second by Kevin Naumann, the Board approved to accept the bid from Gray Electric.

For: 2                      Against: 0                      Absent: 5

**Review and Discuss the Proposed Board Meeting Dates and Committee Meeting Dates for 2014-2015**

Dr. Rob O'Connor, Superintendent, handed out 2014-2015 school calendars with the proposed dates for the Board Members to review.

Kevin Naumann left at 7:25 p.m.

**Review and Discuss the Bond Timeline**

Brian Grubbs with Southwest Securities gave the Board a preview of the schedule of events with no action required at this time. Mr. Grubbs will return to the July 21, 2014 regular meeting.

**Adjournment:**

Board adjourned at 7:55 p.m.

**Approved:**

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

\_\_\_\_\_  
Lee Ann Johnson, Secretary

Marble Falls Independent School District  
Board Meeting Minutes  
June 16, 2014

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Rick Edwards, President, called the regular meeting to order at 6:08 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

**Board Members Present:** Rick Edwards, Kevin Naumann, Lee Ann Johnson, Mike Savage, Larry Berkman, Kelly Fox and Karl Westerman

**Board Members Absent:** None

**Administrators Present:** Dr. Rob O'Connor, Superintendent, Allen Roberts, Wade Stanford, Leslie Baty, Brett Koch, Mary Davidson, Peggy Little, Eric Penrod, Bruce Peckover, Lee Courville, Seth Hansen, George Hamilton, Melissa Fields, Michael Phillips, Keith Powell, Susan Maughan, Michael Pittard, Matt Green and Lisa LeMon.

**Members of the Press:** Jennifer Fierro, *The Picayune*, and Emily Hilley-Sierzchula, *The Highlander*

**No citizen comments**

**Consent Agenda**

Upon a motion by Karl Westerman the Board separated each item from the consent agenda.

Upon a motion by Lee Ann Johnson, second by Larry Berkman, the Board approved the minutes from the May 19, 2014 Special Board Meeting.

For: Rick Edwards, Mike Savage and Lee Ann Johnson  
Against: None  
Abstained: Karl Westerman, Kelly Fox, Kevin Naumann, and Larry Berkman

Upon a motion by Kevin Naumann, second by Lee Ann Johnson, the Board approved the minutes from the May 19, 2014 Regular Board Meeting.

For: Kevin Naumann, Rick Edwards, Mike Savage, Larry Berkman, and Lee Ann Johnson  
Against: None  
Abstained: Karl Westerman and Kelly Fox

Upon a motion by Kevin Naumann, second by Karl Westerman, the Board approved the Financial Reports, all in favor.

For: 7                      Against: 0                      Absent: 0

Upon a motion by Kelly Fox, second by Karl Westerman, the Board approved the 2014-2015 Board Meeting Dates and Committee Meeting Dates.

For: 7            Against: 0            Absent: 0

Upon a motion by Karl Westerman, second by Kelly Fox, the Board approved the 2014-2015 Student Code of Conduct, all in favor.

For: 7            Against: 0            Absent: 0

**Action Items**

**Marble Falls High School Band Spring Trip**

Brad Behrens, Marble Falls High School Band Director, asked the board for permission to take the band to Los Angeles, California to perform at Disneyland. Upon a motion by Kevin Naumann, second by Karl Westerman, the Board approved the Spring Break trip to Disneyland.

For: 7            Against: 0            Absent: 0

**Fiscal Year Beginning Date Change**

Lisa LeMon, Director of Business Operations, presented a proposal to change Marble Falls ISD's fiscal year beginning date from September 1st through August 31<sup>st</sup> to start July 1st through June 30th. The main reason for the desire to change the date is to align the fiscal year with the academic year which allows campuses and departments to more effectively manage their finances. It also helps the business office to have cleaner records of transactions. This change will take effect July 1, 2015.

**Superintendent's Report**

**Introduce Marble Falls Elementary Principal Candidate**

Wade Stanford, Assistant Superintendent of Administrative Operations, described the process in determining their recommendation of Michael Haley for the position. Mr. Stanford reported to the board the names of the committee members as well as a brief description of their meetings.

**Executive Session**

At 6:39 p.m. the Board adjourned into executive session to discuss and review the hiring of the Marble Falls Elementary Principal as well as other district personnel. TX Govt. Code Section 551.074

The board reconvened into open session at 7:26 p.m.

**Actions arising from Executive Session**

Dr. Rob O'Connor, Superintendent, recommended Michael Haley for the Marble Falls Elementary Principal position on a one year probationary contract. Upon a motion by Karl Westerman, second by Kelly Fox, the Board approved the recommendation.

For: 7            Against: 0            Absent: 0

Upon a motion by Kelly Fox, second by Kevin Naumann, the Board approved the employment of professional personnel.

For: 7

Against: 0

Absent: 0

### **Annual Athletic Report**

Matt Green, Athletic Director, reported to the board that his priority at this time is to replace his coaching staff across the board. Coach Green brought 4 recommendations to the board to be approved. He quoted, "Rome wasn't built in a day." He is working on building relationships with the athletes during Mustang Conditioning, a workout program for middle school and high school girls and boys. The number of students participating is not where he hoped to be, but believes next year the participation will increase significantly. Coach Green mentioned how great the soccer team did this past year with Coach Hoover. He also mentioned that he will have a meeting once all coaches are hired to discuss letting student athlete's play multiple sports and not to make it difficult for the student to do so.

### **Technology Vision Committee Update**

Wade Stanford introduced Christina Hartley, Paul Levine and Cari Orts to the board as the representatives to describe the committees first meeting held last month. Mrs. Hartley talked about creativity being taken away from students as they get older. Ms. Orts talked about videos the committee watched to rate lesson plans on how they actually engaged students in learning rather than just looking like a good lesson plan as you walk into the classroom. Mr. Levine was the only non-educator in the meeting, but has many years of experience in the technology industry. Mr. Levine expressed his thoughts that students don't learn life lessons by taking standardized tests, but by working together, failing and trying something from a different angle. The changes learned in the meeting will be an ongoing process and they hope it is a complete culture change for the district.

### **Technology Summer Projects**

Seth Hansen, Executive Director of Technology, informed the board of a few core projects to be done this summer as well as a few for the fall. Copper and fiber cabling, access layer and core switches, and to-go wireless are slated for this summer. A new phone system, computer file storage and servers are listed for the fall projects. The network upgrade total is \$1,917,710. The surplus will be used to offset technology costs.

### **2013-2014 Budget Update**

Lisa LeMon, Director of Business Operations, went over Marble Falls ISD's enrollment trends for the last 5 years and the attendance trend for this year. Mrs. LeMon showed an ADA comparison of last year and this year. ADA is higher by about 7 than budgeted. Looking at the end of year projection, revenues are projected to be higher than budgeted by a little over \$300,000 and expenditures are approximately \$953,000 less than budgeted. The district has projected a surplus of approximately \$612,000.

The board took a recess at 8:36 p.m.

The board reconvened at 8:45 p.m.

**MFISD Bilingual/ ESL Program Updates**

Leslie Talamantes, Bilingual/ ESL Coordinator, reported to the board that 88 students have been exited from the program this year. This is a dramatic improvement compared to the 2 that were exited from the middle school last school year. The exited students are closely monitored for 2 years to ensure their success in the classroom.

**Quarterly Report**

Lisa LeMon, Director of Business Operations, included the report in the agenda packet and the board had no questions.

**CTE Welding Update**

Allen Roberts, Assistant Superintendent of Support Services, shared pictures of the progress being made in the CTE Phase 1 project. In January, the building and trades area became the portable welding area. Ballards have been installed and trash bins have been relocated away from the building. Awnings and fencing were installed to protect student projects and materials. Mr. Roberts said that Avani welding booths have been installed in the new welding shop and ventilation should be installed this week.

**Summary of STAAR Scores**

Eric Penrod, Executive Director of Academic Programs, presented to the board the district wide results of the STAAR exam for 2013-2014 school year. Marble Falls ISD is performing above the State average in most areas at the elementary level and performed above the State average in all areas in the middle and high school levels. Mr. Penrod is very pleased with the progress being made across the district. Great job teachers!

**Adjournment:**

Hearing no objection, the Board adjourned at 9:26 p.m.

**Approved:**

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

\_\_\_\_\_  
Lee Ann Johnson, Secretary

**Marble Falls ISD**  
**Statement of Revenues and Expenditures - General Fund**  
**As of June 30, 2014**

83%	Of Fiscal Year	CURRENT YEAR				PRIOR YEAR		
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET
<b>REVENUES</b>								
5710	LOCAL TAX REVENUES	\$ 31,319,212	\$ 30,889,113	\$ 430,099	98.63%	\$ 31,075,192	\$ 30,437,100	97.95%
57XX	OTHER LOCAL REVENUES	\$ 3,211,819	\$ 3,247,578	\$ (35,759)	101.11%	\$ 552,218	\$ 526,385	95.32%
58XX	STATE PROG. REVENUES	\$ 4,403,508	\$ 2,727,754	\$ 1,675,754	61.95%	\$ 5,007,553	\$ 4,662,230	93.10%
5900	FEDERAL REVENUE	\$ 490,000	\$ 674,231	\$ (184,231)	137.60%	\$ 435,693	\$ 499,217	114.58%
	<b>TOTAL REVENUE</b>	<b>\$ 39,424,539</b>	<b>\$ 37,538,677</b>	<b>\$ 1,885,862</b>	<b>95.22%</b>	<b>\$ 37,070,656</b>	<b>\$ 36,124,933</b>	<b>97.45%</b>
<b>EXPENDITURES</b>								
11	INSTRUCTION	\$ 17,885,320	\$ 14,435,086	\$ 3,450,233	80.71%	\$ 17,319,749	\$ 14,466,361	83.53%
12	LIBRARY	\$ 429,733	\$ 365,057	\$ 64,676	84.95%	\$ 450,763	\$ 392,477	87.07%
13	STAFF DEVELOPMENT	\$ 335,333	\$ 248,752	\$ 86,581	74.18%	\$ 259,169	\$ 135,748	52.38%
21	INST ADMINISTRATION	\$ 540,184	\$ 360,449	\$ 179,735	66.73%	\$ 655,879	\$ 531,921	81.10%
23	SCHOOL ADMINISTRATION	\$ 2,068,180	\$ 1,640,823	\$ 427,357	79.34%	\$ 2,007,369	\$ 1,657,440	82.57%
31	GUID AND COUNSELING	\$ 1,073,321	\$ 880,974	\$ 192,348	82.08%	\$ 1,054,873	\$ 886,818	84.07%
32	SOCIAL WORK SERVICES	\$ 45,351	\$ 38,065	\$ 7,286	83.93%	\$ -	\$ -	0.00%
33	HEALTH SERVICES	\$ 372,006	\$ 309,145	\$ 62,861	83.10%	\$ 365,043	\$ 303,237	83.07%
34	PUPIL TRANSP - REGULAR	\$ 1,598,620	\$ 1,339,800	\$ 258,819	83.81%	\$ 1,781,348	\$ 1,370,344	76.93%
36	CO-CURRICULAR ACT	\$ 1,505,469	\$ 1,256,315	\$ 249,154	83.45%	\$ 1,388,437	\$ 1,173,941	84.55%
41	GEN ADMINISTRATION	\$ 1,229,172	\$ 993,818	\$ 235,354	80.85%	\$ 1,288,074	\$ 930,738	72.26%
51	PLANT MAINT & OPERATION	\$ 3,985,419	\$ 3,410,769	\$ 574,650	85.58%	\$ 3,905,564	\$ 3,217,340	82.38%
52	SECURITY & MONITORING	\$ 122,353	\$ 112,514	\$ 9,839	91.96%	\$ 77,119	\$ 58,153	75.41%
53	DATA PROCESSING	\$ 1,759,117	\$ 882,580	\$ 876,536	50.17%	\$ 960,320	\$ 831,227	86.56%
61	COMMUNITY SERVICES	\$ 74,783	\$ 58,287	\$ 16,497	77.94%	\$ 69,285	\$ 64,220	92.69%
81	FACILITIES ACQ & CONST	\$ 3,497,419	\$ 467,359	\$ 3,030,060	13.36%	\$ 432,738	\$ 12,021	0.00%
91	STUDENT ATTENDANCE CR	\$ 2,889,539	\$ 2,720,144	\$ 169,395	94.14%	\$ 4,418,176	\$ 3,168,883	71.72%
99	PURCHASES & CONT SRVS	\$ 657,204	\$ 645,982	\$ 11,222	98.29%	\$ 686,614	\$ 650,190	94.70%
	<b>TOTAL EXPENDITURES</b>	<b>\$ 40,068,523</b>	<b>\$ 30,165,920</b>	<b>\$ 9,902,603</b>	<b>75.29%</b>	<b>\$ 37,120,520</b>	<b>\$ 29,851,059</b>	<b>80.42%</b>
7000	Other Sources		\$ -			Other Sources	\$ -	
8000	Other Uses		\$ -			Other Uses	\$ -	
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ 7,372,757				EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2012-13	\$ 6,273,874	
3000	BEG FUND BAL 09/01/13	\$ 9,955,298	Audited					
3000	END FUND BAL 6/30/14	\$ 17,328,055	Unaudited					

**Marble Falls ISD**  
**Statement of Revenues and Expenditures - Food Service**  
**As of June 30, 2014**

83%	Of Fiscal Year	CURRENT YEAR				PRIOR YEAR		
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET
<b>REVENUES</b>								
57XX	Local & Intermed Revenues	\$ 606,629	\$ 582,192	\$ 24,437	95.97%	\$ 606,453	\$ 603,011	99.43%
58XX	State Program Revenues	\$ 12,110	\$ 11,765	\$ 345	97.15%	\$ 12,110	\$ 11,820	97.61%
59xx	Federal Program Revenues	\$ 1,763,583	\$ 1,481,793	\$ 281,790	84.02%	\$ 1,452,229	\$ 1,405,451	96.78%
	<b>TOTAL REVENUE</b>	<b>\$ 2,382,322</b>	<b>\$ 2,075,750</b>	<b>\$ 306,572</b>	<b>87.13%</b>	<b>\$ 2,070,792</b>	<b>\$ 2,020,282</b>	<b>97.56%</b>
<b>EXPENDITURES</b>								
61	PAYROLL COST	\$ 884,491	\$ 709,852	\$ 174,639	80.26%	\$ 784,688	\$ 646,241	82.36%
62	PURCHASE & CONTRACTED	\$ 101,175	\$ 51,405	\$ 49,771	50.81%	\$ 18,873	\$ 14,564	77.17%
63	SUPPLIES AND MATERIALS	\$ 1,176,392	\$ 1,026,383	\$ 150,009	87.25%	\$ 1,035,517	\$ 911,048	87.98%
64	OTHER OPERATING EXP	\$ 16,655	\$ 15,965	\$ 690	95.86%	\$ 10,310	\$ 7,991	77.51%
66	CPTL OUTLAY	\$ 64,609	\$ 51,630	\$ 12,979	79.91%	\$ 100,996	\$ 7,483	7.41%
	<b>TOTAL EXPENDITURES</b>	<b>\$ 2,243,322</b>	<b>\$ 1,855,234</b>	<b>\$ 388,088</b>	<b>82.70%</b>	<b>\$ 1,950,384</b>	<b>\$ 1,587,328</b>	<b>81.39%</b>
7000	Other Sources		\$ -			\$ -	\$ -	
8000	Other Uses		\$ -			\$ -	\$ -	
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ 220,516				EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2012-13	\$ 432,954	
3000	BEG FUND BAL 09/01/13	\$ 689,826	Audited					
3000	END FUND BAL 6/30/14	\$ 910,342	Unaudited					

*Marble Falls Independent School District*

*Financial Report*

*July 21, 2014*

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

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

*Check Payment Fund Summary*

*For Bills Paid*

*June 1 – June 30th, 2014*

FUND SUMMARY

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
163	PAYROLL CLEARING FUND	560,805.58	0.00	0.00	560,805.58
199	GENERAL FUND	25,046.47	0.00	611,106.43	636,152.90
211	TITLE I PART A, BASIC PROGRAMS	0.00	0.00	600.00	600.00
224	IDEA PART B FORMULA	0.00	0.00	22,615.49	22,615.49
240	FOOD SERVICE	0.00	0.00	64,914.41	64,914.41
242	SUMMER FEEDING PROGRAM-DHS	0.00	0.00	5,866.32	5,866.32
244	VOC. ED.-BASIC GRANT	0.00	0.00	7,986.74	7,986.74
276	Texas Title I Priority Schools	0.00	0.00	28,704.55	28,704.55
352	21st CENTURY COMM LEARNING CEN	0.00	0.00	39,926.11	39,926.11
397	ADVANCED PLACEMENT INCENTIVES	0.00	0.00	950.00	950.00
***	Fund Summary Totals ***	585,852.05	0.00	782,670.05	1,368,522.10

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

*Expenditure to Budget Report*

*July 21, 2014*

*General Operating Fund*

*&*

*Food Service Fund*

COMPARISON OF REVENUE TO BUDGET (Date: 6/2014)

Obj	Obj	2013-14	June 2013-14	2013-14	2013-14	PERCENT	2013-14
		ESTIMATED REVENUE	MTHLY ACTIVITY	ACTIVITY	REVENUE	REALIZED	YTD %
					BALANCE		
199	GENERAL FUND						
5700	REVENUE-LOCAL & INTERMED						
	571- LOCAL REAL-PROPERTY TAXES	31,319,212.00	329,082.05	30,889,113.40	430,098.60	99.10	98.63
	573- TUITION & FEES FROM PATRONS	65,000.00	9,937.00	42,242.00	22,758.00	64.99	64.99
	574- TRANS FROM WITHIN STATE	3,039,869.00	14,862.64	3,090,691.03	-50,822.03	101.68	101.67
	575- ENTERPRISING ACTIVITIES	106,950.00	8,686.00	114,644.85	-7,694.85	121.23	107.19
	57-- REVENUE-LOCAL & INTERMED	34,531,031.00	362,567.69	34,136,691.28	394,339.72	99.33	98.86
5800	STATE PROGRAM REVENUES						
	581- PER CAPITA-FOUNDATION REV	3,112,052.00	167,351.00	1,487,195.00	1,624,857.00	47.79	47.79
	582- STATE REVENUE DISTRBD BY TEA	7,250.00	0.00	14,580.99	-7,330.99	201.12	201.12
	583- TRS ON BEHALF BENEFIT	1,284,206.00	119,114.77	1,225,978.09	58,227.91	95.47	95.47
	58-- STATE PROGRAM REVENUES	4,403,508.00	286,465.77	2,727,754.08	1,675,753.92	61.95	61.95
5900	FEDERAL PROGRAM REVENUES						
	591- FEDERALLY DIST REVENUES	70,000.00	0.00	70,433.42	-433.42	100.62	100.62
	592-	20,000.00	0.00	0.00	20,000.00	0.00	0.00
	593- VOC ED NON FOUNDATION	400,000.00	24,763.77	603,797.96	-203,797.96	156.62	150.95
	59-- FEDERAL PROGRAM REVENUES	490,000.00	24,763.77	674,231.38	-184,231.38	142.23	137.60
	---- GENERAL FUND	39,424,539.00	673,797.23	37,538,676.74	1,885,862.26	95.69	95.22

COMPARISON OF REVENUE TO BUDGET (Date: 6/2014)

Obj	Obj	2013-14	June	2013-14	2013-14	REVENUE	PERCENT	2013-14
		ESTIMATED REVENUE	MTHLY ACTIVITY	ACTIVITY	BALANCE	REALIZED	YTD %	
240	FOOD SERVICE							
5700	REVENUE-LOCAL & INTERMED							
	574- TRANS FROM WITHIN STATE	3,000.00	206.38	1,812.96	1,187.04	60.43	60.43	60.43
	575- ENTERPRISING ACTIVITIES	603,629.00	17,947.65	580,379.43	23,249.57	96.15	96.15	96.15
	57--- REVENUE-LOCAL & INTERMED	606,629.00	18,154.03	582,192.39	24,436.61	95.97	95.97	95.97
5800	STATE PROGRAM REVENUES							
	582- STATE REVENUE DISTRTFD BY TEA	12,110.00	0.00	11,764.76	345.24	97.15	97.15	97.15
	58--- STATE PROGRAM REVENUES	12,110.00	0.00	11,764.76	345.24	97.15	97.15	97.15
5900	FEDERAL PROGRAM REVENUES							
	592-	1,763,583.00	200,100.25	1,481,792.63	281,790.37	84.02	84.02	84.02
	59--- FEDERAL PROGRAM REVENUES	1,763,583.00	200,100.25	1,481,792.63	281,790.37	84.02	84.02	84.02
	---- FOOD SERVICE	2,382,322.00	218,254.28	2,075,749.78	306,572.22	87.13	87.13	87.13

Number of Accounts: 49

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

RECAP OF REVENUE BY FUND (Date: 6/2014)

Obj	Obj	2013-14 ESTIMATED REVENUE	June 2013-14 MTHLY ACTIVITY	2013-14 ACTIVITY	REVENUE BALANCE	2013-14 YTD \$
199	GENERAL FUND					
5---	REVENUE	39,424,539.00	673,797.23	37,538,676.74	1,885,862.26	95.22
----	GENERAL FUND	39,424,539.00	673,797.23	37,538,676.74	1,885,862.26	95.22
240	FOOD SERVICE					
5---	REVENUE	2,382,322.00	218,254.28	2,075,749.78	306,572.22	87.13
----	FOOD SERVICE	2,382,322.00	218,254.28	2,075,749.78	306,572.22	87.13

Number of Accounts: 49

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

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 6/2014)

Obj	Obj	2013-14 BUDGET	ENCUMBRANCE YTD	2013-14 EXPENDITURES	June 2013-14 ACTIVITY	BALANCE	2013-14 YTD \$
199	GENERAL FUND						
11	INSTRUCTION						
	61-- PAYROLL COSTS	17,129,885.14	0.00	13,825,504.06	1,380,438.19	3,304,381.08	80.71
	62-- PURCHASE & CONTRACTED SVS	309,887.14	13,001.22	267,494.64	9,475.58	29,391.28	86.32
	63-- SUPPLIES AND MATERIALS	422,960.23	66,912.50	322,392.18	15,855.86	33,655.55	76.22
	64-- OTHER OPERATING EXPENSES	22,587.11	1,723.66	19,695.32	2,377.15	1,168.13	87.20
	66-- CFTL OUTLY LAND BLDG & EQ	0.00	72,186.87	0.00	0.00	-72,186.87	0.00
	----- INSTRUCTION	17,885,319.62	153,824.25	14,435,086.20	1,408,146.78	3,296,409.17	80.71
12	INST. RESOURCES & MEDIA SVCS						
	61-- PAYROLL COSTS	325,611.60	0.00	266,511.87	26,647.18	59,099.73	81.85
	62-- PURCHASE & CONTRACTED SVS	35,101.32	0.00	33,818.44	0.00	1,282.88	96.35
	63-- SUPPLIES AND MATERIALS	62,627.20	3.99	59,123.42	2,991.83	3,499.79	94.41
	64-- OTHER OPERATING EXPENSES	6,393.00	232.50	5,603.32	0.00	557.18	87.65
	----- INST. RESOURCES & MEDIA S	429,733.12	236.49	365,057.05	29,639.01	64,439.58	84.95
13	CURRICULUM DEV & INST STFF DEV						
	61-- PAYROLL COSTS	236,982.90	0.00	196,584.20	19,532.62	40,398.70	82.95
	62-- PURCHASE & CONTRACTED SVS	39,721.00	17,265.00	18,340.50	3,000.00	4,115.50	46.17
	63-- SUPPLIES AND MATERIALS	17,543.00	1,733.02	11,907.06	183.04	3,902.92	67.87
	64-- OTHER OPERATING EXPENSES	41,086.00	5,379.58	21,919.77	732.36	13,786.65	53.35
	----- CURRICULUM DEV & INST STFF	335,332.90	24,377.60	248,751.53	23,448.02	62,203.77	74.18
21	INSTRUCTIONAL LEADERSHIP						
	61-- PAYROLL COSTS	420,923.02	0.00	336,894.96	34,476.54	84,028.06	80.04
	62-- PURCHASE & CONTRACTED SVS	7,980.00	1,544.22	3,534.06	661.75	2,901.72	44.29
	63-- SUPPLIES AND MATERIALS	101,452.91	18.00	13,846.81	2,331.87	87,588.10	13.65
	64-- OTHER OPERATING EXPENSES	9,828.00	443.40	6,173.21	95.00	3,211.39	62.81
	----- INSTRUCTIONAL LEADERSHIP	540,183.93	2,005.62	360,449.04	37,565.16	177,729.27	66.73

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 6/2014)

199	23	Obj	Obj	2013-14		2013-14		June 2013-14		2013-14	
				BUDGET	ENCUMBRANCE	EXPENDITURES	ACTIVITY	BALANCE	YTD %		
GENERAL FUND											
SCHOOL LEADERSHIP											
61--		PAYROLL COSTS	1,966,543.83	0.00	1,560,608.85	154,734.19	405,934.98	79.36			
62--		PURCHASE & CONTRACTED SVS	38,451.28	5,794.04	28,481.92	1,388.19	4,175.32	74.07			
63--		SUPPLIES AND MATERIALS	50,537.50	3,052.48	40,543.90	1,368.21	6,941.12	80.23			
64--		OTHER OPERATING EXPENSES	12,647.50	1,051.40	11,188.22	1,257.41	407.88	88.46			
----		SCHOOL LEADERSHIP	2,068,180.11	9,897.92	1,640,822.89	158,748.00	417,459.30	79.34			
GUIDANCE & COUNSELING											
61--		PAYROLL COSTS	1,026,918.28	0.00	854,531.26	85,368.54	172,387.02	83.21			
62--		PURCHASE & CONTRACTED SVS	9,635.74	0.00	3,956.50	0.00	5,679.24	41.06			
63--		SUPPLIES AND MATERIALS	27,528.76	5,562.19	15,281.84	1,901.97	6,684.73	55.51			
64--		OTHER OPERATING EXPENSES	9,238.50	392.61	7,204.06	299.51	1,641.83	77.98			
----		GUIDANCE & COUNSELING	1,073,321.28	5,954.80	880,973.66	87,570.02	186,392.82	82.08			
SOCIAL WORK SERVICES											
61--		PAYROLL COSTS	45,351.00	0.00	38,064.93	3,799.17	7,286.07	83.93			
----		SOCIAL WORK SERVICES	45,351.00	0.00	38,064.93	3,799.17	7,286.07	83.93			
HEALTH SERVICES											
61--		PAYROLL COSTS	361,724.00	0.00	302,534.76	29,491.68	59,189.24	83.64			
62--		PURCHASE & CONTRACTED SVS	363.00	0.00	396.00	0.00	-33.00	109.09			
63--		SUPPLIES AND MATERIALS	9,264.00	1,106.37	6,213.89	610.53	1,943.74	67.08			
64--		OTHER OPERATING EXPENSES	655.00	435.09	0.00	0.00	219.91	0.00			
----		HEALTH SERVICES	372,006.00	1,541.46	309,144.65	30,102.21	61,319.89	83.10			
PUPIL TRANSPORTATION											
61--		PAYROLL COSTS	1,246,088.92	0.00	1,066,431.89	99,308.04	179,657.03	85.58			
62--		PURCHASE & CONTRACTED SVS	32,070.00	9,028.85	23,258.04	600.80	-216.89	72.52			
63--		SUPPLIES AND MATERIALS	411,780.00	18,953.68	378,328.99	21,041.54	14,497.33	91.88			
64--		OTHER OPERATING EXPENSES	-91,319.00	735.00	-128,218.44	-4,172.15	36,164.44	140.41			

Obj	Obj	2013-14		2013-14		2013-14		2013-14	
		BUDGET	ENCUMBRANCE YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %		
199	GENERAL FUND								
34	PUPIL TRANSPORTATION								
	----	1,598,619.92	28,717.53	1,339,800.48	116,778.23	230,101.91	83.81		
36	COCURR./EXTRACURR.ACTIVITIES								
	61--	891,396.92	0.00	761,956.40	57,778.75	129,440.52	85.48		
	62--	123,708.15	20,465.13	100,888.11	921.52	2,354.91	81.55		
	63--	188,902.39	56,640.21	123,685.80	14,076.40	8,576.38	65.48		
	64--	295,461.46	7,954.54	263,784.99	30,889.22	23,721.93	89.28		
	66--	6,000.00	0.00	6,000.00	0.00	0.00	100.00		
	----	1,505,468.92	85,059.88	1,256,315.30	103,665.89	164,093.74	83.45		
41	GENERAL ADMINISTRATION								
	61--	963,283.32	0.00	813,412.29	79,356.91	149,871.03	84.44		
	62--	116,851.00	20,218.89	76,517.58	4,273.42	20,114.53	65.48		
	63--	43,480.00	1,478.90	26,263.60	5,098.99	15,737.50	60.40		
	64--	105,558.00	7,706.29	77,624.94	9,182.87	20,226.77	73.54		
	----	1,229,172.32	29,404.08	993,818.41	97,912.19	205,949.83	80.85		
51	PLANT MAINTENANCE & OPERATIONS								
	61--	1,911,537.28	0.00	1,706,087.60	171,462.16	205,449.68	89.25		
	62--	1,469,432.78	65,948.38	1,167,703.88	112,953.38	235,780.52	79.47		
	63--	425,262.22	46,709.03	361,995.29	48,260.42	16,557.90	85.12		
	64--	173,718.00	590.00	169,513.30	359.61	3,614.70	97.58		
	66--	5,469.00	0.00	5,469.00	0.00	0.00	100.00		
	----	3,985,419.28	113,247.41	3,410,769.07	333,035.57	461,402.80	85.58		
52	SECURITY & MONITORING SERVICES								
	61--	45,352.63	0.00	38,574.02	3,850.08	6,778.61	85.05		
	62--	54,900.00	0.00	54,828.10	51,468.10	71.90	99.87		
	63--	3,100.00	0.00	512.00	512.00	2,588.00	16.52		

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 6/2014)

Obj	Obj	2013-14		2013-14		June 2013-14		2013-14	
		BUDGET	ENCUMBRANCE	EXPENDITURES	ACTIVITY	BALANCE	YTD %		
199	GENERAL FUND								
52	SECURITY & MONITORING SERVICES								
	66-- CPTL OUTLY LAND BLDG & EQ	19,000.00	0.00	18,600.00	0.00	400.00	97.89		
	---- SECURITY & MONITORING SER	122,352.63	0.00	112,514.12	55,830.18	9,838.51	91.96		
53	DATA PROCESSING SERVICES								
	61-- PAYROLL COSTS	524,395.77	0.00	354,960.31	41,729.20	169,415.46	67.69		
	62-- PURCHASE & CONTRACTED SVS	263,456.00	64,234.76	250,747.78	79,318.04	-51,526.54	95.18		
	63-- SUPPLIES AND MATERIALS	278,265.00	2,935.12	272,248.10	2,284.03	3,081.78	97.84		
	64-- OTHER OPERATING EXPENSES	6,000.00	429.93	4,604.22	202.80	965.85	76.74		
	66-- CPTL OUTLY LAND BLDG & EQ	687,000.00	493,709.48	0.00	0.00	193,290.52	0.00		
	---- DATA PROCESSING SERVICES	1,759,116.77	561,309.29	882,560.41	123,534.07	315,227.07	50.17		
61	COMMUNITY SERVICES								
	61-- PAYROLL COSTS	51,227.20	0.00	32,738.68	5,898.44	18,488.52	63.91		
	62-- PURCHASE & CONTRACTED SVS	20,000.00	0.00	25,000.00	20,000.00	-5,000.00	125.00		
	63-- SUPPLIES AND MATERIALS	556.00	0.00	548.00	548.00	8.00	98.56		
	64-- OTHER OPERATING EXPENSES	3,000.00	0.00	0.00	0.00	3,000.00	0.00		
	---- COMMUNITY SERVICES	74,783.20	0.00	58,286.68	26,446.44	16,496.52	77.94		
81	FACILITIES ACQ. & CONSTRUCTION								
	66-- CPTL OUTLY LAND BLDG & EQ	3,497,419.00	128,703.35	467,358.71	94,864.80	2,901,356.94	13.36		
	---- FACILITIES ACQ. & CONSTRU	3,497,419.00	128,703.35	467,358.71	94,864.80	2,901,356.94	13.36		
91	INTERGOVERNMENTAL CHARGES								
	62-- PURCHASE & CONTRACTED SVS	2,889,539.00	0.00	2,720,144.00	544,029.00	169,395.00	94.14		
	---- INTERGOVERNMENTAL CHARGES	2,889,539.00	0.00	2,720,144.00	544,029.00	169,395.00	94.14		

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 6/2014)

199	Obj	Obj	GENERAL FUND	2013-14 BUDGET	ENCUMBRANCE YTD	2013-14 EXPENDITURES	June 2013-14 ACTIVITY	BALANCE	2013-14 YTD %
62--			PURCHASE & CONTRACTED SVS	657,204.00	0.00	645,982.38	160,358.10	11,221.62	98.29
----			OTHER INTERGOVERNMENTAL CH	657,204.00	0.00	645,982.38	160,358.10	11,221.62	98.29
----			GENERAL FUND	40,068,523.00	1,144,279.68	30,165,919.51	3,435,472.84	8,758,323.81	75.29

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 6/2014)

Obj	Obj	2013-14		2013-14		June 2013-14		2013-14	
		BUDGET	ENCUMBRANCE	EXPENDITURES	ACTIVITY	BALANCE	YTD %		
240	FOOD SERVICE								
35	FOOD SERVICES								
	61-- PAYROLL COSTS	884,491.00	0.00	709,851.62	70,070.71	174,639.38	80.26		
	62-- PURCHASE & CONTRACTED SVS	101,175.00	2,171.42	51,404.50	4,758.84	47,599.08	50.81		
	63-- SUPPLIES AND MATERIALS	1,176,391.69	114,497.91	1,026,383.07	59,962.05	35,510.71	87.25		
	64-- OTHER OPERATING EXPENSES	16,655.22	0.00	15,964.99	647.95	690.23	95.86		
	66-- CPTL OUTLY LAND BLDG & EQ	64,609.09	0.00	51,629.79	4,146.00	12,979.30	79.91		
	---- FOOD SERVICES	2,243,322.00	116,669.33	1,855,233.97	139,585.55	271,418.70	82.70		
	---- FOOD SERVICE	2,243,322.00	116,669.33	1,855,233.97	139,585.55	271,418.70	82.70		

Number of Accounts: 2244

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

RECAP OF EXPENDITURES BY FUND (Date: 6/2014)

199	Obj	Obj	GENERAL FUND	2013-14		2013-14		June 2013-14		2013-14	
				BUDGET	ENCUMBRANCE	EXPENDITURES	YTD	ACTIVITY	BALANCE	YTD	
	6---		EXPENDITURES	40,068,523.00	1,144,279.68	30,165,919.51	3,435,472.84	8,758,323.81	75.29		
	----		GENERAL FUND	40,068,523.00	1,144,279.68	30,165,919.51	3,435,472.84	8,758,323.81	75.29		
			FOOD SERVICE								
	6---		EXPENDITURES	2,243,322.00	116,669.33	1,855,233.97	139,585.55	271,418.70	82.70		
	----		FOOD SERVICE	2,243,322.00	116,669.33	1,855,233.97	139,585.55	271,418.70	82.70		

Number of Accounts: 2244

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



Marble Falls  
Independent  
School District

INTEROFFICE MEMORANDUM

Date: July 17, 2014

To: Board of Trustees and Dr. O'Connor

From: David Hemond, Accounting Supervisor

Subject: Consider Approval of Budget Amendments

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Budget amendments included for approval (copies follow):

13-00086	Increase budget for technology supplies - \$182
13-00088	Increase budget for technology contracted services - \$7,500
13-00092	Increase budget for technology infrastructure - \$99,673
13-00093	Increase budget for salaries, utilities, supplies and contracted services - \$386,363
13-00094	Increase budget for CTE equipment - \$79,662
13-00095	Increase budget for contracted services - \$8,500

**MARBLE FALLS ISD  
BUDGET AMENDMENT**

<b>Batch #:</b>	13-60084	<b>Reason for amendment:</b>	GRADUATION EXPENSES
<b>Fiscal Year:</b>	2013-2014	<b>Account Description</b>	
<b>Account Number</b>			
<b>EXPENDITURES</b>			
1	199 E 36 6499 24 001 0 99 000	MISC OPERATING COSTS	
2	199 E 53 6399 00 999 0 99 000	TECHNOLOGY	181.89
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<b>REVENUE</b>			
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24			
<b>Totals</b>			181.89

Board Approval Required  Yes  No  
 Prepared by: *[Signature]* Date: 6/11/14  
 Approved by: *[Signature]* Date: 6-11-14  
 Reviewed by: *[Signature]* Date: 6/16/14  
 Entered by: *[Signature]* Date: 6/11/14

**MARBLE FALLS ISD  
BUDGET AMENDMENT**

<b>Batch #:</b>	13-00588	<b>Reason for amendment:</b>	Technology Consortium Telecommunications Supplement
<b>Fiscal Year:</b>	2014-2015	<b>Account Description</b>	
<b>Account Number</b>		<b>Account Description</b>	
<b>EXPENDITURES</b>			
1	199-00-5749-00-000-0-00-000	Region 13 Technology Consortium Telecommunications Supplement	
2	199-53-6248-00-999-0-99-000	Technology	7,500.00
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<b>REVENUE</b>			
21			7,500.00
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<b>Totals</b>			7,500.00
<b>Board Approval Required</b>		<b>Approved by:</b> <i>Lisa Lemmon</i>	<b>Reviewed by:</b> <i>DA</i>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Date:</b> 6-16-14	<b>Date:</b> 6/16/14
		<b>Entered by:</b>	<b>Date:</b>

MARBLE FALLS ISD  
BUDGET AMENDMENT

<b>Batch #:</b>	13-00092	<b>Reason for amendment:</b>	INCREASE BUDGET FOR TECHNOLOGY INFRASTRUCTURE
<b>Fiscal Year:</b>	2013-14	<b>Account Description</b>	
<b>Account Number</b>			
<b>EXPENDITURES</b>			
1	199-53-6649-01-999-099-000	FURNITURE & EQUIPMENT > \$5,000	
2	199-81-6629-01-001-022-000	BUILDINGS & IMPROVEMENTS	99,673.00
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<b>REVENUE</b>			
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<b>Totals</b>			99,673.00
<b>Board Approval Required</b>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Prepared by: David Hemond		Approved by: <i>Jim Hemond</i>	Reviewed by:
Date: 06/30/14		Date: 6-30-14	Date:
			Entered by:
			Date:



**MARBLE FALLS ISD  
BUDGET AMENDMENT**

Reason for amendment: To adjust budget to cover functions for 2013-14

Batch #: 12-00093  
Fiscal Year: 2013-14

Account Number	Account Description	Debit		Credit	
		Increase	Decrease	Increase	Decrease
<b>EXPENDITURES</b>					
1 199-32-6119.00-999-099-000	Professional Salaries	1,000.00			
2 199-33-6119.00-001-099-000	Professional Salaries	8,000.00			
3 199-51-6129.00-936-099-000	Paraprofessional Salaries	100,000.00			
4 199-51-6259.30-936-099-000	Utilities	50,000.00			
5 199-51-6319.00-936-099-000	General Supplies	55,000.00			
6 199-52-6248.00-999-099-000	Contracted Maintenance	4,000.00			
7 199-53-6248.00-999-099-000	Contracted Maintenance	168,363.00			
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20					
<b>REVENUE</b>					
21 199-00-5711.00-000-000-000	Property Taxes			159,444.00	
22 199-00-5931.00-000-000-000	SHARS Revenue			226,919.00	
23					
24					
<b>Totals</b>			386,363.00	386,363.00	

Board Approval Required  Yes  No

Prepared by: Lisa LeMon Date: 07/16/14

Reviewed by: [Signature] Date: 7/16/14

Entered by: [Signature] Date: 7/16/14

**MARBLE FALLS ISD  
BUDGET AMENDMENT**

<b>Batch #:</b>	13-00094	<b>Reason for amendment:</b>	To adjust budget for CTE Equipment
<b>Fiscal Year:</b>	2013-14	<b>Account Description</b>	
<b>Account Number</b>		<b>Account Description</b>	
<b>EXPENDITURES</b>			
1	199-81-6629.01-001-022-000	Capital Outlay - Buildings and Improvements - CTE	79,662.00
2	199-11-6399.00-001-022-024	General Supplies - CTE - Welding	19,164.00
3	199-11-6639.00-001-022-024	Capital Outlay - Equipment - CTE - Welding	60,498.00
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<b>REVENUE</b>			
21			
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24			
<b>Totals</b>			79,662.00
<b>Board Approval Required</b>			
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Prepared by:</b> Lisa LeMon	<b>Reviewed by:</b> [Signature]
		<b>Date:</b> 07/16/14	<b>Date:</b> 7/16/14
<b>Entered by:</b> [Signature]			<b>Date:</b> 7/16/14

# MARBLE FALLS ISD BUDGET AMENDMENT

<b>Batch #:</b>	<b>13-00675</b>	<b>Reason for amendment:</b>	To adjust budget for Connected Consulting
<b>Fiscal Year:</b>	2013-14	<b>Account Description</b>	
<b>Account Number</b>			
<b>EXPENDITURES</b>			
1	199-11-6119.00-001-031-000	Extra Duty Pay - Yale	
2	199-13-6299.00-999-099-000	Professional Services	8,500.00
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<b>REVENUE</b>			
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<b>Totals</b>			8,500.00      8,500.00
<b>Board Approval Required</b>		<b>Prepared by:</b> Lisa LeMon	<b>Approved by:</b> <i>[Signature]</i>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Date:</b> 07/16/14	<b>Date:</b> 7/16/14

## CONTRACT FOR ELECTION SERVICES

**THIS CONTRACT FOR ELECTION SERVICES** (this "Contract") is made and entered into by and between the ELECTIONS ADMINISTRATOR OF BURNET COUNTY, TEXAS ("Contracting Officer") and the Local Political Subdivision set forth on the signature page of this Contract (the "LPS") pursuant to the authority under Section 31.092(a) of the Texas Election Code.

### RECITALS

WHEREAS, the LPS expects to order an election during the term of this Contract and during any renewal term of this Contract (the "Election");

WHEREAS, the LPS desires that certain election services for the Election be provided by the Contracting Officer pursuant to Chapter 31, Subchapter D of the Texas Election Code and;

WHEREAS, the Contracting Officer and the LPS desire to enter into a contract setting out the respective responsibilities of the parties;

NOW, THEREFORE, the parties to this Contract agree as follows with respect to the coordination, supervision, and conduct of the Election.

### I. GENERAL PROVISIONS.

- A. The purpose of this Contract is to maintain consistency and accessibility in voting practices, polling places, and election procedures to best assist the voters of the LPS. For purposes of this Contract the term "Election" will include any resulting recount or election contest. It will also apply to any election to resolve a tie.
- B. The Contracting Officer is hereby appointed to serve as the LPS's Election Officer and Early Voting Clerk to conduct the Election for those areas of the LPS located in Burnet County. As Election Officer and Early Voting Clerk, the Contracting Officer will coordinate, supervise and conduct all aspects of administering voting in connection with the Election in compliance with all applicable law except as otherwise provided in this Contract.
- C. The LPS agrees to commit the funds necessary to pay for election-related expenses for the LPS's election.
- D. The Contracting Officer has the right to enter into agreements with other entities at any time and may require that authorities of LPSs holding elections on the same day in all or part of the same territory to enter into a joint election agreement as authorized in Chapter 271 of the Texas Election Code. The LPS agrees to enter into a joint election agreement required by Burnet County.

**II. RESPONSIBILITIES OF CONTRACTING OFFICER.** The Contracting Officer shall be responsible for performing the following services and furnishing the following materials and equipment in connection with the election:

- A. ***Nomination of Presiding Judges and Alternate Judges.*** The Contracting Officer shall recruit and appoint Election Day presiding and alternate judges, central accumulation station

judges, and the Early Voting Ballot Board (EVBB) presiding judge, all of which shall meet the eligibility requirements in Subchapter C of Chapter 32 of the Texas Election Code.

**B. *Notification to LPS.*** The Contracting Officer shall provide the LPS with the most up-to-date list of presiding and alternate judges three weeks before the statutory deadline to order the election and again three weeks before Election Day. LPS acknowledges that the information provided may not be final or complete.

**C. *Notification to Presiding and Alternate Judges; Appointment of Clerks.***

1. The Contracting Officer shall notify each presiding and alternate judge of his or her appointment. The notification will also include the assigned polling location, the date of the election training(s), the date and time of the election, the rate of compensation, the number of clerks the judge may appoint, the eligibility requirements for election workers, and the name of the presiding or alternate judge as appropriate.
2. The election judge will make the clerk appointments in consultation with the Contracting Officer. If a presiding judge or the alternate judge does not speak both English and Spanish, and the election precinct is one subject to Sections 272.002 and 272.009 of the Texas Election Code, the Contracting Officer shall ensure that a bilingual election clerk is appointed. The Contracting Officer shall notify the clerks of the same information that the judges receive under this section.

**D. *Election Training.*** The Contracting Officer shall be responsible for conducting election training for the presiding judges, alternate judges, clerks, and Early Voting deputies in the operation and troubleshooting of the direct record electronic (DRE) voting system and the conduct of elections, including qualifying voters, issuing ballot style codes, maintaining order at the polling location, conducting provisional voting and counting votes.

**E. *Logic and Accuracy Testing.*** In advance of Early Voting (including the sending out of any mail ballots), the Contracting Officer, the tabulation supervisor, and other members the Contracting Officer designates for the testing board shall conduct all logic and accuracy testing in accordance with the procedures set forth by the Texas Election Code and under guidelines provided by the Secretary of State's office. The Contracting Officer shall also be responsible for the publication of the required notice of such testing.

**F. *Election Supplies.*** The Contracting Officer shall procure, prepare, and distribute to the presiding judges for use at the polling locations on Election Day (and to the Early Voting clerks during Early Voting) the following election supplies: election and early voting kits (including the appropriate envelopes, lists, forms, name tags, posters, and signage described in Chapters 51, 61, and 62, and Subchapter B of Chapter 66 of the Texas Election Code) seals, sample ballots, thermal paper rolls for use in the Judge's Booth Controllers (JBCs), batteries for use in the JBCs and eSlates, labels for the electronic poll books, and all consumable-type office supplies necessary to hold an election.

**G. *Registered Voter List.*** The Contracting Officer shall provide lists of registered voters required by law for use on Election Day and for the Early Voting period.

**H. Notice at Previous Polling Place.** The Contracting Officer shall post notices of a change in a polling place at the entrance to the previous polling location. Section 43.062 of the Texas Election Code provides that the notice shall state the location has changed and give the location of the new polling place.

**I. Election Equipment.** The Contracting Officer shall prepare and distribute the Direct Record Electronic (DRE) voting system components from Hart InterCivic, Inc. ("Hart") for the election. This voting system includes the equipment referred to as "eSlates" and "Judge's Booth Controllers" (JBCs). Each polling location will have at least one voting machine that is accessible to disabled voters and provides a practical and effective means for voters with disabilities to cast a secret ballot.

**J. Ballots.** The Contracting Officer or designee shall be responsible for the preparation, printing, programming and distribution of English and Spanish ballots and sample ballots, including the mail ballots, based on the information provided by the LPS, including names of the candidates, names of the offices sought, order of names on the ballot, propositions on the ballot, and the Spanish translation of the offices and any propositions. The ballot will be prepared in these formats: DRE, paper and auditory.

**K. Early Voting.** In accordance with Sections 31.096 and 32.097(b) of the Texas Election Code, the Contracting Officer shall serve as Early Voting Clerk for the election.

1. The Contracting Officer shall supervise and conduct early voting by mail and by personal appearance and shall secure personnel to serve as Early Voting Deputies.
2. Early Voting by personal appearance for the election shall be conducted during the hours and time period and at the locations as determined by the Contracting Officer.
3. The Contracting Officer shall receive mail ballot applications on behalf of the LPS. All applications for mail ballots shall be processed in accordance with Title 7 of the Texas Election Code by the Contracting Officer or deputies at the Records Building, located behind the Burnet County Courthouse Annex at 1701 E. Polk St., Burnet, TX. Applications for mail ballots erroneously sent to the LPS shall be faxed promptly to the Contracting Officer for timely processing then the original application shall be forwarded to the Contracting Officer for proper retention.
4. Early voting ballots shall be secured and maintained at the Records Building at 1701 E. Polk St., Burnet, TX and in accordance with Chapter 87 of the Texas Election Code. The Early Voting Ballot Board shall meet at the same location unless posted differently.

**L. Election Day Polling Locations.** The Election Day polling locations are determined by the Contracting Officer in consultation with the LPS and in accordance with the Texas Election Code. The Contracting Officer shall arrange for the use of all Election Day polling places and shall arrange for the setting up of the polling location including tables, chairs and voting booths.

**M. Election Day Activities.**

1. The Contracting Officer and staff shall be available from 6:00 am until the completion of vote counting on Election Day to render technical support and assistance to voters and

election workers.

2. The Contracting Officer and staff shall prepare and conduct Election Night intake of election equipment, supplies and records.
3. The Contracting Officer and designee shall serve as central counting station manager and tabulation supervisor, counting the votes in conjunction with the Early Voting Ballot Board and the Central Counting Station judges.

**N. *Election Night Reports.*** The Contracting Officer shall prepare the unofficial and official tabulation of precinct results under Section 66.056(a) of the Texas Election Code. The unofficial tabulation of Early Voting precinct results and Election Day precinct results shall be made available to the LPS via e-mail as soon as they are prepared and may be released under law, but no earlier than 7:05 pm on Election Day. The tabulation reports may also be provided to other counties as necessary for the election.

**O. *Provisional Votes/Determination of Mail Ballots Timely Received under Section 86.007(d) of the Texas Election Code.*** The Contracting Officer, serving as voter registrar, shall retain the provisional voting affidavits and shall provide factual information on each of the provisional voters' status. The Contracting Officer shall reconvene the EVBB after the election within the time set forth in Section 65.051 of the Texas Election Code for the purpose of determining the disposition of the provisional votes. At the same time, the EVBB will review mail ballots timely received under Section 86.007(d) of the Texas Election Code to determine whether such will be counted and to resolve any issues with such ballots.

**P. *Canvass Material Preparation.*** Promptly after determination of the provisional votes and resolution of any mail ballots, the Contracting Officer shall work with the EVBB to tally the accepted provisional votes and resolved mail ballots, amend the unofficial tabulations, and submit new unofficial tabulations to the LPS. The reports will serve as the canvass materials for the LPS.

**Q. *Custodian of Election Records.*** The election records will be submitted to the LPS except for those records that must be maintained by the Contracting Officer as Voter Registrar in accordance with Section 66.051 of the Texas Election Code. The Contracting Officer is hereby appointed the custodian of voted ballots (which in the case of the ballots cast on the DRE voting system consists of the DVD backup) and shall preserve them in accordance with Chapter 66 of the Texas Election Code and other applicable law. The Contracting Officer shall also maintain custody of the records pertaining to the operation of the JBCs and eSlates.

**R. *Recount.***

1. If required by law, the Contracting Officer shall perform a partial manual count of electronic voting system ballots in accordance with section 127.201 of the Texas Election Code. A recount may also be requested in accordance with Chapter 212 of the Texas Election Code.
2. The LPS shall advise the Contracting Officer if a recount is required by law or requested and the Contracting Officer and the LPS shall discuss how such recount is

to be conducted. The LPS shall reimburse the Contracting Officer for the cost of such count which is not included in the original invoice.

**S. *Schedule for Performance of Services.*** The Contracting Officer shall perform all election services in accordance and compliance with the time requirements set out in the Texas Election Code.

**T. *Contracting with Third Parties.*** In accordance with Section 31.098 of the Texas Election Code, the Contracting Officer is authorized to contract with third parties for election services and supplies. The cost of such third-party services and supplies will be paid by the Contracting Officer and reimbursed by the LPS.

**U. *Department of Justice Preclearance for General Elections.*** If required by law, any changes to the general conduct of voting in Burnet County will be pre-cleared through the United States Department of Justice by the Contracting Officer with copies of the submission and response e-mailed to the LPS.

**III. RESPONSIBILITIES OF THE LPS.** The LPS shall perform the following responsibilities:

**A. *Applications for Mail Ballots.*** The LPS shall date stamp and then as promptly as possible fax to the Contracting Officer all applications for mail ballots that it receives. Promptly thereafter, the LPS shall deliver or send by mail the original mail ballot applications to the Contracting Officer.

**B. *Election Orders, Election Notices, and Canvass.*** The LPS shall be responsible for preparing, adopting, publishing, and posting all required election orders, resolutions, notices and other documents, including bilingual materials, evidencing action by the governing authority of the LPS necessary to the conduct of the election. The LPS shall be responsible for conducting the official canvass of the election.

**C. *Map/ Annexations.*** The LPS shall provide the Contracting Officer with an updated map and street index of its jurisdiction in an electronic or printed format and shall advise the Contracting Officer of any annexations or de-annexations.

**D. *Department of Justice Preclearance for Special Elections.*** If required by law, the LPS shall be individually responsible for obtaining appropriate preclearance from the United States Department of Justice for any special elections.

**E. *Ballot Information.*** The LPS shall prepare the text for the LPS's official ballot in English and Spanish and provide to the Contracting Officer as soon as possible at the end of the period for ordering the election or filing for candidacy. The ballot information shall include a list of propositions showing the order and the exact manner in which the candidates' names and the propositions are to appear on the ballot. The LPS shall promptly review for correctness the ballot when requested by the Contracting Officer to do so prior to finalization and shall approve by e-mail or by signature in person.

**F. *Precinct Reports to the Texas Secretary of State.*** Based on information provided by the Contracting Officer, the LPS shall prepare and file all required precinct reports with the Texas Secretary of State.

**G. Annual Voting Report.** The LPS shall be responsible for filing its annual voting system report to the Texas Secretary of State as required under Chapter 123 *et seq.* of the Texas Election Code.

#### **IV. SPECIAL PROVISIONS RELATING TO ELECTION WORKERS**

**A. Number of Election Workers at Election Day Polling Locations.** It is agreed by the Contracting Officer and the LPS that there will be at least three election workers at each Election Day polling location: the presiding judge, an alternate judge, and at least one election clerk appointed by the presiding judge. The number of necessary clerks is derived from the number of elections at the poll and the number of registered voters for that poll.

**B. Compensation for Election Workers.** The Contracting Officer shall compensate all election workers in accordance with the Contracting Officer's established compensation policies, in accordance with the Texas Election Code and using the rates set by Burnet County Commissioners Court for county elections. The Contracting Officer shall pay the workers and be reimbursed by the entities sharing the polling location unless a polling place is open for only one LPS holding an election. In this case, the LPS shall pay the election workers directly.

#### **V. PAYMENT**

**A. Charges and Distribution of Costs.** In consideration of the joint election services provided by the Contracting Officer, the LPS will be charged a share of election costs and an administrative fee. The costs distribution is set forth in the Joint Election Agreement. The cost estimate is set forth in the Cost Estimate.

**B. Administrative Fee.** The Contracting Officer shall charge a fee equal to 10% of the LPS's share of the cost of the election or a minimum of \$75.00.

**C. Equipment Rental Fee.** Per Section 123.032(d) of the Texas Election Code, the Burnet County Commissioners Court has set the equipment rental fee at \$150 per JBC and per eSlate. There is no charge for Early Voting rental of equipment. If the County acquires additional equipment, different voting equipment, or upgrades existing equipment during the term of this Contract, the charge for the use of the equipment may be reset by the Burnet County Commissioners Court.

**D. Fixed Lump Sum Price for Districts other than Cities, School Districts and Central Texas Groundwater Conservation District.** A LPS that is not a city, school district or the Central Texas Groundwater Conservation District shall pay the Contracting Officer a fixed lump sum price to administer its election. The only item not included in the lump sum price is the cost of any recount.

**E. Payment.** The Contracting Officer's invoice shall be due and payable to the address set forth in the invoice within 30 days from the date of receipt by the LPS.

#### **VI. TERM AND TERMINATION**

**A. Initial Term.** The initial term of this Contract shall commence upon the last party's execution

hereof and shall continue thereafter in full force and effect for one year, subject to the termination rights set forth herein.

- B. *Renewal.*** Subject to the termination rights set forth herein, this Contract shall automatically renew for a one-year term.
- C. *Termination.*** If either party wishes to terminate this Contract for convenience or for cause the party must provide thirty (30) business days' written notice to the other party and allow for discussion of the desired outcome and options to reach the desired outcome. In the event of termination, it is understood and agreed that only the amounts due to the Contracting Officer for services provided and expenses incurred will be due and payable.

