Learners Today...

Leaders Tomorrow...

Mustangs Forever!

Marble Falls ISD
Regular Meeting

Monday, October 19, 2015
6:00 PM

AGENDA OF REGULAR MEETING
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
MONDAY, OCTOBER 19, 2015 – 6:00 PM
Marble Falls ISD Central Office Community Room

Notice is hereby given that on October 19, 2015, the Board of Trustees of the Marble Falls Independent School District will hold a Regular meeting at 6:00 PM, at the Marble Falls ISD Central Office Community Room, 1800 Colt Circle, Marble Falls, TX 78654.

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

1. Call to Order
   Presenter: Rick Edwards, President

2. Roll Call
   Presenter: Rick Edwards, President

3. Invocation
   Presenter: Lee Ann Johnson

4. Pledge to the Flags
   Presenter: Larry Berkman

5. Citizen Comments

6. Public Hearing Regarding the Financial Integrity Rating System of Texas (FIRST)   5
   Presenter: Lisa LeMon

7. Recognitions of Excellence

   A. Superintendent Award- Highland Lakes Elementary
      Presenter: Bethany Birdwell

   B. Spotlight on Excellence- Marble Falls Middle School   29
      Presenter: Roger Barr

   C. Spotlight on Excellence- Special Olympians   30
      Presenter: Dr. Susan Maughan

   D. National Principals Month   31
      Presenter: Dr. Chris Allen

8. Information Items

   A. Financial Report   32
      Presenter: Lisa LeMon

   B. Quarterly Investment Report   54
      Presenter: Lisa LeMon

   C. Annual Investment Report   55
      Presenter: Lisa LeMon

9. Presentation/Discussion Items

   A. Inter-local Agreement- Road & Bridge Services with the Commissioners Court   73
      Presenter: Dr. Chris Allen

   B. STAR Academy   78
      Presenter: Dr. Wes Cunningham

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, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). 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. [See BEC(LEGAL)]

FOR THE BOARD OF TRUSTEES
MARBLE FALLS INDEPENDENT SCHOOL

_____

Dr. Chris Allen, Superintendent of Schools

Financial Integrity Rating System of Texas

2013-14

Marble Falls ISD

Background

- Developed by Texas Education Agency in response to Senate Bill 218 of the 77th Legislature

- Goal is to achieve quality performance in the management of the district's financial resources

- Districts are rated according to defined indicators

- Major changes in the Commissioner's Rule that were finalized in August 2015
  - Will be phased-in over a 3 year period
  - This year the rating is based on 7 indicators
  - Next 2 years the rating will be based on 15 indicators.

Scoring System

- Pass   16-30

- Substandard Achievement   <16
  - Or NO to one of the default indicators

We scored a perfect 30 out of 30 points!!

FIRST

Financial Integrity Rating System of Texas

2014-2015 RATINGS BASED ON SCHOOL YEAR 2013-2014 DATA - DISTRICT STATUS DETAIL

Name: ...   ...ion Level 1: 8/20/2015 11:24:40 AM

e: **MARBLE FALLS ISD(02790...**

...20/2015 11:24:40 AM

:40 AM

Status: Passed

Rating: Pass

ict Score: 30

#		Updated	Score
	...in 30 ...ict's fiscal	4/6/2015 2:30:27 PM	Yes
2	Was there an unmodified ... on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	4/6/2015 2:30:27 PM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	4/6/2015 2:30:27 PM	Yes
4	Was the total unrestricted net asset balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Assets greater than zero? (If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.)	7/30/2015 12:12:57 PM	Yes
			1 Multiplier Sum
5	Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)	7/15/2015 11:46:25 AM	10
6	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	8/17/2015 5:42:25 PM	10
7	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	4/6/2015 2:30:29 PM	10

Ratings Worksheet

- 7 Indicators addressing such areas as:

Audit and Governance Issues

Debt

Fund Balances

Administrative Costs

A few of the indicators…

Indicator #1

Was the complete annual financial report (AFR) filed by the deadline?

- Due date was 2-28-15. The AFR was submitted 1-21-15.

Indicator #2

Was there an unmodified opinion on the Annual Financial Report?

Yes, Marble Falls ISD had a "clean audit" for FYE 8-31-14

Indicator #5
Was the Administrative Cost Ratio less than the threshold ratio?

Acceptable Administrative Cost Ratio

Marble Falls ISD Administrative Cost Ratio

.1151

.0871

Indicator #7

Did the external independent auditor report that the AFR was free of any instance of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds?

- No instance of material weakness was noted in the MFISD audit report

This rating was made possible by….

- The fabulous staff in the business office who work hard every day to make sure that the district stays in compliance on all issues.

- David Hemond

- Julie Boyd

- Janessa Tellez

- Anna Green

Texas Comptroller Leadership Circle Award

- Platinum Level

- Recognition of District for:
  - Opening our books to the public
  - Providing clear, consistent pictures of spending
  - Sharing information in a user-friendly format that lets taxpayers drill down for more detail.

Conclusion:

Marble Falls ISD Business Office manages funds effectively, efficiently, and with a high degree of transparency.

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Leaders Tomorrow...
Mustangs Forever!

Annual Financial
Accountability Management
Report

2014-15 Rating
2013-14 Fiscal Year Data

Marble Falls Independent School District Annual Financial Accountability Management Report

Introduction

This is the 13th year of the School FIRST (Financial Accountability Rating System of Texas), a financial accountability system for Texas school districts developed by the Texas Education Agency in response to Senate Bill 875 of the 76th Texas Legislature in 1999. The primary goal of Schools FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system. Legislative rules require the district to present a FIRST management report, which covers any business-related issues. The district must hold a public meeting to discuss the report. The district's School FIRST rating is based upon an analysis of budgetary and actual financial data for the 2013-2014 school year as well as the district's annual financial report. This information is submitted through the district's annual PEIMS (Public Education Information Management System) submissions and the upload of the independent annual financial report to the Texas Education Agency.

The financial accountability rating of the district is based on its overall performance on certain financial measurements, ratios, and other indicators established by the commissioner of education with the financial accountability rating worksheet.

For the 13th consecutive year, Marble Falls ISD continues its financial excellence with the highest rating possible for the 2013-2014 fiscal year, scoring positive responses on 7 of 7 indicators on the worksheet with a score of 30 out of a possible 30 points. This report briefly focuses on how this "Passing" rating was achieved.

RATING YEAR [⌄] [⌄] | Help | Home |

FIRST

Financial Integrity Rating System of Texas

2014-2015 RATINGS BASED ON SCHOOL YEAR 2013-2014 DATA - DISTRICT STATUS DETAIL

Name: MARBLE FALLS ISD(027904)	Publication Level 1: 8/20/2015 11:24:40 AM
Status: Passed	Publication Level 2: 8/20/2015 11:24:40 AM
Rating: Pass	Last Updated: 8/20/2015 11:24:40 AM
District Score: 30	Passing Score: 16

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	4/6/2015 2:30:27 PM	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	4/6/2015 2:30:27 PM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	4/6/2015 2:30:27 PM	Yes
4	Was the total unrestricted net asset balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Assets greater than zero? (If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.)	7/30/2015 12:12:57 PM	Yes
			1 Multiplier Sum
5	Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)		10

http://tuna.tea.state.tx.us/First/forms/District

			7/15/2015 11:46:25 AM	
6	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?		8/17/2015 5:42:25 PM	10
7	Did the external independent auditor report that the AFR was free of any instance (s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)		4/6/2015 2:30:29 PM	10
				30 Weighted Sum
				1 Multiplier Sum
				30 Score

DETERMINATION OF RATING

A.	Did The District Answer 'No' To Indicators 1, 2, 3, Or 4? If So, The District's Rating Is **Substandard Achievement.**	
B.	Determine Rating By Applicable Range For Summation of the Indicator Scores (Indicators 5-7)	
	Pass	16-30
	Substandard Achievement	<16

RATING YEAR | 2013-2014 | **SELECT AN OPTION**

FIRST

Financial Integrity Rating System of Texas

2013-2014 RATINGS BASED ON SCHOOL YEAR 2012-2013 DATA - DISTRICT STATUS DETAIL

Name: MARBLE FALLS ISD(027904)	Publication Level 1: 6/18/2014 8:04:42 AM
Status: Passed	Publication Level 2: 9/5/2014 4:00:21 PM
Rating: Superior Achievement	Last Updated: 9/5/2014 4:00:21 PM
District Score: 70	Passing Score: 52

#	Indicator Description	Updated	Score
1	Was The Total Fund Balance Less Nonspendable and Restricted Fund Balance Greater Than Zero In The General Fund?	4/28/2014 12:20:28 PM	Yes
2	Was the Total Unrestricted Net Asset Balance (Net of Accretion of Interest on Capital Appreciation Bonds) In the Governmental Activities Column in the Statement of Net Assets Greater than Zero? (If the District's 5 Year % Change in Students was 10% more)	4/28/2014 12:20:28 PM	Yes
3	Were There No Disclosures In The Annual Financial Report And/Or Other Sources Of Information Concerning Default On Bonded Indebtedness Obligations?	4/28/2014 12:20:29 PM	Yes
4	Was The Annual Financial Report Filed Within One Month After November 27th or January 28th Deadline Depending Upon The District's Fiscal Year End Date (June 30th or August 31st)?	4/28/2014 12:20:29 PM	Yes
5	Was There An Unqualified Opinion in Annual Financial Report?	4/28/2014 12:20:29 PM	Yes
6	Did The Annual Financial Report Not Disclose Any Instance(s) Of Material Weaknesses In Internal Controls?	4/28/2014 12:20:30 PM	Yes
			1 Multiplier Sum
7	Was The Three-Year Average Percent Of Total Tax Collections (Including Delinquent) Greater Than 98%?	4/28/2014 12:20:30 PM	5
8	Did The Comparison Of PEIMS Data To Like Information In Annual Financial Report Result In An Aggregate Variance Of Less Than 3 Percent Of Expenditures Per Fund Type (Data Quality Measure)?	4/28/2014 12:20:31 PM	5
9	Were Debt Related Expenditures (Net Of IFA And/Or EDA Allotment) < $350.00 Per Student? (If The District's Five-Year Percent Change In Students = Or > 7%, Or If Property Taxes Collected Per Penny Of Tax Effort > $200,000 Per Student)	5/15/2014 11:45:00 AM	5
10	Was There No Disclosure In The Annual Audit Report Of Material Noncompliance?	4/28/2014 12:20:31 PM	5
11	Did The District Have Full Accreditation Status In Relation To Financial Management Practices? (e.g. No Conservator Or Monitor Assigned)	4/28/2014 12:20:32 PM	5
12	Was The Aggregate Of Budgeted Expenditures And Other Uses Less Than The Aggregate Of Total Revenues, Other Resources and Fund Balance In General Fund?	4/28/2014 12:20:32 PM	5
13	If The District's Aggregate Fund Balance In The General Fund And Capital Projects Fund Was Less Than Zero, Were Construction Projects Adequately Financed? (To Avoid Creating Or Adding To The Fund Balance Deficit Situation)	4/28/2014 12:20:33 PM	5
14	Was The Ratio Of Cash And Investments To Deferred Revenues (Excluding Amount Equal To Net Delinquent Taxes Receivable) In The General Fund Greater Than Or Equal To 1:1? (If Deferred Revenues Are Less Than Net	4/28/2014 12:20:33 PM	5

	Delinquent Taxes Receivable)		
15	Was The Administrative Cost Ratio Less Than The Threshold Ratio?	4/28/2014 12:20:34 PM	5
16	Was The Ratio Of Students To Teachers Within the Ranges Shown Below According To District Size?	4/28/2014 12:20:34 PM	5
17	Was The Ratio Of Students To Total Staff Within the Ranges Shown Below According To District Size?	4/28/2014 12:20:34 PM	5
18	Was The Decrease In Undesignated Unreserved Fund Balance < 20% Over Two Fiscal Years?(If Total Revenues > Operating Expenditures In The General Fund,Then District Receives 5 Points)	4/28/2014 12:20:35 PM	5
19	Was The Aggregate Total Of Cash And Investments In The General Fund More Than $0?	4/28/2014 12:20:35 PM	5
20	Were Investment Earnings In All Funds (Excluding Debt Service Fund and Capital Projects Fund) Meet or Exceed the 3-Month Treasury Bill Rate?	5/14/2014 12:14:36 PM	5
			70 Weighted Sum
			1 Multiplier Sum
			70 Score

DETERMINATION OF RATING

A. Did The District Answer 'No' To Indicators 1, 2, 3 Or 4? **OR** Did The District Answer 'No' To Both 5 and 6? If So, The District's Rating Is **Substandard Achievement**.

B. Determine Rating By Applicable Range For summation of the indicator scores (Indicators 7-20)

Superior Achievement	64-70
Above Standard Achievement	58-63
Standard Achievement	52-57
Substandard Achievement	<52

INDICATOR 16 & 17 RATIOS

Indicator 16	Ranges for Ratios		Indicator 17	Ranges for Ratios	
District Size - Number of Students Between	Low	High	District Size - Number of Students Between	Low	High
< 500	7	22	< 500	5	14
500-999	10	22	500-999	5.8	14
1000-4999	11.5	22	1000-4999	6.3	14
5000-9999	13	22	5000-9999	6.8	14
=> 10000	13.5	22	=> 10000	7.0	14

Required Disclosures for

Marble Falls Independent School District

2014-2015 FIRST Rating

October 19, 2015

The District's annual financial management report must include specific disclosures regarding the superintendent's contract, reimbursements received by the superintendent and board members and other compensation and gifts received. This information is being presented below to comply with the requirements.

Superintendent's Current Employment Contract

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided. In lieu of publication in the annual School FIRST financial management report, the school district may chose to publish the superintendent's employment contract on the school district's internet site. If published on the Internet, the contract is to remain accessible for twelve months.

A copy of the superintendent's current employment contract is published on the district's internet site.

Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period
Ended August 31, 2014

Description of Reimbursements	Superintendent Rob O'Connor	Rick Edwards	Kevin Naumann	Lee Ann Johnson	Mike Savage	Karl Westerman	Larry Berkman	Kelly Fox
Meals	$ 316.47	$ 73.00	$ -	$ -	$ -	$ -	$ -	$ 70.00
Lodging	$ 950.42	$ 739.50	$ -	$ 332.71	$ -	$ 701.13	$ 332.71	$ 809.50
Transportation	$ 592.14	$ 165.23	$ 121.77	$ 68.88	$ -	$ -	$ 68.88	$ 165.23
Motor Fuel	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ 1,398.10	$ -	$ 50.00	$ 290.00	$ -	$ 615.00	$ 290.00	$ -
Total	$ 3,257.13	$ 977.73	$ 171.77	$ 691.59	$ -	$ 1,316.13	$ 691.59	$ 1,044.73

All reimbursement expenses, regardless of the manner of payment, including direct pay, credit card, cash and purchase order are to be reported. Items to be reported per category include:

Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals);

Lodging - Hotel charges;

Transportation - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls); Motor fuel - Gasoline;

Other - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period
Ended August 31, 2014

Name(s) of Entity(ies)

Amount Received

$ -

Total

$ -

A summary schedule for the fiscal year of the dollar amount of compensation and/or fees received by the superintendent from another school district or any other outside entity in exchange for professional consulting and/or other personal services is to be reported.

Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any)
(gifts that had an economic value of $250 or more in the aggregate in the fiscal year)

For the Twelve-Month Period
Ended August 31, 2014

	Superintendent Rob O'Connor	Rick Edwards	Kevin Naumann	Lee Ann Johnson	Mike Savage	Karl Westerman	Larry Berkman	Kelly Fox
Total	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Note -- An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials. A summary schedule for the fiscal year of the total dollar amount of gifts that had an economic value of $250 or more in the aggregate is to be reported for the executive officers and board members of the district. This reporting requirement only applies to gifts received by the school district's executive officers and board members from an outside entity that received payments from the school district in the prior fiscal year and gifts from competing vendors that were not awarded contracts in the prior fiscal year.

Business Transactions Between School District and Board Members

For the Twelve-Month Period
Ended August 31, 2014

	Rick Edwards	Kevin Naumann	Lee Ann Johnson	Mike Savage	Karl Westerman	Larry Berkman	Kelly Fox
Amounts	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Finally, a summary schedule for the fiscal year of the dollar amount by board member for the aggregate amount of business transactions with the school district is to be included. This reporting requirement is not to duplicate the items disclosed in the schedule of reimbursements.

Mihaela is Marble Falls Middle School's official Spotlight of the Month teacher for October 2015!

This educator was selected from several nominees put forth by the Leadership Team.

Mihaela Hammond is our selection for the Spotlight Award because:

- She builds relationships with her students.
- She helps students in her classroom every morning before school.
- She embraces her role as UIL coordinator and has worked on an early recruiting program this year with both students and teachers. She is definitely a driving force behind our renewed support for UIL.
- She does everything that is asked of her and does it well.
- She has serviced well over 100 students in tutorials since school started, and
- 100% of her students passed the CA. This is not a coincidence.
- She expresses a desire to learn and grow as a teacher.

"She is always so positive with her students and always wants what's best for them. She is a team player and always willing to go above and beyond to do 'whatever it takes.'" - Marti Futrell

MFISD Students Medal at SOTX State Meet

MFMS 7th & 8th Grade Relay Team: Savanna Leming, Deborah Wolf, Ariel Lichenstein and Angel Fitzpatrick & (not pictured) Elizabeth Bagwell

Athletes from Marble Falls Middle and Marble Falls High School competed in the Special Olympics State Swim Meet at Texas A & M University in College Station Friday and Saturday. Jairo Ortiz from MFHS won a gold medal in the freestyle, silver in the backstroke and bronze in the breast stroke. Trevor and Andrew Phillips both earned silver medals in the back stroke competition.

"If you see Jairo, Trevor, or Andrew, please congratulate them on their wins at the SOTX State Swim Meet," encouraged MFHS Life Skills Teacher, Fallan Sadler. "All of our athletes are so proud to represent Marble Falls and would be thrilled to receive the pat on the back!"

The MFISD Special Olympics Swim Team is coached by Vickie Rodgers and Flo Denney. Since the start of school, the team practiced once per week at the Mustang Athletic Club and once per week at the YMCA in Burnet.

It will be a busy school year for the MFISD Special Olympians. With the conclusion of the State Swim Meet, Marble Falls' Special Olympian athletes will move into their Bowling season, followed by Basketball and Track.

MFHS medal winners Trevor and Andrew Phillips on either side of Life Skills Teacher Fallan Sadler. Jairo Ortiz is in the front row.

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

Contact: Bruce Peckover
bpeckover@mfisd.txed.net
512-431-7097

MFISD News

National Principals Month

MFISD Principals: Manny Lunoff, Peggy Little, Roger Barr, Michael Haley, Susan Cox, Bethany Birdwell & Keith Powell

October is National Principals Month! Join Marble Falls ISD, the National Association of Secondary Principals, the National Association of Elementary School Principals, and the American Federation of School Administrators, as we honor the hard work and dedication of America's principals all month long.

Marble Falls ISD Principals will be recognized this month during the regular meeting of the Marble Falls ISD Board of Trustees October 19th, 6:00 p.m., in the Community Room of the Central Administration offices, 1800 Colt Circle.

"National Principals Month is your opportunity to join me in saying thank you to all of our principals in Marble Falls ISD," said Dr. Chris Allen, MFISD Superintendent. "The key to student success is a great school, and the key to a great school is a great principal. It is also an opportunity to share with the community all the outstanding things that your principal does every day to support and inspire our teachers and staff to nurture a passion for learning in your child's school."

In addition to the local and national resolutions in the House and Senate, Governor Greg Abbott has issued an official proclamation declaring October as Principals Month in Texas. The resolutions from top officials are an acknowledgement of the dedication and determination that our principals provide to their campus communities throughout the school year. To see the Texas resolution honoring our Principals, visit: http://ww.principalsmonth.org/assets/proclamations_2015/NPM_Proclamation_2015_tx.jpg

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

Contact: Bruce Peckover
bpeckover@mfisd.txed.net
512-431-7097

25%	Of Fiscal Year	CURRENT YEAR YTD				CURRENT MONTH		
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	MONTH ACTIVITY	% OF BUDGET
REVENUES								
5710	LOCAL TAX REVENUES	$ 32,973,352	$ 410,443	$ 32,562,909	1.24%	$ 32,973,352	$ 119,343	0.36%
57XX	OTHER LOCAL REVENUES	$ 382,809	$ 86,133	$ 296,676	22.50%	$ 382,809	$ 47,624	12.44%
58XX	STATE PROG. REVENUES	$ 3,761,443	$ 1,856,374	$ 1,905,069	49.35%	$ 3,761,443	$ 1,078,919	28.68%
5900	FEDERAL REVENUE	$ 700,000	$ 41,785	$ 658,215	5.97%	$ 700,000	$ 24,955	3.57%
	TOTAL REVENUE	$ 37,817,604	$ 2,394,734	$ 35,422,870	6.33%	$ 37,817,604	$ 1,270,841	3.36%
EXPENDITURES								
11	INSTRUCTION	$ 18,554,955	$ 2,004,015	$ 16,550,940	10.80%	$ 18,554,955	$ 1,480,454	7.98%
12	LIBRARY	$ 445,979	$ 38,592	$ 407,387	8.65%	$ 445,979	$ 31,160	6.99%
13	STAFF DEVELOPMENT	$ 452,637	$ 115,488	$ 337,149	25.51%	$ 452,637	$ 39,873	8.81%
21	INST ADMINISTRATION	$ 745,768	$ 146,536	$ 599,232	19.65%	$ 745,768	$ 64,348	8.63%
23	SCHOOL ADMINISTRATION	$ 2,087,496	$ 377,675	$ 1,709,821	18.09%	$ 2,087,496	$ 163,724	7.84%
31	GUID AND COUNSELING	$ 1,073,430	$ 201,152	$ 872,279	18.74%	$ 1,073,430	$ 90,073	8.39%
32	SOCIAL WORK SERVICES	$ 50,456	$ 11,999	$ 38,457	23.78%	$ 50,456	$ 3,982	7.89%
33	HEALTH SERVICES	$ 381,666	$ 64,644	$ 317,023	16.94%	$ 381,666	$ 30,441	7.98%
34	PUPIL TRANSP - REGULAR	$ 1,618,586	$ 329,236	$ 1,289,350	20.34%	$ 1,618,586	$ 165,196	10.21%
36	CO-CURRICULAR ACT	$ 1,417,356	$ 309,785	$ 1,107,570	21.86%	$ 1,417,356	$ 116,017	8.19%
41	GEN ADMINISTRATION	$ 1,268,764	$ 316,702	$ 952,062	24.96%	$ 1,268,764	$ 138,425	10.91%
51	PLANT MAINT & OPERATION	$ 4,270,312	$ 1,026,777	$ 3,243,535	24.04%	$ 4,270,312	$ 542,670	12.71%
52	SECURITY & MONITORING	$ 110,556	$ 22,361	$ 88,195	20.23%	$ 110,556	$ 14,242	12.88%
53	DATA PROCESSING	$ 1,085,391	$ 570,029	$ 515,362	52.52%	$ 1,085,391	$ 289,160	26.64%
61	COMMUNITY SERVICES	$ 56,689	$ 1,924	$ 54,765	3.39%	$ 56,689	$ 810	1.43%
81	FACILITIES ACQ & CONST	$ -	$ -	$ -	0.00%	$ -	$ -	0.00%
91	STUDENT ATTENDANCE CR	$ 3,547,561	$ 1,156,560	$ 2,391,001	32.60%	$ 3,547,561	$ 324,208	9.14%
99	PURCHASES & CONT SRVS	$ 650,000	$ 158,802	$ 491,198	24.43%	$ 650,000	$ 158,802	24.43%
	TOTAL EXPENDITURES	$ 37,817,604	$ 6,852,277	$ 30,965,326	18.12%	$ 37,817,604	$ 3,653,585	9.66%
7000	Other Sources		$ -			Other Sources		
8000	Other Uses		$ -			Other Uses	$ -	

1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	$ (4,457,543)		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	$ (2,382,743)

3000	BEG FUND BAL 07/01/15	$ 13,560,978 Unaudited
3000	END FUND BAL 9-30-15	$ 9,103,435 Unaudited

25%	Of Fiscal Year	CURRENT YEAR YTD				CURRENT MONTH		
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	MONTH ACTIVITY	% OF BUDGET
REVENUES								
57XX	Local & Intermed Revenues	$ 631,606	$ 107,657	$ 523,949	17.05%	$ 631,606	$ 66,070	10.46%
58XX	State Program Revenues	$ 12,000	$ -	$ 12,000	0.00%	$ 12,000	$ -	0.00%
59xx	Federal Program Revenues	$ 1,463,706	$ 47,285	$ 1,416,421	3.23%	$ 1,463,706	$ 47,285	3.23%
	TOTAL REVENUE	$ 2,107,312	$ 154,943	$ 1,952,369	7.35%	$ 2,107,312	$ 113,355	5.38%
EXPENDITURES								
61	PAYROLL COST	$ 826,090	$ 200,059	$ 626,031	24.22%	$ 826,090	$ 73,944	8.95%
62	PURCHASE & CONTRACTED	$ 103,684	$ 9,728	$ 93,956	9.38%	$ 103,684	$ 1,425	1.37%
63	SUPPLIES AND MATERIALS	$ 1,123,636	$ 130,304	$ 993,332	11.60%	$ 1,123,636	$ 89,100	7.93%
64	OTHER OPERATING EXP	$ 5,450	$ 1,519	$ 3,931	27.87%	$ 5,450	$ 321	5.89%
66	CPTL OUTLAY	$ -	$ 2,520	$ (2,520)	0.00%	$ -	$ 2,520	0.00%
	TOTAL EXPENDITURES	$ 2,058,860	$ 344,129	$ 1,714,731	16.71%	$ 2,058,860	$ 167,311	8.13%
7000	Other Sources		$ -				$ -	
8000	Other Uses		$ -				$ -	

1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	$ (189,186)		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	$ (53,956)

3000	BEG FUND BAL 07/01/15	$ 12,876 Unaudited
3000	END FUND BAL 9-30-15	$ (176,310) Unaudited

Marble Falls Independent School District

Financial Report

October 19, 2015

Check Payment Fund Summary

Expenditure to Budget Report

Check Payment Fund Summary

For Bills Paid

September 1 – September 30, 2015

CHECK PAYMENTS (Dates: 09/01/15 - 09/30/15)

F U N D   S U M M A R Y

UND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
99	GENERAL FUND	106,985.43	1,505.00	1,001,815.69	1,110,306.12
11	TITLE I PART A, BASIC PROGRAMS	0.00	0.00	13,218.75	13,218.75
24	IDEA PART B FORMULA	0.00	0.00	851.88	851.88
40	FOOD SERVICE	0.00	0.00	91,820.04	91,820.04
42	SUMMER FEEDING PROGRAM-DHS	0.00	0.00	313.68	313.68
44	VOC. ED.-BASIC GRANT	872.13	0.00	4,200.35	5,072.48
55	TITLE II PART A TCHR & PRINCPL	0.00	0.00	5,715.70	5,715.70
62	21st CENTURY COMM LEARNING CEN	0.00	0.00	22,536.83	22,536.83
97	ADVANCED PLACEMENT INCENTIVES	0.00	0.00	240.00	240.00
10	INSTRUCTIONAL MATERIALS ALLOTM	0.00	0.00	35,305.70	35,305.70
**	Fund Summary Totals ***	107,857.56	1,505.00	1,176,018.62	1,285,381.18

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

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Expenditure to Budget Report

October 19, 2015

General Operating Fund

&

Food Service Fund

MARDLE FALLS ISD

COMPARISON OF REVENUE TO BUDGET   (Date: 9/2015)

211001Z.P
05.15.02.00.00-010161

Obj	Obj	2015-16 ESTIMATED REVENUE	September 2015-16 MTHLY ACTIVITY	2015-16 Activity	REVENUE BALANCE	PERCENT REALIZED	2015-16 YTD %
199	GENERAL FUND						
5700	REVENUE-LOCAL & INTERMED						
571-	LOCAL REAL-PROPERTY TAXES	32,973,352.00	119,343.03	410,442.53	32,562,909.47	1.48	1.24
573-	TUITION & FEES FROM PATRONS	42,000.00	5,040.00	5,040.00	36,960.00	12.00	12.00
574-	TRANS FROM WITHIN STATE	249,808.71	10,518.78	26,077.76	223,730.95	10.44	10.44
575-	ENTERPRISING ACTIVITIES	91,000.00	32,065.00	55,015.00	35,985.00	60.15	60.46
57--	REVENUE-LOCAL & INTERMED	33,356,160.71	166,966.81	496,575.29	32,859,585.42	1.72	1.49
5800	STATE PROGRAM REVENUES						
581-	PER CAPITA-FOUNDATION REV	2,199,930.00	964,363.00	1,488,416.00	711,514.00	23.46	67.66
582-	STATE REVENUE DISTRBTD BY TEA	5,000.00	0.00	0.00	5,000.00	0.00	0.00
583-	TRS ON BEHALF BENEFIT	1,556,513.00	114,556.20	367,958.14	1,188,554.86	23.64	23.64
58--	STATE PROGRAM REVENUES	3,761,443.00	1,078,919.20	1,856,374.14	1,905,068.86	23.50	49.35
5900	FEDERAL PROGRAM REVENUES						
591-	FEDERALLY DIST REVENUES	70,000.00	13,517.80	13,517.80	56,482.20	19.31	19.31
592-		20,000.00	0.00	11,383.32	8,616.68	56.92	56.92
593-	VOC ED NON FOUNDATION	610,000.00	11,437.61	16,883.42	593,116.58	10.39	2.77
59--	FEDERAL PROGRAM REVENUES	700,000.00	24,955.41	41,784.54	658,215.46	12.61	5.97
----	GENERAL FUND	37,817,603.71	1,270,841.42	2,394,733.97	35,422,869.74	4.09	6.33

5.15.02.00-010161

COMPARISON OF REVENUE TO BUDGET   (Date: 9/2015)

Obj	Obj	2015-16 ESTIMATED REVENUE	September 2015-16 MTHLY ACTIVITY	2015-16 Activity	REVENUE BALANCE	PERCENT REALIZED	2015-16 YTD %
40	FOOD SERVICE						
700	REVENUE-LOCAL & INTERMED						
574-	TRANS FROM WITHIN STATE	2,200.00	123.52	427.53	1,772.47	19.43	19.43
575-	ENTERPRISING ACTIVITIES	629,406.00	65,946.61	107,229.92	522,176.08	18.79	17.04
57--	REVENUE-LOCAL & INTERMED	631,606.00	66,070.13	107,657.45	523,948.55	18.79	17.05
800	STATE PROGRAM REVENUES						
582-	STATE REVENUE DISTRBTD BY TEA	12,000.00	0.00	0.00	12,000.00	0.00	0.00
58--	STATE PROGRAM REVENUES	12,000.00	0.00	0.00	12,000.00	0.00	0.00
900	FEDERAL PROGRAM REVENUES						
592-		1,463,706.00	47,285.16	47,285.16	1,416,420.84	3.23	3.23
59--	FEDERAL PROGRAM REVENUES	1,463,706.00	47,285.16	47,285.16	1,416,420.84	3.23	3.23
----	FOOD SERVICE	2,107,312.00	113,355.29	154,942.61	1,952,369.39	7.88	7.35

Number of Accounts: 44

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

HAROLD FARMER ISD

RECAP OF REVENUE BY FUND   (Date: 9/2015)

Obj	Obj	2015-16 ESTIMATED REVENUE	September 2015-16 MTHLY ACTIVITY	2015-16 Activity	REVENUE BALANCE	2015-16 YTD %
199	GENERAL FUND					
	5--- REVENUE	37,817,603.71	1,270,841.42	2,394,733.97	35,422,869.74	6.33
	---- GENERAL FUND	37,817,603.71	1,270,841.42	2,394,733.97	35,422,869.74	6.33
240	FOOD SERVICE					
	5--- REVENUE	2,107,312.00	113,355.29	154,942.61	1,952,369.39	7.35
	---- FOOD SERVICE	2,107,312.00	113,355.29	154,942.61	1,952,369.39	7.35

Number of Accounts: 44

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

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COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET   (Date: 9/2015)

05.15.02.00.00-010161

Obj	Obj	2015-16 BUDGET	ENCUMBRANCE YTD	2015-16 EXPENDITURES	September 2015-16 ACTIVITY	BALANCE	2015-16 YTD %
99	GENERAL FUND						
1	INSTRUCTION						
61--	PAYROLL COSTS	17,780,596.40	0.00	1,951,859.86	1,440,443.34	15,828,736.54	10.98
62--	PURCHASE & CONTRACTED SVS	272,781.24	86,401.67	19,679.62	15,954.84	166,699.95	7.21
63--	SUPPLIES AND MATERIALS	453,875.64	60,904.78	29,924.63	23,553.68	363,046.23	6.59
64--	OTHER OPERATING EXPENSES	47,702.00	362.08	2,550.78	501.65	44,789.14	5.35
----	INSTRUCTION	18,554,955.28	147,668.53	2,004,014.89	1,480,453.51	16,403,271.86	10.80
2	INST. RESOURCES & MEDIA SVCS						
61--	PAYROLL COSTS	340,544.18	0.00	35,684.20	28,252.54	304,859.98	10.48
62--	PURCHASE & CONTRACTED SVS	36,565.00	975.00	0.00	0.00	35,590.00	0.00
63--	SUPPLIES AND MATERIALS	62,979.00	13,895.83	2,907.72	2,907.72	46,175.45	4.62
64--	OTHER OPERATING EXPENSES	5,891.00	1,051.00	0.00	0.00	4,840.00	0.00
----	INST. RESOURCES & MEDIA S	445,979.18	15,921.83	38,591.92	31,160.26	391,465.43	8.65
3	CURRICULUM DEV & INST STFF DEV						
61--	PAYROLL COSTS	319,859.47	0.00	96,424.73	31,691.36	223,434.74	30.15
62--	PURCHASE & CONTRACTED SVS	45,289.00	33,790.00	1,978.55	0.00	9,520.45	4.37
63--	SUPPLIES AND MATERIALS	45,717.00	2,251.39	15,267.16	7,504.06	28,198.45	33.39
64--	OTHER OPERATING EXPENSES	41,772.00	7,862.71	1,817.58	677.41	32,091.71	4.35
----	CURRICULUM DEV & INST STF	452,637.47	43,904.10	115,488.02	39,872.83	293,245.35	25.51
1	INSTRUCTIONAL LEADERSHIP						
61--	PAYROLL COSTS	656,524.91	0.00	135,288.45	58,365.60	521,236.46	20.61
62--	PURCHASE & CONTRACTED SVS	60,543.04	4,294.01	6,281.11	2,261.97	49,967.92	10.37
63--	SUPPLIES AND MATERIALS	15,485.00	697.27	1,870.44	989.14	12,917.29	12.08
64--	OTHER OPERATING EXPENSES	13,215.00	3,710.00	3,096.10	2,731.10	6,408.90	23.43
----	INSTRUCTIONAL LEADERSHIP	745,767.95	8,701.28	146,536.10	64,347.81	590,530.57	19.65

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		2015-16 BUDGET	ENCUMBRANCE YTD	2015-16 EXPENDITURES	September 2015-16 ACTIVITY	BALANCE	2015-16 YTD %
Obj	Obj						

99   GENERAL FUND
3   SCHOOL LEADERSHIP

61--	PAYROLL COSTS	1,990,567.92	0.00	364,052.48	154,361.59	1,626,515.44	18.29
62--	PURCHASE & CONTRACTED SVS	32,386.64	22,508.42	4,359.28	2,485.52	5,518.94	13.46
63--	SUPPLIES AND MATERIALS	46,150.56	4,533.95	5,761.23	5,043.90	35,855.38	12.48
64--	OTHER OPERATING EXPENSES	18,391.00	1,370.00	3,502.44	1,833.44	13,518.56	19.04
----	SCHOOL LEADERSHIP	2,087,496.12	28,412.37	377,675.43	163,724.45	1,681,408.32	18.09

1   GUIDANCE & COUNSELING

61--	PAYROLL COSTS	1,029,548.16	0.00	194,488.94	83,561.91	835,059.22	18.89
62--	PURCHASE & CONTRACTED SVS	9,795.00	313.50	0.00	0.00	9,481.50	0.00
63--	SUPPLIES AND MATERIALS	21,627.00	4,669.65	4,802.65	4,565.67	12,154.70	22.21
64--	OTHER OPERATING EXPENSES	12,460.00	1,504.00	1,859.99	1,944.99	9,096.01	14.93
----	GUIDANCE & COUNSELING	1,073,430.16	6,487.15	201,151.58	90,072.57	865,791.43	18.74

2   SOCIAL WORK SERVICES

61--	PAYROLL COSTS	47,955.87	0.00	11,998.75	3,981.60	35,957.12	25.02
62--	PURCHASE & CONTRACTED SVS	2,500.00	0.00	0.00	0.00	2,500.00	0.00
----	SOCIAL WORK SERVICES	50,455.87	0.00	11,998.75	3,981.60	38,457.12	23.78

3   HEALTH SERVICES

61--	PAYROLL COSTS	369,843.44	0.00	64,268.78	30,440.65	305,574.66	17.38
62--	PURCHASE & CONTRACTED SVS	730.00	0.00	375.00	0.00	355.00	51.37
63--	SUPPLIES AND MATERIALS	10,057.75	3,972.31	0.00	0.00	6,085.44	0.00
64--	OTHER OPERATING EXPENSES	1,035.25	0.00	0.00	0.00	1,035.25	0.00
----	HEALTH SERVICES	381,666.44	3,972.31	64,643.78	30,440.65	313,050.35	16.94