## VII. MISCELLANEOUS PROVISIONS

- A. *Nontransferable Functions.*** In accordance with Section 31.096 of the Texas Election Code, nothing in this Contract shall authorize or permit a change in:
  - 1. The authority with whom or the place at which any document or record relating to the election is to be filed;
  - 2. The officers who conduct the official canvass of the election returns;
  - 3. The authority to serve as custodian of voted ballots or other election records; or
  - 4. Any other nontransferable function specified under Section 31.096 or other provisions of Texas law.
- B. *Cancellation of Election.*** If the LPS cancels its election pursuant to Section 2.053 of the Texas Election Code, the Contracting Officer shall be entitled to receive an administrative fee of \$75. The Contracting Officer shall submit an invoice for the administrative fee as soon as reasonably possible after the cancellation, and the LPS shall make payment therefore in a manner similar to that set forth in **V. PAYMENT** above.
- C. *Contract Copies to Treasurer and Auditor.*** In accordance with Section 31.099 of the Texas Election Code, the Contracting Officer agrees to file copies of this Contract with the County Treasurer and the County Auditor of Burnet County, Texas.
- D. *Election to Resolve a Tie.*** In the event that an election is necessary to resolve a tie vote, the terms of this Contract shall extend to the second election, except:
  - 1. The LPS and the Contracting Officer will agree upon the date of the election and the early voting schedule subject to provisions of the Election Code and with regard to other elections conducted by the Contracting Officer.
  - 2. The LPS will be responsible for any Department of Justice preclearance submission under Section 5 of the Federal Voting Rights Act.
  - 3. An attempt will be made to use election workers that worked in the first election; those poll workers will not have additional training provided by the Contracting Officer.

4. The cost of the election will be borne by the LPS; the Contracting Officer will work with the LPS on cost management.

**E. Amendment/ Modification.** Except as otherwise provided, this Contract may not be amended, modified, or changed in any respect except in writing, duly executed by the parties hereto. Both the Contracting Officer and the LPS may propose necessary amendments or modifications to this Contract in writing in order to conduct the election smoothly and efficiently, except that any such proposals must be approved by the Contracting Officer and the governing body of the LPS or its authorized agent, respectively.

**F. Severability.** If any provision of this Contract is found to be invalid, illegal, or unenforceable a court of competent jurisdiction, such invalidity, illegality, or unenforceability shall not affect the remaining provisions of this Contract and parties to this Contract shall perform their obligations under this Contract in accordance with the intent of the parties to this Contract as expressed in the terms and provisions.

**G. Representatives.** For purposes of implementing this Contract and coordinating activities, the Contracting Officer and the LPS designate the following individuals for submission of information, documents and notice:

For the Contracting Officer:

Barbara Agnew  
Elections Administrator, Burnet County  
220 S. Pierce  
Burnet, TX 78611  
Tel: (512) 715-5288  
Fax: (512) 715-5287  
Email: [electadmin@burnetcountytexas.org](mailto:electadmin@burnetcountytexas.org)

For the LPS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\* \* \*

WITNESS BY MY HAND THIS THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_\_\_.

CONTRACTING OFFICER:

\_\_\_\_\_  
Barbara Agnew, Elections Administrator  
Burnet County, Texas

WITNESS BY MY HAND THIS THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_\_\_.

THE LOCAL POLITICAL SUBDIVISION:

Name of Entity: \_\_\_\_\_

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

Printed Name: \_\_\_\_\_

Official Capacity: \_\_\_\_\_

ATTEST: \_\_\_\_\_

**JOINT ELECTION AGREEMENT 2014-2015**

**FOR BURNET COUNTY LOCAL POLITICAL SUBDIVISIONS**

**Whereas**, the undersigned local political subdivisions, collectively referred to hereafter as the "LPSs", each anticipate holding election(s) from August 2014 to July 2015; and

**Whereas**, each of the LPSs is located partially or entirely within Burnet County, Texas (the "County"); and

**Whereas**, the County has contracted or is contracting with each LPS to conduct and provide election services for such LPS's election(s) from August 2014 to July 2015; and

**Whereas**, the LPSs all desire to enter into a joint election agreement for the purpose of sharing election equipment, costs, services of election officials, and sharing precinct polling locations and election ballots where appropriate.

**NOW THEREFORE**, the LPSs agree as follows:

- I. **Scope of Joint Election Agreement.** The LPSs enter this Joint Election Agreement ("Agreement") for the conduct of the elections to be held from August 2014 through July 2015.
- II. **Appoint Election Officer.** The LPSs appoint the Burnet County Elections Administrator to serve as the Election Officer for each LPS in order to perform and supervise the duties and responsibilities of the Election Officer for any election from August 2014 through July 2015.
- III. **Early Voting Polling Locations.** The Early Voting locations for the elections will be at the main Burnet Courthouse, 220 S. Pierce, Burnet, TX 78611 and the Courthouse South Annex in Marble Falls, 810 Steve Hawkins Pkwy., Marble Falls, TX 78654. The costs incurred in connection with the Burnet Courthouse Early Voting location will be shared only by the Burnet Consolidated Independent School District, the City of Burnet, the City of Bertram, the Central Texas Groundwater Conservation District (CTGCD) and Burnet County. The costs incurred in connection with the Courthouse South Annex Early Voting location will be shared only by the Marble Falls Independent School District, the City of Marble Falls, the City of Granite Shoals, the City of Cottonwood Shores, the City of Meadowlakes, the City of Highland Haven, the City of Horseshoe Bay, the CTGCD and Burnet County.
- IV. **Election Day Polling Locations.** Election Day voting shall be held in common precincts where appropriate at the dates, times, and locations recommended by the Election Officer and authorized and ordered by the governing body of each LPS. Those will be decided within one week after the last day to order an election.
- V. **Cost Sharing.** The LPSs agree to the cost sharing provisions below. This includes Burnet County, the school districts of the county, the cities of the county, and the Central Texas Groundwater Conservation District. Other entities pay a lump sum of \$1,000 for their election.
- VI. **Effective Date.** This Agreement becomes effective upon execution by the participating LPSs.
- VII. **Amendments.** This Agreement may not be amended or modified except in writing and executed by each LPS.

### **COST SHARING – NOVEMBER UNIFORM ELECTION DATE**

- I. The following expenses will be shared equally by all LPSs holding an election including Burnet County: the newspaper notice for the Logic and Accuracy Test of the ballots, consumable election supplies, and ballot programming.
- II. The user fees for the voting equipment, election worker payroll, and mileage payments to poll workers will follow these cost sharing arrangements:
  - a. The county will bear at least 70% of these election costs at each voting location. The remaining 30% will be shared so that 20% is paid by the Independent School District (ISD) or CTGCD associated with the polling place and the remaining 10% is paid by any/all cities equally sharing the costs. If both the ISD and CTGCD are holding elections, they each pay 10%, with any/all cities equally sharing the remaining 10%.
  - b. If there is no city election, the ISD or CTGCD associated with the polling place pays 20% or 10% each and the county the remaining 80%. Subsequently, if there is no ISD or CTGCD election, any/all cities pay 10% of the costs associated with the polling place and the county pays 90%.
  - c. If there is no city, no ISD and no CTGCD election, the county pays 100% of the costs.
- III. It is acknowledged that there are more polling locations and poll workers required for General Elections (even-numbered years) than for Constitutional Amendment elections (odd-numbered years).

### **COST SHARING – MAY UNIFORM ELECTION DATE**

- I. The following expenses will be shared equally by all LPSs holding an election including Burnet County: the newspaper notice for the Logic and Accuracy Test of the ballots, consumable election supplies, and ballot programming.
- II. The user fees for the voting equipment, election worker payroll, and mileage payments to poll workers will follow these cost sharing arrangements:
  - a. For polling locations conducting elections of the county: the county will bear 50% of the election costs at each voting location. The remaining 50% will be shared so that 40% is paid by the Independent School District (ISD) associated with the polling place and the remaining 10% is paid by any/all cities equally sharing the costs.
  - b. If there is no city election, the ISD associated with the polling place pays 50%. Subsequently, if there is no ISD election, any/all cities pay 50% of the costs equally.
  - c. If there is no city or ISD election the county pays 100%.
  - d. For polling locations NOT conducting elections of the county: the ISD pays 80% and any/all cities pay 20% equally.
  - e. If there is no city election, the ISD pays 100%.
  - f. If there is no ISD election, any/all cities pay 100% equally.

A cost estimate for the LPS election will be submitted separately.

APPROVED BY THE GOVERNING BODY OF \_\_\_\_\_ in its meeting held the  
\_\_\_\_ day of \_\_\_\_\_, 201\_, and executed by its authorized representative.

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

**ACKNOWLEDGED BY:**

(Barbara M Agnew)  
Barbara Agnew  
Elections Administrator, Burnet County, Texas

6/12/14  
Date

**RESOLUTION OF THE BOARD TO SUSPEND PORTIONS OF EIE(LOCAL)  
FOR THE 2014–15 SCHOOL YEAR ONLY**

WHEREAS, Title 19, Chapter 101 of the Texas Administrative Code and section 28.0211(a) of the Texas Education Code require students in grades 5 and 8 to meet the passing standards on the reading and mathematics state-mandated assessment instruments for those grade levels to be promoted to the next grade.

WHEREAS, the \_\_\_\_\_SD EIE(LOCAL) policy requires students in grades 5 and 8 to satisfy the above stated promotion standards in addition to local standards of promotion to be promoted to the next grade.

WHEREAS, the essential knowledge and skills for mathematics in grades kindergarten through grade 8 found in Title 19, Chapter 111 of the Texas Administrative Code have been revised and will be implemented in the 2014–15 school year.

WHEREAS, state passing standards for the STAAR grades 5 and 8 mathematics examinations will not be established for the 2014–15 school year and only raw score data will be available.

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of \_\_\_\_\_SD shall suspend for the 2014–15 school year only the portions of EIE(LOCAL) that require students in grades 5 and 8 to meet the passing standards on the mathematics state-mandated assessment instruments for those grade levels to be promoted to the next grade.

Adopted this \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_, by the Board of Trustees.

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

Marble Falls ISD  
2014-2015 Certified Teacher Appraisers

In compliance with the district's board policies DNA (Legal) and DNA (Local), which are legally referenced to the Education Code, the following list of personnel are certified and approved to serve as teacher appraisers using the Professional Development and Appraisal System (PDAS) for the 2014-2015 school year.

**Marble Falls High School:** Manny Lunoff, Clark Fields, Allie Hampton, Amy Koenig

**Falls Career High School:** Peggy Little

**Marble Falls Middle School:** Brett Koch, Mickey Hughes, Brenda Moore, Krissy Sralla

**Colt Elementary:** Keith Powell, Phyllis Campbell

**Highland Lakes Elementary:** Michael Pittard, Bethany Birdwell, Stacy Lashbrook

**Marble Falls Elementary:** Mike Haley, Jennifer Lockner

**Spicewood Elementary:** Leslie Baty

**Other Appraisers:** Lee Courville, Melissa Fields, Susan Maughan, Eric Penrod, Allen Roberts, Wade Stanford, Leslie Talamantes

# Marble Falls Independent School District

## 2014-2015

### Appraisal Calendar

July 14						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		

August 14						
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31						

September 14						
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October 14						
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November 14						
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30						

December 14						
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28	29	30	31			

January 15						
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February 15						
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March 15						
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29	30	31				

April 15						
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May 15						
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24	25	26	27	28	29	30
31						

June 15						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 15						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 15						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### Appraisal Timeline

New Employee Inservice

Inservice - (First Day - August 15)

PDAS orientation completed by August 22

August 25 - First day of school

No formal observations

Holiday

September 12 - Section I of Teacher Self-Report due to appraiser.

September 15 - Formal observations begin.

April 10 - Revisions of Section I and completion of Section II and III of Teacher Self-Report due to appraiser.

April 17 - Summative Annual Report provided five working days before conferences.

April 27 - May 7 - Summative Conferences

Written summary of observation due to teacher within five days of observation. May rebut in writing or request second appraiser within ten working days. (Appraiser may extend to fifteen days.)

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## MARBLE FALLS INDEPENDENT SCHOOL DISTRICT RECRUITMENT AND RETENTION INCENTIVE PROGRAM

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The Marble Falls Independent School District recognizes that the success of the District depends on the recruitment and retention of outstanding employees. The recruitment and retention of quality employees is of great importance to the District. As incentive to seek employment and/or remain employed with Marble Falls ISD, the District is providing 2014-2015 recruitment and retention incentive compensation to qualifying employees. Recruitment and retention of outstanding District employees will ensure the continuity and success of the District's educational and auxiliary programs.

The Board of Trustees has granted the Superintendent of Schools authority to develop and implement procedures to effectuate the payment of the recruitment and retention incentive compensation and ensure that the desired public purpose is served.

Employees who meet either one of the following two criteria are eligible to receive the 2013-2014 one-time recruitment and retention incentive stipend:

- (1) employee was employed last school year, returns to serve the District as an employee again for the 2014-2015 school year, and remains employed for the entire 2014-2015 school year;

OR

- (2) employee accepted employment for the 2014-2015 school year with the District and remains employed for the entire 2014-2015 school year.

Program eligibility is subject to the approval of the Superintendent of Schools. Eligible employees who satisfy one of the two the above-listed qualifying criteria will receive a one-time incentive payment in the amount of \$400.00 to be paid in a lump-sum form for the 2014-2015 school year.

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**RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE MARBLE FALLS INDEPENDENT SCHOOL DISTRICT  
APPROVING THE RECRUITMENT AND RETENTION INCENTIVE PROGRAM**

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**STATE OF TEXAS**            :            :  
  :            :  
**COUNTY OF BURNET**       :            :

WHEREAS, the Board of Trustees of the Marble Falls Independent School District recognizes that the success of the District depends on the recruitment and retention of outstanding employees; and

WHEREAS, the recruitment and retention of quality District employees is of the highest importance to the Board of Trustees; and

WHEREAS, the Board of Trustees has determined that a public purpose will be served by ensuring the employment and retention of outstanding employees through the payment of recruitment and retention incentive compensation to its employees; and

WHEREAS, the implementation of a recruitment and retention incentive program will also ensure the employment and retention of outstanding employees, which promotes the continuity and success of the District’s educational and auxiliary programs; and

WHEREAS, the Board of Trustees has determined that a public purpose will be served by the resulting employment and retention of outstanding employees through the payment of recruitment and retention incentive compensation; and

WHEREAS, the Board of Trustees has, through the Superintendent of Schools, adopted procedures to sufficiently control the payment of all recruitment and retention incentive compensation to ensure that the public purpose is served; and

WHEREAS, the Board of Trustees has determined that it will receive a real and valuable benefit (recruitment and retention of outstanding District employees) in return for payment of the recruitment and retention incentive compensation to District employees; and

WHEREAS, the Board has determined that it is authorized to make this expenditure because it is necessary to the conduct of public schools and is in the best interest of the students and employees of this District; and

NOW THEREFORE, it is hereby resolved that an employee who meets one of the two following criteria is eligible to receive the 2014-2015, one-time recruitment and retention incentive stipend:

- (1) employee was employed last school year, returns to serve the District as an employee again for the 2014-2015 school year, and remains employed for the entire 2014-2015 school year;

OR

- (2) employee accepted employment for the 2014-2015 school year with the District and remains employed for the entire 2014-2015 school year.

NOW, THEREFORE, it is also hereby resolved by the Board of Trustees of the Marble Falls Independent School District that the qualifying employees of the District shall receive a one-time incentive payment in the amount of \$400.00 to be paid in a lump-sum form for the 2014-2015 school year.

NOW THEREFORE, the Board of Trustees hereby delegates to the Superintendent of Schools, or to the Superintendent's designee, authority to develop and implement procedures to effectuate the payment of the recruitment and retention incentive compensation.

BE IT SO ORDERED.

Adopted on this \_\_\_\_ day of \_\_\_\_\_, 2014.

MARBLE FALLS INDEPENDENT SCHOOL  
DISTRICT BOARD OF TRUSTEES

By: \_\_\_\_\_  
President, Board of Trustees

ATTEST: \_\_\_\_\_  
Secretary, Board of Trustees

# Agreement for the Purchase of Attendance Credits

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 41, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §41.006. The purpose of this agreement is to enable the district to reduce its wealth per weighted student to a level that is not greater than the equalized wealth level as determined by the commissioner of education in accordance with the TEC, §41.002.

The school year to which this agreement applies is 2014-2015 (the "school year").

The agreement is for Marble Falls Independent School District ("the district"), with a county-district number of 027-904, to purchase attendance credits from the state for the school year.

This agreement is subject to the approval of the voters of the district as provided by the TEC, §41.096. The board of trustees of the district agrees to submit to the commissioner of education, on request, a certified copy of the board minutes showing the canvass of the election.

Initial payments will be based on the commissioner's estimate of the cost of each credit using the district's projected maintenance and operations tax revenue and the estimated number of students in weighted average daily attendance for the school year (TEC, §41.093). The district agrees to make the payments in accordance with the schedule specified in the TEC, §41.094.

The actual cost of each credit will be determined by the commissioner in accordance with the TEC, §41.093, when final data on the district's maintenance and operations tax revenue and the number of students in weighted average daily attendance for the school year are available. If that amount is less than the amount paid by the district through August 15 of the school year, the difference will be refunded. If that amount is greater than the amount paid, the district shall remit an amount equal to the difference for deposit in the state treasury to be used for the Foundation School Program.

The cost of purchased attendance credits will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §41.097. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year's cost until the total amount of the reduction has been exhausted.

The cost of purchased attendance credits will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §41.097. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year's cost until the total amount of the reduction has been exhausted.

\_\_\_\_\_  
Signature of President, Board of Trustees  
Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Superintendent  
Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Secretary, Board of Trustees  
Date: \_\_\_\_\_

Dr. Robert O'Connor  
\_\_\_\_\_  
Typed Name of Superintendent

\_\_\_\_\_  
Signature of Commissioner of Education or Designee  
Date: \_\_\_\_\_



**MARBLE FALLS  
INDEPENDENT  
SCHOOL DISTRICT**

Robert O'Connor, Ed.D. – Superintendent  
1800 Colt Circle Marble Falls, Texas 78654 Phone 830-693-4357 Fax 830-693-5685

July 21, 2014

State Funding Division  
Texas Education Agency  
1701 North Congress Avenue  
Austin, TX 78701-1494

To Whom It May Concern,

Marble Falls ISD does not charge tuition for the 2014-2015 school year. The district intends to exercise Option 3 to equalize our wealth level for the 2014-2015 school year.

Sincerely,

Dr. Robert E. O'Connor  
Superintendent  
Marble Falls ISD



"IN PURSUIT OF EXCELLENCE"

ORDER AUTHORIZING THE ISSUANCE, SALE AND DELIVERY OF MARBLE FALLS INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX SCHOOL BUILDING AND REFUNDING BONDS, SERIES 2014; AUTHORIZING THE REDEMPTION PRIOR TO MATURITY OF CERTAIN OUTSTANDING BONDS, THE EXECUTION AND DELIVERY OF AN ESCROW AGREEMENT AND THE SUBSCRIPTION FOR AND PURCHASE OF CERTAIN ESCROWED SECURITIES; AND CONTAINING OTHER MATTERS RELATED THERETO

STATE OF TEXAS §  
COUNTIES OF BURNET AND TRAVIS §  
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT §

WHEREAS, the Board of Trustees (the “Board”) of the District, by order adopted on February 17, 2014, called an election (the “Election”) for the purpose of obtaining the approval of the resident, qualified electors in the District of the issuance of an aggregate of \$6,550,000 in bonds for the construction, acquisition and equipment of school buildings in the District (including the rehabilitation, renovation, expansion and improvement thereof) and the purchase of new school buses;

WHEREAS, the Election was held on May 10, 2014, in accordance with the Constitution and laws of the State of Texas, including the Texas Election Code;

WHEREAS, on May 19, 2014, the Board canvassed the Election returns and found that the resident, qualified electors in the District authorized the issuance of \$6,550,000 in bonds, as a result of which the District is authorized by the Constitution and laws of the State of Texas, including sections 45.001 and 45.003(b)(1) of the Texas Education Code, to issue such amount of bonds in accordance with the Election;

WHEREAS, after issuance of the Bonds (as defined herein), no authorized but unissued bonds pursuant to the authority of the Election will remain;

WHEREAS, the District has heretofore issued certain bonds (hereinafter defined as the “Refunded Bonds”) that it desires to refund in advance of their maturities;

WHEREAS, the District is authorized by Chapter 1207, Texas Government Code, as amended, to issue refunding bonds for the purpose of refunding the Refunded Bonds and to accomplish such refunding by depositing directly with the paying agent for the Refunded Bonds or a trust company or commercial bank proceeds from the sale of such refunding bonds, together with any other lawfully available funds, in an amount sufficient to provide for the payment or redemption of the Refunded Bonds, and pursuant to such chapter such deposit shall constitute the making of firm banking and financial arrangements for the discharge and final payment or redemption of the Refunded Bonds;

WHEREAS, the District desires to enter into an escrow agreement with the Escrow Agent (as defined herein), as authorized in Chapter 1207, Texas Government Code, as amended, pursuant to which proceeds of the refunding bonds herein authorized, together with any other

available funds, will be deposited, invested and applied in a manner sufficient to provide for the full and timely payment of all principal of, premium, if any, and interest on the Refunded Bonds;

WHEREAS, upon the issuance of the refunding bonds herein authorized and the creation of the escrow referred to above, the Refunded Bonds shall no longer be regarded as being outstanding, except for the purpose of being paid pursuant to such Escrow Agreement, and the pledges, liens, trusts and all other covenants, provisions, terms and conditions of the order authorizing the issuance of the Refunded Bonds shall be, with respect to the Refunded Bonds, discharged, terminated and defeased; and

WHEREAS, it is hereby found and determined that the refunding of the Refunded Bonds will result in a gross savings of \$376,267.22 and a net present value savings of \$297,301.74 to the District, and that such benefits are sufficient consideration for the refunding of the Refunded Bonds, and that such refunding is in the best interests of the District.

NOW, THEREFORE, BE IT ORDERED BY THE BOARD OF TRUSTEES OF THE MARBLE FALLS INDEPENDENT SCHOOL DISTRICT:

**Section 1. Definitions.** Throughout this Order the following terms and expressions as used herein shall have the meanings set forth below:

The term “Accreted Value” shall mean the sum of the principal of, interest accreted on and the initial premium, if any, on a Premium Capital Appreciation Bond per \$5,000 Maturity Amount as of each February 15 and August 15, computed on the basis of the initial offering price to the public as adjusted by semiannual compounding at the initial offering yield set forth on the inside cover page of the Official Statement.

The term “Attorney General” shall mean the Attorney General of Texas.

The term “Board” shall mean the Board of Trustees of the District.

The term “Bond Purchase Agreement” shall mean the agreement referred to in Section 22 of this Order.

The term “Bonds” shall mean the Marble Falls Independent School District Unlimited Tax School Building and Refunding Bonds, Series 2014, authorized in this Order, unless the context clearly indicates otherwise.

The term “Business Day” shall mean any day which is not a Saturday, Sunday, a day on which the Registrar is authorized by law or executive order to remain closed or a legal holiday.

The term “Code” shall mean the Internal Revenue Code of 1986, as amended.

The term “Comptroller” shall mean the Comptroller of Public Accounts of the State of Texas.

The term “Current Interest Bonds” shall mean those Bonds described in Section 4(a) of this Order.

The term “Debt Service Fund” shall mean the interest and sinking fund established by the District pursuant to Section 21 of this Order.

The term “Defeasance Securities” shall mean (i) direct non-callable obligations of United States of America, including obligations that are unconditionally guaranteed by the United States of America; (ii) non-callable obligations of an agency or instrumentality of the United States, including obligations that are unconditionally guaranteed or insured by the agency or instrumentality that are rated as to investment quality by a nationally recognized investment rating firm not less than AAA or its equivalent; and (iii) non-callable obligations of a state or an agency or a county, municipality, or other political subdivision of a state that have been refunded that are rated as to investment quality by a nationally recognized investment rating firm not less than AAA or its equivalent, which, in the case of (i), (ii) or (iii), may be in book-entry form.

The term “District” shall mean the Marble Falls Independent School District, and any successor to its duties and functions.

The term “DTC” shall mean The Depository Trust Company, New York, New York, or any successor securities depository.

The term “DTC Participant” shall mean brokers and dealers, banks, trust companies, clearing corporations and certain other organizations on whose behalf DTC was created to hold securities to facilitate the clearance and settlement of securities transactions among DTC Participants.

The term “Escrow Agent” shall mean The Bank of New York Mellon Trust Company, N.A., Dallas, Texas, and its successors in such capacity.

The term “Escrow Agreement” shall mean the agreement between the District and the Escrow Agent, relating to the escrow of funds to pay the Refunded Bonds.

The term “Interest Payment Date” shall mean February 15, 2015, and each August 15 and February 15 thereafter until maturity or prior redemption.

The term “Issuance Date” shall mean the date the Bonds are initially delivered to and paid for by the Underwriters.

The term “Maturity Amount” as used with respect to any Premium Capital Appreciation Bond, shall mean the amount paid to the Owner thereof at maturity, which shall include both principal and accrued interest.

The term “MSRB” shall mean the Municipal Securities Rulemaking Board.

The term “Order” as used herein and in the Bonds shall mean this order authorizing the Bonds.

The term “Outstanding,” when used with respect to the Bonds, shall mean, as of a particular date, all Bonds theretofore and thereupon delivered pursuant to this Order except: (a) any Bond canceled by or on behalf of the District at or before such date; (b) any Bond defeased pursuant to the defeasance provisions of this Order or otherwise defeased as permitted by applicable law; and (c) any Bond in lieu of or in substitution for which a replacement Bond shall have been delivered pursuant to this Order.

The term “Owner” or “Registered Owner” shall mean any person who shall be the registered owner of any outstanding Bond.

The term “Premium Capital Appreciation Bonds” shall mean those Bonds described in Section 4(b) of this Order.

The term “Record Date,” as used in connection with any Bond, shall mean the last business day of the month next preceding each Interest Payment Date.

The term “Refunded Bonds” shall mean those bonds described in Exhibit B attached hereto, which are being refunded and defeased with the proceeds of the Bonds and other legally available funds of the District, if any.

The term “Register” shall mean the books of registration kept by the Registrar in which are maintained the names and addresses of, and the principal amounts of the Bonds registered to, each Owner.

The term “Registrar” shall mean The Bank of New York Mellon Trust Company, N.A., whose designated payment office is in Dallas, Texas, and its successors in the capacities of paying agent and registrar for the Bonds.

The term “Report” shall mean the verification report prepared by Grant Thornton, LLP, Certified Public Accountants, verifying the accuracy of certain mathematical computations relating to the Bonds and the Refunded Bonds.

The term “Rule” shall mean SEC Rule 15c2-12, as amended from time to time.

The term “SEC” shall mean the United States Securities and Exchange Commission.

The term “Underwriters” shall mean the underwriting syndicate named on the cover page of the Official Statement.

All terms defined herein and all pronouns used in this Order shall be deemed to apply equally to singular and plural and to all genders. The titles and headings of the sections are for convenience of reference only and are not to be considered a part hereof and shall not in any way modify or restrict any of the terms and provisions hereof. This Order and all the terms and provisions hereof shall be liberally construed to effectuate the purposes set forth herein and to sustain the validity of the Bonds and the validity of the levy of ad valorem taxes to pay the principal of and interest on the Bonds.

**Section 2. Authorization; Purposes.** As authorized by Sections 45.001 and 45.003(b)(1), Texas Education Code, as amended, an election held in the District on May 10, 2014, and Chapter 1207, Texas Government Code, as amended, the Bonds shall be issued in fully registered form, without coupons, in the aggregate principal amount of NINE MILLION TWO HUNDRED NINETY THOUSAND AND NO/100 DOLLARS (\$9,290,000.00) for the following purposes: (a) construction, acquisition and equipment of school buildings in the District (including the rehabilitation, renovation, expansion and improvement thereof), and the purchase of new school buses; (b) refunding the Refunded Bonds; and (c) paying the costs of issuing the Bonds and of refunding the Refunded Bonds.

**Section 3. Designation, Date and Interest Payment Dates.** The Bonds shall be designated as the “Marble Falls Independent School District Unlimited Tax School Building and Refunding Bonds, Series 2014” and shall be dated July 15, 2014. The Current Interest Bonds shall bear interest at the rates set forth in Section 4(a) of this Order from the later of July 15, 2014, or the most recent Interest Payment Date to which such interest has been paid or duly provided for, calculated on the basis of a 360-day year of twelve 30-day months, payable on February 15, 2015, and on each August 15 and February 15 thereafter until maturity or prior redemption. The Premium Capital Appreciation Bonds shall accrete interest from the Issuance Date at the rates set forth in Section 4(b), calculated on the basis of a 360-day year of twelve 30-day months, compounded on February 15, 2015, and on each February 15 and August 15 thereafter until stated maturity or prior redemption.

**Section 4. Initial Bonds; Numbers and Denominations.**

(a) The Current Interest Bonds shall be issued bearing the numbers, in the principal amounts and bearing interest at the rates set forth in the following schedule, and may be transferred and exchanged as set out in this Order. The Current Interest Bonds shall mature on each of the dates in and in the amounts set out in such schedule. Current Interest Bonds delivered on transfer of or in exchange for other Current Interest Bonds shall be numbered (with appropriate prefix) in order of their authentication by the Registrar, shall be in the denomination of \$5,000 or integral multiples thereof and shall mature on the same date and bear interest at the same rate as the Bond or Bonds in lieu of which they are delivered.

<u>Bond Number</u>	<u>Maturity (August 15)</u>	<u>Principal Amount</u>	<u>Interest Rate</u>
R-1	2015	\$175,000	2.000%
R-2	2016	205,000	2.000%
R-3	2017	280,000	2.000%
R-4	2018	285,000	2.000%
R-5	2019	290,000	3.000%
R-6	2020	160,000	3.000%
R-7	2021	175,000	3.000%
R-8	2022	195,000	3.000%
R-9	2023	2,610,000	3.000%
R-10	2024	2,160,000	3.000%

<u>Bond Number</u>	<u>Maturity (August 15)</u>	<u>Principal Amount</u>	<u>Interest Rate</u>
***	***	***	***
R-11	2028	\$125,000	3.000%
***	***	***	***
R-12	2030	500,000	4.000%
R-13	2031	500,000	4.000%
R-14	2032	505,000	4.000%
R-15	2033	480,000	4.000%
R-16	2034	495,000	4.000%

(b) The Premium Capital Appreciation Bonds shall be initially issued bearing the numbers, in the principal amounts and accreting interest at the rates (based on the initial premium received by the District) set forth in the following schedule, and may be transferred and exchanged as set out in this Order. The Premium Capital Appreciation Bonds shall mature on each of the dates and in the amounts set out in such schedule. Premium Capital Appreciation Bonds delivered on transfer of or in exchange for other Premium Capital Appreciation Bonds shall be numbered (with appropriate prefix) in order of their authentication by the Registrar, shall be in the Maturity Amount of \$5,000 or any integral multiple thereof and shall mature on the same date and bear interest at the same rate as the Bond or Bonds in lieu of which they are delivered.

<u>Bond Number</u>	<u>Maturity (August 15)</u>	<u>Principal Amount</u>	<u>Yield</u>	<u>Maturity Amount</u>
CR-1	2029	\$150,000	3.530%	\$525,000

(c) The principal amount of the Bonds shall be allocated between and designated as being applied for the new money purposes described in subsection 2(a) hereof and for the refunding purpose described in subsection 2(b) hereof as follows:

<u>Year</u>	<u>New Money</u>	<u>Refunding</u>	<u>Total</u>
2015	\$165,000	\$10,000	\$175,000
2016	180,000	25,000	205,000
2017	260,000	20,000	280,000
2018	265,000	20,000	285,000
2019	270,000	20,000	290,000
2020	140,000	20,000	160,000
2021	150,000	25,000	175,000
2022	155,000	40,000	195,000
2023	2,570,000	40,000	2,610,000
2024	2,135,000	25,000	2,160,000
2025	-	35,000	35,000
2026	-	25,000	25,000
2027	-	35,000	35,000

<u>Year</u>	<u>New Money</u>	<u>Refunding</u>	<u>Total</u>
2028	-	30,000	30,000
2029	-	150,000	150,000
2030	-	500,000	500,000
2031	-	\$500,000	\$500,000
2032	-	505,000	505,000
2033	-	480,000	480,000
2034	-	<u>495,000</u>	<u>495,000</u>
	<u>\$6,290,000</u>	<u>\$3,000,000</u>	<u>\$9,290,000</u>

**Section 5. Execution of Bonds; Seal.** The Bonds shall be signed by the President or the Vice President of the Board and countersigned by the Secretary of the Board, by their manual, lithographed or facsimile signatures, and the official seal of the District shall be impressed or placed in facsimile thereon. Such facsimile signatures on the Bonds shall have the same effect as if each of the Bonds had been signed manually and in person by each of such officers, and such facsimile seal on the Bonds shall have the same effect as if the official seal of the District had been manually impressed upon each of the Bonds. If any officer of the District whose manual or facsimile signature shall be on the Bonds shall cease to be such officer before the authentication of such Bonds or before the delivery of such Bonds, such manual or facsimile signature shall nevertheless be valid and sufficient for all purposes as if such officer had remained in such office.

**Section 6. Approval by Attorney General; Registration by Comptroller.** The Bonds to be initially issued shall be delivered to the Attorney General for approval and shall be registered by the Comptroller. The President or the Vice President and the Secretary of the Board are authorized hereby to have control and custody of the Bonds and all necessary records and proceedings pertaining thereto pending their delivery, and the President or the Vice President and the Secretary and other officers and employees of the District are hereby authorized and directed to make such certifications and to execute such instruments as may be necessary to accomplish the delivery of the Bonds and to assure the investigation, examination and approval thereof by the Attorney General and the registration of the initial Bonds by the Comptroller. Upon registration of the Bonds, the Comptroller (or the Comptroller's bond clerk, or an assistant bond clerk lawfully designated in writing to act for the Comptroller) shall manually execute the registration certificate of the Comptroller substantially in the form provided in Exhibit A of this Order, and such certificate shall be affixed or attached to the Bonds to be initially issued, and the seal of the Comptroller shall be impressed, or placed in facsimile, thereon.

**Section 7. Authentication.** Except for the Bonds to be initially issued, which need not be authenticated by the Registrar, only such Bonds as shall bear thereon a certificate of authentication, substantially in the form provided in Exhibit A of this Order, manually executed by an authorized representative of the Registrar, shall be entitled to the benefits of this Order or shall be valid or obligatory for any purpose. Such duly executed certificate of authentication shall be conclusive evidence that the Bond so authenticated was delivered by the Registrar hereunder.

**Section 8. Payment of Principal and Interest.** The Registrar is hereby appointed as the registrar and paying agent for the Bonds pursuant to the terms and provisions of the Paying Agent/Registrar Agreement, substantially in the form presented to the Board with this Order, with such changes as are acceptable to the President of the Board or the Superintendent, and which is hereby authorized and approved by the Board and which the appropriate officials of the District are hereby authorized to execute. The officers of the District are each hereby authorized to execute, attest and affix the District's seal to the Paying Agent/Registrar Agreement, the terms and provisions of which are hereby approved. Such initial registrar and paying agent and any successor, by undertaking the performance of the duties of the registrar and paying agent hereunder, and in consideration of the payment of any fees pursuant to the terms of the agreement between the Registrar and the District and/or the deposits of money pursuant to this Order, shall be deemed to accept and agree to abide by the terms of this Order. All money transferred to the Registrar in its capacity as registrar or paying agent for the Bonds under this Order (except any sums representing registrar or paying agent fees) shall be held in trust for the benefit of the District, shall be the property of the District and shall be disbursed in accordance with this Order. Subject to the provisions of Section 14 of this Order, all matured Bonds presented to the Registrar for payment shall be paid without the necessity of further instructions from the District. Such Bonds shall be canceled as provided herein.

The principal or redemption price of the Current Interest Bonds and the Maturity Amount or redemption price of the Premium Capital Appreciation Bonds shall be payable, without exchange or collection charges, in any coin or currency of the United States of America which, on the date of payment, is legal tender for the payment of debts due the United States of America, upon their presentation and surrender as they respectively become due and payable at the principal payment office of the Registrar. The interest on each Current Interest Bond shall be payable by check on the Interest Payment Date and mailed by the Registrar on or before each Interest Payment Date to the Owner of record as of the Record Date to the address of such Owner as shown on the Register. Any accrued interest payable at maturity or redemption on a Current Interest Bond shall be paid upon presentation and surrender of such Bond at the principal payment office of the Registrar.

If the date for payment of any Bond is not a Business Day, then the date for such payment shall be the next succeeding Business Day with the same force and effect as if made on the date payment was originally due.

**Section 9. Successor Registrars.** The District covenants that at all times while any Bonds are outstanding it will provide a legally qualified bank, trust company, financial institution or other agency to act as Registrar for the Bonds. The District reserves the right to change the Registrar for the Bonds on not less than sixty (60) days' written notice to the Registrar, as long as any such notice is effective not less than 60-days prior to the next succeeding principal or interest payment date on the Bonds. Promptly upon the appointment of any successor Registrar, the previous Registrar shall deliver the Register or a copy thereof to the new Registrar, and the new Registrar shall notify each Owner, by United States mail, first class postage prepaid, of such change and of the address of the new Registrar. Each Registrar hereunder, by acting in that capacity, shall be deemed to have agreed to the provisions of this Order.

**Section 10. Special Record Date.** If interest on any Current Interest Bond is not paid on any Interest Payment Date and continues unpaid for thirty (30) days thereafter, the Registrar shall establish a new record date for the payment of such interest, to be known as a Special Record Date. The Registrar shall establish a Special Record Date when funds to make such interest payment are received from or on behalf of the District. Such Special Record Date shall be fifteen (15) days prior to the date fixed for payment of such past due interest, and notice of the date of payment and the Special Record Date shall be sent by United States mail, first class, postage prepaid, not later than five (5) days prior to the Special Record Date, to each Owner of record of an affected Bond as of the close of business on the Business Day prior to the mailing of such notice.

**Section 11. Ownership; Unclaimed Principal and Interest.** The District, the Registrar and any other person may treat the person in whose name any Bond is registered as the absolute Owner of such Bond for the purpose of making and receiving payment of the principal of or interest on such Bond and for all other purposes, whether or not such Bond is overdue, and neither the District nor the Registrar shall be bound by any notice or knowledge to the contrary. All payments made to the person deemed to be the Owner of any Bond in accordance with this Section shall be valid and effectual and shall discharge the liability of the District and the Registrar upon such Bond to the extent of the sums paid.

Amounts held by the Registrar which represent principal of and interest on the Bonds remaining unclaimed by the Owner after the expiration of three (3) years from the date such amounts have become due and payable shall be reported and disposed of by the Registrar in accordance with the applicable provisions of Texas law, including, to the extent applicable, Title 6 of the Texas Property Code, as amended. To the extent such provisions of the Property Code do not apply to the funds, such funds shall be paid by the Registrar to the District upon receipt by the Registrar of a written request therefor from the District. The Registrar shall have no liability to the Owners of the Bonds by virtue of actions taken in compliance with this Section.

**Section 12. Registration, Transfer and Exchange.** As long as any Bonds remain Outstanding, the Registrar shall keep the Register at its principal payment office and, subject to such reasonable regulations as it may prescribe, the Registrar shall provide for the registration and transfer of Bonds in accordance with the terms of this Order.

Each Bond shall be transferable only upon the presentation and surrender thereof at the principal payment office of the Registrar, duly endorsed for transfer or accompanied by an assignment duly executed by the Registered Owner or his authorized representative in form satisfactory to the Registrar. Upon due presentation of any Bond in proper form for transfer, the Registrar shall authenticate and deliver in exchange therefor, within three (3) Business Days after such presentation, a new Bond or Bonds of the same type (Current Interest Bond or Premium Capital Appreciation Bond), registered in the name of the transferee or transferees, in authorized denominations and of the same maturity and aggregate principal amount (for Current Interest Bonds) or Maturity Amount (for Premium Capital Appreciation Bonds) and bearing interest at the same rate as the Bond or Bonds so presented.

All Bonds shall be exchangeable upon presentation and surrender thereof at the principal payment office of the Registrar for a Bond or Bonds of the same maturity and interest rate and in

any authorized denomination, in an aggregate principal amount equal to the unpaid principal amount of the Bond or Bonds presented for exchange. The Registrar shall be and is hereby authorized to authenticate and deliver exchange Bonds in accordance with the provisions of this Section. Each Bond delivered in accordance with this Section shall be entitled to the benefits and security of this Order to the same extent as the Bond or Bonds in lieu of which such Bond is delivered.

The District or the Registrar may require the Owner of any Bond to pay a sum sufficient to cover any tax or other governmental charge that may be imposed in connection with the transfer or exchange of such Bond. Any fee or charge of the Registrar for such transfer or exchange shall be paid by the District.

The Registrar shall not be required to transfer or exchange any Bond called for redemption in whole or in part during the 45-day period immediately prior to the date fixed for redemption; provided, however, that such limitation shall not apply to the transfer or exchange by the Owner of the unredeemed portion of a Bond called for redemption in part.

**Section 13. Book-Entry Only System.** The definitive Bonds shall be initially issued in the form of a separate single fully registered Bond for each of the maturities thereof. Upon initial issuance, the ownership of each such Bond shall be registered in the name of Cede & Co., as nominee of DTC, and except as provided in Section 15 hereof, all of the Outstanding Bonds shall be registered in the name of Cede & Co., as nominee of DTC. Upon delivery by DTC to the Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., and subject to the provisions in this Order with respect to interest checks being mailed to the Owner at the close of business on the Record Date, the word “Cede & Co.” in this Order shall refer to such new nominee of DTC.

With respect to Bonds registered in the name of Cede & Co., as nominee of DTC, the District and the Registrar shall have no responsibility or obligation to any DTC Participant or to any person on behalf of whom such a DTC Participant holds an interest in the Bonds. Without limiting the immediately preceding sentence, the District and the Registrar shall have no responsibility or obligation with respect to (a) the accuracy of the records of DTC, Cede & Co. or any DTC Participant with respect to any ownership interest in the Bonds, (b) the delivery to any DTC Participant or any other person, other than a Bondholder, as shown on the Register, of any notice with respect to the Bonds, including any notice of redemption or (c) the payment to any DTC Participant or any other person, other than a Bondholder, as shown in the Register, of any amount with respect to principal of Bonds, premium, if any, or interest on the Bonds.

Except as provided in Section 15 of this Order, the District and the Registrar shall be entitled to treat and consider the person in whose name each Bond is registered in the Register as the absolute Owner of such Bond for the purpose of payment of principal, of premium, if any, or interest on the Bonds for the purpose of giving notices of redemption and other matters with respect to such Bond, for the purpose of registering transfer with respect to such Bond, and for all other purposes whatsoever. The Registrar shall pay all principal of Bonds, premium, if any, and interest on the Bonds only to or upon the order of the respective owners, as shown in the Register as provided in this Order, or their respective attorneys duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District’s

obligations with respect to payment of principal, of premium, if any, or interest on the Bonds to the extent of the sum or sums so paid. No person other than an Owner shall receive a Bond certificate evidencing the obligation of the District to make payments of amounts due pursuant to this Order.

**Section 14. Payments and Notices to Cede & Co.** Notwithstanding any other provision of this Order to the contrary, as long as any Bonds are registered in the name of Cede & Co., as nominee of DTC, all payments with respect to principal, to premium, if any, and to or interest on the Bonds, and all notices with respect to such Bonds shall be made and given, respectively, in the manner provided in the representation letter of the District to DTC.

**Section 15. Successor Securities Depository; Transfer Outside Book Entry Only System.** In the event that the District or the Registrar determines that DTC is incapable of discharging its responsibilities described herein and in the representation letter of the District to DTC, and that it is in the best interest of the beneficial owners of the Bonds that they be able to obtain certified Bonds, the District or the Registrar shall (a) appoint a successor securities depository, qualified to act as such under Section 17(a) of the Securities Exchange Act of 1934, as amended, notify DTC of the appointment of such successor securities depository and transfer one or more separate Bonds to such successor securities depository or (b) notify DTC of the availability through DTC of Bonds and transfer one or more separate Bonds to DTC Participants having Bonds credited to their DTC accounts. In such event, the Bonds shall no longer be restricted to being registered in the Register in the name of Cede & Co., as nominee of DTC, but may be registered in the name of the successor securities depository, or its nominee, or in whatever name or names Bondholders transferring or exchanging Bonds shall designate, in accordance with the provisions of this Order.

**Section 16. Mutilated, Lost or Stolen Bonds.** Upon the presentation and surrender to the Registrar of a damaged or mutilated Bond, the Registrar shall authenticate and deliver in exchange therefor a replacement Bond of like maturity, interest rate and principal amount, bearing a number not contemporaneously outstanding. The District or the Registrar may require the Owner of a damaged or mutilated Bond to pay a sum sufficient to cover any tax or other governmental charge that may be imposed in connection therewith, including the fees and expenses of the Registrar.

If any Bond is lost, apparently destroyed or wrongfully taken, the District, pursuant to the applicable laws of the State of Texas and in the absence of notice or knowledge that such Bond has been acquired by a bona fide purchaser, shall execute and the Registrar shall authenticate and deliver a replacement Bond of like maturity, interest rate and principal amount, bearing a number not contemporaneously outstanding. The District or the Registrar may require the Owner of a lost, apparently destroyed or wrongfully taken Bond, before any replacement Bond is issued, to:

- (a) furnish to the District and the Registrar satisfactory evidence of the ownership of and the circumstances of the loss, destruction or theft of such Bond;
- (b) furnish such security or indemnity as may be required by the Registrar and the District to save them harmless;

(c) pay all expenses and charges in connection therewith, including, but not limited to, printing costs, legal fees, fees of the Registrar and any tax or other governmental charge that may be imposed; and

(d) meet any other reasonable requirements of the District and the Registrar.

If, after the delivery of a replacement Bond, a bona fide purchaser of the original Bond in lieu of which such replacement Bond was issued presents for payment such original Bond, the District and the Registrar shall be entitled to recover such replacement Bond from the person to whom it was delivered or any person taking therefrom, except a bona fide purchaser, and shall be entitled to recover upon the security or indemnity provided therefor to the extent of any loss, damage, cost or expense incurred by the District or the Registrar in connection therewith.

If any such mutilated, lost, apparently destroyed or wrongfully taken Bond has become or is about to become due and payable, the District in its discretion may, instead of issuing a replacement Bond, authorize the Registrar to pay such Bond.

Each replacement Bond delivered in accordance with this Section shall be entitled to the benefits and security of this Order to the same extent as the Bond or Bonds in lieu of which such replacement Bond is delivered.

**Section 17. Cancellation of Bonds.** All Bonds paid or redeemed in accordance with this Order, and all Bonds in lieu of which exchange Bonds or replacement Bonds are authenticated and delivered in accordance herewith, shall be canceled and destroyed upon the making of proper records regarding such payment. The Registrar shall furnish the District with appropriate certificates of destruction of such Bonds.

**Section 18. Redemption Prior to Maturity.**

(a) The District reserves the right, at its option, to redeem prior to maturity the Current Interest Bonds maturing on and after August 15, 2024, in whole or in part, in principal amounts of \$5,000 or any integral multiple thereof, on February 15, 2024, or any date thereafter, at a price equal to the principal amount of the Bonds or portions thereof called for redemption plus accrued interest to the date of redemption.

(b) The District reserves the right, at its option, to redeem prior to maturity the Premium Capital Appreciation Bonds, in whole or in part, in Maturity Amounts of \$5,000 or any integral multiple thereof, on February 15, 2024, or any date thereafter, at a price equal to the Accreted Value of the Premium Capital Appreciation Bonds or portions thereof called for redemption to the date of redemption.

(c) The Current Interest Bonds maturing on August 15, 2028 (the “Term Bonds”) are subject to mandatory sinking fund redemption in the following amounts (subject to reduction as hereinafter provided), on the following dates, in each case at a redemption price equal to the principal amount of the Term Bonds or the portions thereof so called for redemption plus accrued interest to the date fixed for redemption:

<b>Term Bonds Maturing August 15, 2028</b>	<b><u>Mandatory Redemption Dates</u></b>	<b><u>Principal Amounts</u></b>
	August 15, 2025	\$35,000
	August 15, 2026	25,000
	August 15, 2027	35,000
	August 15, 2028 (maturity)	30,000

The particular Term Bonds to be redeemed shall be selected by the Registrar by lot or other customary random selection method, on or before July 1 of each year in which Term Bonds are to be mandatorily redeemed. The principal amount of Term Bonds to be mandatorily redeemed in each year shall be reduced by the principal amount of such Term Bonds that have been acquired by the District at par or optionally redeemed on or before July 1 of such year and which have not been made the basis for a previous reduction.

(d) The Bonds may be redeemed only in integral multiples of \$5,000 of principal amount (Current Interest Bonds) or Maturity Amount (Premium Capital Appreciation Bonds). If a Bond subject to redemption is in a denomination larger than \$5,000, a portion of such Bond may be redeemed, but only in integral multiples of \$5,000. In selecting portions of Bonds for redemption, the Registrar shall treat each Bond as representing that number of Bonds of \$5,000 denomination which is obtained by dividing the principal amount (or Maturity Amount, with respect to Premium Capital Appreciation Bonds) of such Bond by \$5,000. Upon surrender of any Bond for redemption in part, the Registrar, in accordance with Section 12 hereof, shall authenticate and deliver in exchange therefor a Bond or Bonds of like maturity and interest rate in an aggregate principal amount (or Maturity Amount, with respect to Premium Capital Appreciation Bonds) equal to the unredeemed portion of the Bond so surrendered.

(e) Not less than thirty (30) days prior to a redemption date for the Bonds, a notice of redemption will be sent by U.S. mail, first class postage prepaid, in the name of the District to each Owner of a Bond to be redeemed in whole or in part at the address of such Owner appearing on the Register at the close of business on the Business Day next preceding the date of mailing. Such notices shall state the redemption date, the redemption price, the place at which Bonds are to be surrendered for payment and, if less than all Bonds outstanding are to be redeemed, the numbers of Bonds or portions thereof to be redeemed. Any notice of redemption so mailed as provided in this Section will be conclusively presumed to have been duly given, whether or not the Owner receives such notice. By the date fixed for redemption, due provision shall be made with the Registrar for payment of the redemption price of the Bonds or portions thereof to be redeemed. When Bonds have been called for redemption in whole or in part and notice of redemption has been given as herein provided, the Bonds or portions thereof so redeemed shall no longer be regarded to be Outstanding, except for the purpose of receiving payment solely from the funds so provided for redemption, and interest which would otherwise accrue or compound after the redemption date on any Bond or portion thereof called for redemption shall terminate on the date fixed for redemption.

(f) With respect to any optional redemption of the Bonds, unless all prerequisites to such redemption required by this Order have been met, including moneys

sufficient to pay the principal of and premium, if any, and interest on the Bonds to be redeemed having been received by the Registrar prior to the giving of notice of such redemption, such notice shall state that said redemption may, at the option of the District, be conditional upon the satisfaction of all prerequisites and receipt of such moneys by the Registrar on or prior to the date fixed for such redemption, and if such prerequisites to the redemption and sufficient moneys are not received, such notice shall be of no force and effect, the District shall not redeem such Bonds and the Registrar shall give notice, in the manner in which the notice of redemption was given, to the effect that the Bonds have not been redeemed.

**Section 19. Forms.** The forms of the Current Interest Bonds and the Premium Capital Appreciation Bonds, including the form of Permanent School Fund Certificate, the Registrar's Authentication Certificate, the form of Assignment, and the form of Registration Certificate of the Comptroller of Public Accounts of the State of Texas, which shall be attached or affixed to the Bonds initially issued shall be, respectively, substantially as in Exhibit A, with such additions, deletions and variations, including any insurance legend or statement, as may be necessary or desirable and not prohibited by this Order.

**Section 20. Opinion of Bond Counsel; CUSIP.** The approving opinion of Andrews Kurth LLP, Austin, Texas, Bond Counsel, and CUSIP Numbers may be printed on the Bonds, but errors or omissions in the printing of such opinion or such numbers shall have no effect on the validity of the Bonds.

**Section 21. Debt Service Fund; Tax Levy.**

(a) A special fund to be designated "Marble Falls Independent School District Unlimited Tax School Building and Refunding Bonds, Series 2014 Debt Service Fund" (the "Debt Service Fund") is hereby created solely for the benefit of the Bonds and shall be maintained by the District at an official depository bank of the District for as long as the Bonds, or interest thereon, are outstanding and unpaid. The proceeds from (i) all taxes levied, assessed and collected for and on account of the Bonds authorized by this Order and (ii) state aid, if any, that is required by law to be deposited into the Debt Service Fund shall be deposited, as collected, in the Debt Service Fund. Money on deposit in the Debt Service Fund may, at the option of the District, be invested as permitted under Texas law, provided that all such investments shall be made in such manner that the money will be available at the proper time or times. For purposes of maximizing investment returns, money in the Debt Service Fund may be invested with other money of the District in common investments, or in a common pool of investments, which shall not be deemed to be or constitute a commingling of such money as long as safekeeping receipts or certificates of participation clearly evidencing the investment or investment pool in which such money is invested and the share thereof purchased with such money or owned by the Debt Service Fund are held by or on behalf of the Debt Service Fund. Money in the Debt Service Fund may, to the extent necessary, be used to make any required payments to the federal government under the Code to assure that interest on the Bonds is excludable from gross income for federal income tax purposes.

(b) While the Bonds or any part of the principal thereof or interest thereon remain outstanding and unpaid, there is hereby levied and there shall be annually assessed and collected in due time, form and manner, and at the same time as other District taxes are assessed, levied and collected, in each year, beginning with the current year, a continuing direct annual ad valorem tax upon all taxable property in the District, without legal limit as to rate or amount, sufficient to pay the interest on the Bonds as the same becomes due and to pay each installment of the principal of the Bonds as the same matures, full allowance being made for delinquencies and costs of collection; provided, however, that the amount of tax levied shall take into account the proceeds of state aid payments, if any, on deposit in the Debt Service Fund for the Bonds. Such taxes are hereby irrevocably pledged to the payment of the principal of and interest on the Bonds and to no other purpose.

(c) There is hereby appropriated, from current funds on hand and legally available therefor, funds sufficient to pay the debt service coming due on the Bonds prior to receipt of taxes levied therefor.

**Section 22. Sale and Delivery of Bonds; PSF Guarantee; Rating.** The sale of the Bonds to the Underwriters at a price of \$9,932,021.19 (representing the principal amount of the Bonds of \$9,290,000, plus a net re-offering premium on the Bonds of \$704,188.75, and less an underwriters' discount of \$62,167.56) plus accrued interest on the Current Interest Bonds calculated on the basis of a 360-day year of twelve 30-day months from the dated date to the date of closing is hereby approved; and delivery of the Bonds to the Underwriters shall be made upon payment therefor in accordance with the terms of the Bond Purchase Agreement presented to and hereby approved by the Board, with such changes as are acceptable to the President of the Board or the Superintendent, which price and terms are hereby found and determined to be the most advantageous reasonably obtainable by the District. The President or the Vice President of the Board and other appropriate officials of the District are hereby authorized and directed to execute such Bond Purchase Agreement on behalf of the District, and the President or the Vice President of the Board and all other officials, agents and representatives of the District are hereby authorized to do any and all things necessary or desirable to satisfy the conditions set out therein and to provide for the issuance and delivery of the Bonds.

The District's application and payment of a fee for a guarantee of the principal of and interest on the Bonds by the Permanent School Fund of the State of Texas is hereby authorized, approved, ratified and confirmed. The appropriate officials and representatives of the District are hereby authorized and directed to execute such documents and certificates and to do any and all things necessary or desirable to obtain such guarantee, and the printing on the Bonds of an appropriate legend or statement regarding such guarantee, as provided by the Texas Education Agency, is hereby approved.

The President of the Board and the District's Superintendent, financial advisor and other consultants are hereby authorized to take such action as the President of the Board shall approve in seeking ratings on the Bonds from Standard & Poor's Ratings Services, a Standard & Poor's Financial Services LLC business, and any such action is hereby ratified and confirmed.

**Section 23. Tax Exemption.** The District intends that the interest on the Bonds shall be excludable from gross income of the owners thereof for federal income tax purposes pursuant to Sections 103 and 141 through 150 of the Internal Revenue Code of 1986, as amended, (the “Code”) and all applicable temporary, proposed and final regulations (the “Regulations”) and procedures promulgated thereunder and applicable to the Bonds. For this purpose, the District covenants that it will monitor and control the receipt, investment, expenditure and use of all gross proceeds of the Bonds (including all property, the acquisition, construction or improvement of which is to be financed directly or indirectly with the proceeds of the Bonds) and take or omit to take such other and further actions as may be required by Sections 103 and 141 through 150 of the Code and the Regulations to cause the interest on the Bonds to be and remain excludable from the gross income, as defined in Section 61 of the Code, of the owners of the Bonds for federal income tax purposes. Without limiting the generality of the foregoing, the District shall comply with each of the following covenants:

(a) The District shall not use, permit the use of or omit to use Gross Proceeds or any other amounts (or any property the acquisition, construction or improvement of which is to be financed directly or indirectly with Gross Proceeds) in a manner which, if made or omitted, respectively, would cause the interest on any Bond to become includable in the gross income, as defined in Section 61 of the Code, of the owner thereof for federal income tax purposes. Without limiting the generality of the foregoing, unless and until the District shall have received a written opinion of counsel nationally recognized in the field of municipal bond law to the effect that failure to comply with such covenant will not adversely affect the exemption from federal income tax of the interest on any Bond, the District shall comply with each of the specific covenants in this Section;

(b) Except as permitted by Section 141 of the Code and the regulations and rulings thereunder, the District shall, at all times prior to the last stated maturity of the Bonds,

(1) exclusively own, operate, and possess all property the acquisition, construction, or improvement of which is to be financed directly or indirectly with Gross Proceeds of such series of the Bonds (including property financed with Gross Proceeds of the Refunded Bonds or notes or bonds refunded by the Refunded Bonds) and not use or permit the use of such Gross Proceeds or any property acquired, constructed, or improved with such Gross Proceeds in any activity carried on by any person or entity other than a state or local government, unless such use is solely as a member of the general public, or

(2) not directly or indirectly impose or accept any charge or other payment for use of Gross Proceeds of such series of the Bonds or any property the acquisition, construction or improvement of which is to be financed directly or indirectly with such Gross Proceeds (including property financed with Gross Proceeds of the Refunded Bonds or notes or bonds refunded by the Refunded Bonds), other than taxes of general application

and interest earned on investments acquired with such Gross Proceeds pending application for their intended purposes;

(c) Except to the extent permitted by Section 141 of the Code and the regulations and rulings thereunder, the District shall not use Gross Proceeds of the Bonds to make or finance loans to any person or entity other than a state or local government. For purposes of the foregoing covenant, Gross Proceeds are considered to be “loaned” to a person or entity if (1) property acquired, constructed or improved with Gross Proceeds (including property financed with Gross Proceeds of the Refunded Bonds or notes or bonds refunded by the Refunded Bonds) is sold or leased to such person or entity in a transaction which creates a debt for federal income tax purposes, (2) capacity in or service from such property is committed to such person or entity under a take-or-pay, output, or similar contract or arrangement, or (3) indirect benefits, or burdens and benefits of ownership, of such Gross Proceeds or such property are otherwise transferred in a transaction which is the economic equivalent of a loan;

(d) Except to the extent permitted by Section 148 of the Code and the regulations and rulings thereunder, the District shall not, at any time prior to the earlier of the final stated maturity or final payment of the Refunded Bonds, directly or indirectly invest Gross Proceeds of such Bonds in any Investment (or use such Gross Proceeds to replace money so invested), if as a result of such investment the Yield of all Investments allocated to such Gross Proceeds whether then held or previously disposed of, exceeds the Yield on the Refunded Bonds;

(e) Based on all of the facts and estimates now known or reasonably expected to be in existence on the date the Bonds are delivered, the District reasonably expects that the proceeds of the Bonds and the Refunded Bonds (to the extent any of such proceeds remain unexpended) will not be used in a manner that would cause the Bonds or the Refunded Bonds or any portion thereof to be “arbitrage bonds” within the meaning of Section 148 of the Code;

(f) At all times while the Bonds are outstanding, the District will identify and properly account for all amounts constituting gross proceeds of the Bonds in accordance with the Regulations. The District will monitor the yield on the investments of the proceeds of the Bonds and, to the extent required by the Code and the Regulations, will restrict the yield on such investments to a yield which is not materially higher than the yield on the Bonds. To the extent necessary to prevent the Bonds from constituting “arbitrage bonds,” the District will make such payments as are necessary to cause the yield on all yield restricted nonpurpose investments allocable to the Bonds to be less than the yield that is materially higher than the yield on the Bonds;

(g) The District will not take any action or knowingly omit to take any action, if taken or omitted, would cause the Bonds to be treated as “federally guaranteed” obligations for purposes of Section 149(b) of the Code;

(h) The District covenants and represents that not more than fifty percent (50%) of the proceeds of any new money portion of the Bonds will be, and not more than

fifty percent(50%) of any new money issue refunded by the Bonds was, invested in nonpurpose investments (as defined in Section 148(f)(b)(A) of the Code) having a substantially guaranteed yield for four years or more within the meaning of Section 149(g)(3)(A)(ii) of the Code, and the District reasonably expected at the time each issue of the Refunded Bonds was issued that at least eighty-five percent (85%) of the spendable proceeds of the Bonds or the Refunded Bonds would be used to carry out the governmental purpose of such Bonds within the corresponding three-year period beginning on the respective dates of the Bonds or the Refunded Bonds;

(i) The District will take all necessary steps to comply with the requirement that certain amounts earned by the District on the investment of the gross proceeds of the Bonds, if any, be rebated to the federal government. Specifically, as additional consideration for the purchase of the Bonds by the Owners, the District will (i) maintain records regarding the receipt, investment and expenditure of the gross proceeds of the Bonds as may be required to calculate such excess arbitrage profits separately from records of amounts on deposit in the funds and accounts of the District allocable to other obligations of the District or moneys which do not represent gross proceeds of any obligations of the District and retain such records for at least six years after the day on which the last outstanding Bond is discharged, (ii) account for all gross proceeds under a reasonable, consistently applied method of accounting, not employed as an artifice or device to avoid, in whole or in part, the requirements of Section 148 of the Code, including any specified method of accounting required by applicable Regulations to be used for all or a portion of the gross proceeds, (iii) calculate, at such times as are required by applicable Regulations, the amount of excess arbitrage profits, if any, earned from the investment of the gross proceeds of the Bonds and (iv) timely pay, as required by applicable Regulations, all amounts required to be rebated to the federal government. In addition, the District will exercise reasonable diligence to assure that no errors are made in the calculations required by the preceding sentence and, if such an error is made, to discover and promptly correct such error within a reasonable amount of time thereafter, including payment to the federal government of any delinquent amounts owed to it, including interest thereon and penalty;

(j) The District will not indirectly pay any amount otherwise payable to the federal government pursuant to the foregoing requirements to any person other than the federal government by entering into any investment arrangement with respect to the gross proceeds of the Bonds that might result in a reduction in the amount required to be paid to the federal government because such arrangement results in smaller profit or a larger loss than would have resulted if such arrangement had been at arm's length and had the yield on the issue not been relevant to either party;

(k) The District will timely file or cause to be filed with the Secretary of the Treasury of the United States the information required by Section 149(e) of the Code with respect to the Bonds on such form and in such place as the Secretary may prescribe;

(l) The District will not issue or use the Bonds as part of an "abusive arbitrage device" (as defined in Section 1.148-10(a) of the Regulations). Without limiting the foregoing, the Bonds are not and will not be a part of a transaction or series of

transactions that attempts to circumvent the provisions of Section 148 of the Code and the Regulations, by (i) enabling the District to exploit the difference between tax exempt and taxable interest rates to gain a material financial advantage, or (ii) increasing the burden on the market for tax-exempt obligations;

(m) Proper officers of the District charged with the responsibility for issuing the Bonds are hereby directed to make, execute and deliver certifications as to facts, estimates or circumstances in existence as of the Issue Date and stating whether there are facts, estimates or circumstances that would materially change the District's expectations. On or after the Issue Date, the District will take such actions as are necessary and appropriate to assure the continuous accuracy of the representations contained in such certificates; and

(n) The covenants and representations made or required by this Section are for the benefit of the Owners and any subsequent Owner, and may be relied upon by the Owner and any subsequent Owner and bond counsel to the District.

In complying with the foregoing covenants, the District may rely upon an unqualified opinion issued to the District by nationally recognized bond counsel that any action by the District or reliance upon any interpretation of the Code or Regulations contained in such opinion will not cause interest on the Bonds to be includable in gross income for federal income tax purposes under existing law.

Notwithstanding any other provision of this Order, the District's representations and obligations under the covenants and provisions of this Section 23 shall survive the defeasance and discharge of the Bonds for as long as such matters are relevant to the exclusion of interest on the Bonds from the gross income of the owners for federal income tax purposes.

**Section 24. Qualified Tax-Exempt Obligations.** The District hereby designates the Bonds as "qualified tax-exempt obligations" as defined in Section 265(b)(3) of the Code. With respect to such designation, the District represents the following: (a) that during the calendar year 2014, the District (including all entities which issue obligations on behalf of the District), has not designated nor will designate obligations, which when aggregated with the Bonds will result in more than \$10,000,000 of "qualified tax-exempt obligations" being issued and (b) that the District has examined its financing needs for the calendar year 2014 and reasonably anticipates that the amount of bonds, leases, loans or other obligations, together with the Bonds and any other tax-exempt obligations heretofore issued by the District (plus those of all entities which issue obligations on behalf of the District) during the calendar year 2014, when the higher of the face amount or the issue price of each such tax-exempt obligation issued for the calendar year 2014 by the District is taken into account, will not exceed \$10,000,000.

**Section 25. Use of Proceeds; Transfer from Existing Interest and Sinking Fund for Refunded Bonds.**

(a) Proceeds from the sale of the Bonds shall, promptly upon receipt by the District, be applied as follows:

(i) An amount equal to the costs of issuance of the Bonds, as approved by the District, shall be applied to pay such costs as the District may arrange;

(ii) \$6,550,000 of the proceeds from the sale of the Bonds, together with any investment earnings on such proceeds, shall be used for the authorized purposes described in subsection 2(a) of this Order;

(iii) \$3,272,858.79 of the proceeds from the sale of the Bonds (together with funds, if any, provided by the District) shall be applied to establish an escrow fund to refund the Refunded Bonds, as more fully provided below; and

(iv) Any proceeds of the Bonds remaining after making all such deposits and payments, together with any remaining investment earnings on such proceeds, shall be deposited into the Debt Service Fund.

(b) From the existing interest and sinking fund for the Refunded Bonds there shall be transferred to the Debt Service Fund created pursuant to Section 21 of this Order the amount of \$0.00 and to the escrow fund established pursuant to the Escrow Agreement the amount of \$0.00.

**Section 26. Escrow Agreement.** The discharge and defeasance of the Refunded Bonds shall be effected pursuant to the terms and provisions of an Escrow Agreement to be entered into by and between the District and the Escrow Agent, substantially in the form presented to the Board with this Order, the terms and provisions of which are hereby approved, subject to such insertions, additions and modifications as shall be necessary: (a) to carry out the programs designed for the District by the Underwriters and which shall be certified as to mathematical accuracy by Grant Thornton LLP, Certified Public Accountants, whose Report shall be attached to the Escrow Agreement; (b) to minimize the District's costs of refunding; (c) to comply with all applicable laws and regulations relating to the refunding of the Refunded Bonds; and (d) to carry out the other intents and purposes of this Order, and the President or Vice President of the Board is hereby authorized to execute and deliver such Escrow Agreement on behalf of the District in multiple counterparts and the Secretary is hereby authorized to attest thereto and affix the District's seal.

**Section 27. Redemption Prior to Maturity of Refunded Bonds.**

(a) To maximize the District's present value savings and to minimize the District's costs of refunding, the District hereby authorizes and directs that certain of the Refunded Bonds shall be called for redemption prior to maturity in the amounts, on the dates and at the redemption prices set forth in Exhibit B attached hereto, and the President of the Board is hereby authorized and directed to take all necessary and appropriate action to give or cause to be given a notice of redemption and/or a notice of defeasance to the holders or paying agent/registrars, as appropriate, of such Refunded Bonds, and, if required, to publish such notices, all in the manner required by the documents authorizing the issuance of such Refunded Bonds.

(b) The President of the Board and the Superintendent are hereby authorized and directed to take all necessary and appropriate action to give or file, or to cause to be given or filed, material events notices with respect to the Refunded Bonds, as required by the orders authorizing the issuance of the Refunded Bonds and the Rule (as hereinafter defined).

**Section 28. Purchase of Defeasance Securities.** To assure the purchase of the Escrowed Securities referred to in the Escrow Agreement, the President or Vice President of the Board and the Superintendent are hereby authorized to subscribe for, agree to purchase and purchase Defeasance Securities, in such amounts and maturities and bearing interest at such rates as may be provided for in the Report to be attached to the Escrow Agreement, and to execute any and all subscriptions, purchase agreements, commitments, letters of authorization and other documents necessary to effectuate the foregoing. Any actions heretofore taken for such purpose are hereby ratified and approved.

**Section 29. Continuing Disclosure Undertaking.**

(a) The District shall provide annually to MSRB, in an electronic format as prescribed by the MSRB, within six months after the end of each fiscal year, all quantitative financial information and operating data with respect to the District of the general type included in the Official Statement in Appendix A (except for the information under “Estimated Overlapping Debt Statement”) and in Appendix D thereto. Any financial statements so to be provided shall be (1) prepared in accordance with the accounting principles prescribed by the Texas State Board of Education or such other accounting principles as the District may be required to employ from time to time pursuant to State law or regulation and (2) audited, if the District commissions an audit of such statements and the audit is completed within the period during which they must be provided. If audited financial statements are not so provided, then the District shall provide unaudited financial statements for the applicable fiscal year to the MSRB, and audited financial statements when and if audited financial statements become available.

If the District changes its fiscal year, it will notify the MSRB of the change (and of the date of the new fiscal year end) prior to the next date by which the District otherwise would be required to provide financial information and operating data pursuant to this Section.

The financial information and operating data to be provided pursuant to this Section may be set forth in full in one or more documents or may be included by specific reference to documents (i) available to the public on the MSRB’s internet web site or (ii) filed with the SEC.

(b) The District shall notify the MSRB, in a timely manner (not in excess of ten (10) business days after the occurrence of the event), of any of the following events with respect to the Bonds:

- (1) Principal and interest payment delinquencies;
- (2) Non-payment related defaults, if material;

- (3) Unscheduled draws on debt service reserves reflecting financial difficulties;
- (4) Unscheduled draws on credit enhancements reflecting financial difficulties;
- (5) Substitution of credit or liquidity providers, or their failure to perform;
- (6) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds;
- (7) Modifications to rights of Bondholders, if material;
- (8) Bond calls, if material, and tender offers;
- (9) Defeasances;
- (10) Release, substitution, or sale of property securing repayment of the Bonds, if material;
- (11) Rating changes;
- (12) Bankruptcy, insolvency, receivership, or similar event of the District;
- (13) The consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action, or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material; and
- (14) The appointment of a successor or additional trustee or the change of name of a trustee, if material.

As used in clause (12) above, the phrase "bankruptcy, insolvency, receivership or similar event" means the appointment of a receiver, fiscal agent or similar officer for the District in a proceeding under the United States Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets of the District, or if jurisdiction has been assumed by leaving the Board and official or officers of the District in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District.

The District shall also notify the MSRB in an electronic format prescribed by the MSRB, in a timely manner, of any failure by the District to provide financial information or operating data in accordance with this Section by the time required by this Section.

(c) All documents provided to the MSRB pursuant to this Section shall be accompanied by identifying information as prescribed by the MSRB.

(d) The District shall be obligated to observe and perform the covenants specified in this Section for so long as, but only for so long as, the District remains an “obligated person” with respect to the Bonds within the meaning of the Rule, except that the District in any event will give the notice required by this Section of any Bond calls and defeasance that cause the District to be no longer such an “obligated person.”

The provisions of this Section are for the sole benefit of the Registered Owners and beneficial owners of the Bonds, and nothing in this Section, express or implied, shall give any benefit or any legal or equitable right, remedy, or claim hereunder to any other person. The District undertakes to provide only the financial information, operating data, financial statements, and notices which it has expressly agreed to provide pursuant to this Section and does not hereby undertake to provide any other information that may be relevant or material to a complete presentation of the District’s financial results, condition, or prospects or hereby undertake to update any information provided in accordance with this Section or otherwise, except as expressly provided herein. The District does not make any representation or warranty concerning such information or its usefulness to a decision to invest in or sell Bonds at any future date.

**UNDER NO CIRCUMSTANCES SHALL THE DISTRICT BE LIABLE TO THE REGISTERED OWNER OR BENEFICIAL OWNER OF ANY BOND OR ANY OTHER PERSON, IN CONTRACT OR TORT, FOR DAMAGES RESULTING IN WHOLE OR IN PART FROM ANY BREACH BY THE DISTRICT, WHETHER NEGLIGENT OR WITHOUT FAULT ON ITS PART, OF ANY COVENANT SPECIFIED IN THIS SECTION, BUT EVERY RIGHT AND REMEDY OF ANY SUCH PERSON, IN CONTRACT OR TORT, FOR OR ON ACCOUNT OF ANY SUCH BREACH SHALL BE LIMITED TO AN ACTION FOR MANDAMUS OR SPECIFIC PERFORMANCE.**

No default by the District in observing or performing its obligations under this Section shall constitute a breach of or default under the Order for purposes of any other provision of this Order.

Nothing in this Section is intended to or shall act to disclaim, waive, or otherwise limit the duties of the District under federal and state securities laws.

The provisions of this Section may be amended by the District from time to time to adapt to changed circumstances that arise from a change in legal requirements, a change in law, or a change in the identity, nature, status, or type of operations of the District, but only if (1) the provisions of this Section, as so amended, would have permitted an underwriter to purchase or sell the Bonds in the primary offering of the

Bonds in compliance with the Rule, taking into account any amendments or interpretations of the Rule to the date of such amendment, as well as such changed circumstances, and (2) either (i) the Registered Owners of a majority in aggregate principal amount (or any greater amount required by any other provision of this Order that authorizes such an amendment) of the Outstanding Bonds consent to such amendment or (ii) a person that is unaffiliated with the District (such as nationally recognized bond counsel) determines that such amendment will not materially impair the interests of the Registered Owners and beneficial owners of the Bonds. If the District so amends the provisions of this Section, it shall include with any amended financial information or operating data next provided in accordance with this Section an explanation, in narrative form, of the reasons for the amendment and of the impact of any change in the type of financial information or operating data so provided. The District may also amend or repeal the provisions of this Section if the SEC amends or repeals the applicable provisions of the Rule or a court of final jurisdiction enters judgment that such provisions of the Rule are invalid, and the District also may amend the provisions of this Section in its discretion in any other manner or circumstance, but in either case only if and to the extent that the provisions of this sentence would not have prevented an underwriter from lawfully purchasing or selling Bonds in the primary offering of the Bonds, giving effect to (x) such provisions as so amended and (y) any amendments or interpretations of the Rule.

**Section 30. Related Matters.** To satisfy in a timely manner all of the District's obligations under this Order, the Bond Purchase Agreement and the Escrow Agreement, the President or the Vice President and Secretary of the Board, the Superintendent and all other appropriate officers, agents and representatives of the District are hereby authorized and directed to take all other actions that are reasonably necessary to provide for the issuance of the Bonds and refunding of the Refunded Bonds, including, without limitation, executing and delivering on behalf of the District all certificates, consents, receipts, requests and other documents as may be reasonably necessary to satisfy the District's obligations under this Order, the Bond Purchase Agreement and the Escrow Agreement and to direct the transfer and application of funds of the District consistent with the provisions of such Escrow Agreement and this Order.

**Section 31. Order a Contract – Amendments.** This Order shall constitute a contract with the Owners from time to time, be binding on the District, and shall not be amended or repealed by the District so long as any Bond remains Outstanding except as permitted in this Section. The District may, without the consent of or notice to any Owners, from time to time and at any time, amend this Order in any manner not detrimental to the interests of the Owners, including the curing of any ambiguity, inconsistency, or formal defect or omission herein. In addition, the District may, with the consent of Owners who own a majority of the aggregate principal amount, or in the case of the Premium Capital Appreciation Bonds, Maturity Amount, of the Bonds then Outstanding affected thereby, amend, add to, or rescind any of the provisions of this Order; provided that, without the consent of all Owners of Bonds affected, no such amendment, addition, or rescission shall (i) extend the time or times of payment of the principal of, Maturity Amount of or interest on the Bonds, reduce the principal amount or Maturity Amount thereof, the redemption price, or the rate of interest thereon, or in any other way modify the terms of payment of the principal of, Maturity Amount, premium or interest on the Bonds, (ii) give any preference to any Bond over any other Bond, or (iii) reduce the aggregate principal

amount or Maturity Amount of Bonds required to be held by Owners for consent to any such amendment, addition, or rescission.

**Section 32. Power to Revise Form of Documents.** Notwithstanding any other provision of this Order, the President of the Board and the Superintendent are hereby authorized to make or approve such revisions, additions, deletions, and variations to this Order and in the form of the documents attached hereto as exhibits as, in the judgment of the President or the Superintendent, and in the opinion of Bond Counsel to the District, may be necessary or convenient to carry out or assist in carrying out the purposes of this Order, the Preliminary Official Statement, the final Official Statement, or as may be required for approval of the Bonds by the Attorney General of Texas; provided, however, that any material changes to such documents resulting in substantive amendments to the terms and conditions of the Bonds or such documents shall be subject to the prior approval of the Board.

**Section 33. Official Statement.** The Board hereby ratifies, authorizes and approves, in connection with the sale of the Bonds, the preparation and distribution of the Preliminary Official Statement dated July 9, 2014, and a final Official Statement dated July 21, 2014, substantially in the form presented to and hereby approved by the Board, containing such additional information and amendments as may be necessary to conform to the terms of the Bonds, this Order and the Bond Purchase Agreement for the Bonds. As of the date of the initial distribution thereof, the Preliminary Official Statement was an official statement of the District with respect to the Bonds that is hereby deemed “final” by the Board except for the omission of no more than the information permitted by Subsection (b)(1) of Rule 15c2-12 of the Securities and Exchange Commission. The appropriate officials of the District are hereby authorized to sign the Official Statement, and the President, Secretary, Superintendent, and other appropriate officials of the District are hereby authorized to execute and deliver a certificate pertaining to such Official Statement, dated as of the date of payment for and delivery of the Bonds.

**Section 34. Permanent School Fund Guarantee Program.** The District covenants to comply timely with all applicable requirements and procedures under Article VII, Section 5 of the Texas Constitution, Subchapter C of Chapter 45, Texas Education Code and the Rules of the State Board of Education relating to the guarantee of the principal of and interest on the Bonds by the Permanent School Fund of the State of Texas. Upon defeasance of the Bonds, either at or prior to maturity in accordance with applicable law, the guarantee of the principal of and interest on the Bonds by the Permanent School Fund of the State of Texas shall be removed in its entirety. If the District is unable to pay the principal of or interest on a guaranteed Bond, the amount necessary to pay the principal or interest will be transferred to the Registrar for the Bonds from the Permanent School Fund of the State of Texas, and the amounts so transferred, plus interest, will be withheld by the Comptroller from the first State money payable to the District, first from the Foundation School Fund and, if necessary, from the Available School Fund.

**Section 35. No Personal Liability.** No recourse shall be had for payment of the principal of or interest on any Bonds or for any claim based thereon, or on this Order, against any official or employee of the District or any person executing any Bonds.

**Section 36. Defeasance.** The District may defease the provisions of this Order and discharge its obligation to the Owners of any or all of the Bonds to pay the principal of and interest thereon in any manner permitted by law, including by depositing with the Registrar or with the Comptroller of the State of Texas either:

(a) cash in an amount equal to (i) the principal amount of and interest on the Current Interest Bonds to the date of maturity or earlier redemption, if any, or (ii) the Maturity Amount of the Premium Capital Appreciation Bonds, or

(b) pursuant to an escrow or trust agreement, cash and/or Defeasance Securities, which, in the case of Defeasance Securities, may be in book-entry form, and the principal of and interest on which will, when due or redeemable at the option of the holder, without further investment or reinvestment of either the principal amount thereof or the interest earnings thereon, provide money in an amount which, together with other moneys, if any, held in such escrow at the same time and available for such purpose, shall be sufficient to provide for the timely payment of (A) the principal of and interest on the Current Interest Bonds to the date of maturity or earlier redemption, if any, and (B) the Maturity Amount of the Premium Capital Appreciation Bonds;

provided, however, that if any of such Bonds are to be redeemed prior to their respective dates of maturity, provision shall have been made for giving notice of redemption as provided in this Order. Upon such deposit, such Bonds shall no longer be regarded to be outstanding or unpaid. Any surplus amount not required to accomplish such defeasance shall be returned to the District.

**Section 37. Notice.** Any notice, demand, direction, request or other instrument authorized or required by this Order to be given to or filed with the District or the Registrar shall be deemed to have been given only upon receipt. Any notice shall be sent by first class mail, postage prepaid, to the address specified below or, to such other address as may be designated in writing by the parties:

District: Marble Falls Independent School District  
1800 Colt Circle  
Marble Falls, Texas 78654  
Attention: Superintendent

Registrar: The address specified in the Paying Agent/Registrar Agreement

**Section 38. Open Meeting.** It is hereby officially found and determined that the meeting at which this Order was adopted was open to the public, and public notice of the time, place and purpose of said meeting was given, all as required by the Open Meetings Law, Chapter 551, Texas Government Code, as amended.

**Section 39. Effective Date.** This Order shall be in full force and effect from and upon its adoption.

**Section 40. Severability.** If any section, paragraph, clause or provision of this Order shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of

such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Order.

**Section 41. Repealer.** All orders, resolutions and ordinances, or parts thereof, inconsistent herewith are hereby repealed to the extent of such inconsistency.

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PASSED AND APPROVED this July 21, 2014.

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President, Board of Trustees  
Marble Falls Independent School District

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Secretary, Board of Trustees  
Marble Falls Independent School District

(SEAL)

Exhibit A - Forms of Bonds  
Exhibit B – Description of Refunded Bonds

**EXHIBIT A**

**[FORM OF CURRENT INTEREST BOND]**

United States of America  
State of Texas

NUMBER  
<sup>1</sup>R-  
REGISTERED

PRINCIPAL AMOUNT  
\$ \_\_\_\_\_  
REGISTERED

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT  
UNLIMITED TAX SCHOOL BUILDING AND REFUNDING BOND  
SERIES 2014

<sup>2</sup>INTEREST RATE: \_\_\_\_\_%      DATED DATE: July 15, 2014      <sup>2</sup>MATURITY DATE: August 15, \_\_\_\_\_      <sup>2</sup>CUSIP: \_\_\_\_\_

REGISTERED OWNER: \_\_\_\_\_

PRINCIPAL AMOUNT: \_\_\_\_\_ DOLLARS

<sup>3</sup>MARBLE FALLS INDEPENDENT SCHOOL DISTRICT (the "District"), for value received, promises to pay to the Registered Owner identified above, or registered assigns, on the Maturity Date specified above, upon presentation and surrender of this Bond at the principal payment office of The Bank of New York Mellon Trust Company, N.A., Dallas, Texas, or its successor (the "Registrar"), the Principal Amount identified above, payable in any coin or currency of the United States of America which on the date of payment of such principal is legal tender for the payment of debts due the United States of America, and to pay interest thereon at the rate shown above, calculated on the basis of a 360-day year of twelve 30-day months, from the later of the Dated Date specified above, or the most recent interest payment date to which interest has been paid or duly provided for. Interest on this bond is payable on February 15,

<sup>1</sup> Initial Bond shall be numbered T-1.

<sup>2</sup> Omitted from the Initial Bond.

<sup>3</sup> The first sentence of the Initial Bond shall read as follows:

"MARBLE FALLS INDEPENDENT SCHOOL DISTRICT (the "District"), for value received hereby promises to pay, to the Registered Owner identified above or registered assigns, on August 15 in each of the years and in the principal amounts set forth in the following schedule: [Insert information regarding years of maturity, principal amounts and interest rates from Section 4(a) of the Order] upon presentation and surrender of this bond at the principal payment office of The Bank of New York Mellon Trust Company, N.A., Dallas, Texas or its successor (the "Paying Agent/Registrar") in any coin or currency of the United States of America which on the date of payment of such principal is legal tender for the payment of debts due the United States of America, and to pay interest thereon at the rate shown above, calculated on the basis of a 360-day year composed of twelve 30-day months, from the later of the Dated Date specified above or the most recent interest payment date to which interest has been paid or duly provided for."

2015, and on each August 15 and February 15 thereafter, by check dated as of the interest payment date and mailed to the Registered Owner of record as of the last business day of the month next preceding each interest payment date, to the address of such owner, as shown on the books of registration kept by the Registrar. Any accrued interest due at maturity shall be paid upon presentation and surrender of this Bond at the principal payment office of the Registrar.

THIS BOND is one of a duly authorized issue of bonds, dated July 15, 2014, aggregating \$9,290,000 (the “Bonds”), issued to pay for (a) construction, acquisition and equipment of school buildings in the District (including the rehabilitation, renovation, expansion and improvement thereof), and the purchase of new school buses; and (b) refunding certain outstanding bonds of the District as described in an order adopted by the Board of Trustees of the District on July 21, 2014 (the “Order”), including paying the costs of issuance of the Bonds and of refunding the bonds being refunded, all pursuant to Sections 45.001 and 45.003(b)(1), Texas Education Code, as amended, Chapter 1207, Texas Government Code, as amended, and the Order. The Bonds are issued as Bonds in the aggregate principal amount of \$9,140,000 that pay interest semiannually until maturity (the “Current Interest Bonds”) and Bonds in the aggregate principal amount of \$150,000 that pay interest only at maturity (the “Premium Capital Appreciation Bonds”). This Bond is a Current Interest Bond.

THE DISTRICT RESERVES THE RIGHT, at its option, to redeem prior to maturity the Bonds maturing on and after August 15, 2024, in whole or in part, in principal amounts of \$5,000 or any integral multiple thereof, on February 15, 2024, or any date thereafter, at a price equal to the principal amount of the Bonds or portions thereof called for redemption plus accrued interest to the date of redemption.

THE BONDS MATURING ON August 15, 2028 (the “Term Bonds”) are subject to mandatory redemption prior to maturity in the following amounts (subject to reduction as hereinafter provided), on the following dates, in whole or in part, at a price equal to the principal amount thereof plus accrued interest thereon to the redemption date, without premium:

Term Bonds Due August 15, 2028	
Year	Principal Amount
2025	\$35,000
2026	25,000
2027	35,000
2028(maturity)	30,000

THE PARTICULAR TERM BONDS to be redeemed shall be selected by the Registrar by lot or other customary random selection method, on or before July 1 of each year in which Term Bonds are to be mandatorily redeemed. The principal amount of Term Bonds to be mandatorily redeemed in each year shall be reduced by the principal amount of such Term Bonds that have been acquired by the District at par or optionally redeemed on or before July 1 of such year and which have not been made the basis for a previous reduction.

NOT LESS THAN THIRTY (30) DAYS prior to a redemption date, a notice of redemption will be sent by U.S. mail, first class postage prepaid, in the name of the District to each registered owner of a Bond to be redeemed in whole or in part at the address of the registered owner appearing on the registration books of the Registrar at the close of business on the business day next preceding the date of mailing. When Bonds or portions thereof have been called for redemption and due provision has been made to redeem the same, the amounts so redeemed shall be payable solely from the funds provided for redemption, and interest which would otherwise accrue on the Bonds or portions thereof called for redemption shall terminate on the date fixed for redemption.

WITH RESPECT TO ANY OPTIONAL REDEMPTION OF THE BONDS, unless all prerequisites to such redemption required by the Order have been met, including moneys sufficient to pay the principal of and premium, if any, and interest on this Bonds having been received by the Registrar prior to the giving of notice of redemption, such notice shall state that said redemption may, at the option of the District, be conditional upon the satisfaction of all prerequisites and receipt of such moneys by the Registrar on or prior to the date fixed for such redemption, and if such prerequisites to the redemption and sufficient moneys are not received, such notice shall be of no force and effect, the District shall not redeem this Bond and the Registrar shall give notice, in the manner in which the notice of redemption was given, to the effect that this Bond has not been redeemed.

THIS BOND IS TRANSFERABLE only upon presentation and surrender at the principal payment office of the Registrar, duly endorsed for transfer or accompanied by an assignment duly executed by the registered owner or his authorized representative, subject to the terms and conditions of the Order.

THIS BOND IS EXCHANGEABLE at the principal payment office of the Registrar for bonds in the principal amount of \$5,000 or any integral multiple thereof, subject to the terms and conditions of the Order.

THIS BOND shall not be valid or obligatory for any purpose or be entitled to any benefit under the Order unless this Bond is either (i) registered by the Comptroller of Public Accounts of the State of Texas by registration certificate attached or affixed hereto or (ii) authenticated by the Paying Agent/Registrar by due execution of the authentication certificate endorsed hereon.

THE REGISTERED OWNER of this Bond, by acceptance hereof, acknowledges and agrees to be bound by all the terms and conditions of the Order.

THE DISTRICT has covenanted in the Order that it will at all times provide a legally qualified registrar for the Bonds and will cause notice of any change of registrar to be mailed to each registered owner.

IT IS HEREBY certified, recited and covenanted that this Bond has been duly and validly issued and delivered; that all acts, conditions and things required or proper to be performed, to exist and to be done precedent to or in the issuance and delivery of this Bond have been performed, exist and have been done in accordance with law; that the Bonds do not exceed any constitutional or statutory limitation; and that annual ad valorem taxes, without legal limit as to

rate or amount, sufficient to provide for the payment of the interest on and principal of this Bond, as such interest comes due and such principal matures, have been levied and ordered to be levied against all taxable property in the District and have been pledged irrevocably for such payment.

IN WITNESS WHEREOF, this bond has been signed with the manual or facsimile signature of the President or the Vice President of the Board of Trustees of the District and countersigned with the manual or facsimile signature of the Secretary of the Board of Trustees of the District, and the official seal of the District has been duly impressed, or placed in facsimile, on this bond.

(AUTHENTICATION  
CERTIFICATE)

MARBLE FALLS INDEPENDENT  
SCHOOL DISTRICT

(SEAL)

\_\_\_\_\_  
President, Board of Trustees

\_\_\_\_\_  
Secretary, Board of Trustees

\* \* \*

**[FORM OF PREMIUM CAPITAL APPRECIATION BOND]**

United States of America  
State of Texas

NUMBER  
<sup>4</sup>CR-  
REGISTERED

MATURITY AMOUNT  
\$ \_\_\_\_\_  
REGISTERED

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT  
UNLIMITED TAX SCHOOL BUILDING AND REFUNDING BOND  
SERIES 2014

<sup>5</sup>INTEREST RATE: \_\_\_\_\_%      <sup>5</sup>MATURITY DATE: August 15, \_\_\_\_\_      ISSUANCE DATE: \_\_\_\_\_, \_\_\_\_\_      <sup>5</sup>CUSIP: \_\_\_\_\_

REGISTERED OWNER: \_\_\_\_\_

MATURITY AMOUNT: \_\_\_\_\_ DOLLARS

<sup>4</sup> Initial Bond shall be numbered CT-1.

<sup>5</sup> Omitted from the Initial Bond.

<sup>6</sup>MARBLE FALLS INDEPENDENT SCHOOL DISTRICT (the “District”), for value received, promises to pay to the Registered Owner identified above, or registered assigns, on the Maturity Date specified above, upon presentation and surrender of this Bond at the principal payment office of The Bank of New York Mellon Trust Company, N.A., Dallas, Texas, or its successor (the “Registrar”), the Maturity Amount identified above, representing the principal amount hereof, premium, if any, and accrued and compounded interest hereon, payable in any coin or currency of the United States of America which on the date of payment of such principal is legal tender for the payment of debts due the United States of America. This Bond shall be dated July 15, 2014, but compound interest shall accrue on the principal amount hereof from the Issuance Date at the per annum rate specified above. The accreted value (per \$5,000 of Maturity Amount) as of the Issuance Date and as of each February 15 and August 15 is set forth in the Table of Accreted Values attached hereto. Such value as of any other date shall be determined by straight-line interpolation between such values.

THIS BOND is one of a duly authorized issue of bonds, dated July 15, 2014, aggregating \$9,290,000 (the “Bonds”), issued to pay for (a) construction, acquisition, and equipment of school buildings in the District (including the rehabilitation, renovation, expansion and improvement thereof) and the purchase of the necessary sites therefore; and (b) refunding certain outstanding bonds of the District as described in an order adopted by the Board of Trustees of the District on July 21, 2014 (the “Order”), including paying the costs of issuance of the Bonds and of refunding the bonds being refunded, all pursuant to Sections 45.001 and 45.003(b)(1), Texas Education Code, as amended, Chapter 1207, Texas Government Code, as amended, and the Order. The Bonds are issued as Bonds in the aggregate principal amount of \$9,140,000 that pay interest semiannually until maturity (the “Current Interest Bonds”) and Bonds in the aggregate principal amount of \$150,000 that pay interest only at maturity (the “Premium Capital Appreciation Bonds”). This Bond is a Premium Capital Appreciation Bond.

THE DISTRICT RESERVES THE RIGHT, at its option, to redeem prior to maturity the Bonds, in whole or in part, on February 15, 2024, or on any date thereafter, at a price equal to the Accreted Value of the Bonds or portions thereof called for redemption to the date of redemption.

NOT LESS THAN THIRTY (30) DAYS prior to a redemption date, a notice of redemption will be sent by U.S. mail, first class postage prepaid, in the name of the District to each registered owner of a Bond to be redeemed in whole or in part at the address of the registered owner appearing on the registration books of the Registrar at the close of business on the business day next preceding the date of mailing. When Bonds or portions thereof have been called for redemption and due provision has been made to redeem the same, the amounts so

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<sup>6</sup> The first sentence of the Initial Bond shall read as follows:

“MARBLE FALLS INDEPENDENT SCHOOL DISTRICT (the “District”), for value received, promises to pay to the Registered Owner identified above, or registered assigns, in each of the years and in the Maturity Amounts set forth in the below schedule upon presentation and surrender of this bond at the principal payment office of The Bank of New York Mellon Trust Company, N.A., Dallas, Texas, or its successor (the “Registrar”), payable in any coin or currency of the United States of America which on the date of payment of such principal is legal tender for the payment of debts due the United States of America:” [Insert information regarding maturity dates, maturity amounts and interest rates from Section 4(b) of the Order]

redeemed shall be payable solely from the funds provided for redemption, and interest which would otherwise accrue on the Bonds or portions thereof called for redemption shall terminate on the date fixed for redemption.

THIS BOND IS TRANSFERABLE only upon presentation and surrender at the principal payment office of the Registrar, duly endorsed for transfer or accompanied by an assignment duly executed by the registered owner or his authorized representative, subject to the terms and conditions of the Order.

THIS BOND IS EXCHANGEABLE at the principal payment office of the Registrar for bonds in the Maturity Amount of \$5,000 or any integral multiple thereof, subject to the terms and conditions of the Order.

THIS BOND shall not be valid or obligatory for any purpose or be entitled to any benefit under the Order unless this Bond is either (i) registered by the Comptroller of Public Accounts of the State of Texas by registration certificate attached or affixed hereto or (ii) authenticated by the Paying Agent/Registrar by due execution of the authentication certificate endorsed hereon.

THE REGISTERED OWNER of this Bond, by acceptance hereof, acknowledges and agrees to be bound by all the terms and conditions of the Order.

THE DISTRICT has covenanted in the Order that it will at all times provide a legally qualified registrar for the Bonds and will cause notice of any change of registrar to be mailed to each registered owner.

IT IS HEREBY certified, recited and covenanted that this Bond has been duly and validly issued and delivered; that all acts, conditions and things required or proper to be performed, to exist and to be done precedent to or in the issuance and delivery of this Bond have been performed, exist and have been done in accordance with law; that the Bonds do not exceed any constitutional or statutory limitation; and that annual ad valorem taxes, without legal limit as to rate or amount, sufficient to provide for the payment of the interest on and principal of this Bond, as such interest comes due and such principal matures, have been levied and ordered to be levied against all taxable property in the District and have been pledged irrevocably for such payment.

IN WITNESS WHEREOF, this bond has been signed with the manual or facsimile signature of the President or the Vice President of the Board of Trustees of the District and countersigned with the manual or facsimile signature of the Secretary of the Board of Trustees of the District, and the official seal of the District has been duly impressed, or placed in facsimile, on this bond.

MARBLE FALLS INDEPENDENT  
SCHOOL DISTRICT

(SEAL)

---

President, Board of Trustees

---

Secretary, Board of Trustees

\* \* \*

TABLE OF ACCRETED VALUES

The Accreted Value, initial offering price (all per \$5,000 of Maturity Amount), together with the yield to maturity are as follows. Accreted Values are calculated based on the initial offering price and yield to maturity and, except at maturity, do not equal principal amount plus accrued interest.

Date	Capital Appreciation Bonds 08/15/2029 3.53%
08/19/2014	2,959.25
02/15/2015	3,010.34
08/15/2015	3,063.47
02/15/2016	3,117.54
08/15/2016	3,172.57
02/15/2017	3,228.56
08/15/2017	3,285.55
02/15/2018	3,343.54
08/15/2018	3,402.55
02/15/2019	3,462.60
08/15/2019	3,523.72
02/15/2020	3,585.91
08/15/2020	3,649.20
02/15/2021	3,713.61
08/15/2021	3,779.16
02/15/2022	3,845.86
08/15/2022	3,913.74
02/15/2023	3,982.82
08/15/2023	4,053.11
02/15/2024	4,124.65
08/15/2024	4,197.45
02/15/2025	4,271.54
08/15/2025	4,346.93
02/15/2026	4,423.65
08/15/2026	4,501.73
02/15/2027	4,581.18
08/15/2027	4,662.04
02/15/2028	4,744.33
08/15/2028	4,828.07
02/15/2029	4,913.28
08/15/2029	5,000.00

**[FORM OF REGISTRATION CERTIFICATE OF COMPTROLLER]**

**COMPTROLLER'S REGISTRATION CERTIFICATE: REGISTER NO. \_\_\_\_\_**

I hereby certify that this bond has been examined, certified as to validity and approved by the Attorney General of the State of Texas, and that this bond has been registered by the Comptroller of Public Accounts of the State of Texas.

WITNESS MY SIGNATURE AND SEAL this \_\_\_\_\_.

(SEAL)

\_\_\_\_\_  
Comptroller of Public Accounts  
of the State of Texas

\* \* \*

**[FORM OF REGISTRAR'S AUTHENTICATION CERTIFICATE]**

**AUTHENTICATION CERTIFICATE**

It is hereby certified that this bond has been delivered pursuant to the Order described in the text of this bond, in exchange for or in replacement of a bond, bonds or a portion of a bond or bonds of an issue of bonds which was originally approved by the Attorney General of the State of Texas and registered by the Comptroller of Public Accounts of the State of Texas.

THE BANK OF NEW YORK MELLON  
TRUST COMPANY, N.A.

By: \_\_\_\_\_  
Authorized Signature: \_\_\_\_\_  
Date of Authentication: \_\_\_\_\_

\* \* \*

**[FORM OF ASSIGNMENT]**

**ASSIGNMENT**

For value received, the undersigned hereby sells, assigns and transfers unto \_\_\_\_\_

\_\_\_\_\_  
(Please print or type name, address and zip code of Transferee)

\_\_\_\_\_  
(Please insert Social Security or Taxpayer Identification Number of Transferee)

the within bond and all rights thereunder, and hereby irrevocably constitutes and appoints \_\_\_\_\_ attorney to transfer such bond on the books kept for registration thereof, with full power of substitution in the premises.

DATED: \_\_\_\_\_

Signature Guaranteed: \_\_\_\_\_

\_\_\_\_\_  
NOTICE: Signature must be guaranteed by a member firm of the New York Stock Exchange or a commercial bank or trust company.

\_\_\_\_\_  
NOTICE: The signature above must correspond to the name of the registered owner as shown on the face of this bond in every particular, without any alteration, enlargement or change whatsoever.

\* \* \*

[FORM OF PERMANENT SCHOOL FUND CERTIFICATE]

**PERMANENT SCHOOL FUND CERTIFICATE**

UNDER THE AUTHORITY granted by Article 7, Section 5 of the Texas Constitution and Subchapter C of Chapter 45 of the Texas Education Code, the payment, when due, of the principal of and interest on the issuance by the Marble Falls Independent School District of its Unlimited Tax School Building and Refunding Bonds, Series 2014, dated July 15, 2014, in the principal amount of \$9,290,000 is guaranteed by the corpus of the Permanent School Fund of the State pursuant to the bond guarantee program administered by the Texas Education Agency. This guarantee shall be removed in its entirety upon defeasance of such bonds.

REFERENCE IS HEREBY MADE to the continuing disclosure agreement of the Texas Education Agency, set forth in Section I of the Agency's Investment Procedure Manual and the Agency's commitment letter for the guarantee. Such disclosure agreement has been made with respect to the bond guarantee program, in accordance with Rule 15c2-12 of the United States Securities and Exchange Commission, for the benefit of the holders and beneficial owners of the bonds.

In witness thereof I have caused my signature to be placed in facsimile on this bond.

\_\_\_\_\_  
Michael L. Williams  
Commissioner of Education

\* \* \*

## EXHIBIT B

### DESCRIPTION OF REFUNDED BONDS

#### Unlimited Tax School Building Bonds, Series 2007A

<u>Maturity Date</u> <u>(August 15)<sup>1</sup></u>	<u>Interest Rate</u>	<u>Principal</u> <u>Amount</u>	<u>Call Date</u>	<u>Redemption Price</u> <u>(% of Principal Amount)</u>
2029	5.000%	\$500,000	08/15/2016	100%
2030	5.000%	500,000	08/15/2016	100%
2031	5.000%	500,000	08/15/2016	100%
2032	5.000%	500,000	08/15/2016	100%
2033	5.000%	500,000	08/15/2016	100%
2034	5.000%	500,000	08/15/2016	100%

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<sup>1</sup> Each maturity represents a mandatory sinking fund redemption of a portion of a term bond outstanding in the principal amount of \$7,100,000 that matures August 15, 2034.

## High School Cooling Tower Replacement

The South Cooling Towers at the High School are the original 1988 model they are now leaking in an area that would be an expensive and temporary repair. The recommendation from Mechanical Engineers is to replace the Cooling Towers every 15 years. The following are Quotes from Companies that are capable of removing and replacing the Towers. The Towers themselves take 6 to 8 weeks to arrive once ordered.

Energy Logix \$229,675.00

CDMtek \$224,657.00

Baker \$193,528.00 \*Marble Falls ISD would purchase from H.A. Gray the Towers for \$147,748.00

I recommend that the District use Baker Plumbing for the replacement of the Towers.

Michael Phillips

Director of Maintenance

Marble Falls ISD.

# Marble Falls ISD Pay Systems Review

March 17, 2014

Amy Campbell, Assistant Director  
Troy Bryant, Data Services Manager

92

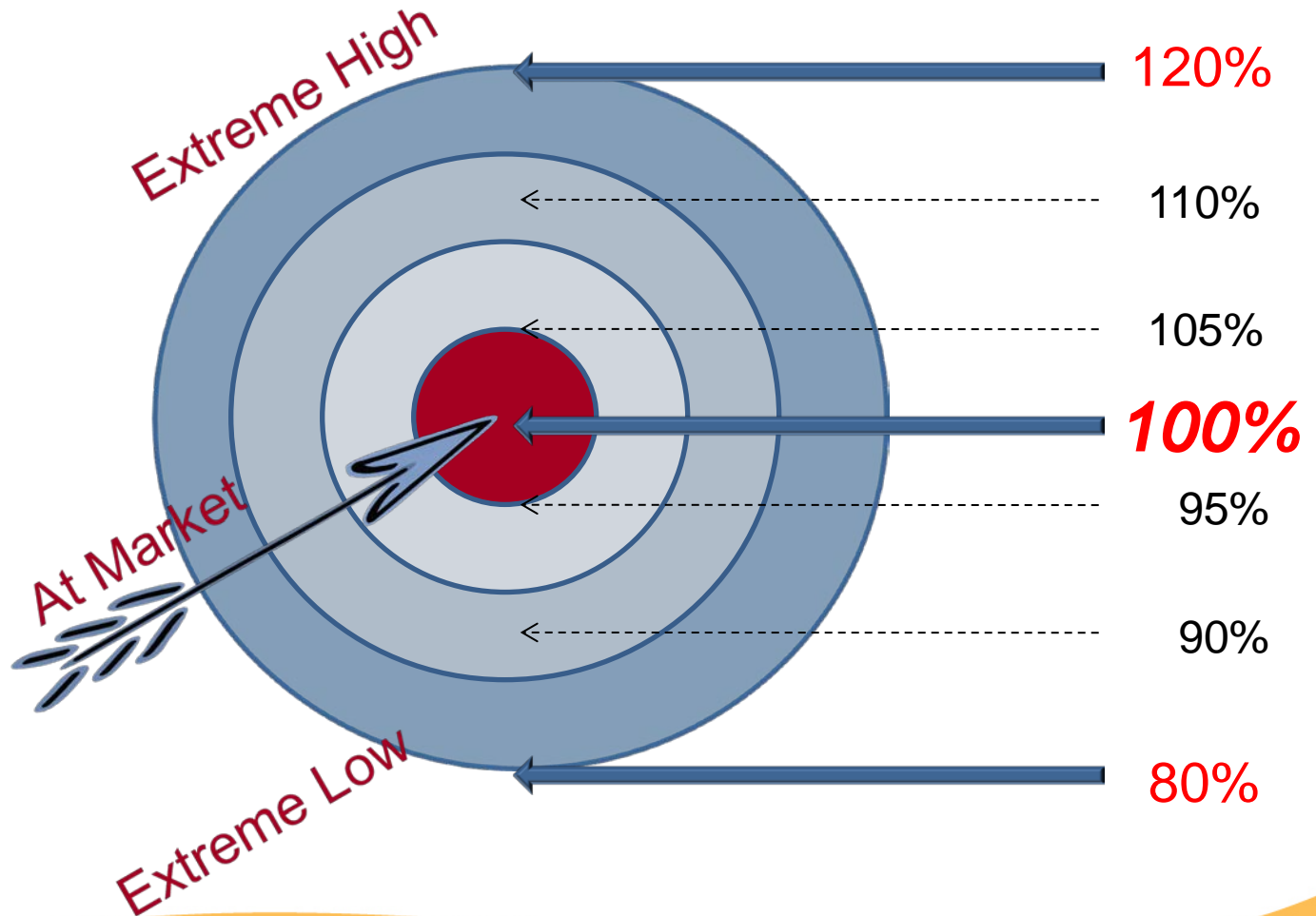


This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional advisor. Consult with your attorney or professional advisor to apply these principles to specific fact situations.  
© 2013 Texas Association of School Boards, Inc. All rights reserved.

## KEY COMPONENTS OF PAY SYSTEMS

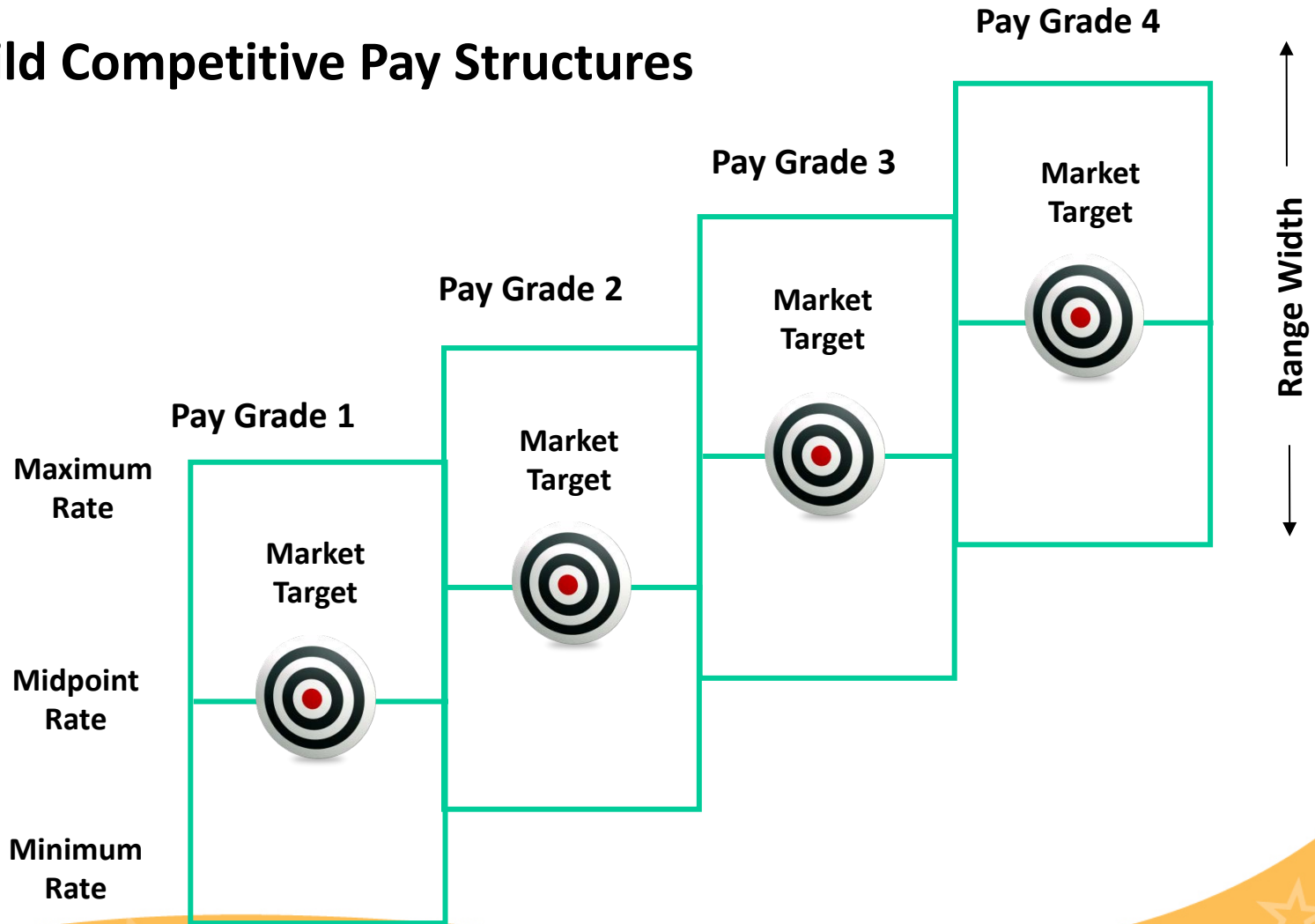
- Pay grade – a grouping of jobs that have similar value
- Pay range – sets the variance from minimum to maximum pay
- Midpoint rate – the median value in a pay range; controls competitive alignment of the pay structure

# UNDERSTANDING MARKET RELATIONSHIP



# HOW MARKET DATA IS USED

## Build Competitive Pay Structures



# MARKET SOURCES

#	District	Enrollment <sup>1</sup>	Number of Employees <sup>1</sup>
	<b>Marble Falls ISD</b>	<b>4,054</b>	<b>466</b>
1	Burnet CISD	3,265	450
2	Dripping Springs ISD	4,571	567
3	Georgetown ISD	10,337	1,521
4	Johnson City ISD	710	110
5	Kerrville ISD	4,888	709
6	Lake Travis ISD	7,361	931
7	Lampasas ISD	3,361	495
8	Leander ISD <sup>2</sup>	33,179	4,041
9	Liberty Hill ISD	2,746	367
10	Llano ISD	1,831	294
11	Round Rock ISD <sup>2</sup>	44,862	5,525

1 Source: 2012-13 TAPR Data

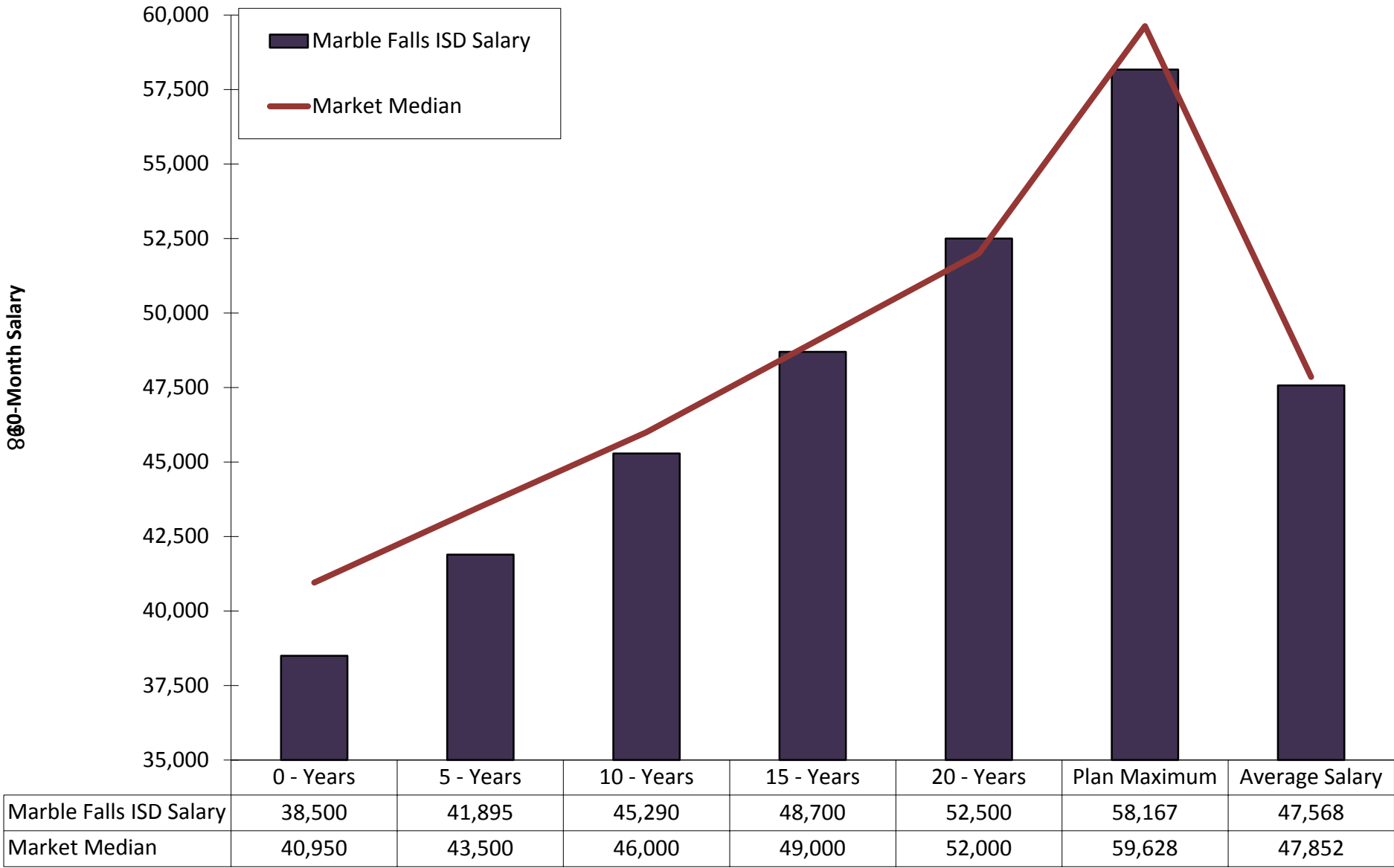
2 Directors and above were excluded from comparison due to size of district



## TEACHER MARKET FINDINGS

- Marble Falls ISD teacher pay structure is below market at most surveyed points
- Distance from market ranges from 6% below market median at the starting salary to 1% above market median at year 20
- The average MFISD teacher salary is 1% below market median average salary, though average teacher experience is above state average experience

## Teacher Salary Plan Market Comparison



**Experience**

## MARKET – ADMINISTRATIVE-PROFESSIONAL

- On average, exempt/salaried jobs are even with market median
- This group includes many single-incumbent jobs and jobs with few incumbents
- Central office administrators on a whole are closer to market than campus administrators

## MARKET – NON-EXEMPT/HOURLY

- While individual jobs deviate from market, hourly staff on average are 1% below market
- Central office and campus clerical-paraprofessional staff are above market on average
- Auxiliary staff are below market on average
- Highly populated jobs, such as Custodian, Bus Driver, and Food Service Workers, are below market (14% of district employees)

## RECOMMENDATIONS

- Provide all employees with a general pay increase of 2.0%
- Provide individual adjustments to bring employees to 0.5% above minimum of recommended pay ranges
- Provide additional adjustments to employees whose pay is more than 10% below midpoint/market value

## RECOMMENDATIONS

- Consider limiting master's degree stipends to teachers with advanced degrees in their subject/content area
- Review market competitiveness of positions identified as below market and adjust pay as needed in subsequent years
- Annually review and update the compensation plan

## COST FOR 2014-15

- Estimated Total Budget Increase:
- \$636,000

# Questions?

*The information in this presentation may include the intellectual property of third parties.*



**BURNET CENTRAL APPRAISAL DISTRICT**

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

June 5, 2014

Rick Edwards  
President, Board of Trustees  
Marble Falls Independent School District  
1800 Colt Circle  
Marble Falls, TX 78654

Re: Lot 37, Robin Hood Section of Sherwood Shores, Burnet County, Texas


Dear President Edwards,

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

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

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

Sincerely,

  
Stan Hemphill  
Chief Appraiser

Enc.