     PUPIL TRANSPORTATION

61--	PAYROLL COSTS	1,303,076.71	0.00	262,735.88	104,975.21	1,040,340.83	20.16
62--	PURCHASE & CONTRACTED SVS	26,171.56	8,522.57	14,576.21	4,187.72	3,072.78	55.69
63--	SUPPLIES AND MATERIALS	384,850.00	38,988.03	41,394.80	26,648.49	304,467.17	10.76

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COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 9/2015)

Obj	Obj	2015-16 BUDGET	ENCUMBRANCE YTD	2015-16 EXPENDITURES	2015-16 September 2015-16 ACTIVITY	BALANCE	2015-16 YTD %
199	GENERAL FUND						
34	PUPIL TRANSPORTATION						
64--	OTHER OPERATING EXPENSES	-95,512.00	825.64	10,528.94	29,384.87	-106,866.58	-11.02
----	PUPIL TRANSPORTATION	1,618,586.27	48,336.24	329,235.83	165,196.29	1,241,014.20	20.34
36	COCURR./EXTRACURR.ACTIVITIES						
61--	PAYROLL COSTS	790,468.23	0.00	201,976.71	66,535.94	588,491.52	25.55
62--	PURCHASE & CONTRACTED SVS	139,940.28	35,186.21	15,550.63	10,006.44	89,203.44	11.11
63--	SUPPLIES AND MATERIALS	171,546.00	25,456.87	29,065.82	15,799.73	117,023.31	16.94
64--	OTHER OPERATING EXPENSES	315,401.00	6,604.82	63,191.88	23,674.73	245,604.30	20.04
----	COCURR./EXTRACURR.ACTIVIT	1,417,355.51	67,247.90	309,785.04	116,016.84	1,040,322.57	21.86
11	GENERAL ADMINISTRATION						
61--	PAYROLL COSTS	1,015,381.65	0.00	238,402.16	85,840.05	776,979.49	23.48
62--	PURCHASE & CONTRACTED SVS	112,149.52	22,609.47	26,816.05	18,676.40	62,724.00	23.91
63--	SUPPLIES AND MATERIALS	42,158.00	6,547.47	10,080.36	4,869.77	25,530.17	23.91
64--	OTHER OPERATING EXPENSES	99,075.00	10,748.40	41,403.79	29,038.70	46,922.81	41.79
----	GENERAL ADMINISTRATION	1,268,764.17	39,905.34	316,702.36	138,424.92	912,156.47	24.96
.1	PLANT MAINTENANCE & OPERATIONS						
61--	PAYROLL COSTS	2,149,070.54	0.00	510,826.81	190,687.34	1,638,243.73	23.77
62--	PURCHASE & CONTRACTED SVS	1,506,466.52	100,236.87	245,441.14	133,579.42	1,160,788.51	16.29
63--	SUPPLIES AND MATERIALS	436,990.00	78,686.24	98,704.20	46,296.51	259,599.56	22.59
64--	OTHER OPERATING EXPENSES	177,785.00	4,415.00	171,804.54	172,107.00	1,565.46	96.64
----	PLANT MAINTENANCE & OPERA	4,270,312.06	183,338.11	1,026,776.69	542,670.27	3,060,197.26	24.04
2	SECURITY & MONITORING SERVICES						
61--	PAYROLL COSTS	47,955.87	0.00	12,151.49	4,032.51	35,804.38	25.34
62--	PURCHASE & CONTRACTED SVS	59,500.00	0.00	9,600.00	9,600.00	49,900.00	16.13
63--	SUPPLIES AND MATERIALS	3,100.00	1,716.00	609.38	609.38	774.62	19.66
----	SECURITY & MONITORING SER	110,555.87	1,716.00	22,360.87	14,241.89	86,479.00	20.23

MARBLE FALLS ISD
COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 9/2015)

Obj	Obj	2015-16 BUDGET	ENCUMBRANCE YTD	2015-16 EXPENDITURES	2015-16 September ACTIVITY	BALANCE	2015-16 YTD %
99	GENERAL FUND						
3	DATA PROCESSING SERVICES						
61--	PAYROLL COSTS	536,624.21	0.00	146,306.03	48,745.69	390,318.18	27.26
62--	PURCHASE & CONTRACTED SVS	406,730.00	54,049.95	371,499.51	230,072.65	-18,819.46	91.34
63--	SUPPLIES AND MATERIALS	103,026.00	20,796.11	47,319.69	5,728.78	34,910.20	45.93
64--	OTHER OPERATING EXPENSES	39,011.00	544.93	4,904.02	4,612.97	33,562.05	12.57
----	DATA PROCESSING SERVICES	1,085,391.21	75,390.99	570,029.25	289,160.09	439,970.97	52.52
1	COMMUNITY SERVICES						
61--	PAYROLL COSTS	36,689.00	0.00	1,924.13	810.42	34,764.87	5.24
62--	PURCHASE & CONTRACTED SVS	20,000.00	0.00	0.00	0.00	20,000.00	0.00
----	COMMUNITY SERVICES	56,689.00	0.00	1,924.13	810.42	54,764.87	3.39
1	INTERGOVERNMENTAL CHARGES						
62--	PURCHASE & CONTRACTED SVS	3,547,561.00	0.00	1,156,560.00	324,208.00	2,391,001.00	32.60
----	INTERGOVERNMENTAL CHARGES	3,547,561.00	0.00	1,156,560.00	324,208.00	2,391,001.00	32.60
9	OTHR INTERGOVERNMENTAL CHARGES						
62--	PURCHASE & CONTRACTED SVS	650,000.00	0.00	158,802.44	158,802.44	491,197.56	24.43
----	OTHR INTERGOVERNMENTAL CH	650,000.00	0.00	158,802.44	158,802.44	491,197.56	24.43
----	GENERAL FUND	37,817,603.56	671,002.15	6,852,277.08	3,653,584.84	30,294,324.33	18.12

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COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 9/2015)

Obj	Obj	2015-16 BUDGET	ENCUMBRANCE YTD	2015-16 EXPENDITURES	September 2015-16 ACTIVITY	2015-16 BALANCE	2015-16 YTD %
40	FOOD SERVICE						
5	FOOD SERVICES						
61--	PAYROLL COSTS	826,090.00	0.00	200,058.65	73,944.26	626,031.35	24.22
62--	PURCHASE & CONTRACTED SVS	103,684.00	6,046.11	9,727.62	1,425.47	87,910.27	9.38
63--	SUPPLIES AND MATERIALS	1,123,636.00	741,658.98	130,304.21	89,100.29	251,672.81	11.60
64--	OTHER OPERATING EXPENSES	5,450.00	0.00	1,518.73	321.27	3,931.27	27.87
66--	CPTL OUTLY LAND BLDG & EQ	0.00	41,286.75	2,519.68	2,519.68	-43,806.43	0.00
----	FOOD SERVICES	2,058,860.00	788,991.84	344,128.89	167,310.97	925,739.27	16.71
----	FOOD SERVICE	2,058,860.00	788,991.84	344,128.89	167,310.97	925,739.27	16.71

Number of Accounts: 2021

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

RECAP OF EXPENDITURES BY FUND (Date: 9/2015)

05.15.02.00.00-010161

Obj	Obj	2015-16 BUDGET	ENCUMBRANCE YTD	2015-16 EXPENDITURES	September 2015-16 ACTIVITY	BALANCE	2015-16 YTD %
99	GENERAL FUND						
6---	EXPENDITURES	37,817,603.56	671,002.15	6,852,277.08	3,653,584.84	30,294,324.33	18.12
----	GENERAL FUND	37,817,603.56	671,002.15	6,852,277.08	3,653,584.84	30,294,324.33	18.12
40	FOOD SERVICE						
6---	EXPENDITURES	2,058,860.00	788,991.84	344,128.89	167,310.97	925,739.27	16.71
----	FOOD SERVICE	2,058,860.00	788,991.84	344,128.89	167,310.97	925,739.27	16.71

Number of Accounts: 2021

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

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PRODUCT.P
5.15.02.00-010161

nd T Fn Obj Sb Org F Pr L L2 Fnd									
Date	Src	Sub	Batch	Vendor Name/Ref	Obj PO#/Line# Description	Inv#/Desc2	Inv Date	Chk#/Rec# Check Date	Amount

22 E 11 6398 05 001 0 22 0 00 CPF - CATE

COMPUTER RELATED SUPPLIES

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line# Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
09/11/15	AP		JB	CDW-GOVERNMENT INC	221600003 CTE/COMPUTERS /CONSTRUCTION TRADES	x166848	09/09/15	1323	09/11/15	24,750.00
09/11/15	AP		JB	CDW-GOVERNMENT INC	221600006 CTE/CART/CONSTRUCTION TRADEES	XN26109	09/09/15	1323	09/11/15	1,700.00
					September					26,450.00
					*622 E 11 6398 05 001 0 22 0 00					26,450.00
					*Accounts Payable					26,450.00

22 E 11 6398 06 001 0 22 0 00 CPF - CATE

COMPUTER RELATED SUPPLIES

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line# Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
09/11/15	AP		JB	CDW-GOVERNMENT INC	221600000 CTE/COMPUTERS/ENGINEERING	XL40603	09/09/15	1323	09/11/15	24,750.00
09/11/15	AP		JB	CDW-GOVERNMENT INC	221600005 CTE/CART/ENGINEERING	XN26129	09/09/15	1323	09/11/15	1,700.00
					September					26,450.00
					*622 E 11 6398 06 001 0 22 0 00					26,450.00
					*Accounts Payable					26,450.00

22 E 11 6399 01 001 0 22 0 00 CPF - CATE

GENERAL SUPPLIES

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line# Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
09/18/15	AP		jb	BILL'S LOCK & KEY SHOP	6221600013 MT - HS VO/AG KENNEL CAGES	09565	09/18/15	1327	09/18/15	108.00
					September					108.00
					*622 E 11 6399 01 001 0 22 0 00					108.00
					*Accounts Payable					108.00

22 E 11 6399 02 001 0 22 0 00 CPF - CATE

GENERAL SUPPLIES

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line# Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
09/18/15	AP		jb	QUILL CORPORATION	221600004 A/V CABLES, PLANNING BOARD & TIMING CLOCKS	7041267	09/17/15	1331	09/18/15	22.60
09/18/15	AP		jb	QUILL CORPORATION	221600004 A/V CABLES, PLANNING BOARD & TIMING CLOCKS	7097680	09/17/15	1331	09/18/15	17.84
09/18/15	AP		jb	QUILL CORPORATION	221600004 A/V CABLES, PLANNING BOARD & TIMING CLOCKS	7094563	09/17/15	1331	09/18/15	149.38
09/18/15	AP		jb	QUILL CORPORATION	221600004 A/V CABLES, PLANNING BOARD & TIMING CLOCKS	7054252	09/17/15	1331	09/18/15	96.02
09/24/15	AP		jb	GOVCONNECTION INC	221600012 CTE/IPAD CASES/PECKOVER	53025163	09/22/15	1335	09/25/15	163.74
					September					449.58
					*622 E 11 6399 02 001 0 22 0 00					449.58
					*Accounts Payable					449.58

22 E 11 6399 04 001 0 22 0 00 CPF - CATE

GENERAL SUPPLIES

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line# Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
09/24/15	AP		jb	QUILL CORPORATION	221600007 COMPUTER SCIENCE TOOL KITS	7397306	09/23/15			109.90
09/25/15	AP		jb	QUILL CORPORATION	221600007 COMPUTER SCIENCE TOOL KITS	7397306	*09/23/15			-109.90
09/25/15	AP		jb	QUILL CORPORATION	221600007 COMPUTER SCIENCE TOOL KITS	7397306	09/23/15	1338	09/25/15	109.90

46

Fnd T Fn Obj Sb Org F Pr L L2 Fnd   Obj

622 E 11 6399 04 001 0 22 0 00 (continued)

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
						September					109.90
						*622 E 11 6399 04 001 0 22 0 00					109.90
						*Accounts Payable					109.90

22 E 11 6399 05 001 0 22 0 00 CPF - CATE   GENERAL SUPPLIES

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
09/18/15	AP	jb		COTHRON'S SAFE & LOCK, INC.	6221600011	MT - HS CONST TECH SUPPLIES	332344	09/17/15	1328	09/18/15	87.31
						September					87.31
						*622 E 11 6399 05 001 0 22 0 00					87.31
						*Accounts Payable					87.31

22 E 11 6399 06 001 0 22 0 00 CPF - CATE   GENERAL SUPPLIES

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
09/24/15	AP	jb		PITSCO INC	221600011	ENGINEERING ELECTRONICS SUPPLIES	6157171	09/23/15			472.67
09/24/15	AP	jb		PITSCO INC	221600011	ENGINEERING ELECTRONICS SUPPLIES	6157172	09/23/15			45.48
09/25/15	AP	jb		PITSCO INC	221600011	ENGINEERING ELECTRONICS SUPPLIES	6157171	*09/23/15			-472.67
09/25/15	AP	jb		PITSCO INC	221600011	ENGINEERING ELECTRONICS SUPPLIES	6157172	*09/23/15			-45.48
09/25/15	AP	jb		PITSCO INC	221600011	ENGINEERING ELECTRONICS SUPPLIES	6157171	09/23/15	1337	09/25/15	472.67
09/25/15	AP	jb		PITSCO INC	221600011	ENGINEERING ELECTRONICS SUPPLIES	6157172	09/23/15	1337	09/25/15	45.48
						September					518.15

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
221600008	2015	AEROSPACE SUPPLIES	AC SUPPLY	09/01/2015	374.86	374.86	0.00	0.00	374.86	H
221600009	2015	ENGINEERING MATERIALS	SARGENT-WELCH	09/01/2015	605.09	605.09	0.00	0.00	605.09	H
221600010	2015	OPEN PO FOR ENGINEERING SUPPLI	WAL-MART STORES INC	09/01/2015	200.00	200.00	0.00	0.00	200.00	O
221600011	2015	ENGINEERING ELECTRONICS SUPPLI	PITSCO INC	09/01/2015	581.95	581.95	45.48	0.00	536.47	O
				*Total	1,761.90	1,761.90	45.48	0.00	1,716.42	

*622 E 11 6399 06 001 0 22 0 00
*Accounts Payable   518.15
                                                                             518.15

22 E 11 6399 08 001 0 22 0 00 CPF - CATE   GENERAL SUPPLIES

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
221600001	2015	HEALTH SCIENCES TEAM LEADER AN	INDECO SALES INC	08/17/2015	1,984.62	1,984.62	0.00	0.00	1,984.62	O
				*Total	1,984.62	1,984.62	0.00	0.00	1,984.62	

The Year column displays the first year of the fiscal year pair (2015 for 2015-2016).

Fnd T Fn Obj Sb Org F Pr L L2 End   Obj

622 E 11 6399 08 001 0 22 0 00 (continued)

Date	Src Sub Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
			*622 E 11 6399 08 001 0 22 0 00						0.00

622 E 11 6399 09 001 0 22 0 00 CPF - CATE

GENERAL SUPPLIES

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open Sts
221600024	2015 TEXAS TECH ONLINE FCS CURRICUL	TEXAS TECH UNIVERSIT	09/18/2015	335.00	335.00	0.00	0.00	335.00 O
			*Total	335.00	335.00	0.00	0.00	335.00

622 E 11 63-- -- ---- - -- - -- CPF - CATE

*622 E 11 6399 09 001 0 22 0 00   0.00

622 E 11 6629 01 001 0 22 0 00 CPF - CATE

BUILDING PURCHASE/CONST/IMPRVM

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open Sts
6221600000	2015 MT - HS ANIMAL SCIENCE KENNELS	A-1 FENCE & WELDING	07/09/2015	4,152.33	4,152.33	3,152.07	0.00	1,000.26 O
			*Total	4,152.33	4,152.33	3,152.07	0.00	1,000.26

*622 E 11 6629 01 001 0 22 0 00   0.00

622 E 11 6629 07 001 0 22 0 00 CPF - CATE

BUILDING PURCHASE/CONST/IMPRVM

P.O. #		Vendor						
09/25/15	AP	jb	A-1 FENCE & WELDING	6221600016 MT - HS VO/AG HORTICULTURE	823	09/25/15	1333	09/25/15	4,267.00

ADA RAMPS CHANGE ORDER #01

September   4,267.00

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open Sts
6221600000	2015 MT - HS ANIMAL SCIENCE KENNELS	A-1 FENCE & WELDING	07/09/2015	10,677.41	10,677.41	8,105.32	0.00	2,572.09 O
6221600016	2015 MT - HS VO/AG HORTICULTURE	ADA A-1 FENCE & WELDING	09/24/2015	8,260.00	8,260.00	4,267.00	0.00	3,993.00 O
			*Total	18,937.41	18,937.41	12,372.32	0.00	6,565.09

*622 E 11 6629 07 001 0 22 0 00   4,267.00

*Accounts Payable   4,267.00

622 E 11 6639 04 001 0 22 0 00 CPF - CATE

FURNITURE & EQUIPMENT

		Vendor						
09/24/18	AP	jb	INDECO SALES INC	221600020 REPLACEMENT PO FOR COMPUTER	INV126785	09/23/15	1336	09/25/15	15,126.18

SCIENCE FURNITURE DELIVERED
AFTER FINANCIAL YEAR CLOSED

September   15,126.18

*622 E 11 6639 04 001 0 22 0 00   15,126.18

*Accounts Payable   15,126.18

622 E 11 66-- -- ---- - -- - -- CPF - CATE
622 E 11 ---- -- ---- - -- - -- CPF - CATE

622 E 81 6629 05 001 0 22 0 00 CPF - CATE

BUILDING PURCHASE/CONST/IMPRVM

*622 E 81 6629 05 001 0 22 0 00   0.00

48

Fnd T Fn Obj Sb Org F Pr L L2 Fnd   Obj

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount

522 E 81 6629 07 001 0 22 0 00 CPF - CATE   BUILDING PURCHASE/CONST/IMPRVM

Date	Src	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
09/11/15	AP	JB	ELLIOTT ELECTRIC SUPPLY	6221600002	MT - HS VO/AG RNVTN GREENHOUSE ELEC	365817701	09/09/15	1324	09/11/15	252.52
09/11/15	AP	JB	ELLIOTT ELECTRIC SUPPLY	6221600002	MT - HS VO/AG RNVTN GREENHOUSE ELEC	365842501	09/09/15	1324	09/11/15	-25.48
09/18/15	AP	JB	A-1 FENCE & WELDING	6221600012	MT - HS VO/AG HORTICULTURE HANDRAILS	818	09/16/15	1326	09/18/15	4,450.00
09/18/15	AP	JB	A-1 FENCE & WELDING	6221600012	MT - HS VO/AG HORTICULTURE HANDRAILS	824	09/17/15	1326	09/18/15	12,530.00
09/24/15	AP	jb	COLLIER MATERIALS INC	6221600008	MT - HS GREENHOUSE PLUMBING	81086	09/23/15			197.50
09/25/15	AP	jb	COLLIER MATERIALS INC	6221600008	MT - HS GREENHOUSE PLUMBING	81086	*09/23/15			-197.50
09/25/15	AP	jb	COLLIER MATERIALS INC	6221600008	MT - HS GREENHOUSE PLUMBING	81086	09/23/15	1334	09/25/15	197.50
										17,404.54

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open Sts
6221600001	2015 MT - HS ANIMAL SCIENCE KENNELS	ELLIOTT ELECTRIC SUP	07/14/2015	5,000.00	5,000.00	0.00	0.00	5,000.00 O
6221600002	2015 MT - HS VO/AG RNVTN GREENHOUSE	ELLIOTT ELECTRIC SUP	07/14/2015	15,000.00	15,000.00	5,061.44	0.00	9,938.56 O
6221600004	2015 MT - HS GREENHOUSE PLUMBING	UNITED RENTALS #M17	07/28/2015	1,200.00	1,200.00	3,168.90	1,968.90	0.00 O
6221600005	2015 MT - HS GREENHOUSE PLUMBING	COLLIER MATERIALS IN	07/28/2015	400.00	400.00	261.00	0.00	139.00 O
6221600007	2015 MT - HS VO/AG GREENHOUSE	FERGUSON ENTERPRISES	08/13/2015	1,000.00	1,000.00	87.79	0.00	912.21 O
6221600012	2015 MT - HS VO/AG HORTICULTURE HAN	A-1 FENCE & WELDING	09/14/2015	19,476.00	19,476.00	16,980.00	0.00	2,496.00 O
	*Total			42,076.00	42,076.00	25,559.13	1,968.90	18,485.77

    *622 E 81 6629 07 001 0 22 0 00

    *Accounts Payable   17,404.54

    September   17,404.54

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22 E 81 66-- -- ---- -- -- CPF - CATE
22 E 81 ---- -- -- -- -- CPF - CATE
22 -- ---- -- -- -- -- CPF - CATE
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36 E 36 6619 00 001 0 91 0 00 CPF - BAND   LAND PURCHASE & IMPROVEMENTS

| 09/18/15 | AP | jb | WILLIS ENVIRONMENTAL ENGINEERING INC | 6001600030 | MT - HS DRAINAGE PROJECT | 2958 | 09/16/15 | 1332 | 09/18/15 | 736.00 |