**MCCREARY, VESELKA, BRAGG & ALLEN, P.C.**  
**ATTORNEYS AT LAW**

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

June 6, 2014

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

RE: Distribution of Funds: Cause No. 32,622; Burnet Central Appraisal District vs. Marvin Ray Sosa et al; Lot 37, Robin Hood Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas  
Account Number 37051 (2013 Assessed Value = \$1,740)

Dear Mr. Hemphill:

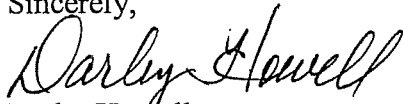
A bid of \$250.00 has been made by Jorge Barge to purchase the property, the subject of the above-referenced suit. The money should be disbursed as follows:

CAUSE NO. 32,622

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	\$ 28.00	Burnet Co. Clerk
Due to Burnet Central Appraisal District		
Burnet County	\$ 38.20	Burnet CAD
Burnet County Special	\$ 3.27	
City of Granite Shoals	\$ 21.64	
Water Conservation District	\$ .80	
Marble Falls ISD	<u>\$ 158.09</u>	
<b>TOTAL MONIES DISBURSED</b>	<b>\$ 250.00</b>	

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

Sincerely,



Darby Howell  
Legal Assistant

DH/jb

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

**WHEREAS**, Lot 37, Robin Hood Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas, being that property more particularly described in Volume 179, Page 711 of the Deed Records of Burnet County, Texas were offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to judgments of foreclosure for delinquent taxes by the District Court; and

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

**WHEREAS**, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of TWO HUNDRED, FIFTY AND NO/100 DOLLARS (\$250.00), has been made by JORGE BARGE, said bid being less than the taxes due, and

**THEREFORE, BE IT HEREBY RESOLVED** by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lot 37, Robin Hood Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas to JORGE BARGE, for the sum of TWO HUNDRED, FIFTY AND NO/100 DOLLARS (\$250.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

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

\_\_\_\_\_  
Rick Edwards  
President, Board of Trustees  
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

Summary of Resolution Providing for the Sale of Property Acquired by the Burnet Central Appraisal  
District at Delinquent Tax Sale

**Lot 37, Robin Hood Section of Sherwood Shores**

Total 2013 appraised value is \$1,740

Delinquent taxes due since 1999

First time property has been presented to the board

Bid of \$250

Taxes due - \$308.18

MFISD collects \$158.09 (\$308.18) **-\$150.09**

# Burnet CAD

Property Search Map Search

[Property Search Results](#) > Property ID 37051 BURNET CENTRAL APPRAISAL for Year 2014

New Search

**Details** | **Map**

<b>Account</b> Property ID: 37051 Geo. ID: 07320-0000-00037-000 Type: Real Legal Description: S7320 ROBIN HOOD (SHERWOOD SHORES) LOT 37	<b>Location</b> Situs Address: JUDY DR. ,  Neighborhood: Mapsc0: Jurisdictions: CGR, GBU, RSP, SMA, WCD, CAD	<b>Owner</b> Owner Name: BURNET CENTRAL APPRAISAL Mailing Address: DISTRICT TRUSTEE, PO BOX 908, , BURNET, TX 78611-0908	<b>Property</b> Appraised Value: \$1,740.00
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Layers

- Parcels Group
- Lot Lines
- Subdivisions
- Abstracts
- School Districts
- City Limits
- Lakes
- Streets
- Aerials

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# Burnet CAD

Property Search Map Search

Property Search Results > Property ID 37051 BURNET CENTRAL APPRAISAL for Year 2014

New Search

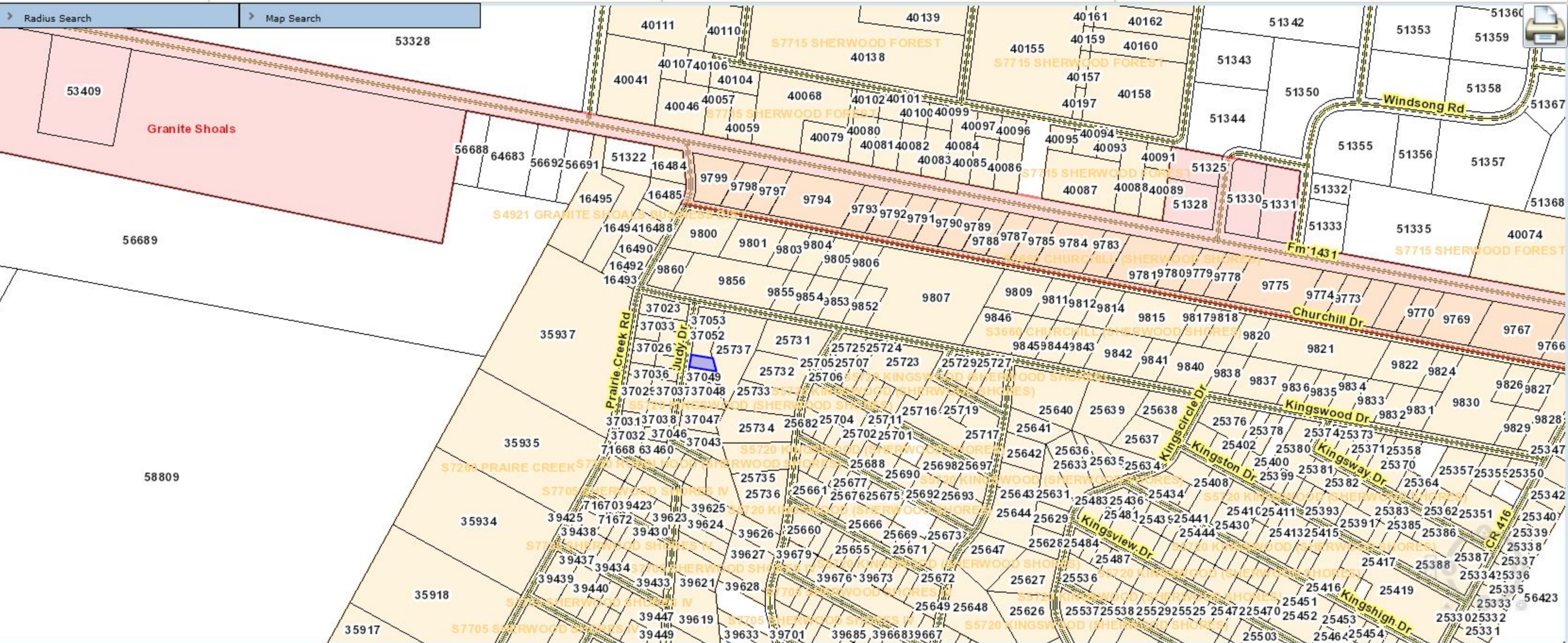
**Details** | **Map**

<b>Account</b> Property ID: 37051 Geo. ID: 07320-0000-00037-000 Type: Real Legal Description: S7320 ROBIN HOOD (SHERWOOD SHORES) LOT 37	<b>Location</b> Situs Address: JUDY DR. ,  Neighborhood: Mapsc0: Jurisdictions: CGR, GBU, RSP, SMA, WCD, CAD	<b>Owner</b> Owner Name: BURNET CENTRAL APPRAISAL Mailing Address: DISTRICT TRUSTEE, PO BOX 908, , BURNET, TX 78611-0908	<b>Property</b> Appraised Value: \$1,740.00
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Layers

- Parcels Group
- Lot Lines
- Subdivisions
- Abstracts
- School Districts
- City Limits
- Lakes
- Streets
- Aerials

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# BURNET CENTRAL APPRAISAL DISTRICT

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

June 5, 2014

Rick Edwards  
President, Board of Trustees  
Marble Falls Independent School District  
1800 Colt Circle  
Marble Falls, TX 78654

Re: Lots 117, 118, 119 & 120, Kingswood Section of Sherwood Shores, Burnet County, Texas

Dear President Edwards,

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

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

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

Sincerely,

*Stan Hemphill*  
Stan Hemphill  
Chief Appraiser

Enc.

**MCCREARY, VESELKA, BRAGG & ALLEN, P.C.**  
**ATTORNEYS AT LAW**

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

June 6, 2014

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

RE: Distribution of Funds: Cause No. 34,590; Burnet Central Appraisal District vs. William R. Mills et al; Lots 117, 118, 119 & 120, Kingswood Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas  
Account Numbers 24921, 24922, 24923 & 24924 (2013 Assessed Value = \$2,000 each)

Dear Mr. Hemphill:

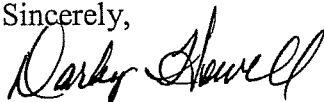
A bid of \$600.00 for each lot has been made by Lilia Yanez to purchase the property, the subject of the above-referenced suit. The money should be disbursed as follows:

CAUSE NO. 34,590

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	\$ 28.00	Burnet Co. Clerk
Court Costs:	\$ 414.00	Burnet Co. Dist. Clerk
Abstract Fee:	\$ 150.00	MVBA
Attorney ad Litem Fee:	\$ 250.00	
Due to Burnet Central Appraisal District		
Burnet County	\$ 277.62	Burnet CAD
Burnet County Special	\$ 25.48	
City of Granite Shoals	\$ 89.24	
Water Conservation District	\$ 4.36	
Marble Falls ISD	<u>\$ 1,161.30</u>	
<b>TOTAL MONIES DISBURSED</b>	<b>\$ 2,400.00</b>	

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

Sincerely,



Darby Howell  
Legal Assistant

DH/jb

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

**WHEREAS**, Lots 117, 118, 119 & 120, Kingswood Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas, being that property more particularly described in Volume 158, Page 377 of the Deed Records of Burnet County, Texas were offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to judgments of foreclosure for delinquent taxes by the District Court; and

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

**WHEREAS**, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of TWO THOUSAND, FOUR HUNDRED AND NO/100 DOLLARS (\$2,400.00), BEING \$600.00 ON EACH LOT, has been made by LILIA YANEZ, said bid being less than the taxes due, and

**THEREFORE, BE IT HEREBY RESOLVED** by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lots 117, 118, 119 & 120, Kingswood Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas to LILIA YANEZ, for the sum of TWO THOUSAND, FOUR HUNDRED AND NO/100 DOLLARS (\$2,400.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

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

\_\_\_\_\_  
Rick Edwards  
President, Board of Trustees  
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

Summary of Resolution Providing for the Sale of Property Acquired by the Burnet Central Appraisal  
District at Delinquent Tax Sale

**Lots 117, 118, 119, 120, Kingswood Section of Sherwood Shores**

2013 appraised value per lot is \$2,000

Total 2013 appraised value is \$8,000

Delinquent taxes due since 1992 on Lots 117, 118, and 120. Due since 1993 on Lot 119.

First time property has been presented to board

Bid per lot - \$600

Total bid of \$2,400

Taxes due on Lot 117 is \$715.60

Taxes due on Lot 118 is \$740.73

Taxes due on Lot 119 is \$755.83

Taxes due on Lot 120 is \$755.83

Total taxes due is \$2,967.99

MFISD collects \$1,161.30 (\$2967.99) **-\$1,806.69**

# Burnet CAD

## Property Search Results > Property ID 24921 BURNET CENTRAL APPRAISAL for Year 2014

New Search

<b>Details</b> <b>Map</b>			
<b>Account</b> Property ID: 24921 Geo. ID: 05720-0000-00117-000 Type: Real Legal Description: S5720 KINGSWOOD (SHERWOOD SHORES) LOT 117	<b>Location</b> Situs Address: Neighborhood: Mapsc0: Jurisdictions: CGR, GBU, RSP, SMA, WCD, CAD	<b>Owner</b> Owner Name: BURNET CENTRAL APPRAISAL Mailing Address: DISTRICT TRUSTEE, PO BOX 908, , BURNET, TX 78611-0908	<b>Property</b> Appraised Value: \$2,000.00

Layers

- Parcels Group
- Lot Lines
- Subdivisions
- Abstracts
- School Districts
- City Limits
- Lakes
- Streets
- Aerials

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# Burnet CAD

Property Search Map Search

Property Search Results > Property ID 24921 BURNET CENTRAL APPRAISAL for Year 2014

New Search

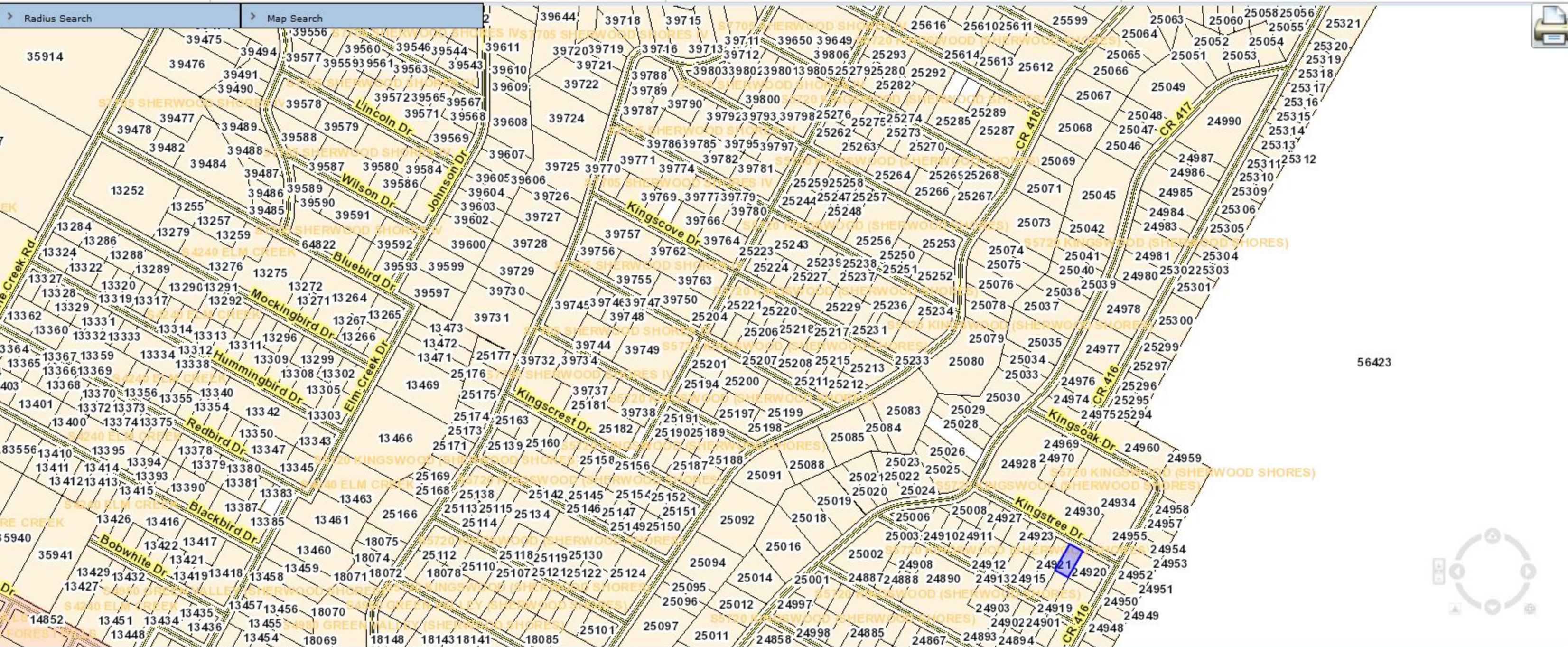
Details Map

<b>Account</b> Property ID: 24921 Geo. ID: 05720-0000-00117-000 Type: Real Legal Description: S5720 KINGSWOOD (SHERWOOD SHORES) LOT 117	<b>Location</b> Situs Address: Neighborhood: Mapsco: Jurisdictions: CGR, GBU, RSP, SMA, WCD, CAD	<b>Owner</b> Owner Name: BURNET CENTRAL APPRAISAL Mailing Address: DISTRICT TRUSTEE, PO BOX 908, , BURNET, TX 78611-0908	<b>Property</b> Appraised Value: \$2,000.00
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Layers

- Parcels Group
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- City Limits
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- Streets
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# BURNET CENTRAL APPRAISAL DISTRICT

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

June 5, 2014

Rick Edwards  
President, Board of Trustees  
Marble Falls Independent School District  
1800 Colt Circle  
Marble Falls, TX 78654

Re: Lots 648 & 649, Live Oak Section of Sherwood Shores, City of Granite Shoals,, Burnet County,  
Texas


Dear President Edwards,

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

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

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

Sincerely,

  
Stan Hemphill  
Chief Appraiser

Enc.

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

**ATTORNEYS AT LAW**

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

June 5, 2014

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

RE: Distribution of Funds: Cause No. 37,160; Burnet Central Appraisal District vs. Multigraphics, Inc. FKA Bruning Division of A. M. International, a corporation; Lots 648 & 649, Live Oak Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas  
Account Numbers 27407 & 27406 (2013 Assessed Value = \$2,250 each)

Dear Mr. Hemphill:

A bid of \$600.00 for each lot has been made by Lilia Yanez to purchase the property, the subject of the above-referenced suit. The money should be disbursed as follows:

CAUSE NO. 37,160

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	\$ 28.00	Burnet Co. Clerk
Due to Burnet Central Appraisal District		
Burnet County	\$ 186.15	Burnet CAD
Burnet County Special	\$ 16.88	
City of Granite Shoals	\$ 216.95	
Water Conservation District	\$ 4.88	
Marble Falls ISD	<u>\$ 747.14</u>	
<b>TOTAL MONIES DISBURSED</b>	<b>\$ 1,200.00</b>	

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

Sincerely,



Darby Howell  
Legal Assistant

DH/jb

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

**WHEREAS**, Lots 648 & 649, Live Oak Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas, being that property more particularly described in Volume 299, Page 877 of the Deed Records of Burnet County, Texas were offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to judgments of foreclosure for delinquent taxes by the District Court; and

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

**WHEREAS**, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of ONE THOUSAND, TWO HUNDRED AND NO/100 DOLLARS (\$1,200.00), BEING \$600.00 ON EACH LOT, has been made by LILIA YANEZ, said bid being less than the taxes due, and

**THEREFORE, BE IT HEREBY RESOLVED** by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lots 648 & 649, Live Oak Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas to LILIA YANEZ, for the sum of ONE THOUSAND, TWO HUNDRED AND NO/100 DOLLARS (\$1,200.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

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

\_\_\_\_\_  
Rick Edwards  
President, Board of Trustees  
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

Summary of Resolution Providing for the Sale of Property Acquired by the Burnet Central Appraisal  
District at Delinquent Tax Sale

**Lots 648 & 649 Live Oak Section of Sherwood Shores**

Total 2013 appraised value is \$2,250 per lot

Total appraised value is \$4,500

Delinquent taxes due since 2000 on Lot 648 and 1998 on Lot 649

First time property has been presented to board

Bid per lot - \$600

Total bid of \$2,400

Taxes due on Lot 648 is \$576.55

Taxes due on Lot 649 is \$605.12

Total taxes due is \$1,181.67

MFISD collects \$747.14 (\$1,181.67) **-\$434.53**

# Burnet CAD

Property Search Map Search

[Property Search Results](#) > Property ID 27406 BURNET CENTRAL APPRAISAL for Year 2014

New Search

**Details** | **Map**

<b>Account</b> Property ID: 27406 Geo. ID: 06010-0000-00648-000 Type: Real Legal Description: S6010 LIVE OAK LOT 648	<b>Location</b> Situs Address: MISTLETOE ,  Neighborhood: Mapsc0: Jurisdictions: CGR, GBU, RSP, SMA, WCD, CAD	<b>Owner</b> Owner Name: BURNET CENTRAL APPRAISAL Mailing Address: DISTRICT TRUSTEE, PO BOX 908, , BURNET, TX 78611-0908	<b>Property</b> Appraised Value: \$2,250.00
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# Burnet CAD

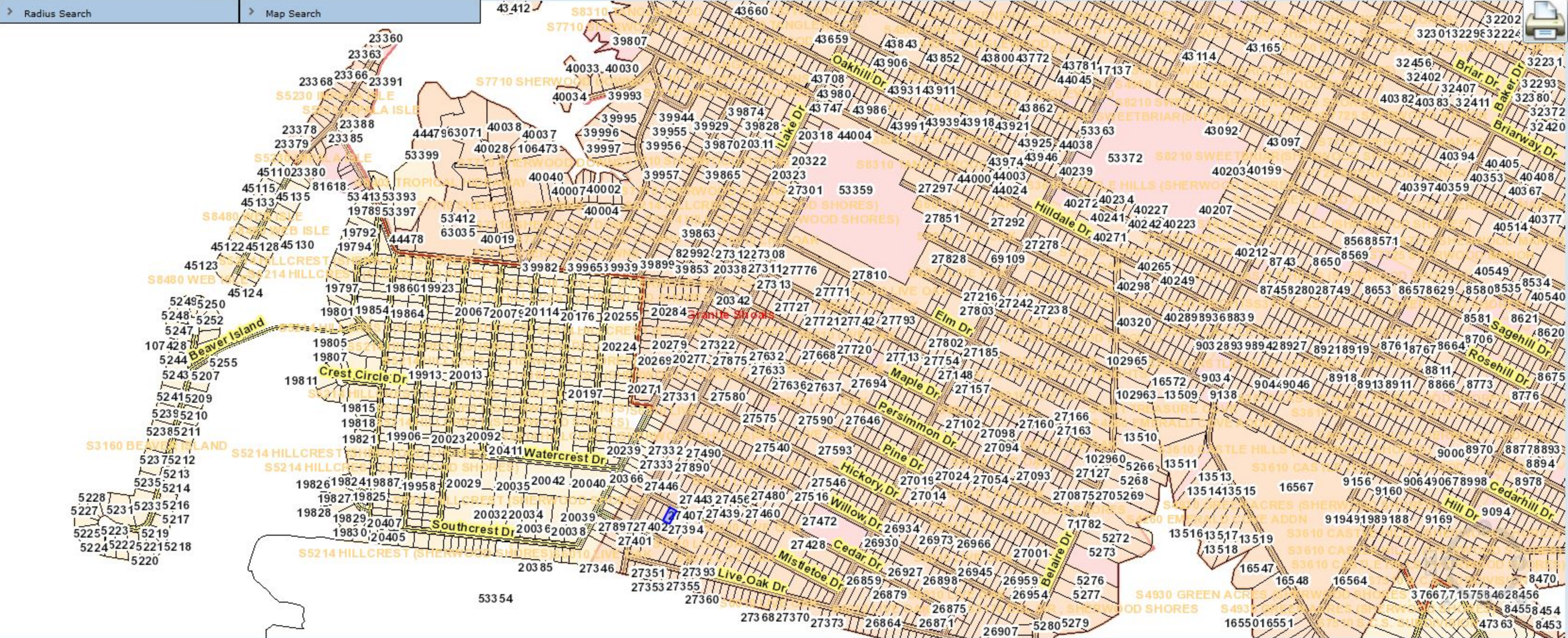
Property Search Map Search

Property Search Results > Property ID 27406 BURNET CENTRAL APPRAISAL for Year 2014

New Search

<b>Account</b> Property ID: 27406 Geo. ID: 06010-0000-00648-000 Type: Real Legal Description: S6010 LIVE OAK LOT 648	<b>Location</b> Situs Address: MISTLETOE ,  Neighborhood: Mapsc0: Jurisdictions: CGR, GBU, RSP, SMA, WCD, CAD	<b>Owner</b> Owner Name: BURNET CENTRAL APPRAISAL Mailing Address: DISTRICT TRUSTEE, PO BOX 908, , BURNET, TX 78611-0908	<b>Property</b> Appraised Value: \$2,250.00
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- Layers
- Parcels Group
- Lot Lines
- Subdivisions
- Abstracts
- School Districts
- City Limits
- Lakes
- Streets
- Aerials



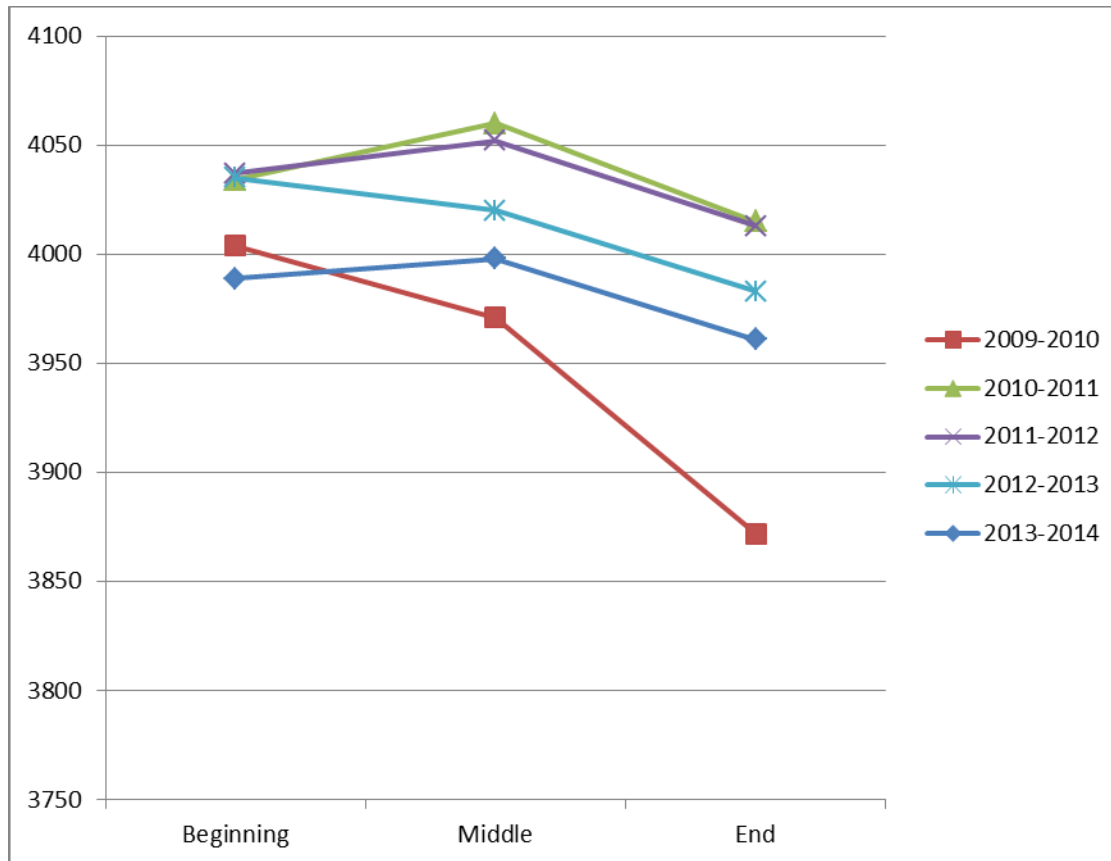


# END OF YEAR PROJECTIONS

July 21, 2014

# Enrollment Trend

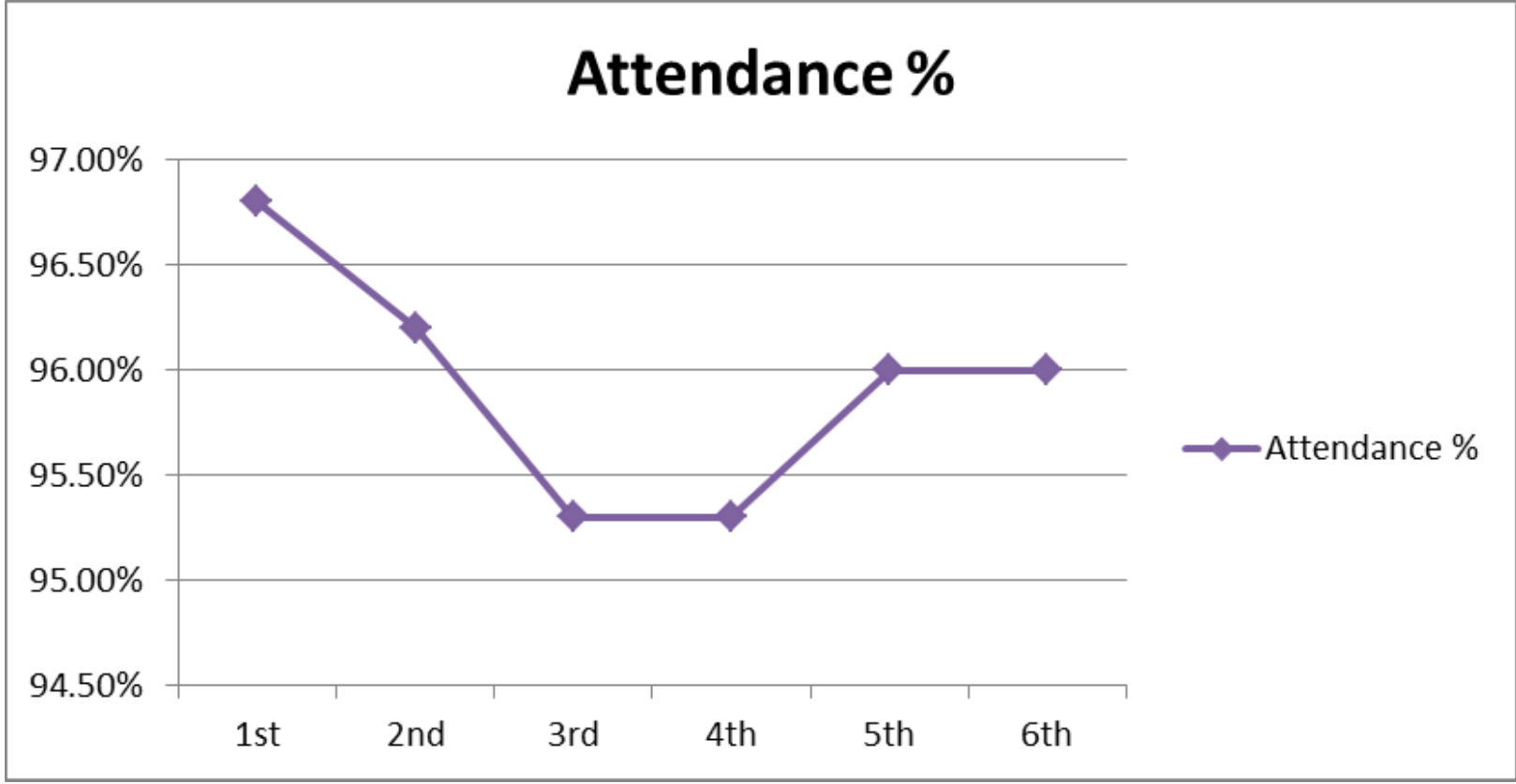
Year	Beginning	Middle	End
2009-2010	4004	3971	3872
2010-2011	4034	4060	4015
2011-2012	4037	4052	4013
2012-2013	4035	4020	3983
2013-2014	3989	3998	3961



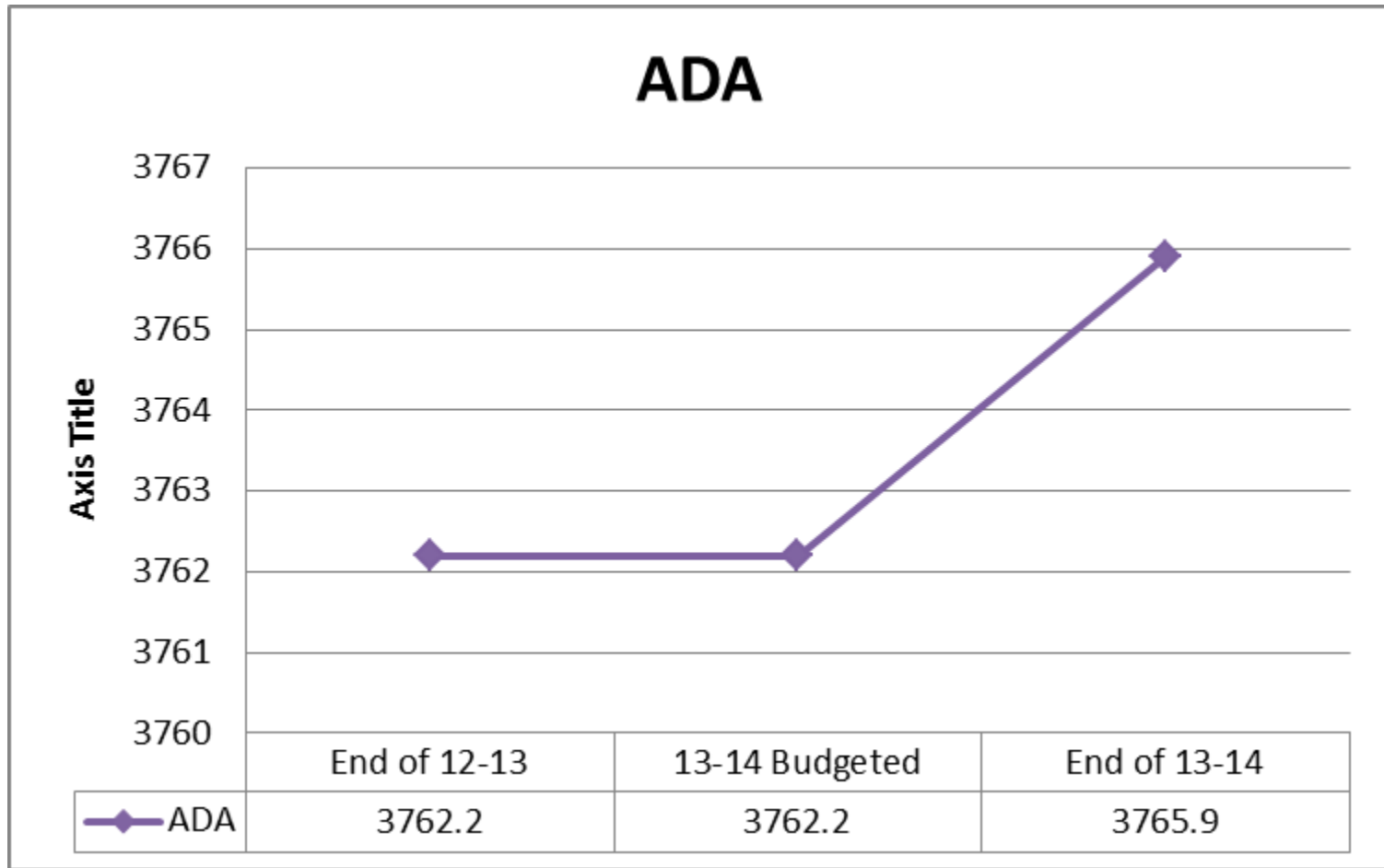
# Attendance Trend

6 wk period	Attendance %
1st	96.80%
2nd	96.20%
3rd	95.30%
4th	95.30%
5th	96.00%
6th	96.00%

125



# ADA COMPARISON



(after amendment)

Revenues:

Object	Description	Projection	Budget
5700	Local Revenues	34,690,474.86	34,690,475
5800	State Revenues	4,434,622.08	4,403,508
5900	Federal Revenues	716,918.84	716,919
	Total Revenues	<u>39,842,015.78</u>	<u>39,810,902</u>

Expenditures:

Function	Description	Projection	Budget
11	Instruction	17,674,248.08	17,957,382
12	Library and Media	422,105.29	429,733
13	Curriculum and Staff Development	306,126.20	343,833
21	Instructional Leadership	429,218.77	540,184
23	School Leadership	1,962,845.50	2,068,180
31	Guidance and Counseling	1,051,495.11	1,073,321
32	Social Work Services	45,618.84	46,351
33	Health Services	377,195.59	380,006
34	Pupil Transportation	1,596,164.39	1,598,620
36	Co-Curricular and Extra-Curricular	1,475,055.00	1,505,469
41	General Administration	1,199,118.20	1,229,172
51	Plant Maintenance and Operations	4,186,855.60	4,190,419
52	Security and Monitoring Services	125,069.86	126,353
53	Data Processing (Technology)	1,922,176.34	1,927,480
61	Community Services	62,187.51	74,783
81	Facilities Acquisition and Construction	3,102,819.01	3,417,757
91	Intergovernmental (Chapter 41)	2,863,178.00	2,889,539
99	Other Intergovern. (Tax Appr & Collection)	657,204.00	657,204
	Total Expenditures	<u>39,458,681.29</u>	<u>40,455,786</u>
	Projected Net " Income"	<u>383,334.49</u>	<u>(644,884)</u>



**Marble Falls Independent School District  
Colt Elementary  
Campus Improvement Plan  
2014 – 2015**



**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 2014 – 2015

District Goal 1: To engage all stakeholders, the district will provide ongoing communication with community, parents, school board, and staff.

District Goal 2: To provide high quality Career and Technical programs.

District Goal 3: To improve academic achievement.

District Goal 4: The school district will continue to be financially sound.

District Goal 5: The school district will establish 21st Century classrooms across the district that promotes student engagement.

District Goal 6: To provide a positive climate and a safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

District Goal 7: High quality extracurricular UIL programs will be designed to encourage a high percentage of student involvement.

### **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.

**Campus Educational Improvement Committee (CEIC)**

CEIC Position	2014-2015	DEIC Position	2014-2015
Chairperson	Keith Powell	Teacher	Becky Sparks
Administrator	Phyllis Campbell	Teacher	TBA
Community/Business	Oscar Marroquin		
Parent	TBA		
Kindergarten Teacher	Arianna Hart		
First Grade Teacher	Jana Mayfield		
Second Grade Teacher	Sylvia Villarreal		
Third Grade Teacher	Marla DeBons		
Fourth Grade Teacher	Judith Large		
Fifth Grade Teacher	Kevyn Packer		
Para Professional	Terry Layton		

**Marble Falls ISD Board of Trustees**

- Rick Edwards – President
- Kevin Naumann – Vice President
- LeeAnn Johnson – Secretary
- Mike Savage – Member
- Karl Westerman – Member
- Larry Berkman – Member
- Kelly Fox, Ph. D. – Member

**Goal I: To engage all stakeholders the district will provide ongoing communication with community, parents, school board, and staff.**

Performance Objectives: CES will actively involve parents, community, and staff in the education of all bilingual and English speaking students.

Formative/Summative Evaluations: These will include monthly newsletters, Colt website, student planners, Sky Alert System announcements/texts/emails, PTO attendance, parent attendance for special events and sign-in sheets, ongoing parent/ teacher communication, Meet the Teacher by grade levels, CEIC monthly meetings, volunteer program at the corporate, local, and school level and community, parent, and staff surveys.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<p>Communicate with parents:</p> <ul style="list-style-type: none"> <li>• Meet the Teacher by grade levels to provide information to parents specific to that grade level</li> <li>• Class / grade level newsletters and notices sent home and posted on website</li> <li>• PTO monthly newsletters</li> <li>• Hold parent conferences</li> <li>• Provide parents with access to student grades and attendance through Skyward family access</li> <li>• Use Sky Alert to inform parents/community/staff of district (including weather, important dates, emergency procedures, and special events) in Spanish and English</li> <li>• Provide translator at meetings and special events (Spanish)</li> <li>• Use student planners to communicate about learning/homework, scheduling, and conduct</li> </ul>	<p>Sky alert, letters to parents, website announcement</p> <p>newsletter</p> <p>PTO representative</p> <p>Substitute coverage</p> <p>Passwords/tech help as needed</p> <p>technology</p> <p>volunteer list</p> <p>planners</p>	<p>CES Administration/staff</p> <p>CES teachers</p> <p>PTO</p> <p>CES teachers</p> <p>MFISD technology CES teachers</p> <p>CES administration/CO</p> <p>CES administration</p> <p>CES administration, teachers</p>	<p>August before school begins</p> <p>Weekly</p> <p>Monthly</p> <p>By end of first 9 weeks and as needed</p> <p>Ongoing 2014-2015 school year</p> <p>As needed</p> <p>As needed/ongoing</p> <p>Daily</p>

	<ul style="list-style-type: none"> <li>Provide opportunities for monthly parent involvement to highlight student achievement</li> </ul>		Librarian, specials teachers, administrators, PTO	Monthly
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Goal II: To provide a high quality education that prepares students for post secondary opportunities.

Performance Objectives: CES will establish and maintain a vertical alignment of instructional practices to ensure students are academically prepared for middle school and secondary education.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> <li>Set goal of 50 % advanced on STAAR to support and ensure student success at middle school and high school level</li> <li>Engaging student’s investment and interest in their own learning process</li> </ul>	Vertically aligned curriculum, posting TEKS  Technology, professional development for staff	CES admin, CES teachers  Campus administration, teaching staff	Ongoing 2014-2015 school year  Ongoing 2014-2015 school year

Goal III: To ensure all students receive exceptional instruction through inspired learning experiences

Performance Objectives: All students at Colt Elementary will be engaged, creative learners, who will make authentic connections, and use higher order thinking skills incorporating digital resources.

Formative Evaluations: These will include PLC meetings, team planning, monthly professional development, common assessments, formal/informal observations, (teachers and admin) walk throughs, teacher reflection, and student behavior.

Summative Evaluations: TBA, STAAR

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> <li>• Teachers will use innovative approaches to differentiate instruction in order to meet the needs of a diverse student population</li>   <li>Utilize planning documents to ensure mastery of all TEKS</li> <li>Provide documentation for grade level, campus, and district alignment (YAG)</li>   <li>Implement TEA time for students who are at risk for failure in reading, math, and/ or science</li>   <li>Create engaging, higher level and meaningful lessons with real world connections that support authentic learning using TEKS alignment</li>   <li>• Teachers will engage in purposeful staff development opportunities to meet identified needs of the campus</li>   <li>- Guided Reading</li>   <li>- Writing Process</li>   <li>-Vertical alignment</li> </ul>	<p>Campus funds, technology, PLC, teacher lesson plans, professional development</p> <p>Book study, monthly professional development, teacher materials</p>	<p>CES admin/staff/instructional facilitator</p> <p>CES admin/Staff/IF</p>	<p>Ongoing 2014-2015 school year</p> <p>Ongoing 2014-2015</p> <p>Ongoing 2014-2015</p>

**Goal IV: To establish 21st Century classrooms across the campus that promotes student engagement.**

Performance Objectives: To facilitate communication, creativity, critical thinking, and collaboration through the use of our district technology vision

Summative Evaluations: TBD

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> <li>• Provide specialized training and campus professional development opportunities for CES staff based on the goals and objectives of the district's shared technology vision plan</li> <li>• Ensure that campus and district technology goals meet the needs of student learners and will provide meaningful and measurable objectives that align with the TEKS</li> <li>• Increase integration of technology in core curriculum areas</li> <li>• Increase access of technology tools to classroom teachers and students</li> </ul>	<p>Scheduled planning and collaboration timelines. Campus and district funds for the purchase and integration of technology resources.</p> <p>Technology, professional development</p>	<p>Technology Department Campus Administration Campus IT Classroom Teachers</p> <p>Campus Admin, Technology, Campus IT, classroom teachers</p>	<p>Ongoing 2014-2015 school year</p> <p>Ongoing 2014-2014 school year</p>

**Goal V: To provide a positive climate and a safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.**

Performance Objective: CES will provide a safe, positive, supportive learning environment to encourage, promote, and celebrate each individual's highest learning potential.

Formative Evaluations/Summative: Parent and staff surveys

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> <li>Spotlight campus activities to inform and encourage participation and /or sponsorship.</li> <li>Connect and enlist community resources available Walmart partnering with Colt to establish volunteer program</li> <li>Continue to recognize staff and celebrate campus accomplishments Monthly birthday lunch Messages of encouragement to staff Teacher appreciation breakfasts and other ongoing monthly Provide special treats for staff each month Provide opportunities for staff team building monthly Colt Super Star of the Week award for teachers and para professional to spotlight excellence</li> </ul>	Activity funds, PTA, Walmart, Planned meeting times	Campus Administration, Campus Secretary, Sunshine Committee	Ongoing 2014-15 school year

Goal VI: To provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Performance Objective: CES will provide opportunities for students to explore their talents and strengths in support of their school and community.

Formative /Summative Evaluations: UIL participation, field trips, student council, organization and clubs, safety patrol, music programs/events, survey results

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> <li>Encourage participation in extracurricular activities such as choir, safety patrol, student council, and UIL</li> <li>Provide field trips</li> <li>Encourage participation in after school clubs and organizations</li> </ul>	Campus funds, Designated practice and activity rooms	All CES staff, club sponsors, UIL teachers  CES staff  CES staff	ongoing August – December  Ongoing 2014-2015 school year  Ongoing 2014-2015

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

Performance Objective: Provide campus based initiatives and activities that will promote a safe, respectful, and healthy campus environment.

Formative Evaluations/Summative: Parent and staff surveys, referrals

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> <li>• Red Ribbon Week</li> <li>• Character Counts awards and recognitions</li> <li>• Anti-bullying discussions and oversight</li> <li>• Every child is my child staff mentorship program</li> <li>• Principal award and recognition to outstanding students program</li> <li>• Counselor C3 Character Club</li>   <li>• Scheduled outside speaker dates to meet with student body and discuss safety and doing the right thing behaviors</li> <li>• District Safety Officer</li> <li>• Local Fire and EMS Departments</li> <li>• Review and modify the district /campus crisis management and flow chart and plan to establish procedures campus wide</li> <li>• Fire drills, tornado, lock down drills</li> </ul>	<p>Campus funds, EMS departments, District Safety Officer</p> <p>PTO, campus admin, counselor</p>	<p>Campus administration, counselor</p> <p>Campus administration, counselor, teaching staff</p>	<p>Red Ribbon Week/October 2014, Character Counts awards, Anti-bullying programs, Principal and mentor programs, Counselor C3 Character Club ongoing 2014-2015 school year.</p> <p>Ongoing 2014-2015 school year</p>

**Fund Totals  
2013 – 2014**

Source	Amount	Description
Title I, Part A	TBA	
Title II, Part A	TBA	
Title III, Part A (LEP)	TBA	
State Comp. Ed.		

**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

## 2014 – 2015 Campus Action Plans/SMART Goals

Campus: Colt Elementary

PLC: Kindergarten

Area of Goal: Writing

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

- 1. Writing: 80% of kindergarteners will be able to write a 3 sentence composition by May 2015, including sentences that begin with capital letters, end with correct punctuation, have correct spacing, and use appropriate capital and lower case letters.**

Action Steps	Resources	Progress Monitoring	Progress Monitoring
1. Students will orally participate in an interactive and guided writing process 3 times per week (including brainstorming, sequencing actions, revising draft by adding details, and editing draft)	Ongoing PLCs, Admin., Teacher Leader and Specialists monitoring, Student work samples		
2. Students will practice the writing process to produce a 3 sentence story one time per nine weeks beginning in the second semester.	Ongoing PLCs, Admin., Teacher Leader and Specialists monitoring, Student work samples		
3. Students will participate in daily journal writing and will incorporate writing as a response to literature in a variety of genres.	Ongoing PLCs, Admin., Teacher Leader and Specialists monitoring, Student work samples		

Campus: Colt Elementary

PLC: Kindergarten

Area of Goal: Reading

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

**1. Reading: 31% of Kindergarteners that scored below proficiency will score at or above proficiency by May 15.**

Action Steps	Resources	Progress Monitoring	Progress Monitoring
1. Students will participate in small guided reading groups 4 times per week and teachers will monitor fluency using running records as appropriate.	Guided reading groups established during the first nine weeks with para teams going into classrooms to work with		

	groups. Running records training.		
2. Students will write and identify letters and will know sounds of all 26 letters of the alphabet by December 2014.	Daily practice, Foundations, Raz Kids		
3. Students will know at least 50 high frequency words by May 2015.	Daily Practice, Colt word list book, A-Z high frequency word books, Raz Kids		
4. Build phonics skills through the individual use and monitoring of the Lexia program at least 3 times per week. (iStation for bilingual)	Lexia program, iStation		
5. Monitor student progress using Star Early Lit test administered every 9 weeks and report progress to parents.	Star Early Literacy test, parent report		
6. Teachers will meet with parents at the beginning of the year to encourage involvement and will provide to parents a checklist of high frequency words, letters and sounds, and high frequency phrases.	Level 4 sample reader to show parents goals, parent information, checklist of high frequency words and phrases, letters and sounds		

Campus: Colt Elementary

PLC: Kindergarten

Area of Goal: Math

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

- 1. Math: 30% of Kindergarten low performing students who scored below proficiency in math will score at or above proficiency by May 15.**

Action Steps	Resources	Progress Monitoring	Progress Monitoring
1. Students will participate in small guided math groups and math centers four days per week.	Teachers will create skill specific and TEKS based math games for use during center time to increase number concepts and place value skills		
2. To increase understanding of numbers, students will participate in number talks daily.	<u>Number Talks</u> book and videos (Parrish); Watch videos during PLCs		
3. Students will use Rekenreks as visual models for learning math concepts on a daily basis.	Rekenreks (teacher made) <u>Using the Rekenrek as a Visual Model for Strategic Reasoning in Mathematics</u> (The Math Learning Center)		
4. Teachers will provide opportunities for timed number practice on a weekly basis.	Number Fly, Early Math Fluency Generator: <a href="http://www.interventioncentral.org/teacher-resources/math-fluency-generator-math-for-kids">http://www.interventioncentral.org/teacher-resources/math-fluency-generator-math-for-kids</a>		

Campus: Colt Elementary

PLC: 1<sup>st</sup> Grade

Area of Goal: Math

**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.

**SMART Goal** (Specific, Measurable, Achievable, Results focused, Time-bound)

**1. Math: 33% of First grade students that scored below the 25th percentile will score on or above the 25<sup>th</sup> percentile on the 2015 Spring TEMI.**

Action Steps	Resources	Progress Monitoring	Progress Monitoring
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1. Students will participate in guided math groups and math centers at least 4 days per week.	Teachers will provide skill specific and TEKS based math games for use during center time to increase number concepts and place value skills		
2. Students will participate in number talks at least 4 times per week to increase understanding of numbers and increase mental math skills.	<u>Number Talks</u> book and videos (Parrish); Watch videos during PLCs		
3. Teachers will provide opportunities for timed fact practice (numbers 0-18) on a weekly basis.	Number Fly, Early Math Fluency Generator: <a href="http://www.interventioncentral.org/teacher-resources/math-fluency-generator-math-for-kids">http://www.interventioncentral.org/teacher-resources/math-fluency-generator-math-for-kids</a>		
4. Students will practice fluency skills in problem solving situations.	Campus problem solving plan, word problems		
5. Teachers will develop weekly common assessments that will include fluency skills, and data will be used to spiral and reteach skills not mastered.	Teacher developed common assessments		

Campus: Colt Elementary

PLC: 1<sup>st</sup> Grade

Area of Goal: Reading

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

**1. Reading: 31% of first grade students will be reading at DRA Level 16 in 2015 including bilingual students.**

Action Steps	Resources	Progress Monitoring	Progress Monitoring
1. Students will participate in daily guided reading groups at least 4 days per week.	Guided reading groups established during the first nine weeks with para teams working with groups,		

	TPRI resource book		
2. Teachers will use running records during guided reading groups to monitor fluency of lowest students.	Running Record training and training on how to use information from running records		
3. Students will know at least 100 sight words by the end of the first grade year.	Colt sight word list, A-Z high frequency word list, Foundations, Raz Kids, Lexia		
4. STAR Early Literacy test administered every nine weeks and results reported to parents. **Bilingual class – iStation	Parent letter		
5. Students will use Lexia at least 3 times per week for the first half of the year.	Lexia program		
6. Students will have opportunities to read daily (read to, read with, listening to read-alouds)	Reading buddies with upper grade level class, AR books, Raz Kids, leveled library		
7. All students will have AR goal beginning the 2 <sup>nd</sup> 9 weeks and teachers will monitor goals.	AR books and program		

Campus: Colt Elementary

PLC: 1<sup>st</sup> Grade

Area of Goal: Writing

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

2. **1. Writing: 80% of students will be able to write a 6-8 sentence composition by May 2015, including sentences that begin with capital letters, end with correct punctuation, have correct spacing, and use appropriate capital and lower case letters.**

Action Steps	Resources	Progress Monitoring	Progress Monitoring
1. Students will orally participate in an interactive and guided writing process 3 times per week (including brainstorming, sequencing actions, revising draft by adding details, and editing draft)	Ongoing PLCs, Admin., Teacher Leader and Specialists monitoring, Student work samples		
2. Students will practice the writing process to produce a 6-8 sentence composition one time per nine weeks beginning in the second semester.	Ongoing PLCs, Admin., Teacher Leader and Specialists monitoring, Student work samples		
3. Students will participate in daily journal writing and will incorporate writing as a response to literature in a variety of genres.	Ongoing PLCs, Admin., Teacher Leader and Specialist monitoring, Student work samples		
4. Teachers will provide opportunities for students to share writing.	Student work samples		

Campus: Colt Elementary

PLC: 2<sup>nd</sup> Grade

Area of Goal: Writing

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

**1. Writing: By May 2015, 85% of second grade students will follow the writing process to write a composition scoring at least 3 on a 4 point rubric, using correct conventions and complex sentences.**

Action Steps	Resources	Progress Monitor	Progress Monitor
4. Students will participate in guided writing through a variety of genres.	Examples of variety of writing genres, trade books, reading selections		
5. Students will use graphic organizers to organize their thoughts.	Graphic organizers		
6. Students will use resources such as dictionaries and word walls to edit their writing.	Dictionaries, word walls		
7. Students will progress through the writing process at least 2 times per 9 weeks and will have opportunities to share their finished products.	Ongoing PLCs, Admin., Teacher Leader, Specialists monitoring, Student work samples		
8. Students (with teacher guidance) will develop and use a checklist reminder to include in their student writing notebook (conventions, details, etc.)	Student work samples		

Campus: Colt Elementary

PLC: 2<sup>nd</sup> Grade

Area of Goal: Reading

**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.

**SMART Goal** (Specific, Measurable, Achievable, Results focused, Time-bound)

1. 85% of 2<sup>nd</sup> grade students will read at or above DRA Level 28 by May 2015.
2. 44% of 2<sup>nd</sup> grade students will score on or above grade on DRA level 16-20 in May 2015.