    *636 E 36 6619 00 001 0 91 0 00

    September   736.00

    *Accounts Payable   736.00

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36 E 36 66-- -- ---- -- -- CPF - BAND
36 E 36 ---- -- -- -- -- CPF - BAND
36 -- ---- -- -- -- -- CPF - BAND
```
    736.00

51 E 11 6399 00 001 0 11 0 00 CPF - MAINTENANCE   GENERAL SUPPLIES

| 09/03/15 | AP | JB | WENGER CORPORATION | 6001600015 | BOND FURNITURE | 690369 | 09/02/15 | | | 2,870.00 |

49

nd T Fn Obj Sb Org F Pr L L2 Fnd   Obj

51 E 11 6399 00 001 0 11 0 00 (continued)

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
09/04/15	AP		JB	WENGER CORPORATION	6001600015	BOND FURNITURE	690369	*09/02/15			-2,870.00
09/04/15	AP		JB	WENGER CORPORATION	6001600015	BOND FURNITURE	690369	09/02/15	1321	09/04/15	2,870.00
						September					2,870.00
					*651 E 11 6399 00 001 0 11 0 00						2,870.00
					*Accounts Payable						2,870.00

51 E 11 63-- -- --- -- - -- CPF - MAINTENANCE
51 E 11 ---- -- --- -- - -- CPF - MAINTENANCE

51 E 51 6249 35 103 0 99 0 00 CPF - MAINTENANCE   CONTRACTED MAINTENANCE &REPAIR

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
09/11/15	AP		JB	FERGUSON ENTERPRISES INC #1869	6001600017	MT - HLES PRE-K RESTROOMS	2252792	09/09/15			21.63
09/11/15	AP		JB	FERGUSON ENTERPRISES INC #1869	6001600017	MT - HLES PRE-K RESTROOMS	2251844	09/09/15			46.64
09/11/15	AP		JB	FERGUSON ENTERPRISES INC #1869	6001600017	MT - HLES PRE-K RESTROOMS	2255565	09/09/15			25.38
09/11/15	AP		JB	FERGUSON ENTERPRISES INC #1869	6001600017	MT - HLES PRE-K RESTROOMS	2252792	*09/09/15			-21.63
09/11/15	AP		JB	FERGUSON ENTERPRISES INC #1869	6001600017	MT - HLES PRE-K RESTROOMS	2251844	*09/09/15			-46.64
09/11/15	AP		JB	FERGUSON ENTERPRISES INC #1869	6001600017	MT - HLES PRE-K RESTROOMS	2255565	*09/09/15			-25.38
09/11/15	AP		JB	FERGUSON ENTERPRISES INC #1869	6001600017	MT - HLES PRE-K RESTROOMS	2252792	09/09/15	1325	09/11/15	21.63
09/11/15	AP		JB	FERGUSON ENTERPRISES INC #1869	6001600017	MT - HLES PRE-K RESTROOMS	2251844	09/09/15	1325	09/11/15	46.64
09/11/15	AP		JB	FERGUSON ENTERPRISES INC #1869	6001600017	MT - HLES PRE-K RESTROOMS	2255565	09/09/15	1325	09/11/15	25.38
09/18/15	AP		jb	FERGUSON ENTERPRISES INC #1869	6001600017	MT - HLES PRE-K RESTROOMS	2256970	09/16/15	1329	09/18/15	29.49
						September					123.14

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open Sts
6001600017	2015 MT - HLES PRE-K RESTROOMS	FERGUSON ENTERPRISES	07/28/2015	5,000.00	5,000.00	598.12	0.00	4,401.88 O
	*Total			5,000.00	5,000.00	598.12	0.00	4,401.88

*651 E 51 6249 35 103 0 99 0 00   123.14
*Accounts Payable   123.14

1 E 51 62-- -- --- -- - -- CPF - MAINTENANCE

The Year column displays the first year of the fiscal year pair (2015 for 2015-2016).

End T Fn Obj Sb Org F Pr L L2 End   Obj

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount

651 E 51 6399 34 103 0 99 0 00 CPF - MAINTENANCE   GENERAL SUPPLIES

09/24/15	AP	jb	COLLIER MATERIALS INC	6001600028 MT - HLES PLAYGRND RENOVATION	81089	09/23/15	1334	09/25/15	209.50
09/24/15	AP	jb	COLLIER MATERIALS INC	6001600019 MT - HLES PLAYGROUND FALL ZONE	81087	09/23/15	1334	09/25/15	985.50
09/24/15	AP	jb	COLLIER MATERIALS INC	6001600027 MT - HLES PLAYGROUND RENOVATION	81088	09/23/15	1334	09/25/15	813.00

September   2,008.00

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open Sts
6001600028	2015 MT - HLES PLAYGRND RENOVATION	COLLIER MATERIALS IN	08/13/2015	400.00	400.00	209.50	0.00	190.50 O
			*Total	400.00	400.00	209.50	0.00	190.50

*651 E 51 6399 34 103 0 99 0 00   2,008.00
*Accounts Payable   2,008.00

51 E 51 6399 38 103 0 99 0 00 CPF - MAINTENANCE   GENERAL SUPPLIES

| 09/24/15 | AP | jb | SCHOOL SPECIALTY INC | 6001600005 MT - HLES CORK BOARDS | 608100017879 | 09/23/15 | 1339 | 09/25/15 | 6,751.08 |

September   6,751.08

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open Sts
6001600006	2015 MT - HLES WALLS PROJECT	SHERWIN-WILLIAMS CO	07/14/2015	500.00	500.00	344.71	0.00	155.29 O
6001600007	2015 MT - HLES WALLS PROJECT	LOWE'S OF MARBLE FAL	07/14/2015	2,000.00	2,000.00	414.37	0.00	1,585.63 O
			*Total	2,500.00	2,500.00	759.08	0.00	1,740.92

*651 E 51 6399 38 103 0 99 0 00   6,751.08
*Accounts Payable   6,751.08

51 E 51 6639 34 103 0 99 0 00 CPF - MAINTENANCE   FURNITURE & EQUIPMENT

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open Sts
6001600004	2015 MT - HLES PLAYGRND IMPROVEMENT	SCHOOL SPECIALTY INC	07/14/2015	62,326.46	62,326.46	0.00	0.00	62,326.46 O
			*Total	62,326.46	62,326.46	0.00	0.00	62,326.46

*651 E 51 6639 34 103 0 99 0 00

51 E 51 66-- -- ---- ---- -- -- -- CPF - MAINTENANCE
51 E 51 ---- -- ---- ---- -- -- -- CPF - MAINTENANCE   0.00

1 E 81 6619 37 001 0 99 0 00 CPF - MAINTENANCE   LAND PURCHASE & IMPROVEMENTS

| 09/09/15 | AP | JB | A-1 FENCE & WELDING | 6001600029 FINAL PAYMENT AND ADD ON FOUL POLES | 817 | 09/09/15 | 1322 | 09/09/15 | 4,500.00 |
| 09/09/15 | AP | JB | A-1 FENCE & WELDING | 6001600029 FINAL PAYMENT AND ADD ON FOUL POLES | 815 | 09/09/15 | 1322 | 09/09/15 | 2,100.00 |

September   6,600.00

*651 E 81 6619 37 001 0 99 0 00   6,600.00

Fnd T Fn Obj Sb Org F Pr L L2 Fnd
651 E 81 6619 37 001 0 99 0 00 (continued)

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
						Obj					
						*Accounts Payable					6,600.00

651 E 81 6619 37 001 0 99 0 00 CPF - MAINTENANCE

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
09/18/15	AP	jb	LOWE'S		6001600025	MT - MFHS RESTROOMS	2606288	09/16/15	1330	09/18/15	25.61

September

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001600016	2015 MT - MFHS RESTROOMS PROJECT	RRR SPECIALTIES, INC	07/28/2015	32,849.00	32,849.00	0.00	0.00	32,849.00	O
6001600022	2015 MT - MFHS RESTROOMS PROJECT	LOWE'S OF MARBLE FAL	08/10/2015	250.00	250.00	42.05	0.00	207.95	O
6001600023	2015 MT - MFHS RESTROOMS PROJECT	FORD & CREW HOME AND	08/10/2015	200.00	200.00	35.89	0.00	164.11	O
6001600024	2015 MT - MFHS RESTROOMS PROJECT	SHERWIN-WILLIAMS CO	08/10/2015	200.00	200.00	90.90	0.00	109.10	O
6001600025	2015 MT - MFHS RESTROOMS	LOWE'S OF MARBLE FAL	08/10/2015	100.00	100.00	25.61	0.00	74.39	O
*Total				33,599.00	33,599.00	194.45	0.00	33,404.55	

*651 E 81 6629 36 001 0 99 0 00
*Accounts Payable   25.61
                                           25.61

651 E 81 6629 38 103 0 99 0 00 CPF - MAINTENANCE

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001600018	2015 MT - HLES WALLS PROJECT	FORD & CREW HOME AND	07/29/2015	100.00	100.00	36.50	0.00	63.50	O
*Total				100.00	100.00	36.50	0.00	63.50	

*651 E 81 6629 38 103 0 99 0 00
                                           0.00

651 E 81 6629 39 041 0 99 0 00 CPF - MAINTENANCE

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001600020	2015 MT - MFMS 6TH GR RENOVATION	LOWE'S OF MARBLE FAL	08/03/2015	1,000.00	1,000.00	168.24	0.00	831.76	O
*Total				1,000.00	1,000.00	168.24	0.00	831.76	

*651 E 81 6629 39 041 0 99 0 00
                                           0.00

651 E 81 6629 40 041 0 99 0 00 CPF - MAINTENANCE

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
09/11/15	AP	JB	ELLIOTT ELECTRIC SUPPLY		6001600008	MT - MFMS 6TH GR RENOVATION	365736701	09/09/15	1324	09/11/15	32.00

September

P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001600008	2015 MT - MFMS 6TH GR RENOVATION	ELLIOTT ELECTRIC SUP	07/14/2015	21,450.00	21,450.00	18,322.59	0.00	3,127.41	O
6001600009	2015 MT - MFMS 6TH GR RENOVATION	FORD & CREW HOME AND	07/14/2015	200.00	200.00	159.86	0.00	40.14	O
6001600011	2015 MT - MFMS 6TH GR CEILING	LOWE'S OF MARBLE FAL	07/14/2015	10,000.00	10,000.00	6,144.24	0.00	3,855.76	O
*Total				31,650.00	31,650.00	24,626.69	0.00	7,023.31	

*651 E 81 6629 40 041 0 99 0 00
*Accounts Payable   32.00
                                           32.00

The Year column displays the first year of the fiscal year pair (2015 for 2015-2016).

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End T Fn Obj	Sb Org F Pr L L2 End		Obj				
Date	Src Sub Batch	Vendor Name/Ref	PO#/Line# Description	Inv Date	Chk#/Rec#	Check Date	Amount
651 E 81 6629 42 939 0 99 0 00	CPF - MAINTENANCE		BUILDING PURCHASE/CONST/IMPRVM				0.00
			*651 E 81 6629 42 939 0 99 0 00				
551 E 81 66-- -- ----	- -- CPF - MAINTENANCE						
551 E 81 ---- -- ---	- -- CPF - MAINTENANCE						
551 - -- ---- -- ---	- -- CPF - MAINTENANCE						

Total for Accounts Payable   110,116.49

Grand Total   110,116.49

Number of Accounts: 26

* The report displays only accounts with activity in the date range selected.

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

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Marble Falls ISD
Quarterly Investment Report
September 30, 2015

Bank	Account	Month	Interest Earned	Bank Balances
First State Bank	Capital Projects	July	$ 629.33	$ 2,439,915.69
		August	$ 573.87	$ 2,141,251.57
		September	$ 518.29	$ 2,037,340.58
		Total	$ 1,721.49	
First State Bank	Debt Service	July	$ 2,076.86	$ 8,153,197.28
		August	$ 1,233.51	$ 2,804,357.54
		September	$ 697.73	$ 2,843,055.27
		Total	$ 4,008.10	
First State Bank	Finance	July	$ 53.09	$ 169,150.16
		August	$ 41.55	$ 211,751.60
		September	$ 79.35	$ 132,137.47
		Total	$ 173.99	
First State Bank	Money Market	July	$ 3,318.75	$ 11,838,109.49
		August	$ 2,611.38	$ 9,236,082.51
		September	$ 1,960.92	$ 6,950,654.37
		Total	$ 7,891.05	
First State Bank	Payroll	July	$ 506.99	$ 1,924,219.58
		August	$ 527.23	$ 1,966,717.89
		September	$ 471.43	$ 1,978,345.13
		Total	$ 1,505.65	

	Corporate Overnight Plus Fund
Lone Star Investment Pool:	
Beginning Balance @ 07-01-15	$ 21,505.96
Transfers In	$ 823,915.08
Transfers Out	$ (774,920.01)
Interest Earned	$ 77.70
Ending Balance @ 09-30-15	$ 70,578.73
Total Interest Earned:	$ 15,377.98
Total Cash Balance:	$ 14,012,111.55

Average Rates of Return:	July	August	September
First State Bank	0.30%	0.30%	0.30%
Lone Star Investment Pool	0.16%	0.17%	0.19%

Marble Falls ISD
Annual Investment Report
June 30, 2015

Account	Beginning Balance 09/01/14	Debits	Credits	Interest Earned	Ending Balance 06/30/15
Capital Projects	$ 5,536,381.89	$ 2,977,484.49	$ 122,375.67	$ 10,500.20	$ 2,691,773.27
Debt Service	$ 2,657,198.99	$ 1,421,122.30	$ 6,901,143.06	$ 13,900.67	$ 8,151,120.42
Finance	$ 936,012.60	$ 14,776,573.72	$ 14,151,137.94	$ 886.76	$ 311,463.58
Money Market	$ 9,451,112.83	$ 38,995,239.53	$ 44,008,623.18	$ 32,724.15	$ 14,497,220.63
Payroll	$ 1,671,801.78	$ 24,737,424.18	$ 24,774,010.48	$ 4,370.29	$ 1,712,758.37

Lone Star Investment Pool:

	Corporate Overnight Plus Fund
Beginning Balance @ 09-01-14	$ 119,837.75
Transfers In	$ 45,694,971.07
Transfers Out	$ (45,795,476.56)
Interest Earned	$ 2,173.70
Ending Balance @ 06-30-15	$ 21,505.96

Total Interest Earned:	$ 64,555.77
Total Cash Balance:	$ 27,385,842.23

Average Rates of Return:

	June
First State Bank	0.30%
Lone Star Investment Pool	0.16%

All investments made by a district shall comply with the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and all federal, state, and local statutes, rules or regulations. *Gov't Code 2256.026*

WRITTEN POLICIES

Investments shall be made in accordance with written policies approved by the board. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield, and maturity and the quality and capability of investment management. The policies must include:

1. A list of the types of authorized investments in which a district's funds may be invested;

2. The maximum allowable stated maturity of any individual investment owned by the district;

3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;

4. Methods to monitor the market price of investments acquired with public funds;

5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis; and

6. Procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provisions of Government Code 2256.021 [see LOSS OF REQUIRED RATING, below].

Gov't Code 2256.005(b)

ANNUAL REVIEW

The board shall review its investment policy and investment strategies not less than annually. The board shall adopt a written instrument stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. *Gov't Code 2256.005(e)*

ANNUAL AUDIT

A district shall perform a compliance audit of management controls on investments and adherence to the district's established investment policies. The compliance audit shall be performed in conjunction with the annual financial audit. *Gov't Code 2256.005(m)*

INVESTMENT STRATEGIES

As part of the investment policy, a board shall adopt a separate written investment strategy for each of the funds or group of funds under the board's control. Each investment strategy must describe

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the investment objectives for the particular fund under the following priorities in order of importance:

1. Understanding of the suitability of the investment to the financial requirements of the district;

2. Preservation and safety of principal;

3. Liquidity;

4. Marketability of the investment if the investment needs to be liquidated before maturity;

5. Diversification of the investment portfolio; and

6. Yield.

Gov't Code 2256.005(d)

INVESTMENT OFFICER

A district shall designate one or more officers or employees as investment officer(s) to be responsible for the investment of its funds. If the board has contracted with another investing entity to invest its funds, the investment officer of the other investing entity is considered to be the investment officer of the contracting board's district. In the administration of the duties of an investment officer, the person designated as investment officer shall exercise the judgment and care, under prevailing circumstances that a prudent person would exercise in the management of the person's own affairs, but the board retains the ultimate responsibility as fiduciaries of the assets of the district. Unless authorized by law, a person may not deposit, withdraw, transfer, or manage in any other manner the funds of the district. Authority granted to a person to invest the district's funds is effective until rescinded by the district or until termination of the person's employment by a district, or for an investment management firm, until the expiration of the contract with the district. *Gov't Code 2256.005(f)*

A district or investment officer may use the district's employees or the services of a contractor of the district to aid the investment officer in the execution of the officer's duties under Government Code, Chapter 2256. *Gov't Code 2256.003(c)*

INVESTMENT TRAINING

INITIAL

Within 12 months after taking office or assuming duties, the treasurer or chief financial officer and the investment officer of a district shall attend at least one training session from an independent source approved either by the board or by a designated investment committee advising the investment officer. This initial training must contain at least ten hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. *Gov't Code 2256.008(a)*

ONGOING

The treasurer or chief financial officer and the investment officer must also attend an investment training session not less than once in a two-year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than ten hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the board or a designated investment committee advising the investment officer. If a district has contracted with another investing entity to invest the district's funds, this training requirement may be satisfied by having a board officer attend four hours of appropriate instruction in a two-year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date. *Gov't Code 2256.008(a)–(b)*

Investment training shall include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Government Code, Chapter 2256. *Gov't Code 2256.008(c)*

STANDARD OF CARE

Investments shall be made with judgment and care, under prevailing circumstances that a person of prudence, discretion, and intelligence would exercise in the management of his or her own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived. Investments shall be governed by the following objectives in order of priority:

1.   Preservation and safety of principal;

2.   Liquidity; and

3.   Yield.

In determining whether an investment officer has exercised prudence with respect to an investment decision, the following shall be taken into consideration:

1.   The investment of all funds, rather than the prudence of a single investment, over which the officer had responsibility.

2.   Whether the investment decision was consistent with a board's written investment policy.

Gov't Code 2256.006

PERSONAL INTEREST

A district investment officer who has a personal business relationship with a business organization offering to engage in an investment transaction with the district shall file a statement disclosing that personal business interest. An investment officer who is relat-

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ed within the second degree by affinity or consanguinity, as determined by Government Code Chapter 573, to an individual seeking to sell an investment to the investment officer's district shall file a statement disclosing that relationship. A required statement must be filed with the board and with the Texas Ethics Commission. For purposes of this policy, an investment officer has a personal business relationship with a business organization if:

1. The investment officer owns ten percent or more of the voting stock or shares of the business organization or owns $5,000 or more of the fair market value of the business organization;

2. Funds received by the investment officer from the business organization exceed ten percent of the investment officer's gross income for the previous year; or

3. The investment officer has acquired from the business organization during the previous year investments with a book value of $2,500 or more for the personal account of the investment officer.

Gov't Code 2256.005(i)

QUARTERLY
REPORTS

Not less than quarterly, an investment officer shall prepare and submit to a board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding reporting period. This report shall be presented to a board and a superintendent, not less than quarterly, within a reasonable time after the end of the reporting period. The report must:

1. Contain a detailed description of the investment position of a district on the date of the report.

2. Be prepared jointly and signed by all district investment officers.

3. Contain a summary statement for each pooled fund group (i.e., each internally created fund in which one or more accounts are combined for investing purposes) that states the:

   a. Beginning market value for the reporting period;

   b. Ending market value for the period; and

   c. Fully accrued interest for the reporting period.

4. State the book value and market value of each separately invested asset at the end of the reporting period by the type of asset and fund type invested.

5. State the maturity date of each separately invested asset that has a maturity date.

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6. State the account or fund or pooled group fund in a district for which each individual investment was acquired.

7. State the compliance of the investment portfolio of a district as it relates to the district's investment strategy expressed in the district's investment policy and relevant provisions of Government Code, Chapter 2256.

If a district invests in other than money market mutual funds, investment pools or accounts offered by its depository bank in the form of certificates of deposit, or money market accounts or similar accounts, the reports shall be formally reviewed at least annually by an independent auditor, and the result of the review shall be reported to the board by that auditor.

Gov't Code 2256.023

SELECTION OF BROKER

A board or a designated investment committee, shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with a district. *Gov't Code 2256.025*

AUTHORIZED INVESTMENTS

A board may purchase, sell, and invest its funds and funds under its control in investments described below, in compliance with its adopted investment policies and according to the standard of care set out in this policy. Investments may be made directly by a board or by a nonprofit corporation acting on behalf of the board or an investment pool acting on behalf of two or more local governments, state agencies, or a combination of the two. *Gov't Code 2256.003(a)*

In the exercise of these powers, a board may contract with an investment management firm registered under the Investment Advisers Act of 1940 (15 U.S.C. Section 80b-1 et seq.) or with the State Securities Board to provide for the investment and management of its public funds or other funds under its control. A contract made for such purpose may not be for a term longer than two years. A renewal or extension of the contract must be made by a board by order, ordinance, or resolution. *Gov't Code 2256.003(b)*

The following investments are authorized for districts, although the board may specify in its investment policy that any such investment is not suitable, per Government Code 2256.005(j):

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities; direct obligations of the state of Texas or its agencies and instrumentalities; collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the

United States; other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, the state of Texas, the United States, or their respective agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation (FDIC) or by the explicit full faith and credit of the United States; obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent; and bonds issued, assumed, or guaranteed by the state of Israel. *Gov't Code 2256.009(a)*

The following investments are not authorized:

a.   Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal.

b.   Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest.

c.   Collateralized mortgage obligations that have a stated final maturity date of greater than ten years.

d.   Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

Gov't Code 2256.009(b)

2.   Certificates of deposit or share certificates issued by a depository institution that has its main office or a branch office in Texas that is guaranteed or insured by the FDIC or its successor or the National Credit Union Share Insurance Fund or its successor and is secured by obligations described in item 1 above, including mortgage-backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates [but excluding those mortgage-backed securities described in Section 2256.009(b)] or secured in any other manner and amount provided by law for the deposits of the investing entity. *Gov't Code 2256.010(a)*

In addition to the authority to invest funds in certificates of deposit under the previous section, an investment in certificates of deposit made in accordance with the following conditions is an authorized investment under Government Code 2256.010:

a. The funds are invested by the district through a broker that has its main office or a branch office in this state and is selected from a list adopted by the district as required by Government Code 2256.025, or a depository institution that has its main office or a branch office in this state and that is selected by the district;

b. The broker or depository institution selected by the district arranges for the deposit of the funds in certificates of deposit in one or more federally insured depository institutions, wherever located, for the account of the district;

c. The full amount of the principal and accrued interest of each of the certificates of deposit is insured by the United States or an instrumentality of the United States; and

d. The district appoints the depository institution selected by the district, an entity described by Government Code 2257.041(d), or a clearing broker-dealer registered with the Securities and Exchange Commission and operating pursuant to Securities and Exchange Commission Rule 15c3-3 (17 C.F.R. Section 240.15c3-3) as custodian for the district with respect to the certificates of deposit issued for the account of the district entity.

Gov't Code 2256.010(b)

The investment policies may provide that bids for certificates of deposit be solicited orally, in writing, electronically, or in any combination of those methods. *Gov't Code 2256.005(c)*

3. Fully collateralized "repurchase agreements" [as defined by Government Code 2256.011(b)] that have a defined termination date; are secured by a combination of cash and obligations of the United States or its agencies and instrumentalities; require the securities being purchased by the district or cash held by the district to be pledged to the district, held in the district's name, and deposited with the district or a third party selected and approved by the district, and are placed through a primary government securities dealer, as defined by the Federal Reserve or a financial institution doing business in Texas. The term of any reverse security repurchase agreement may not exceed 90 days after the date the reverse security repurchase agreement is delivered. Money received by a district under the terms of a reverse security repurchase agreement shall be used to acquire additional authorized investments, but the term of the authorized investments acquired must mature not later than the expiration date stated in

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the reverse security repurchase agreement. *Gov't Code 2256.011*

4. A securities lending program if:

a. The value of securities loaned is not less than 100 percent collateralized, including accrued income, and the loan allows for termination at any time;

b. The loan is secured by:

(1) Pledged securities described by Government Code 2256.009;

(2) Pledged irrevocable letters of credit issued by a bank that is organized and existing under the laws of the United States or any other state and continuously rated by at least one nationally recognized investment rating firm at not less than A or its equivalent; or

(3) Cash invested in accordance with Government Code 2256.009, 2256.013, 2256.014, or 2256.016;

c. The terms of the loan require that the securities being held as collateral be pledged to the investing entity, held in the investing entity's name, and deposited at the time the investment is made with the entity or with a third party selected by or approved by the investing entity; and

d. The loan is placed through a primary government securities dealer or a financial institution doing business in this state.

An agreement to lend securities under a securities lending program must have a term of one year or less.

Gov't Code 2256.0115

5. Banker's acceptance, with a stated maturity of 270 days or fewer from the date of issuance that will be liquidated in full at maturity, which is eligible for collateral for borrowing from a Federal Reserve Bank, and is accepted by a bank meeting the requirements of Government Code 2256.012(4). *Gov't Code 2256.012*

6. Commercial paper that has a stated maturity of 270 days or fewer from the date of issuance and is rated not less than A-1 or P-1 or an equivalent rating by at least two nationally recognized credit rating agencies or by one nationally recognized credit rating agency provided the commercial paper is fully

secured by an irrevocable letter of credit issued by a bank organized and existing under United States law or the law of any state. *Gov't Code 2256.013*

7. No-load money market mutual funds that:

   a. Are registered with and regulated by the Securities and Exchange Commission;

   b. Provide a district with a prospectus and other information required by the Securities and Exchange Act of 1934 (15 U.S.C. 78a et seq.) or the Investment Company Act of 1940 (15 U.S.C. 80a-1 et seq.);

   c. Have a dollar-weighted average stated maturity of 90 days or fewer; and

   d. Include in their investment objectives the maintenance of a stable net asset value of $1 for each share.

   However, investments in no-load money market mutual funds shall be limited to the percentages authorized by Government Code 2256.014(c).

8. No-load mutual funds that:

   a. Are registered with the Securities and Exchange Commission;

   b. Have an average weighted maturity of less than two years;

   c. Are invested exclusively in obligations approved by Government Code Chapter 2256, Subchapter A, regarding authorized investments (Public Funds Investment Act);

   d. Are continuously rated by at least one nationally recognized investment rating firm of not less than AAA or its equivalent; and

   e. Conform to the requirements in Government Code 2256.016(b) and (c) relating to the eligibility of investment pools to receive and invest funds of investing entities.

   Investments in no-load mutual funds shall be limited to the percentages authorized by Government Code 2256.014(c). In addition, a district may not invest any portion of bond proceeds, reserves, and funds held for debt service, in no-load mutual funds described in this item.

   Gov't Code 2256.014

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9. A guaranteed investment contract, as an investment vehicle for bond proceeds, if the guaranteed investment contract:

   a. Has a defined termination date.

   b. Is secured by obligations described by Government Code 2256.009(a)(1), excluding those obligations described by Section 2256.009(b), in an amount at least equal to the amount of bond proceeds invested under the contract.

   c. Is pledged to a district and deposited with the district or with a third party selected and approved by the district.

   Bond proceeds, other than bond proceeds representing reserves and funds maintained for debt service purposes, may not be invested in a guaranteed investment contract with a term longer than five years from the date of issuance of the bonds.

   To be eligible as an authorized investment:

   a. A board must specifically authorize guaranteed investment contracts as eligible investments in the order, ordinance, or resolution authorizing the issuance of bonds.

   b. A district must receive bids from at least three separate providers with no material financial interest in the bonds from which proceeds were received.

   c. A district must purchase the highest yielding guaranteed investment contract for which a qualifying bid is received.

   d. The price of the guaranteed investment contract must take into account the reasonably expected drawdown schedule for the bond proceeds to be invested.

   e. The provider must certify the administrative costs reasonably expected to be paid to third parties in connection with the guaranteed investment contract.

   Gov't Code 2256.015

10. A public funds investment pool meeting the requirements of Government Code 2256.016 and 2256.019, if a board authorizes the investment in the particular pool by resolution. *Gov't Code 2256.016, .019*

11. Corporate bonds: A district that qualifies as an issuer as defined by Government Code 1371.001 [see CCF] may purchase, sell, and invest its funds and funds under its control in

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"corporate bonds" (as defined in Government Code 2256.0204(a)) that, at the time of purchase, are rated by a nationally recognized investment rating firm "AA" or the equivalent and have a stated final maturity that is not later than the third anniversary of the date the corporate bonds were purchased. *Gov't Code 2256.0204(b)–(c)*

The district is not authorized to:

a.   Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds, reserves, and other funds held for the payment of debt service, in corporate bonds; or

b.   Invest more than 25 percent of the funds invested in corporate bonds in any one domestic business entity, including subsidiaries and affiliates of the entity.

Gov't Code 2256.0204(d)

The district may purchase, sell, and invest its funds and funds under its control in corporate bonds if the board:

a.   Amends its investment policy to authorize corporate bonds as an eligible investment;

b.   Adopts procedures to provide for monitoring rating changes in corporate bonds acquired with public funds, and liquidating the investment in corporate bonds; and

c.   Identifies the funds eligible to be invested in corporate bonds.

Gov't Code 2256.0204(e)

The district investment officer, acting on behalf of the district, shall sell corporate bonds in which the district has invested its funds not later than the seventh day after the date a nationally recognized investment rating firm:

a.   Issues a release that places the corporate bonds or the domestic business entity that issued the corporate bonds on negative credit watch or the equivalent, if the corporate bonds are rated "AA" or the equivalent at the time the release is issued; or

b.   Changes the rating on the corporate bonds to a rating lower than "AA" or the equivalent.

Gov't Code 2256.0204(f)

	Corporate bonds are not an eligible investment for a public funds investment pool. *Gov't Code 2256.0204(g)*
CHANGE IN LAW	A district is not required to liquidate investments that were authorized investments at the time of purchase. *Gov't Code 2256.017*
LOSS OF REQUIRED RATING	An investment that requires a minimum rating does not qualify as an authorized investment during the period the investment does not have the minimum rating. A district shall take all prudent measures that are consistent with its investment policy to liquidate an investment that does not have the minimum rating. *Gov't Code 2256.021*

SELLERS OF INVESTMENTS

A written copy of the investment policy shall be presented to any person offering to engage in an investment transaction with a district or to an investment management firm under contract with a district to invest or manage the district's investment portfolio. For purposes of this section, a business organization includes investment pools and an investment management firm under contract with a district to invest or manage the district's investment portfolio. The qualified representative of the business organization offering to engage in an investment transaction with a district shall execute a written instrument in a form acceptable to the district and the business organization substantially to the effect that the business organization has:

1. Received and thoroughly reviewed the district investment policy; and

2. Acknowledged that the business organization has implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the district and the organization that are not authorized by the district's policy, except to the extent that this authorization is dependent on an analysis of the makeup of the district's entire portfolio or requires an interpretation of subjective investment standards.

The investment officer may not acquire or otherwise obtain any authorized investment described in a district's investment policy from a person who has not delivered to the district the instrument described above.

Gov't Code 2256.005(k)–(l)

DONATIONS

A gift, devise, or bequest made to provide college scholarships for district graduates may be invested by a board as provided in Property Code 117.004, unless otherwise specifically provided by the terms of the gift, devise, or bequest. *Education Code 45.107*

Investments donated to a district for a particular purpose or under terms of use specified by the donor are not subject to the requirements of Government Code Chapter 2256, Subchapter A. *Gov't Code 2256.004(b)*

ELECTRONIC FUNDS TRANSFER

A district may use electronic means to transfer or invest all funds collected or controlled by the district. *Gov't Code 2256.051*

INVESTMENT
AUTHORITY

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

APPROVED
INVESTMENT
INSTRUMENTS

From those investments authorized by law and described further in CDA(LEGAL) under AUTHORIZED INVESTMENTS, the Board shall permit investment of District funds in only the following investment types, consistent with the strategies and maturities defined in this policy:

1.   Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.

2.   Certificates of deposit and share certificates as permitted by Government Code 2256.010.

3.   Fully collateralized repurchase agreements permitted by Government Code 2256.011.

4.   A securities lending program as permitted by Government Code 2256.0115.

5.   Banker's acceptances as permitted by Government Code 2256.012.

6.   Commercial paper as permitted by Government Code 2256.013.

7.   No-load money market mutual funds and no-load mutual funds as permitted by Government Code 2256.014.

8.   A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.

9.   Public funds investment pools as permitted by Government Code 2256.016.

SAFETY

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

INVESTMENT
MANAGEMENT

In accordance with Government Code 2256.005(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

LIQUIDITY AND
MATURITY

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

DIVERSITY

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

MONITORING MARKET
PRICES

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done at least quarterly, as required by law, and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

MONITORING RATING
CHANGES

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

FUNDS / STRATEGIES

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

OPERATING FUNDS

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

AGENCY FUNDS	Investment strategies for agency funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
DEBT SERVICE FUNDS	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
CAPITAL PROJECT FUNDS	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
SAFEKEEPING AND CUSTODY	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
BROKERS / DEALERS	Prior to handling investments on behalf of the District, brokers/dealers must submit required written documents in accordance with law. [See SELLERS OF INVESTMENTS, CDA(LEGAL)] Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC), and be in good standing with the Financial Industry Regulatory Authority (FINRA).
SOLICITING BIDS FOR CD'S	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
INTEREST RATE RISK	To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification. The District shall monitor interest rate risk using weighted average maturity and specific identification.
INTERNAL CONTROLS	A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include: 1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.

2.   Avoidance of collusion.

3.   Custodial safekeeping.

4.   Clear delegation of authority.

5.   Written confirmation of telephone transactions.

6.   Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.

7.   Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

PORTFOLIO REPORT   In addition to the quarterly report required by law and signed by the District's investment officer, a comprehensive report on the investment program and activity shall be presented annually to the Board.

ANNUAL REVIEW   The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

ANNUAL AUDIT   In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

Marble Falls ISD

Board of Trustees

Agenda Item Information

Meeting Date:

Meeting Type:	Agenda Placement:	
Regular Meeting	Public Hearing	Administrative Report
Special Meeting/Workshop	Open Session	Consent Agenda
Hearing	Executive Session	Regular Agenda
	Recognition	Information/Discussion
Date Submitted:		

Subject:

Executive Summary:

Fiscal Impact:

Cost:	Funding Source:	Fiscal Year:
Recurring	General Fund	Amendment Required?
One-Time	Grant Funds	Yes
No Fiscal Impact	Other Funds (Specify)	No

Superintendent's Recommendation:

Department Submitting:	Requested By:
Cabinet Member's Approval:	

Board Approval Required: Yes   No

<u>Interlocal Agreement Between</u>
<u>Burnet County, Texas And the Marble Falls Independent School District</u>

This Agreement is made on the ____ day of _____ 2015, by and between the County of Burnet a political subdivision of the State of Texas, hereinafter referred to as "Burnet County" and the "Marble Falls Independent School District", hereinafter referred to as "MFISD".

WHEREAS, the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code authorizes unites of local government to contract with one or more units of local government to perform government functions and services; and

WHEREAS, this Agreement is entered into pursuant to the authority, under the provisions of, and in accordance with, Chapter 791 of the Texas Government Code, for the performance of governmental functions and services; specifically, the use of County manpower and equipment to apply hot mix asphalt to the exercise track at Spicewood Elementary School Campus, and for such other and further acts of cooperation as the parties may subsequently agree to by the execution of a separate and specific agreement ratified by the governing bodies of each contracting party, specifically the Commissioners Court of Burnet County and the MFISD; and

WHEREAS, Burnet Count provides these services to the citizens of Burnet County, and has the capacity to service the needs of the School District; and

WHEREAS, Burnet County and the MFISD have investigated and determined that it would be advantageous and beneficial to both MFISD and Burnet County and its inhabitants for Burnet County to provide the manpower and equipment for the application services to MFISD; and

WHEREAS, MFISD wishes to engage Burnet County to allow for use of County manpower and equipment to apply hot mix asphalt to the exercise track at Spicewood Elementary on behalf of MFISD and MFISD desires to engage Burnet County to provide such services; and

WHEREAS, from time to time MFISD may wish to engage Burnet County in various additional services, such as hauling, dispensing, spreading, building, paving, or improving real property by the use of county owned earth moving equipment, together with the labor and MFISD and to the people of Burnet County, Texas, and:

WHEREAS, the governing bodies of MFISD and Burnet County desire to foster goodwill and cooperation between the two entities; and

WHEREAS, MFISD and Burnet County, deem it to be in the best interest of both entities to enter into this Agreement relative to apply hot mix asphalt to the exercise track at Spicewood Elementary and for such other and additional services as the parties may subsequently agree to by the execution of separate and specific agreements, and in consideration of the mutual covenants contained herein, MFISD and Burnet County agree as follows:

Services to be Performed

MFISD agrees to engage Burnet County to utilize County manpower and equipment to apply hot mix asphalt to the exercise track at Spicewood Elementary and setting a limit of $15,000, by Burnet County to MFISD, together with all incidental acts, procedures, and methods necessary to accomplish the ends of such project.

Duration of Agreement

Unless mutually initiated, cancelled, or terminated earlier with thirty (30) days written notice this Agreement shall commence on the _____day of _____, 2015. This contract expires at midnight on September 30, 2016. This contract may be extended for Three (3) annual renewals with the renewal fees and payments for each successive year to be negotiated and agreed to by the parties annually.

Compensation

By execution of this contract, MFISD agrees to provide, if requested, similar compensation to Burnet County in the form of manpower and equipment on a future identified project; or may provide use of MFISD facilities for the betterment of Burnet County employee health or as meeting facilities. Both parties have agreed this is adequate compensation for the anticipated expenditures by the county for the manpower and equipment used by Burnet County in the application of hot mix asphalt to the exercise track at Spicewood Elementary.

Relationship of Parties

The parties intend that Burnet County, in performing services specified in this Agreement, shall act as an independent contractor and shall have control of its work and the manner in which it is performed. Neither Burnet County, its agents, employees, volunteer help or any other person operating under this Agreement, shall be considered an agent or employee of MFISD and shall not be entitled to participate in any pension or other benefits that Burnet County provides its employees.

Notice to Parties

Any notice given hereunder by either party to the other shall be in writing and may be affected by personal delivery in writing or by certified mail, return receipt requested. Notice to Burnet County shall be sufficient if made or addressed to the office of the County Judge, James Oakley.

Notice to MFISD shall be sufficient if made or addressed to the office of the Superintendent, Chris Allen. Each party may change the address for notice to it by giving notice of such change in accordance with the provisions of this paragraph.

Miscellaneous Provisions

Indemnification

MFISD agrees to promptly defend, indemnify and hold Burnet County harmless from and against any and all claims, demands, suits, causes of action, and judgment's for (a) damages to the loss of property of any person; and/or (b) death, bodily injury, illness, disease, loss of services, or loss of income or wages to any person, arising out of incident to, concerning or resulting from the negligent or willful act or omissions of MFISD, its agents, officers, and or employees in the performance of activities of duties pursuant to this Agreement.

Entire Agreement

This Agreement contains the entire Agreement between the parties relating to the rights herein granted and the obligations herein assumed. Any oral representations or modifications concerning this instrument shall be of no force or effect except in a subsequent modification in writing signed by both parties.

This Agreement shall be governed by and constructed in accordance with the laws of the State of Texas. No assignment of this Agreement or of any right accrued hereunder shall be made, in whole or in part, by either party without the prior written consent of the other party. Venue shall be in Burnet County, Texas.

The undersigned officer and/or agents of the parties hereto are the properly authorized officials of the party presented and have the necessary authority to execute this Agreement on behalf of the parties hereto and each party hereby certifies to the other that any necessary resolutions extending said authority have been duly passed and approved and are now in full force and effect.

EXECUTED by the parties hereto, each respective entity acting by and through its duly authorized official as required by law, on the date specified on the multiple counterpart executed by such entity.

Marble Falls Independent School District   Burnet County, Texas

By:_____   By:_____
        Chris Allen, Superintendent   James Oakley, Burnet County Judge
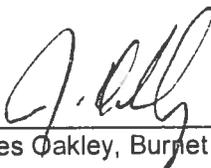
Date: Date: 10/13/15

Marble Falls ISD

Board of Trustees

Agenda Item Information

Meeting Date:

Meeting Type:	Agenda Placement:
☐ Regular Meeting ☐ Special Meeting/Workshop ☐ Hearing Date Submitted:	☐ Public Hearing ☐ Administrative Report ☐ Open Session ☐ Consent Agenda ☐ Executive Session ☐ Regular Agenda ☐ Recognition ☐ Information/Discussion

Subject:

Executive Summary:

Fiscal Impact:

Cost:	Funding Source:	Fiscal Year:
☐ Recurring ☐ One-Time ☐ No Fiscal Impact	☐ General Fund ☐ Grant Funds ☐ Other Funds (Specify)	Amendment Required? ☐ Yes ☐ No

Administrator's Recommendation:

Department Submitting:	Requested By:
Cabinet Member's Approval:	

Board Approval Required: ☐ Yes   ☐ No

STAR Academy

Overview
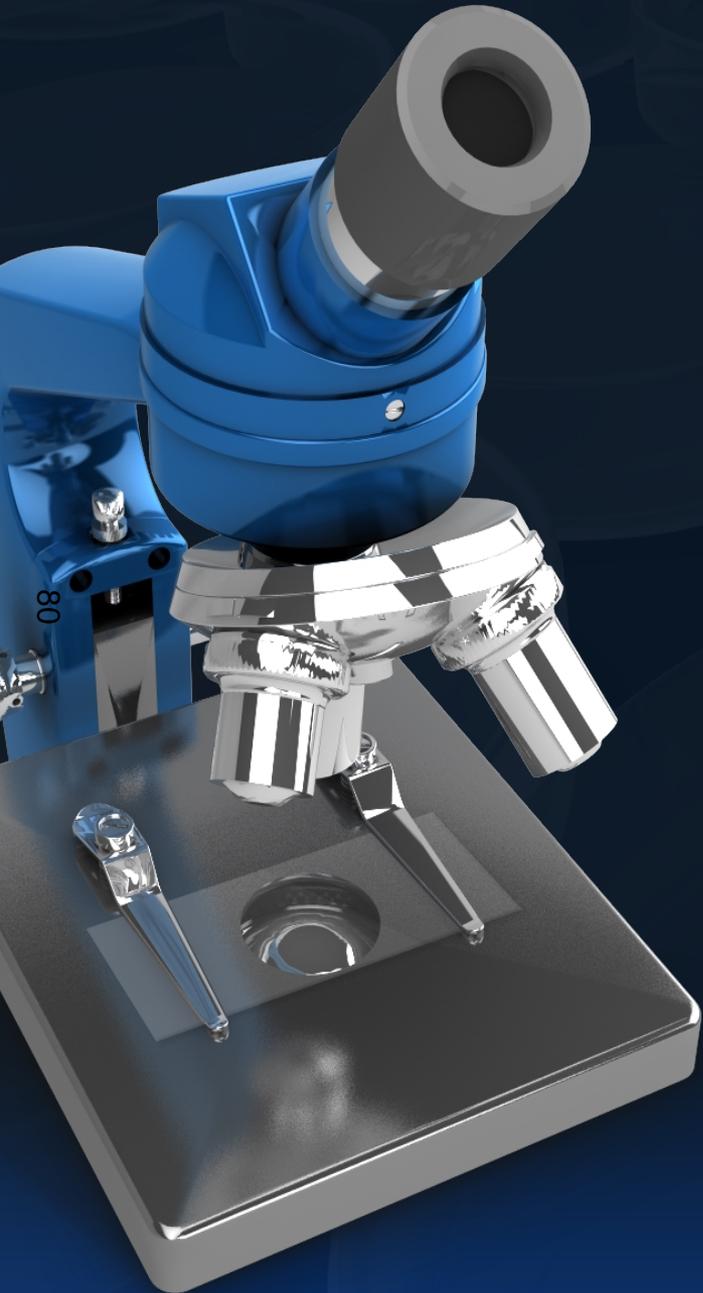
- Similar to Freshman Academy Program at Falls Career High School
- STEM Focus with Integration into Core Areas
- Project-Based Learning Approach
- Dropout Prevention Program
- Academic Remediation Program
  - College & Career Readiness
  - Re-Engage with Relevance
- From Pitsco Education

BASIC PROGRAM

- For Overage 8th / 9th Graders
- Credit "Recovery"
  - 8th Grade Math & Algebra 1
  - 8th Grade ELA & English 1
  - 8th Grade Social Studies & World History
  - 8th Grade Science & Biology / IPC
- Students work cooperatively in a blended learning environment to complete assignments, projects, as well as a variety of learning activities

HISTORY

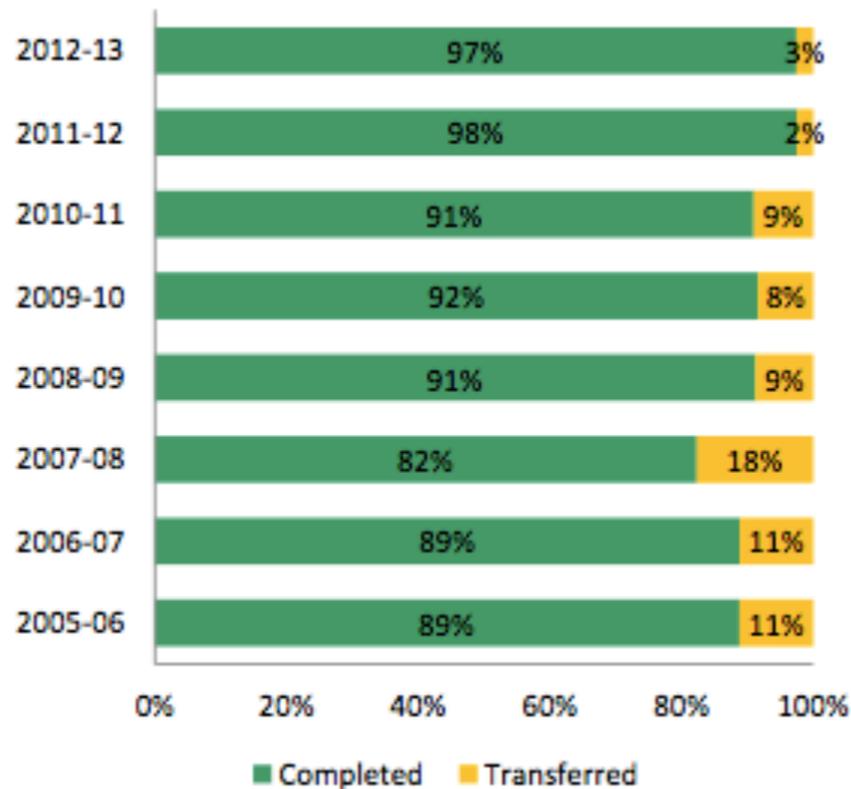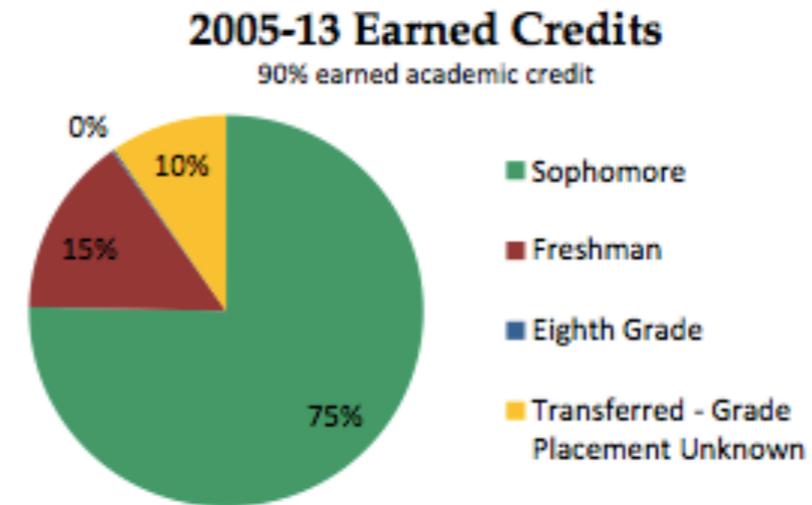- The STAR Academy Program has been used in over 35 locations across six states, since 2005

- Over 1800 students have completed the program, with a 90% credit recovery rate & an 83% continuation rate

- It is an Award-Winning Program (National Dropout Prevention Center)

Logistics

- Designed for up to 80 students, 20 per classroom
- Block Schedule
- Turn-Key Program
  - Curriculum
  - Technology
  - Furniture / Equipment
  - Professional Development
  - Support Services
- MFISD Staff & Classrooms

Process
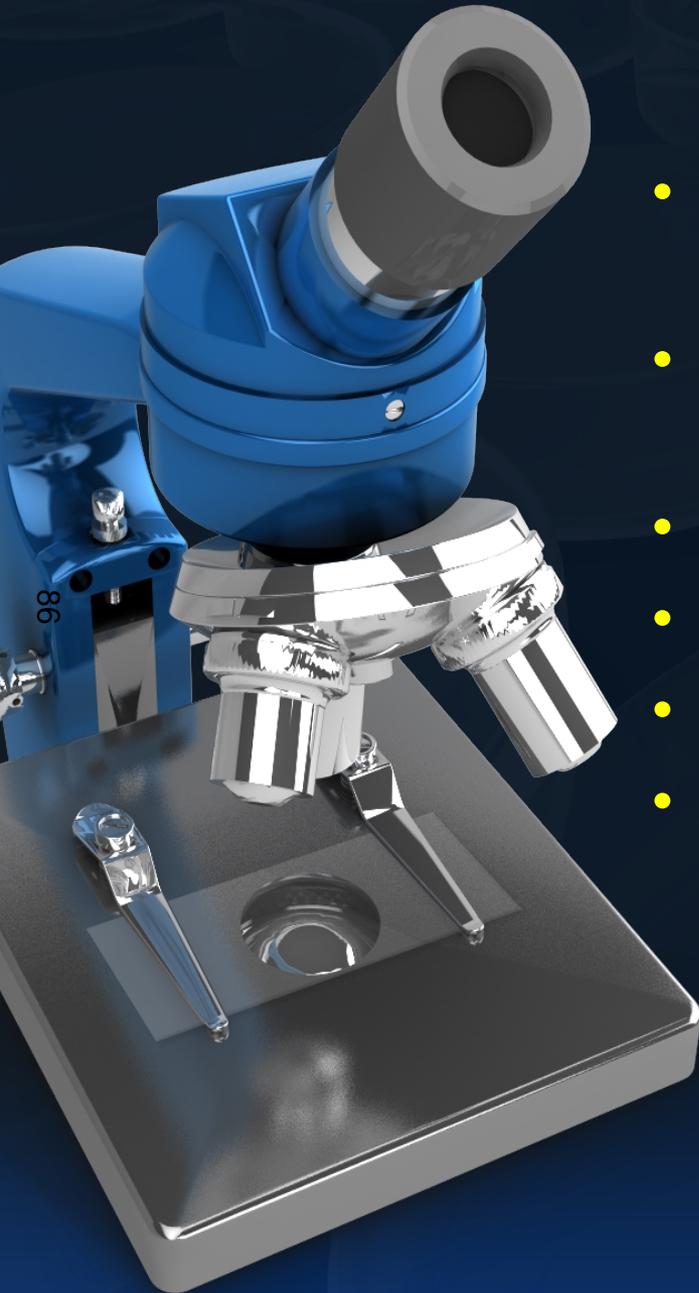
- We needed to ensure that we can meet the needs of all of our students
- We were looking for an integrated approach with a Project-Based Learning approach
- Met with the benefactor and the vendor
- Researched curricular alignment
- Spoke with current customers
- Collaborated with the Falls Career High School Principal, the Marble Falls High School Principal, & the Marble Falls Middle School Principal

Student Guidelines

- Placement for one school year
- Subjects mastered by the end of 8th grade
- Chronic attendance issues
- Placement by grade placement committee
  Or acceptance by established criteria of
  the program, based primarily on grades,
  attendance, & at-risk status
- Transition to Marble Falls High School as a 10th grader

Research-Based Strategies
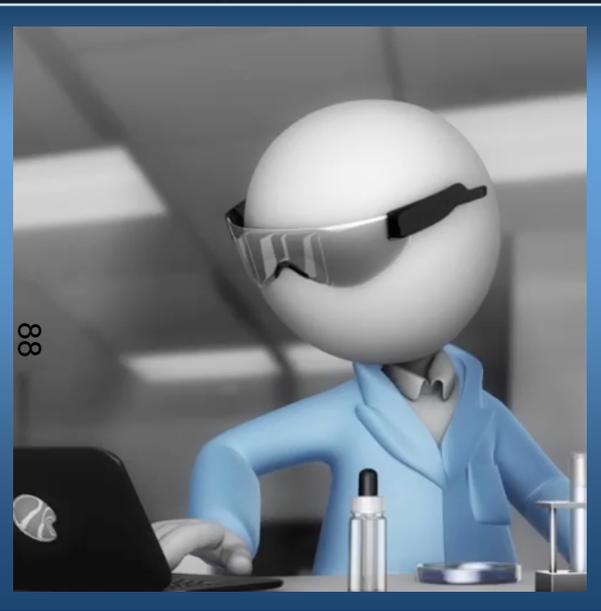
- This program meets each of the "15 Effective Strategies" researched by the National Dropout Prevention Center

- Content Knowledge

- Skill Development

- Transition Skill Development

- Goal = Graduation from Marble Falls High School

Funding

- Grant Funded Opportunity

- Cost for the program = $750,000

- Cost to MFISD = 2 -3 Teachers after initial grant funding

- Return on Investment = 10 months (average) based on ADA of $5500

- Opportunities for students = limitless

Questions?
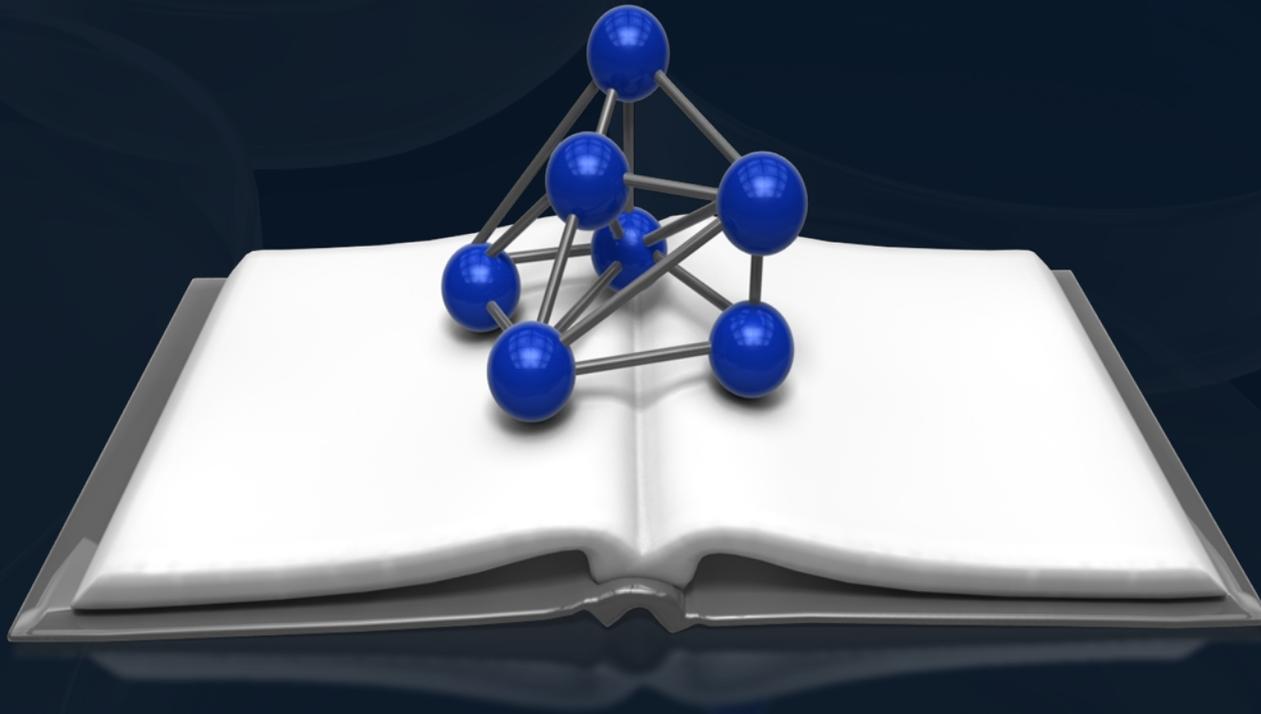
P.O. Box 1708 • Pittsburg, Kansas 66762 • 888-844-8414 • Fax: 620-231-2466 • www.staracademyprogram.org

Star Academy Program

WHAT IS IT? The Star Academy is nationally recognized as one of the most effective Dropout Prevention Solutions in the country. It is a comprehensive school-within-a-school that delivers a proven, effective combination of curriculum and professional support services.

TARGET. The program is most appropriate for overage, at-risk students who have failed at least one grade. Studies indicate that 64% of students who fail one grade eventually drop out of school.

WHY THE STAR ACADEMY WORKS. The comprehensive, standards-based curricula are delivered in ways that connect with and engage the attention of at-risk students. The program includes:

- Relevant, career-focused activities.
- Hands-on, project-based curriculum.
- Individualized Prescriptive Lessons™.
- Cooperative learning pairs.
- Small-group lessons.

ACADEMY ENVIRONMENT. An integral goal of the Star Academy is to create a safe, happy, and productive environment where students and teachers can learn, work, and grow. This goal is achieved through:

- A healthy school climate action plan.
- A dynamic, productive communication protocol.
- Extensive support from program liaisons.
- Ongoing professional development for educators.

PROVEN RESULTS. The Star Academy has proven effective in achieving its mission, is transportable to new locations with differing demographics, and is sustainable. In 72 program cohorts from 2005-2013, 83% of participants experienced success, stayed in school, and are continuing in high school. Further, 98% were promoted one or two grades during the school year.

PAYS FOR ITSELF. The typical return on a school's initial investment is 10.3 operating months. After initial funding, the Star Academy Program continues to operate from year to year using local funds.

NATIONWIDE. The Star Academy Program has been implemented in more than 38 middle and high schools across the country. States include Alabama, Arkansas, Florida, Georgia, Missouri, New Jersey, South Carolina, and Texas. Efforts are underway in a number of other states to implement even more Star Academy Programs.

PROGRAM COMPLETION RATE
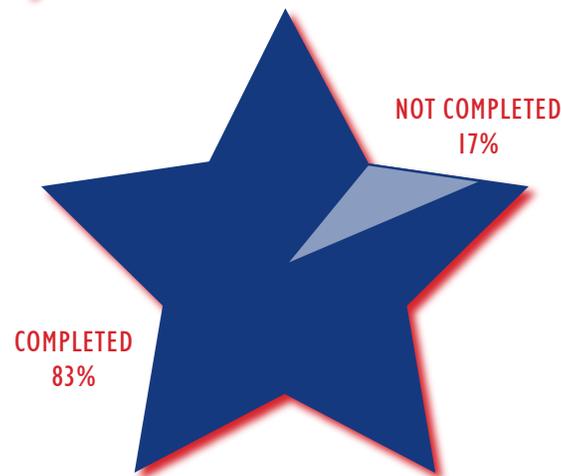
NOT COMPLETED
17%

COMPLETED
83%

N=3,141 stabilized enrollment; 72 program cohorts

STAR ACADEMY RESULTS

2005-13 Comprehensive Program Completion Information

73% Accelerated two grades (2,006)

25% Promoted one grade (677)

2% Retained in original grade (52)

N=2,735 ending enrollment; 72 program cohorts

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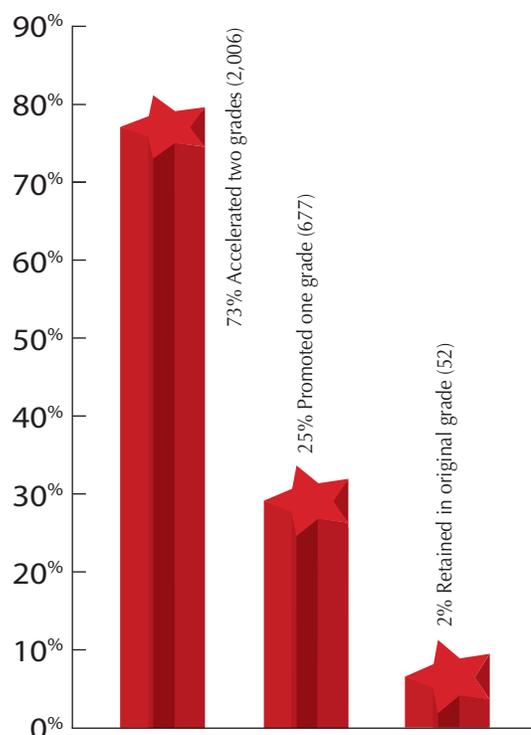
Proven Success

83% of participants experienced success, stayed in school, and are continuing in high school.

This information is self-reported by 72 program cohorts from 2005-2013 and combined into a comprehensive data set. Based on stabilized enrollment, 83% of the participants completed the program. Of those, 73% (2,006) accelerated two grade levels; 25% (677) advanced one grade; and 2% (52) was retained in their original grade. Promotion/retention data is based on ending enrollment.

Award-Winning Program

2008, 2010, and 2012 Crystal Star Award – awarded to Pickens County, SC; Richland County, SC; and Berkeley County, SC, Star Academy Programs for their exemplary practices, including high success rates.

Pickens County Star Academy progressively improved its success rate, advancing 73, 76, and 90 percent of overage, at-risk eighth- and ninth-grade students to 10th grade in one year.

Olympia Learning Center Star Academy in Richland County, SC, had an excellent record of student program completion of 73, 82, and 100 percent during its first three years.

Berkeley County Star Academy consistently has 89 percent or higher completion rates and accelerates 96 to 100 percent of students each year.

Return on Investment

10.3 operating months is the typical return on a school's initial investment.

Based on a district per-pupil expenditure of $8,500 and the comprehensive student completion rate of the program, a district can see a return on its initial investment in 10.3 months of operation. A district that operates the program for three years may retain an additional $1,136,000 beyond the initial investment.

- **64% of students who fail one grade eventually drop out of school.**
  Approaches to Dropout Prevention: Heeding Early Warning Signs With Appropriate Interventions. National High School Center at the American Institutes for Research.

- **Every nine seconds, a student will drop out of school.**
  The Dropout Problem in Numbers. American Youth Policy Forum.

- **A student who fails 9th grade has a 75% probability of dropping out.**
  Approaches to Dropout Prevention: Heeding Early Warning Signs With Appropriate Interventions. National High School Center at the American Institutes for Research.

2008, 2010, and 2012 CRYSTAL STAR AWARD

OF EXCELLENCE IN DROPOUT RECOVERY, INTERVENTION, & PREVENTION

Star Academy Program

Honored by the
NATIONAL DROPOUT PREVENTION CENTER/NETWORK

Awarded to Pickens County, SC; Richland County, SC; and Berkeley County, SC, Star Academy Programs for their exemplary practices, including high success rates

"The Star Academy Program is an effective, proven strategy for addressing multiple dropout prevention issues common with students at risk of school failure."

Jay Smink, Former Executive Director, National Dropout Prevention Center

"I applaud the efforts of the Star Academy for working to change the lives of at-risk students by guiding them in their education. This program is nationally recognized as one of the most effective dropout prevention solutions in the country. . . ."

Georgia Governor Nathan Deal, Coffee County Career Academy, Douglas, GA

"It saved my life. I went from just getting by to really being a straight-A student."

Jessica Crane, Star Academy Student, Berkeley County, SC

Star Academy
Dropout Prevention

History

- Pitsco Education

  - 44 years in Education, started by educators

  - Hands on Approach

  - 9 Million exposed to Pitsco products in 2013

- Dropout Prevention

  - Created with S.Carolina Dept of Education

  - Initially funded by the Education & Economic Dev Act in 2005

  - CTE Approach to Student Engagement and Learning

Program Goals

- Reduce Dropouts

- Accelerate - "Back on Track towards Graduation"

- Re-Engage - Relevance

- Increase Attendance

- Reduce Negative Behavior

- College and Career Readiness Skills
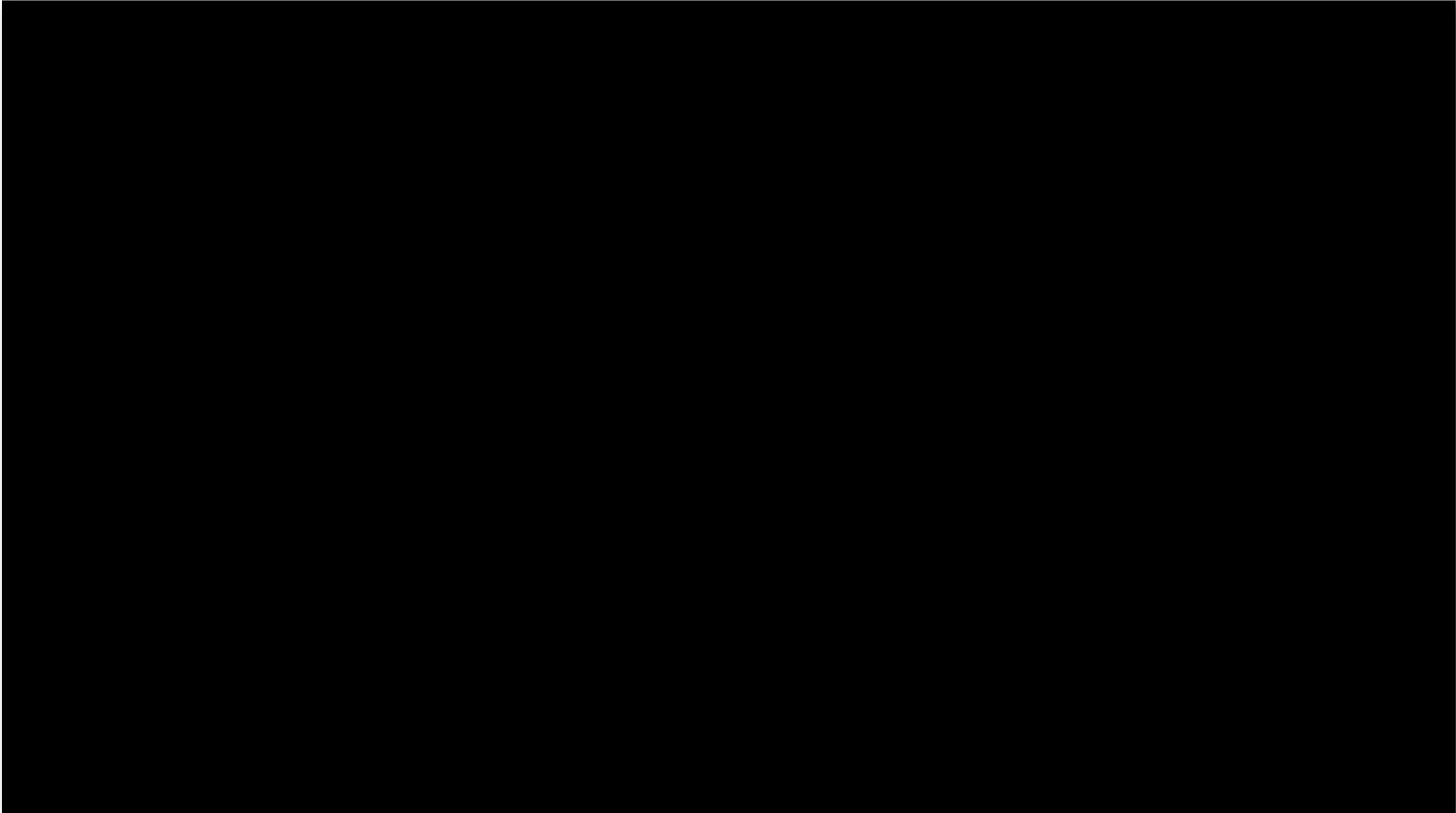
Introduction to Star Academy

Star Academy Program

- Targets Highest Risk Group - Overage 8th/9th Graders

- Dropout Prevention w/ Grade Acceleration

- School-within-a-School Academy

- Comprehensive CTE/STEM based Full Curriculum

Performance Summary

- Has been implemented in 35 sites since 2005

  - 4 Middle Schools

  - 13 High Schools

  - 18 Alternative / Career Centers

- States:

  - Alabama

  - Florida

  - Georgia

  - Missouri

  - South Carolina

  - Texas

PROGRAM COMPLETION RATE

NOT COMPLETED
17%

COMPLETED
83%

N=3,141 stabilized enrollment; 72 program cohorts

STAR ACADEMY RESULTS

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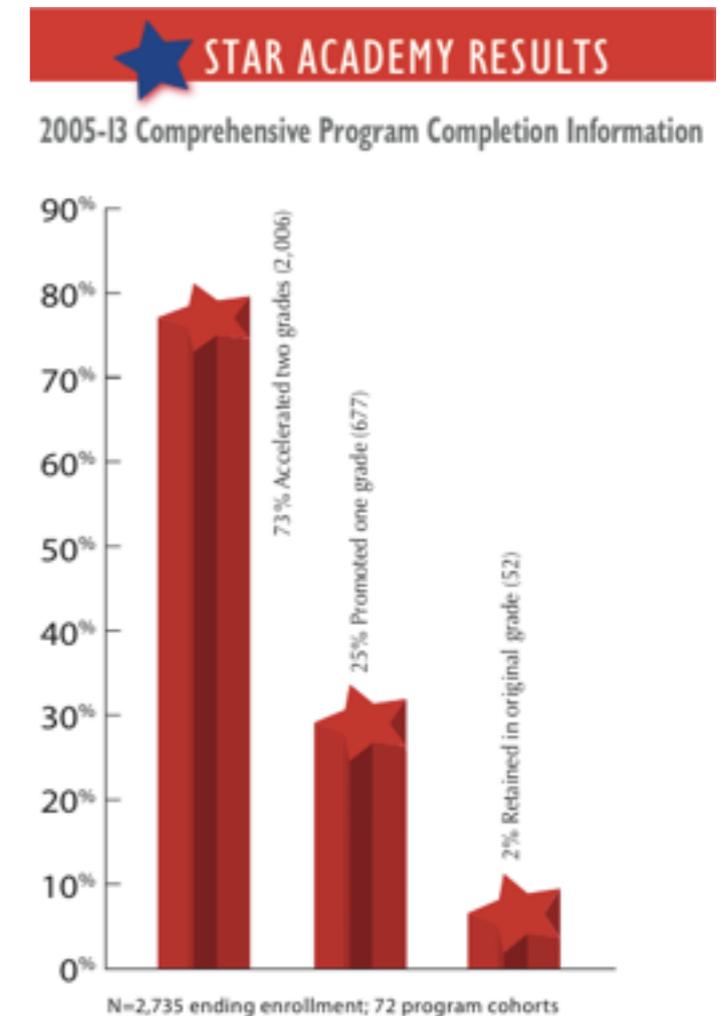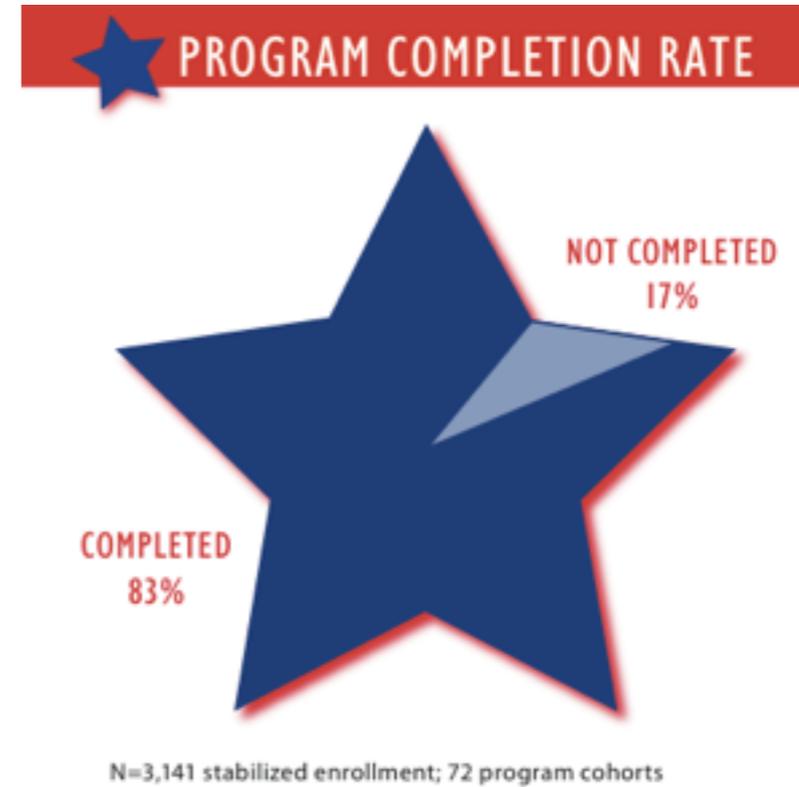
Star ACADEMY

Performance: South Carolina

2005-13 Program
1,787 students

- Completed 90%
- Transferred 10%

2005-13 Earned Credits
90% earned academic credit

- Sophomore 75%
- Freshman 15%
- Eighth Grade 0%
- Transferred - Grade Placement Unknown 10%

Year	Completed	Transferred
2012-13	97%	3%
2011-12	98%	2%
2010-11	91%	9%
2009-10	92%	8%
2008-09	91%	9%
2007-08	82%	18%
2006-07	89%	11%
2005-06	89%	11%

Year	Sophomore	Freshman	Eighth Grade	Transferred - Grade Placement Unknown
2012-13	88%	10%		3%
2011-12	88%	10%		2%
2010-11	84%	6%	2%	9%
2009-10	73%	19%		8%
2008-09	75%	16%		9%
2007-08	60%	22%		18%
2006-07	83%	6%		11%
2005-06	73%	16%		11%

Performance: Texas

Irving ISD
Barbara Cardwell Career Preparatory Center
80 students

2012-13 Program
5%
10%
85%
- ■ Completed
- ■ Discipline
- ■ Transfer/Moved
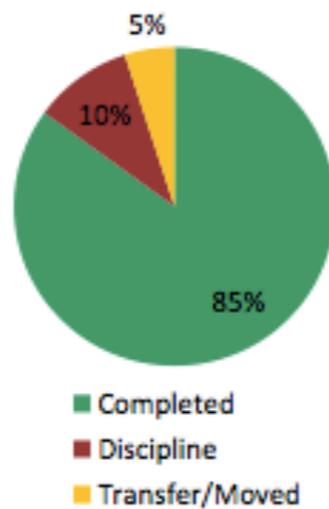
2012-13 Earned Credits
98% earned academic credit
1% 2%
23%
74%
- ■ Eighth Grade ■ Freshman
- ■ Sophomore ■ Junior
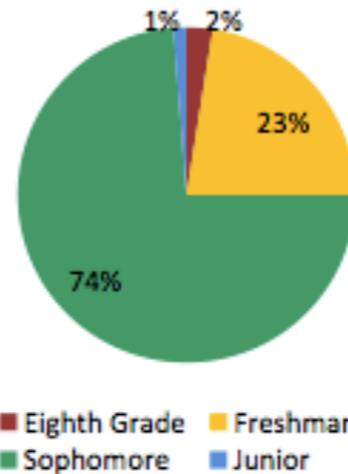
2013-14 Returning Enrollment
99% did not drop out
1%
99%
- ■ Enrolled in district 2013-14
- ■ Moved out of district
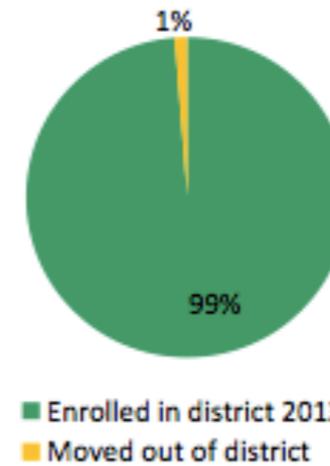
Pharr-San Juan-Alamo ISD
Southwest Early College High School
80 students

2012-13 Program
3% 1% 3%
12%
81%
- ■ Completed ■ Discipline
- ■ Transfer ■ Truant
- ■ Social issues
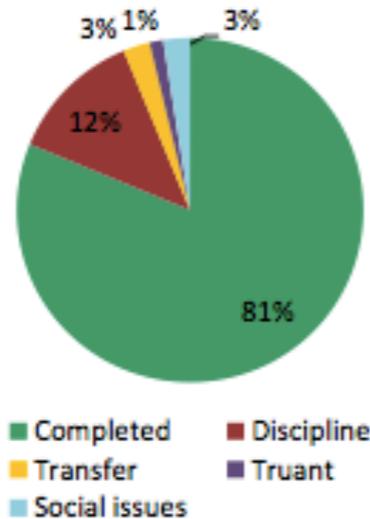
2012-13 Earned Credits
95% earned academic credit
5%
15%
80%
- ■ Eighth Grade ■ Freshman
- ■ Sophomore
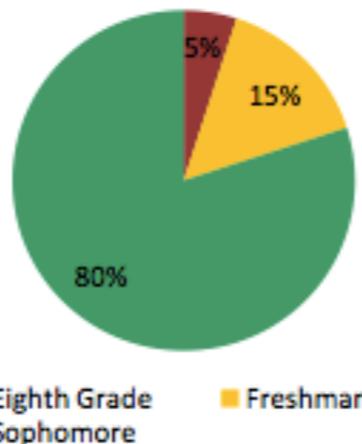
2013-14 Returning Enrollment
96% did not drop out
3% 1%
96%
- ■ Enrolled in district 2013-14
- ■ Moved out of state
- ■ Truant
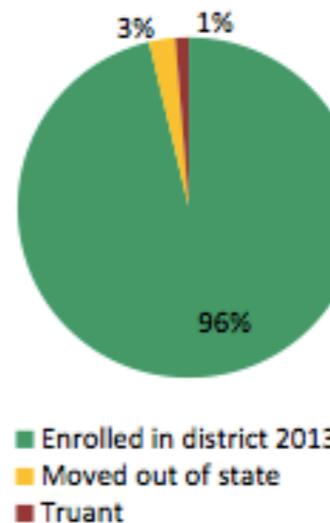
Performance: Georgia

Coffee County Star Academy Report

2013-14 Program
79 students

Moved out of county/state 5%

Withdrew 5%

Expelled 3%

Continuing Education (high school, alternative ed, GED, home school)

Program Completers 81%
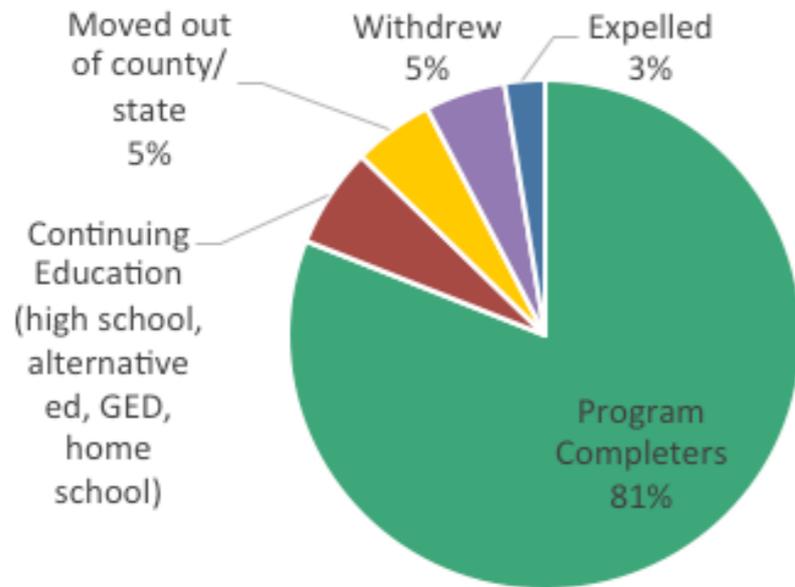
2013-14 Earned Credits
90% earned academic credit

1%

36%

63%

- Sophomore
- Freshman
- Eighth Grade
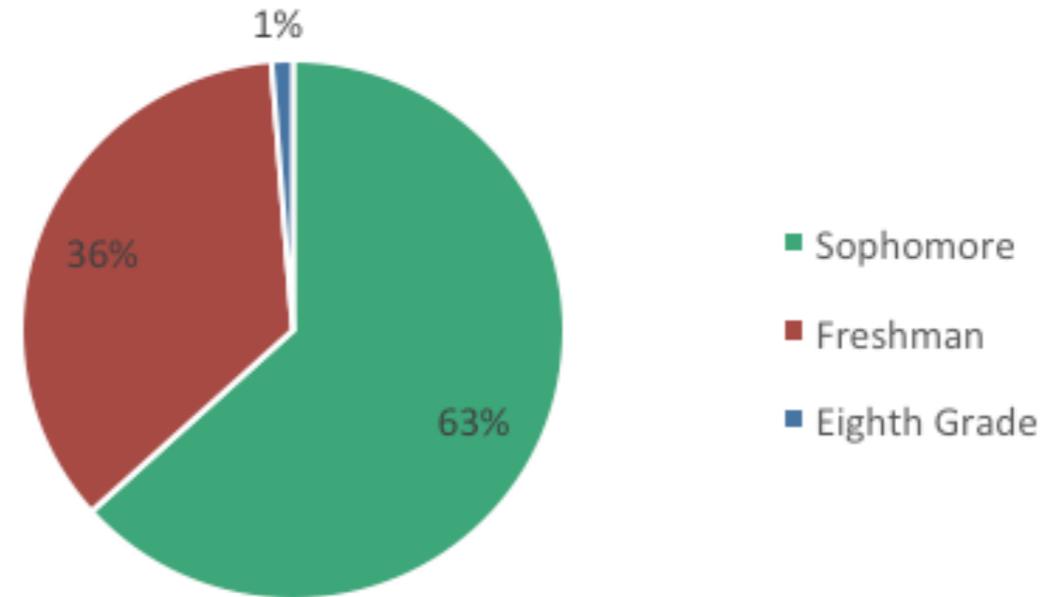
Standardized Testing

- Giunta MS, Hillsborough County, FL

- All students enrolled were selected as overage, dropout candidates

- Star Academy students outperformed Giunta MS students on FCAT

- Only 2 students scored 5's on FCAT Science. Both were Star Students

FCAT Passing Rates

Giunta
Star
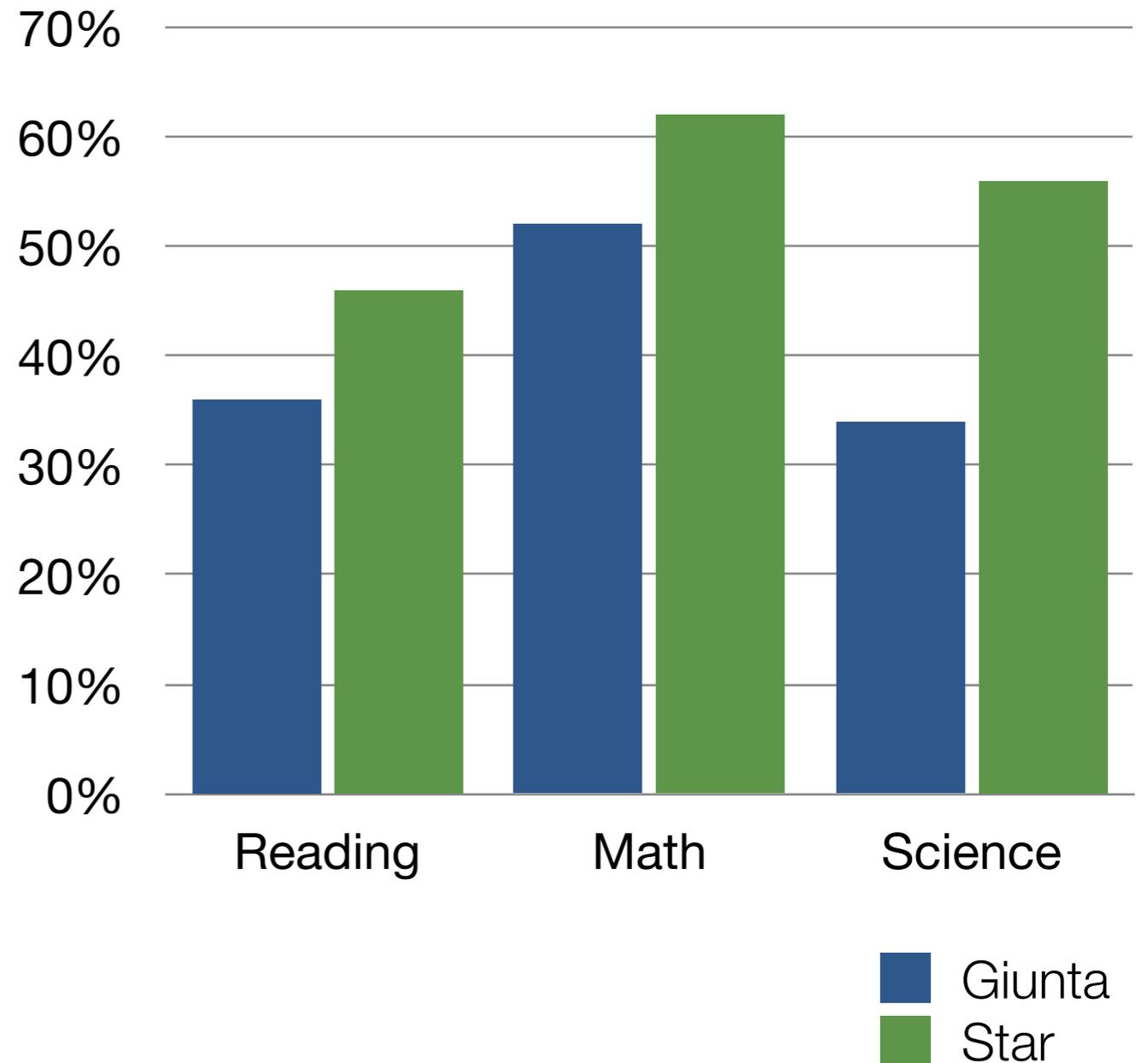
Student Survey

2010 San Antonio, TX

- Better attitude towards school
- Higher level of success in school
- Expect to graduate from HS
- Learned more during the program
- Liked attending the program
- Family supported participation

0   25   50   75   100
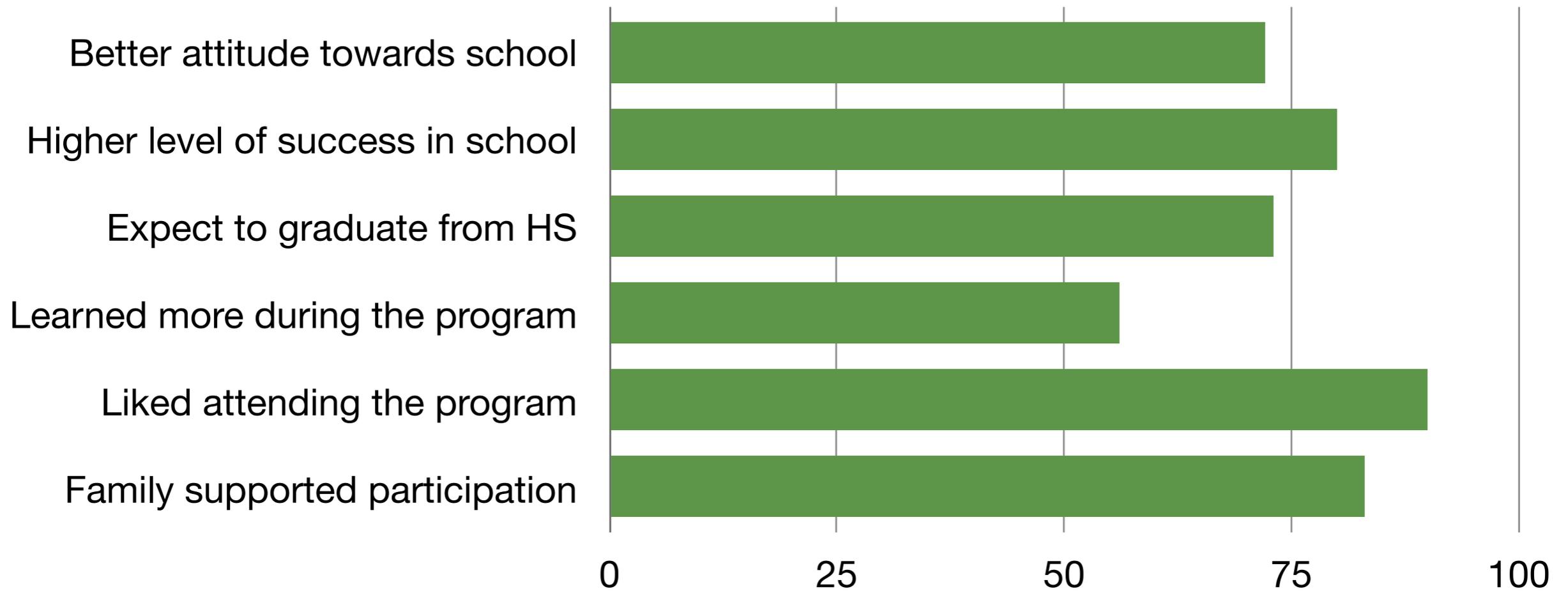
Discipline / Attendance

- Disciplinary Actions

Fewer   Same
More

19%
9%
72%

- Attendance at 2 schools in SC

  - 57% Improved Attendance

  - 17 Students with Perfect attendance

- Attendance in Orlando, FL

  - 89% Improved Attendance

  - 5 Students with Perfect attendance
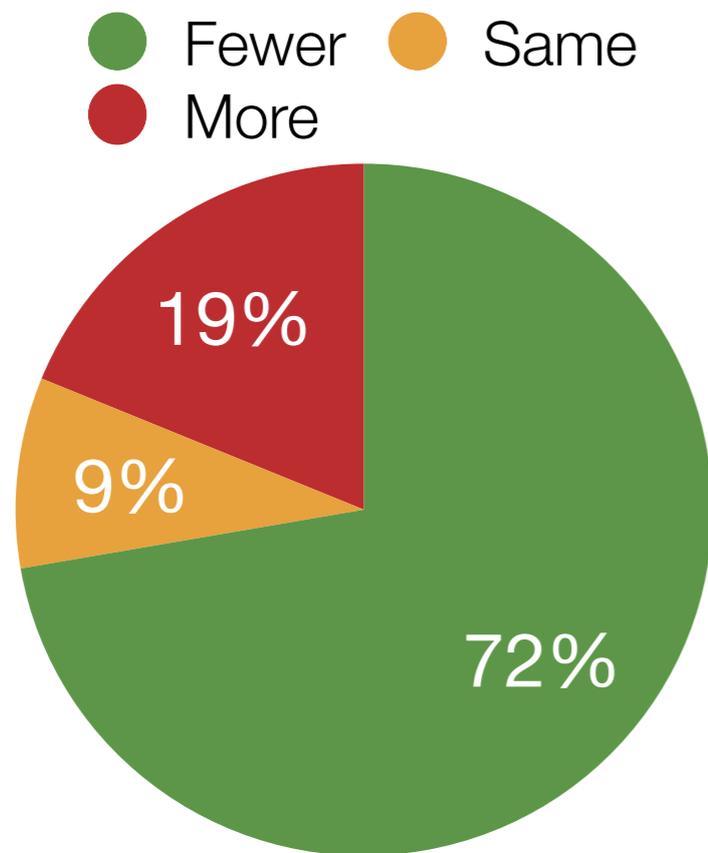
- 2 sites in SC, 198 Students over a 2 year period

Star
ACADEMY

Recognition

National Dropout Prevention
Center/Network

2008, 2010, and 2012
Winner of the prestigious

Crystal Star Award

of Excellence in
Dropout Recovery,
Intervention and Prevention

2009 NDPC "Model Program"

Crystal Star Awards
   2008 Pickens County, SC
   2010 Richland County, SC
   2012 Berkley County, SC

Star ACADEMY

Academy Design

- 80 Students, 20 per classroom

- Courses:

  - Math

  - Science

  - English Language Arts

  - Social Studies

- Block Schedule

- Turn-key

  - Curriculum

  - Technology

  - Furniture

  - Professional Services

  - Staff Development

- Utilize District Staff

  - Teachers

  - Counselor

Curriculum

- Designed and aligned to state and district standards

- Pitsco Education's Project based, Hands on curriculum

- Includes

  - 2 Math Courses

  - 2 Science Courses

  - 2 English Courses

  - 1-2 Social Studies Courses

College and Career Readiness

- Provide Content Knowledge

- Utilize Cognitive Strategies

- Develop Learning Skills & Techniques

- Support Transition Knowledge & Skills
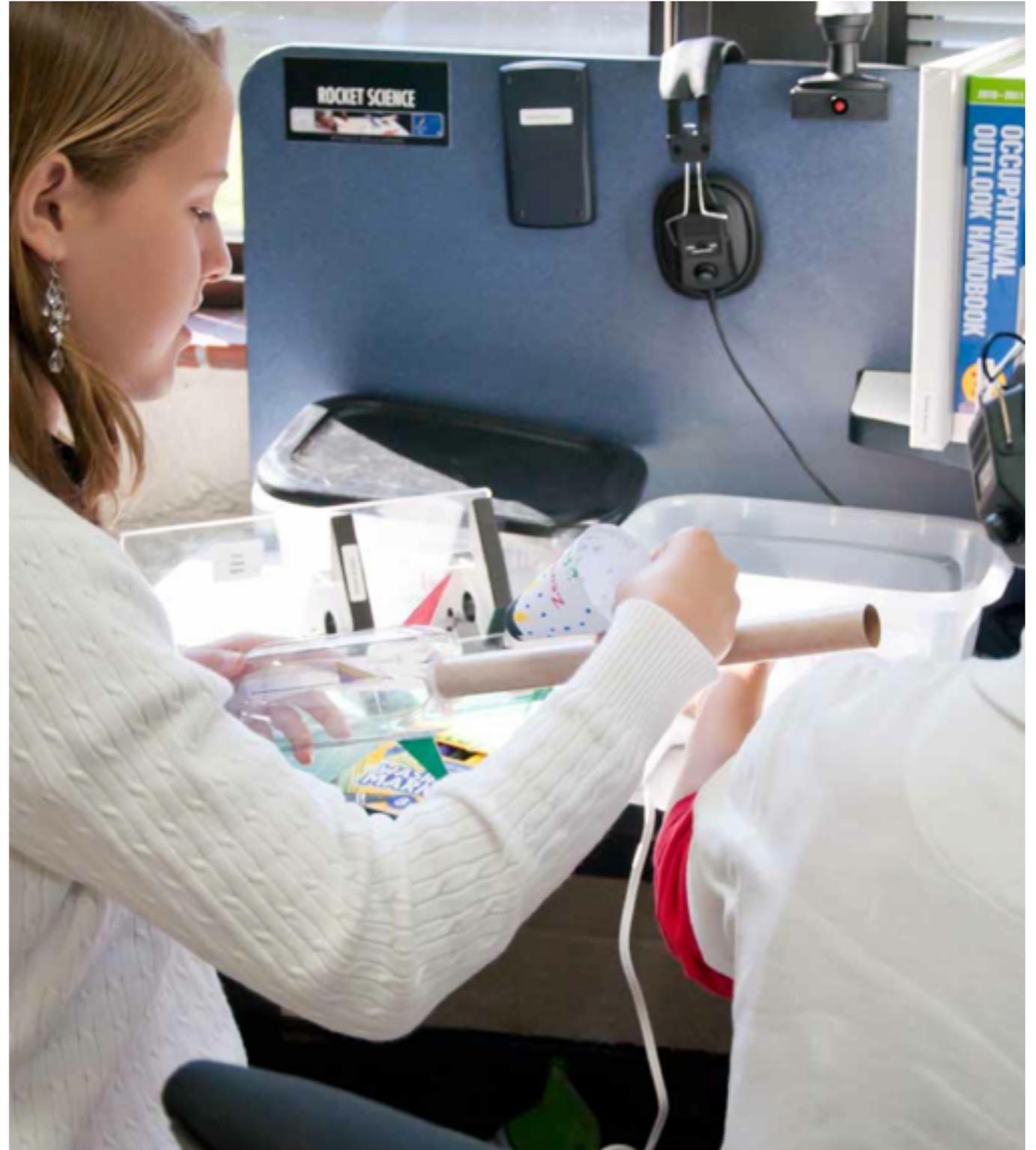
Professional Services

- Program Design

- Professional Development

- Education Services

- Education Liaisons

- Technical Support
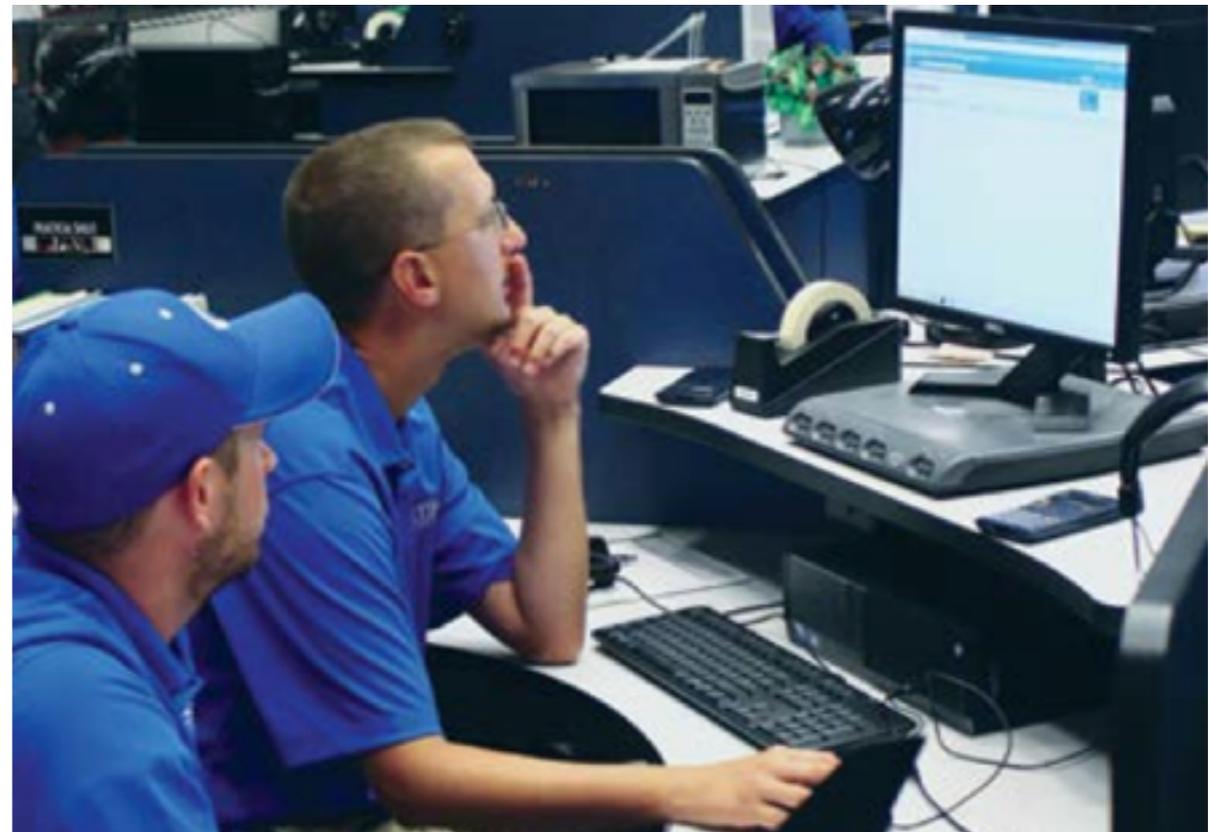
National Dropout Prevention Center
15 Effective Strategies

- ☑ • Active-Learning

- • After-School Opportunities

- • Alternative Schooling

- ☑ • Career Technical Education

- ☑ • Individualized Instruction

- ☑ • Service Learning

- ☑ • Educational Technology

- • Early Childhood Education

- ☑ • Systemic Renewal

- ☑ • Safe Learning Environments

- ☑ • Mentoring / Tutoring

- ☑ • Community Collaboration

- ☑ • Family Engagement

- ☑ • Professional Development

- ☑ • Safe Learning Environments

Culture of Achievement
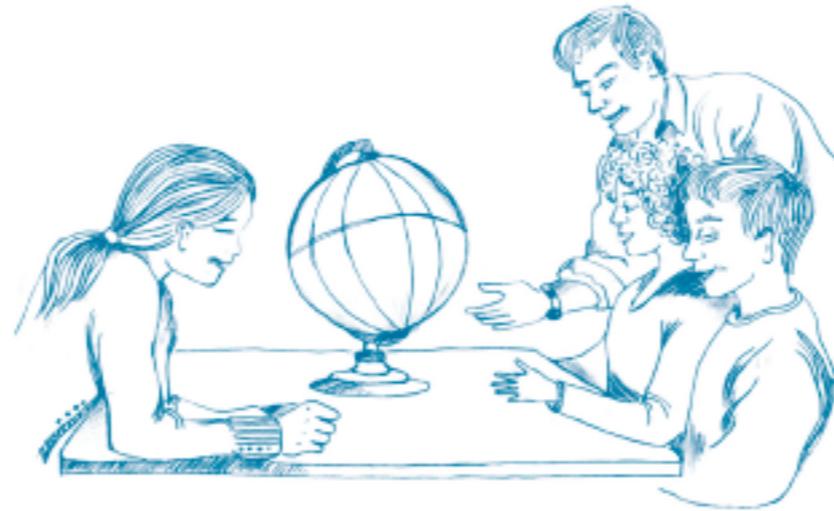
FOCUSING *Students On Achievement*

MANAGING *Classroom Behavior*

BUILDING *A Healthy School Climate*

Return on Investment

- Average ROI in under 2 years

- Based on national average retention rates in Star Academies

- 4 year ROI = $3,810,610

  - Based on ADA of $5,800

Bar chart with y-axis labeled $0, $350,000, $700,000, $1,050,000, $1,400,000 and x-axis labeled Year 1, Year 2, Year 3, Year 4.

Marble Falls ISD

Board of Trustees

Agenda Item Information

Meeting Date:

Meeting Type:
- ☐ Regular Meeting
- ☐ Special Meeting/Workshop
- ☐ Hearing

Date Submitted:

Agenda Placement:
- ☐ Public Hearing
- ☐ Open Session
- ☐ Executive Session
- ☐ Recognition
- ☐ Administrative Report
- ☐ Consent Agenda
- ☐ Regular Agenda
- ☐ Information/Discussion

Subject:

Executive Summary:

Fiscal Impact:

Cost:
- ☐ Recurring
- ☐ One-Time
- ☐ No Fiscal Impact

Funding Source:
- ☐ General Fund
- ☐ Grant Funds
- ☐ Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ☐ Yes
- ☐ No

Administrator's Recommendation:

Department Submitting:

Requested By:

Cabinet Member's Approval:

Board Approval Required: ☐ Yes   ☐ No

2014 Bond Program

	B/I	Bond Funds	Fund Balance		Amount Spent/Encumbered	Approx.Percent Complete
Color Code = Black - in process, blue not started, green complete						
TECHNOLOGY - $1,400,000 - Alotted from Bond						
Smart Boards K - 5 Grades		$0.00	$0.00			
Digital Learning Resources		$0.00	$0.00			
1:1 Technology Distribution to Students, Teachers, & Administration						
Rollout #1 - Tablets for Elementary Students						
SPARK Cohort 1 (elem) iPads, Cases, & Provisioning			$180,400.00		$180,400.00	100%
Rollout #2 - Tablets for Elementary Students						
SPARK Cohort 2 & 3 (elem) iPads, Cases, & Provisioning (Lease 2)			$330,992.17		$149,095.57	
Rollout #2 - Laptops for Teachers / Administrators						
Laptops for Teachers at MFHS (Lease 2)			$111,821.68			
Laptops for Elementary Principals (Lease 2)			$4,472.87			33%
Rollout # 3 - Laptops for Secondary Students						
SPARK 1:1 student/laptop ratio 10-12 grades (Lease 3)			$381,585.00		$127,194.99	33%
Rollout #4 - Tablets for Elementary Students						
SPARK Cohort 4 & 5 (elem)iPads, Cases & Provisioning (Lease 4)			$536,809.13		$212,289.71	33%
Rollout #4 - Laptops for Teachers / Administrators						
MS Teachers & Admin Laptops (Lease 4)			$100,000.00			
Rollout # 5 - Laptops for Secondary Students						
SPARK 1:1 student/laptop ratio 8-9th grades (Estimate Lease 5 - 2016)			$268,200.00			0%
Rollout # 6 - Laptops for Secondary Students						
SPARK 1:1 student/laptop ratio 6-7th grades (Estimate Lease 6 - 2017)			$272,250.00			0%
Address District network needs						
EMC VNX Storage SAN		$214,520.89			$214,520.89	100%
CORE Cisco UCS		$545,960.18			$545,960.18	100%
Campus Cisco Switch Upgrade		$477,000.00			$477,000.00	100%
Airwatch		$11,494.70			$11,494.70	100%
Subtotal - Technology		**$1,248,975.77**	**$2,186,530.85**			
TOTAL for Technology						
$3,435,506.62						
CAREER & TECHNICAL IMPROVEMENTS - $2,400,000 Alotted from Bond						
Business & Accounting Pathways		$54,500.00			$14,501.72	
Instructional Equipment						
Computer Sciences and Computer Technology		$27,142.00			$19,881.36	
Instructional Equipment						
Welding & Constrution Pathways						
Metal Fabrication Equpment Ω		$448,027.78			$448,027.78	100%
Construction Technology Ω		$233,546.00			$125,493.29	
Agriculture, Food, & Natural Resources Pathways						
Horticulture Equpment, Greenhouse Equipment Ω		$500,000.00			$393,809.63	
Animal Science Ω		$351,200.00			$321,130.88	
Health Science Pathway						
Health Science Technology Equipment		$45,893.50			$47,878.12	100%
Human Services Pathway						
Instructional Equipment		$10,000.00			$3,903.17	100%
Science, Technology, Engineering, & Mathematics (STEM) Pathway						
Engineering Equipment, Classroom Computers		$61,575.00			$50,519.01	
Arts, Audio-Video Technology, & Communications Pathway						
Media Technology Studio		$668,173.82			$601,257.66	
Subtotal - Career & Technical Education		**$2,400,058.10**	**$0.00**			
TOTAL for CTE					$2,026,402.62	
$2,400,058.10						

RENOVATION & REPAIRS - $2,000,000 - Alottted from Bond						
Highland Lakes Elementary						
Replace carpet in Classrooms (Approx. 16 @ $2,700 ea.)		$43,200.00			$29,120.25	100%
Playground Make-over West Campus (Playscapes)		$80,000.00			$64,524.96	100%
Add tile to hall walls, cork boards, & paint (tile work)		$70,000.00			$86,748.26	100%
Make-over Pre-K bathrooms (16 bathrooms @ $2,300 ea)		$36,800.00			$5,866.16	100%
Repaint Fire Lane						
Paint I-beam in front of the building	B	$1,500.00			$0.00	0%
Add Entrance Cover To be bid as one project	B	$12,000.00			$0.00	0%
Panel Underside of Awning (Existing)	B	$4,000.00			$0.00	0%
Add Awning to Library rear exit door	B	$1,000.00			$0.00	0%
Stain Front Entrance		$2,500.00			$0.00	0%
Marble Falls Elementary						
Add Swings ($9,949)		$9,949.00			$9,949.00	100%
Repair Stucco (corner of library)	I	$1,500.00			$0.00	0%
Add basketball goals to playground	I	$2,000.00			$0.00	0%
Clean and paint back ramps and walls	B	$8,000.00			$0.00	0%
Colt Elementary						
Improve ADA Path to Play grounds	I	$3,000.00			$0.00	0%
Add library awning	B	$12,000.00			$0.00	0%
Improve drainage around Speech class		$1,500.00			$0.00	0%
Middle School						
6th Grade Classroom Paint (16 rooms @ $1,000 ea.)		$16,000.00			$43,900.00	100%
Replace Ceiling Tiles in classrooms (16 rooms)		$66,240.00			$50,845.46	100%
Make over 6th grade restrooms	I	$25,000.00			$0.00	0%
Paint stadium	B	$50,000.00				0%
Add tile to halls	B	$65,000.00				0%
Remove 6th grade lockers		$30,000.00				0%
Replace exterior panels and insulate	B	$65,000.00				0%
Replace garage doors (2 @ $3500)		$7,000.00				0%
Add ventilation - Old Blue Bldg/Weight Room	I	$10,000.00				0%
Add lights (16 @ $400 per light) - Old Blue Bldg. Weight room Ω	I	$6,400.00				0%
High School						
Improve Campus Restrooms (15 Restrooms @ $4,000 ea.)		$60,000.00			$33,696.79	50%
Furniture		$85,000.00			$57,652.62	80%
Replace Baseball Outfield Fence		$40,000.00			$51,711.38	100%
Tile main halls need more information	B	$70,000.00			$0.00	0%
Tile side halls and install cork boards regarding scope of project		$70,000.00			$0.00	0%
Replace outside fixtures	I	$45,000.00			$0.00	0%
Improve grass area adj. to library	B/I	$20,000.00			$0.00	0%
Transportation						
Add Bathrooms	?	$75,000.00			$0.00	0%
New furniture	I	$20,000.00			$0.00	0%
Move storage shed	I	$500.00			$0.00	0%
Grade parking for drainage	I	$8,000.00			$0.00	0%
School buses/District vehicles: must be used to transport students						
School buses and vehicles		$840,000.00			$581,152.00	
A/C Units						
Replace A/C units at HLES (8 classrooms @ $3,500 ea.)	I	$28,000.00			$0.00	0%
Energy Efficient lighting - See Symbol Ω						
Subtotal - Renovations & Repairs		$1,991,089.00	$0.00		$1,015,166.88	
TOTAL - Renovations & Repair						
$1,991,089.00						
MISCELLANEOUS PROGRAM NEEDS - $750,000 Allotted to Bond						
Purchase of Fine Arts Equpment						
Band Instruments and Equipment		$300,000.00			$0.00	
Address Drainage Issues at MFHS Athletic Complex						
Drainage around Athletic Fields		$450,000.00			$387,014.63	65%
Subtotal - MISC.		$750,000.00	$0.00			
TOTAL - MISC.						
$750,000.00						
Sub Total		$6,390,122.87	$2,186,530.85			
GRAND TOTAL		$8,576,653.72				
Total Project Expenditures Alotted		*$8,550,000*				

MARBLE FALLS ISD
ELECTION QUICK FACTS

On February 17, the Marble Falls ISD Board of Trustees unanimously called a bond election for Saturday, May 10, 2014 in the amount of $6,550,000 to improve our Technology and Career & Technical programs in the District. The bond proposal was developed through a committee process that consisted of local community members, business leaders, parents, and staff. The committee met over several months studying the District's current programs and developed recommendations for increasing our students' access to educational technology and upgrades to our career and technical programs.

BOND PROPOSAL $6,550,000

TECHNOLOGY - $1,400,000
- Smart boards K-5 grades
- 1:1 student/laptop ratio 6-12 grades
- Class sets of tablets PK-5 grades
- Increase digital materials available District-wide
- Address District network needs
- Laptops for teachers PK-12 grades

CAREER & TECHNICAL IMPROVEMENTS - $2,400,000
- Impacts all Career & Technical education
- New welding machines & metal fabrication equipment
- New greenhouse & horticulture equipment
- New Health Science equipment
- New Engineering equipment
- Facility improvement to Ag. Science building
- Facility improvement for Audio/Visual program

MISCELLANEOUS PROGRAM NEEDS - $750,000
- Purchase of instruments for middle school band – $300,000
- Address drainage issue around baseball and softball fields – $450,000

RENOVATION & REPAIRS - $2,000,000
- Renovation & repair projects
- School buses
- District vehicles
  Note: must be used to transport students
- Energy efficient lighting
- A/C units

(The foregoing represents a working list of proposed projects.)

HOW WILL BOND EXPENDITURES BE MONITORED? If the bond proposal is approved, an oversight committee will be formed by the District to evaluate all bond expenditures on a regular basis. The committee will include teachers, parents, and community members. Additionally the bond expenditures will be posted on the District website for public view.

EARLY VOTING: APRIL 28 – MAY 6, 2014

ELECTION DAY: MAY 10, 2014

MARBLE FALLS ISD
FREQUENTLY ASKED QUESTIONS

Why consider a bond proposal?

As a District, we would like to increase our students' access to educational technology and upgrade our career and technical programs. In addition, bond taxes are not subject to Robin Hood payments to the State. By paying for the improvements and upgrades through bonds, the District expects to avoid a 46% Robin Hood payment to the State. As an example, if MFISD generated $100,000 of new dollars on property taxes, the State is entitled to $46,000, leaving the district with $54,000.

How will the ballot be worded?

FOR or AGAINST:
The issuance of $6,550,000 school building 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, and levying of the tax in payment thereof.

How will the District's tax rate be impacted?

Our current tax rate is one of the lowest in the area. A school district's tax rate is comprised of two parts: the Maintenance & Operations tax (M&O) and the Interest & Sinking tax (I&S). The M&O tax pays for salaries, utilities, furniture, supplies, gas, and other day-to-day costs. The I&S tax is used to pay off school bonds. Bond elections only effect the I&S tax rate. The current tax rate of $ 1.0533 for M & O and $.2267 for I & S, equaling a total combined rate of $1.28, will remain the same if the bond passes based on current school finance law and stable property values.

2013 School District Tax Rates

	I & S Rate	M & O Rate

District	Total	I & S	M & O
Pflugerville ISD	$1.54	$.50	$1.04
Manor ISD	$1.52	$0.48	$1.04
Leander ISD	$1.51	$0.47	$1.04
Dripping Springs ISD	$1.49	$0.45	$1.04
Del Valle ISD	$1.47	$0.43	$1.04
Hays CISD	$1.46	$0.42	$1.04
Lake Travis ISD	$1.40	$0.36	$1.04
Round Rock ISD	$1.38	$.34	$1.04
Marble Falls ISD	$1.28	$0.23	$1.05
Burnet CISD	$1.26	$0.22	$1.04
Eanes ISD	$1.21	$0.17	$1.04
Johnson City ISD	$1.19	$0.15	$1.04

Learners Today...

Leaders Tomorrow...

Mustangs Forever!

Marble Falls ISD

Board of Trustees

Agenda Item Information

Meeting Date:	

Meeting Type:	Agenda Placement:
☐ Regular Meeting ☐ Special Meeting/Workshop ☐ Hearing Date Submitted:	☐ Public Hearing ☐ Administrative Report ☐ Open Session ☐ Consent Agenda ☐ Executive Session ☐ Regular Agenda ☐ Recognition ☐ Information/Discussion

Subject:

Executive Summary:

Fiscal Impact: Cost: ☐ Recurring ☐ One-Time ☐ No Fiscal Impact	Funding Source: ☐ General Fund ☐ Grant Funds ☐ Other Funds (Specify)	Fiscal Year: Amendment Required? ☐ Yes ☐ No

Administrator's Recommendation:

Department Submitting:	Requested By:
Cabinet Member's Approval:	

Board Approval Required: ☐ Yes   ☐ No

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Marble Falls ISD

Board of Trustees

Agenda Item Information

Meeting Date:	

Meeting Type:	**Agenda Placement:**	
☐ Regular Meeting	☐ Public Hearing	☐ Administrative Report
☐ Special Meeting/Workshop	☐ Open Session	☐ Consent Agenda
☐ Hearing	☐ Executive Session	☐ Regular Agenda
	☐ Recognition	☐ Information/Discussion
Date Submitted:		

Subject:

Executive Summary:

Fiscal Impact:

Cost:	**Funding Source:**	**Fiscal Year:**
☐ Recurring	☐ General Fund	Amendment Required?
☐ One-Time	☐ Grant Funds	☐ Yes
☐ No Fiscal Impact	☐ Other Funds (Specify)	☐ No

Administrator's Recommendation:

Department Submitting:	**Requested By:**
Cabinet Member's Approval:	

Board Approval Required: ☐ Yes   ☐ No

Learners Today...

Leaders Tomorrow...

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Marble Falls ISD

Board of Trustees

Agenda Item Information

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- ☐ Regular Meeting