Action Steps	Resources	Progress Monitor	Progress Monitor
1. Students will participate in guided reading groups at least 4 days per week.	Teams of paras will come into classrooms to establish guided reading groups during 1 <sup>st</sup> 9 weeks, Journeys, trade books, leveled library		
2. Teachers will complete running records on students who are below grade level at least one time per week.	Running record training and training on how to utilize running records		
3. Students will set an AR goal during DEAR time and teachers will take a status of the class twice a week to monitor the goal.	Goal setting/recording sheet for AR progress-AR Resources		
4. Teachers will meet with parents at the beginning of the year to encourage involvement, communicate expectations, and share resources.	Motivational incentives to encourage reading at home and parents to sign and return planners (Book-It, 6 Flags)		
5. Students will read three different types of books to stretch learning and build stamina ("just right" book, above level book and an "out of genre" book to increase vocabulary)	Book boxes, Raz Kids, books on tape		
6. Students will have a time of sharing of what they have read (following DEAR time) to increase motivation to read.	Student work samples		

Campus: Colt Elementary

PLC: 2<sup>nd</sup> Grade

Area of Goal: Math

**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.

**SMART Goal** (S<sub>pecific</sub>, M<sub>easurable</sub>, A<sub>chievable</sub>, R<sub>esults focused</sub>, T<sub>ime-bound</sub>)

- 85% of 2<sup>nd</sup> grade students will achieve mastery of 70% on the Spring 2<sup>nd</sup> grade TBA3. (68% of 1<sup>st</sup> grade students achieved mastery of 70% on the 1<sup>st</sup> grade Spring TBA2)**

Action Steps	Resources	Progress Monitor	Progress Monitor
1. Students will participate in guided math groups and math centers four times per week.	Skill specific and TEKS based math games to use during center time to increase number concepts		
2. Teachers will teach problem solving strategies to be utilized by campus from K-5.	Problem solving structures (story mats, part-part-whole charts), word problems, campus wide problem solving plan		
3. Teachers will provide opportunities for fact fluency practice on a daily basis and test weekly.	Games, flash cards, apps and computer programs		
4. Students will participate in number talks at least 4 times per week to increase understanding of numbers and increase mental math skills.	<u>Number Talks</u> book and videos (Parrish); Watch videos during PLCs		
5. Teachers will provide a variety of manipulates and encourage students to discover their own ways to solve problems.	Base 10 blocks, coins, dice, counters, clocks, etc.		
6. Utilize common assessments on a weekly basis and will use data to reteach skills not mastered.	Teacher created common assessments		

Campus: Colt Elementary

PLC: 3<sup>rd</sup> Grade

Area of Goal: Writing

**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.

**SMART Goal** (S**pecific**, M**easurable**, A**chievable**, R**esults focused**, T**ime-bound**)

- 1. Writing: By May 2015, 85% of third grade students will follow the writing process to write a multi-paragraph composition scoring at least a 3 on a 4 point rubric using correct conventions and complex sentences.**

Action Steps	Resources	Progress Monitor	Progress Monitor
9. Students will go through the writing process to write: 1 <sup>st</sup> nine weeks - narrative, 2 <sup>nd</sup> nine weeks-poetry, 3 <sup>rd</sup> nine weeks-multi paragraph procedural, 4 <sup>th</sup> nine weeks-multi paragraph expository and will have opportunities to share their finished products.	4 point rubric		
10. Students will have content area journals and will write daily to a prompt and/or a response to literature.	Journals		
11. Students will use a variety of resources to aid in the writing process.	Graphic organizers Dictionary Thesaurus		

Campus: Colt Elementary

PLC: 3<sup>rd</sup> Grade

Area of Goal: Reading

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

1. **Reading: 70% of students will have an IRL level at or above 3.5 or by May 2015 as measured by the STAR Enterprise reading test. (Spring 2014 2<sup>nd</sup> grade scores show 43% of students at or above IRL 2.9.)**

Action Steps	Resources	Progress Monitor	Progress Monitor
1. All students will participate in a guided reading group at least 2 times per week, completing running records on students below grade level.	Journeys, leveled library, running records and training on how to use data from running records		
2. Students will read in their ZPD at least 30 minutes daily and attain an average of 90% or higher and will attain their AR goals, and will have opportunities to share a summary of their reading.	AR books, AR program, AR rewards		
3. Students will take a Star Test at the beginning of each 9 weeks to check growth.	Star Enterprise (AR) program and reports		
4. Teachers will meet with parents at the beginning of the year to communicate expectations, encourage involvement and share resources.	Parent information and resources, reading log		
5. Students will read books from three different genres to stretch learning, build vocabulary and stamina	Buddy class to read with and read to		

Campus: Colt Elementary

PLC: 3<sup>rd</sup> Grade

Area of Goal: Math

**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.

**SMART Goal** (Specific, Measurable, Achievable, Results focused, Time-bound)

1. 75% of 3<sup>rd</sup> grade students will achieve mastery of 70% on the Spring 3<sup>rd</sup> grade TBA3. (50% of 2<sup>nd</sup> grade students achieved mastery of 70% or higher on the Spring TBA3)

Action Steps	Resources	Progress Monitor	Progress Monitor
1. Students will participate in guided math groups at least 2 times per week.	Fast Focus		
2. Teachers will model and teach problem solving strategies using story mats.	Teachers will meet at the beginning of year to develop a consistent campus problem solving plan Story mats book		
3. Students will take a common assessment written to the rigor of STAAR once every 2-3 weeks, and data will be used to spiral and reteach skills not mastered.	Teacher made tests		
4. Focus on math fluency during the first 9 weeks of school during TEA time.	Fact games, mad minutes, math fact computer games		
5. Incorporate Number Talks into daily routine	Number Talks book and videos (Parrish); incorporate into PLC time		

Campus: Colt Elementary

PLC: 4<sup>th</sup> Grade

Area of Goal: Writing

**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.

**SMART Goal** (Specific, Measurable, Achievable, Results focused, Time-bound)

**1. Writing: 90% of all fourth grade students will be able to use the writing process to complete a personal narrative and expository composition scoring at least a 3 on a 4 point rubric, using multiple paragraphs and complex, well-developed sentences.**

Action Steps	Resources	Progress Monitor	Progress Monitor
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12. Students will participate in modeled writing activities.	Ongoing PLCs, Admin., Teacher Leader and Specialists support, Student work samples		
13. Students will develop ideas using graphic organizers, focusing on and narrowing topics	Graphic organizers		
14. Students will use the writing process to brainstorm ideas, write a rough draft, revise and edit and publish compositions.	Student work samples		
15. Students will use content area journals to practice procedural and expository writing and focus on vocabulary and note taking skills in content areas	Student work samples		

Campus: Colt Elementary

PLC: 4<sup>th</sup> Grade

Area of Goal: Reading

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

- 2. Reading: 65% of students will have an IRL level of 4.9 or above by May 2015 as measured by the STAR Enterprise reading test. (Spring 2014 3<sup>rd</sup> grade scores show 27% of students at or above IRL 3.9.)**

Action Steps	Resources	Progress Monitor	Progress Monitor
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6. Utilize guided reading groups 3 times per week to improve comprehension and fluency.	Journeys, leveled readers, novels, guided reading books		
7. Teachers will use a variety of strategies to increase student vocabulary.	Word of the Day, vocabulary cards from Journeys		
8. Parent information meeting at the beginning of the year to share resources and encourage involvement and reading support. Meet individually with all parents of students below grade level at 9 week increments.	Parent letter, contract, resources to share with parents		
9. Students will read in their ZPD at least 30 minutes daily and attain an average of 90% or higher and will attain their AR goals, and will have opportunities to share a summary of their reading.	AR books, AR program, AR rewards		
10. Students will take a Star Test at the beginning of each 9 weeks to check growth.	Star Enterprise (AR) program and reports		

Campus: Colt Elementary

PLC: 4<sup>th</sup> Grade

Area of Goal: Math

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

- 1. Math: Number of students scoring in satisfactory range for Phase 2 Standard will increase to 82% on the 4<sup>th</sup> grade STAAR. (72% of students were satisfactory at Phase 2 Standard on the 3<sup>rd</sup> grade STAAR.)**

Action Steps	Resources	Progress Monitor	Progress Monitor
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6. Students will participate in guided math groups at least 3 times per week.	TBD (new TEKS resources)		
7. Teachers will model and teach problem solving strategies.	Teachers will meet at the beginning of year to develop a consistent campus problem solving plan		
8. Focus on math fluency and low SEs from 3 <sup>rd</sup> grade STAAR during the first 9 weeks of school during TEA time.	Data from 3 <sup>rd</sup> grade STAAR, fact games, mad minutes, math fact computer games		
9. Students will take a common assessment written to the rigor of STAAR once every 2-3 weeks, and data will be used to spiral and reteach skills not mastered.	Teacher created common assessments		
10. Incorporate Number Talks into routine at least 2 times per week.	<u>Number Talks</u> book and videos (Parrish); incorporate videos into PLC time		

Campus: Colt Elementary

PLC: 5<sup>th</sup> Grade

Area of Goal: Writing

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

- Writing: By May 2015, 85% of fifth grade students will be able to identify genres and compose a composition from a list of genres, scoring at least 3 on a 4 point rubric.**

Action Steps	Resources	Progress Monitoring	Progress Monitoring
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16. Students will go through the writing process to complete at least two compositions from genres specified on the YAG.	Ongoing PLCs, Admin., Teacher Leader and Specialist monitoring, Student work samples, YAG		
17. Utilize graphic organizers during pre-writing to organize thoughts and ideas.	Graphic organizers		
18. Students will write in content area reflection journals and Line of Learning (LOL) in science journals on a weekly basis.	Student work samples		
19. Students will practice procedural and expository writing and focus on vocabulary and note taking skills in content areas.	Student work samples		

Campus: Colt Elementary

PLC: 5<sup>th</sup> Grade

Area of Goal: Reading

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

**1. Reading: 60% of fifth grade students will be reading at or above IRL 5.9 by May 2015 (currently, 27% of 4<sup>th</sup> grade students are reading at or above reading IRL 4.9); and students showing mastery on 4<sup>th</sup> grade STAAR will increase scores on  (lowest TEKS #) from % to %. (To be determined during Campus Professional Development in Aug. 2014)**

Action Steps	Resources	Progress Monitoring	Progress Monitoring
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11. All students will engage in guided reading groups focusing on comprehension at least 30 minutes per week.	Utilize Reading A-Z, Leveled books from Journeys and Leveled Library; professional development on guided reading groups and Reading A-Z		
12. Students showing a deficit in decoding skills will participate in a small group focusing on building phonics skills at least 3 times per week.	Give all students that did not pass the 2014 STAAR test a Quick Phonics Screener, use Lexia program and lessons during small group time		
13. Monitor student's fluency using running records (students that are 1 year or more below grade level)	Train all teachers in running records		
14. Students will read books from a variety of genres each nine weeks.	Teacher created genre checklist in student reading folders		

Campus: Colt Elementary

PLC: 5<sup>th</sup> Grade

Area of Goal: Math

**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.

**SMART Goal** (Specific, Measurable, Achievable, Results focused, Time-bound)

- 1. Math: Number of students scoring in satisfactory range for Phase 2 standard will increase to 75% on the 5<sup>th</sup> grade STAAR. (67% of students scored in the satisfactory range at Phase 2 Standard on 4<sup>th</sup> grade STAAR), and students showing mastery on the 4<sup>th</sup> grade STAAR will increase scores on \_\_\_ (lowest SE) from \_\_\_% to \_\_\_%. (To be determined during Campus Professional Development in Aug. 2014 )**

Action Steps	Resources	Progress Monitoring	Progress Monitoring
11. Students will use TTM on a regular scheduled basis, passing 6 lessons at 70% or above every nine weeks. (Goal is to complete 30 lessons before STAAR.)	Think Through Math computer program		
12. Focus on facts and fluency during the first 9 weeks of school. add, subtract, multiply and divide	Weekly fact practice using Michael Eaton resources, ThatQuiz.org, computer programs and apps		
13. Students will learn and use a problem solving strategy on a daily basis.	Consistent problem solving strategy will be developed and shared with all teachers K-5 <sup>th</sup>		
14. Students will learn math skills in a real world context and will use problem solving daily.	Student work samples		
15. Teachers will build vocabulary using a variety of genres and strategies.	Graphic organizers, word of the day/week, word wall as needed		

**Marble Falls Independent School District  
Marble Falls Elementary  
Campus Improvement Plan  
2014 – 2015**



**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 2014 – 2015

District Goal 1: To engage all stakeholders the district will provide ongoing communication with community, parents, school board, and staff

District Goal 2: To provide high quality Career and Technical programs

District Goal 3: To improve academic achievement

District Goal 4: The school district will continue to be financially sound

District Goal 5: The school district will establish 21st Century classrooms across the district that promotes student engagement

District Goal 6: To provide a positive climate and a safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork

District Goal 7: High quality extracurricular UIL programs will be designed to encourage a high percentage of student involvement.

### **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.

**Campus Executive Improvement Committee (CEIC)**

CEIC Position	2014-2015	DEIC Position	2014-2015
Chairperson	Michael Haley	Teacher	Jennifer Blair (Year 1)
Community	Greg Neill	Teacher	Debby Phillips (Year 2)
Parent	Anna Womack	Teacher	Erika O'Connor (Year 3)
Parent	Ruth Rodriguez		
Business	Stacey Nash		
Admin. – District Level	Lee Courville		
Administrator At-large	Renetta McCall		
At-Large Classroom Teacher	Jane Greer		
Non-Teaching Prof	Assistant Principal (TBD)		
Teacher	Vickie Weil		
Teacher	Mary Pond		
Teacher	Michael Lehman		
Teacher	Jill Watson		

## Marble Falls ISD Board of Trustees

Rick Edwards – President

Kevin Naumann – Vice-President

LeeAnn Johnson – Secretary

Larry Berkman

Kelly Fox, Ph. D.

Mike Savage

Karl Westerman

## MFES Academic Achievement Assessment EOY 2014

	Reading	Math	Writing	Science
<b>5<sup>th</sup> grade</b>	<p><b><u>Bright Spots:</u></b> 93% passed 100% Mod SPED passed</p> <p><b><u>Hot Spots:</u></b> 75% LEP passed 85% Eco Dis passed</p>	<p><b><u>Bright Spots:</u></b> 95% passed 91% Eco Dis passed 100% Mod SPED Passed</p> <p><b><u>Hot Spots:</u></b> 75% LEP passed</p>	Not tested in 5th	<p><b><u>Bright Spots:</u></b> 22% commended 2/3 Mod Sped Passed</p> <p><b><u>Hot Spots:</u></b> 76% passing Life Science 50% LEP passed</p>
<b>4<sup>th</sup> grade</b>	<p><b><u>Bright Spots:</u></b> Increased passing rate from 76% in 2013 to 81% in 2014 100% Mod SPED Passed</p> <p><b><u>Hot Spots:</u></b> Eco Dis: 69% passed</p>	<p><b><u>Bright Spots:</u></b> 84% passing 3 out of 4 Mod SPED passed</p> <p><b><u>Hot Spots:</u></b> Eco Dis: 74% passed</p>	<p><b><u>Bright Spots:</u></b> Increased passing rate from 71% to 72%</p> <p><b><u>Hot Spots:</u></b> 72% passing Eco Dis: 65% passed 1 Mod SPED: Failed</p>	
<b>3<sup>rd</sup> grade</b>	<p><b><u>Bright Spots:</u></b> 22% commended (20 students)</p> <p><b><u>Hot Spots:</u></b></p> <ul style="list-style-type: none"> <li>• Decrease in passing rate from 80% in 2013 to 77% in 2014</li> <li>• Of the 23% that didn't pass 3 students are transfer (would've been 79% passing)</li> <li>• 20% LEP passed Reading</li> <li>• 40% Mod SPED passed</li> </ul>	<p><b><u>Bright Spots:</u></b> 80% LEP passed Math</p> <p><b><u>Hot Spots:</u></b></p> <ul style="list-style-type: none"> <li>• Decreased passing rate from 81% in 2013 to 71% in 2014</li> <li>• 50% Mod SPED passed</li> </ul>		

	Reading	Math
2 <sup>nd</sup> grade	<p><b><u>DRA/TPRI Data: EOY DRA should be 24-28</u></b></p> <ul style="list-style-type: none"> <li>• Overall fluency and comprehension are okay</li> <li>• 18 students are at 20 or below on DRA</li> <li>• Big Hot Spot is there was not enough growth on many students from beginning of the year DRA level to end of year DRA level.</li> </ul>	<p><b><u>Bright Spots:</u></b>  <b>TEMI:</b> Magnitude Comparison and Place Value  <b>EOY TBA:</b> Compare/Decompose numbers, Add/Subtract, contextual multiplication</p> <p><b><u>Hot Spots</u></b>  <b>TEMI:</b> Number Sequence and Addition/Subtraction Computation  <b>EOY TBA:</b> multi step word problems, contextual division, number lines, time  73% passed and 40% LEP passed</p>
1 <sup>st</sup> grade	<p><b><u>DRA/TPRI Data: EOY DRA should be 16-18</u></b></p> <ul style="list-style-type: none"> <li>• 29 students are at 18 or above; this is good</li> <li>• Fluency is the hot spot and probably explains why there is not more progress on DRA</li> <li>• 21 students are at 10 or below on DRA score (this is way below grade level)</li> </ul>	<p><b><u>Bright Spots:</u></b>  <b>TEMI:</b> Number Sequence and Magnitude Comparison  <b>EOY TBA:</b> 89% passed: Coins, sums of 10, 2D/3D solids, concrete add/subtract, draw conclusions from data</p> <p><b><u>Hot Spots</u></b>  <b>TEMI:</b> Addition/Subtraction Computation  <b>EOY TBA:</b> 50% LEP passed, use skip counting with money, equal sign is a balance representations (1.5E), unknown number not at end of equation</p>
Kinder	<p><b><u>DRA/TPRI Data: EOY DRA should be 3-4</u></b></p> <ul style="list-style-type: none"> <li>• 33 students are at 4 or above on DRA, this is good</li> <li>• Overall rhyming is good</li> <li>• Hot spot is that students have a hard time isolating the ending sound in words</li> <li>• 13 students are at a 1 on DRA</li> <li>• 13 students are at a 2 on DRA</li> </ul>	<p><b><u>Bright Spots:</u></b>  <b>TEMI:</b> Magnitude Comparison and Quantative Reasoning  <b>EOY TBA:</b> model act of adding/subtracting, draw conclusions on graphs</p> <p><b><u>Hot Spots</u></b>  <b>TEMI:</b> Number Sequence and Number Identification  <b>EOY TBA:</b> 86% passed, recognize instantly small quantities, coins</p>

**Goal I: To engage all stakeholders the district will provide ongoing communication with community, parents, school board, and staff.**

Performance Objectives: 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.

Formative Evaluations: Parent sign in sheets and event surveys

Summative Evaluations: 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 – Mustang 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 2014 April 2015
1.3	Family STAAR Information Night for 3-5 parents	Campus Funds Flyers	Principal Teacher Leader 3-5 Literacy Specialist Math Specialist	October 2014
1.4	Campus will produce and distribute campus newsletter titled “Mustang Express” which will give grade level information and important dates and events happening on campus.	Campus Funds	Principal Classroom Teachers	Monthly beginning September 2014
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	Principal Classroom Teachers	Quarterly
1.7	A relationship will be made with local media so that	Contacts to	Principal	Ongoing

	they are invited to attend and cover school news and report to the community.	local media	District Director of Communications	
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

Goal II: To provide a high quality education that prepares students for post secondary opportunities.

Performance Objectives: MFES will provide real world learning opportunities by using public sector speakers to encourage students to explore business and public sector career opportunities.

Formative Evaluations: Student Writing reflections following speaker and special career readiness events.

Summative Evaluations: Year-end Student Career Projects.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
2.1	MFES will invite public sector business and governmental figures to speak at grade level events during Social Studies time four times per year to reinforce grade-level TEKS.	PLC planning time	Grade level teams	Quarterly
2.2	MFES will host a College and Career Day.	Activity fund	Principal Teacher Leader Grade level teams	May 2015
2.3	MFES will use Learning.com to assess and direct technology instruction for career ready applications and programs.	District Technology	Principal Teacher Leader Campus Technologist	September 2014 and May 2015
2.4	MFES will encourage and monitor attendance to achieve a minimum 98 percent attendance rate.	Campus District	Principal Assistant Principal Registrar District Attendance Coordinator	Daily

Goal III: To ensure all students receive exceptional instruction through inspired learning experiences

Performance Objectives: 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).

Formative Evaluations: Classroom Data, TBA's, Walkthrough Data, PDAS Evaluations, Student sign in Sheets.

Summative Evaluations: AEIS Report, DEIC Survey results, STAAR results.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
3.1	Assure that all staff attends staff development provided at the Campus and District level that is specific to the needs of diverse student groups and allows staff to maintain Highly Qualified standards. Topics include, but are not limited to: Effective Practices for <ul style="list-style-type: none"> <li>• At-Risk Students</li> <li>• Gifted Students</li> <li>• LEP Students</li> <li>• Special Education Students</li> <li>• Sheltered Instruction Strategies</li> </ul>	Funds for Professional Development	Principal Tech Cohort Representatives Teacher Leader Literacy and Math Specialists District Curriculum Dept. Director of Student Services	Ongoing
3.2	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
3.3	Use 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
3.4	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
3.5	Provide SSI remediation to give identified students additional time to master necessary content and skills	SSI Resources Teaching Staff	Principal Teachers	Weekly
3.6	Use the Wilson Program for identified dyslexic	Wilson	Literacy Specialist	Weekly

	students	materials Staff to implement program	Principal	
3.7	Provide extended year to students needing to pass STAAR (and/or needing to meet promotion criteria, as funds allow)	OEYP funds	Principal	June 2014
3.8	Increase amount of direct instructional assistance provided to students through the learning lab open before school	Compensatory funds	Principal CM Mastery Aide	Daily
3.9	Implement the components of the Student Success Initiative to include: <ul style="list-style-type: none"> <li>▪ Parental notification of at-risk status (Gr. K-5)</li> <li>▪ Intervention services for any student coming into 5th grade who meets at-risk criteria based on Spring 10 TAKS scores in reading and / or math</li> <li>▪ Implement research-based teaching strategies in grades PK-5</li> <li>▪ Periodically measure student progress and adjust instruction accordingly.</li> <li>▪ Establish Grade Placement Committees for grade 5</li> </ul>	SSI Guidelines TPRI Assessment	Principal Teachers	Weekly
3.10	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
3.11	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
3.12	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 2013 Training August 2013
3.13	Grade level collaborative 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	Common planning time	Principal Team Leaders Literacy Specialists Math Specialist Special Ed. Staff	Wednesdays

	new strategies, program planning, staff development and intervention strategies. Whenever possible special program staff will join the meetings.			
3.14	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
3.15	Implement the literacy program as defined in district and campus initiatives. <ul style="list-style-type: none"> <li>• Provide additional staff development</li> <li>• Purchase needed resources</li> <li>• Monitor instruction</li> <li>• Provide support for staff to implement the strategies</li> </ul>	Literacy resources Professional Resources Title I	Literacy Specialists Math Specialist Principal Teachers	Ongoing
3.16	Continue to increase the amount of time all students spend in actual reading by: <ul style="list-style-type: none"> <li>· all students reading daily, silently or aloud, self-selected materials at own pace (Accelerated Reading Time)</li> <li>· choral reading</li> <li>· student reading aloud with a tape, story or book</li> <li>· students keeping daily logs of reading time at home and at school</li> <li>· paired reading within and across grade levels</li> <li>· students keeping a cumulative log of titles read during the year</li> <li>· all students actively participating in the Accelerated Reading program as appropriate</li> <li>· duo-log reading</li> </ul> having books available for students in waiting areas	Big books, books, tapes of books, reading logs, AR books and tests	Principal Teachers Librarian	Daily
3.17	Develop test familiarity and test taking skills by using activities from various STAAR focused ancillary materials.	Text budgeting	Classroom Teachers (Grades 3-5) Special Program Classroom Teachers Principal	Daily
3.18	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	Professional development for all teachers Literacy	Curriculum Dept. Principal Literacy Specialists Literacy Consultant	Ongoing

	<p>instructional time allocations, which</p> <p>a) provide extensive phonics instruction using Foundations</p> <p>b) provide systematic spelling instruction based on identified spelling patterns;</p> <p>c) include fluency activities in daily instruction;</p> <p>d) incorporate resources from the state reading academics and instructional strategies in the TPRI Intervention Guide</p>	Specialists to provide support Instructional materials including leveled libraries TPRI Intervention Guides	Teachers	
3.19	<p>Identify students who are at-risk. Determine the appropriate intervention strategies to assist students in meeting mastery. Interventions may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• RTI</li> <li>• Extended Day</li> <li>• Tutorials</li> <li>• Title I Assistance</li> <li>• Counseling</li> <li>• Special Education Services</li> <li>• Content mastery</li> <li>• Computer based remediation software</li> <li>• Differentiated Instruction</li> <li>• SSI Tutorials</li> <li>• Extended Year</li> </ul>	Local Assessments Student Data State and Federal Funding sources if available	Classroom Teachers Principal Title 1 Staff Special Program Staff Teachers	Weekly
3.20	Guided Reading / Writing approach will be expected and supported in all K-5 classrooms.	Leveled Readers / Guided Reading library.	Title I support staff Principal Classroom Teachers	Ongoing
3.21	In grades 3-5, regularly chart student progress by charting tested objectives in reading and math. Review data and adjust instruction.	Local and State Assessment Data	Principal Teacher	Monthly
3.22	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.	STAAR data Planning Time	Principal Title 1 Staff Teachers Special Ed. Staff	Annually but adjusted as needed
3.23	District TEKS Based Assessments will be administered according to District testing schedule. The results will assist teachers in planning for	Benchmark Tests Reports with	Central Office Staff Principal Teachers	Quarterly

	<p>STAAR:</p> <ul style="list-style-type: none"> <li>grouping for instruction based on identified needs</li> <li>reinforce objectives and reinforce use of strategies</li> </ul>	student data	Special Program Staff	
3.24	Use and review uniform reading strategies. Strategies will be introduced to 2 <sup>nd</sup> graders during the second semester and will be continued through 5 <sup>th</sup> grade	Collaboration time for Reading teachers in grade 2-5	Principal Literacy Specialist Classroom Teachers	Ongoing
3.25	Encourage small group remediation within classroom setting to reinforce all content areas. Groups no larger than 4 students	STAAR formatted resources, Reading resources targeting the 5 components of reading	Principal Title I support staff Classroom Teacher	Daily
3.26	Evaluate student performance on STAAR formatted reading passages (mini assessments).	STAAR formatted Reading resources	Title I support staff Principal	Weekly
3.27	Provide extended day tutorials for struggling students.	SSI funds / staff	Central Office Staff Principal	Weekly
3.28	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
3.29	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
3.30	Teacher-made assessments will also be reviewed for	Assessment	Principal	Ongoing, following

	TEKS content, complexity, & context.	materials	Teachers Content Specialists	each academic unit
3.31	Engage in data analysis of state & local assessments to determine appropriate intervention strategies	Data Analysis Sheets	Principal Teachers	Weekly
3.32	Use formal and informal (mini) assessment data to guide instruction and remediation	Benchmark assessments Informal assessments	Title I Support Staff Principal Classroom Teachers	Weekly
3.33	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, Think Through Math, Istation, Rosetta Stone)	Computer hardware Program licensing Title I support staff	Literacy Specialist Title I Math Specialist Principal	Weekly
3.34	Encourage / Enforce individual student conferences with students regarding writing as related to 6+1 Traits.	Title I support	Classroom Teachers Principal	Ongoing
3.35	Use reading selections to reinforce writing concepts	6+1 Trait Crates Title I support staff	Classroom Teachers Literacy Specialists Principal	Weekly
3.36	Conduct regular walkthrough monitoring of instruction in all learning environments	Walkthrough documentation	Principal	Ongoing
3.37	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
3.38	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	Ongoing or as needed because of vacancy.
3.39	Lesson plans will include sheltered instruction strategies for GT, Special Education, LEP and a component.	Common Planning Time	Principal Teacher Leader Classroom Teacher	Weekly
3.40	Teachers will establish a student writing portfolio and collect samples at the beginning, middle and end of each school year.	General Supplies	Principal Teacher Leader Classroom Teacher	September January May
3.41	MFES will encourage fitness testing participation to a 100 percent level.	Common Planning Time	PE Teacher School Nurse	Weekly

**Goal IV: To establish 21st Century classrooms across the campus that promote student engagement.**

Performance Objectives: MFES will support the innovative application of technology to support TEKS-based instruction so that students gain the skills necessary to function in the 21<sup>st</sup> century.

Formative Evaluations: Student Tech Assessment Data, Teacher Tech Assessment Data, Technology Inventory, Campus Technology Meeting Minutes.

Summative Evaluations: STARChart survey; Learning.com Easy Tech Assessment

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
4.1	The level of skills demonstrated in the classroom will be raised by increasing the use of digital technology tools (I.e., tablets, 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
4.2	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 IStation Think Through Math	Technology Dept. Principals Tech Manager Literacy and Math Specialist	Weekly
4.3	Attend professional staff development and opportunities for students to use multiple formats for communications with diverse audience	Technology Funds Computer Software / Hardware World Wide Web Computer Hardware	Technology Dept. Principals Tech Manager	Daily
4.4	Monitor Computer Lab Usage	Technology Funds	Principals Tech Managers	Monthly
4.5	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

Goal V: To provide a positive climate and a safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

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

Formative Evaluations: Grade Level Representative reports and Teacher Survey Results.

Summative Evaluations: DEIC Survey Results, Campus Survey Results, STAR Student Roster.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
5.1	Implement campus wide Character Education Program which incorporates the pillars of Character Counts.	Character Counts Materials Class Schedule	Counselor Classroom Teachers	June 2014 August 2014 Monthly
5.2	Implement STAR Student Program for students PK-5 in order to reinforce responsibility and character.	STAR Student Awards	Principal Registrar Teachers	Ongoing
5.3	Provide What-a-Character incentive tickets to student exemplifying strong character traits.	What-a-Character Tickets Prizes	Counselor Principal	Monthly Drawings Ongoing tickets

Goal VI: To provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

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.

Formative Evaluations: UIL Team Roster, Field Trip Schema, Destination Imagination Team Roster

Summative Evaluations: State Self-Assessment Performance Rating

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
6.1	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
6.2	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
6.3	Provide students with field trip experiences that are selected based on grade level TEKS.	Field Trip Funds	Principal Classroom Teachers	Spring 2015
6.4	Provide UIL Art students with two showcase events.	Art and Student Activity funding	Art Teacher	Fall 2014 Spring 2015

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

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

Formative Evaluations: Rem4Ed Planning and Tracking Software

Summative Evaluations: 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 2014
7.3	Discipline plan and procedures will be periodically reviewed at grade level meetings using statistics from discipline records.	Discipline Reports	Classroom Teachers	October 2014 February and April 2015
7.4	MFES will use 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 2014 – January 2015
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

## 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 Elementary 2014-2015 Action Plan

Pre-Kinder

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

1. 80% of Pre-K students will show creative problem solving by constructing a house (out of construction paper, drawing, or other art supplies) with specific criteria, by the end of the year.

Action Steps	Resources to use	Progress Monitor Action Steps	Results from Progress Monitoring
Provide more opportunities for the students to generate open ended projects	Art Supplies		
Students will participate in collaborative groups on open ended projects	YAG		
The teacher will <b>not</b> provide examples on open ended projects	If students become frustrated teacher will provide scaffold support		
Students will complete this activity at the beginning, middle, and end of year to see progress and show growth	Create a Thinking Independently Portfolio		

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1. 80% of Pre-K students will be able to rhyme as measured by “Examples on child behaviors” III.B.6 (prek guidelines), by the end of the year.

Action Steps	Resources to use	Progress Monitor Action Steps	Results from Progress Monitoring
Read nursery rhymes	Reading Library		
After progress monitoring students who do not successfully rhyme will work one on one with the teacher	Running Records		
Students will have more opportunities to point to rhyming pictures	Morning Calendar		
Students will participate in more rhyming games	Morning Calendar		

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1. 60 Kindergartens (85%) will reach end of year expectations in reading as measured with DRA.

Action Steps	Resources to use	Progress Monitor Action Steps	Results from Progress Monitoring
Teach the necessary behaviors expected during reading	Role playing Anchor Charts		
Conduct two read-a-louds per day allowing students the opportunity for discussion to pull out experiences to provide prior knowledge	Any book		
Build vocabulary	Use Journeys vocabulary cards		
Begin reading "groups" by October. Reading groups could entail: simple book handling, just reading together, learning how to sit to read, learning where to start and tracking words, etc.	Use TPRI data to determine groups and skills needed to work on in the reading groups		
Complete running records on students who are reading to determine their instructional level	Guided library books Journey leveled readers A to Z		
Extra pull out	TEAM time		

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2. 60 Kindergarten students (85%) will be able to compose and decompose numbers to 10 on EOY TBA.

Action Steps	Resources to use	Progress Monitor Action Steps	Results from Progress Monitoring
Teacher will model the weekly math vocabulary word prior to student practice	Do this the Thursday or Friday before needed during Number Talks Use the Word Decomposing Vocabulary Model to pre-teach vocabulary		
Students will use and explain what they are doing using grade level math vocabulary daily	Anchor chart with weekly vocabulary to be used	Think Pair Share	
Each student will be provided hands-on materials for active engagement	Have a Rekenrek for every student 10 frame boards for every student Part Part Whole chart for every student		
Conduct Number Talks daily as part of procedures beginning no later than the second week of school	Dot Cards Tally Cards		

- The Word Decomposing Vocabulary Model is a system of breaking down the word into syllables, exposing the students to the word in a sentence, before the students actually see the word in writing
- 10 frame and part part whole chart is a front to back laminated sheet for each individual student (green and blue cardstock)

## Vocabulary Decomposing

### Example

Teacher says:

1. I have a new word for you. Repeat after me  
Per-ma-nent (students repeat)

Say it again with me  
Per-ma-nent (students repeat)

2. Now say it all together like this  
Permanent (students repeat; repeat again if necessary)

3. Here is what the word sounds like in a sentence.  
*After you lose a baby tooth, a permanent tooth will take its place.*

4. Permanent means lasting or meant to last for a very long time. What other kinds of things can be permanent?  
(Short discussion about the word)

5. Here is what the word looks like  
Permanent (Show the word on the board or an index card)

6. Now who can use the word *permanent* in a sentence?  
(Have a student use the word in a sentence.)

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**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

1. 50 students (80%) will grow 5 levels on DRA by end of 1<sup>st</sup> grade year.

Action Steps	Resources to use	Progress Monitor Action Steps	Results from Progress Monitoring
1 <sup>st</sup> grade teachers will complete a running record using Journeys every 2 weeks	Journeys / Leveled Readers	Every Thursday, teachers will rotate the group(s) that they complete a running record on	
Create a DRA continuum in the PLC room to track the growth of our students			
Send books home for reading nightly	Decodable Basal Leveled Readers Library book		
To build vocabulary help students select “just right books” out of their comfort zone		Have students read these in the classroom daily Students will share something they liked from their “out of comfort book” weekly	

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2. 50 students will earn a score of 80% on the end of the year TBA addition and subtraction supplement sheet to show mastery of basic facts to 20.

Action Steps	Resources to use	Progress Monitor Action Steps	Results from Progress Monitoring
Conduct number talks daily starting the second week of school	Flash Cards 10 frames Tallies Place Value		
Students will complete fact sheets	Mad Minute		
We will begin all activities with concrete objects and transition to algorithms			
Beginning in October progress monitor monthly (Mondays)	Begin with 10 problems on a progress monitor sheet		
As students progress on their basic facts; allow time for them to reach automaticity to 10 by playing games such as "Around the World" as they continue to advance they can continue to work on First in Math.	Flash Cards Dice First in Math		

On each TBA, MFES will add an addition/subtraction supplement sheet to monitor our goal and will create a final sheet for the EOY TBA.

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1. 29 students (71%) coming in below grade level on DRA will achieve 4 levels of growth by end of year DRA.

Action Steps	Resources to Use	Progress Monitor of Action Steps	Our Reflections on Action Steps
Students will be identified and names written on sticky notes to visually see where they fall on the "growth" continuum	<ul style="list-style-type: none"> <li>• TPRI/DRA</li> <li>• Running records</li> <li>• Create a "growth continuum" line in the PLC room instead of data spreadsheets</li> </ul>	Grade Level RTI (DRA ideas) <ul style="list-style-type: none"> <li>• Tier 1: 16 plus</li> <li>• Tier 2: 10-14</li> <li>• Tier 3: below 10</li> </ul>	We want to be proactive sooner; keeping kids on the radar
Complete running records on students below grade level twice a month to determine the correct instructional level			
Target specific reading skills: Fluency, Comprehension, Inference	<ul style="list-style-type: none"> <li>• Use TPRI data during PLC to determine the skills students need to create a plan for reading groups</li> <li>• What goes on in the head of a reader</li> <li>• Figure 19DEF</li> </ul>		
Help students select books out of their comfort zone to build vocabulary (share out new learning weekly)			
Professional development day to learn how to teach what goes on in "Head of the Reader"			
Students will verbalize their learning	Answer questions in complete sentences		

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**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

2. We will have 70% passing student expectation 2.4C on EOY TBA.

Action Steps	Resources to use	Progress Monitor Action Steps	Results from Progress Monitoring
Target math problem solving process TEKS by utilizing TEKS 2.1BC on all word problems	Anchor chart TEKS 2.1A-G		
Incorporate problem solving daily beginning by mid-September	Target the Question Problem of the day		
Target Place Value as a step to achieve goal of mutli-step problem solving by designing word problems that align/teach place value	Step up to TEKS Number Talks Gridables		
Write essential questions to use with manipulatives	Math Specialist to help with these		
Conduct number talks daily remembering to focus on place value identification	10 more 10 less 100 more 100 less		
Progress from Concrete alone to Concrete with Pictorial to Concrete with Pictorial with Algorithm			
Students will verbalize their learning	Think Pair Share Answer Questions in complete sentences		

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

1. 20 students below grade level on EOY 2<sup>nd</sup> grade DRA will make 5 levels of growth on EOY 3<sup>rd</sup> grade DRA

Action Steps	Resources to use	Progress Monitor Action Steps	Results from Progress Monitoring
Provide multiple opportunities for students to use academic vocabulary	Use STAAR vocabulary on cards Students Stand Up, Hand Up, Pair Up		
Target library lessons to reinforce the diversity of genres to encourage risk taking in reading			
Set up “reading notebooks” by type of skill: summarize, inference, word meaning, main idea, cause effect, sequence, author’s purpose			
Include time for students to articulate the strategies they used	“reading notebook” skills		
Create a genre wall			

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**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

2. 80% of students who do not reach mastery of 70% or more on EOY 2<sup>nd</sup> grade TBA will reach mastery on 3<sup>rd</sup> grade TBA3.

Action Steps	Resources to use	Progress Monitor Action Steps	Results from Progress Monitoring
Students will verbalize their learning	On a weekly assessment, students will write answers in story form (complete sentences) (Explain Everything App)		
Teachers will attend a problem solving professional development			
Progress monitor using TBA1 and 2			
Use TEAM time after TBA1 to focus on students who do not master objectives from the TBAs			

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**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

3. 50% of special education resource students will pass the 2015 STAAR test.

Action Steps	Resources to use	Progress Monitor Action Steps	Results from Progress Monitoring
Increase rigor and exposure to grade level TEKS/Curriculum	Provide Resource Teachers with grade level materials to use in the Resource Room  Math lessons will be taught with concrete materials and/with pictorial models and finally with algorithms  Exposure to grade level reading materials weekly (IStation, Kamico, Teacher Read-A-Louds)		
Reading groups will be at the students instructional level	Grade Level Readers		
Provide opportunities for students to verbalize their learning	Talk-Pair-Share		
Collaborate with teachers	Use weekly planner to use which has the main grade level TEKS for the weeks focus and at least one guided essential question		
Overlap inclusion time with TEAM time	Resource scheduling for inclusion		
Participate in a special education focus PLC	Teacher Leader can share the things that were discussed in grade level PLCs		

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**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

1. 80% of students will show one year's growth of their independent level, using the Fountas and Pinnel Benchmark assessment system.

Action Steps	Resources to use	Progress Monitor Action Steps	Results from Progress Monitoring
Use the first two weeks of school to assess every student to establish student's baseline	Utilize paras to cover the class while the teacher completes the assessment		Revise the % of students that will show one year's growth from the results of the baseline
Assess students two to three times in the year (besides the initial time)	Support during this testing	<u>Dates of Possible Assessment:</u> November February May Do this during assessments between TBAs	November and February are critical for struggling readers.
Teach students what goes on "inside the Head of a Reader"	Monitor for comprehension anchor charts		
Utilize a reflective reading journal to measure progress and set new goals	Take a page from a book and make annotations / notes and share the skill from the text they are reading on their just right level	Every nine weeks will apply a reading skill to their independent level book	
Include time for students to verbalize their thinking	<u>Suggestions:</u> Turn and Talk Peer Teaching Group share Small Groups		

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**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

2. 80% of students will show 70% mastery on multi-step word problems as evidenced by the end of year “Side by Side” Benchmark.

Action Steps	Resources to use	Progress Monitor Action Steps	Results from Progress Monitoring
At the end of each unit give a “Side by Side” Benchmark based on the taught target TEKS	Side by Side Benchmark (time needed to create it)		
Teach problem solving steps (What goes on in the Head of a Problem Solver)	Anchor Charts (comprehension strategies) Specific TEKS anchor chart		
Include time for students to verbalize the steps in small group	<u>Suggestions:</u> Turn and Talk Peer Teaching Group share Small Groups	Change cooperative group jobs frequently to hold students accountable for utilizing content vocabulary and use the problem solving process	

Side by Side Benchmark is a test that is created to show whether students have difficulty with comprehension. It will be an assessment created where one side has the problem in a word problem and the other side will only have the basic math algorithm

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**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

**3.** 50% of students who took STAAR M in 2014 will pass STAAR in 2015.

Action Steps	Resources to use	Progress Monitor Action Steps	Results from Progress Monitoring
Increase rigor and exposure to grade level TEKS/Curriculum	Provide Resource Teachers with grade level materials to use in the Resource Room  Math lessons will be taught with concrete materials and/with pictorial models and finally with algorithms  Exposure to grade level reading materials weekly (IStation, Kamico, Teacher Read-A-Louds)		
Reading groups will be at the students instructional level			
Provide opportunities for students to verbalize their learning			
Collaborate with teachers	Use weekly planner to use which has the main grade level TEKS for the weeks focus and at least one guided essential question		
Overlap inclusion time with TEAM time			
Participate in a special education focus PLC	Teacher Leader can share the things that were discussed in grade level PLCs		

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**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

1. 85% of students entering 5<sup>th</sup> grade scoring 60% or below on 4<sup>th</sup> grade STAAR will show growth by the 2<sup>nd</sup> administration of 5<sup>th</sup> grade STAAR.

Action Steps	Resources to Use	Progress Monitor of Action Steps	Results from Progress Monitoring
Determine the specific area (Vocabulary, Fluency, Comprehension (summary, inference)) that each student needs to achieve growth	<ul style="list-style-type: none"> <li>• Reading Specialist support</li> <li>• DRA materials</li> <li>• STAAR test</li> <li>• Reading Inventories</li> </ul>		
Target Learning Behaviors	<ul style="list-style-type: none"> <li>• HEAR strategy</li> <li>• Character Education</li> <li>• Etc</li> </ul>		
<p>Students will be taught self-monitoring strategies (students need to realize they did not understand and then make a plan for understanding)</p> <p>Did you understand the story? Did you write notes to yourself? Did you make your guesses?</p>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> nine weeks use stickies to mark: <ul style="list-style-type: none"> <li>○ ? (IDK)</li> <li>○ * (Interesting)</li> <li>○ + (I learned something)</li> </ul> </li> <li>• 2<sup>nd</sup> nine weeks transition from icons to more words with a checklist that teachers decide based on what goes on in the "Head of a Reader"</li> <li>• 3<sup>rd</sup> nine weeks: Ask kids how they will attack questions: teach more test taking strategies</li> </ul>		

<p>Teach Test Taking Strategies such as: Noting important key words in the questions using highlighter, Passage Annotations, write a main idea of the passage, Elimination strategies: notations in answer choices, students must write why they choose the answer they chose and why they eliminated the others</p>			
<p>Stamina Practice</p>	<ul style="list-style-type: none"> <li>• Read In             <ul style="list-style-type: none"> <li>○ 1<sup>st</sup> nine weeks will take place in class at students desk</li> <li>○ 2<sup>nd</sup> nine weeks could be more out in hall but still monitor with status</li> </ul> </li> <li>• DEAR time</li> </ul>	<p>Hold students accountable during read in by doing a “Status of the Read In” and setting goals for how far they will go during the Read In</p>	

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**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

2. We will have no more than 15 students scoring below 66% on student expectation 5.4B on the first administration of STAAR.

Action Steps	Resources to use	Progress Monitoring of Action Steps	Results from Progress Monitoring
Students will articulate their problem solving strategies	<ul style="list-style-type: none"> <li>Use problem solving SE 5.1B</li> <li>Think Pair Share</li> </ul>	Teacher will not always call on the higher student to share; make sure everyone is involved (use things like "Life Line: if this is used the student must paraphrase what the Life Line said)	
Use Problem Solving Structures Conduct Number Talks	<ul style="list-style-type: none"> <li>Provide PD for teachers on the use and implementation of these structures</li> <li>Provide PD for teachers on implementing Number Talks</li> </ul>		
Use Quick Checks to progress monitor prior to TBA testing	<ul style="list-style-type: none"> <li>STAAR Test Maker</li> <li>Motivation Math</li> </ul>		
Use Think Through Math to create pathways to target	<ul style="list-style-type: none"> <li>Provide PD for teachers on how to create pathways</li> </ul>		
Pre-Teach anything that might give students difficulty (vocabulary, prior-knowledge, strategy that will help)	During TEAM time Small group time	This will set them up for success	

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**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

3. 50% of students who took STAAR M in 2014 will pass STAAR in 2015.

Action Steps	Resources to use	Progress Monitor Action Steps	Results from Progress Monitoring
Increase rigor and exposure to grade level TEKS/Curriculum	Provide Resource Teachers with grade level materials to use in the Resource Room  Math lessons will be taught with concrete materials and/with pictorial models and finally with algorithms  Exposure to grade level reading materials weekly (IStation, Kamico, Teacher Read-A-Louds)		
Reading groups will be at the students instructional level			
Provide opportunities for students to verbalize their learning			
Collaborate with teachers	Use weekly planner to use which has the main grade level TEKS for the weeks focus and at least one guided essential question		
Overlap inclusion time with TEAM time			
Participate in a special education focus PLC	Teacher Leader can share the things that were discussed in grade level PLCs		

**Marble Falls Independent School District  
Highland Lakes Elementary  
Campus Improvement Plan  
2014 – 2015**



**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 2014 – 2015

District Goal 1: To engage all stakeholders the district will provide ongoing communication with community, parents, school board, and staff

District Goal 2: To provide high quality Career and Technical programs

District Goal 3: To improve academic achievement

District Goal 4: The school district will continue to be financially sound

District Goal 5: The school district will establish 21st Century classrooms across the district that promotes student engagement

District Goal 6: To provide a positive climate and a safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork

District Goal 7: High quality extracurricular UIL programs will be designed to encourage a high percentage of student involvement.

### **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.

**Campus Educational Improvement Committee (CEIC)**

<b>CEIC Position</b>	<b>2014-2015</b>	<b>DEIC Position</b>	<b>2014-2015</b>
CEIC Chairperson	Michael Pittard	CEIC Teacher 2nd	Christina Hartley
CEIC Community Representative	Kathy Vest	CEIC Teacher 1st	TBA
CEIC Parent Representative	Nohemi Medina	CEIC Teacher Kinder	Teresa Marchuk
CEIC Parent Representative	TBA	CEIC Teacher PK	Kim Smythe
CEIC Business Representative	TBA	CEIC Teacher 5th	TBA
Admin. – District Level		CEIC Teacher 4th	Jennifer Jost
Administrator At-large		CEIC Teacher 3rd	Mary Ann Stanton
CEIC At-Large Classroom Teacher	Nora Carrizales	DEIC Teacher	Nora Carrizales
Non-Teaching Prof Counselor	Amber Worner	DEIC Teacher	David Tripp
Non-Teaching Prof	TBA	DEIC Admin Representative	Mark Richert

**Marble Falls ISD Board of Trustees**

Rick Edwards – President

Kevin Naumann – Vice-President

LeeAnn Johnson – Secretary

Mike Savage –Member

Karl Westerman –Member

Larry Berkman – Member

Kelly Fox, Ph. D. – Member

Goal I: To engage all stakeholders the district will provide ongoing communication with community, parents, school board, and staff.

Performance Objectives:

1. Highland Lakes Elementary will communicate consistently with parents.
2. Highland Lakes Elementary will hold a parent orientation by grade level for the school year.
3. Highland Lakes Elementary will maintain a volunteer program.
4. The district and campus will provide a list of community resources available to parents and students.

Formative Evaluations:

Campus surveys; DEIC annual survey

Summative Evaluations:

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

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<p><b>Communicate consistently with parents</b></p> <ul style="list-style-type: none"> <li>❖ Schedule parent orientation prior to the beginning of school</li> <li>❖ Maintain an up-to-date web page that includes:                             <ul style="list-style-type: none"> <li>○ Calendar of campus &amp; district events</li> <li>○ Campus information</li> <li>○ Class &amp; grade level info.</li> <li>○ Special events</li> <li>○ PTO news</li> <li>○ CEIC minutes and other pertinent information</li> <li>○ SkyAlert</li> <li>○ Newsletters</li> <li>○ NutriKids and Grade Connection</li> </ul> </li> <li>❖ Provide a campus newsletter once a month highlighting campus news and coming events</li> </ul>	<p><b>Campus Budget</b></p>	<p><b>Campus Administration</b></p> <p><b>Assistant Principal for Operations/Campus Secretary</b></p> <p><b>Administration</b></p>	<p><b>August 22<sup>nd</sup> , 2014 @ 6:30pm</b></p> <p><b>Weekly: August 2014- May 2015</b></p> <p><b>Monthly: beginning in September 2014</b></p>

	<ul style="list-style-type: none"> <li>❖ Student planners will be utilized for ongoing communication between home &amp; school for attendance, assignments, celebrations, concerns, etc.</li> <li>❖ Provide parents and caregivers information on special programs at PTO meetings</li> <li>❖ Call home of absent students to communicate concern and procedures for returning to school</li> <li>❖ Use Sky Alert to keep families informed of campus and district issues</li> <li>❖ Provide parent access to student grades and attendance records through Skyward Family &amp; Student Access</li> <li>❖ Translation both written and orally in English and Spanish</li> </ul> <p><b>Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses</b></p> <ul style="list-style-type: none"> <li>❖ Meet the Teacher Night with registration and information tables</li> <li>❖ Conduct fall open house with grade-level parent orientations for grades PK-5 early in the school year to provide additional information</li> <li>❖ Conduct parent conferences</li> </ul> <p><b>Develop and maintain a volunteer/enrichment program</b></p> <ul style="list-style-type: none"> <li>❖ Increase parent and community members to serve as volunteers,</li> </ul>	<p><b>Life Touch/Campus Budget</b></p>	<p><b>HLES Staff</b></p> <p><b>Administration, PTO, and HLES staff</b></p> <p><b>HLES Staff/Registrar/Sky Alert</b></p> <p><b>Administration</b></p> <p><b>District Administration/ Campus Registrars</b></p> <p><b>Administration/ Bilingual Staff</b></p> <p><b>All campus staff</b></p> <p><b>All HLES classroom teachers</b></p> <p><b>All HLES classroom teachers</b></p> <p><b>ACE Grant Site Coordinator/Campus</b></p>	<p><b>Daily: August 2014-May 2015</b></p> <p><b>Monthly</b></p> <p><b>Daily</b></p> <p><b>August 2014-May 2015 per needed basis</b></p> <p><b>Ongoing</b></p> <p><b>August 2014-May 2015 per needed basis</b></p> <p><b>August 22, 2014: 5:00-6:30 p.m. Sept. 2014</b></p> <p><b>Ongoing &amp; October 17, 2014 &amp; Feb. 16, 2015</b></p> <p><b>September 2014-June</b></p>
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	<p>reading partners, mentors, tutors, etc. by providing an interest form during registration, as well as at PTO and community functions.</p> <p><b>Provide a list of community resources available to parents and students</b> The district will produce and provide a list of community resources to HLES school counselor that may be disseminated to parents</p>		<p><b>Secretary/PTO/Administration</b></p> <p><b>Counselor</b></p>	<p><b>2015</b></p> <p><b>Ongoing</b></p>
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**Goal II: To provide a high quality education that prepares students for post secondary opportunities.**

Performance Objectives:

1. The student will achieve Level II (sufficiently prepared) or Level III (well prepared) performance levels in grades 3-5 on the STAAR assessment

Formative Evaluations:

1. District TBA assessments
2. Campus 3 week assessments

Summative Evaluations:

1. STAAR Assessment for grades 3-5

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<b>**See SMART Goals of Grade Level Action Plans for each grade level at the end of the Campus Improvement Plan</b>			

Goal III: To ensure all students receive exceptional instruction through inspired learning experiences

Performance Objectives:

1. Teachers will engage in purposeful professional development opportunities.
2. Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations.
3. Teachers will provide authentic learning experiences for students.

Formative Evaluations:

Campus surveys; DEIC annual survey

Summative Evaluations:

Staff surveys to determine program effectiveness

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√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>❖ Provide effective, relevant professional development that directly impacts classroom instruction in the areas of differentiated instruction, RTI, Best Practices, Sheltered Instruction, and Collaboration                             <ul style="list-style-type: none"> <li>○ Grade Level Collaboration (GLC) Meetings-Differentiated instruction and Data</li> <li>○ Staff Meetings-RTI and decision making</li> <li>○ Best Practices (such as project-based learning)</li> <li>○ Sheltered Instruction</li> <li>○ Gradual Release Model</li> <li>○ Running Records</li> <li>○ Number Talks</li> <li>○ Vertical Team Meetings- Collaboration across the campus</li> <li>○ Across district grade level training</li> </ul> </li> </ul>	<p><b>District, Campus, and Title Fund Budgets</b></p>	<p><b>Curriculum and Instruction, Campus Leadership Team, Instructional Coach, Bilingual Coordinator, and all teaching staff</b></p>	<p><b>Ongoing</b></p>
	<p><b>Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations</b></p>	<p><b>District, Campus, and Title Fund Budgets</b></p>	<p><b>Curriculum and Instruction, Campus Leadership Team,</b></p>	<p><b>Ongoing</b></p>



	<p>curriculum enrichment that will provide support for their students being able to increase their mastery of the subject area.</p> <ul style="list-style-type: none"> <li>○ HLES will utilize Title 3 funds to assist the Bilingual students with support and materials designed to increase their opportunity for academic success.</li> </ul> <p>❖ Review campus G/T program with emphasis on:</p> <ul style="list-style-type: none"> <li>○ Monitoring student growth</li> <li>○ Discussion of strategies at GLC</li> <li>○ Collaboration time every six weeks</li> <li>○ Differentiation</li> <li>○ Challenge Lab activity and use</li> </ul> <p><b>Teachers will provide authentic learning experiences for students.</b></p> <ul style="list-style-type: none"> <li>○ Project Based Learning</li> <li>○ Educational Field Trips</li> <li>○ Science Projects</li> <li>○ Enrichment activities</li> <li>○ Differentiated Centers</li> </ul>	<p><b>See Funding chart on page 13 (TBD by Business Office)</b></p> <p><b>Campus Budget</b></p>	<p><b>Central Administration, Campus Leadership Team, Staff</b></p> <p><b>Challenge Lab Teacher, Staff</b></p> <p><b>All HLES Staff</b></p>	<p><b>Ongoing</b></p> <p><b>Ongoing</b></p> <p><b>Ongoing</b></p>
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**Goal IV: To establish 21st Century classrooms across the campus that promotes student engagement.**

Performance Objectives:

1. To be determined this school year with the District Technology Vision Casting.

Formative Evaluations:

Summative Evaluations:

Goal V: To provide a positive climate and a safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Performance Objective:

1. Continual improvement of a high level of collaboration, staff leadership opportunities, and capacity building.
2. Highland Lakes Elementary will honor students who achieve excellence.