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Subject:

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Fiscal Impact:

Cost:
- ☐ Recurring
- ☐ One-Time
- ☐ No Fiscal Impact

Funding Source:
- ☐ General Fund
- ☐ Grant Funds
- ☐ Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ☐ Yes
- ☐ No

Administrator's Recommendation:

Department Submitting:

Requested By:

Cabinet Member's Approval:

Board Approval Required: ☐ Yes   ☐ No

MAINTENANCE BOND PROJECTS

HIGHLAND LAKES ELEMENTARY

- HLE Entrance just inside new Glass entry

    Slope office entrance, remove metal in front of double doors

    Install ceramic tile according to District

    Work will be contracted out cost estimate of $3,200

HIGHLAND LAKES ELEMENTARY

- PAINTING of METAL IN FRONT

  -Red iron beams and supports for the awning metal.

  -Work will be contracted, estimated at $1,500.

HIGHLAND LAKES ELEMENTARY

- ADD ANOTHER ENTRANCE COVER (RIGHT SIDE)

    INSTALL STEEL BEAMS AND SUPPORTS FOR NEW CANOPY OVER WALKWAY

    -Contracted out for estimated cost of $12,000.00

HIGHLAND LAKES ELEMENTARY

- REAR EXIT OF LIBRARY

    -Design build a 48" wide by 48" from building outward Awning

    -Used to curtail rain water from blowing in.

    -Contracted work at an estimated $1,000.00

MARBLE FALLS ELEMENTRAY

- CLEAN AND PAINT RAMPS ON OLD "D" BLDG
    -Pressure wash and paint concrete ramps and awnings
    -Repaint concrete ramps and awning outside of D Hall
    -Work will be contracted out at an estimated $8,000

MARBLE FALLS ELEMENTARY

MARBLE FALLS MIDDLE SCHOOL STADIUM

- MIDDLE SCHOOL STADIUM METAL STANDS REPAINT AND REPAIR AS NEEDED.

  -Remove seats and backs to sand, apply rust inhibitor, apply two coats of paint reinstall seats and backs.

  -Work will be contracted out with an estimated cost of $50,000

Middle School Stadium

Advertisement of Work

PUBLIC NOTICE

Marble Falls Independent School District is now accepting bids for:

Highland Lakes Elementary Entrance Way and Rear Door to the Library: Add Awning and Paint the Red Metal.

Marble Falls Elementary Awnings and Concrete Columns: Prep and Paint.

Marble Falls Middle School Stadium: Prep and Paint

Information regarding this proposal can be obtained by Contacting the MFISD Maintenance Office at 306 Industrial Blvd, Marble Falls, TX or 830-693-2046.

Bids must be turned in by 2:00 pm on:
Thursday, November 05, 2015.

Learners Today...

Leaders Tomorrow...

Mustangs Forever!

Marble Falls ISD

Board of Trustees

Agenda Item Information

Meeting Date:

Meeting Type:	Agenda Placement:	
☐ Regular Meeting	☐ Public Hearing	☐ Administrative Report
☐ Special Meeting/Workshop	☐ Open Session	☐ Consent Agenda
☐ Hearing	☐ Executive Session	☐ Regular Agenda
	☐ Recognition	☐ Information/Discussion

Date Submitted:

Subject:

Executive Summary:

Fiscal Impact:

Cost:	Funding Source:	Fiscal Year:
☐ Recurring	☐ General Fund	Amendment Required?
☐ One-Time	☐ Grant Funds	☐ Yes
☐ No Fiscal Impact	☐ Other Funds (Specify)	☐ No

Administrator's Recommendation:

Department Submitting:

Requested By:

Cabinet Member's Approval:

Board Approval Required: ☐ Yes   ☐ No

Marble Falls Independent School District

District Improvement Plan
2015 – 2016

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.

District Goal 1: Academic Achievement: The District will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

District Goal 2: Leadership Development: The District will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

District Goal 3: Communications and Community Relations: The District will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

District Goal 4: Safe and Healthy Environment: The District will provide a safe and healthy environment conducive to student learning.

District Goal 5: Human Capital: The District will recruit, develop, and retain highly qualified and effective personnel.

District Goal 6: Financial and Operations Management: The District will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

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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 1: Academic Achievement: The District will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

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 satisfactory academic performance (Level II) and advanced academic performance (Level III) in each subgroup on the State of Texas Assessments of Academic Readiness (STAAR).

Formative Evaluations: TEKS 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, TAPR, professional development evaluations and DEIC Spring Survey – Parents, Students & Staff

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	• MFISD will improve the linguistic and academic achievement of English language learners.	Title III, District	Bilingual/ESL Coordinator, Campus	15-16 SC
	• MFISD will improve student academic performance associated with state standards as measured by the TAPR report for all students. Improvement gains will be measured as compared to 2014-2015 district performance.	TEKS, YAG, TAPR	C&I Staff, Campus Admin (including IC's)	15-16 SC
	• MFISD will provide staffing and resources so that all campuses exceed state STAAR standards.	District	Central Admin	15-16 SC
	• MFISD will increase Advanced Academic opportunities at all campuses, including Middle School and High School campuses.	G/T, District	Campus Teachers and C&I Staff	15-16 SC
	• MFISD will provide a meaningful and challenging curriculum that acknowledges and supports individual differences.	District	C&I Staff, Campus Admin	15-16 SC
	• MFISD will continue implementation of TEKS-Based Assessments on prioritized standards as appropriate according to the district's plan.	TEKS, YAG, District	C&I Staff, Campus Admin	15-16 SC
	• MFISD will monitor, revise, and refine cohesive, articulated scope and sequence documents.	TEKS, YAG, District	C&I Staff, Campus Admin	15-16 SC
	• MFISD will optimize time and structure to collaboratively share instructional and assessment strategies to ensure consistency of curriculum implementation and differentiation of instruction.	TEKS, YAG, District, Campus	C&I Staff, Campus Admin	15-16 SC
	• MFISD will strengthen the Response to Intervention Student Support process to better address individual student needs.	TEKS, YAG, District	C&I Staff, Campus Admin, Counselors	15-16 SC
	• MFISD will form a Bilingual/ESL Program Model Task Force to ensure student growth.	District, Title III	Bilingual/ESL Coordinator, Task Force	15-16 SC

• Career and Technical Education programs will reflect the uniqueness of MFISD's local and regional labor market, student interest and long-term goals of college and career ready students.	District, Bond	CTE Director and Campus Admin	15-16 SC
• MFISD will empower teachers with relevant, personalized professional learning that supports student learning, including the continuation of the SPARK initiative.	District	District and Campus Admin IC's, IT's	15-16 SC
• MFISD will ensure the technology infrastructure and hardware will support current and future needs.	District	District and Campus Admin, IT's, Technology	15-16 SC
• MFISD will encourage student involvement in all extracurricular activities, including UIL academic activities.	District, Campus	District and Campus, UIL Coordinators	15-16 SC

Goal 2: Leadership Development: The District will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

Performance Objectives: Develop a comprehensive professional development program designed to increase the instructional leadership skills of central office administrators, principals, assistant principals, instructional coaches, instructional technologists, and teachers who aspire for leadership opportunities.

Formative Evaluations: A Team Meetings, Principal Meetings, Assistant Principal Meetings, IC & IT Meetings, and Survey data; roles and responsibilities clearly defined and documented

Summative Evaluations: Retention Reports, Course Enrollment

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	• MFISD will provide professional development for district and campus instructional leadership that is designed to build capacity of teachers to meet the needs of students.	District	District Admin	15-16 SC
	• MFISD will provide ongoing professional learning opportunities to support the sustainment of the attributes of a Professional Learning Community.	District, Observation Data	District Admin	15-16 SC
	• MFISD will provide opportunities for students to take courses that will build leadership skills at the middle school and high school level.	District, Course Catalog	District & Campus Admin	15-16 SC
	• MFISD will provide opportunities for students to build leadership skills at the elementary school level.	District, Campus	District & Campus Admin	15-16 SC

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Goal 3: Communications and Community Relations: The District will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

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
	• MFISD will continue to expand the efforts to increase communication, to the parents, community, and teachers.	District	District and Campus Leadership	15-16 SC
	• MFISD will gather staff, student, and parent feedback geared towards improving district systems and meeting the needs of our teachers, students and community.	District	District and Campus Leadership	15-16 SC
	• MFISD will pursue partnerships with community businesses to enhance student learning.	District	District and Campus Leadership	15-16 SC
	• MFISD will ensure that each campus holds parent outreach programs and implements systems that are geared towards reaching out to our entire population.	District	District and Campus Leadership	15-16 SC
	• MFISD will continue to embrace social media as a mode of communication.	District	District and Campus Leadership	15-16 SC

Goal 4: Safe and Healthy Environment: The District will provide a safe and healthy environment conducive to student learning.

Performance Objective: MFISD will promote a collaborative culture with all stakeholders in order to ensure student success for all students.

Formative Evaluations: Written plans in place, training agendas, parent feedback

Summative Evaluations: Student discipline data; safety audit(s); teacher, parent and student surveys

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	• MFISD will provide training to educate all stakeholders about school safety and emergency programs.	District and Campus	Director of Special Programs	15-16 SC
	• MFISD will continue and improve use of the Internet safety curriculum including cyber bullying.	District and Campus	Campus Admin, IT's, Teachers	15-16 SC
	• MFISD will provide guidance and training to teachers to proactively recognize and address bullying.	District and Campus	Campus Admin, Counselors	15-16 SC
	• MFISD will implement adopted policies, plans, and procedures for exercise/drills, including After Action Reviews and corrective action plans.	District and Campus	Director of Special Programs, Campus Admin	15-16 SC
	• MFISD will include systemic plans to update needed facilities for student safety.	District and Campus	Director of Maintenance	15-16 SC

District Goal 5: Human Capital: The District will recruit, develop, and retain highly qualified and effective personnel.

Performance Objectives: MFISD will recruit and retain a high percentage of highly qualified personnel during the 2015-2016 and 2016-2017 school calendar years.

Formative Evaluations: District Survey Data, Exit Interview Data, Budget Reports

Summative Evaluations: Retention and Hiring Data

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	• MFISD will recruit and retain exceptional personnel that reflect our school community.	District & Campus	HR Department, District & Campus Leadership	15-16 SC
	• MFISD will participate in college job fairs and alternative certification job fairs.	District	HR Department, ESC Region 13	15-16 SC
	• MFISD will develop relationships with community organizations and institutions of higher learning.	District & Campus	HR Department	15-16 SC

District Goal 6: Financial and Operations Management: The District will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

Performance Objectives: Develop a 2016-2017 budget that continues to focus on district priorities, 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
	• The district will maintain an appropriate fund balance of 2-3 months of operating cost.	Budget Reports	Business Office	15-16 SC
	• The district will research and develop creative financing opportunities through grants, Chapter 41 bond, etc.	ESC13, TEA	Business Office	15-16 SC
	• MFISD will use the findings of the TASB salary study and regional studies to guide salary appropriations.	District Budget	Business Office	15-16 SC
			Business Office	15-16 SC
	• MFISD will improve participation of budget managers, principals and department directors in the process of managing the budget.	Budget Training		
			Business Office	15-16 SC
	• MFISD will continue to use historical, current, and projected data with forecast assumptions in a comprehensive planning model for future budgets.	Prior year financial data and reports		
	• MFISD will analyze current and prior year budgets and actual expenditures to identify potential areas for efficiencies.	Prior year financial data and reports	Business Office	15-16 SC
			Business Office	
	• MFISD will develop recommended replacement and maintenance schedules for key district operations and activities.	Prior year financial data and reports		15-16 SC
			Business Office	15-16 SC
	• MFISD will formulate/refine process for reallocating funds (prorate and/or percent basis) matching priority designations to district funding allocation plan.	Prior year financial data and reports		
	• MFISD will collaboratively define district priorities and methods for determining/assessing annual priorities.	Prior year financial data and reports	District Admin	15-16 SC

<u>Glossary of Terms</u>

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 for Algebra 1, Biology, English 1, English 2, and US History
ESC - Educational Service Center
ESL - English as a Second Language
FCP – Focus Curriculum Project
ISS - In-School Suspension
PALS - Peer Assistance and Leadership Service
RTI - Response to Intervention
SHAC - School Health Advisory Committee
STAAR - State of Texas Assessments of Academic Readiness
TBA – TEKS Based Assessment
TEKS - Texas Essential Knowledge and Skills
TBSI - Texas Behavioral Support Initiative
UIL - University of Interscholastic League

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

In keeping with the intent and purpose of Section §29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Marble Falls ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at-risk of dropping out of school. The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met-to increase the academic achievement and reduce the dropout rate of students meeting the State-defined eligibility criteria.

Program Goals

The goals of all MFISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce and/or eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77 ® SB 702).

General Uses of Funds

Marble Falls ISD uses all SCE funds to supplement services beyond those offered through the regular education program. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

Evaluation and Monitoring

Annual assessments on student progress are used to determine program needs and adjustments. Grades, local benchmarks and teacher input are considered for continuous monitoring. A comprehensive needs assessment to pinpoint areas of concern is included on the individual campus action plans.

State Compensatory Education (SCE)

Section 2: Student Eligibility

Marble Falls ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who…

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. Was not advanced from one grade level to the next for one or more school years;

4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

5. Is pregnant or is a parent;

6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;

7. Has been expelled in accordance with §37.007 during the preceding or current school year;

8. Is currently on parole, probation, deferred prosecution, or other conditional release;

9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is a student of limited English proficiency, as defined by §29.052;

11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; or

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State Compensatory Education (SCE)

Section 3: Identification Procedures

Responsibilities – Campus Contact

The school counselor is designated as the At-Risk Contact for each campus. Responsibilities of each contact with the assistance from campus assistant principal(s) will include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Oversee, at a minimum, a semi-annual review in order to identify eligible students
- Oversee timely monitoring of at-risk student progress
- Collaborate with campus principal and staff to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level

Procedures for Identifying Eligible Students

The district contact will establish uniform procedures for identifying students, utilizing the State's thirteen criteria. MFISD will use a multi-year document for each student to identify and monitor the status of students in at-risk situations. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the PEIMS clerk in Central Office.

Periodic Updates and Eligibility Review

The campus contact, in consultation with the campus administrator will establish procedures to conduct periodic reviews semi-annually, at a minimum, to identify additional eligible students utilizing the State thirteen criteria, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

Upon identification of student, the campus contact, in collaboration with campus leadership, will ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Instructional remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED Services
- 504 Services
- Special Programs
- Summer School

Monitoring

In addition to provision of services, the campus contact, in consultation with campus assistant principal(s) will establish measures for timely monitoring of the student's progress. Such measures may include, but are not limited to, the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of reporting period failure

State Compensatory Education (SCE)

Section 5: Exit Procedures

Exit Review

Since some criteria may only temporarily qualify student for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status), the campus contact in consultation with the assistant principal(s) will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Maintenance of passing grades with a score of 70 or greater
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact and assistant principal(s) will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

Section 6: Program Evaluation

Required Overall Program Evaluation

The district contact will conduct an annual evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

- The disparity in performance on State assessments between students at-risk of dropping out of school and all other district students

- The disparity in the rates of high school completion between students at-risk of dropping out of school and all other

Marble Falls Independent School District
Colt Elementary
Campus Improvement Plan
2015 – 2016

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 2015 – 2016

District Goal 1: Academic Achievement: The District will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

District Goal 2: Leadership Development: The District will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

District Goal 3: Communications and Community Relations: The District will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

District Goal 4: Safe and Healthy Environment: The District will provide a safe and healthy environment conducive to student learning.

District Goal 5: Human Capital: The District will recruit, develop, and retain highly qualified and effective personnel.

District Goal 6: Financial and Operations Management: The District will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

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	2015-2016	DEIC Position	2015-2016
Chairperson	Keith Powell	Tamara Chance	Becky Sparks
Administrator	Phyllis Campbell	Teacher	Mary Groth
Community/Business	Becca Schafer		
Parent	Audrey Pope/Paula Wingate		
Kindergarten Teacher	Angelica Palacio		
First Grade Teacher	Gena Reven		
Second Grade Teacher	Sylvia Villarreal		
Third Grade Teacher	Kali Turner		
Fourth Grade Teacher	Judith Large		
Fifth Grade Teacher	Kevyn Packer		
Para Professional	Sonia Marroquin		

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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: Academic Achievement: The Campus will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

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, projects, common assessments, formal/informal observations, (teachers and admin) classroom visits, teacher reflection, and student behavior.

Summative Evaluations: PBL, Google Classroom, Rubrics, TBA, STAAR

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	• Teachers will maintain focus on the TEKS and appropriate rigor. Scheduled timelines for instructional interventions and in-school tutorials/Teachers will follow guidelines developed and outlined in the new district literacy plan Utilize planning documents to ensure mastery of all TEKS Provide documentation for grade level, campus, and district alignment (YAG) Implement TEA time for students who are at risk for failure in reading, math, and/ or science Create engaging, higher level and meaningful lessons with real world connections that support authentic learning using TEKS alignment and PBL. Working with campus staff and sharing with other district campuses promote and plan meaningful project based lessons for students throughout the school year Campus administration, grade level teachers, specialist, and instructional coach will meet monthly to evaluate the campus RTI process and data from Tier 2 and 3 students Grade level teachers will submit RTI documentation bi –weekly on Tier 2 students electronically • Teachers will engage in purposeful staff development opportunities to meet identified needs of the campus	Campus funds, technology, PLC, teacher lesson plans, i.t. instructional facilitator campus specialist, professional development, district curriculum department, campus counselor, student data, opportunities through the year for vertical alignment meetings	CES Administration/Teachers/I.F./Counselor/Specialists/I.T.	Ongoing

- Guided Reading/Writing Process - Student Engagement -Leader In Me	Teacher materials, professional development, teacher materials, book study (The Leader in Me) Daily 5, District Literacy Handbook guidelines	CES administration/teachers K. Schumacher, C. Orts, grade level team leaders	Ongoing
• Colt Elementary will provide additional assistance to students identified as needing support in meeting the state's student academic achievement standards.	Morning tutorials, content mastery TEA time, REACH, IStation, Mathletics, ongoing data	Staff, CES administration	Ongoing
• Continue to 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/during the course of the 2015-2016 school year, all grade levels will have participated in the SPARK training requirements. Classroom I PADS will be used to enrich student learning and build technology foundations for successful integration and academic achievement when they reach middle school	Scheduled planning and collaboration timelines. Campus and district funds for the purchase and integration of technology resources.	. Technology department campus administration campus IT classroom teachers	Ongoing
• Instructional Technologist and IC collaborating with teachers on existing lessons to integrate higher levels on the HEAT map. • Increase integration of technology in core curriculum areas with support from the campus instructional technologist and the district's technology department • Increase access of technology tools to classroom teachers and students, SPARK training for remaining grade levels.	Technology, professional development	Technology, IT, CES administration, classroom teachers	Ongoing

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Goal 2: Leadership Development: The Campus will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

Performance Objective: Colt Elementary will provide and facilitate opportunities for teachers and staff to exhibit leadership qualities to improve student achievement.

Formative/Summative Evaluations: RTI student progress, teachers and staff mentoring each other, Heat walk throughs demonstrating high levels of learning and student engagement and achievement.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	• Instructional coach facilitating individual growth and leadership of teachers at the campus level	Heat Map	IC	Ongoing
	• Instructional Technologist will provide opportunities for students and teacher to connect through innovative presentations, projects, and events.	IPADS, Heat Map Lesson plans, SPARK	IT	Ongoing
	• Team Leaders will motivate, organize, and lead grade level teams.	SPARK, Team leader meetings	Grade level reps	Monthly
	• Specialists will collaborate with classroom teachers using data, interventions, strategies, and ongoing dialogue to facilitate ongoing leadership by teachers.	Current data, IStation, Ames web, Mathletics, Lexia	Specialists, CES administration, IC, IT Counselor	Ongoing
	• Leader In Me campus book study	Leader in Me text for each staff member	CES administration	All year

Goal 3: Communications and Community Relations: The Campus will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

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	TIMELINE
	•	Meet the Teacher Night: Share with parents grade level expectations and examples of academic lessons and performance objectives that students will need to master for the current school year	Sky alert, website information, curriculum overview	CES administration/staff	August, 2015
	•	Team Colt Teacher/ Parent Partnership Initiative: Grade level teachers and specialists will have either met or communicated with their student's parents by the end of the first week of the 2015-2016 school year in order to lay the foundation for a productive working relationship with all parents. An emphasis will be placed on what parents can do at home to foster and promote academic success for their child in the classroom.	Teacher communication log	CES administration/staff	Initial: August, 25-September, 5
	•	Campus Administration/Teacher monthly status check on campus communication and timeline for consistency	Communication log, PLC time	CES administration/staff	PLC each month
	•	Provide support and scheduling timelines for parent/teacher conferences	Conference		

• Insure parents of bilingual students are provided Spanish translated letters and documents to ensure effective communication and inclusion	calendar/Substitutes to cover classroom if needed Spanish translator	CES administration/staff	As needed during 2015-2016 school year
• Bilingual parent information night to explain the district's bilingual program and answer questions	District Bilingual Program outline and guidelines	CES administration Staff	TBA
• The campus will take an active role in sharing of ideas, input, and feedback utilizing Google Drive in order to foster free flowing academic discussions and mindsets regarding campus and district goals and objectives that will increase the quality and effectiveness of classroom instruction	Training and support from I.T. and technology department	CES administration/bilingual Staff	Ongoing
• Colt Elementary will develop a joint staff, parent, and student compact that outlines how the shared responsibility will work towards improved academic achievement.	Compact	CES administration CEIC	Aug. 24 – Beg Oct.
• Colt Elementary will host information session to explain the rules, guidelines, and objectives relating to Title 1 School.	Title I Part A	CES administration	October Open House
• Colt Elementary will provide at parent's request information pertaining to -comprehensive needs assessment of the entire school based on information that includes the achievement of children - school wide strategies to ensure student academic success - instruction by highly qualified staff -opportunities for professional development - strategies to increase parental involvement - plans for assisting preschool children in the transition from early childhood programs - measures to include teachers in the decisions regarding the use of assessments - additional assistance provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards -explanation that Title 1 Part A expenditures are being utilized under the criteria as mandated by Federal and State guidelines.	Title I Part A	CES administration CEIC	Ongoing

Goal 4: Safe and Healthy Environment: The Campus will provide a safe and healthy environment conducive to student learning.

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	TIMELINE
	• Encourage and increase participation in extracurricular activities such as choir, safety patrol, and student council, and Colt Clubs K-2, 3-5	CES Sponsors	All CES staff, club sponsors, UIL teachers	Ongoing
	• Increase CES student involvement in district's elementary UIL competition held in December, 2015. Target objective: At least 20% increase from previous year.		CES staff	Ongoing
	• Colt Clubs: Give all students opportunities to participate in clubs and activities to encourage their interest, choice, investment, and to foster cognitive thinking and enjoyment of school		CES staff	Ongoing

2015-2016 Action Plan

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 (Specific**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound)
- **80% of students will score in the green category on the AimsWeb test in May 2016.**

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Specific Goal:
- Goal 1: Students will participate in Guided Math groups and math centers at least four days per week.
- Goal 2: Students will participate in the Mathletics program at least 3 times per week.
- Goal 3: Students will participate in number talks daily.
- Goal 4: Students will use Rekenreks as visual models for learning math.
- Goal 5: Teachers will provide opportunities for timed number practice on a weekly basis.

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How will the goal be measured (Formative and Summative)?
- Teacher observation
- Progress monitoring
- Testing
- Mathletics reports
- Timed test results

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Evidence:
- Student work
- Lesson plans
- Data from reports
- Small group/individual observation

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Action Required:
- Ongoing training – guided math
- PLC discussion teachers, interventionists, IC, admin.
- Walk throughs

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Time-line for each action:
- Goal 1: Ongoing
- Goal 2: Ongoing
- Goal 3: Ongoing
- Goal 4: Ongoing
- Goal 5: Ongoing

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Resources Required:
- Goal 1: Teacher will create skill specific and TEKS based math games for use during center time to increase number concepts and place value skills.
- Goal 2: Mathletics
- Goal 3: Number Talks
- Goal 4: Rekenreks (teacher made)
- Goal 5: Number Fly, Early Math Fluency Generator: http://www.interventioncentral.org/teacher-resources/math-fluency-generator-math-for-kids

2015-2016 Action Plan

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 (Specific**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound):
- **80% of all Kindergarteners will read at or above DRA Level 4 by May 2016**

Specific Goal:
- Goal 1: Students will participate in Guided Reading groups at least 4 times per week.
- Goal 2: Students will write and identify letters and will know sounds of all 26 letters (30 letters-bilingual).
- Goal 3: Students will know at least 50 high frequency words.
- Goal 4: Build phonics skills through Fundations 5 times per week. (IStation and Estrellita for Bilingual)
- Goal 5: 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, and letters and sounds.

How will the goal be measured (Formative and Summative)?
- Teacher Observation
- Star Early Lit.
- IStation reports (bilingual only)
- TPRI
- Weekly student /teacher conferences
- Informal assessments/student checklists

Evidence:	
● Lesson plans ● Reading levels increasing ● Teacher observation in guided reading groups	
Action Required: ● PLC ● Training guided reading/daily five	**Time-line for each action:** ● Goal 1: Ongoing ● Goal 2: December 2015 ● Goal 3: Ongoing ● Goal 4: Ongoing ● Goal 5: First nine weeks

Resources Required:
- Goal 1: Instructional Aide push forward initiative first nine weeks to help work with groups.
- Goal 2: Daily practice, Fundations, Raz Kids, Homework, Kids helping kids with letter identification
- Goal 3: Daily Practice, Colt word list book, A-Z high frequency word books, Raz Kids, word list
- Goal 4: Fundations Program, (IStation for Bilingual)
- Goal 5: Level 4 sample reader to show parents goals, parent information checklist of high frequency words and phrases, letters and sounds.

2015-2016 Action Plan

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 (Specific**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound)
- **80% of Kindergartners will be able to write at least a three thought composition by May 2016 and have correct spacing between words.**

Specific Goal:
- Goal 1: Students will participate in an interactive and guided writing workshop at least four times per week. (Including brainstorming, sequencing actions, revising draft by adding details, and editing draft using the editing symbols, and publishing.)
- Goal 2: Students will practice the writing process to produce a three thought story one time per nine weeks beginning in the second semester.
- Goal 3: Students will participate in daily journal writing as a response to literature in a variety of genres.

How will the goal be measured (Formative and Summative)?
- Student writing
- Teacher/student writing workshop conferences
- Teacher Observation

Evidence:
- Evidence:
- Published student writing
- Lesson Plans
- Daily Schedule

Action Required:	Time-line for each action:
- Daily writing schedule - Ongoing training for writer's workshop - PLC – discussing student work admin, IC, teachers - Mini lessons	- Time-line for each action: - Goal 1: Ongoing - Goal 2: Beginning in second semester - Goal 3: Ongoing

Resources Required:
- Journal
- Anchor charts
- Trade books for ideas

2015-2016 Action Plan

Campus: Colt Elementary   **PLC: 1st 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime-bound)
- **Increase total scores so that 80% of first graders score 80 or above on the Spring 2016 AimsWeb.**

Specific Goal:
- Goal 1: Students will participate in guided math groups and math centers at least four days a week.
- Goal 2: Students will participate in number talks at least three times per week to increase understanding of numbers and increase mental math skills.
- Goal 3: Teachers will provide opportunities for timed fact practice (numbers 0-18) on a weekly basis.
- Goal 4: Practice weekly problem solving with student discussion, collaboration, and manipulatives used to solve problems.
- Goal 5: Teachers will develop weekly common assessments that will include fluency skills, and data will be used to spiral and reteach skills not mastered.

How will the goal be measured (Formative and Summative)?
- Common assessments
- Weekly fact practices
- Teacher Observation
- Student/Teacher discussion

Evidence:
- Lesson plans
- Student work
- Common assessments
- TBA
- AimsWeb

Action Required:	Time-line for each action:
- Ongoing training in guided math - Training in Mathletics and reporting - Progress monitoring - PLC	- Goal 1: Beginning first nine weeks - Goal 2: Ongoing - Goal 3: Beginning first nine weeks - Goal 4: Ongoing - Goal 5: Beginning first nine weeks

Resources Required:
- Goal 1: Teachers will provide skill specific and TEKS based math games for use during center time to increase number concepts and place value skills.
- Goal 2: Number Talks
- Goal 3: Number Fly, Early math Fluency Generator: http://www.intervntioncentral.org/teacher-resources/math-fluency-generator-math-for-kids
- Goal 4: Campus problem solving plan, word problems.
- Goal 5: Teacher developed common assessments, Mathletics program.

2015-2016 Action Plan

Campus: Colt Elementary   **PLC: 1st 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, **M**easurable, **A**chievable, **R**esults focused**, T**ime**-**bound)
- **80% of students will be reading on or above DRA level 18 by May 2016**

Specific Goal:
- Goal 1: Students will participate in Guided Reading groups at least four days per week.
- Goal 2: Teachers will use Running Records at least once every two weeks to monitor fluency of below level students.
- Goal 3: Students will know at least 100 sight words by the end of the first grade year.
- Goal 4: STAR Early Literacy Test administered every nine weeks and results reported to parents. (IStation for all students)
- Goal 5: Students will use Lexia and IStation at least three times per week for the first half of the year. (Tier 2)
- Goal 6: Students will have opportunities to read daily (read to read with listening to read alouds.
- Goal 7: All students will have AR goal beginning the 2nd 9 weeks.

How will the goal be measured (Formative and Summative)?
- Running records
- Teacher Observation
- Teacher /student conferences
- STAR reports
- Lexia reports/IStation reports
- AR goals
- Sight word

Evidence:
- Running records
- Teacher Observation
- Teacher /student conferences
- STAR reports
- Lexia reports
- AR goals
- Sight word

Action Required:	Time-line for each action:
- Ongoing training on running records - Walk thru - PLC discussion /viewing data - Lesson plans - Common assessments/TBA	- Once in Fall/Spring - Weekly - Weekly - Weekly 9 weeks

Resources Required:
- Goal 1: Guided Reading groups established during the first nine weeks with Instructional Aide Push Forward Initiative.
- Goal 2: Running Records training and implementation of data.
- Goal 3: Colt sight word list,Fundations
- Goal 4: Parent letter or conference.
- Goal 5: Lexia Program and IStation
- Goal 6: Reading buddies with upper grade level class, AR books, Raz Kids, leveled library.
- Goal 7: AR books and program

2015-2016 Action Plan

Campus: Colt Elementary   **PLC: 1st 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound)
- **80% of students will be able to write a 6-8 sentence composition by May 2016, including sentences that begin with capital letters, end with correct punctuation, have correct spacing and use appropriate capital and lower case letters.**

Specific Goal:
- Goal 1: Students will participate in a writing workshop process at least four times per week including brainstorming, sequencing actions, revising draft by adding details, and editing draft, and publishing.
- Goal 2: Students will practice the writing process to produce 4-6 sentence composition one time per nine weeks.
- Goal 3: Students will participate in daily journal writing and will incorporate writing as a response to literature in a variety of genres.
- Goal 4: Teachers will provide opportunities for students to share writing daily

How will the goal be measured (Formative and Summative)?
- Student writing
- Teacher observation/teacher editing with student process
- Common assessments

Evidence:
- Student writing
- Student discussion about writing and the writing process

Action Required:	Time-line for each action:
- Lesson plans - Scheduled writing time daily - Ongoing training in writer's workshop - Teacher training in scoring student writing - Walk throughs - PLC discussion with admin, IC, interventionists, teachers	- Goal: 1 Beginning first week of school and ongoing - Goal: 2 Beginning first week of school and ongoing - Goal: 3 Beginning first week of school and ongoing - Goal: 4 Beginning first week of school and ongoing

Resources Required:
- Goal 1-4: Student writing journals and samples. PLC meetings.
- Trade books over genres for writing ideas
- Anchor charts created from mini lessons

2015-2016 Action Plan

Campus: Colt Elementary　　　　　　**PLC: 2nd 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, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)
- **85% of students will achieve mastery of 75% on the Spring 2nd grade TBA3.**

Specific Goal:
- Goal 1: Students will participate in guided math groups and math centers four times per week.   - Goal 2: Teachers will provide daily problem solving activities that students will have the opportunity to discuss, collaborate and solve.   - Goal 3: Teachers will provide opportunities for fact fluency practice on a daily basis and test weekly.   - Goal 4: Students will participate in number talks at least four times per week to increase understanding of numbers and increase mental math skills.   - Goal 5: Teachers will provide a variety of manipulatives and students will discover their own ways to solve problems.   - Goal 6: Utilize common assessments at least every two weeks and will use data to reteach skills not mastered
How will the goal be measured (Formative and Summative)?
- Common assessments   - TBA   - Weekly fact tests   - Teacher observation

Evidence:
- Lesson plans
- PLC – ongoing discussions IC, Admin, Teachers and Interventionists
- Weekly grades on common assessments
- Progress monitoring

Action Required:	Time-line for each action:
- Walk throughs - Ongoing discussion, looking at data weekly in PLC - Lesson plans	- Goal 1: Beginning of the first 9 weeks. - Goal 2: Ongoing - Goal 3: Ongoing - Goal 4: Ongoing - Goal 5: Ongoing - Goal 6: Ongoing

Resources Required:
- Goal 1: Skill specific and TEKS based math games for center times
- Goal 2: Problem solving structures story mats
- Goal 3: Games, flash cards, apps and computer programs
- Goal 4: Number Talks
- Goal 5: Base 10 blocks, coins, dice, counters, clocks
- Goal 6: Teacher created common assessments

2015-2016 Action Plan

Campus: Colt Elementary   **PLC: 2nd 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, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)
- **85% of 2nd grade students will read at or above DRA Level 28 by May 2016.**

Specific Goal:
    ● Goal 1: Students will participate in guided reading groups at least four days per week.
    ● Goal 2: Teachers will complete running records on targeted students at least one time per week.
    ● Goal 3: Students will set an AR goal during DEAR time and teachers will monitor status weekly.
    ● Goal 4: Students will read different genres of books to stretch learning and build stamina and vocabulary.
    ● Goal 5: Students will have a time of sharing of what they have read in order to increase motivation.
    ● Goal 6: Teachers will communicate with all parents at beginning, middle and end of the year to inform them of expectations and academic goals and progress.	

How will the goal be measured (Formative and Summative)?
    ● Running records
    ● Progress monitoring in guided reading groups
    ● AR goals
    ● Weekly /biweekly mini assessments
    ● TBA's	

Evidence:
    ● Lesson plans
    ● AR reports
    ● Progress monitoring
    ● Daily schedule	

Action Required:	Time-line for each action:
● Ongoing teacher training ● PLC's – ongoing conversations IC, Admin, Teachers, Interventionists ● Running records ● Walk thru	● Goal 1: Week 2 and ongoing entire school year ● Goal 2: October 28 ● Goal 3: Ongoing ● Goal 4: Ongoing ● Goal 5: All classes full implementation by week

Resources Required:
- Goal 1: Leveled Readers, Big Books
- Goal 2: Running Record training
- Goal 3: Goal setting and progress data
- Goal 4: Classroom sets, Balanced Literacy Library, Campus Library
- Goal 5: Fixed times in lesson plans
- Goal 6: Information on expectations and work example in reading, math, and writing

2015-2016 Action Plan

Campus: Colt Elementary   **PLC: 2nd 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, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)
- **By May 2016 at least 85% of second grade students will follow the writing process to write a composition scoring at least 3 or 4 point rubric using correct conventions and complex sentences.**

Specific Goal:
- Goal 1: Students will participate in Writing Workshop through a variety of genres 4-5 days per week.   - Goal 2: Students will write rough drafts, self/peer edit, revise, and publish self-selected topics daily and also write to a prompt once per week.   - Goal 3: Students will use resources such as dictionaries and word walls to edit their writing.   - Goal 4: Students will progress through the complete writing process at least two times per nine weeks.   - Goal 5: Students (with teacher guidance) will develop and use a checklist reminder to include in their student writing notebook.
How will the goal be measured (Formative and Summative)?   - Teacher editing with students weekly   - TBA   - Teacher observation   - Published student writing
Evidence: - Lesson plans   - Student writing   - Rough drafts/published writing, journals

Action Required:	Time-line for each action:
- Ongoing training for writing workshop - PLC looking/discussing student writing - Walk throughs - Training in scoring student writing	- Goal 1: Ongoing - Goal 2: Ongoing - Goal 3: Ongoing - Goal 4: Ongoing - Goal 5: Ongoing

Resources Required:
- Goal 1: Examples of variety of writing genres
- Goal 2: Graphic organizers
- Goal 3: Dictionaries, word walls
- Goal 4: Set times in daily lesson plans/daily schedule
- Goal 5: Student writing portfolio

2015-2016 Action Plan

Campus: Colt Elementary   **PLC:** 3rd 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-bound)**
- **At least 85% of 3rd grade students will achieve mastery of 70% on TBA 3.**

Specific Goal:
- Goal 1: Students will participate in guided math groups at least 4 times per week.
- Goal 2: Students will be engaged and work high level multi step problems utilizing collaboration, discussion, and manipulatives daily.
- Goal 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.
- Goal 4: Focus on math fluency during the first 9 weeks of school during TEA time and master math facts by practicing daily.
- Goal 5: Incorporate Number Talks and Mathletics into daily routine daily 3 times per week.

How will the goal be measured (Formative and Summative)?
- Fact practice
- TBA
- Mathletics Reports
- Common assessments

Evidence:
- Common assessments
- TBA
- Mathletics Reports
- Guided math daily

Action Required:	Time-line for each action:
- Training in guided math - Planning problem solving/consistent strategies - PLC/TEA data updated weekly/monthly - Grade level planning time each 9 weeks to plan PBL	- Goal 1: Ongoing - Goal 2: Ongoing - Goal 3: Ongoing at end of each unit - Goal 4: Ongoing - Goal 5: Will be implemented in the 2nd 9 weeks.

Resources Required:
- Goal 1: Countdown to STAAR and Pearson-Envision Math
- Goal 2: Teacher planning and PLC time
- Goal 3: Teacher generated tests
- Goal 4: Fact games, mad minutes, Xtra math
- Goal 5: Number Talks, Mathletics

2015-2016 Action Plan

Campus: Colt Elementary   **PLC:** 3rd 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, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)
- **At least 85% of students will have an IRL level at or above 3.5 by May 2016 as measured by the STAR Enterprise reading test. (At least 85% of bilingual students will make one year's growth by May 2016).**

Specific Goal: ● Goal 1: All students will participate in a guided reading group at least 5 times per week, completing running records on targeted students.   ● Goal 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.   ● Goal 3: Students will take a Star Test at the beginning of each 9 weeks to check growth.   ● Goal 4: Students will read books from three different genres to stretch learning, build vocabulary and stamina.   ● Goal 5: Teachers will meet with the parents at the beginning of the year to communicate expectations, encourage involvement and share resources.
How will the goal be measured (Formative and Summative)?   ● AR   ● Star test   ● Student reading levels ZPD   ● Teacher observation   ● Student/teacher conferences   ● District-wide Common Assessments
Evidence: ● TBA   ● Common Assessment results   ● AR   ● STAR   ● Running Records

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Action Required:
- Training in guided reading
- Student ownership – ZPD – self selection
- Take STAR tests each 9 weeks
- PLC student data discussions
- TEA time interventions weekly

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Time-line for each action:
- Goal 1: Ongoing
- Goal 2: Ongoing
- Goal 3: Beginning of each grading cycle
- Goal 4: Ongoing
- Goal 5: Meet or communicate by phone with all parents by first nine weeks.

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Resources Required:
- Goal 1: Journeys, leveled library, running records and training on how to use data from running records
- Goal 2: AR books, AR program, AR incentives
- Goal 3: Star Enterprise AR program and reports
- Goal 4: Daily 5, Literacy Workstations, Buddy classes to read with and read to
- Goal 5: Parent information and resources, reading log

2015-2016 Action Plan

Campus: Colt Elementary   **PLC:** 3rd 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound)
- **By May 2016   85% of students will follow the writing process to write a creative, multi-paragraph composition scoring at least 3 on a 4 point rubric using correct conventions and complex sentences.**

Specific Goal:
- Goal 1: Students will use Writer's Workshop to learn the writing process to write: 1st nine weeks-narrative, 2nd nine weeks-poetry, 3rd nine weeks-multi paragraph procedural, 4th nine weeks-multi paragraph expository and will have opportunities to share their finished products and will draft, self, peer, and teacher edit, revise and publish.
- Goal 2: Students will have content area journals and will write weekly to a prompt and/or a response to literature.
- Goal 3: Students will use a variety of resources to aid in the writing process.
- Goal 4: Teachers will provide mini lessons weekly on the writing process.

How will the goal be measured (Formative and Summative)? ● Teacher /Student writer's workshop conferences weekly ● Student writing portfolio ● TBA ● Writing to a prompt pieces ● Rubrics	
Evidence: ● Student writing ● Progress monitoring ● TBA	
Action Required: ● Training on Writer's workshop ● PLC ● Daily writing workshop scheduled	Time-line for each action: ● Goal 1: Narrative first nine weeks, Poetry 2^{nd} nine weeks, multi paragraph procedural 3^{rd} nine weeks, multi paragraph expository 4^{th} nine weeks ● Goal 2: Ongoing ● Goal 3: Ongoing ● Goal 4: Weekly with class all year
Resources Required: ● Goal 1: 4 point rubric ● Goal 2: Content journals/portfolios ● Goal 3: Graphic organizers, Dictionary, Thesaurus	

2015-2016 Action Plan

Campus: Colt   **PLC:** 4th 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound)
- **Number of students scoring in satisfactory range for Phase 2 Standard will increase to 90%. (86% of last year's 3rd grade students met satisfactory range.)**

Specific Goal: • Goal 1: Students will participate in guided math groups at least 2-3 times per week. • Goal 2: Teachers will model and teach problem solving strategies utilizing discussion, collaboration, and manipulatives. • Goal 3: Focus on math fluency and low SEs from 3ʳᵈ grade STAAR during the first 9 weeks of school during intervention time (3.4G, 3.5B (R), 3.6D, 3.8B, 3.9A, 3.9D) • Goal 4: 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. • Goal 5: Incorporate Number Talks into routine at least 2 times per week. • Goal 6: Students will utilize PBL for math concepts in the Fall and Spring.
How will the goal be measured (Formative and Summative)? • Common assessments • TBA • Fact practices • PBL rubrics • Teacher Observation
Evidence: • Lesson plans • Progress monitoring • Student work • Data from TBA and common assessments

Action Required:	Time-line for each action:
• PLC ongoing discussion using student data • Training in guided math • Team planning time for PBL	• Goal 1: Beginning at second 9 week cycle • Goal 2: Ongoing • Goal 3: Ongoing • Goal 4: Assessments given at the midpoint and end of each unit. • Goal 5: Ongoing

Resources Required:
- Goal 1: TBD, new TES resources
- Goal 2: Teachers will meet at the beginning of year to develop a consistent campus problem solving plan.
- Goal 3: Data from 3rd grade STAAR, fact games, mad minutes, math fact computer games
- Goal 4: Teacher generated common assessments
- Goal 5: Incorporate Number Talks into routine at least 2 times per week.

2015-2016 Action Plan

Campus: Colt Elementary   **PLC:** 4th 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime-bound)
- **90% of students will grow at least one grade level in reading comprehension (through the use of increased vocabulary development by the end of the year, right fit level books, and guided reading groups)**

Specific Goal:
- Goal 1: Utilize guided reading groups 5 times per week to improve comprehension and fluency.
- Goal 2: Teachers will use a variety of strategies to increase student vocabulary.
- Goal 3: 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.
- Goal 4: Students will take a Star Test at the beginning of each 9 weeks to check growth.
- Goal 5: Parent informational 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.

How will the goal be measured (Formative and Summative)?
- STAR tests
- Teacher observation
- AR
- Running records/guided reading observation

Evidence:
- TBA
- Common assessments
- Teacher/student conferences
- Lesson planning
- Guided reading groups daily

Action Required:	Time-line for each action:
- Training in guided reading - Vocabulary enrichment daily - Read independently daily - STAR testing each 9 weeks - Plan /execute parent meetings with all students - PLC to discuss student data	- Goal 1: Guided reading groups ongoing - Goal 2: Ongoing - Goal 3: Average 85% first nine weeks, average 90% by second nine weeks/ongoing - Goal 4: Completed at the start of each nine week cycle - Goal 5: Communications with all parents at start of first nine weeks. Ongoing conferences with targeted students

Resources Required:
- Goal 1: Journeys, leveled readers, novels, guided reading books, Model book conversations, vocabulary and targeted questions for guided reading, anchor charts, discussions
- Goal 2: Word of the Day, vocabulary cards from Journeys
- Goal 3: AR books, AR program, AR incentives
- Goal 4: Star Enterprise AR program and report data
- Goal 5: Parent letter, contacts. Meetings, resources to share with parents

2015-2016 Action Plan

Campus: Colt Elementary   **PLC:** 4th 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound)
- **90% of 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.**

Specific Goal:
- Goal 1: Students will participate in modeled writing activities weekly.
- Goal 2: Students will develop ideas using graphic organizer, focusing on and narrowing topics.
- Goal 3: Students will use the writing process to brainstorm ideas, write a rough draft, revise and edit, publish compositions and share 4 times per week.
- Goal 4: Students will use content area journals to practice procedural and expository writing and focus on vocabulary and not taking skills in content areas.
- Goal 5: Students will write to a prompt once weekly.

How will the goal be measured (Formative and Summative)?
- Teacher observation/student teacher conferences
- TBA
- Common assessments
- Writing to a prompt weekly

Evidence:
- Student writing
- Teacher observation
- Journals
- Student writing portfolio

Action Required:	Time-line for each action:
- Training in Writer's workshop - Scheduled writing time daily - PLC ongoing discussion	- Goal 1: Ongoing daily Writers Workshop - Goal 2: Ongoing writing workshop, personal narrative beginning, middle, end, expository - Goal 3: Ongoing steps of writing - Goal 4: Ongoing

Resources Required:
- Goal 1: Write Source, Razzle Dazzle, Writing notebooks/journal
- Goal 2: Graphic organizers
- Goal 3: Steps of Writing
- Goal 4: Math, Science, and Social Studies will be incorporated in writing activities

2015-2016 Action Plan

Campus: Colt Elementary   **PLC:** 5th 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound)
- **Number of students scoring satisfactory at Phase 2 Standard will increase to 80%.**
- **Students showing mastery on the 5th grade STAAR will increase scores on 5.4D — from 58% to 75%.**

Specific Goal:
- Goal 1: Students will use Mathletics to improve fluency, and overall math skills
- Goal 2: Focus on facts and fluency during the first 9 weeks.
- Goal 3: Students will learn and use a problem solving strategy on a daily basis.
- Goal 4: Students will learn math skills in a real world context and will use problem solving daily.
- Goal 5: teachers will build vocabulary using a variety of strategies planned and discussed in PLCs and IC support.

How will the goal be measured (Formative and Summative)?
- Mathletics reports   - Weekly facts test.   - Problem solving strategies used consistently throughout the grade levels.   - Problem solving will be assessed during daily math starters and daily work.   - Vocabulary activities in daily math journal

Evidence:
- Mathletics reports   - Pass weekly fact test with 90% mastery.   - Monitoring evidence of problem solving strategies on daily work and assessments.   - Classroom observation of problem solving mastery.   - Observation of correct use and application of math vocabulary words.

Action Required:	Time-line for each action:
- Team planning for collaboration - PLC for data analysis and continuous monitoring - Incorporating project based learning	- Goal 1: Ongoing - Goal 2: Targeted goal is by first 9 weeks - Goal 3: Ongoing - Goal 4: Ongoing - Goal 5: Ongoing

Resources Required:
- Goal 1: Mathletics Program   - Goal 2: Weekly fact practice using a variety of resources   - Goal 3: Consistent problem solving strategies will be developed and shared through vertical planning, PLCs, IC support.   - Goal 4: Campus programs, support materials   - Goal 5: Graphic organizers, word of the day/week, word wall

2015-2016 Action Plan

Campus: Colt Elementary   **PLC:** 5th 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound)
- **At least 85% of students will have an IRL level increase of 1 reading level (one point) or more by May 2016 as measured by the STAR Enterprise reading test.**

Specific Goal:
- Goal 1: All students will engage in guided reading groups 3 days per week.   - Goal 2: Students showing a deficit in reading skills will participate in a small group at least 3 times per week to build fluency and comprehension.   - Goal 3: Monitor student's fluency using STAR tests and complete running records on students that score below 4th grade level..   - Goal 4: Students will read books from a variety of genres each nine weeks and keep a record of what they have read.
How will the goal be measured (Formative and Summative)?
- Guided Reading menu/checklist/assessment   - Teacher observation   - STAR Enterprise reading test   - Running Records and comprehension checks   - Teacher observation
Evidence:
- Lesson planning   - TBA   - AR   - STAR   - Running Records

Action Required:	Time-line for each action:
- Training in guided reading - STAR testing each nine weeks - PLC to discuss student data - Look into additional grade appropriate resources for stations during Daily 5	- Goal 1: Ongoing/during TEA time and Academies - Goal 2: Ongoing - Goal 3: Running Record Refresher by first 9 weeks - Goal 4: Implement first 9 weeks

Resources Required:
- Goal 1: Utilize Reading A-Z, Leveled books, chapter books, all genres.
- Goal 2: Utilize the TCRWP. running records, including comprehension questions (literal and inference)
- Goal 3: Refresh running record training for teachers.
- Goal 4: Teacher created genre checklist in student reading, folders, Journeys text for students to record genres read.

2015-2016 Action Plan

Campus: Colt Elementary   **PLC:** 5th 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime-bound)
- **By May 2016 85% of 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.**

Specific Goal:
- Goal 1: Students will go through the writing process to complete at least two compositions from genres specified on the YAG each nine weeks.
- Goal 2: Utilize graphic organizers during pre-writing to organize thought and ideas.
- Goal 3: Students will write in content area reflection journals and Line of Learning in science journals on a weekly basis.
- Goal 4: Students will practice procedural and expository writing and focus on vocabulary and note taking skills in content areas.

How will the goal be measured (Formative and Summative)?
- Writing journals
- Ongoing writing pieces
- Completed writing pieces
- Rubrics and self/ peer scoring

Evidence:
- Completed writing pieces
- Rough drafts will show writing process and use of graphic organizers
- Journal writing in various content areas is reviewed periodically and discussed with students during conferences
- Interactive notebooks
- Vocabulary rings

Action Required:	Time-line for each action:
- Conferencing with students on writing/ teaching peer editing - Compile a graphic organizer bank for various 5th grade topics. - Continually adding additional vocabulary terms in lessons.	- Goal 1: First 9 weeks students have completed 2 compositions personal narrative and poetry, Second 9 weeks students have completed 2 compositions autobiography and biography, Third 9 weeks students have completed 2 compositions, persuasive and expository writing. - Goal 2: Ongoing - Goal 3: Ongoing - Goal 4: Ongoing/vocabulary list

Resources Required:
- Goal 1: Multiple text readings
- Goal 2: Graphic organizers
- Goal 3: Student journals/portfolios
- Goal 4: Graphic organizer, multiple texts

Marble Falls Independent School District
Marble Falls Elementary
Campus Improvement Plan
2015 – 2016

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.

District Goal 1: Academic Achievement: To ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

District Goal 2: Leadership Development: To identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

District Goal 3: Communications and Community Relations: To foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.

District Goal 4: Safe and Healthy Environment: To provide a safe and healthy environment conducive to student learning.

District Goal 5: Human Capital: To recruit, develop, and retain highly qualified and effective personnel.

District Goal 6: Financial and Operations Management: To exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

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

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development, and administration.

Campus Executive Improvement Committee (CEIC)

CEIC Position	2014-2015	CEIC Position	2014-2015
Chairperson	Michael Haley	Teacher	Debbie Ruebush
Community	Shane Stewart	Teacher	Brittany Alaniz
Parent	Anna Womack	Teacher	Kaye Glaeser
Business	Stacey Nash	Teacher	Tina Van Gundy
Admin. – District Level	Melissa Fields		
Administrator At-large	Jennifer Lockner		
At-Large Classroom Teacher	Christi Chisolm		
Non-Teaching Prof	Lisa Schwandner		
Teacher	Cecily Howze		
Teacher	Vickie Weil		
Teacher	Mary Pond		
Teacher	Ashlea Lehman		
Teacher	Annette Nolen		

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

Elementary
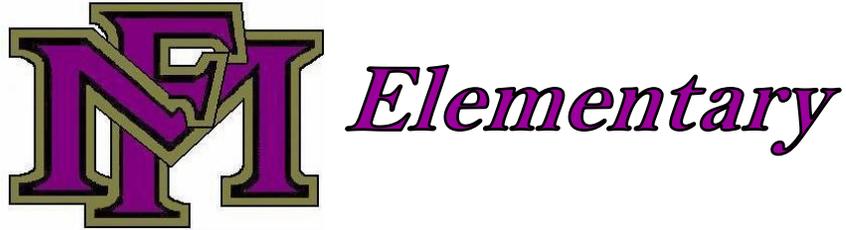
MFES CORE Beliefs

We Believe:

In high expectations and accountability for all.

That education is a combined effort between students, teachers, parents, and the community.

In a secure learning environment that encourages risk taking and creativity.

In educating the whole child: academically, socially, and emotionally.

Goal I: To ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

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: School Report Card, DEIC Survey results, STAAR results.

√		STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1.1	All teachers, campus-wide, will participate in SPARK Learning staff development and implement "HEAT" guidelines.	District	Principal Grade level teams	September 2014-May 2017
	1.2	All teachers will follow the Elementary Literacy Plan based on data to address the literacy needs of elementary students	District	Principal Assistant Principal Reading Specialists Instructional Coach Teachers	May 2016
	1.3	MFES will encourage and monitor attendance to achieve a minimum 97 percent attendance rate.	Campus District	Principal Assistant Principal Registrar District Attendance Coordinator	Daily
	1.4	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
	1.5	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
	1.6	Provide SSI remediation to give identified students additional time to master necessary content and skills	SSI Resources Teaching Staff	Principal Teachers	Weekly
	1.7	Use the Wilson Program for identified dyslexic students	Wilson materials Staff to	Literacy Specialist Principal	Weekly

		implement program		
1.8	Provide extended year to students needing to pass STAAR (and/or needing to meet promotion criteria, as funds allow)	OEYP funds	Principal	June 2016
1.9	Increase amount of direct instructional assistance provided to students through the learning lab open before school	Compensatory funds	Principal Content Mastery Aide	Daily
1.10	Implement the components of the Student Success Initiative to include: ▪ Parental notification of at-risk status (Gr. K-5) ▪ Intervention services for any student coming into 5th grade who meets at-risk criteria based on Spring 15 STAAR scores in reading and / or math ▪ Implement research-based teaching strategies in grades PK-5 ▪ Periodically measure student progress and adjust instruction accordingly. ▪ Establish Grade Placement Committees for grade 5	SSI Guidlines TPRI Assessment	Principal Teachers Counsellor	Weekly
1.11	Literacy & Math Specialists will work with teachers and continue to develop teacher awareness and competencies by reviewing best practices.	Common planning time	Teachers Principal Literacy Specialists Math Specialist	Ongoing
1.12	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 2015 Training August 2015
1.13	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 new strategies, program planning, staff development and intervention strategies. Whenever possible special program staff will join the meetings.	Common planning time	Principal Team Leaders Literacy Specialists Math Specialist Special Ed. Staff	Weekly
1.14	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	Daily

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1.15	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: • RTI • Extended Day • Tutorials • Title I Assistance • Counseling • Special Education Services • Content mastery • Computer based remediation software • Differentiated Instruction • SSI Tutorials • Extended Year	Local Assessments Student Data State and Federal Funding sources if available	Classroom Teachers Principal Title 1 Staff Special Program Staff Teachers	Weekly
1.16	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
1.17	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
1.18	District TEKS Based Assessments will be administered according to District testing schedule. The results will assist teachers in planning for STAAR: • grouping for instruction based on identified needs • reinforce objectives and reinforce use of strategies	Benchmark Tests Reports with student data	Central Office Staff Principal Teachers Special Program Staff	Quarterly
1.19	Use and review uniform reading strategies. Strategies will be introduced to 2nd graders during the second semester and will be continued through 5th grade	Collaboration time for Reading teachers in grade 2-5	Principal Literacy Specialist Classroom Teachers	Ongoing
1.20	Evaluate student performance on STAAR formatted reading passages (mini assessments).	STAAR formatted Reading	Title I support staff Principal	Weekly

		resources		
1.21	Provide extended day tutorials for struggling students.	SSI funds / staff	Central Office Staff Principal	Weekly
1.22	Establish Science and Math "Word Walls", anchor charts, 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
1.23	Engage in data analysis of state & local assessments to determine appropriate intervention strategies	Data Analysis Sheets	Principal Teachers	Weekly
1.24	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)	Computer hardware Program licensing Title I support staff	Literacy Specialist Title I Math Specialist Principal	Weekly
1.25	Conduct regular walkthrough monitoring of instruction in all learning environments	Walkthrough documentation	Principal	Ongoing
1.26	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
1.27	Lesson plans will include sheltered instruction strategies for GT, Special Education, LEP and a component.	Common Planning Time	Principal Teacher Leader Classroom Teacher	Weekly
1.28	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
1.29	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
1.30	Encourage students to participate in extracurricular activities such as UIL and Robotics Club that promote higher levels of thinking.	Extra duty pay Funds for instructional materials	Central Office Staff Principal Classroom Teachers	Weekly

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		Funding for team fees		
1.31	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

Goal II: To identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

Performance Objectives: MFES will provide opportunities to build leadership capacity among staff and students.

Formative Evaluations: Action Steps, Vertical Team sign in sheets, Vertical Team survey

Summative Evaluations: Completion of SMART Goals, Staff Survey

√		STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
2.1		All campus leaders will attend at least 2 professional staff developments during the school year.	District Campus	Principal Assistant Principal Instructional Coach	May 2016
2.2		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 - At-Risk Students - Gifted Students - LEP Students - Special Education Students Sheltered Instruction Strategies	Funds for Professional Development	Principal Tech Cohort Representatives Teacher Leader Literacy and Math Specialists District Curriculum Dept. Director of Student Services	Ongoing
2.3		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
2.4		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
2.5		Establish Vertical Teams for Math, ELAR, and Science	Campus	Principal Teachers	Monthly

2.6	Increase student leadership opportunities during morning assembly and throughout the school day	Campus	Principal Teachers	Monthly

Goal III: To foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at large to be involved in our schools.

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
3.1		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
3.2		Family Reading Night to promote literacy and parent involvement.	Campus Funds Flyers	Principal Librarian Classroom Teachers	December 2015
3.3		Family STAAR Informational Flyers	Campus Funds Flyers	Principal Teacher Leader 3-5 Literacy Specialist Math Specialist	February 2016 March 2016
3.4		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
3.5		Campus will hold quarterly "Family Nights". Events will promote cultural diversity based on campus demographics.	Campus Funds	Principal Classroom Teachers	Quarterly
3.6		The relationship with local media will be continued so	Contacts to	Principal	Ongoing

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	that they are invited to attend and cover school news and report to the community.	local media	District Director of Communications	
3.7	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
3.8	Form relationship with the various civic organizations in Marble Falls to support community involvement in education	Time for meeting with civic groups	Principal	Ongoing
3.10	MFES will host a Career Day.	Activity fund	Principal Teacher Leader Grade level teams	May 2016

Goal IV: To provide a safe and healthy environment conducive to learning.

Performance Objectives: MFES will provide opportunities for staff and students to recognize good character traits in students and staff.

Formative Evaluations: Character education and development, Recognizing Mustangs of the Month, Monthly fire and other safety drills.

Summative Evaluations: DEIC Survey Results, Campus Survey Results, Fire exit drills and fire prevention checklist

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
4.1	Coordinate with local first responders, staff, and community to install and train on new emergency response radio system.	District	Principal Assistant Principal	August 2015
4.2	Train all staff on safety best practices	District	Principal Assistant Principal	December 2015
4.3	Continue campus wide Character Education Program which incorporates PRIDE (Proactive, Respect, Independent ,Disciplined, Effort)	Character Counts Materials Class Schedule	Counselor Classroom Teachers	Monthly
4.4	Continue Mustangs of the Month for students PK-5 in order to reinforce responsibility and character.	Mustang of the Month Awards	Principal Registrar Teachers	Ongoing
4.5	Provide PRIDE incentive tickets to student exemplifying strong character traits.	PRIDE Tickets Prizes	Counselor Principal	Monthly Drawings Ongoing tickets
4.6	Implement staff recognition program	Campus Funds	Principal Classroom teachers Students	Monthly
4.7	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
4.8	Each teacher will follow classroom discipline plan. A copy will be sent home to parents.	Planning time Completed Plan	Classroom Teachers Principal	August 2015
4.9	MFES will use security software to monitor visitors on campus	Security Software	Title IV Coordinator Principal Office Staff	Ongoing
4.10	Applicable District-adopted crisis, bullying, and violence prevention strategies will be implemented on the campus.	District training	Principal Title IV Director Counselor	Ongoing

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4.11	MFES will conduct monthly fire evacuation drills and monitor effectiveness of evacuation plan.	Fire Evacuation Maps and Procedures	Principal	Monthly
4.12	MFES will conduct Lock Down drills once per semester and monitor effectiveness of lock down plan	Lock Down Procedures	Principal	October 2015 – January 2016
4.13	MFES will conduct Disaster drills each nine weeks and monitor effectiveness of disaster plan	Disaster Procedures	Principal	Each nine week period
4.14	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

Goal V: To recruit, develop, and retain highly qualified and effective personnel.

Performance Objective: MFES will 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	Refine a framework of values and beliefs to be used in hiring personnel	Campus	Principal All staff	September 2015
	5.2	Offer ongoing student-centered and technology based professional development to focus on improving teacher effectiveness.	Campus	Principal Assistant Principal Instructional Coach	May 2016
	5.3	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.