Formative Evaluations:

Walkthroughs, discussions, feedback

Summative Evaluations:

1. School calendar dates
2. Meeting minutes

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<p><b>Vertical Alignment opportunities and meetings</b></p> <p><b>Grade Level Collaborative planning meetings</b></p> <p><b>Professional Development opportunities (year long as identified)</b></p> <p><b>Instructional Coach support network (planning, modeling, peer mentoring, resources)</b></p> <p><b>Peer classroom walks</b></p> <p><b>Honor students who achieve excellence</b></p> <ul style="list-style-type: none"> <li>❖ Recognize students who display positive character traits in and out of class with morning announcements and other presentations (bulletin boards, etc)</li> <li>❖ Recognize students who achieve "all A's and "A-B" honor roll through local media, certificates, morning meeting, and other</li> </ul>	<p><b>Campus Budget</b></p>	<p><b>Campus Leadership Team</b></p> <p><b>Instructional Coach</b></p> <p><b>Campus Leadership Team</b></p> <p><b>Instructional Coach/Staff</b></p> <p><b>All staff</b></p> <p><b>Counselor, Administrators, all staff</b></p>	<p><b>Per nine weeks</b></p> <p><b>Weekly</b></p> <p><b>Ongoing</b></p> <p><b>Ongoing</b></p> <p><b>Ongoing</b></p> <p><b>Ongoing</b></p>

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	reward opportunities/presentations  ❖ Recognize students achieving “perfect attendance through local media, morning meeting, certificates, and other reward opportunities/presentations			
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Goal VI: To provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Performance Objective:

1. Student participation will increase until all UIL contest events are filled.

Formative Evaluations:

1. Initial event registration

Summative Evaluations:

1. Results Rubric

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√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<b>Elementary UIL Contest (a+ Academic Events)</b> <ul style="list-style-type: none"> <li>○ Girls and Boys Story Telling Grades 2-3</li> <li>○ Girls and Boys Oral Reading Grades 4-5</li> <li>○ Creative Writing Grade 2</li> <li>○ Ready Writing Grades 3-5</li> <li>○ Maps, Graphs, and Charts Grade 5</li> <li>○ Dictionary Skills Grade 5</li> <li>○ Number Sense Grades 4-5</li> <li>○ Spelling Grades 3-4</li> </ul>	<b>District and Campus Budgets</b>	<b>Counselor</b>	<b>Fall Semester 2014</b>

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

Performance Objective:

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

Formative Evaluations:

Campus surveys; DEIC annual survey

Summative Evaluations:

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

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√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>❖ Provide playground and school safety training for all students</li> <li>❖ Provide parking area safety training and communication for drop off and pick up procedures.</li> <li>❖ Provide Yellow Dino presentation in the dangers of strangers and other adult situations</li> <li>❖ Utilize local emergency, rescue units for information on safety (i.e. fire, EMT, sheriff)</li> </ul> <p><b>Drug Prevention</b></p> <ul style="list-style-type: none"> <li>❖ Use Red Ribbon Week to educate students about the dangers of drugs</li> <li>❖ Grade Level Counseling Groups will meet in guidance to discuss the dangers and effects of tobacco, alcohol, and drugs</li> </ul> <p><b>Crisis Intervention</b></p>	<p><b>City of Granite Shoals</b></p> <p><b>Campus Budget</b></p>	<p><b>Administration and all staff</b></p> <p><b>Administration and all staff</b></p> <p><b>Counselor</b></p> <p><b>Administrators, Counselor, and HLES staff</b></p> <p><b>Counselor, all HLES staff</b></p> <p><b>Counselor - Counseling Groups</b></p> <p><b>All HLES staff</b></p>	<p><b>August/September 2014 – during the first two weeks</b></p> <p><b>August 2014</b></p> <p><b>September/October 2014 lasting 4 weeks</b> <b>October 2014</b></p> <p><b>October 2014</b></p> <p><b>Ongoing</b></p> <p><b>Fire 1 x per month (some announced, some not)</b></p>

<ul style="list-style-type: none"> <li>❖ Conduct one weather and one lock-down drill each semester, along with accompanying staff training, in addition to regularly scheduled fire drills.</li> <li>❖ Provide staff development to staff personnel on violence prevention techniques</li> <li>❖ Apply strategies to diffuse possible violent situations toward self/others by utilizing the district Crisis Plan for violence</li> <li>❖ Instruct selected staff personnel on Crisis Prevention Intervention</li> </ul> <p>Acknowledge and investigate all threats</p>			<b>Counselor, all HLES staff</b>	<b>Lockdown: Sept. '15 and Jan. '12 Weather: Oct. '6 and Feb. '17 Fall 2014</b>
			<b>Counselor, all HLES staff</b>	<b>Ongoing as needed</b>
			<b>Counselor, selected HLES staff</b>	<b>August 2014</b>
			<b>Administration, Counselor</b>	<b>Ongoing as needed</b>

**Fund Totals TBD by Business Office  
2013 – 2014**

Source	Amount	Description
Title I, Part A		
Title II, Part A		
Title III, Part A (LEP)		
State Comp. Ed.		

## 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

# 2014 – 2015 Campus Action Plans

Leadership Behaviors associated with Each Grade Level Action Plan:

- Creating and protecting time for teacher collaboration
- Celebrating teacher risk-taking behavior for increased student learning
- Modeling vulnerability and continuous learning
- Providing teacher feedback and feed forward

## 2014-2015 Action Plan

**Campus: Highland Lakes    PLC: Kindergarten grade    Area of Goal: Math**

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

By September 30, 2014, teacher will provide individual target scores for all kindergarten students as measured on the May 2015 TBA.

ACTIONS and STRATEGIES	Timeline	Evidence of Effectiveness	Comments
1. Students and teachers will engage in number talks to build number sense, automaticity, and mental math strategies.	Sept. 2014-May 2015 15 minutes daily	<ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Student demonstration</li> <li>• 3 week assessments</li> </ul>	
2. Rigorous Math Centers <ul style="list-style-type: none"> <li>• Teachers will attend campus PD</li> <li>• Teachers will create rigorous TEKS based math centers.</li> <li>• Student accountability</li> </ul>	<ul style="list-style-type: none"> <li>• September 2014</li> <li>• September 2014-May 2015</li> <li>• Centers change with units</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and checklist</li> <li>• Work turned in</li> <li>• Student share</li> <li>• Peer observation</li> </ul>	

<p>3. Math Vocabulary Time</p> <ul style="list-style-type: none"> <li>during calendar</li> </ul>	<p>September 2014-May 2015 Daily</p>	<p>Students use academic vocabulary in their “Talk”. Teacher observation</p>	
<p>4. Teachers will participate in an afterschool gradual release teaching model PD and implement this practice daily.</p>	<p>PD by September 1<sup>st</sup> followed by weekly reflections of implementations during GLCs</p>	<p>Peer observation Video tape classroom Reflection sheet Student independent learning behavior</p>	

**2014-2015 Action Plan**  
**Campus: Highland Lakes      PLC: Kindergarten grade      Area of Goal: Reading**

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

By September 30, 2014, teachers will provide the number and names of students that they predict will score on DRA levels A,1, and 3 by May 2015

<b>ACTIONS and STRATEGIES</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>	<b>Comments</b>
<p>1. Teachers will attend an ongoing Campus PD on rigorous will create and implement more rigorous centers which hold students accountable.</p>	<p>September 2014-May 2015 Assessment of centers at every change</p>	<p>Peer observation Classmates share Work turned in Teacher check list</p>	
<p>2. Everyday Vocabulary</p> <ul style="list-style-type: none"> <li>Teachers will implement “Show and Tell” related to units of study</li> </ul>	<p>September 2014-May 2015</p>	<p>Rubric to assess students oral language Interventions will be put in place as needed</p>	

3. Expanding Writing workshop	September 2014-December 2014-WEB Creations January 2015-Introduce expanded expression tool March 2015- create book April- write independently	Campus created writing rubric	
4. Guided Reading groups	September 2014 Assessed every 3-4 weeks	Running records DRA Teacher Assessment	

**2014-2015 Action Plan**  
**Campus: Highland Lakes      PLC: First Grade      Area of Goal: Math**

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

By the conclusion of the 2014-2015 school year students will use mathematical processes to acquire and demonstrate mathematical understanding to meet individual target goals as measured by Math TBA 2.

ACTIONS and STRATEGIES	Timeline	Evidence of Effectiveness	Comments
1. Identify and intervene with students who have not mastered one to one correspondence, rote counting to 100, number recognition to 30.	Academies starting the 2 <sup>nd</sup> week of school.	reassess after 4 weeks	

2. Recognize and model tens and ones concretely	Starting the 5 <sup>th</sup> week of school	informal teacher observation and teacher created tests	
3. Number talks (show a number many different ways)	Daily in classrooms all year increasing rigor as the year progresses	participation in number talks, also TBA 1 data	
4. Move from concrete to abstract equations (ten more, ten less, one more, one less)	Daily during calendar starting after Thanksgiving break	TBA 1 data	

### 2014-2015 Action Plan

Campus: Highland Lakes

PLC: First Grade

Area of Goal: Reading

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

By the conclusion of the 2014-2015 school year all First Grade students will be decoding and reading fluently with comprehension to meet their individual target goal as measured by the Developmental Reading Assessment.

ACTIONS and STRATEGIES	Timeline	Evidence of Effectiveness	Comments
1. Identify and intervene with students who have not mastered letter identification and sound knowledge.	1 <sup>st</sup> week of school	Determined by reassessment	One on one in classroom

2. Intervention “academies” based on TPRI BOY screening summary	Start 1 week after BOY TejasLee/ TPRI window	Monitor student progress of students not at expected level as measured by performing running records.	Groups based on student needs
3. Intervention “academies” based on middle year DRA results and TejasLee/TPRI.	Start 1 week after DRA window	Running Records	Groups will be flexible based on student progress.

**2014-2015 Action Plan**  
**Campus: Highland Lakes      PLC: Second Grade      Area of Goal: Math**

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

By the end of the 2015 school year, second grade students will improve basic computation and critical thinking skills so that all students will meet individual target math TBA end of the year scores.

Actions and Strategies	Timeline	Evidence of Effectiveness	Comments
1. Teachers will meet to create rigorous TEKS based math stations that have a range of depth and complexity to ensure that all students are held students accountable.	This will be done as the year progresses and planning for each unit according to the year at a glance.	Students will keep a stations journal with work that has been completed and teachers will check over work as groups rotate through guided groups.	
2. Teachers will implement guided math groups according to a needs assessment of the students. BOY-1 <sup>st</sup> Grade DATA	Sept. 2014-May 2015 Teachers will assess every 2-3 weeks to determine if groups need to be adjusted.	Teachers will use TBAs and teacher made assessments to determine if the strategies in place have been effective.	

3. Teachers will use individual math goals to drive math instruction in guided math groups.	Sept. 2014-May 2015 Teachers will assess every 2-3 weeks to determine if groups need to be adjusted.	Teachers will use TBAs and teacher made assessments to determine if the strategies in place have been effective.	
4. Teachers will utilize Texas Target Practice to spiral math TEKS so that math skills will be reviewed each week.	Sept. 2014-May 2015 Teachers will utilize this on a daily basis.	Every 2 weeks the students will complete a Target Practice Assessment made by teachers to measure progress.	
5. Students and teachers will engage in number talks to build number sense, automaticity, and mental math strategies.	10 minutes Daily  Oct. 2015	Teacher checklist of student demonstration/ TBA scores/Campus assessments. Weekly timed math facts assessment	
6. Teachers will focus on math problem solving strategies such as: analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution by using Target the Question as a daily review.	Aug. 2014-May 2015 Daily Practice	Every 2 weeks students will be assessed using a test consisting of both open-ended and multiple choice questions.	
7. Teacher will organize intervention groups after analyzing data from 3 week assessments. Teacher will target students not mastering specific TEKS	September 2014 3 weeks	3 week assessments	

**2014-2015 Action Plan**  
**Campus: Highland Lakes PLC: Second Grade Area of Goal: Reading**

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

By the end of the 2015 school year, 2<sup>nd</sup> grade students will improve reading comprehension and fluency to meet individual target end of the year and TBA scores.

ACTIONS and STRATEGIES	Timeline	Evidence of Effectiveness	Comments
1. Improve our focus on building good reading habits: Build reading stamina until students can read individually for 30 minutes.	By September 15, students will read for 15 uninterrupted minutes; December 15, students will read for 30 uninterrupted minutes;	Student Learning Behavior Response Journal Fluency Probes AR Teacher Conference	
2. Teachers will Intentionally incorporate seven comprehension strategies into reading mini-lessons : making connections, questioning, Visualizing, inferencing, finding main idea, predicting and synthesizing.	Aug 2014-May2015	TBAs and campus generated assessments	
3. Teachers will meet to create more rigorous TEKS aligned guided reading centers which students are held accountable. Stations will be aligned with science and social studies TEKS.	Aug. 2014-May 2015 TEKS follow the YAG	Station Journal Immediate feedback	
4. Teachers will participate in an afterschool gradual release teaching model PD and implement this practice daily.	PD by September 1 <sup>st</sup> followed by weekly reflections of implementation during GLCs	Video tape classroom Peer observation Reflection sheet Student independent learning behavior	

5. Guided Reading	Sept. 2014-May 2015	Teachers will give running records to determine mobility of reading groups.	
6. Intervention groups will be formed after analyzing 3 week assessment to target students not mastering TEKS tested	September 2014 3 weeks	3 week assessments TBA	

### 2014-2015 Action Plan

**Campus: Highland Lakes    PLC: Third Grade    Area of Goal: Math**

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

Increase math fluency and critical thinking skills so that all students will meet their individual targets scores by May 2015 as measured by the 3<sup>rd</sup> grade math STAAR assessment.

<b>ACTIONS and STRATEGIES</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>	<b>Comments</b>
1. Teacher and students will engage in number talks to build number sense, automaticity and mental math strategies	September 2014-May 2015 3-4 Times a week	<ul style="list-style-type: none"> <li>• Teacher check list</li> <li>• Student demonstration</li> <li>• Weekly timed math fact assessment</li> </ul>	

<p>2. Gradual Release Model of Instruction</p> <ul style="list-style-type: none"> <li>• Teacher participation in professional development after school.</li> </ul>	<p>Professional Development Starting September 1<sup>st</sup>.</p>	<p>Teacher-self assessment via video Peer observations Reflections Student Individual Learning Behavior</p>	
<p>3. Math Facts Workshop Students will develop and increase math facts</p> <ul style="list-style-type: none"> <li>• Timed Assessments</li> <li>• Grade level Incentive Program</li> </ul>	<p>September 2014-December 2014-Addition and subtraction November 2014-May 2015-Multiplication</p>	<p>Weekly Assessments TBAs</p>	
<p>4. Think Aloud Plan Sheet Teacher will develop, introduce, implement and monitor a Problem Solving Model for student use.</p>	<p>September 2014- May 2015</p>	<p>Student internalizes process by very and written responses 3 week assessments TBA</p>	
<p>5. Intensive intervention for students not mastering specified TEKs. Intervention groups are reviewed after every 3 week assessments.</p>	<p>September 2014-May 2015 Daily</p>	<p>Spiral Assessments TBA</p>	

**2014-2015 Action Plan**  
**Campus: Highland Lakes    PLC: Third Grade    Area of Goal: Reading**

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

Increase use and understanding of new vocabulary in reading and writing so all students will meet their individual target scores as measure by 2015 math STAAR assessment.

ACTIONS and STRATEGIES	Timeline	Evidence of Effectiveness	Comments
1. Foundations	September 2014-May 2015 Daily Weekly assessment of each unit covered	<ul style="list-style-type: none"> <li>• Spelling in individual writing</li> <li>• Spelling test</li> <li>• Sentence development assessment</li> </ul>	
2. Teacher will show strategies using context clues to understand new vocabulary. <ul style="list-style-type: none"> <li>• Cloze activities</li> <li>• Parts of speech</li> <li>• Type of clue</li> </ul>	September 2014-May 2015 Daily	Story assessments Journeys Target Vocabulary Assessments TBA AR STAR Assessments	
3. Teacher will create centers and activities to identify and use <ul style="list-style-type: none"> <li>• Antonyms and synonyms</li> <li>• Homophones</li> <li>• Thesaurus for writing</li> </ul>	September 2014-May 2015	Teacher Assessment	
4. Poetry Workshop to build vocabulary	September 2014-May 2015	Vocabulary Assessments Published and unpublished compositions	

5. Develop dictionary skills <ul style="list-style-type: none"> <li>• Syllabication</li> <li>• Pronunciation</li> <li>• Part of speech</li> <li>• Correct definition</li> <li>•</li> </ul>	September 2014-May 2015 2-3 times per week	Teacher Assessment Vocabulary quilts	
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**2014-2015 Action Plan**

**Campus: Highland Lakes    PLC: Fourth Grade    Area of Goal: Math**

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

By the end of the 2015 school year, 4<sup>th</sup> grade students will improve math accuracy and problem solving skills to meet individual target goals measure by STAAR scores.

<b>ACTIONS and STRATEGIES</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>	<b>Comments</b>
1. Teacher will chart progress made on math facts on Xtramath.org.	September 2014-May 2015 Students will have individual set goals to be met each nine weeks and will receive a certificate for completing multiplication fact mastery.	Weekly assessments TBAs 2015 STAAR	
2. Vocabulary journals will be created by students that are specific to math.	September 2014-May 2015  Weekly	Students will use vocabulary words effectively in problem solving explanation, both oral and written.	

3. Teacher will introduce the “Four square problem solving model” Students will explain in their journals how they used the model to solve problems.	September 2014-May 2015 Weekly	Weekly assessments TBAs 2015 STAAR	
4. Students will track math errors based on accuracy or comprehension.	September 2014- May 2015 Chart at each TBA	Observation of fewer computation errors on profile sheet.	
5. Teacher will require and monitor students to use the 4 square problem solving model on each problem.	September 2014-May 2015 Weekly assignments	Weekly assessments TBAs 2015 STAAR	

### 2014-2015 Action Plan

**Campus: Highland Lakes    PLC: Fourth Grade    Area of Goal: Reading**

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

By the end of the 2015 school year, 4<sup>th</sup> grade students will improve reading comprehension to meet individual target goal using STAAR scores.

<b>ACTIONS and STRATEGIES</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>	<b>Comments</b>
1. Student goals on AR quizzes for all students	Sept. 2014-May 2015 - Chart progress weekly and have individual set goals to be met each 9 weeks.	Their AR reading level, points for each 9 weeks, and AR comprehension will be charted and will show measureable each progress nine weeks.	

2. Peer Tutoring for below 4 <sup>th</sup> grade level students buddied with a lower grade level student	Oct. 2014-May 2015	AR comprehension will be measured each nine works to show progress. Also, AR student points will also increase.	
3. Students reading below grade level will do guided reading groups to help with further comprehension development.	Sept. 2014-May 2015 Bi monthly fluency / comprehension checks	Fluency and comprehension probes for below level readers to chart progress.	
4. Literary Circles for above and on grade level students	Sept. 2014-May 2015 Weekly job assignments based on chapters read in the novel.	Students reading on and above grade level will make measureable progress through the use of literature jobs and will complete weekly assignments. Also, increased TBA scores.	
5. Literary Response Portfolio – Essay type responses written after each section read in class	Sept. 2014-May 2015	Students will show measurable progress of depth of knowledge and understanding of class novels in their literary portfolios.	

**2014-2015 Action Plan**  
**Campus: Highland Lakes    PLC: Fourth Grade    Area of Goal: Writing**

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

Increase writing fluency as that all students will meet their individual target scores by May 2015 as measured by the 4<sup>th</sup> grade writing STAAR assessment.

ACTIONS and STRATEGIES	Timeline	Evidence of Effectiveness	Comments
1. Teacher will implement and display a ‘Gallery Walk’ where students will analyze “good” writing	Initiate in November 2014 Displayed in classroom	Student’s writing-published and unpublished	
2. Students will keep a writing portfolio notebook (Works In Progress) <ul style="list-style-type: none"> <li>• Resources</li> <li>• Quick Writes/Target Writes</li> <li>• Published Works</li> <li>• Rubrics</li> <li>• Conferences</li> </ul>	August 2014-May 2015	Through keeping a portfolio, student’s writing will be monitored and documented.	
3. Teachers will initiate Kagan’s Learning Strategies to promote cooperative learning.	September 2014-May 2015 Weekly	Engagement of students Student published and unpublished writings	
4. Author’s Chair Students will be given the opportunity to share their writings daily which will promote ownership	August 2014-May 2015 Daily	Student’s published and unpublished writings	

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5. Poetry Workshop Building vocabulary through writing poetry	September 2014-May2015  Twice a week	Students' published and unpublished writings.	
6. Teach effective writing strategies (follow 6+1 Writing Traits) for constructing essays that reflect a well-organized central idea and shows evidence of well-connected ideas and voice	Sept. 2014-December 2014-Bi-monthly publishing January 2015-May 2015-Weekly publishing	Students' published writings	

### 2014-2015 Action Plan

**Campus: Highland Lakes    PLC: Fifth Grade    Area of Goal: Math**

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

Increase Math achievement so that all students will meet their individual target scores by May 2015 as measured by the 5<sup>th</sup> Math STAAR Assessment.

ACTIONS and STRATEGIES	Timeline	Evidence of Effectiveness	Comments
1. Teacher will assemble individual portfolios on each student. <ul style="list-style-type: none"> <li>Data Disaggregation</li> <li>Pretest (Think Through Math)</li> <li>Student Conference</li> </ul>	Within the first three weeks of school	TBAs Grade Level Assessments STAAR	
2. Develop and increase multiplication and division skills <ul style="list-style-type: none"> <li>Timed Assessments</li> <li>Grade Level Incentive Program</li> </ul>	September 2014-May 2015 Daily <ul style="list-style-type: none"> <li>Multiplication grids</li> <li>Drills</li> </ul> Weekly Test	Weekly Assessments TBAs STAAR	

3. Teacher will introduce, implement and monitor a Problem Solving model.	September 2014-May 2015 Daily	Student internalizes process by verbal and written responses. 3 week assessments TBA	
4. Gradual Release Model of Instruction <ul style="list-style-type: none"> <li>Teacher participation in professional development after school</li> </ul>	Professional Development Starting September 1 <sup>st</sup> .	Teacher-self assessment via video Peer observations Reflections Student Individual Learning Behavior	
5. Intensive intervention on students not mastering specified TEKS. (Intervention groups are reviewed every three weeks)	September 2015 Daily	Future Assessments (Spiral) TBA results	

**2014-2015 Action Plan**  
**Campus: Highland Lakes    PLC: Fifth Grade    Area of Goal: Reading**

**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.

**SMART Goal (S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)

Increase and improve the reading comprehension of 5<sup>th</sup> grade students so that all students will meet their individual target scores by May 2015 as measured by the 5<sup>th</sup> grade STAAR assessment

ACTIONS and STRATEGIES	Timeline	Evidence of Effectiveness	Comments
1. Intervention groups will be formed after analyzing 3 week assessment to target students not mastering TEKs tested.	September 2014-May 2015  Groups will assessed and changed every 3 weeks	2 week assessment TBA	
2. Teacher will implement strategies using context clues to understand new vocabulary. <ul style="list-style-type: none"> <li>• Roots and affixes</li> <li>• Type of clue</li> <li>• Part of speech</li> </ul>	September 2014-May 2015 Daily	Weekly tests Oral reading Mini test Written activities	
3. Students reading below grade level will participate in guided reading groups to help with further comprehension development.	Sept. 2014-May 2015	Comprehension assessments to chart progress	
4. Literary Circles <ul style="list-style-type: none"> <li>• Written or oral higher order thinking for discussions</li> <li>• Analogies</li> </ul>	Sept. 2014-May 2015	Completed weekly assignments TBA	

<p>5. Literary Response Portfolio-Essay type responses written after each section read.</p> <ul style="list-style-type: none"> <li>• Depth and complexity questions</li> <li>• Vocabulary</li> <li>• TEKs driven</li> </ul>	<p>September 2014-May 2015</p>	<p>Measureable progress of depth of knowledge and understanding of class novels in their portfolios. TBA</p>	
<p>6. AR Response Journals</p>	<p>September 2014-May 2015</p>	<p>Teacher check Student share AR quizzes</p>	

**Marble Falls Independent School District  
Spicewood Elementary  
Campus Improvement Plan  
2014 – 2015**



**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 2014 – 2015

District Goal 1: To engage all stakeholders the district will provide ongoing communication with community, parents, school board, and staff

District Goal 2: To provide high quality Career and Technical programs

District Goal 3: To improve academic achievement

District Goal 4: The school district will continue to be financially sound

District Goal 5: The school district will establish 21st Century classrooms across the district that promotes student engagement

District Goal 6: To provide a positive climate and a safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork

District Goal 7: High quality extracurricular UIL programs will be designed to encourage a high percentage of student involvement.

### **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.

**Campus Education Improvement Committee (CEIC)**

CEIC Position	2014-2015	DEIC Position	2014-2015
Chairperson	Leslie Baty	Teacher	Valerie Wleczyk
Community	Kathy Lloyd	Teacher	Shelly Fidler
Parent	Tricia Raring	Teacher	Vonda Orton
Parent		Teacher	
Business	Wade Whiteside	Teacher	
Admin. – District Level		Teacher	
Administrator At-large		Teacher	
At-Large Classroom Teacher	Melissa Fletcher	Teacher	
Non-Teaching Prof		Teacher	
Special Education Teacher	Mary Stary	Teacher	
Teacher	Dana Zamarippa	Teacher	
Teacher	Audrey Beltran	Teacher	
Teacher	Sonya Smith	Teacher	

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**Marble Falls ISD Board of Trustees**

Rick Edwards – President

Kevin Naumann – Vice President

LeeAnn Johnson – Secretary

Mike Savage

Karl Westerman

Larry Berkman

Kelly Fox, Ph. D.

Goal 1: To engage all stakeholders the district will provide ongoing communication with community, parents, school board, and staff.

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

Formative/Summative Evaluations: Parent newsletters; student planners; PTO meeting attendance; parent attendance at special events on campus; community participation in special events on campus; media communications; survey results

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	<p>Communicate consistently with parents.</p> <ul style="list-style-type: none"> <li>• Call parents to welcome the students back to school</li> <li>• School wide and class newsletters and notices sent home and posted on teachers' web pages</li> <li>• Keep web pages current</li> <li>• Provide information on special programs at monthly PTO meetings</li> <li>• Increase usage of student planners</li> <li>• Call homes of absent students to communicate concern and procedures for returning to school</li> <li>• Use Sky Alert System to keep families informed of campus and district issues (including weather, important dates, emergency procedures, etc.)</li> <li>• Provide real-time parent access to student grades and attendance records through Skyward Family Access</li> <li>• Provide issues of Home-School Connection Parent Newsletter</li> <li>• Hold parent conferences at the end of 1<sup>st</sup> nine weeks</li> </ul> <p>Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses.</p> <ul style="list-style-type: none"> <li>• Meet the Teacher Night with information table for Transportation, Nurse, Cafeteria, PTO, Volunteer Opportunities</li> <li>• Information Night/Open House to extend opportunities for parents to meet teachers and learn expectations for the year</li> </ul> <p>Develop and maintain a volunteer program.</p> <ul style="list-style-type: none"> <li>• Recruit and build campus PTO Board and general membership</li> <li>• Increase parent and community members to serve as volunteers</li> </ul>	<p>Phone Numbers Campus Funds</p> <p>Planning Time Agendas, flyers</p> <p>Planners Sky Alert System</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>Time to make contacts</p> <p>Time to make contacts</p>	<p>Classroom Teachers Principal, Teachers</p> <p>All SWE Staff PTO, Principal</p> <p>All SWE Staff Principal, Registrar</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</p> <p>Office Staff, PTO</p>	<p>Week before school starts Ongoing Ongoing Monthly</p> <p>Ongoing Daily</p> <p>As needed</p> <p>Daily</p> <p>Ongoing</p> <p>October 2014</p> <p>August 2014</p> <p>September 2014, March 2015</p> <p>Ongoing</p> <p>Ongoing</p>



Goal 3: To improve academic achievement

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/Summative Evaluations: Teacher observations/walk throughs, grade reports, TBA assessments, STAR reports, TPRI, DRA, running records, classroom data, TAPR report including all STAAR and TELPAS, End of Year assessment results, PDAS Evaluations, Survey Results

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	<p>Continue to focus on Learning as Our Fundamental Purpose</p> <ul style="list-style-type: none"> <li>• Clarify meaning of individual SE's in order for students to be able to understand and attain learning objectives</li> <li>• Use a variety of question stems to reach a deeper conceptual level (how, why, open ended, inference, compare, etc)</li> <li>• Use same vocabulary vertically in all content areas and all grade levels to ensure deeper understanding of concepts over multiple years</li> <li>• All math teachers K-5 will use Number Talks daily to increase student mastery of facts, number sense, and new math TEKS</li> <li>• Create and use a vertical alignment document for writing instruction across all grade levels</li> </ul>	<p>Meeting Time, Staff Development Time, Campus Funds</p>	<p>All SWE Staff</p>	<p>Ongoing</p>
	<p>Teachers will engage in purposeful professional development to meet identified needs of the diverse student groups such as gifted students, ELL students, At-Risk, Special Education students, etc.</p> <ul style="list-style-type: none"> <li>• Train staff to implement reading, math and behavior RtI including interventions, modifications and monitoring.</li> <li>• Provide opportunities for staff to increase their knowledge and skills in “best practices” - balanced literacy, hands on learning, multi-sensory instruction, instructional centers, use of math manipulatives, lab based science, technology integration.</li> </ul>	<p>District Funds, Campus Funds, Title Funds, Staff Development Time</p>	<p>All SWE Staff, District Academic Programs, Special Education Staff</p>	<p>Ongoing</p>
	<p>Teachers will use instructional strategies to differentiate in order to meet the needs of their diverse populations.</p> <ul style="list-style-type: none"> <li>• Utilize planning documents to ensure TEKS coverage and grade level, campus and district alignment.</li> <li>• Reading and math specialists will provide inclusion and/or pull out support for identified students. Oversee programs such as Lexia, Istation, and Think Through Math.</li> <li>• Utilize strategies for students participating in our GT</li> </ul>	<p>District Funds, Campus Funds</p>	<p>All SWE Staff, District Academic Programs, Special Education Staff</p>	<p>Ongoing</p>

	<p>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.</p> <ul style="list-style-type: none"> <li>• Utilize strategies for students who are at-risk such as RtI, reading/math specialist support, content mastery, content academies, and computer assisted interventions.</li> <li>• Utilize strategies for students in Special Education such as identification, inclusion, resource, and computer assisted interventions.</li> <li>• Utilize strategies for students identified as dyslexic through the district dyslexia program.</li> <li>• Identify and provide services to children that qualify for an ESL program.</li> </ul> <p>Continue to analyze student data for accountability and create plans to guide instruction and remediation. RtI plans will be developed for students based on needs.</p> <ul style="list-style-type: none"> <li>• Use of universal screeners including STAR Reading, TPRI, DRA, TEMI &amp; other resources</li> <li>• Use of progress monitoring tools through STAR programs, running records, Education City, Lexia, Istation, Think Through Math, and Measuring Up.</li> <li>• Student RtI folders will be used to target Tier 2 &amp; Tier 3 student's needs and interventions</li> </ul> <p>Planned intervention/pullout schedule (Learning Academy) as part of the Campus Master Schedule</p> <p>Use grade level team meetings to address student concerns and curriculum/assessment issues as well as ongoing professional development.</p> <p>Honor students who achieve excellence.</p> <ul style="list-style-type: none"> <li>• Recognize students who achieve "A" and "A-B" honor roll in the office, through Morning Meeting and submit names to local media.</li> <li>• Recognize students who achieve "perfect attendance" in the office, through Morning Meeting and submit names to local media.</li> </ul>	<p>Assessment Data, Time to Analyze, District Funds, Campus Funds</p> <p>Master Schedule</p> <p>District Funds, Campus Funds, Time for Meetings</p> <p>Campus Funds, Lists of Honor Students and Achievements</p>	<p>All SWE Staff</p> <p>All SWE Staff</p> <p>All SWE Staff, District Academic Programs, Special Education Staff</p> <p>Office Staff</p>	<p>Ongoing</p> <p>Daily</p> <p>Ongoing</p> <p>Ongoing</p>
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Goal 5: The school district will establish 21<sup>st</sup> Century classrooms across the district that promotes student engagement.

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

Formative/Summative Evaluations: Lesson plans; class observations/walk throughs; student projects; Technology Committee reviews; sign-up sheet for computer lab flex times; STAR report; final computer lab usage report; report of student software usage; Survey results

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√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	<p>Provide specialized training based on campus and individual needs with the expectation that all staff will be technologically proficient.</p> <ul style="list-style-type: none"> <li>• Increase Technology Proficiencies in Productivity Tools, Troubleshooting Tools, and Technology Integration</li> <li>• Provide continuing staff development (smart board, clickers, ipad, Eduphoria, Project Share, components of Office, programs as needed, etc.)</li> <li>• Send teacher representatives to the Texas Computer Education Conference in Austin</li> </ul> <p>Ensure effective and consistent use of instructional technology.</p> <ul style="list-style-type: none"> <li>• Integrate technology in core curriculum areas</li> <li>• Monitor lab usage</li> <li>• Increase use of technology tools</li> <li>• Increase use of distance learning opportunities</li> <li>• Utilize computer-based interventions such as Lexia, Education City, Think Through Math, Istation, etc.</li> </ul> <p>Purchase Technology Tools to meet current needs.</p> <ul style="list-style-type: none"> <li>• Additional classroom ipads</li> <li>• Projector in science lab</li> <li>• Document camera for “specials” classrooms</li> <li>• Other campus/classroom needs according to what the district technology committee determines</li> </ul> <p>Host a Campus Technology Night to showcase student technology and classroom technology integration.</p>	<p>District Funds, Campus Funds</p> <p>District Funds, Campus Funds, Lab Usage Report</p> <p>Campus Funds, District Funds, PTO</p> <p>Meeting Time, Technology Tools</p>	<p>Technology Dept, Campus IT, Principal, Teachers</p> <p>Technology Dept, Campus IT, Principal, Teachers</p> <p>Principal, PTO</p> <p>All SWE Staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>School Year</p> <p>Spring 2015</p>



	<ul style="list-style-type: none"> <li>• Use V-Soft Procedures</li> </ul> <p>Key and Code for off campus evacuation site – Spicewood Community Library</p> <p>Burnet County Sheriff's Office on SWE campus</p> <p>Continued emphasis on campus wide discipline procedures.</p> <p>Analyze discipline data to determine effective/ineffective practices.</p> <p>Consistently enforce all campus rules.</p> <p>Continue implementation of crisis, bullying and violence prevention strategies</p> <p>Provide staff development opportunities in strategies when working with “hard to manage” children.</p> <p>Conduct facility walk-throughs to identify areas for repair and/or improvements.</p> <p>Conduct monthly fire drills and evaluate effectiveness</p> <p>Conduct Lock Down drills once a semester and evaluate effectiveness</p> <p>Conduct Disaster drills once a semester and evaluate effectiveness</p>	<p>Key/Code</p> <p>District Funds</p> <p>Posters, Instructional Time</p> <p>Discipline Data</p> <p>Visual Aids Team Mtg Review</p> <p>District Funds, Campus Funds, Title Funds</p> <p>Staff Development Time</p> <p>Work Orders</p> <p>School Map, Fire Drill Procedures Lock Down Procedures</p> <p>Disaster Procedures</p>	<p>Office Staff</p> <p>District/Campus Office Staff</p> <p>All SWE Staff</p> <p>Principal</p> <p>All SWE Staff</p> <p>All SWE Staff</p> <p>Principal, Counselor, LSSP</p> <p>Principal, District Maintenance Director</p> <p>Principal</p> <p>Principal</p> <p>Principal</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Fall/Spring Semester</p> <p>Ongoing</p> <p>Ongoing</p> <p>As Needed</p> <p>Fall/Spring Semester</p> <p>Monthly</p> <p>Fall 2014, Spring 2015</p> <p>Fall 2014, Spring 2015</p>
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Goal 7: High quality extracurricular UIL programs will be designed to encourage a high percentage of student involvement.

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

Formative/Summative Evaluations: 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, survey results

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

## **2014 – 2015 SWE Grade Level Goals**

### **Kindergarten**

- By September 30<sup>th</sup>, 2014 we will look at beginning of year data to determine the number of kids we predict will score on DRA levels A- 1, 3, 4 and 6 or above by the end of the year.
- By September 30<sup>th</sup>, 2014 we will look at beginning of year data to determine the number of kids we predict will score 85%-100%, 70%-85%, 50%-70%, and below 50% on the end of year math assessment.

### **1<sup>st</sup> Grade**

- By the end of the 2014-2015 school year, 35 of the 37 students will be able to demonstrate a year or more of growth in the area of vocabulary development which will be measured by the vocabulary indicator on the AR/STAR end of year assessment.
- By the end of the 2014-2015 school year, 2 students will score a 1, 16 students will score a 2, 9 students will score a 3, and 9 students will score a 4 on the end of the year campus writing assessment which will be measured by the campus writing rubric.
- By the end of the 2014-2015 school year, 35 of the 37 first grade students will be able to clearly explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models and number sentences which will be measured by the end of year math assessment.

### **2<sup>nd</sup> Grade**

- By the end of the 2014-2015 school year, 24 of the 26 students will be able to demonstrate a year or more of growth in the area of vocabulary development which will be measured by the vocabulary indicator on the AR/STAR end of year assessment.
- By the end of the 2014-2015 school year, 2 students will score a 1, 5 students will score a 2, 15 students will score a 3, and 4 students will score a 4 on the end of the year campus writing assessment which will be measured by the campus writing rubric.
- By the end of the 2014-2015 school year, 24 of the 26 second grade students will be able to clearly explain strategies used to solve addition and subtraction problems up to 1200 using spoken words, objects, pictorial models and number sentences which will be measured by the end of year math assessment.

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

- By the end of the 2014-2015 year, 27 of the 29 students will be able to demonstrate a year or more of growth in the area of vocabulary development which will be measured by the vocabulary indicator on the AR/STAR end of year assessment.
- By the end of the 2014-2015 year, 5 students will score a 1, 7 students will score a 2, 12 students will score a 3, and 5 students will score a 4 on the end of the year campus writing assessment which will be measured by the campus writing rubric.
- On the 2014-15 STAAR math assessment, 10 students will score in the 91%-100% advanced range, 11 students will score in the 90%-83% final phase range, 4 students will score in the 82%-72% phase II range, 2 students will score in the 71% - 59% phase I range and 2 students will score in the 58% and below unsatisfactory range.

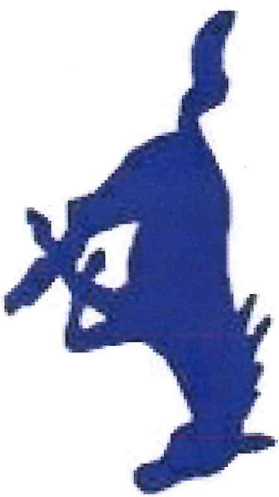
### **4<sup>th</sup> Grade**

- By the end of the 2014-2015 school year, 38 of the 40 students will be able to demonstrate a year or more of growth in the area of vocabulary development which will be measured by the vocabulary indicator on the AR/STAR end of year assessment.
- On the 2014-2015 STAAR writing assessment, 2 students will score a 1, 8 students will score a 2, 25 students will score a 3, and 5 students will score a 4.
- On the 2014-15 STAAR math assessment, 15 students will score in the 90%-100% advanced range, 10 students will score in the 89%-81% final phase range, 8 students will score in the 81%-73% phase II range, 3 students will score in the 72% - 60% phase I range and 4 students will score in the 59% and below unsatisfactory range.

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

- By the end of the 2014-2015 school year, 29 of the 31 students will be able to demonstrate a year or more of growth in the area of vocabulary development which will be measured by the vocabulary indicator on the AR/STAR end of year assessment.
- On the 2014-15 STAAR math assessment, 10 students will score in the 88%-100% advanced range, 15 students will score in the 87%-78% final phase range, 1 student will score in the 79%-66% phase II range, 1 student will score in the 65% - 54% phase I range and 4 students will score in the 53% and below unsatisfactory range.
- On the 2014-15 STAAR science assessment, 10 students will score in the 91%-100% advanced range, 15 students will score in the 90%-80% final phase range, 1 student will score in the 79%-70% phase II range, 1 student will score in the 69% - 59% phase I range and 4 students will score in the 58% and below unsatisfactory range.

**Marble Falls Independent School District  
Marble Falls Middle School  
Campus Improvement Plan  
2014 – 2015**



**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 2014 – 2015**

- District Goal 1: To engage all stakeholders the district will provide ongoing communication with community, parents, school board, and staff
- District Goal 2: To provide high quality Career and Technical programs
- District Goal 3: To improve academic achievement
- District Goal 4: The school district will continue to be financially sound
- District Goal 5: The school district will establish 21st Century classrooms across the district that promotes student engagement
- District Goal 6: To provide a positive climate and a safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork
- District Goal 7: High quality extracurricular UIL programs will be designed to encourage a high percentage of student involvement.

### **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.

**Campus Executive Improvement Committee (CEIC)**

CEIC Position	2014-2015	DEIC Position	2014-2015
Chairperson	Brett Koch	Teacher	David Norwood
Community	Kara Stewart	Teacher	Amy Miller
Parent	Kathy Fletcher	Teacher	Megan Goodman
Parent	Vicki Thompson	CEIC/ Title Meeting Dates <b>TO BE ADDED</b>	
Business	David Crail		
Administrator – District Level	Melissa Fields		
Administrator At-large	Krissy Stralla		
<b>At-Large Classroom Teacher</b>			
Non-Teaching Professional	Brenda Belk		
<b>Non-Teaching Professional</b>			
Teacher	Deb Weis		
Teacher	Michelle Dykstra		
Teacher	Stephanie Hatch		
Staff Title Representative	Leona Moore		
Staff Title Representative	Heather Rodgers		
Staff Title Representative	Kris Obermeyer		
<b>Staff Title Representative</b>			
Spanish Translator	Virginia Guerrero		

**Marble Falls ISD Board of Trustees**

- Rick Edwards – President, Place 5
- Kevin Naumann – Vice-President, Place 6
- LeeAnn Johnson – Secretary, Place 3
- Mike Savage – Member, Place 1
- Karl Westerman – Member, Place 2
- Larry Berkman – Member, Place 4
- Kelly Fox, Ph. D. – Member, Place 7

**Goal 1: To engage all stakeholders the district will provide ongoing communication with community, parents, school board, and staff.**

Performance Objectives:

Formative Evaluations:

Summative Evaluations:

✓	<b>STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINES</b>
	The campus will utilize the SkyAlert telephone system to contact stakeholders in regards to campus concerns and events	SkyAlert	Administration	As needed
	Provide Parent Nights to address specific concerns, including but not limited to New to Middle School night, Parent/student orientations, Open House and Middle School Round-Up	District/ Campus Funds	Administration, Counselors	As needed
	Promote communication through our district website as well as other social media outlets.	District/ Campus funds	All staff	As needed
	Utilize social media and campus website to provide information to parents in regards to school events	District/ Campus funds	Susan Beck, MFMS Student Council, Multimedia class, ACE	On going
	Explore the creation of a campus newsletter that could be produce in both English and Spanish	District/ Campus funds	Multimedia class and possibly 7 <sup>th</sup> grade ELAR classes	On going
	Allow multimedia classes the educational experience to assist with communication to stakeholders including video announcements to be posted to the webpage.	District/ Campus funds	Multimedia class	On going
	PTO will seek out Spanish speaking parents to assist with communication (phone calls home)	PTO	PTO	On going
	Explore the use of media outlets such as newspapers, and local radio to promote school events	Local resources	Campus administration and PTO	On going
	Teacher training for new webpage	District	Instructional technologist and/or technology department	On going

Goal II: To provide a high quality education that prepares students for post secondary opportunities.

Performance Objectives:

Formative Evaluations:

Summative Evaluations:

✓	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Teachers that teach PreAP classes will be College Board trained.	District/Campus funds	Administration	On going
	Students will be encouraged to take PreAP classes through a PreAP Fair.	Campus	Administration, Counselors, Teachers	December 2014
	MFMS will offer classes that are for high school credit and will allow students opportunities to explore career pathways.	District/Campus funds	Administration, Counselors, Teachers	On going
	Explore the creation of a JROTC and police/fire mentors for students interested in these areas	Campus	Career Exploration teacher	On going
	Explore the option to bring back Career Day	Campus	Counselors, Career Portals Teacher	December 2014
	Increase the Special Education numbers from resource to mainstream	Campus	Special Education personnel	On going
	Increase mainstream success from the Special Education population	Campus	Special Education personnel	On going
	Increase rigor and exposure to general education TEKS in the Special Education resource settings while being well aware of individual student needs based on specific learning difficulties	Campus	Special Education personnel	On going

Goal III: To ensure all students receive exceptional instruction through inspired learning experiences

Performance Objectives:

Formative Evaluations:

Summative Evaluations:

✓	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Teachers will be provided opportunities to collaborate and create lessons that are inspiration learning experiences	District/Campus funds	Administration, Instructional coaches, teachers	One day per nine weeks
	Enhance PLC learning time by surveying staff to best meet their needs	Campus	Administration	On going
	Implement clubs and UIL academics into advisory time	Campus	Administration, Campus Staff	On going
	Invite community members to speak to students	Campus	Instructional coaches	On going

Goal IV : To establish 21st Century classrooms across the campus that promotes student engagement.

Performance Objectives:

Formative Evaluations:

Summative Evaluations:

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
√	Technology Co-hort teachers provide professional development experiences for teachers to learn about methods that use technology to promote student engagement.	Campus/ District	Instructional technologist, technology co-hort teachers	Once per month
	Integration of iPads/laptops into classrooms at least 80% of the time	Campus technology	Instructional technologist	monthly
	Technology survey to assess teacher technology needs		Director of Technology and Instructional technologist	September and February

Goal V : To provide a positive climate and a safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Performance Objective:

Formative Evaluations:

Summative Evaluations:

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Explore how to create and/or display motivational videos	Campus/ Advisory	Counselors	On going
	Implement "No Excuses" theme Explore reward system for positive behavior that includes students and staff	Campus Campus	No Excuses committee Awards Committee	On going On going

Goal VI: To provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Performance Objective:

Formative Evaluations:

Summative Evaluations:

✓	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Create an advisory period that allow for UIL Academic practices during the school day	Campus	Administration, counselors	August 2014
	Provide funding for UIL Academics that will allow for transportation, fees, etc.	District/ Campus funds	Administration	September 1, 2014
	Offer rewards for students that participate in UIL academics	District/ Campus funds	UIL Coordinator, Administration	December 2014

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

Performance Objective:

Formative Evaluations:

Summative Evaluations:

✓	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Implement and practice purpose driven safety drills including fire, tornado, weather disaster, and lockdown	District/ Campus funds	Assistant Principal, Staff, Safe and Drug Free Coordinator	On going
	Campus will reduce violations on safety audits as reported by the Date and Drug Free Coordinator	District/ Campus funds	Administration, counselors, staff, Safe and Drug Free Coordinator	On going
	Utilize campus theme of No Excuses to promote a safe and drug free school	District/ Campus funds	No Excuses committee	On going
	Campus will promote Red Ribbon Week	District/ Campus funds	Counselors	October 2014

**Fund Totals**  
**2013 – 2014**

Source	Amount	Description
Title I, Part A		
Title II, Part A		
Title III, Part A (LEP)		
State Comp. Ed.		

## Glossary of Terms

- AP - Advanced Placement
- CEIC - Campus Educational Improvement Committee
- CScope - Curriculum utilized by MFIISD 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 Independent School District  
Campus Action Plan  
Falls Career High School  
2014 – 2015**



**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 2014 - 2015**

**District Goal 1: To engage all stakeholders the district will provide ongoing communication with community members, parents, [students], school board and staff.**

**District Goal 2: To provide high quality Career and Technology Programs.**

**District Goal 3: To improve academic achievement.**

**District Goal 4: The school district will continue to be financially sound.**

**District Goal 5: The school district will establish 21<sup>st</sup> Century classrooms across the district that promote student engagement.**

**District Goal 6: To provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.**

**District Goal 7: High quality extracurricular UIL programs will be designed to encourage a high percentage of student involvement.**

### **Marble Falls ISD Board of Trustees**

Rick Edwards – Place 5 President

Kevin Naumann – Place 6 Vice-President

Lee Ann Johnson – Place 3 Secretary

Mike Savage – Place 1 Member

Larry Berkman – Place 4 Member

Kelly Fox – Place 7 Member

Karl Westerman – Place 2 Member

## 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.

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

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



	<p>and with <b>Individual Volunteers:</b></p> <ul style="list-style-type: none"> <li>• Harry Born, working with Falls and/or EPIC students on construction service projects.</li> </ul> <p>Publish “The Beacon” Student Authored Newsletter (hard copy &amp; web based).</p> <p>Create campus climate where all parents are welcome, valued, respected and included Activities:</p> <ul style="list-style-type: none"> <li>• Open house</li> <li>• Holiday gathering</li> <li>• Blood Drive</li> <li>• Graduation</li> <li>• Yearbook</li> </ul> <p>Communicate concerns to parents by the registrar, office staff and/or administration calling homes of absent students to inform of absences and process for returning to campus.</p>	<p>Campus budget.</p> <p>Surveys, sign in sheets, mailings, web site. Campus Budget</p> <p>N/A</p>	<p>Faculty</p> <p>Lusby</p> <p>Faculty</p> <p>Tennison, Little, Mentor teachers</p>	<p>Ongoing throughout the year</p> <p>Quarterly</p> <p>Quarterly</p> <p>Ongoing throughout the year</p>
	<p>Develop relationships with community employers for potential student internships &amp;/or employment.</p>	<p>Campus Budget &amp; donations.</p>	<p>Faculty,</p>	<p>Ongoing throughout the year.</p>
	<p>Create opportunities for community to become involved in a school mentor program.</p>	<p>Lion’s Club Daybreak Rotary</p>	<p>Long, Born</p>	<p>Ongoing throughout the year.</p>
	<p>Work with students to develop a Service Learning Project to satisfy this Falls’ graduation requirement.</p>	<p>Campus Funds</p>	<p>Saenz &amp; all Mentor Teachers, Campus Administrators, Campus Secretary</p>	<p>Throughout the school year</p>

	<p>Create 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.</p>	<p>Resources: N/A</p>	<p>Principal &amp; staff</p>	<p>Throughout the school year.</p>
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**District Goal 2: To provide high quality Career and Technology Programs.**

Performance Objectives: Students will explore and understand career path options and formulate a post graduation plan

Formative Evaluations: PGPs and Student Data Files

Summative Evaluations: Student Surveys

√	<b>STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINES</b>
	Early Release for work & apprenticeships	None	Mentor Teachers & Little	Throughout the year
	Field Trip to TSTC in Waco	Bus	Born	March or April
	Guest speakers to include various technical certification programs, apprenticeships, community businesses and career paths	TSTC, Trade Unions, Local business owners, Rotary Club Members	Born	Throughout the year
	Mentor Meetings to develop and implement post graduation plan and career path	Born, Mentor Teachers, Student Y: drives	Born, Mentor Teachers	Monthly
	Coordinate with MFHS to enroll Falls Students in CTE programs offered exclusively on that campus.	Falls & MFHS Personnel	Little, Born & MFHS Counselors	Prior to each semester & throughout the year as needed

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**District Goal 3: To improve academic achievement.**

Performance Objectives: Students will complete coursework in a timely manner and be successful on standardized testing

Formative Evaluations: Student/Mentor progress checks & weekly staff meetings

Summative Evaluations: Standardized Test Performance & Course Completion Rates

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Coordinate reading remediation program/class with partial credit in English &/or elective credits	Customized OdysseyWare Courses and Literature Lessons	Saenz	Ongoing throughout the year
	Baseline Math Skills Assessment and Remediation as needed with partial credit in Math Models, Algebra I &/or Geometry	I-Station Math assessment & remediation	Patterson	Ongoing throughout the year
	<b>Monthly Progress Check</b> followed by <b>Parent Meetings and tiered response contracts</b> signed with students who are not making adequate progress towards course completion	Student Data Files containing goals for course completion and assessments; Student Contracts for Performance	Mentor Teachers & Born	Monthly
	<b>Research Paper and Presentations for English &amp; Social Studies Courses</b>	Student Laptops, Assembly Room Projector & Sound System	Saenz & Long	Ongoing throughout the year
	Insert portions of research paper as lessons in OdysseyWare Units (subject & sources; thesis statement; outline; rough draft; etc.)	OdysseyWare	Saenz	Ongoing throughout the year

**District Goal 4: The school district will continue to be financially sound.**

Performance Objectives: To address the deficits of EPIC & GAP students

Formative Evaluations: Student compliance with code of conduct and completion of coursework. EPIC Transition plans,

Summative Evaluations: Course completion and Recidivism Rate to EPIC

√	<b>STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINES</b>
	Retain behavior specialist for EPIC to address behavioral and emotional deficits in group & individual settings and to develop transition plans for students which address student's challenges and create a path for redemption on their home campus	District Funds	Little, Parker	2014-2015
	Hire 2 part time teachers to work with GAP students to remediate academic gaps while earning freshman credits for students not currently eligible for promotion to 9 <sup>th</sup> grade.	District Funds	Little, Parker	2014-2015

**District Goal 5: The school district will establish 21<sup>st</sup> Century classrooms across the district that promote student engagement.**

Performance Objective: Students will use technology to research and create presentations for academic coursework and career topics

Formative Evaluations: Presentation Rubric Feedback from audience

Summative Evaluations: Staff evaluations

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Meet with Instructional Tech. Staff to schedule student and staff training designed to optimize available technology resources and integrate them into the classrooms	District Its	Born, Mentor Teachers	Ongoing
	Maintain Student laptops (replacing tethered Extenda stations)	District Funds	Little, Mentor Teachers	Daily checkout
	Use customized computer based courseware for curriculum and to supplement student teacher communication.	Oddseware with teacher customization by class and student	Teaching Staff	Ongoing throughout the year
	Use distance learning for enrichment	Distance Learning Hardware & Campus Budget	Teaching Staff	Throughout the year as budget allows.
	Use digital video camera, digital music & voice recorder for student projects	Digital camera, Digital Video camera, Digital voice recorder	Saenz, Long, Born	Throughout the year

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	Classroom Implementation of MOBI (Interactive virtual tablet)	MOBIs & Classroom Projectors, Campus budget	: IT Trainer & Classroom Teachers	Throughout the year
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**District Goal 6: To provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.**

Performance Objective: All students and staff will feel socially, emotionally and physically safe at school

Formative Evaluations: Assembly and Mentor Group discussions

Summative Evaluations: Student and Staff Surveys

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Weekly assembly to address social, emotional skill development & healthy lifestyle strategies	Dating Violence, Integrity, Suicide Prevention, Predator Prevention, Character Development Presentations, Curriculums, & Lessons	Born	Weekly
	Weekly Mentor Meetings between students and staff. Weekly Staff meetings to review student progress	Mentor Teachers Student Led meetings using virtual Data Files from student Y: drives	Mentor Teachers,	Weekly
	Continue use of the ALERT Now System—keeps families informed of campus and district issues (weather, important dates, emergency procedures etc.)	District Funds	Little	Ongoing throughout the year
	Use of COP Sync 911 button for emergencies	District Funds	All Staff	Ongoing throughout the year

**District Goal 7: High quality extracurricular UIL programs will be designed to encourage a high percentage of student involvement.**

Performance Objective: UIL is not applicable to Falls however, All Falls Students will participate in Community Service Learning

Formative Evaluations: Student and Interest Staff Surveys

Summative Evaluations: Service Learning Essays

√	<b>STRATEGIES</b>	<b>RESOURCES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINES</b>
	Cultivate and maintain 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.

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**Marble Falls Independent School District  
MARBLE FALLS HIGH SCHOOL  
Campus Improvement Plan  
2014 – 2015**



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

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District Goal 6: To provide a positive climate and a safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork

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**Campus Executive Improvement Committee (CEIC)**

CEIC Position	2014-2015	CEIC Position	2014-2015
Chairperson	Manny Lunoff	Teacher	Pam Reyes
Community	Michelle Reyes	Teacher	Vinnie Heller
Parent	Susie Baskin	Teacher	Joe Gordy
Parent	Jennifer Burdett	Teacher	Lauren Berkman
Business	Dennis Reed	Teacher	Emily Kunkel
Admin. – District Level	Eric Penrod	Teacher	Amy Kitchens
Administrator At-large	Allie Hampton-Hogue		
At-Large Classroom Teacher	Matt Turner		
Non-Teaching Prof	Kendra Powell		
Non-Teaching Prof	Kelly Bolin		
Teacher	Diane Woods		
Teacher	Bryce Gage		
Teacher	Julie Downs		

**Marble Falls ISD Board of Trustees**

Rick Edwards – President

Kevin Naumann – Vice-President

LeeAnn Johnson –Secretary

Mike Savage – Member

Karl Westerman – Member

Larry Berkman – Member

Kelly Fox, Ph. D. – Member

**Goal I: To engage all stakeholders the district will provide ongoing communication with community, parents, school board, and staff.**

Performance Objectives: Marble Falls High School will enhance ongoing methods of communication to share MFISD messages and invite feedback including community forums, parent & student groups, surveys, technology resources (social media, website, etc.), and campus publications/letters.

Formative Evaluations: Attendance at forums/meetings, number of views on campus website/social media pages, input from parents/students for effective decision making

Summative Evaluations: Meeting/forum agendas, survey data, feedback loops, various forms of communication

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will continue to embrace social media as a mode of communication.	Campus Staff	Principal, Campus Faculty & Staff	2014-2015
	MFHS will provide opportunities for collaboration and information sharing with all stakeholders in order to achieve learning for all students.	Campus Administration, CTE Director, 21 <sup>st</sup> Century grant	Principal, Campus Faculty & Staff, 21 <sup>st</sup> Century site coordinator	2014-2015
	MFHS will communicate information in English and Spanish whenever possible to reach all stakeholders and host events to make Hispanic parents feel more comfortable at the campus.	Campus Funds	HS Administration, HS Counseling, Bilingual Staff	Aug. 2014 thru May 2015; daily with bilingual staff in front office
	MFHS will incorporate videos made by students to share events and positive news on campus.	CTE Funds	Principal, AV Production teacher, AV Production class	Nov. 2014 - ongoing
	Weekly meetings for campus administration, counselors and office staff to improve communication within the office areas and the ability to communicate a consistent message to all stakeholders.	Campus Office Staff, Time	Principal, Campus Administration, Counselors, Office Staff, 21 <sup>st</sup> Century Site Coordinator	Weekly; Sept 2014 thru May 2015

**Goal II: To provide a high quality education that prepares students for post secondary opportunities.**

Performance Objectives: MFHS will ensure all students participate in a CTE program through relevant, engaging learning experiences led by inspirational classroom teachers.

Formative Evaluations: Identified target implementation of actions for program progression (from CTE Audit recommendations); progress of facilities development using MFISD bond funds

Summative Evaluations: Number of students in CTE courses, number of students with level 3 CTE coding (PEIMS), participation in extracurricular CTE organizations/competitions (FFA, FCCLA, UIL Academics--Accounting, Skills USA, etc).

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will instill high expectations for ALL stakeholders within the CTE program.	Campus staff	HS Administration, CTE Director, CTE teachers	2014-2015 SC
	MFHS will implement a Career/Technical and Vocational Comprehensive Plan through the assistance of staff and community stakeholders.	Local District, Perkins fund	Principal, CTE Director, HS CTE Teachers	Oct 2014 Dec 2014 March 2015 May 2015
	MFHS CTE classes will have an aligned sequence for the school year through engaging curriculum to provide all students with learning opportunities in all CTE areas.	Campus funds, CTE funds, Perkins funds	Principal, CTE Director	August 2014
	MFHS will engage the community by building partnerships & internships that regularly display student talent.	Campus staff	CTE Director, CTE Teachers	2014-2015 SC
	MFHS will require (local credit) College & Career Readiness course for all freshman that will increase awareness of post secondary opportunities for all students.	Skyward/PEIMS system, Campus staff	HS Principal, Lead Counselor, CTE Director, CTE Teachers	Aug. 2014; Aug-Dec 2014 (fall sem)/Jan-May 2015 (spring sem)
	Accurate CTE Coding will be completed for all students participating in coherent CTE pathways to identify students for weighted ADA funding.	Time, PEIMS system (Skyward)	Principal, CTE Director, PEIMS clerk	Oct. 2014
	MFHS will provide dual credit and professional certification opportunities within CTE fields when students and staffing are available.	Campus, CTE funds, Perkins fund	Principal, Lead Counselor, CTE Director, Appropriate College Instructor	August 2014

**Goal III: To ensure all students receive exceptional instruction through inspired learning experiences**

Performance Objective #1: All MFHS staff will participate in targeted professional development to enhance individualized instruction. We will use data and instructional best practices to increase the number of Satisfactory & Advanced performances in each subgroups on the STAAR End of Course (EOC) tests.

Performance Objective #2: MFHS will improve the linguistic and academic achievement of English language learners

- a. 60% or more of ELLs will progress at least one proficiency level on the TELPAS Composite Rating from Spring 2014 to Spring 2015.
- b. ELLs in grades 3-12 will meet federally approved annual measurable objectives in math and in reading of 75% Met Standard and 95% participation on STAAR/EOC
- c. 80% of ELLs with 4 years in U.S. schools will meet state established Exit Criteria and transition to a general education classroom.

Formative Evaluations: Professional development through PLCs & staff days throughout school year, TBA development & student data, identification of at-risk students in core areas (RtI), campus mentor program

Summative Evaluations: STAAR EOC scores, TAKS (senior retesters), TELPAS (ESL students), PEIMS data reports, AYP report (federal accountability), PBMAS report, AEIS report (state accountability), AP scores, Professional Development evaluations, surveys from parents, students & staff

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will continue to use writing as a formative assessment of learning (TTW activities) and provide opportunities for students to communicate learning across the curriculum.	Campus funds (instructional/PD budget)	Campus Administration, Assoc. Principal for Sec. C&I, Instructional Coaches	August 2014 (training); weekly PLCs to discuss student artifacts
	MFHS will continue to administer TEKS-based assessments on prioritized SE's at least 3 times per year as an assessment for learning in core area classes.	TEKS, Eduphoria, Class Syllabus, YAG, Campus Sub Allotment for PD Days during year	Campus Administration, Assoc. Principal for Secondary Instruction, Instructional Coaches, Core Area teachers	Oct 2014 Dec 2014 March 2015
	Late Start Thursdays will continue to allow common times for teachers to meet in weekly PLCs and monitor progress of PLC SMART goals. MFHS will continue to utilize instructional strategies associated with data-driven decision-making that is based on best practices.	TEKS, Eduphoria, YAG, PLC SMART goals, Campus Professional Development	Campus Administration, Assoc. Principal for Secondary Instruction, Instructional Coaches, MFHS Teachers	Weekly—Thurs from 7:45 to 8:35 AM; 2014-2015 Ongoing

	MFHS will strengthen the RtI student support process to better address the individual needs of at-risk students.	Student Data (academic & behavioral), RtI forms, intervention resources	Campus Administration, Secondary RtI coordinator, Instructional Coaches, Core Area teachers	Oct. 2014 thru May 2015
	MFHS will provide time outside of the school day to allow students remediation opportunities when they struggle with their learning as well as enrichment opportunities to further their learning in advanced or specialized coursework.	Campus funds, 21 <sup>st</sup> Century grant	Campus Administration, Assoc. Principal for Secondary Instruction, Instructional Coaches, 21 <sup>st</sup> Century Site Coordinator, MFHS Faculty & Staff	Sept. 2014 thru May 2015
	MFHS Instructional Leadership Team will meet weekly to discuss PLC agendas, student data in the classroom, progress of PLC SMART goals and action plans to meet goals.	Campus Instructional Funds	Campus Administration, Instructional Coaches, Assoc. Principal for Secondary Instruction, CTE Director	Weekly; Aug. 2014 thru May 2015
	<i>#2 Construct ESL sections in the MFHS master schedule that allows the campus ESL coordinator and ESL teacher to co-teach students to address learning difficulties with individual students. Also, provide opportunities for ESL students to receive academic assistance from the ESL coordinator through lab classes.</i>	<i>Skyward System, master schedule development</i>	<i>HS Principal, Lead Counselor</i>	<i>Summer 2014</i>
	<i>#2 Increase awareness of expectations for ELLs concerning TELPAS to include ELPS, and initial identification systems.</i>	<i>Fall In-service, class rosters showing ELL students, TELPAS scores</i>	<i>HS Principal, Campus ESL Coordinator, District ESL Coordinator, ESL Teacher</i>	<i>Fall 2014</i>
	<i>#2 Continued mini in-services to identify research based (SIOP) strategies in support of language and academic achievement.</i>	<i>Staff meetings, PLCs, TELPAS trainings</i>	<i>Campus Administration, Campus &amp; District ESL Coordinators, Assoc. Principal for Secondary C&amp;I, Instructional Coaches, Campus Assessment Coordinator</i>	<i>Oct. 2014 thru March 2015</i>

**Goal IV: To establish 21st Century classrooms across the campus that promotes student engagement.**

Performance Objectives: MFHS will provide 21<sup>st</sup> Century instruction across the campus to promote student engagement, create student products and assess student learning on a daily basis.

Formative Evaluations: Infusion of current technology in instruction; student proficiency & adaptability to emerging technology; professional development to support technology in classroom instruction; inquiry-based learning activities submitted on lesson plans

Summative Evaluations: Feedback on models of collegial observation & practice of those models; final student products submitted online for classes; participation of check-out sheets for 1:1 initiatives

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will continue to implement innovative technology through a 1:1 initiative to encourage creativity, engage students in their learning experiences & provide support for differentiated instruction.	Campus budget, MFISD Bond monies	Principal, CTE Director, Instructional Coaches, Campus Instructional Technologist, Campus Tech Cohorts	Jan. 2015
	MFHS will display students' 21 <sup>st</sup> Century technology skills in student classroom products at campus & community events as well as a presence in the online community.	Campus budget, MFISD Bond monies	Principal, CTE Director, MFHS Faculty & Staff, Campus Instructional Technologist, Campus Tech Cohorts	Oct. 2014 thru end of school year
	MFHS will provide teachers with relevant training that will assist with integration of technology into the 21 <sup>st</sup> Century classroom through a learning environment that is student-centered.	Campus budget,	Principal, Instructional Coaches, Campus Instructional Technologist, Campus Tech Cohorts	Aug. 2014 thru Feb. 2015

**Goal V: To provide a positive climate and a safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.**

Performance Objective: MFHS will promote a safe learning environment through a collaborative culture with all stakeholders to ensure success for all students.

Formative Evaluations: Classroom rules, PBIS meetings/surveys, Campus Safety Plans, Safety Trainings for staff, parent feedback

Summative Evaluations: Student discipline data; student attendance data; school safety drills report; teacher, parent & student surveys

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	The MFHS PBIS committee will continue to establish consistent campus rules for common areas, consistent expectations for the classroom and rewards for students who follow those expectations on the MFHS campus.	PBIS resources through Region 13; PBIS Expectations; Expectation Framework for Campus Common Areas	HS Administration, PBIS committee	Aug. 2014-2015
	MFHS Student Council will meet with campus administration regularly to provide leadership opportunities for student involvement, generate ways to increase school spirit on campus and provide feedback to create a positive campus culture.	Campus Funds, Student Activity funds	HS Principal, MFHS StuCo sponsor	Monthly--starting in Aug. 2014
	MFHS will provide training to educate all faculty, staff and students about school safety, campus emergency drills and unauthorized/unidentified school visitors on campus.	MFISD Emergency Plan; MFHS Emergency Plan	HS Administration, Campus Crisis team	Aug 2014; monthly emergency drills through May 2015
	MFHS will implement a "Tell Your Story" theme to celebrate successes of students and faculty through meetings, events and online throughout the school year.	MFHS PD days, Computer with access to Internet	Campus Administration, Campus Faculty & Staff	Aug. 2014 (training); monthly checks of successes told

**Goal VI: To provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.**

Performance Objective: MFHS will increase the number of students involved in all extracurricular activities/events.

Formative Evaluations: Number of students participating in various events at all levels; number of competitions attended by students at MFHS

Summative Evaluations: UIL participation numbers at every level of competition; non-UIL participation numbers for extracurricular/school organizations & events; class counts for extracurricular (athletics, fine arts, CTE) courses; awards received by MFHS students at various competitions

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will encourage student involvement in all extracurricular activities through recruitment by coaches/sponsors.	Campus budget and activity funds	Principal, Athletic Director, CTE Director, Campus Coaches/Directors/Sponsors	Mustang Round Up (last spring); FISH Camp—Aug. 2013
	MFHS will expose all students to various UIL activities on multiple platforms through specific classroom activities.	Campus budget and activity funds	Principal, Athletic Director, CTE Director, Counseling Dept., Campus Coaches/Directors/Sponsors	Aug. 2014 (thru Sept. 2014)
	MFHS will optimize time & structure to share students as much as possible across extracurricular activities to allow them to perform/compete for all of their talents/interests.	Campus budget and activity funds	Principal, Campus Coaches/Directors/Sponsors	Ongoing; 2014-2015 School Year
	Master schedule will be constructed in a way that provides opportunities for students to participate in extracurricular activities through coursework when staffing is available and conflicts do not inflate class sizes.	Skyward system	Principal, Lead Counselor, Athletic Director, Campus Coaches/Directors	Summer 2014

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

Performance Objective: MFHS will promote a safe learning environment through a collaborative culture with all stakeholders to ensure success for all students while enforcing consistency through the Student Code of Conduct.

Formative Evaluations: Dress Code sweeps by faculty, anonymous student/Crimestopper tips to administration,

Summative Evaluations: End of Year Discipline data (PEIMS vs non-PEIMS reportable offenses), number of EPIC placements (mandatory & discretionary), reports from outside agency who conducts random student drug tests,

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will conduct dress code sweeps at least twice a month to ensure that students are in compliance with the MFISD dress code.	Campus Staff	Campus Administration, Campus Faculty	Weekly; Sept. 2014 thru May 2015
	MFISD School Resource Officer will be stationed on campus to address major violations of the MFISD Student Code of Conduct, assist administration with identification of illegal activity and to provide law enforcement support in emergency situations.	Safe & Drug Free Schools monies	MFISD School Resource Officer, Campus Administration, Asst Superintendent for Maintenance & Operations	2014-2015; ongoing
	MFHS will continue to randomly drug test students who participate in extracurricular activities and drive transportation to campus. Students who test positive will be subject to loss of privileges/participation in activities based on MFISD Student Code of Conduct.	District funds, MFISD Student Code of Conduct	MFISD Asst Superintendent, Principal, Asst Principals, Campus Coaches	Ongoing; 2014-2015 School Year
	Investigate the availability of Drug Impairment Training for Education Professionals (DITEP) for the MFHS School Nurse who will be new to the campus.	Campus PD funds	HS Principal, MFHS School Nurse	Fall 2014

**Fund Totals**  
**2014 – 2015**

Source	Amount	Description
Title I, Part A		
Title II, Part A		
Title III, Part A (LEP)		
State Comp. Ed.		

## Glossary of Terms

ACE – 21<sup>st</sup> Century Grant  
AP - Advanced Placement  
CEIC - Campus Educational Improvement Committee  
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  
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  
TEKS - Texas Essential Knowledge and Skills  
TRC – Texas Resource Center  
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UIL - University of Interscholastic League

2014 – 2015 Campus PLC SMART Goals

## Goal Setting for Student Academic Progress

Grade/Subject English 1

School Year 2014-15

Learner achievement/progress should be the focus of all goals.

<p><b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)</p>	<p>INCOMING: There are 302 8<sup>th</sup> Grade students who were tested in Reading—158 males &amp; 144 females. Of those students, 188 are recognized at Eco Dis; 12 receive ESL services; 21 as Sped (who took regular STAAR). 85.4% of students met Satisfactory performance and 21.2% met Advanced performance CURRENT: 318 students in English 1; 159 males &amp; 159 females; 192 Eco Dis; 22 LEP and 32 SPED</p>	
<p><b>II. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)</p>	<p>9<sup>th</sup> Grade English 1</p>	
<p><b>III. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)</p>	<p>English 1: 54% Passing Rdg; 63% Passing Wrtg (60%) TBA #1 Rdg = 73.3%; TBA #2 Rdg = 79.3%; TBA #3 Reading = 65.8%; Dec Rdg Benchmark = 32.5% avg score (70%)TBA #1W = 32.6%; TBA #2W = 34.4%; TBA #3W = 44.8% Dec Writing Benchmark = 23% avg score</p> <p><b>2014 English 1 EOC Scores: 67% (all students testing); 78% 4 or higher on expository composition (all students testing) 75% (first time tested); 81% 4 or higher on expository composition (first time tested)</b></p> <p>60 Ss in top quintile (98% - 87% scores); 56 Ss in 2<sup>nd</sup> quintile (85% - 77% scores); 54 Ss in 3<sup>rd</sup> quintile (75% - 69% scores); 49 Ss in 4<sup>th</sup> quintile (67% - 58% scores); 54 Ss in 5<sup>th</sup> quintile (56% - 47% scores)</p> <p><b>2014 EOC Eng 1 Quintiles: 85-100% = 13 (3.3%); 70-84% = 90 (22.9%); 60-69% = 107 (27.2%); 50-59% = 82 (20.9%); below 50% = 101 (25.7%)</b></p> <p><u>Incoming Freshman</u>: 1<sup>st</sup> Q (60) 98%-85%; 2<sup>nd</sup> Q (60) 85% - 74%; 3<sup>rd</sup> Q (60) 73% - 64%; 4<sup>th</sup> Q (61) 63% - 55%; 5<sup>th</sup> Q (60) 54% - 45%</p>	
<p><b>IV. Goal Statement #1</b> S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal</p>	<p>80% of the English 1 students will meet satisfactory performance on the English 1 EOC exam.</p>	
<p><b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)</p>		
<p style="text-align: center;"><b>Action Statement</b></p>	<p style="text-align: center;"><b>Evidence</b></p>	<p style="text-align: center;"><b>Target Date</b></p>
<p><b>Score the 8<sup>th</sup> grade expository essays to collect data on writing skills of incoming freshman.</b></p>	<p>8<sup>th</sup> Grade Expository essays; scored rubrics for each essay</p>	<p>August 14, 2014</p>

<b>Review and revise the English 1 YAG to incorporate explicit writing goals that will address student skills each nine weeks.</b>	English 1 YAG, explicit writing goals in YAG,	August 14, 2014
<b>Administer TBAs each nine week grading period to assess reading comprehension, revising &amp; editing and literary analysis.</b>	TEKS Based Assessments, Eduphoria reports	Every Nine Weeks
<b>Continue the utilization of bell ringer activities to focus on grammatical skills, inferencing and academic vocabulary. Develop critical thinking skills through these activities based on areas of need from specific item analysis on EOC/TBA data.</b>	Bell Ringer activities specified in lesson plans; Eduphoria data from EOC/TBA scores	Weekly
<b>IV. Goal Statement #2</b> S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal	90% of the English 1 students will score at least a 4 on their expository essay and short answer questions by December.	
<b>V. Means for Attaining Goal (Actions used to accomplish the goal)</b>		
<b>Action Statement</b>	<b>Evidence</b>	<b>Target Date</b>
<b>Assess the students' writing skills based on their diagnostic expository essays from May 2014.</b>	Expository essays, scored rubric for each essay	June 2014
<b>Facilitate a Writing Academy in the summer to develop writing skills based on various reading sources.</b>	Writing Academy schedule & dates, sign in sheets for students who attended the Academy	August 2014
<b>Incorporate a "Writing Workshop" into the first nine weeks of instruction that focuses on the Organization &amp; Progression, Ideas and Language &amp; Conventions of the Expository Essay.</b>	English 1 YAG, lesson plans incorporating WW activities, student created expository essays	First Nine Weeks grading period (Aug – Oct 2014)
<b>Scaffold and reteach the areas of weakness identified through the Writing Workshop instruction.</b>	Student essays	Beginning of Second Nine Weeks (Oct – Dec 2014)
<b>Administer a benchmark assessment in similar time period to the EOC to assess student skills in reading, writing and revising &amp; editing.</b>	English 1 EOC assessment & schedule; scores through Eduphoria	Dec 2014

## Goal Setting for Student Academic Progress

Grade/Subject English 2

School Year 2014-15

Learner achievement/progress should be the focus of all goals.

<p><b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)</p>	<p>INCOMING: 318 students in English 1; 159 males &amp; 159 females; 192 Eco Dis; 22 LEP and 32 SPED CURRENT: 327 students in English 2; 154 Males &amp; 173 Females; 185 Eco Dis; 10 LEP and 42 SPED</p>	
<p><b>II. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)</p>	<p>English 2</p>	
<p><b>III. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)</p>	<p>English 2: 54% Passing Rdg; 68% Passing Wrtg (60%) TBA #1 Rdg = NA; TBA #2 Rdg = 52.1% (avg score = 58); TBA #3 Reading = 55.5% (avg score = 61); (70%)TBA #1W = 25% (avg score = 54); TBA #2W = 17.8% (avg score = 56); TBA #3W = 37% (avg score = 65%)</p> <p>English 1 EOC Quintiles 71 Ss in top quintile (98% - 73% scores); 77 Ss in 2<sup>nd</sup> quintile (71% - 63% scores); 72 Ss in 3<sup>rd</sup> quintile (61% - 54% scores); 72 Ss in 4<sup>th</sup> quintile (52% - 41% scores); 62 Ss in 5<sup>th</sup> quintile (39% - 11% scores)</p>	
<p><b>IV. Goal Statement #1</b> S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal</p>	<p>60% of the English II students will score a 3 or higher on their persuasive essays consistently by the 2015 EOC test.</p>	
<p><b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)</p>		
<p><b>Action Statement</b></p>	<p><b>Evidence</b></p>	<p><b>Target Date</b></p>
<p><b>Develop a writing schedule in lesson plans that covers the process of persuasive essay writing two days a week over a two week period.</b></p>	<p>Lesson plans, final draft scores, exemplar student essay/introductions to discuss in PLCs</p>	<p>Every 2 weeks in PLC beginning in the 2<sup>nd</sup> Nine Weeks</p>

<b>Collaborate with the English 1 team to introduce persuasive concept/techniques to build the knowledge base of students.</b>	Lesson plans for English 1 team, PLC discussion on concepts necessary to understand persuasion	Last 6 weeks of school year (13-14)
<b>Incorporate realia into writing lessons by bringing in real world applications and student relevance.</b>	Lesson plans, student products (presentations, essays, graphics), student reflection on assignment	End of the 1 <sup>st</sup> Nine Weeks
<b>IV. Goal Statement #2</b> S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal	<b>70% of the students will perform satisfactorily on an English 2 EOC benchmark in the early spring semester.</b>	
<b>V. Means for Attaining Goal (Actions used to accomplish the goal)</b>		
<b>Action Statement</b>	<b>Evidence</b>	<b>Target Date</b>
<b>Develop an English 2 EOC benchmark by November.</b>	English 2 EOC benchmark test	January 2015
<b>Administer Reading TBAs each nine weeks which focuses on reading comprehension, revising &amp; editing and short answer questions.</b>	Eng 2 Reading TBAs, student scores each nine weeks	Every nine weeks

## Goal Setting for Student Academic Progress

Grade/Subject English 3

School Year 2014-15

Learner achievement/progress should be the focus of all goals.

<b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)	INCOMING: 327 students in English 2; 154 Males & 173 Females; 185 Eco Dis; 10 LEP and 42 SPED  CURRENT: 260 students in Eng 3; 7 LEP and 24 SPED; 117 Eco Dis	
<b>II. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)	English 3	
<b>III. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)	English 2: 54% Passing Rdg; 68% Passing Wrtg (60%) TBA #1 Rdg = NA; TBA #2 Rdg = 52.1% (avg score = 58); TBA #3 Reading = 55.5% (avg score = 61); (70%)TBA #1W = 25% (avg score = 54); TBA #2W = 17.8% (avg score = 56); TBA #3W = 37% (avg score = 65%)	
<b>IV. Goal Statement #1</b> S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal	60% of English 3 students will demonstrate the college readiness proficiency on the TSI Writing exam.	
<b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)		
<b>Action Statement</b>	<b>Evidence</b>	<b>Target Date</b>
<b>Establish a 9-week module in the English 3 YAG on how to write a 5-paragraph essay as it relates to the TSI writing exam.</b>	English 3 YAG, lesson plans to demonstrate writing proficiency	August 15, 2014
<b>Develop a writing portfolio for all students to monitor improvement in the writing process.</b>	Student writing portfolios, essay scores for each artifact	At least one scored essay each three week period

<b>Monitor the progress of student essays using the TSI scoring criteria.</b>	Student essays, TSI scoring criteria/rubric	Every nine weeks per scored essay
<b>Incorporate grammar skills into bell ringer activities to improve revising/editing skills in the writing process.</b>	English 3 lesson plans, bell ringer activities	2 times per week
<b>IV. Goal Statement #2</b>		
S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal	60% of English 3 students will demonstrate the college readiness proficiency on the TSI Reading exam.	
<b>V. Means for Attaining Goal (Actions used to accomplish the goal)</b>		
<b>Action Statement</b>	<b>Evidence</b>	<b>Target Date</b>
<b>Administer TSI reading pre-assessment to students at the end of the year in English 2 classes to gather data and establish a starting point for growth.</b>	Pre-assessment data from testing, English 2 lesson plans	Last 3 weeks of school; May 2014
<b>Identify the 3 greatest areas of need according to the pre-assessment data to develop specific areas of instructional focus in the YAG. Revise TBA #1 to assess student performance in these areas and monitor student growth.</b>	English 3 YAG, pre-assessment data, student quintile groups	Aug. 15, 2014
<b>Administer TBAs based on English 3 instruction to monitor the progress of students in relation the TEKS/SEs being taught in the classroom.</b>	English 3 TBAs, scores/data from TBAs, English 3 YAG	Every Nine Weeks

## Goal Setting for Student Academic Progress

**Grade/Subject Algebra I—SMART Goal #1 Raising Expectations**

**School Year 2014-15**

Learner achievement/progress should be the focus of all goals.

<p><b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)</p>	<p>243 students took the STAAR 8<sup>th</sup> grade and of those, 83.5% passed; 40 students did not pass because they scored &lt; 39%. Girls pass rate was 91% and the boys pass rate was 77%. 50% (4/8) of LEP students passed. 52% of the 23 SPED students passed. <b>Only 7 students got Advanced.</b> 102 students would not have passed at Phase-in II standards (52% passing standard).</p>	
<p><b>II. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)</p>	<p>Most students are scoring <math>39 &lt; x &lt; 52</math> while only 2.9% of students are scoring &gt;88% (advanced).</p>	
<p><b>III. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)</p>	<p>We have allowed low-expectations for student achievement; limited home support; students don't see the end-goal</p>	
<p><b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish.)                  S-Have teachers be specific about the who and what                  M-Have teachers verbalize how they will measure attainment of the goal                  A-Using the data, teachers should develop goals that are attainable                  R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors                  T-Time bound – a time period must be established for attainment of the goal</p>	<p>In May 2015, 25% of all Algebra 1 students (approx. 61) will score Advanced performance on the Algebra I EOC.</p>	
<p><b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)</p>		
<p><b>Action Statement</b></p>	<p><b>Evidence</b></p>	<p><b>Target Date</b></p>
<p>Students need to engage in meaningful problem-solving. All common assessments and TBAs should include meaningful, free-response problem-solving and those problems be weighted heavier. In addition, grading on those exams will be normed as a PLC so that all students that get an A look the same, etc.</p>	<p>TBA/CA scores will increase</p>	<p>Each assessment point.</p>
<p>Students will talk/write their thinking processes to solve problems. Teachers will model the thinking process for students and will set up procedures to encourage/facilitate purposeful talk.</p>	<ul style="list-style-type: none"> <li>• Lesson plans indicate pre-planned opportunities for students to go through their thinking process.</li> <li>• Everyone brings an example to PLC of how students talked about their thinking process.</li> <li>• Engagement wheel self-monitoring</li> </ul>	<p>Weekly</p>
<p>Teachers will monitor their use of the above two strategies using a self-monitoring tool (Engagement wheel.)</p>	<p>Teachers bring data collected from the engagement wheel to the PLC meetings.</p>	<p>Weekly</p>

## Goal Setting for Student Academic Progress

**Grade/Subject** Algebra I SMART Goal #2—Close the performance gap between girls and boys School Year 2014-15

Learner achievement/progress should be the focus of all goals.

<p><b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)</p>	<p>243 students took the STAAR 8<sup>th</sup> grade and of those, 83.5% passed; 40 students did not pass because they scored &lt; 39%. <b>Girls pass rate was 91% and the boys pass rate was 77%.</b> 50% (4/8) of LEP students passed. 52% of the 23 SPED students passed. Only 7 students got Advanced. 102 students would not have passed at Phase-in II standards (52% passing standard).</p>	
<p><b>II. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)</p>	<p>The girls are performing better than the boys. Through observational data, we have noticed that boys in particular do not see the end-goal/where they are headed. Teachers need strategies on how better to engage boys in the learning. We also need to push more girls into the advanced math classes.</p>	
<p><b>III. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)</p>		
<p><b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish.)                  S-Have teachers be specific about the who and what                  M-Have teachers verbalize how they will measure attainment of the goal                  A-Using the data, teachers should develop goals that are attainable                  R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors                  T-Time bound – a time period must be established for attainment of the goal</p>	<p>In 2014-2015, the gap between boys' and girls' Satisfactory performances on the Algebra 1 EOC will be below 10% points based on state recommended phase in standards.</p>	
<p><b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)</p>		
<p><b>Action Statement</b></p>	<p><b>Evidence</b></p>	<p><b>Target Date</b></p>
<p>Monitor boys vs girls' data on common assessments and TBAs. Discuss differences and possible solutions to intervene in PLCs.</p>	<p>CA/TBA scores disaggregated by gender on Eduphoria.</p>	<p>Each CA/TBA.</p>
<p>Encourage and recruit girls to take Pre-AP Geometry in 2015-2016.</p>	<p>Increased female enrollment in Pre-AP Geometry.</p>	<p>EOY</p>
<p>Investigate training possibilities on instructional strategies/interventions to assist boys in the subject of math.</p>	<p>PD attendance</p>	<p>End of summer 2014</p>
<p>All students will set a course goal and help them break it down into check-points and provide opportunities for them to keep track of their goal progress throughout the year.</p>	<p>Individual student goal sheets.</p>	<p>BOY 2014-2015 for initial and then monitoring throughout year.</p>

**Grade/Subject Geometry Goal #1—Student Ownership of learning through Interactive Notebooks**  
**School Year 2014-15**

<p><b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)</p>	<ul style="list-style-type: none"> <li>• 10<sup>th</sup> Graders Taking Geometry (not had Algebra 2 and not taking TSI)</li> <li>• 11<sup>th</sup> Graders Taking Geometry (passed Algebra 2 and will take TSI)</li> <li>• 9<sup>th</sup> Graders taking Geometry (had Algebra I in 8<sup>th</sup> grade)</li> <li>• Students repeating Geometry.</li> <li>• Students that failed Algebra 2</li> </ul>	
<p><b>II. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)</p>	<p>Course failure data shows that students are failing because they are missing assignments. Additionally, data shows that students that are turning in assignments are passing even if they are failing the TBAs. Their grade is more about their behavior than their learning.</p>	
<p><b>III. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)</p>		
<p><b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish.)          S-Have teachers be specific about the who and what          M-Have teachers verbalize how they will measure attainment of the goal          A-Using the data, teachers should develop goals that are attainable          R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors          T-Time bound – a time period must be established for attainment of the goal</p>	<p>100% of Geometry students will develop &amp; utilize Interactive Notebooks in their daily instruction to keep track of their progress through the Geometry TEKS.</p>	
<p><b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)</p>		
<p style="text-align: center;"><b>Action Statement</b></p>	<p style="text-align: center;"><b>Evidence</b></p>	<p style="text-align: center;"><b>Target Date</b></p>
<p><b>Teachers will model and set up interactive notebooks at the beginning of the school year and will explain how they will help students track their progress through the course.</b></p>	<p>Each student will have a notebook/binder that lists the Geometry TEKS that will be covered throughout the year.</p>	<p>By the end of the 2<sup>nd</sup> week of school.</p>
<p><b>Students will put notes, practice, worksheets, activities, etc, in the notebooks throughout the year. Teacher will provide time and materials (scissors, glue, computers).</b></p>	<p>Updated student notebooks.</p>	<p>Daily</p>
<p><b>Students will be given opportunities to review/grade other students' notebooks. The goal is to have students see examples of what good (and not so good) work looks like.</b></p>	<p>Students will review each other's notebooks using a student-made rubric.</p>	<p>Every 3 weeks.</p>

## Goal Setting for Student Academic Progress

**Grade/Subject** Geometry—Goal 2 Grading Consistency

**School Year** 2014-15

Learner achievement/progress should be the focus of all goals.

<p><b>I. Setting</b> <i>(Have teachers describe the population and special learning circumstances.)</i></p>	<p>10<sup>th</sup> Graders Taking Geometry (not had Algebra 2 and not taking TSI)                  11<sup>th</sup> Graders Taking Geometry (passed Algebra 2 and will take TSI)                  9<sup>th</sup> Graders taking Geometry (had Algebra I in 8<sup>th</sup> grade)                  Students repeating Geometry.                  Students that failed Algebra 2</p>	
<p><b>II. Baseline Data</b> <i>(What does the current data show? What do the previous teachers say about the students' learning?)</i></p>	<p>Students' course average and students' TBA averages are not consistent; only 31% of Algebra 1 students passed TBA #3, but more than 31% of students passed the Algebra 1 course. Course failure data shows that students are failing because they are missing assignments. Their grade becomes more about their behavior than their learning.</p>	
<p><b>III. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i></p>		
<p><b>IV. Goal Statement</b> <i>(Have teachers describe what they want learners/programs to accomplish.</i>                  S-Have teachers be specific about the who and what                  M-Have teachers verbalize how they will measure attainment of the goal                  A-Using the data, teachers should develop goals that are attainable                  R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors                  T-Time bound – a time period must be established for attainment of the goal</p>	<p>In 2014-2015, Nine Week Grades and TBA scores will be within a +/- 5% point differential working towards mastery of 70% across Geometry classes &amp; teachers.</p>	
<p><b>V. Means for Attaining Goal</b> <i>(Actions used to accomplish the goal)</i></p>		
<p><b>Action Statement</b></p>	<p><b>Evidence</b></p>	<p><b>Target Date</b></p>
<p><b>Students will create and keep a course notebook. (See Goal #1)</b></p>	<p>Notebook checks: student-student and student-teacher</p>	<p>Ongoing</p>
<p><b>Teachers will bring sample notebooks to PLC meetings to compare and norm grading. “Do we all agree that this is what an A looks like...”</b></p>	<p>Upon presenting an example of student work (i.e. notebook) at a PLC, teachers will be in agreement on the grade the student received.</p>	<p>PLCs occur weekly but the grade norming will occur monthly at PLCs.</p>
<p><b>Teachers will develop a grading policy for all Geometry classes. Any deviations from that policy will be discussed in the PLCs meetings to ensure consistency.</b></p>	<p>PLC minutes</p>	<p>Weekly</p>

## Goal Setting for Student Academic Progress

Grade/Subject TSI Math SMART Goal

School Year 2014-15

Learner achievement/progress should be the focus of all goals.

<p><b>I. Setting</b> <i>(Have teachers describe the population and special learning circumstances.)</i></p>	<p>72 Current 11<sup>th</sup> Graders who have scored between 336-349 during the spring TSI testing and 41 current 11<sup>th</sup> graders who scored below 336 during the spring TSI testing.</p>	
<p><b>II. Baseline Data</b> <i>(What does the current data show? What do the previous teachers say about the students' learning?)</i></p>	<p>The passing score required for the TSI test is 350.                      The use (TAKS/STAAR) or non-use (TSI) of a calculator hindered the success of students.                      The students tested the Math test last, making it difficult for them to be successful.                      The content of the test is multi-content rather than a single content such as Algebra 1 EOC.                      The student may have had to take multiple test dependent on their individual success.</p>	
<p><b>III. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i></p>	<p>Math TSI Remediation                      *Elementary Algebra and Functions                      *Intermediate Algebra and Functions                      *Geometry and Measurement                      *Data Analysis, Statistics and Probability</p>	
<p><b>IV. Goal Statement</b> <i>(Have teachers describe what they want learners/programs to accomplish.</i>                      S-Have teachers be specific about the who and what                      M-Have teachers verbalize how they will measure attainment of the goal                      A-Using the data, teachers should develop goals that are attainable                      R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors                      T-Time bound – a time period must be established for attainment of the goal</p>	<p>Part 1:                      Offer TSI Bootcamp during the summer in 2 1-week sessions culminating in a TSI re-test. We want 27 of the 77 Group A students to attend the summer school bootcamp and of those 27, 22 will pass the re-test by the end of the second bootcamp session on July 17.                      Part 2:                      Of the 128 students that failed the TSI in May 2014, 22 will pass during summer school. The remainder (106) will pass after taking the remediation course.</p>	
<p><b>V. Means for Attaining Goal</b> <i>(Actions used to accomplish the goal)</i></p>		
<b>Action Statement</b>	<b>Evidence</b>	<b>Target Date</b>
<p><b>SS Bootcamp:</b>                      Students will practice basic arithmetic without a calculator. Multiplication tables, decimals and fraction rules. Solve systems using algebraic methods rather than calculators. Students will practice finding independent/dependent probability. Solve one-variable equations (including square roots) and substitute values into an equation. Find area, perimeter, surface area, volume.</p>	<p>Students improve their score on the TSI re-test.</p>	<p>July 3 or July 17</p>

<p><b>Full-year:</b>  Students will practice basic arithmetic without a calculator. Multiplication tables, decimals and fraction rules. Solve systems using algebraic methods rather than calculators. Students will practice finding independent/dependent probability, <b>standard deviation</b>. Solve equations (including linear, square roots, rationals, quadratics, exponents) and substitute values into an equation. Find area, perimeter, surface area, volume. Transformations of Algebra 2 functions. Commission; measurement; Geometry application problems. Factoring to solve equations. Reading and interpreting graphs.</p>	Students improve their score on the TSI re-test.	December 2014 and May 2015
<p><b>Full-year:</b>  Divide students into two College Prep leveled courses. TSI-A for students that scored 336-349. TSI-B for students that scored &lt;336. Cap the course enrollment at 20 for Group A and 17 for Group B.</p>	Master Schedule	BOY 2014
Allow students enrolled in the College Prep course to take the TSI re-test in December.	TSI testing	December 2014
Ask counselors try to schedule College Prep classes during the same period so that students that pass TSI in December can be shifted to a different math class during the Spring Semester. One TSI teacher teaches TSI remediation while the other teaches Stats for example.	Master Schedule	EOY 2015

## Goal Setting for Student Academic Progress

Grade/Subject: Biology

School Year 2014-15

Learner achievement/progress should be the focus of all goals.

<b>I. Setting</b> <i>(Have teachers describe the population and special learning circumstances.)</i>	Pre-AP (~100 9 <sup>th</sup> graders) and 1 Regular/EOC retester section (~25 sophomores) Inclusion support provided in Regular/EOC section	
<b>II. Baseline Data</b> <i>(What does the current data show? What do the previous teachers say about the students' learning?)</i>	Incoming 9 <sup>th</sup> graders: 304 testers – 77.3%, 182 Eco. Dis – 71.98%, 116 Hispanic – 64.66%, 8 LEP – 37.5%, 24 SPED – 29.17%	
<b>III. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i>	Vocabulary acquisition and application of the academic and non-academic language	
<b>IV. Goal Statement</b> <i>(Have teachers describe what they want learners/programs to accomplish.</i> S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal	1. In 2014-2015 school year, Advanced Performance of PAP biology students will increase by 5% (from 20.26% to 25%) on the Biology EOC exam.  2. In the 2014-2015 school year, Satisfactory Performance for all students will increase by 5% on the Biology EOC based on the state recommended passing standard.	
<b>V. Means for Attaining Goal</b> <i>(Actions used to accomplish the goal)</i>		
<b>Action Statement</b>	<b>Evidence</b>	<b>Target Date</b>
<b>Teachers will have Word Walls present for every unit with words in English and Spanish with non-linguistic representations for each word and will reference this during instruction for all students.</b>	Word walls present in the room and referenced during instruction	August 25, 2014 1 <sup>st</sup> check of mastery – TBA 1 2 <sup>nd</sup> check of mastery – TBA 2 3 <sup>rd</sup> check of mastery – TBA
<b>Students will maintain a vocabulary glossary within their notebooks which are referenced during instruction and independent study for all students.</b>	Teacher will monitor the vocabulary notebooks during every grading cycle. Teacher will utilize the glossary for formative assessments to check for understanding prior to unit tests and TBA's	August 25, 2014 – ongoing
<b>Teachers will pre-teach the non-academic language of the upcoming TBA to ensure that all students comprehend the questions they are presented.</b>	Anchor charts will identify the verb and clarify the meaning	August 25 – ongoing

## Goal Setting for Student Academic Progress

**Grade/Subject:** IPC

**School Year** 2014-15

Learner achievement/progress should be the focus of all goals.

<p><b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)</p>	<p>~400 Students will be taking IPC. They will be 9<sup>th</sup> and 10<sup>th</sup> graders. 182 Eco dis, 116 Hispanic, 8 LEP, 24 SPED</p>	
<p><b>II. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)</p>	<p>8<sup>th</sup> Grade Science STAAR Exam (2014): 400 total students – 77.3% “met standard”, Eco dis – 71.98%, Hispanic – 64.66%, LEP 37.5%, SPED 29.17%</p>	
<p><b>III. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)</p>	<p>Vocabulary acquisition and application of the academic and non-academic language</p>	
<p><b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish. S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal</p>	<p>1. In the 2014-2015 school year, 80% of all IPC students will demonstrate mastery (70%) of the taught TEKS by TBA 3 (March 2015).  2. In the 2014-2015 school year, LEP and SPED students in IPC students will increase one quintile from 8<sup>th</sup> Grade Science scores.</p>	
<p><b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)</p>		
<p style="text-align: center;"><b>Action Statement</b></p>	<p style="text-align: center;"><b>Evidence</b></p>	<p style="text-align: center;"><b>Target Date</b></p>
<p><b>Teachers will have Word Walls present for every unit with words in English and Spanish with non-linguistic representations for each word and will reference this during instruction for all students.</b></p>	<p>Word walls present in the room and referenced during instruction</p>	<p>August 25, 2014 1<sup>st</sup> check of mastery – TBA 1 2<sup>nd</sup> check of mastery – TBA 2 3<sup>rd</sup> check of mastery – TBA 3</p>
<p><b>Students will maintain a vocabulary glossary within their notebooks which are referenced during instruction and independent study for all students.</b></p>	<p>Teacher will monitor the vocabulary notebooks during every grading cycle. Teacher will utilize the glossary for formative assessments to check for understanding prior to unit tests and TBA's</p>	<p>August 25, 2014 – ongoing</p>
<p><b>Teachers will pre-teach the non-academic language of the upcoming TBA to ensure that all students comprehend the questions they are presented.</b></p>	<p>Anchor charts will identify the verb and clarify the meaning</p>	<p>August 25 – ongoing</p>

Learner achievement/progress should be the focus of all goals.

<p><b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)</p>	<p>Regular and Pre-AP classes. The students will have completed Biology in their 9<sup>th</sup> grade year. Total students – 311,185-EcoDis, 113-Hispanic,182-white,153-females,158-males,,8-LEP, 23-SPED.</p>	
<p><b>II. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)</p>	<p>272 students-22.72% met standard, 10.45% ECO DIS Met standard, 25.81 females met standard,18.8%males met standard, 0%LEP met standard, 0% SPED met standard 2014 Biology EOC Data: SPED = 43% satisfactory performance at recommended std (61%); LEP = 25% satisfactory performance at rec std (61%)</p>	
<p><b>III. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)</p>	<p>We will focus on the SPED and LEP students- Vocabulary acquisition and application.</p>	
<p><b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish. S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal</p>	<p>1. In the 2014-2015 school year, 50% of SPED students in all Chemistry classes will demonstrate mastery (70%) by TBA 3 (March 2015). 2. In the 2014-2015 school year, 50% of LEP students in all Chemistry classes will demonstrate mastery (70%) by TBA 3. (March 2015)</p>	
<p><b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)</p>		
<p><b>Action Statement</b></p>	<p><b>Evidence</b></p>	<p><b>Target Date</b></p>
<p><b>Teachers will have Word Walls present for every unit with words in English and Spanish with non-linguistic representations for each word and will reference this during instruction for all students.</b></p>	<p>Word Walls present in the room and referenced during instruction.</p>	<p>August 25, 2014 First check of mastery-TBA 1 Second Check of mastery- TBA 2, third check- TBA 3.</p>
<p><b>Students will maintain a Vocabulary glossary within their notebooks which are referenced during instruction and independent study for all students.</b></p>	<p>Teacher will monitor the Vocabulary notebooks during every grading cycle. Teacher will utilize the glossary for formative assessments to check for understanding prior to unit tests and TBA's.</p>	<p>August 25-ongoing</p>
<p><b>Teachers will pre-teach the non-academic language of the upcoming TBA to ensure that all students comprehend the questions they are presented.</b></p>	<p>Anchor charts will identify the verb and clarify the meaning.</p>	<p>August 25 -ongoing</p>

## Goal Setting for Student Academic Progress

Grade/Subject Physics

School Year 2014-15

Learner achievement/progress should be the focus of all goals.

<b>I. Setting</b> <i>(Have teachers describe the population and special learning circumstances.)</i>	Regular and Pre-AP classes. The students will have completed Chemistry in their 10 <sup>th</sup> grade year. Total students – 272, 134-EcoDis, 6-LEP, 12-SPED.	
<b>II. Baseline Data</b> <i>(What does the current data show? What do the previous teachers say about the students' learning?)</i>	272 students- 22.8% met standard, 10.45% EcoDis met standard, 0% LEP met standard, 0% SPED met standard.	
<b>III. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i>	We will focus on solving multi-step problems, asking questions for the entire population, and vocabulary acquisition and application for LEP and SPED students.	
<b>IV. Goal Statement</b> <i>(Have teachers describe what they want learners/programs to accomplish.</i> S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal	<ol style="list-style-type: none"> <li>1. In the 2014-2015 school year, 50% of all Physics students will demonstrate mastery (70%) by TBA 3 (March 2015).</li> <li>2. In the 2014-2015 school year, LEP (6) and SPED (12) students in Physics classes will increase one quintile from TBA #1 (Oct 2014) to TBA #3 (March 2015).</li> </ol>	
<b>V. Means for Attaining Goal</b> <i>(Actions used to accomplish the goal)</i>		
<b>Action Statement</b>	<b>Evidence</b>	<b>Target Date</b>
<b>Introduce students to problem-solving notes and have them use a checklist in order to solve multi-step problems.</b>	Students will use checklist to remember the steps of the problem-solving process.	September 5 - ongoing
<b>Teachers will have word walls present for every unit with words in English and Spanish with non-linguistic representations for each word and will reference this during instruction for all students.</b>	Word walls present in the room and referenced during instruction.	August 25 - ongoing
<b>Teachers will pre-teach the non-academic language of the upcoming TBA to ensure that all students comprehend the questions they are presented.</b>	Anchor charts will identify the verb and clarify the meaning.	August 25 - ongoing
<b>Teachers will concentrate on cold-calling students using level 2 and 3 questioning prompts at a minimum of twice during instruction.</b>	Lesson plans and during instruction.	August 25 - ongoing
<b>Teachers will analyze quintile reports from all TBAs to measure progress of LEP &amp; SPED students in classes.</b>	Eduphoria Quintile Reports, TBA scores	Oct 2014 Dec 2014 March 2015

## Goal Setting for Student Academic Progress

Grade/Subject 9<sup>th</sup> World Geography

School Year 2014-15

Learner achievement/progress should be the focus of all goals.

<b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)	There are a total of 325 9 <sup>th</sup> graders scheduled to take World Geography at MFHS for the 2014-2015 school year. Social Studies Dept. assessed 296 at the end of 2014 school year. On a 70% pass scale 1.35% passed overall. 1.12 of Eco. Dis, 2.5 of White and 1.91 of males, .72 female passed the TBA.	
<b>II. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)	9 <sup>th</sup> graders as a whole lack the basic understanding of geographic concepts and map skills when entering high school.	
<b>III. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)	9 <sup>th</sup> and 10 <sup>th</sup> grade World Geography	
<b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish. S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal	Goal 1: 270 out of 325 students showing mastery (70%) of Map skills on TBA scores as outlined in the World Geography TEKS.  Goal 2: 270 out of 325 students show mastery of Geographic Concepts on TBA scores as outlined in the World Geography TEKS.	
<b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)		
<b>Action Statement</b>	<b>Evidence</b>	<b>Target Date</b>
<b>Use common map skill activities for each unit.</b>	Common Map Assessments and TBA Data broken down by SEs	Common Map Assessments--Weekly October 2014 December 2014 March 2015
<b>Common assessments of academic vocabulary for comprehension of multiple choice questions on TBAs</b>	TBA Data	Common Vocabulary Assessments—Weekly October 2014 December 2014 March 2015
<b>Common assessments of content vocabulary</b>	TBA data Formative assessment data	Common Vocabulary Assessments—Weekly October 2014 December 2014 March 2015 Ongoing
<b>Close reading activities – TTW's that include the use of Geographic Vocabulary</b>	Lesson Plans, TBA data (open ended questions), Formative assessment data thru TTW activities	October 2014 December 2014 March 2015 Ongoing

## Goal Setting for Student Academic Progress

Grade/Subject 10<sup>th</sup> Grade World History

School Year 2014-15

Learner achievement/progress should be the focus of all goals.

<b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)	World History will have 316 10 <sup>th</sup> graders. 165 at risk students, 14 LEP students, 35 Special Education students. All Sp. Ed. are taking the EOC as Juniors.	
<b>II. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)	Teachers observe that students lack the overall skill of critical thinking and understanding primary documents to application of writing.	
<b>III. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)	10 <sup>th</sup> grade World History.	
<b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish. S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal	<b>GOAL</b> – In 2014-2015, at least 175 of World History will be able to critically analyze primary documents related to historical events based on open-ended questions on weekly TTWs and nine week TBAs. *We will improve World History students critical-thinking skills by organize and use information acquired from a variety of valid sources to improve their score on the English II EOC in March 2015 to 175 students receiving a level II or higher.	
<b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)		
<b>Action Statement</b>	<b>Evidence</b>	<b>Target Date</b>
<b>Use a variety of primary documents in our weekly TTW's and open-ended questions on TBAs to improve our writing skills.</b>	Lesson Plans, Weekly TTW activities; TBA Data on open ended questions	Weekly—TTW activities October 2014 December 2014 March 2015
<b>Weekly the World History Dept. will analyze primary documents for critical thinking.</b>	TBA Data Formative Assessments on TTW activities	Weekly—TTW activities October 2014 December 2014 March 2015
<b>Common assessments of content vocabulary in World History Dept.</b>	TBA data Formative (common vocabulary) assessment data	October 2014 December 2014 March 2015 Ongoing

## Goal Setting for Student Academic Progress

Grade/Subject 11<sup>th</sup> /US History

School Year 2014-15

Learner achievement/progress should be the focus of all goals.

<b>I. Setting</b> (Have teachers describe the population and special learning circumstances.)	There are 266 Juniors with a make-up of 137 female and 129 males.	
<b>II. Baseline Data</b> (What does the current data show? What do the previous teachers say about the students' learning?)	Utilizing the TBA #3 as a baseline data shows the following of the 261 students taking the assessment 145 students scored above 60%. Looking at the student lists, we feel the students that take the opportunity to do in school intervention will pass the EOC.	
<b>III. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)	High School US History	
<b>IV. Goal Statement</b> (Have teachers describe what they want learners/programs to accomplish. S-Have teachers be specific about the who and what M-Have teachers verbalize how they will measure attainment of the goal A-Using the data, teachers should develop goals that are attainable R-Results Oriented – teachers should articulate clearly what the results should look like in terms of student behaviors T-Time bound – a time period must be established for attainment of the goal	We will improve or maintain the percentage of US History students passing the STAAR EOC (96%) with the implementation of the 2015 phase-in passing standards.	
<b>V. Means for Attaining Goal</b> (Actions used to accomplish the goal)		
<b>Action Statement</b>	<b>Evidence</b>	<b>Target Date</b>
<b>Use of primary sources – common analysis tools (APARTY)</b>	TBA Data	October 2014 December 2014 March 2015
<b>Common assessments of academic vocabulary for comprehension of multiple choice questions on TBAs and STAAR EOC</b>	TBA Data	October 2014 December 2014 March 2015
<b>Common assessments of content vocabulary</b>	TBA data Formative assessment data	October 2014 December 2014 March 2015 Ongoing
<b>Close reading activities – common reading passages/primary sources/TTWs/rubrics</b>	TBA data Formative assessment data	October 2014 December 2014 March 2015 Ongoing

# **Marble Falls Independent School District**

## **District Improvement Plan 2014 – 2015**



**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 2014 – 2015**

District Goal 1: To engage all stakeholders the district will provide ongoing communication with community, parents, school board, and staff

District Goal 2: To provide high quality Career and Technical programs

District Goal 3: To improve academic achievement

District Goal 4: The school district will continue to be financially sound

District Goal 5: The school district will establish 21st Century classrooms across the district that promotes student engagement

District Goal 6: To provide a positive climate and a safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork

District Goal 7: High quality extracurricular UIL programs will be designed to encourage a high percentage of student involvement.

### **Marble Falls ISD Board of Trustees**

Rick Edwards – Place 5 President

Kevin Naumann – Place 6 Vice-President

LeeAnn Johnson – Place 3 Secretary

Mike Savage – Place 1 Member

Karl Westerman – Place 2 Member

Larry Berkman – Place 4 Member

Kelly Fox, Ph. D. – Place 7 Member

### **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.

Goal I: To engage all stakeholders the district will provide ongoing communication with community, parents, school board, and staff.

Performance Objectives: Marble Falls ISD will enhance ongoing methods of communication to share MFISD messages and invite feedback including community forums, parent groups, surveying, social media and district publications.

Formative Evaluations: Marble Falls ISD will continually reference the district mission for effective decision-making.

Summative Evaluations: DEIC spring survey, parent and community event agendas, feedback loops, various forms of communication.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> <li>• The district will continue to expand the efforts to increase communication to the parents, community, and teachers.</li> <li>• The district will gather staff, student, and parent feedback geared towards improving district systems and meeting the needs of our teachers, students and community.</li> <li>• The district will pursue partnerships with community businesses to establish CTE practicums with students.</li> <li>• The district will ensure each campus holds parent outreach programs and implements systems that are geared towards reaching out to our Hispanic population.</li> <li>• MFISD will continue to embrace social media as a mode of communication.</li> </ul>	District	District and Campus Leadership	2014-2015 SC
		District	District and Campus Leadership	2014-2015 SC
		District	District and Campus Leadership	2014-2015 SC
		District	District and Campus Leadership	2014-2015 SC
		District	District and Campus Leadership	2014-2015 SC

**Goal II: Marble Falls ISD will provide high quality Career and Technology Programs for all students.**

Performance Objectives: Marble Falls ISD will ensure all students participate in a CTE program through relevant, engaging learning experiences led by inspirational leaders.

Formative Evaluations: District identified target implementation for program sustainability and progression

Summative Evaluations: Number of students receiving level 3 consideration, participation numbers, SkillsUSA participation, community outreach opportunities

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> <li>MFISD will implement a Career/Technical and Vocational Comprehensive Plan with the support of the HS principal, staff and community stakeholders. The implementation of the plan will be ongoing and reported to the school board on a quarterly basis.</li> </ul>	District / Bond	CTE Director and Campus Leadership	2014-2015 SC
	<ul style="list-style-type: none"> <li>Career and Technology programs will be aligned to the State pathways and reflect the uniqueness of MFISD’s local and regional labor market, student interest and long-term goals of college and career ready students.</li> </ul>	District	CTE Director and Campus Leadership	2014-2015 SC
	<ul style="list-style-type: none"> <li>Leadership for the CTE programs will be established, setting high standards and expectations for the department.</li> </ul>	District	CTE Director and Campus Leadership	2014-2015 SC
	<ul style="list-style-type: none"> <li>MFISD will administer a comprehensive, centralized professional development plan that supports the CTE vision.</li> </ul>	District	CTE Director and Campus Leadership	2014-2015 SC
	<ul style="list-style-type: none"> <li>MFISD will engage the community by building partnerships and internships that regularly display student talent.</li> </ul>	District	CTE Director and Campus Leadership	2014-2015 SC
	<ul style="list-style-type: none"> <li>MFISD will include systemic plans to update needed facilities that represent current business standards.</li> </ul>	District	District and Campus Leadership	2014-2015 SC

Goal III: To 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 State of Texas Assessments of Academic Readiness (STAAR).

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

Summative Evaluations: STAAR, Telpas, PEIMS, AYP, PBMAS, AEIS, professional development evaluations and DEIC Spring Survey – Parents, Students & Staff

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> <li>• MFISD will improve the linguistic and academic achievement of English language learners.</li> <li>• MFISD will improve student academic performance associated with state standards as measured by the TAPR report. Improvement gains will be measured as compared to 2013-14 district performance.</li> <li>• MFISD will provide staffing and resources so that all campuses exceed state STAAR standards.</li> <li>• MFISD will increase enrichment offering at all campuses, including Middle School and High School campuses.</li> <li>• The district will provide a meaningful and challenging curriculum that acknowledges and supports individual differences and aligns with House Bill 5.</li> <li>• MFISD will continue implementation of TEKS-based assessments on prioritized SE's at least three times a year according to the district's FCP plan.</li> <li>• MFISD will monitor, revise, and refine cohesive, articulated scope and sequence documents to strategically align with STAAR Readiness and Supporting Standards.</li> <li>• MFISD will optimize time and structure to collaboratively share instructional and assessment strategies to ensure consistency of curriculum implementation and differentiation of instruction.</li> </ul>	Title III, District	ELL Coordinator, Campus	2014-2015 SC
		TEKS, FCP Folder, District Syllabus, YAG	C&I Staff, Teacher Leaders, Campus Admin	2014-2015 SC
		Title III, District	C&I Staff, Teacher Leaders, Campus Admin	2014-2015 SC
		G/T, District	Campus Teachers and C&I Staff	2014-2015 SC
		District	C&I Staff, Teacher Leaders, Campus Admin	2014-2015 SC
		TEKS, FCP Folder, District Syllabus, YAG	C&I Staff, Teacher Leaders, Campus Admin	2014-2015 SC
		TEKS, FCP Folder, District Syllabus, YAG	C&I Staff, Teacher Leaders, Campus Admin	2014-2015 SC
		TEKS, FCP Folder, District Syllabus, YAG	C&I Staff, Teacher Leaders, Campus Admin	2014-2015 SC
		TEKS, FCP	C&I Staff, Teacher Leaders,	2014-2015 SC

	<ul style="list-style-type: none"> <li>MFISD will strengthen the Response to Intervention Student Support process to better address individual student needs.</li> <li>MFISD will continue to utilize instructional strategies associated with data-driven decision-making that is based on results rather than intentions.</li> <li>MFISD will establish a tiered Mentor/Induction Program.</li> <li>MFISD will implement an early exit bilingual program in 4<sup>th</sup> grade to ensure educational growth for all students.</li> </ul>	<p>Folder, District Syllabus, YAG</p> <p>TEKS, FCP Folder, District Syllabus, YAG</p> <p>District</p> <p>District</p>	<p>Campus Admin, Guidance Office</p> <p>C&amp;I Staff, Teacher Leaders, Campus Admin</p> <p>Campus Admin, HR, campus admin</p> <p>C&amp;I Staff, Teacher Leaders, Campus Admin, Bi-Lingual Dir.</p>	<p>2014-2015 SC</p> <p>2014-2015 SC</p> <p>2014-2015 SC</p>
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Goal IV: To establish 21st Century classrooms across the campus that promotes student engagement.

Performance Objective: MFISD will provide 21<sup>st</sup> Century instruction across the district on a multitude of platforms.

Formative Evaluations: Infusion of current technology in instruction and student proficiency and adaptability to emerging technology

Summative Evaluations: Feedback on models of collegial observation and practice of those models; final product of expectations concerning observations and collaboration

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> <li>• As a component of the district technology plan, the district will establish a broad based technology committee that will help guide the district on the implementation of district technology.</li> <li>• As part of the technology plan, a refresh cycle, for campus-based technology, will be included. Campus technology that impacts learning will be addressed as a first priority.</li> <li>• MFISD will ensure the technology infrastructure will support current and future needs.</li> <li>• MFISD will empower teachers with relevant, personalized training that will ensure innovative integration of 21st century technology.</li> <li>• MFISD will provide relevant, engaging technologies to ALL levels of learners to prepare them for the 21st Century.</li> </ul>	<p>Bond, IMA, Local</p> <p>Bond, IMA, Local</p> <p>Bond, IMA, Local</p> <p>Bond, IMA, Local</p> <p>Bond, IMA, Local</p>	<p>Technology Director, IT's, C&amp;I, Campus Leadership</p> <p>Technology Director, IT's, C&amp;I, Campus Leadership</p> <p>Technology Director, IT's, C&amp;I, Campus Leadership</p> <p>Technology Director, IT's, C&amp;I, Campus Leadership</p> <p>Technology Director, IT's, C&amp;I, Campus Leadership</p>	<p>2014-2015 SC</p> <p>2014-2015 SC</p> <p>2014-2015 SC</p> <p>2014-2015 SC</p> <p>2014-2015 SC</p>



Goal VI: To provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Performance Objective: MFISD will increase the number of students involved in all extracurricular events.

Formative Evaluations: Number of students participating in various events at all levels; number of teams being utilized at the secondary level

Summative Evaluations: UIL participation numbers at every level

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> <li>• MFISD will allocate resources and staffing to meet student needs.</li> <li>• MFISD will encourage student involvement in all extracurricular activities.</li> <li>• MFISD will optimize time and structure to share UIL academic activities and ensure consistency with all campuses.</li> <li>• MFISD will expose all students to various UIL activities on multiple platforms including classroom activities.</li> <li>• MFISD will host district wide UIL coordinators meetings in order to share best practices and evaluate the effectiveness of these activities.</li> </ul>	Local	Principal, Campus Coordinator(s)	Aug. 2014
		Local	Principal, Campus Coordinator	Aug. 2014
		Campus	Teachers	2014-2015 SC
		Local	Principal, Campus Coordinator	September 2014
		Local	Campus Coordinators	Sept, January, May

Goal VII: The school district will continue to be financially sound.

Performance Objectives: Develop a 2014-2015 budget that continues to focus on district priorities, including innovative programs and courses, safety, and enhanced professional learning.

Formative Evaluations: Budget planning timeline and reference document; training provided; roles and responsibilities clearly defined and documented

Summative Evaluations: Report(s) of potential areas for reduction, staffing ratios, maintenance schedules

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> <li>• The district will maintain an appropriate fund balance of 2-3 months of operating cost.</li> <li>• The district will research and develop creative financing opportunities through grants, Chapter 41 bond, etc.</li> <li>• MFISD will use the findings of the TASB salary study to guide salary appropriations</li> <li>• MFISD will improve participation of budget managers, principals and department directors in the process of requesting, developing and managing the district budget.</li> <li>• MFISD will continue to use historical, current, and projected data with forecast assumptions in a comprehensive planning model for future budgets.</li> <li>• MFISD will analyze current and prior year budgets and actual expenditures to identify potential areas for cost savings, reductions or efficiencies.</li> <li>• MFISD will develop recommended replacement and maintenance schedules for key district operations and activities such as computers, buses, roofs, painting, flooring, paving, etc.</li> <li>• MFISD will coordinate a new budget cycle for the 2015-2016 school year</li> </ul>	<p>Budget Reports</p> <p>Conferences, ESC13</p> <p>Staff time</p> <p>Staff time</p> <p>Skyward, training for principals</p> <p>Prior year financial data and reports</p> <p>Historical information regarding district facilities, equipment, and maintenance schedules, fixed asset and specific inventories, staff analysis and input</p>	<p>Business Office</p> <p>Business Office</p> <p>Business Office</p> <p>Business Office</p> <p>Business Office</p> <p>Technology, Business Office</p>	<p>2014-2015 SC</p> <p>2014-2015 SC</p> <p>2014-2015 SC</p> <p>2014-2015 SC</p> <p>2014-2015 SC</p> <p>2014-2015 SC</p> <p>2014-2015 SC</p>

## 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

TBA – TEKS Based Assessment

TEKS - Texas Essential Knowledge and Skills

TBSI - Texas Behavioral Support Initiative

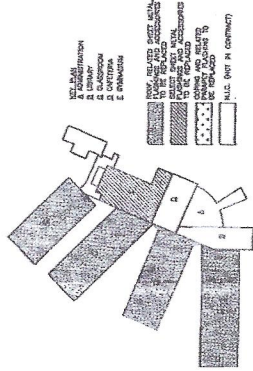
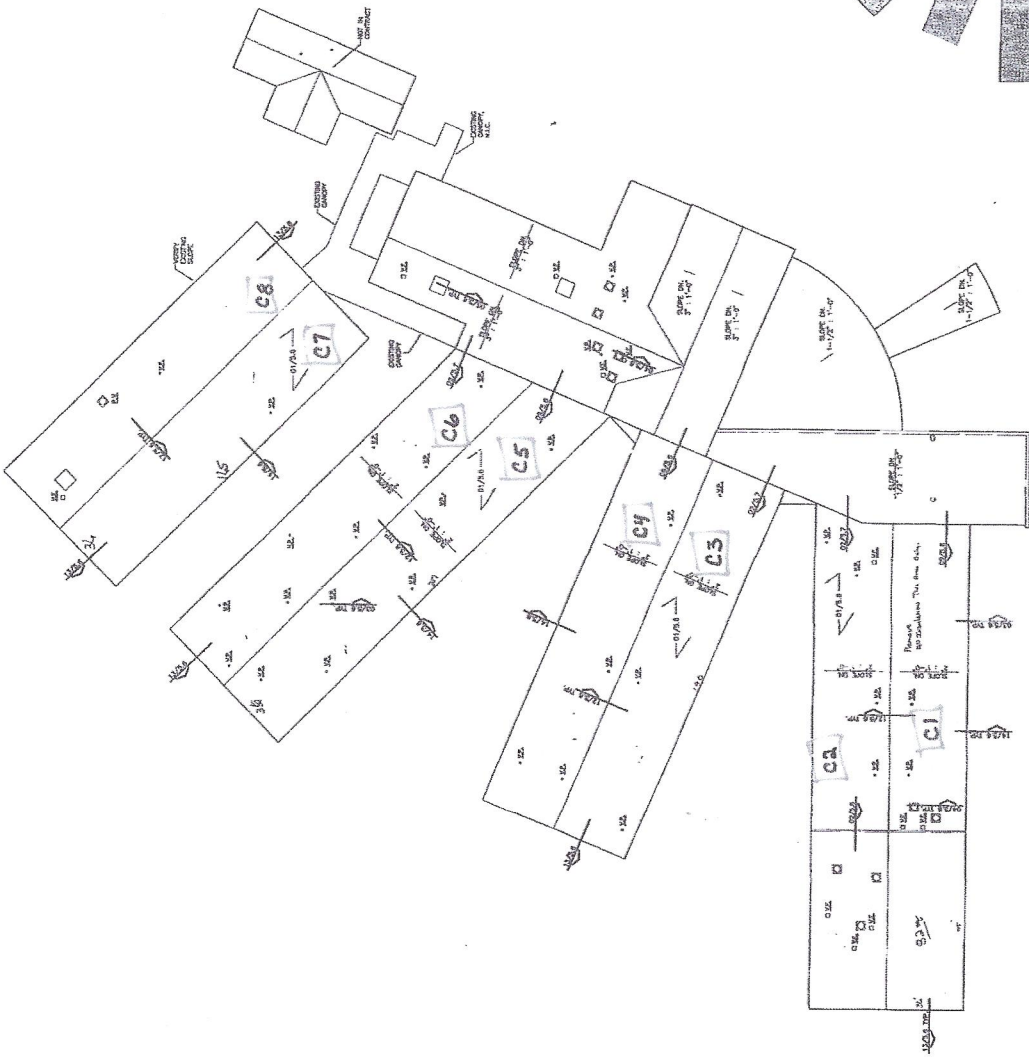
UIL - University of Interscholastic League



- NOTES: NEW CONSTRUCTION**
1. NEW ROOF TO BE INSTALLED IN ACCORDANCE TO LOCAL BUILDING DEPARTMENT REQUIREMENTS. INSTRUCTIONS FOR ROOFING TO BE USED TO BE PROVIDED BY THE ROOFING CONTRACTOR.
  2. ALL ROOFING CONTRACTORS SHALL SUBMIT ROOFING CONTRACTS TO THE ARCHITECT FOR REVIEW AND APPROVAL.
  3. PROVIDE A SCHEDULE OF ROOFING WORK AND ALL MATERIALS TO BE USED TO THE ARCHITECT FOR REVIEW AND APPROVAL.
  4. VERIFY ALL ROOFING CONTRACTS FOR COMPLIANCE WITH ALL APPLICABLE CODES AND REGULATIONS.
  5. THE CONTRACTOR IS TO PROVIDE AND MAINTAIN ALL ACCESS TO ALL EXISTING AND PROPOSED ROOFING AREAS. ALL ACCESS SHALL BE MAINTAINED AT ALL TIMES AND SHALL BE RESTORED TO ORIGINAL CONDITION AFTER ROOFING IS COMPLETE.
  6. THE CONTRACTOR IS TO MAINTAIN ALL EXISTING ROOFING AREAS AND TO PROVIDE PROTECTION TO ALL EXISTING ROOFING AREAS THAT ARE NOT TO BE ROOFED.
  7. THE CONTRACTOR IS TO MAINTAIN ALL EXISTING ROOFING AREAS AND TO PROVIDE PROTECTION TO ALL EXISTING ROOFING AREAS THAT ARE NOT TO BE ROOFED.
  8. ALL EXISTING ROOFING CONTRACTS SHALL BE REVIEWED AND APPROVED BY THE ARCHITECT BEFORE ANY ROOFING WORK IS COMMENCED.
  9. ALL ROOFING CONTRACTS SHALL BE REVIEWED AND APPROVED BY THE ARCHITECT BEFORE ANY ROOFING WORK IS COMMENCED.
  10. IF CONTRACTOR HAS ANY QUESTIONS REGARDING ANY OF THE ABOVE NOTES, CONTACT THE ARCHITECT IMMEDIATELY.

**LEGEND**

1. 2x4 VENT PIPE	2. 2x4 HIGH DOME
3. 2x4 ROOF LIGHT	4. 2x4 HIGH DOME
5. 2x4 ROOF LIGHT	6. 2x4 HIGH DOME
7. 2x4 ROOF LIGHT	8. 2x4 HIGH DOME
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97. 2x4 ROOF LIGHT	98. 2x4 HIGH DOME
99. 2x4 ROOF LIGHT	100. 2x4 HIGH DOME



**02 OVERALL KEY PLAN**  
 SCALE: 1" = 200'-0"

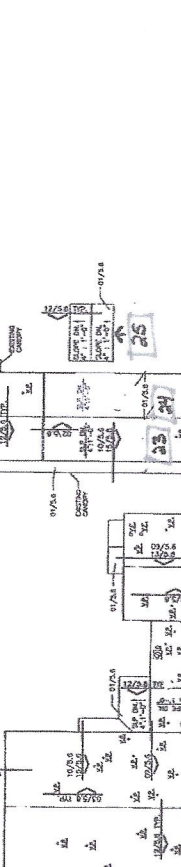
**01 ROOF PLAN - M.F. HIGHLAND ELEMENTARY**  
 SCALE: 1" = 20'-0"

**NOTES: NEW CONSTRUCTION**

1. SEE ARCHITECT'S GENERAL NOTES FOR ALL INFORMATION.
2. AT ALL ROOF JOINTS, PROVIDE SLOTTED ROOF PANELS, INSULATION, AND FLASHING TO PREVENT LEAKAGE.
3. PROVIDE A DRAINAGE SYSTEM TO REMOVE ALL WATER FROM THE ROOF SURFACE.
4. PROVIDE AN AIR RELEASE SYSTEM TO PREVENT AIR FROM BEING TRAPPED UNDER THE ROOF PANELS.
5. THE CONTRACTOR IS TO PROVIDE AND MAINTAIN ALL NECESSARY PROTECTIVE MEASURES TO PREVENT DAMAGE TO EXISTING WORK AND ADJACENT AREAS DURING THE CONSTRUCTION OF THE ROOF.
6. ALL INFORMATION REGARDING MATERIALS, METHODS, AND PROCEDURES SHALL BE APPROVED BY THE ARCHITECT BEFORE CONSTRUCTION BEGINS.
7. THE CONTRACTOR IS TO MAINTAIN ACCESS TO ALL UTILITIES AND SERVICES AT ALL TIMES.
8. ALL INFORMATION REGARDING MATERIALS, METHODS, AND PROCEDURES SHALL BE APPROVED BY THE ARCHITECT BEFORE CONSTRUCTION BEGINS.
9. THE CONTRACTOR IS TO MAINTAIN ACCESS TO ALL UTILITIES AND SERVICES AT ALL TIMES.
10. ALL INFORMATION REGARDING MATERIALS, METHODS, AND PROCEDURES SHALL BE APPROVED BY THE ARCHITECT BEFORE CONSTRUCTION BEGINS.

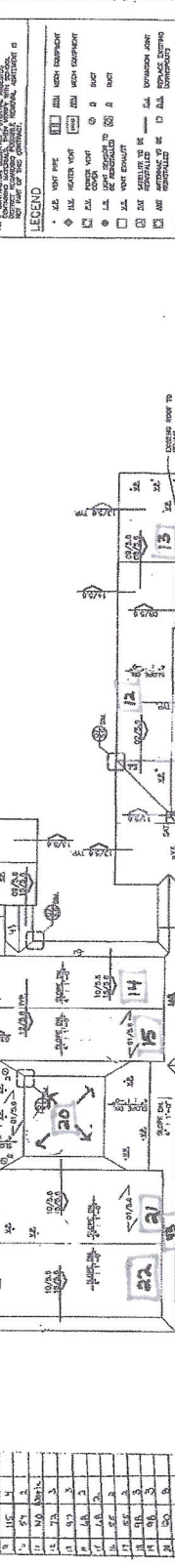
**LEGEND**

1. NEW ROOF PANEL	2. EXISTING ROOF PANEL
3. ROOF JOINT	4. ROOF DRAIN
5. AIR RELEASE	6. FLASHING
7. GUTTER	8. DOWNSPOUT
9. ROOF CURB	10. ROOF WALKWAY
11. ROOF ACCESS	12. ROOF LIFT
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**ROOM SCHEDULE**

NO.	ROOM	AREA	FINISH
1	101	100.0	101
2	102	100.0	102
3	103	100.0	103
4	104	100.0	104
5	105	100.0	105
6	106	100.0	106
7	107	100.0	107
8	108	100.0	108
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18	118	100.0	118
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99	199	100.0	199
100	200	100.0	200

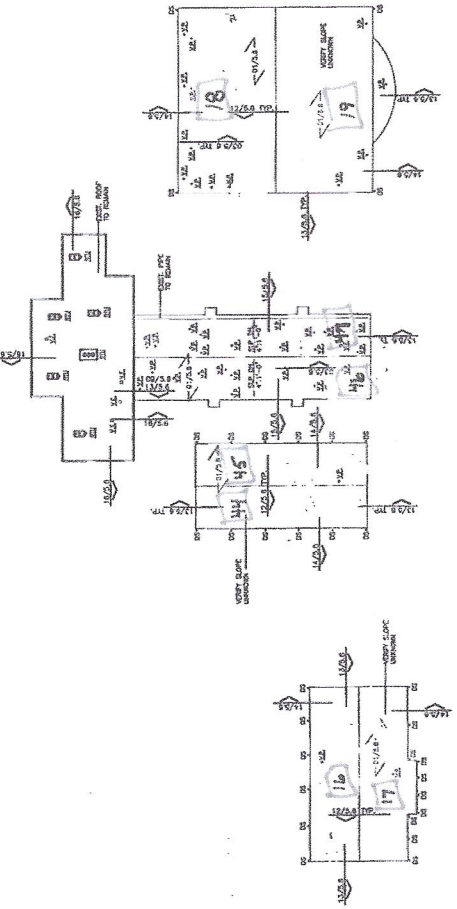




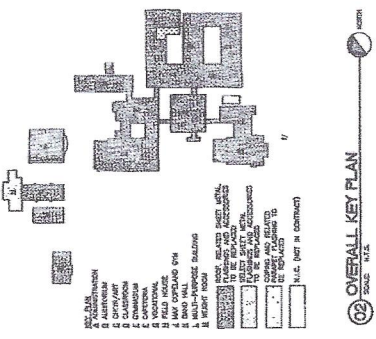
- NOTES: NEW CONSTRUCTION**
1. REFER TO ALL APPLICABLE SPECIFICATIONS, MARBLE FALLS DISTRICT STANDARD SPECIFICATIONS, AND ALL APPLICABLE CODES AND REGULATIONS.
  2. ALL NEW ROOFING SHALL BE INSTALLED OVER EXISTING ROOF PANELS UNLESS OTHERWISE NOTED.
  3. VERIFY ALL EXISTING CONDITIONS, INCLUDING ALL UNDERLAYS, BEFORE ANY NEW ROOFING IS INSTALLED.
  4. PROVIDE A MINIMUM CLEARANCE OF 1" BETWEEN ROOF PANELS AND ALL OTHER PENETRATIONS.
  5. VERIFY ALL EXISTING ROOFING IS PROPERLY INSTALLED AND IN ACCORDANCE WITH THE MANUFACTURER'S INSTALLATION INSTRUCTIONS.
  6. THE CONTRACTOR IS TO VERIFY THE SIZE OF PENETRATIONS TO BE INSTALLED AND THE LOCATION OF ALL PENETRATIONS PRIOR TO THE START OF THE PROJECT.
  7. ALL ROOFING SHALL BE INSTALLED AND TYPICAL OF THE EXISTING ROOFING.
  8. THE CONTRACTOR IS TO COORDINATE WITH ALL OTHER TRADES TO VERIFY THE LOCATION AND SIZE OF ALL PENETRATIONS PRIOR TO THE START OF THE PROJECT.
  9. ALL ROOFING SHALL BE INSTALLED AND TYPICAL OF THE EXISTING ROOFING.
  10. THE CONTRACTOR IS TO VERIFY THE LOCATION AND SIZE OF ALL PENETRATIONS PRIOR TO THE START OF THE PROJECT.
  11. ALL ROOFING SHALL BE INSTALLED AND TYPICAL OF THE EXISTING ROOFING.

**LEGEND**

1. 1/2" VENT PIPE	2. 1/2" VENT PIPE	3. 1/2" VENT PIPE	4. 1/2" VENT PIPE
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01 PARTIAL ROOF PLAN - MARBLE FALLS HIGH SCHOOL



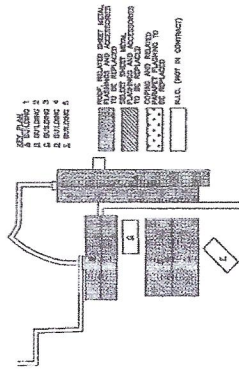
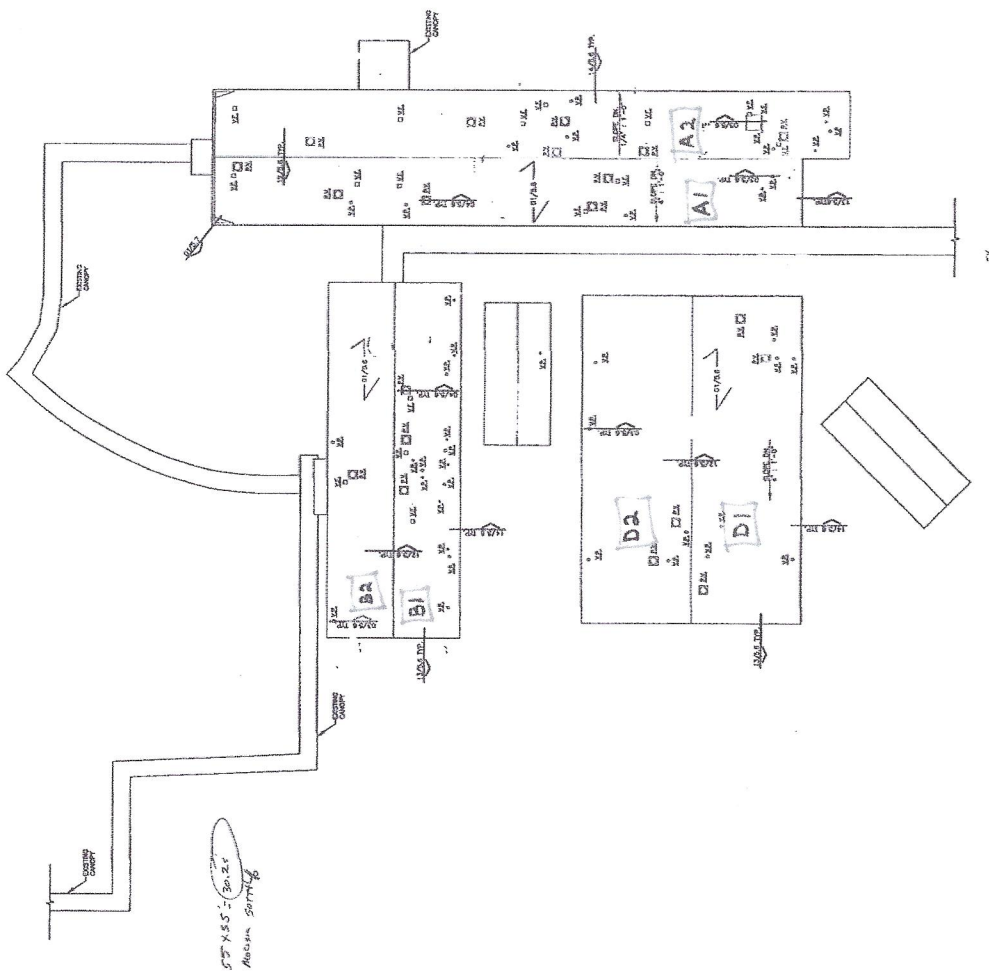
02 OVERALL KEY PLAN



- NOTES: NEW CONSTRUCTION
1. ALL ROOF FLASHINGS ARE TO BE INSTALLED TO THE INSIDE OF THE ROOF PANEL.
  2. ALL ROOF FLASHINGS ARE TO BE INSTALLED TO THE INSIDE OF THE ROOF PANEL.
  3. PROVIDE A MINIMUM CLEARANCE OF 1" BETWEEN ROOF FLASHINGS AND ALL ROOF PENETRATIONS.
  4. PROVIDE A MINIMUM CLEARANCE OF 1" BETWEEN ROOF FLASHINGS AND ALL ROOF PENETRATIONS.
  5. PROVIDE A MINIMUM CLEARANCE OF 1" BETWEEN ROOF FLASHINGS AND ALL ROOF PENETRATIONS.
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  10. PROVIDE A MINIMUM CLEARANCE OF 1" BETWEEN ROOF FLASHINGS AND ALL ROOF PENETRATIONS.

LEGEND

1. 1/2" VERT. FINISH	1. 1/2" VERT. FINISH
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9. 1/2" VERT. FINISH	9. 1/2" VERT. FINISH
10. 1/2" VERT. FINISH	10. 1/2" VERT. FINISH



01 ROOF PLAN - FALLS CAREER H.S. + ADMINISTRATION  
 SCALE: 1/8" = 1'-0"

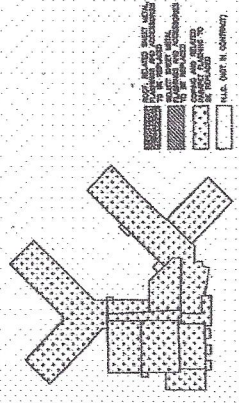
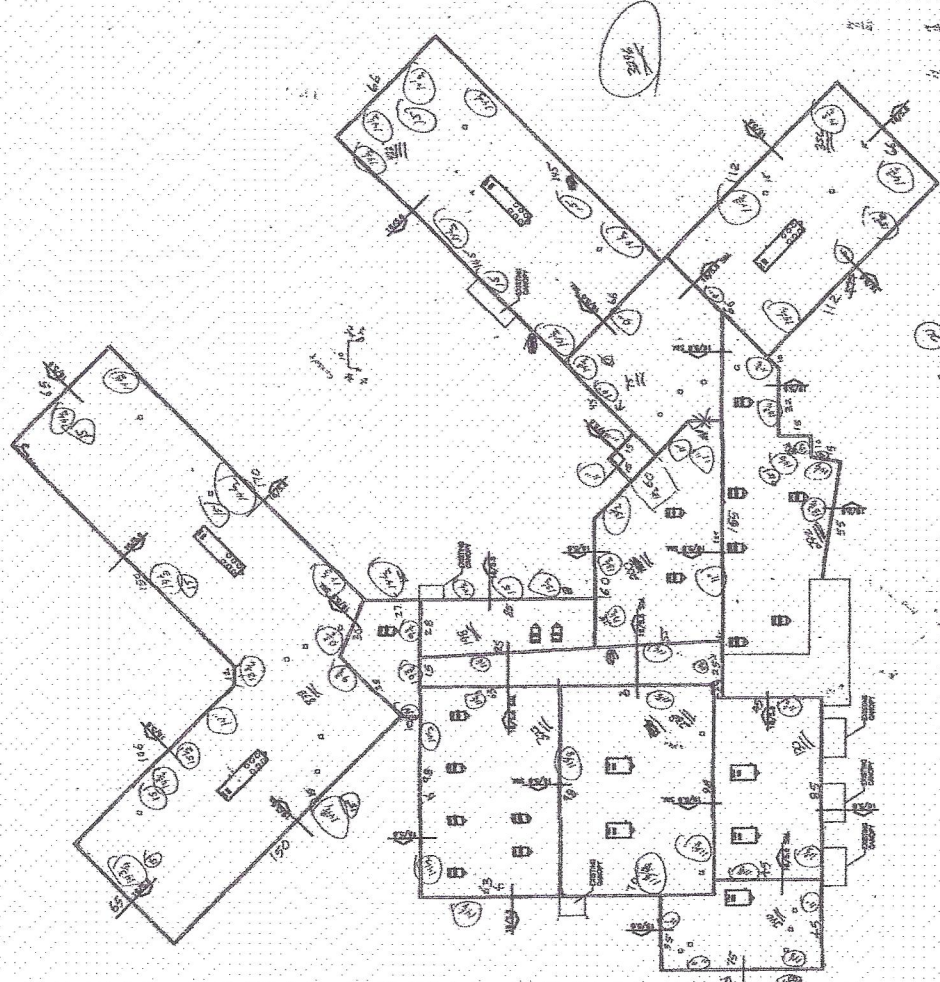
02 OVERALL KEY PLAN  
 SCALE: 1/8" = 1'-0"



- NOTES: NEW CONSTRUCTION**
1. NEW ROOF TO BE INSTALLED IN ACCORDANCE WITH ALL APPLICABLE CODES AND REGULATIONS.
  2. ALL NEW ROOFING SHALL BE INSTALLED OVER EXISTING ROOF PANELS.
  3. ALL NEW ROOFING SHALL BE INSTALLED OVER EXISTING ROOF PANELS.
  4. ALL NEW ROOFING SHALL BE INSTALLED OVER EXISTING ROOF PANELS.
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  18. ALL NEW ROOFING SHALL BE INSTALLED OVER EXISTING ROOF PANELS.
  19. ALL NEW ROOFING SHALL BE INSTALLED OVER EXISTING ROOF PANELS.
  20. ALL NEW ROOFING SHALL BE INSTALLED OVER EXISTING ROOF PANELS.

**LEGEND**

1. ALL NEW ROOFING	2. ALL NEW ROOFING
3. ALL NEW ROOFING	4. ALL NEW ROOFING
5. ALL NEW ROOFING	6. ALL NEW ROOFING
7. ALL NEW ROOFING	8. ALL NEW ROOFING
9. ALL NEW ROOFING	10. ALL NEW ROOFING
11. ALL NEW ROOFING	12. ALL NEW ROOFING
13. ALL NEW ROOFING	14. ALL NEW ROOFING
15. ALL NEW ROOFING	16. ALL NEW ROOFING
17. ALL NEW ROOFING	18. ALL NEW ROOFING
19. ALL NEW ROOFING	20. ALL NEW ROOFING



OVERALL KEY PLAN  
 SCALE: 1/8" = 1'-0"

ROOF PLAN - MF. COLT ELEMENTARY  
 SCALE: 1/8" = 1'-0"









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# Summer 2014 Items

## High School:

- a) Gym Floor: July 7<sup>th</sup> - 11<sup>th</sup> **Complete**
- b) Gas Pipe Testing: July 21<sup>st</sup> **Complete**
- c) Fire Alarm Panel Testing: July 28<sup>th</sup>
- d) Fire Extinguisher Inspection: May 28<sup>th</sup> **Complete**
- e) Classrooms and Hall Floors: **Complete**
- f) Work on Gates around Building
- g) Move 700 Bldg. teachers, paint classrooms **Complete**
- h) Install new door at Horticulture class room (In Process)
- i) Install plugs and lights in flex space behind Vo-Ag **Complete**
- j) Install Horse at Admin. Entrance
- k) Re-roof classrooms, office, and library (In Process)
- l) Vent hood cleaning and inspection: Aug 4<sup>th</sup>
- m) Establish new horticulture teaching area Vo-Ag **Complete**
- n) Replace south cooling towers (both)
- o) Replace damaged light controls at Baseball field **Complete**
- p) Replace non-working sectors of bb scoreboard **Complete**

**Middle School:**

- a) Gym Floors: July 7<sup>th</sup> – 11<sup>th</sup> **Complete**
- b) Gas Pipe testing: July 21<sup>st</sup>
- c) Fire Alarm panel testing: July 28<sup>th</sup>
- d) Kitchen vent-hood inspection & cleaning: Aug 4<sup>th</sup>
- e) Fire Extinguisher inspection and tagging: **Complete**
- f) Build an Assistant Principal's office in 6<sup>th</sup> grade hall
- g) Remodel Special Service room
- h) Aerate, top dress and reseed football field: **Complete**
- i) Repair leaking roof- library, gym concession area
- j) Paint gym walls from pads down-  
back upstairs wall, hall from 7<sup>th</sup> to 6<sup>th</sup> grade: **Complete**
- k) Resurface the Tennis courts: July 28<sup>th</sup>

**Marble Falls Elementary:**

- a) Paint outside doors from bus loop: **Complete**
- b) Gas pipe testing: July 28<sup>th</sup>
- c) Mulch play grounds (In Process)
- d) Replace windows on creek side of D hall: Aug 4<sup>th</sup>
- e) Remove wind damaged trees: **Complete**
- f) Build Awning on Playground
- g) Paint Pillar in front of Office outside
- h) Fire Alarm Testing: July 28<sup>th</sup>
- i) Fire extinguisher inspection and tagging: **Complete**
- j) Kitchen vent hood inspection: Aug 4<sup>th</sup>

### Highland Lakes Elementary:

- a) Remove carpet from 4 more rooms and install VCT
- b) Paint Cafeteria: **Complete**
- c) Stain foyer and rework ramp: Aug 11<sup>th</sup>
- d) Reroof all by Start of school & replace insulation in 300 hall area (In process)
- e) Mulch playground: July 24<sup>th</sup>
- f) Fire Alarm Panel testing: July 28<sup>th</sup>
- g) Fire extinguisher inspection & tagging: **Complete**
- h) Kitchen vent hood inspection: Aug 4<sup>th</sup>

### Colt Elementary:

- a) Replace damaged roof coping: **Complete**
- b) Mulch Play grounds: **Complete**
- c) Fire Alarm Panel testing: July 28<sup>th</sup>
- d) Kitchen vent-hood inspection: Aug 4<sup>th</sup>
- e) Fire extinguisher inspection & tagging: **Complete**

### Spicewood Elementary:

- a) Fire alarm testing: July 28<sup>th</sup>
- b) Fire extinguisher inspection & tagging: **Complete**
- c) Kitchen vent hood inspection: Aug 4<sup>th</sup>
- d) Paint Art room wall, Music room wall, and cut down computer room wall (**Paint Comp**)
- e) Mulch Playground: **Complete**
- f) Have County Precinct 4, (Joe Don) help with track leveling and control erosion issue (In Process)



*Public Entity Risk Management*



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

## Property & Casualty Risk Management Proposal

---

Marble Falls ISD  
9.1.2014 – 9.1.2015

NAS | North American Solution  
12300 Dundee Court, Suite 112  
Cypress, TX 77429  
877.373.9339  
nasrisk.com

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## Marble Falls ISD

**Member Number:** PC027-904  
**Rate Guarantee:** 3 Years (2014 – 2017 )  
**Current Participation Period:** 9.1.2014 to 9.1.2015

### Property

**Values**

Buildings	\$	111,758,117
Personal Property (contents)	\$	20,662,637
	\$	132,420,754

**Deductibles**

All Other Perils, Excluding Wind & Hail	\$	25,000
Wind & Hail	\$	70,000
Flood, excluding Zones Prefixed A or V	\$	100,000

**Coverage Type**

- Blanket Coverage
- Replacement Cost
- Co-Insurance Penalties Do Not Apply

### Additional Property Coverages

Limits

*All are Sublimits of the Total Values and are Subject to the Deductibles shown above.*

Accounts Receivable	\$	250,000
Arson, Theft and Vandalism Rewards	\$	25,000
Back-up of Sewers, Drains or Sumps	\$	25,000
Building Ordinance or Law – Blanket		
Demolition Cost & Increased Cost of Construction	\$	2,000,000
Loss to Undamaged Portion of the Building		Included
Debris Removal	\$	250,000
Earthquake and Volcanic Eruption	\$	1,000,000
Errors & Omissions	\$	500,000
Extra Expense	\$	2,000,000

Fire Department Service Charge	\$	25,000
Fire Extinguishing Equipment Recharge		Included
Flood – Excluding Zones Prefixed A or V – Annual Aggregate	\$	1,000,000
Foundations and Underground Pipes	\$	100,000
Inventory & Appraisal	\$	25,000
Miscellaneous Unnamed Locations	\$	50,000
Newly Acquired or Constructed Buildings – 180 days	\$	1,000,000
Outdoor Property	\$	2,000,000
Outdoors Trees, Shrubs & Plants	\$	25,000
Personal Effects and Property of Others	\$	100,000
Personal Property at Newly Acquired or Constructed Buildings – 180 days	\$	500,000
Pollution Cleanup and Removal	\$	100,000
Preservation of Property		Included
Spoilage	\$	100,000
Tenant Glass	\$	10,000
Theft Damage to Building		Included
Underground Water Seepage	\$	25,000
Utilities Services – Direct Damage	\$	50,000
Valuable Papers and Records	\$	50,000

## Inland Marine Coverages

Deductible

Limits

*All are Sublimits of the Total Values and are Subject to the Deductibles shown.*

Audio Visual Equipment	\$	5,000	\$	100,000
Band Equipment, Uniforms, & Musical Instruments	\$	1,000	\$	500,000
Electronic Data Processing Equipment	\$	5,000	\$	2,000,000
Media & Data				Included
Fine Arts	\$	1,000	\$	25,000
Miscellaneous Equipment	\$	1,000	\$	500,000
Personal Effects and Property of Others – Off Premises	\$	1,000	\$	100,000
Personal Property In Transit	\$	1,000	\$	50,000
Property Off-Premises	\$	1,000	\$	100,000

## Crime

	Deductible	Limits
Employee Dishonesty	\$ 1,000	\$ 100,000
Money & Securities – Inside Premises	\$ 1,000	\$ 50,000
Money & Securities – Outside Premises	\$ 1,000	\$ 50,000
Fraudulent Instruction	\$ 1,000	\$ 50,000
Forgery & Alteration	\$ 1,000	\$ 50,000

## Equipment Breakdown

	Deductible	Limits
Equipment Breakdown Limit	\$ 5,000	\$ 100,000,000
Property Damage		Included
Off Premises Property Damage		\$ 25,000
Business Income/Extra Expense/Service Interruption		\$ 1,000,000
Contingent Business Income		\$ 25,000
Perishable Goods		\$ 100,000
Demolition		\$ 100,000
Ordinance or Law		\$ 100,000
Expediting Expenses		\$ 100,000
Hazardous Substances		\$ 100,000
Newly Acquired Locations		\$ 1,000,000
Green		\$ 25,000

## General Liability

	Deductible	Limits
General Aggregate Limit	\$ 1,000	\$ 1,000,000
Each Occurrence Limit	\$ 1,000	\$ 1,000,000
Damage To Premises Rented To You Limit	\$ 1,000	\$ 500,000
Law Enforcement Liability Limit	\$ 5,000	\$ 1,000,000
Personal and Advertising Injury Limit	\$ 1,000	\$ 1,000,000
Products/Completed Operations Aggregate Limit	\$ 1,000	\$ 1,000,000

## Employee Benefit Liability

Deductible

Limits

Claims-Made & Reported Form	Retroactive Date: September 1, 2005		
Each Employee		\$ 1,000	\$ 1,000,000
Aggregate (Included in General Liability General Aggregate)			

## Educator's Legal Liability

Deductible

Limits

Claims-Made & Reported Form	Retroactive Date: September 1, 1995		
Coverage A: Professional Educational Services		\$ 5,000	
Each Professional Incident			\$ 1,000,000
Professional Incident Aggregate			\$ 1,000,000
Coverage B: Employment-Practices Liability		\$ 5,000	
Each Employment Incident			Combined with Coverage A
Employment Incident Aggregate			Combined with Coverage A
Coverage C: Non-Pecuniary Defense		\$ 5,000	
Defense Reimbursement			\$ 100,000
Defense Reimbursement Aggregate			\$ 300,000

Contributions for General Liability, Employee Benefits Liability,  
and Educator's Legal Liability are based on the following exposures

# Students	# Employees
3,762	622

## Auto Liability

			Deductible	Limits
Bodily Injury – per person	# Vehicles			\$ 100,000
Bodily Injury – per accident	85 Power		\$ 500	\$ 300,000
Property Damage – per accident	17 Trailers			\$ 100,000
Non-owned & Hired Liability				BI/PD Limit
Uninsured/Underinsured Motorist				
Bodily Injury – per person				\$ 30,000
Bodily Injury – per accident			\$ 500	\$ 60,000
Property Damage – per accident				\$ 25,000
Medical Payments				
Per Person				\$ 5,000
Per Accident			\$ 500	\$ 50,000

## Auto Physical Damage

			Deductible	Limits
Comprehensive & Collision Coverage	# Vehicles		See Schedule	See Schedule
Actual Cash Value	91			
Newly Acquired Vehicles			\$ 500	ACV
Hired Car Physical Damage			\$ 500	\$ 100,000

## Vehicle Coverage

Automobile Liability and/or Physical Damage coverage is provided for all vehicles as shown on the attached schedule. If changes to your schedule need to be made, advise your PCAT Representative before the beginning of the Participation Period. Adjustments to the schedule will be made and an Amended Auto CCS will be issued. **Any vehicle owned prior to the Participation Period but not on the schedule may not be covered.**

## Newly Acquired Vehicles

Vehicles obtained after the beginning of the Participation Period are automatically covered for the same limits and deductibles as other covered vehicles.

## Cost Summary

### Annual

2013 - 2014

2014 – 2015

\$ 233,062      \$ 233,062

Annual Cost is shown for comparison purposes only.

## Proposal Conditions

1. Renewal contribution is based on your current exposures and is subject to acceptance of the attached Interlocal Addendum and Interlocal Agreement.
2. The final contribution for 2014 – 2015 will be based upon updated exposures and completion of the PCAT EASE renewal application.
3. The costs shown are annual and will be adjusted with current exposures each year. Please contact your PCAT Representative for alternative quotes.
4. Coverage, limits, deductibles, terms and/or conditions may not comply with any RFP published by the District.
5. Automobile Liability coverage does not extend to 15 Passenger Vans “while transporting students”.
6. This Contribution & Coverage Summary is a summary only. Please consult the PCAT Coverage Documents for a complete explanation of the applicable coverages, conditions and exclusions.
7. All terms and conditions contained in the PCAT Interlocal Agreement and Addendums to the Interlocal Agreement are applicable.

## Marble Falls ISD

1. The Property Casualty Alliance of Texas (PCAT) and Marble Falls ISD agree that Marble Falls ISD will be a PCAT Member for the 2014-2015 through the 2016-2017 Participation Period. The rates in effect for 2013-2014 will be applied to any changes in exposure during each Participation Period and these rates will be the basis for determining the Contributions due PCAT for each period.
2. This Interlocal Agreement Addendum along with the most recently signed Interlocal Agreement shall represent the entire agreement and may not be amended or altered without the written consent of both parties.
3. This Addendum may be voided if there are material changes in the terms or conditions of reinsurance for PCAT. However, if this Addendum is terminated by PCAT, no short-term penalty will be incurred by Marble Falls ISD.
4. If Marble Falls ISD terminates this Addendum, a short-term cancellation penalty of fifteen percent (15%) of Annualized Contributions for the 2014-2015 Participation Period will be due from Marble Falls ISD and payable to PCAT within 30 days after notice of termination is received.
5. Marble Falls ISD agrees to make a best efforts attempt to obtain and appropriate funds for payment of PCAT Contributions.

**This Addendum must be executed prior to the effective date of coverage.**

The undersigned agrees to this Addendum.

\_\_\_\_\_  
Marble Falls ISD Authorized Signature

\_\_\_\_\_  
PCAT Board Member

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

This Interlocal Agreement ("Agreement") is entered into by and between the Property Casualty Alliance of Texas ("PCAT"), an administrative agency created by the participating Local Government Members (hereinafter defined), and the undersigned Member (hereinafter defined) (collectively "the parties") pursuant to the Interlocal Cooperation Act, Chapter 791, Title 7, Texas Government Code (the "Act"). The parties enter into this Agreement in accordance with the terms and conditions hereof to collectively and cooperatively provide a plan to efficiently and effectively administer a property/casualty program (hereinafter the "Program").

**Witnesseth**

WHEREAS the undersigned Member is a political subdivision of the State of Texas and a local government under the Act and PCAT is an administrative agency created pursuant to the Act to administer the Program;

WHEREAS the Program provides a governmental function or service that the Member is authorized and/or required to perform individually;

WHEREAS the Member and PCAT are authorized to enter into this Agreement pursuant to the Act;

WHEREAS the Board of Trustees of Member has agreed to the terms and conditions of the Agreement and authorized Member to enter into this Agreement;

WHEREAS the Member desires to enter into the Agreement in order to provide a more efficient and effective way to acquire certain insurance coverage, including property and casualty insurance, and the reinsurance of such coverages, and the Member does hereby become a party to the Agreement; and

WHEREAS the Member, by entering into this Agreement, has satisfied requirements of the Member to seek competitive bids for the purchase of goods and services, including, but not limited to Chapter 44 of the Texas Education Code.

BE IT RESOLVED that the undersigned Member, in exchange for the promises and agreements contained herein agrees to the following:

The undersigned local government of the State of Texas (the "Member") in consideration for the promise of PCAT, subject to the terms and conditions herein, to provide property, boiler & machinery, auto physical damage, inland marine, electronic data processing equipment, crime, general liability, auto liability, educator's legal liability, employment-practices liability, storage tank liability and similar and related property and casualty lines of insurance and/or self-insurance funding; reinsurance; claims administration; loss prevention/control services; and other risk management services as needed for the Member, and in further consideration of other local government members participating in the Program (hereinafter Local Government Members) executing this Agreement, does hereby adopt and execute the Agreement and become a Member in

the Program, which includes the payment of contributions to the Program as described herein. As such, the Member agrees to the following terms and conditions:

### **Terms and Conditions**

1. **Contribution and Coverage Summary.** The Member agrees that the Participation Period (hereinafter defined as the period of time the Member is responsible for the payment of Contributions), Contributions and coverages provided hereunder shall be as specified in the Contribution and Coverage Summary provided by the Program to the Member.
2. **Term.** Pursuant to the Act, so long as two or more Members remain in the Program, this Agreement shall renew annually, unless terminated sooner in accordance with the Termination provisions of this Agreement.
3. **Termination.**
  - a. **By Member.** The Member may terminate this Agreement at the end of any Participation Period by giving a sixty (60) day written notice to the Program. The member may not effect termination of this Agreement in between the beginning and end of any Participation Period, except as provided in this Termination provision.
  - b. **By Program.** The Program may terminate this Agreement at any time by:
    - i. Giving ten (10) days notice by certified mail to the Member if the Member refuses to make the payments of contributions as herein provided;
    - ii. Giving ten (10) days notice by certified mail to the Member if Member fails to cooperate and comply with any reasonable requests for information and/or records made by the Program;
    - iii. Giving thirty (30) days notice by certified mail to the Member if the Member fails or refuses to follow loss prevention recommendations made by the Program or its designee; or
    - iv. Giving thirty (30) days notice by certified mail to the Member if the Member fails or refuses to comply with any agreement or undertaking on its part set forth in this Agreement or otherwise breaches this Agreement.
  - c. **Adverse Governmental or Judicial Intervention.** This Agreement may be terminated by the Member during the Participation Period according to the terms of paragraph 11 of the General Provisions section of this Agreement.
  - d. **Excess Coverage.** This Agreement may be terminated by either party during the Participation Period according to the terms of paragraph 7 of the General Provisions section of the Agreement.
  - e. **Financial Responsibilities Upon Termination.** If the Member breaches this Agreement, or if the Program terminates participation of the

Member under any provision of this Article, the Member shall bear the full financial responsibility for any unpaid contributions and shall forfeit all contributions already made to the Program. Further, the Program may seek any amount due, if any, as liquidated damages from the terminated Member, including without limitation, initial estimated and adjusted contributions that are due the Program.

**f. Equity.** If the Member terminates this Agreement, or is terminated by PCAT, then the Member forfeits all rights to any potential equity in PCAT for the Member's current and prior participation periods. The Board reserves the right to distribute equity in a manner determined by the Board.

4. **Contributions.** Member agrees to pay contributions based upon a risk-funding plan developed by the Program. Contributions as shown on the Contribution and Coverage Summary are payable upon receipt of an invoice from the Program and shall be made from Current Revenues available to the Member. All Contribution invoices are deemed late if not paid within forty-five (45) days of the invoice date, and the Program shall have the right to terminate the Member subject to 3.b.i. of the Termination provisions. The Program reserves the right to collect all initial, estimated and adjusted contributions that are due the Program in the event of breach of this Agreement by the Member or termination by the Program. The contribution shown on the Contribution and Coverage Summary and endorsements is an estimate. The Program reserves the right to audit the records of any Member, as those records pertain to participation in the Program.
5. **Loss Prevention.** The Member shall have a loss prevention plan, which will be coordinated with the Program to make all reasonable efforts to eliminate and minimize hazards that would contribute to property/casualty losses.
6. **Property Valuations.** A Member participating in the property coverage as indicated on the Contributions and Coverage Summary agrees to cooperate with a valuation of property values performed by the Program. New Members must cooperate with the Program to complete the property valuation within ninety (90) days of the inception date of the property coverage as stated on the Contribution and Coverage Summary. The newly valued property and the corresponding additional contribution will be retroactive to the date of the property coverage inception date.
7. **Vehicle Schedule.** The Member participating in the Automobile Liability and/or Automobile Physical Damage coverage agrees to submit a vehicle schedule, and maintain the vehicle schedule during the term of this Agreement. The schedule shall be in a format approved by the Program, or its designee.
8. **Claims Administration.** PCAT agrees to handle any and all claims after notice of loss has been given (notice of loss is defined in the Member's coverage documents received under the Program). The Member agrees to appoint PCAT, or its designee, to act in all matters pertaining to the processing and handling of property/casualty claims and shall cooperate fully in supplying all information needed. PCAT, or its designee, shall make all decisions regarding resolution of the Member's claims.

9. **Optional Policies.** From time to time, PCAT may seek to obtain access for Members to optional insurance policies that provide coverage from losses not otherwise addressed by the Property Casualty Alliance of Texas (for example, wind damage). These policies shall create a direct insurer-insured relationship between the offering company and any participating Member, and shall not otherwise be governed by this Agreement. PCAT shall not provide claims administration services for these optional lines of coverage, and shall bear no risk with respect to these policies.
10. **Subrogation and Assignment of Rights.** The Member assigns all subrogation rights to the Program. The Program has the right, in its sole discretion, without notice to the Member, to bring all claims and lawsuits in the name of the Member or the Program. Member agrees that all subrogation rights and recoveries belong first to the Program, up to the amount of benefits, expenses, and legal fees incurred by the Program.
11. **No Waiver of Subrogation Rights.** Member shall do nothing to prejudice or waive the Program's existing or prospective subrogation rights under this Agreement. If Member has waived any subrogation right without first obtaining the Program's written consent, the Program shall be entitled to recover from Member any and all sums that the Program would have recovered without such waiver. Recoveries include attorney's fees, costs and expenses.

## **General Provisions**

1. **Bylaws.** The Member shall agree to abide by the Program Bylaws.
2. **Complete Understanding.** This Agreement represents the complete understanding of the Parties, supersedes all prior written and oral agreements, and may not be amended or altered without the written consent of the parties.
3. **Contribution Adjustment.** Nothing in this Agreement shall relieve a Member or former Member from its obligations as an employer self-insuring through this Program. Thus, should the Program's income from operations for any given fund year be inadequate to pay the ultimate cost of claims incurred in that fund year, the Program may collect an adjusted contribution from a Member who no longer participates in the Program if that Member's contribution attributable to that fund year is inadequate to pay claims incurred during that fund year.
4. **Cooperation and Access.** The Member will furnish annually to PCAT the total number of enrolled students and employees (broken into teaching and non-teaching members); as well as property, auto, inland marine, electronic data processing equipment schedules, and other underwriting information deemed reasonably necessary by PCAT within the time period specified by the Program. PCAT reserves the right to audit the records of the Member. Member agrees to annually release and/or authorize the release of current-valued claims information to PCAT for the previous five (5) years to allow PCAT to determine the Member's participation in the Program.

5. **Current Revenues.** Contributions due pursuant to this Agreement shall be made from Current Revenues available to the Member, and said amount determined in the annual Contribution and Coverage Summary provided to the Member by PCAT.
6. **Defense and Prosecution of Claims.** The Member authorizes the Program to engage counsel and/or relevant experts, in the Program's sole discretion, with respect to any claim, dispute, defense or litigation involving any past or current Member.
7. **Excess Coverage.** The Program shall provide excess coverage to ensure the Program's financial integrity. The Program may also act on behalf of individual Members to obtain coverage, invoice the Member, and remit the payment to the appropriate party. In the event of a substantial change in terms or cost of excess coverage during the term of this Agreement, the Program reserves the right to make adjustments to the terms of this Agreement, or terminate this Agreement, with sixty (60) days notice to the Member. For the purposes of this provision, a substantial change is defined as an increase in net excess costs of more than twenty-five percent (25%). The Member will have the right to terminate this Agreement prior to the effective date of the adjustment. The Program is not responsible for any payment or any obligations to the Member from any excess insurance company, reinsurance company, or stop-loss company.
8. **Governance.** The PCAT will be governed by a Board of Trustees of PCAT ("Board") in accordance with the Bylaws created and adopted by the Board (hereinafter "Bylaws").
9. **Independent Actuarial Study.** PCAT shall provide for an annual independent actuarial study of the Program.
10. **Independent Financial Audit.** PCAT shall provide for an annual independent financial audit of the Program.
11. **Intervening Legislative or Judicial Action.** If after the execution of this Agreement, the State or Federal governments or the highest courts of either enact any statute, pass any rule or enter any decision that would substantially impact the rights or financial obligation of the Program as it pertains to this Agreement, the Program is given the right to recalculate the Member's contributions and corresponding obligations to the Program to compensate for the impact of the intervening governmental or judicial event. If the Program exercises that option, it shall give forty-five (45) days advance notice to the Member of the intent to recalculate contribution and obligations and shall also detail the specifics occasioning such intervening governmental or judicial actions precipitating such event. The Member shall then have the right during that forty-five (45) day period to give written notice to the Program that the Member is terminating the Agreement upon the expiration of such forty-five (45) day period. If the Member fails to give the Program timely notice of intent to terminate, then the Member shall be deemed to have consented to the Program's modifications and agrees to abide by and be bound by the Agreement as amended.

12. **Investments.** PCAT may invest Member contributions, or any portion thereof, in accordance with guidelines approved by the Board.
13. **Lawsuit.** The Member does hereby agree that any suit brought against the Member pursuant to any of the provisions of the Program may be defended in the name of the Member by counsel selected in the sole discretion of the Program, or its designee, on behalf of and at the expense of the Program as necessary for the defense and/or prosecution of any legal action. Full cooperation by the Member shall be extended to supply any information reasonably needed or required in such defense.
14. **Member Representative.** The Member agrees to designate a Member Representative who shall have authority from the Member's Board of Trustees to represent and bind the Member, and the Program will not be required to contact any other individual regarding Program matters for the Member. Any notice to or any agreements with the Member Representative shall be binding upon the Member. The Member reserves the right to change the Member Representative as needed by providing written notice to the Program. Such notice is not effective until actually received by the Program.
15. **Notice.** Any written notice to the Program shall be made by first class mail, postage prepaid, and delivered to the Chairperson, Property Casualty Alliance of Texas, 12300 Dundee Court, Suite 112, Cypress, Texas 77429.
16. **Severability.** If any portion of this Interlocal Agreement shall be declared illegal or held unenforceable for any reason, the remaining portions hereof shall continue in full force and effect.
17. **Venue.** This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, and venue shall lie in Harris County, Texas, unless otherwise mandated by law.
18. **Warranty.** By the execution and delivery of this Agreement, the undersigned individuals warrant that they have been duly authorized by all requisite administrative action required to enter into and perform the terms of this Agreement.
19. **Security of Documents.** The Program may grant the Member access to confidential or proprietary information. Member agrees to assume the responsibility for taking all reasonable steps to avoid unauthorized disclosure of this information.
20. **Insurance Terminology.** The Program is not 'insurance', but is rather a mechanism through which eligible entities join together to collectively self-insure and administer certain risk exposures. Any reference in this Agreement or any Program documents, to an insurance term or concept is coincidental, and is not intended to characterize the Program as 'insurance' as defined by law.

21. **Signatures/Executed Documents.** The Program and Member may rely upon a facsimile or imaged signature as if it were the original. The failure of either party to provide an original, manually executed signature shall not affect the validity or enforceability of this Agreement or any Program document.

IN WITNESS WHEREOF, the undersigned shall become a Member of the Program and this Agreement.

\_\_\_\_\_  
**SCHOOL ENTITY NAME**

\_\_\_\_\_  
Signature of Member Representative

\_\_\_\_\_  
Printed Name of Member Representative

\_\_\_\_\_  
Date

**PROPERTY CASUALTY ALLIANCE of TEXAS**

\_\_\_\_\_  
Signature of PCAT Chairperson

\_\_\_\_\_  
Printed Name of PCAT Chairperson

\_\_\_\_\_  
Date

# Considerations of Day or Residential Programs



Susan Maughan, Ed.D.  
Executive Director of Special Services

# Behaviors which prompt most districts to look into alternative placements



Behaviors must occur frequently and to a significant degree

# CONSIDERATIONS

- \* Have you tried a variety of options to meet the needs of a student?
- \* Are there staff/ equipment or facilities needed to ensure a safe and adequate program?
- \* Are there services that the district can not provide even with the assistance of CRCG and MHA?
- \* Do you have a crisis intervention plan to assist with the student?

# Placement for Educational Purposes

- \* In order for the student to make reasonable academic progress
- \* Not for care and treatment purposes
- \* Not primarily due to problems in the home



# Requirements for TEA

- \* Complete a CRCG referral application and meet to discuss the student and options
- \* Visit the facility
- \* Have an ARD committee meeting to determine appropriate services and placement
- \* Application must also be signed by a representative of MHA if student is ED and MRA if ID
- \* Superintendent must sign the application
- \* Send the application for a day program or residential placement to Region XIII
- \* Region XIII will send it onto TEA if it is in agreement
- \* Obtain approval from TEA and sign a contract with the facility

# COSTS

- \* Districts are required to set aside 25% of their federal funds to assist in the cost of the placement (In the past when we did not have to use the set aside, we were able to use the funds the following year for other needs) That could amount to \$146,908
- \* High Cost Funds can be applied for any time a student costs run more than \$35,000 a year
- \* Amount of discretionary funds approved only if cost exceeds 25% set aside and the local tax share amount

# Reintegration Plan

- \* Plan is used to return the student to the LEA
- \* It must include the provision of non-educational services
- \* Progress on the goals and objectives for return to the LEA is benchmarked