	5.4	Provide new teaching staff with a mentor familiar with their grade level and/or content area	Campus	Principal Assistant Principal Instructional Coach	August 2015
	5.5	Meetings between new staff and mentor staff	Campus	Principal Mentor teachers New Staff	Ongoing

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Goal VI: To exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

Performance Objective: MFES will provide students and staff with necessary resources.

Formative Evaluations: Monthly meetings to discuss budget. Teacher input into the resources needed for students to be
successful.

Summative Evaluations: CIP, 2016/17 budget

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
6.1	Develop and manage a budget to reflect the objectives of the CIP	District	Principal Secretary CEIC	February 2016

<u>Glossary of Terms</u>

CEIC - Campus Educational Improvement Committee
CIP – Campus Improvement Plan
DEIC - District Educational Improvement Committee
ELAR – English Language Arts and Reading
GT – Gifted and Talented
LEP – Limited English Proficiency
PTO – Parent Teacher Organization
RTI - Response to Intervention
SSI – Student Success Initiative
STAAR - State of Texas Assessments of Academic Readiness; replacing current assessment system 2011
TBA – TEKS Based Assessment
TEKS - Texas Essential Knowledge and Skills
UIL - University of Interscholastic League

PLC: Pre-Kinder   **Area of Goal:** Fine Motor Skills

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**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound**)**

Specific Goal: 100% of pre-kindergarten students will show control of tasks that require small-muscle strength and control by the end of the school year.
How will the goal be measured (Formative and Summative)? Observations
Evidence: Students will be able to hold a pencil in the conventional manner. Students will be able to cut with scissors along a straight line.

Action Required:	Time-line for action:
Provide a variety of tools in centers for children to use.	All year Introduce new tools as needed
Action Required: Plan activities that build small-muscle strength and control.	**Time-line for action:** All year Introduce new activities

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Action Required:	Time-line for action:
Ask Occupational Therapists to explain how students develop small-muscle control	September

Resources Required:

- Palm grips
- Clay
- Tools (tongs, eyedroppers, tweezers…..)
- Small items to pick up with tools

PLC: Kinder   **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**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound)

Specific Goal:
80% of students will reach end of year reading expectations.

How will the goal be measured (Formative and Summative)?

- Observations during reading groups
- Sight word checklist
- Fountas and Pinnell Benchmark Assessment System

Evidence:

Students will be able to identify sight words.
Students will be at end of year reading expectations.
Students will use reading strategies.

Action Required:	**Time-line for action:**

Create sight word list:
  • Report Card/ Fundations list (c.25 words)
  • Required to meet EOY expectations (c. 25 more words)
  • Next Step: Above Level (up to 75 total words)
	• August Back to School in-service to mid- September

Action Required: Keep a checklist for each student of the sight words needed to learn. Monitor the learning at various times in the year. (color code)	**Time-line for action:** • Mid-October: Have a sight word base of 10 words • December break: Have a sight word base of 25 words. • Mid-March: Have a sight word base of 35 words. • EOY: Have a sight word base of 50 words.

Action Required:	Time-line for action:
Specifically teach the expected learning behaviors required during stations and small group time.	September and then on-going
Action Required:	Time-line for action:
Participate in vertical alignment discussions in order to try on, reflect on, and revise strategies.	On-going

Resources Required:

- Sight word checklist
- Color pens to mark sight word checklist based on time of year learned
- Anchor charts:
  - station expectations
  - small group expectations
- Variety of targeted station activities

PLC: 1st 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound**)**

Specific Goal: 75% of students will be able to make connections to text. 	
How will the goal be measured (Formative and Summative)? • Observations • Comprehension Question/Answers: Basal Story • TPRI • Fountas and Pinnell Benchmark Assessment System 	
Evidence: Students will be able to elaborate as they retell stories. Students will be able to think a-loud about text. A score of 70% on the End of Nine week's Basal story. 	

Action Required: Teacher will model what they are thinking about text they read (by saying what they are thinking about the text a-loud).	**Time-line for action:** On-going
Action Required: Students will have opportunities to listen to classmates tell stories which they must retell.	**Time-line for action:** On-going

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Action Required:	Time-line for action:
Teachers will seek resources for more age appropriate comprehension strategies.	September and then on-going
Action Required:	**Time-line for action:**
Teachers will share with students age appropriate ways to self-monitor comprehension.	September and then on-going
Action Required:	**Time-line for action:**
Teachers will have time to meet vertically to discuss comprehension strategies.	Early Fall Spring
Action Required:	**Time-line for action:**
Students will take the Basal Story comprehension test.	End of each nine weeks
Action Required:	**Time-line for action:**
Participate in vertical alignment discussions in order to try on, reflect on, and revise strategies.	On-going

Resources Required:

- Think-aloud anchor charts
- Resources for comprehension strategies
- End of nine week's basal stories

PLC: 2nd 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)

Specific Goal: 85% of students who are below grade level at the beginning of the year will make at least one year's growth as outlined in our "evidence". 85% of students who are at or above grade level will meet end of year expectations as outlined in our "evidence".
How will the goal be measured (Formative and Summative)?   - Observations   - Comprehension Question/Answers   - BAS   - TPRI
Evidence: Students will be able to elaborate as they retell stories heard or read. Students will be able to recall sight words quickly. Students below grade level will show one year's growth. Students on grade level will be at end of year expectation.

Action Required:	Time-line for action:
Begin word study earlier in the school year (look at where introductions come in the YAG to determine start).	- September: Sight Words/ Phonics - September/ October: Multi-meaning words - October/ November: contractions - Continue throughout the year following grammar and YAG

Action Required:	Time-line for action:
Develop a sight word list that incorporates age appropriate sight words (create from Dolch and Fundations) (color code lists).	- End of 1st nine weeks: pre-primer and primer Dolch words fluently - End of 2nd nine weeks: 1st grade Dolch list - End of 3rd nine weeks and beyond: 2nd grade Dolch list plus beginning 3rd grade
Action Required: Provide short focused mini-lessons that target skills for intervention, based on student data.	**Time-line for action:** On-going
Action Required: Model metacognitive strategies so students can build comprehension.	**Time-line for action:** September On-going during guided reading and whole group
Action Required: Work with the librarian to provide students access to more books.	**Time-line for action:** On-going

Resources Required:

- Sight word checklist
- Data:
    - Fountas and Pinnell Benchmark Assessment System
    - TPRI
    - Running Records (A to Z not rigorous enough for F/P)
- Anchor charts for specific learning behaviors
- Metacognitive strategies
- Share mini-lessons and resources used during guided reading (When teacher creates a targeted

lesson on a level they will share it with the rest of team so team does not have to begin from scratch with same leveled book).

PLC: 3rd 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound)

Specific Goal: 70% of students will solve one and two step problems involving addition/ subtraction using multiple strategies (3.4A, 3.5A)
How will the goal be measured (Formative and Summative)?   - Observations   - Give a test at the beginning of the year on TEKS 3.4A, 3.5A; give test at the end of the year on the same TEKS.   - Progress monitor these TEKS each nine weeks through weekly spiral reviews.
Evidence: Students will be able to solve one and two step problems involving addition/subtraction using multiple strategies (pictorial models, number lines, arrays, strip diagrams and equations).

Action Required:	Time-line for action:
Create spiral reviews that allow students to practice and apply strategies that measure 3.4A and 3.5A for the beginning and end of the year.	September On-going

Action Required:	Time-line for action:
Teach multiple strategies for problem solving.	On-going
Action Required: Allow for students to practice by verbalizing their process in solving problems (such as: think pair share, group scout, activities, class presentations, etc.).	**Time-line for action:** On-going
Action Required: Teacher will monitor students through weekly journal entries and spiral reviews.	**Time-line for action:** On-going
Action Required: Attend a problem solving workshop	**Time-line for action:**

Resources Required:

- *Minilessons for Early Addition and Subtraction* and *Minilessons for Extending Addition and Subtraction* from Contexts for Learning Mathematics
- *Third Grade Math: A Month by Month* by Suzy Rondfeldt
- TEKS Resource System documents: Vertical Alignment and Enhanced TEKS Clarification

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PLC: 3rd 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)

Specific Goal:
90% of students will increase vocabulary to increase their comprehension of text by one grade level

How will the goal be measured (Formative and Summative)?
- Observations   - Quick Checks   - Reading Notebooks   - Fountas and Pinnell Benchmark Assessment System

Evidence:
Students will be able to articulate and respond using academic vocabulary. Students will show one year's growth at end of year.

Action Required:	Time-line for action:
Teach word study skills	Follow YAG grammar/writing sequence

Action Required:	Time-line for action:
Set up "Reader's Notebooks" (For the purpose of tracking reading goals/levels, reflecting, responding, and sharing text, including adding reading strategies etc.)	September On-going

Action Required: Confer with students to help them set their purpose for reading.	**Time-line for action:** On-going
Action Required: Students will articulate and share the strategy they are using (could be in student reading notebooks, verbally, or using technology).	**Time-line for action:** On-going

Resources Required:
 	
   • Notebooks
   • Whole class novel study	

PLC: 4th 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound)

Specific Goal: 70% of students will be able to complete multi-step problems efficiently. (reference these TEKS: 4.4DEFH, 4.5A)
How will the goal be measured (Formative and Summative)? • Observations • Quick Checks
Evidence: Students will be able to fluently solve basic calculations. Students will be able to solve problems strategically using a variety of methods.

Action Required:	Time-line for action:
Begin multi-step word problems earlier in school year.	September On-going
Action Required: Review skills for basic math computation to build math fluency done daily.	**Time-line for action:** Number Talk time On-going

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Action Required:	Time-line for action:
Model problems solving steps, but don't teach one strategy model strategic thinking , self-questioning (note taking).	Gradual Release: • Heavy facilitating early in the year
Action Required: Corroborate with reading teachers to discuss reading strategies (such as: Main Idea versus Topic) to incorporate ideas into math.	**Time-line for action:** On-going
Action Required: Time provided for teaching multiple methods of solving problems.	Time-line for action: On-going
Action Required: Scaffold (during intervention time) student expectations not acquired from K-3rd grade.	Time-line for action: On-going
Action Required: Time for vertical discussion	Time-line for action: August/September January

Resources Required:

- Resources for how to teach the multiple strategies (methods)
- TEKS Resource System: Enhanced TEKS Clarification and Vertical Alignment documents
- Spiral review "Skills" Resources (Target Math, Fast Focus, TEKSing Toward STAAR)

PLC: 4th 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound)

Specific Goal: 90% of students will grow at least one grade level in reading comprehension (through the use of increase vocabulary development) by the end of the year.
How will the goal be measured (Formative and Summative)? • Observations (videos) • Word Work Quick Checks • Fountas and Pinnell Benchmark Assessment System
Evidence: Students will be able to utilize rich vocabulary. Students will be at end of year reading expectations. Students guide their own interactive discussion over a shared text.

Action Required:	Time-line for action:
Students will study word patterns in isolation and in context to transfer their skills to literature.	September introduce On-going

In Isolation	In Context	
• Affixes • Homophones • Homographs • Dictionary skills	• Poems • Passages • Songs • All genres	
Action Required: Student will listen and respond to one another during interactive read-aloud in order to guide themselves to a deeper meaning with limited teacher facilitation.	**Time-line for action:** BOY: teach active listening expectations and accountable talk • Partnership • Triads • Quads • Whole class On-going: gradual release	
Action Required: Students will video different types of group talk in order to reflect and develop goals for themselves.	**Time-line for action:** BOY: Watch clips of strong "talk" and video themselves to create baseline and set goals MOY: check goals, and adjust goals EOY: check goals	
Action Required: Students will develop their purpose for reading across all genres (including research). Students will question when: • comprehension breaks down • they don't know the meaning of an	**Time-line for action:** • BOY: students will use question stems to establish purpose for reading • Ongoing	

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unfamiliar word • the genre is unfamiliar	
Action Required: Develop culminating activities at the end of a unit of study to allow students to reflect and set goals for future learning.	**Time-line for action:** End of each unit

Resources Required:

- *Knee to Knee, Eye to Eye: Circling in on Comprehension* by Ardith Cole
- Resource for guided, targeted questions from Fountas and Pinnell
- Resource for cues from The Learning Community, Central Falls, RI
- List of word work to introduce
- Vocabulary Systems (Isabel Beck: *Bringing Words to Life*)
- Wordly Wise

PLC: 5th 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound**)**

Specific Goal: Students will be able to use multiple strategies to problem solve. (We look at scores to see if there is a weak area to target.)

How will the goal be measured (Formative and Summative)?
 	
• Observations
• Quick checks
    ◦ whole number
    ◦ decimals
    ◦ fractions

Evidence: Students will be able to represent and solve multistep word problems. Students will be able to determine the operation needed to solve problems.

Action Required:	Time-line for action:
Participate in vertical alignment meetings, and try and reflect on strategies.	Each nine weeks
Action Required:	**Time-line for action:**
Teacher will model a variety of ways to solve problems with the assistance of students	September On-going

(such as: number talks, warm ups, spiral reviews).

Action Required:	Time-line for action:
Students will share how they approach solving the problem and be able to defend their answers (wrong or right answers).	On-going
Action Required:	**Time-line for action:**
Create anchor charts to be utilized throughout the year.	On-going
Action Required:	**Time-line for action:**
Work with math specialist to target students who are missing pre-requisite skills (K-4th).	On-going

Resources Required:

- TEKSing Toward STAAR.
- Motivation Math

PLC: 5[th] 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**, M**easurable**, A**chievable**, R**esults focused**, T**ime-bound**)**

Specific Goal: Students will show _____percentage of growth on EOY vocabulary assessment.
How will the goal be measured (Formative and Summative)?   - Observations   - Quick checks   - Vocabulary Assessment
Evidence: Students will be able to understand what they are reading. Students will transfer knowledge, used words in writing. Growth will be evidenced through vocabulary assessment.

Action Required: Meet in vertical alignment teams	**Time-line for action:** Each nine weeks
Action Required: Discuss common roots with the science / math teacher	**Time-line for action:** BOY

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Action Required:	Time-line for action:
Create a root word list of commonly used roots in 4th/5th grade	BOY
Action Required:	Time-line for action:
Multi-meaning words	BOY
Action Required:	Time-line for action:
Create vocabulary assessment	- September: Establish base - Mid assessment in January - Final assessment in April
Action Required:	Time-line for action:
Use the data from the vocabulary quick check to create targeted guided word study groups	On-going

Resources Required:

- Research commonly used:
    - academic vocabulary words
    - roots, commonly used in 4th/5th
    - unfamiliar words in context
- The list we create will include bullet one and two from above.
- Wordly Wise
- Fountas and Pinnell Greek Roots Assessment
- TEKS Vertical Alignment from TEKS Resource System

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Marble Falls Independent School District
Highland Lakes Elementary
Campus Improvement Plan
2015 – 2016

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 2015 – 2016

District Goal 1: Academic Achievement: The District will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

District Goal 2: Leadership Development: The District will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

District Goal 3: Communications and Community Relations: The District will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

District Goal 4: Safe and Healthy Environment: The District will provide a safe and healthy environment conducive to student learning.

District Goal 5: Human Capital: The District will recruit, develop, and retain highly qualified and effective personnel.

District Goal 6: Financial and Operations Management: The District will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

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	2015-2016	DEIC Position	2015-2016
Chairperson	Bethany Birdwell	Teacher	Christina Hartley
Community	Kathy Vest	Teacher	Nora Carrizales
Parent	Nohemi Medina	Teacher	Anna Olivo
Parent			
Business			
Non-Teaching Professional	Nora Carrizales		
Special Education Teacher	Halli Johnson		
Teacher (PK)	Marcela Jenks		
Teacher (Kinder)	Teresa Marchuk		
Teacher (1st)	Joni Wollek		
Teacher (2nd)	Myriah Jones		
Teacher (3rd)	Amanda Haley		
Teacher (4th)	Julie Kimmel		
Teacher (5th)	Jeff Williamson		

Goal 1: Academic Achievement: The Campus will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

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

	Provide effective, relevant professional development that directly impacts classroom instruction in the areas of differentiated instruction, RTI, Best Practices, Sheltered Instruction, and Collaboration
	   o Professional Learning Community (PLC) Meetings-Differentiated instruction and Data
	   o Staff Meetings-RTI and decision making
	   o Best Practices (such as project-based learning)
	   o Sheltered Instruction
	   o Gradual Release Model
	   o Running Records
	   o Number Talks
	   o Vertical Team Meetings-Collaboration across the campus
	   o Across district grade level training
		District, Campus, and Title Fund Budgets, Staff Development Time	All HLES Staff, C&I Staff	Ongoing

	Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations
	   o Grade Level Collaboration for grade-level teachers to meet with administration to discuss students and curriculum.
	   o Grade Level Collaboration to ensure TEKS objectives and Student Expectations are aligned.
	   o All lesson plans will consistently include differentiated instruction that also meets required Special Education modifications, ELP strategies, GT accommodations and other learning needs.
	   o Based on campus wide needs assessments, HLES will utilize Title 1 funds to provide opportunities for all students to meet the states proficient and advanced levels of student performance. HLES will use effective methods and instructional strategies that are based on scientific research. Strategies will address the needs of all students on campus particularly with a focus on low achieving and at risk students.
		District, Campus, and Title Fund Budgets	All HLES Staff, C&I Staff	Ongoing

	o HLES will increase the Level III performance percentage in all state administered tests. Differentiated instruction strategies will be strongly emphasized, monitored and shared with the teaching staff during PLC. Teachers will take full advantage of the PD in order to explore and implement ideas and curriculum enrichment that will provide support for their students being able to increase their mastery of the subject area. o HLES will utilize Title III funds to assist the Bilingual/ESL students with support and materials designed to increase their opportunity for academic success.			
	All teachers will be trained in SPARK learning. Teachers will utilize the District Literacy Framework	District Funds, Staff Development Time Framework Document	All HLES Staff, C&I Staff All HLES Staff	Ongoing Ongoing
	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. • Use of universal screeners including STAR Reading, TPRI, DRA, & other resources • Use of progress monitoring tools through STAR programs, running records, Lexia, Istation, Mathletics	Assessment Data, Time to Analyze, District and Campus Funds	All HLES Staff	Ongoing
	Honor students who achieve excellence • Recognize students who display positive character traits in and out of class with morning announcements and other presentations (bulletin boards, etc) • Recognize students who achieve "all A's and "A-B" honor roll through local media, certificates, morning meeting, and other reward opportunities/presentations • Recognize students achieving "perfect attendance through local media, morning meeting, certificates, and other reward opportunities/presentations	Campus Funds, Lists of Honor Students and Achievements	All HLES Staff	Ongoing

Goal 2: Leadership Development: The Campus will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

Performance Objective: HLES will provide leadership opportunities for students and staff, while utilizing concepts from The Leader in Me (Mustang Way) and other leadership resources.

Formative/Summative Evaluations: Students on duty, student input for events, 25% involvement in leadership measured by a pre and post survey

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	Instructional coach facilitating individual growth and leadership of teachers at the campus level	Meeting time	IC, Campus Admin, Teachers	Ongoing
	Team Leaders will motivate, organize, and lead grade level teams	Meeting time	Campus Admin, Team Leaders	Monthly
	Specialists will collaborate with classroom teachers using data, interventions, strategies, and ongoing dialogue to facilitate ongoing leadership by teachers	Current data, IStation, AIMSweb, Mathletics, Lexia	All HLES Staff	Ongoing
	Leader In Me campus book study	Leader in Me books	All HLES Staff	Ongoing
	Student facilitated routines such as morning meeting, greeting, duties, etc.	Schedule	All HLES Staff	Ongoing
	Students serve as special event leaders and guides	Schedule	Event Planner	Ongoing
	Provide opportunities for students to give input	Class meetings, mission statements	Classroom teachers	Ongoing

Goal 3: Communications and Community Relations: The Campus will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

Performance Objective: HLES 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
	Communicate consistently with parents • Schedule parent orientation prior to the beginning of school • Maintain an up-to-date web page • Provide a campus newsletter once a month highlighting campus news and coming events • Student planners will be utilized for ongoing communication between home & school for attendance, assignments, celebrations, concerns, etc. • Provide parents and caregivers school information at PTO meetings • Use Sky Alert to keep families informed of campus and district issues, as well as communicate concern and procedures for absent students returning to school • Provide parent access to student grades and attendance records through Skyward Family & Student Access • Translation both written and orally in English and Spanish • Use social media to communicate school information	Campus & District Funds, Title Funds, Planners, Sky Alert System, Planning time, HLES Social media	All HLES Staff	Ongoing
	Hold parent meetings during the school year • Meet the Teacher Night with registration and information tables • Conduct fall open house with grade-level parent orientations for grades PK-5 early in the school year to provide additional information • Conduct parent conferences	Meeting Time	All HLES Staff	Ongoing
	Develop and maintain a volunteer/enrichment program • Increase parent and community members to serve as volunteers, reading partners, mentors, tutors, etc.	Meeting Time	Parent Involvement Committee	Ongoing

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Goal 4: Safe and Healthy Environment: The Campus will provide a safe and healthy environment conducive to student learning.

Performance Objective: HLES will provide a positive and supportive learning environment.

Formative/Summative Evaluations: Front office sign in/sign out documentation, V-Soft reports, PEIMS reports, discipline referrals, walk-through observations, student planners and other documentation of parent contact, survey results

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	Build a collaborative culture throughout all teams • All teachers will participate in vertical planning to increase student mastery across all grade levels • Provide opportunities for teachers to observe other teachers' classrooms as needed • Each grade level will meet at least one day per week for grade level planning	Meeting Time, Time for Observations	All HLES Staff, IC, Learning Community Committee	Ongoing
	Increase opportunities to recognize staff and celebrate campus accomplishments. • Mustang recognition of staff members at the beginning of faculty meetings • Place messages of appreciation and encouragement in staff mailboxes. • Announcements at Morning Meeting • Provide special treats in lounge • Staff Spirit Committee to organize staff luncheons to celebrate birthdays, spread cheer at special times, etc.	Meeting Time, Campus Funds	All HLES Staff	Ongoing
	Review the Campus Crisis Management Plan for effectiveness and modify if necessary.	Crisis Mgmt. Plan	All HLES Staff	Annually
	Red Ribbon Week activities will feature and celebrate making safe and healthy choices.	Campus Funds	Counselor, All HLES Staff	October 2016
	Update reception area personnel in student/parent sign-in and sign-out procedures (including checking for legal documents). • Use V-Soft Procedures	District & Campus Funds	Office Staff	Ongoing

	Continued emphasis on campus wide discipline procedures.	Posters, Instructional Time, Mustang Way	All HLES Staff	Ongoing
	Consistently enforce all campus rules.	Visual Aids, Instructional Time	All HLES Staff	Ongoing
	Continue implementation of crisis, bullying, suicide and violence prevention strategies	District & Campus Funds, Title Funds	All HLES Staff	Ongoing
	Conduct facility walk-throughs to identify areas for repair and/or improvements.	Work Orders	Principal, District Maintenance Director	Ongoing
	Conduct safety drills and evaluate effectiveness	School Map, Fire, Lock Down, and Disaster Procedures	All HLES Staff	Ongoing

2015-2016 HLES Action Plan (1st Nine Weeks)

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.

Pre-Kindergarten:

SMART Goal By the end of the 2015-2016 school year, 70% of our students will meet 80% in each domain of the PreK Guidelines as measured using the Pre-K Guidelines.

Specific Goal:	
. By the end of the first nine weeks, 90% of our students will follow classroom routines 70 % of the time as measured by teacher observation using the Pre- K Guidelines.	
How will the goal be measured (Formative and Summative)? Daily observation (formal and informal)	
Evidence: Students will demonstrate and understand the classroom routines (rules) through compliance. Students will show academic learning.	
Action Required: 1. Clear expectations 2. Rules/Schedule posted pictorially 3. Daily practice and repetition 4. Collaboration with campus specialists to create a plan for struggling students. 5. Shortening time students spend at work table activities. 6. Simpler and fewer centers at the beginning of the year. 7. ELD time begins on day one.	Time-line for each action: All actions will be initiated the first week of school.

Kindergarten:

SMART Goal By the end of 2015-2016 school year, 80% of students will reach level 4 independent on the DRA.

Specific Goal: The number of kindergartners who demonstrate independence on a level A will increase from *___% to *___% by the end of the 1st nine weeks as measured by a running record from a common book. ● A running record will be given during the TPRI window to determine % of kindergartners who are independent at a level A. ● A running record will be given at the end of the 1st 9 weeks to determine % of kindergartners who are independent at a level A.	
How will the goal be measured (Formative and Summative Formative Assessment by running records	
Evidence: Teacher observations during Guided Reading Running Records Student will demonstrate one to one correspondence Student will identify and repeat a similar pattern throughout a text.	
Action Required: Every 4 weeks student will be given a running record to assess growth. Pre-planned Shared Reading with daily focus Show and Tell related to the theme of the book (students may bring pictures/drawings and or objects that relate)	Time-line for each action: BOY TPRI window 2nd week of school begin Shared Reading and Show and Tell
Resources Required: Reading Adoption Books/Leveled Library Books Reading A-Z Emergent Readers (printed copies for each child)	

First Grade Reading:

SMART Goal
All students will demonstrate growth in the areas of reading accuracy and fluency as measured by DRA 2 Assessment by May 2016.
Subgroup A: Students whose beginning DRA level was a level A-1 in the fall of 2015, will show growth to a level 6 or higher.
Subgroup B: Students whose beginning DRA level was a level 2 in the fall of 2015, will show growth to a level 8 or higher.
Subgroup C: Students whose beginning DRA level was a level 3 in the fall of 2015, will show growth to a level 16 or higher.
Subgroup D: Students whose beginning DRA level was a level 4 or higher in the fall of 2015, will show growth to a level 18 or higher.

Specific Goal:	
Subgroup A: Students whose beginning DRA level was a level A-1 in the fall of 2015, will show growth to a level 1-2 or higher at the end of the first nine weeks. **Subgroup B**: Students whose beginning DRA level was a level 2 in the fall of 2015, will show growth to a level 3 or higher at the end of the first nine weeks. **Subgroup C**: Students whose beginning DRA level was a level 3 in the fall of 2015, will show growth to a level 4 or higher at the end of the first nine weeks. **Subgroup D**: Students whose beginning DRA level was a level 4 or higher in the fall of 2015, will show growth to a level 6 or higher at the end of the first nine weeks.	
How will the goal be measured (Formative and Summative)? **Summative**: DRA 2 (MOY and EOY) **Formative**: running records	
Evidence: Students will read with 95% accuracy on a specified level before advancing to the next level. Students will show comprehension by retelling important events in order.	
Action Required: ***Give DRA to ALL students at the beginning of the year.** **Decoding**: Use Fundations unit word lists to identify decoding strategies that need to be targeted during independent and small group reading instruction. **Fluency**: Use Fundations trick word lists to identify students' automaticity.	Time-line for each action: Assess new Fundation unit lists at the conclusion of each unit. Reassess lists not mastered as needed.

Resources Required:
Fundations tool kit
DRA 2
Leveled Readers

First Grade Math:

SMART Goal: All students will demonstrate personal growth of 30% or more in addition and subtraction fact fluency as measured by the addition/subtraction combination portion of the TEMI.

Specific Goal: The number of first grade students who demonstrate 70% proficiency on instantly recognizing structured arrangements up to 20, including base 10 and ten frames, will increase from *_____% to *_____% by the end of the first quarter as measured by a common assessment.
*Initial data will be derived from a pretest. The same assessment will be used to measure growth at the nine weeks.

How will the goal be measured (Formative and Summative)?
Formative: Running Records during Guided Math Groups
Summative: Teacher created timed assessment

Evidence: Students will not count objects individually, but students will understand the concept of sets of five and ten and be able to count on.

Action Required:	Time-line for each action:
Pretest	Beginning of September 2015
Small group instruction	Daily during math workstation
Number talks	Daily during calendar
Base 10 and Ten Frame Flash Cards	Daily during calendar

Resources Required:
Teacher Created Assessments

2nd Grade ELAR:

SMART Goal
By the end of 2016 school year, 90% of second grade students will meet their individual target reading goals through the improvement of reading comprehension, accuracy, and fluency as measured by the DRA 2 Assessment.

Specific Goal: Based off initial DRA2 scores, individual rates of improvement will be determined. 90% of second grade students will achieve the appropriate rate of improvement for first nine weeks based on Reading A-Z assessment. Ex. (Student scores DRA2 Level 10, the student should have progressed to between level 14 -16.)
How will the goal be measured (Formative and Summative)? Formative Reading A-Z assessment *initial based on DRA
Evidence: Accountable talks (student behavior) Exit ticket Comprehension quick check Individual Goal setting

Action Required:	Time-line for each action:
Action Required: 1. Guided reading 2. Strategy groups 3. Individual Goal setting	**Time-line for each action**: 1. Week three 2. Week three 3. Week one –two, every nine weeks

Resources Required: Target Reading by Lonestar Learning Copies to make individual Reading A-Z assessments

2nd Grade Math:

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

By the end of the 2015-2016 school year, second grade students will improve basic computation and critical thinking skills so that all students will meet individual target math goals as measured by common assessment.

Specific Goal: The number of second grade students who demonstrate 70% proficiency solving problems involving the manipulation of place value will increase from *____% to *_____% by the end of the first nine weeks measure by a common assessment. *A pretest, given during the second week of school, will determine the projected percentage of second grade students proficient with solving problems involving manipulation of place value.
How will the goal be measured (Formative and Summative)? Teacher created formative assessment.

Evidence:
    1. Data from ongoing assessments
    2. Teacher observations
    3. Students will perform Number Talks (metacognition)

Action Required:	Time-line for each action:
1. Problem of the Day 2. Small Group Interventions 3. Math Strategy Toolkit 4. Scaffolding Instruction	1. First Week of School 2. Second Week of School 3. First Week of School 4. First Week of School

Resources Required: Lonestar Math (To be ordered) *Target the Question *TEKS Target Practice

3rd Grade ELAR:

SMART Goal: By the end of the 2015-2016 school year, 80% of third grade students will score proficient on the State Reading Assessment.

Specific Goal: 80% of 3rd graders will show 70% proficiency in vocabulary development by the end of the 1st 9 weeks as measured by a common assessment. All students will meet their independent reading goal as measured by DRA.	
How will the goal be measured (Formative and Summative)? Initial DRA Common assessments TBA 1 AR reading	
Evidence: Student will read independently for an sustained period of time. Individual Goal Setting	
Action Required: Target Guided Reading Intervention groups based on weekly assessment.	Time-line for each action: Beginning of the year.
Resources Required: DRA, TBA, Teacher assessments	

3rd Grade Math:

SMART Goal: By the end of the 2015-2016 school year, 80% of 3rd grade students will reach proficient on the state math assessment.

Specific Goal: The number of third grade students who demonstrate 70% proficiency solving math problems involving addition and subtraction operations given novel scenarios will increase from *_____% to *_____% by the end of the first quarter measured by a common assessment. *A pretest will be given during the first week of school to determine % of third graders proficient in math word problems using addition and subtraction.	

How will the goal be measured (Formative and Summative)?
Formative pre and post common assessment

Evidence:
1. Journals (evidence of problem solving models and quick writes)
2. Teacher observations
3. Math talks
4. Data from ongoing assessments
5. Student will show understanding in their journals

Action Required:	Time-line for each action:
1. Implement a problem solving model 2. Target the question daily 3. Quick writes (mega-cognitive) 4. Small group intervention	First week of school First week of school 2nd week of school First week of school

Resources Required:
1. Journals
2. Math manipulatives
3. Envision
4. TEKSing Toward STAAR

4th Grade Writing:

SMART Goal (Specific**, M**easurable**, A**chievable**, R**esults focused**, T**ime**-**bound)
EOY goal – By the end of the 2015-2016 school year, the percentage of students proficient on the state assessment (STAAR) in writing will be 90%.

Specific Goal: 1st 9 Weeks 80% of students will demonstrate proficiency in categorizing details that support a central idea by connecting sentences to form paragraphs. Students will accomplish this goal without using fragments or run-on sentences. It will be assessed using a teacher made rubric.	
How will the goal be measured (Formative and Summative)? Students will complete an end of the quarter common assessment.	
Evidence: IStation (Writing) Weekly assessments Guided Writing	
Action Required: Writing stations Guided Writing information	Time-line for each action: 1st 9 weeks assessment
Resources Required: IStation Weekly assessments (made by the teacher)	

4th Grade Reading

SMART Goal (**S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime-bound)
All students will demonstrate growth in the areas of reading comprehension and reading level measured by the May 2016 STAAR test.

Subgroup A: Students whose 3rd grade Reading STAAR test was below 50, will show growth on May STAAR 2016 test according to index 2 as measured by Student Progress.
Subgroup B: Students whose 3rd grade Reading STAAR test was in the 50-65 range, will show growth on May STAAR 2016 test according to index 2 as measured by Student Progress and will pass the state assessment.
Subgroup C: Students whose 3rd grade Reading STAAR test was 65-80 will show growth on May 2016 STAAR test according to index 2 as measured by index 2 by Student Progress and will pass the state assessment.
Subgroup D: Students whose 3rd grade Reading STAAR test was 80 or above will show growth on May 2016 STAAR Test and will pass the state assessment and will also be awarded Advanced.

Specific 1st 9 weeks:
1st nine weeks goal – Raise the reading levels of all students. Students will meet their goal of reaching higher reading levels according to their subgroup category as measured by istation.
Subgroup A: Students whose beginning ISIP Advanced Reading Ability Score was below a 1543 in the fall of 2015, will show growth of 75 points or higher at the end of the first nine weeks.
Subgroup B: Students whose beginning ISIP Advanced Reading Ability Score was between a 1543-1652 in the fall of 2015, will show growth of 50 points or higher at the end of the first nine weeks.
Subgroup C: Students whose beginning ISIP Advanced Reading Ability Score was between a 1653-1785 in the fall of 2015, will show growth of 40 points or higher at the end of the first nine weeks.
Subgroup D: Students whose beginning ISIP Advanced Reading Score was 1786 or higher in the fall of 2015, will show growth to 30 points or higher at the end of the first nine weeks.

How will the goal be measured (Formative and Summative)?
 I station data
TBA #1
 Fluency checks
weekly guided reading checks

Evidence:	
- Using 3rd grade DRA level, students will show evidence of growth comparing the May 2015 DRA levels to the Oct. 2015 I station DRA level. - Students will be able to read and identify the main idea of a text.	
Action Required: - Use assessment data to develop small guided reading groups. - Weekly guided reading instruction using a wide variety of texts and levels of difficulty. · Pre-teaching vocabulary, pre-reading techniques, fluency, comprehensions checks using graphic organizers and questions stems, reflections - Consistent student use of I station 2-3 times weekly for 20 min. for each session. - DEAR Time	**Time-line for each action:** - Initial assessment of reading levels for each student using istation - Weekly guided reading sessions - Weekly istation sessions - Fluency prompts in week 1 and week 8 - TBA #1 at the end of the first nine weeks
Resources Required: - I station set up for each student - A-Z leveled resources and lesson plans/ Journey's Guided reading books and lesson plans for guided reading instruction - Fluency Prompts	

4th Grade Math:

SMART Goal 80% of the 4th grade students will perform at proficient level on the state assessment as measured by the Math STAAR.

Specific Goal: The number of 4th grade students will demonstrate 70 proficiency on interpreting the value of each place value position as 10 X 1/10 and expanded will increase from *_____% to _____% by the end of the 1st quarter as measured by a common assessment. *To be determined by a pretest.	
How will the goal be measured (Formative and Summative)? Pretest will be given the 1st week to determine starting data. Mini assessments will measure continuous growth Post- test will be given the last week of the quarter.	
Evidence: Students will show metacognitive understanding through their Journal writes and sharing. Teacher observation Fishbowl-Metacognitive discussion-"Value of Numbers" Unit Assessment	
Action Required: ● Place Value Problem of the Day (expanded 10X and 1/10) ● Place Value Chart	Time-line for each action: Weekly
Resources Required: Spiral Review Pearson TEKSing Toward STAAR Motivation Math	

5th Grade ELAR:

SMART Goal 85% of fifth grade students will score proficiency in reading comprehension as measured by the 2015-2016 STAAR Reading Assessment

Specific Goal: 80% of 5th graders will show 70% proficiency in vocabulary development by the end of the first semester as measured by a common assessment.	
How will the goal be measured (Formative and Summative)? Progression will be measured by weekly vocabulary test and application through students' writing. End of the 9 week common assessment TBA 1	
Evidence: Students will identify and use context clues in their own writing and reading. Students will identify and use context clues through a bi-weekly vocabulary activity.	
Action Required: Word of the Day Model and role play in small groups. Weekly assessments	Time-line for each action: First week of school August
Resources Required: CC Sentences Handout Greek and Latin root word list	

5th Grade Math:

SMART Goal
By the end of the 2015-2016 school year, 80 percent of 5th grade students will be proficient on the STAAR in Math.

Specific Goal: Accuracy (on a 5th grade level), in computation and problem solving will increase from _____ % of students to 90% of students within the first nine weeks measured by end of semester assessments using novel scenario problems. ● P re Test will be given the first week of school to determine beginning data.
How will the goal be measured (Formative and Summative)? ● Daily computation and problem solving practice warm-ups ● Pre Test-1st week of school Form A ● Post Test-9th week of school Form B ● TBA 1
Evidence: Students will be proficient in computation of all four operations and using the campus adopted problem solving model by daily observation, periodic assessments, as well as post-test Form B and TBA 1.

Action Required:	Time-line for each action:
● Daily computation Practice ● Problem Solving Mat ● ACE/Operation Camp ● Small group intervention as determined by the pre-test.	Daily for nine weeks Daily for nine weeks Week 5 Week 2

Resources Required: Laminated problem solving mats Warm-ups Dry erase markers

5th Grade Science:

SMART Goal: By the end of 2014-2015 school year 80% of 5th grade students will score proficient as measured on the Science STAAR Test. (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal:
80% of 5th grade students will be able to name (vocabulary), identify, and properly use common tools used in Science by the end of the 1st semester at a 70% proficiency rate as measured by a common assessment.

How will the goal be measured (Formative and Summative)?
Science labs, journal writings, oral conversations, and unit testing.

Evidence:
Students are able to use the correct vocabulary terms in their oral and written communications. They will be able to use these tools effectively and correctly in Science experiments.

Action Required:	Time-line for each action:
Allow opportunities for each student to use, verbally speak, and write about their exercises and experiences using Science tools.	Start of week 1 and continued daily.

Resources Required:
Thermometers, magnets, calculators, hand lens, metric rulers, microscopes, computers, balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, collecting nets, timing devices, terrariums and aquariums.

Marble Falls Independent School District
Spicewood Elementary
Campus Improvement Plan
2015 – 2016

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.

District Goal 1: Academic Achievement: The District will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

District Goal 2: Leadership Development: The District will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

District Goal 3: Communications and Community Relations: The District will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

District Goal 4: Safe and Healthy Environment: The District will provide a safe and healthy environment conducive to student learning.

District Goal 5: Human Capital: The District will recruit, develop, and retain highly qualified and effective personnel.

District Goal 6: Financial and Operations Management: The District will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

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 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	2015-2016	DEIC Position	2015-2016
Chairperson	Susan Cox	Teacher	Audrey Beltran
Community	Kathy Lloyd	Teacher	Ashley Crouse
Parent	Christina Otwell	Teacher	Vonda Orton
Parent			
Business	Wade Whiteside		
Admin. – District Level			
Administrator At-large			
At-Large Classroom Teacher	Sonya Smith		
Non-Teaching Prof	Melissa Fletcher		
Special Education Teacher	Carlette Lewis		
Teacher	Dana Zamarippa		
Teacher	Candace Mahaffey		
Teacher	Ashley Crouse		

Goal 1: Academic Achievement: The Campus will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

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
	Continue to focus on Learning as Our Fundamental Purpose • Clarify meaning of individual SE's in order for students to be able to understand and attain learning objectives • Use a variety of question stems to reach a deeper conceptual level (how, why, open ended, inference, compare, etc) • Use same vocabulary vertically in all content areas and all grade levels to ensure deeper understanding of concepts over multiple years • Math teachers will use Number Talks to increase student mastery of facts and number sense • Use a vertical alignment document for writing instruction across all grade levels	Meeting Time, Staff Development Time, Campus Funds	All SWE Staff	Ongoing
	All teachers will be trained in SPARK Learning	District Funds, Staff Development Time	All SWE Teachers, District Academic Programs	Fall 2015, Spring 2016
	Teachers will utilize the District Literacy Framework	Framework Document	All SWE Staff	Ongoing
	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. • Train staff to implement reading, math and behavior RtI including interventions, modifications and monitoring. • Provide opportunities for staff to increase their knowledge and skills in "best practices" - balanced literacy, hands on learning, multi-sensory instruction, instructional centers, use of math manipulatives, lab based science, technology integration.	District Funds, Campus Funds, Title Funds, Staff Development Time	All SWE Staff, District Academic Programs, Special Education Staff	Ongoing
	Teachers will use instructional strategies to differentiate in order to meet the needs of their diverse populations. • Utilize planning documents to ensure TEKS coverage and grade level, campus and district alignment. • Reading and math specialists will provide inclusion and/or	District Funds, Campus Funds	All SWE Staff, District Academic Programs, Special Education Staff	Ongoing

pull out support for identified students. Oversee programs such as Lexia, Istation, and Think Through Math. • Utilize strategies for students participating in our GT program. Classroom Teachers, Challenge Lab Teachers and Content Specialists will provide enrichment activities for all students and Challenge Lab Teachers will provide enrichment for identified GT students. • Utilize strategies for students who are at-risk such as RtI, reading/math specialist support, content mastery, content academies, and computer assisted interventions. • Utilize strategies for students in Special Education such as identification, inclusion, resource, and computer assisted interventions. • Utilize strategies for students identified as dyslexic through the district dyslexia program. • Identify and provide services to children that qualify for an ESL program.			
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. • Use of universal screeners including STAR Reading, TPRI, DRA, TEMI & other resources • Use of progress monitoring tools through STAR programs, running records, Education City, Lexia, Istation, Think Through Math • Student RtI folders will be used to target Tier 2 & Tier 3 student's needs and interventions	Assessment Data, Time to Analyze, District Funds, Campus Funds	All SWE Staff	Ongoing
Reassess Learning Academy as part of the Campus Master Schedule	Master Schedule	All SWE Staff	Daily
Use grade level team meetings to address student concerns and curriculum/assessment issues as well as ongoing professional development.	District Funds, Campus Funds, Time for Meetings	All SWE Staff, District Academic Programs, Special Education Staff	Ongoing
Honor students who achieve excellence. • Recognize students who achieve "A" and "A-B" honor roll in the office, through Morning Meeting and submit names to local media. • Recognize students who achieve perfect attendance in the office, through Morning Meeting and submit names to local media.	Campus Funds, Lists of Honor Students and Achievements	Office Staff	Ongoing

Goal 2: Leadership Development: The Campus will identify and invest in the continuous development of leaders who will inspire and support

others to improve student achievement.

Performance Objective: SWE will provide leadership opportunities to students using the concepts from The Leader in Me.

Formative/Summative Evaluations: Students on duty, student input for events, 25% involvement in leadership measured by a pre and post survey

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	Student facilitated routines such as morning meeting, greeting, duties, etc.	Schedule	Principal, Counselor, Teachers	By mid-September
	Students serve as special event leaders and guides	Schedule, Campus leader badge	Event Planner	As appropriate
	Provide opportunities for students to give input	Class meetings, mission statements	Classroom teachers	October

Goal 3: Communications and Community Relations: The Campus will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools.

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
	Communicate consistently with parents.			
	• Call parents to welcome the students back to school	Phone Numbers Campus Funds	Classroom Teachers Principal, Teachers	Week before school starts
	• School wide and class newsletters and notices sent home			Ongoing
	• Keep web pages current weekly & post newsletters	Planning Time Agendas, flyers	All SWE Staff PTO, Principal	Ongoing Monthly
	• Provide information on special programs at monthly PTO meetings			
	• Increase usage of student planners	Planners Sky Alert System	All SWE Staff Principal, Registrar	Ongoing Daily
	• Call homes of absent students to communicate concern and procedures for returning to school			
	• Use Sky Alert System to keep families informed of campus and district issues (including weather, important dates, emergency procedures, etc.)	District Funds	Principal	As needed
	• Provide real-time parent access to student grades and attendance records through Skyward Family Access	District Funds	Classroom Teachers	Daily
	• Provide issues of Home-School Connection Parent Newsletter	Title Funds	Office Staff	Ongoing
	• Hold parent conferences at the end of 1st nine weeks	Planning Time	Classroom Teachers, Specialists	October 2015
	• Increase usage of social media for campus information	SWE Social Media Accounts, Time	SWE Staff	Ongoing
	Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses.			
	• Meet the Teacher Night with information table for Transportation, Nurse, Cafeteria, PTO, Volunteer Opportunities	Meeting Time	Principal, All SWE Staff, PTO	August 2015
	• Information Night/Open House to extend opportunities for parents to meet teachers and learn expectations for the year	Meeting Time	Principal, All SWE Staff, PTO	September 2015, March 2016
	Develop and maintain a volunteer program.			
	• Recruit and build campus PTO Board and general			

		Time to make contacts	Principal, All SWE Staff, PTO	Ongoing
	membership • Increase parent and community members to serve as volunteers	Time to make contacts	Office Staff, PTO	Ongoing
	Spotlight campus activities to inform and encourage participation and/or sponsorship. • Invite local media to Spicewood Elementary events and/or submit photos and stories as they occur.	Time to make contacts	Office Staff	Ongoing
	Connect and enlist community resources available to parents and students. • Utilize local partnerships to provide needs and resources for the students and staff (Spicewood Lions Club, Community Library, Spicewood Arts Society, School Supply Drive, Payless Gift Cards, etc.)	Time to make contacts	Office Staff, PTO	Ongoing

Goal 4: Safe and Healthy Environment: The Campus will provide a safe and healthy environment conducive to student learning.

Performance Objective: SWE will provide a positive and supportive learning environment.

Formative/Summative Evaluations: Front office sign in/sign out documentation, V-Soft reports, PEIMS reports, discipline referrals, walk-through observations, student planners and other documentation of parent contact, survey results

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE
	Continue building a collaborative culture through high-performing teams. • All teachers will participate in vertical planning to increase student mastery across all grade levels • Provide opportunities for teachers to observe other teachers' classrooms as needed • Each grade level will meet at least one day per week for grade level planning • Increase communication between classroom & interventionists to support student learning	Meeting Time, Time for Observations	All SWE Staff, Other Elementary Campuses	Ongoing
	Increase opportunities to recognize staff and celebrate campus accomplishments. • Celebrate staff news at the beginning of faculty meetings • Place messages of appreciation and encouragement in staff mailboxes. • Announcements at Morning Meeting • Provide special treats in lounge • Sunshine Committee to organize staff luncheons to celebrate birthdays, spread cheer at special times, etc.	Meeting Time, Campus Funds	Principal, Office Staff, Sunshine Committee	Ongoing
	Review the Campus Crisis Management Plan for effectiveness and modify if necessary.	Crisis Mgmt Plan	All SWE Staff	Annually
	Red Ribbon Week activities will feature and celebrate making safe and healthy choices.	Campus Funds	Counselor, All SWE Staff	October 2015
	Update reception area personnel in student/parent sign-in and sign-out procedures (including checking for legal	District/Campus		

documents). • Use V-Soft Procedures	Funds	Office Staff	Ongoing
Key and Code for off campus evacuation site – Spicewood Community Library	Key/Code	Office Staff	Ongoing
Burnet County Sheriff's Office on SWE campus	District Funds	District/Campus Office Staff	Ongoing
Continued emphasis on campus wide discipline procedures.	Posters, Instructional Time	All SWE Staff	Ongoing
Consistently enforce all campus rules.	Visual Aids Team Mtg Review	All SWE Staff	Ongoing
Continue implementation of crisis, bullying and violence prevention strategies	District Funds, Campus Funds, Title Funds	All SWE Staff	Ongoing
Provide staff development opportunities in strategies when working with "hard to manage" children.	Staff Development Time	Principal, Counselor, LSSP	As Needed
Conduct facility walk-throughs to identify areas for repair and/or improvements.	Work Orders	Principal, District Maintenance Director	Fall/Spring Semester
Conduct monthly fire drills and evaluate effectiveness	School Map, Fire Drill Procedures	Principal	Monthly
Conduct Lock Down drills once a semester and evaluate effectiveness	Lock Down Procedures	Principal	Fall 2015, Spring 2016
Conduct Disaster drills once a semester and evaluate effectiveness	Disaster Procedures	Principal	Fall 2015, Spring 2016

Kindergarten

1. By the end of the 2015-16 school year, 85% of Kindergarten students will be on grade level in reading as measured by the district expectation DRA level 4.
2. By the end of the 2015-16 school year, 90% of Kindergarten students will be able to solve addition and subtraction problems using a problem-solving model as described in Math TEKS K.1B and measured by a campus developed rubric.

First Grade

1. Ninety percent of first grade students will demonstrate a year or more of growth in the area of reading as measured by district level DRA standards.
2. Ninety percent of first grade students will be able to use a problem-solving model as described in Math TEKS 1.1B and measured by a campus developed rubric.
3. By the end of the 2015-16 school year, all first grade students will make one performance level increase or maintain the highest level on the campus EOY writing rubric.

Second Grade

1. By the end of the 2015-16 school year, 90% of second grade students will make one performance level increase or maintain the highest level on the campus EOY writing rubric.
2. By the end of the 2015-16 school year, 85% of second grade students will be able to use and explain multiple strategies to solve addition and subtraction problems as measured by a teacher created rubric.

Third Grade

1. One hundred percent of third grade students will make measurable progress in writing by improving a level in at least one area of the EOY writing rubric.
2. By the end of the 2015-16 school year, all third grade students will improve in their ability to communicate in mathematics using proper mathematical vocabulary as measured by a teacher created rubric.

Fourth Grade

1. By the end of the 2015-16 school year, each student will show a year's growth in their reading level as measured by AR/STAR.
2. By the end of the 2015-16 school year, 95% of fourth grade students will be able to write a well elaborated expository composition as measured on common assessments and STAAR and show growth in the development of ideas as measured by a campus rubric.
3. By the end of the 2015-16 school year, 85% of fourth grade students will be able to solve problems using a problem-solving model as described in Math TEKS 4.1B and measured by a campus developed rubric.

Fifth Grade

1. Seventy percent of fifth grade students will score 70% or better in summarizing and paraphrasing text as described in TEKS ELA Fig. 19E on STAAR Reading.
2. By the end of the 2015-16 school year, 85% of fifth grade students will be able to solve problems using a problem-solving model as described in Math TEKS 5.1B and measured by a campus developed rubric.
3. Eighty-five percent of fifth grade students will pass STAAR Math.
4. Eighty-five percent of fifth grade students will pass STAAR Science.

Marble Falls Independent School District
Marble Falls Middle School
Campus Improvement Plan
2015 – 2016

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Mission Statement

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Campus Executive Improvement Committee (CEIC)

CEIC Position	2015-2016	CEIC Position	2015-2016
Chairperson		Teacher	
Community		Teacher	
Parent		Teacher	
Parent		Teacher	
Business		Teacher	
Admin. – District Level		Teacher	
Administrator At-large			
At-Large Classroom Teacher			
Non-Teaching Prof			
Non-Teaching Prof			
Teacher			
Teacher			
Teacher			

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 At-Large

Karl Westerman – Place 2 Member At-Large

Larry Berkman – Place 4 Member At -Large

Kelly Fox, Ph. D. – Place 7 Member At-Large

Goal I: Campus will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards

Performance Objectives: MFMS 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: TEKS 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, TAPR, professional development evaluations and Annual yearly PDAS observations conducted by Administration.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Establish department showcase night ie. History Fair	Campus	AP Curriculum and Instruction Instructional Coaches	On-going, each 9 weeks
	Establish creation of student writing portfolios	Campus	AP Curriculum and Instruction ELA Instructional Coach ELA staff	On-going
	Professional development addressing implementation of lesson plan design	Campus	Principal AP Curriculum and Instruction	Prior to the start of the school year
	Exploration of re-implementation of common planning period	Campus	Principal, counselors	Prior to the start of the school year
	End of the Year Awards assembly	Campus	Principal, staff	Last nine weeks
	Promote ACE morning tutorials	Campus	Principal campus ACE coordinator	On-going
	Explore how to use Advisory to provide enrichment and character programs	Campus	Principal RTI coordinator	On-going

Goal II: Campus will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement

Performance Objectives: Develop, with input from District Curriculum and Instruction Department, a comprehensive professional development program designed to increase the instructional leadership skills of campus leadership, teachers, and all who aspire for leadership opportunities.

Formative Evaluations: Campus A-Team and Leadership Team meetings; roles and responsibilities clearly defined and documented.

Summative Evaluations: Campus employee retention reports; course attendance; numbers of those aspiring to leadership.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	A professional collaboration day each semester to provide the opportunity for a more in-depth look for alignment and lesson planning for departments that do not have common planning periods	Campus/ District	Principal AP Curriculum and Instruction	On-going
	PLC meetings for electives courses	Campus	Principal AP Curriculum and Instruction	Prior to the start of the school year
	Electives/ Fine Arts Chair (communications liaison)	Campus	Principal	2015-2016 school year
	Flexible opportunities for out of district workshops	Campus	Principal AP Curriculum and Instruction Campus staff	On-going
	Learning walks to other campuses	Campus	Principal AP Curriculum and Instruction Instructional Coaches	On-going
	Development of student leadership opportunities (philanthropy, increase STUCO membership)	Campus	Principal Program Sponsors	On-going

Goal III: Campus will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools

Performance Objectives: MFMS will enhance ongoing methods of communication to share MFMS messages and invite feedback including community forums, parent groups, surveying, social media and district publications.

Formative Evaluations: MFMS will continually reference the district mission for effective decision-making.

Summative Evaluations: CEIC spring survey, parent and community event agendas, feedback loops, various forms of communication.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Monthly/Quarterly campus newsletters	Campus	Principal Creative writing teachers staff	Monthly
	Video announcements linked on the website	Campus	Campus technology Multimedia teacher	Weekly
	Multimedia students create slides for announcements in the cafeteria (Sports Heroes)	Campus	Campus technology Multimedia teacher	Weekly
	Monthly CEIC pulse checks	Campus	Principal CEIC committee members	Monthly

Goal IV: Campus will provide a safe and healthy environment conducive to student learning

Performance Objective: MFMS will promote a collaborative culture with all stakeholders in order to ensure student success for all students.

Formative Evaluations: Written plans in place, training agendas, parent feedback

Summative Evaluations: Student discipline data; safety audit(s); teacher, parent and student surveys

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Health public service announcements through multimedia	Campus	Nurse Multimedia teacher	On-going
	Surveillance cameras	Campus	Principal Central Office Safe and Drug Free Schools Coordinator	Fall 2015
	Explore how to document discipline in a more effective manner	Campus	Assistant Principals	On-going
	Posters for proper hand washing	Campus	Nurse	On-going
	Explore the opportunity to bring in Rachel's challenge or other character education building programs	Campus	AP Curriculum and Instruction Counselors	On-going
	Explore how to educate parents and students on bullying	Campus	Assistant Principals Counselors	On-going
	Define expectations/environment to minimize discipline problems and post in common areas (improve culture)	Campus	Assistant Principals	On-going

Goal V: Campus will recruit, develop and retain highly qualified and effective personnel

Performance Objectives: MFMS, with support from Human Resource Department, will recruit and retain a high percentage of highly qualified personnel during the 2015-2016 and 2016-2017 school calendar years.

Formative Evaluations: Exit Interview Data, Budget Reports

Summative Evaluations: Retention and Hiring Data

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Staff shout-outs bulletin board	Campus	CEIC committee members	On-going
	Involvement of teachers in the hiring process	Campus	Principal staff	As needed
	Explore renewing the Sunshine Committee	Campus	Principal	Prior to the start of the school year

Goal VI: Campus will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs

Performance Objectives: Develop budget which continues to focus on MFMS Campus priorities, 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
	Explore how to reduce energy usage by 5% (thermostats, lights, computers, etc.)	Campus	Principal	On-going
	Blinds on every exterior window	Campus	Principal Safe and Drug Free Schools Coordinator Maintenance department	Fall 2015
	Two yearly meetings to discuss budgetary process (September and January)	Campus	Principal	Once per semester

Fund Totals
2015 – 2016

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

Glossary of Terms

ACE – 21st 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
TBSI - Texas Behavioral Support Initiative
UIL - University of Interscholastic League

2015 – 2016 Campus Action Plan
(Please Insert Your Campus Action Plan Here)

2015-2016 SMART Goals for MFMS

Department: English Language Arts			Grade/Class level: 6th grade		
Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	**S**	**M**	**A**	**R**	**T**
	Strategic & Specific: Identify a long-term goal focused on the specific needs of this department & grade level.	**Measurable:** Explain how you will know if results changed due to the actions specified in the goal.	**Attainable:** Make sure to set goals that are attainable yet contain a bit of a stretch.	**Relevant:** Explain the relevance of the goal to the needs of the department & grade level.	**Time Bound:** Define timeline for implementation of action plan and evaluation. Indicate **specific date** of evaluation of goal and **who is responsible.**
Strength-based Goal: what is our department, class, or grade level doing well that we plan to improve?	6th Grade ELA	25% of students	meet commended/advanced	On the reading STAAR Test	By May 2016 with CA & TBA checkpoints
Deficit-based Goal: what is our department, class, or grade level struggling with that we plan to improve?	6th Grade ELA	85% of students will meet satisfactory prefor		On the reading STAAR Test	By May 2016 with CA & TBA checkpoints

Action Plan for Goals Named Above

Strength-based Goal Actions to be taken & name responsible parties. Be specific.	Using reader's notebooks, writing journals, word walls, literature circles, and increased reading time (Donalyn Miller stratagies).
Deficit-based Goal Actions to be taken & name responsible parties. Be specific.	Using reader's notebooks, writing journals, word walls, anchor charts, independent reading stratagies, providing textual evidence, dictionary skils, RTI, teacher tutorials, and ACE Program

2015-2016 SMART Goals for MFMS

Department: Math			Grade/Class level: 6th Grade		

Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	**S** Strategic & Specific: Identify a long-term goal focused on the specific needs of this department & grade level.	**M** Measurable: Explain how you will know if results changed due to the actions specified in the goal.	**A** Attainable: Make sure to set goals that are attainable yet contain a bit of a stretch.	**R** Relevant: Explain the relevance of the goal to the needs of the department & grade level.	**T** Time Bound: Define timeline for implementation of action plan and evaluation. Indicate **specific date** of evaluation of goal and **who is responsible.**
Strength-based Goal: what is our department, class, or grade level doing well that we plan to improve?	In 6th Grade math	75% of students	will understand/ master	TEKS 6.3D - relating to integers	As measured by CA's and TBA's
Deficit-based Goal: what is our department, class, or grade level struggling with that we plan to improve?	In 6th Grade math	85% of students	will pass (70% or greater)	In order to reflect student learning.	Grades checked every grading period - (progress reports and report cards.)

Action Plan for Goals Named Above

Strength-based Goal Actions to be taken & name responsible parties. Be specific.	6.3D will be spiraled in lessons , warm ups, formative assessments . Intervention strategies in place for struggling students
Deficit-based Goal Actions to be taken & name responsible parties. Be specific.	Postitive Reinforcement , Tutorials, Planners, ACE Math Help, Parent Contact, Intervention Strategies, Notebooks Interactive - 6th Grade Math Teachers

2015-2016 SMART Goals for MFMS

Department: Science			Grade/Class level: 6th grade		

Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	**S** Strategic & Specific: Identify a long-term goal focused on the specific needs of this department & grade level.	**M** Measurable: Explain how you will know if results changed due to the actions specified in the goal.	**A** Attainable: Make sure to set goals that are attainable yet contain a bit of a stretch.	**R** Relevant: Explain the relevance of the goal to the needs of the department & grade level.	**T** Time Bound: Define timeline for implementation of action plan and evaluation. Indicate **specific date** of evaluation of goal and **who is responsible.**
Strength-based Goal: what is our department, class, or grade level doing well that we plan to improve?	Integrating technology and center based learning	CA's and TBA results	100% of the class passing the assessments	If students master vocabulary,they will better understand concepts and retain knowledge	1st timeline goal will be December 10, 2015 Our PLC members will be responsible
Deficit-based Goal: what is our department, class, or grade level struggling with that we plan to improve?	Continue to work on increasing SPED and ELL population passing levels	Ca's and TBA results as well as peer feedback and evaluation	ALL of our SPED/ELL population failures complete corrections	if students master vocabulary,they will better understand concepts and retain knowledge	1st timeline goal will be December 10, 2015 Our PLC members will be responsible

Action Plan for Goals Named Above

Strength-based Goal Actions to be taken & name responsible parties. Be specific.	Use assignments compatible with technology to help enrich student learning, encourage student based learning with stem projects and game based projects- our PLC group is responsible
Deficit-based Goal Actions to be taken & name responsible parties. Be specific.	Incorporate more manipulative vocabulary builders i.e. foldables, student produced word walls

2015-2016 SMART Goals for MFMS

ELAR			Grade/Class Level - 7th grade On-level		

Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	**S**	**M**	**A**	**R**	**T**
	Strategic & Specific: Identify a long-term goal focused on the specific needs of this department & grade level.	**Measurable:** Explain how you will know if results changed due to the actions specified in the goal.	**Attainable:** Make sure to set goals that are attainable yet contain a bit of a stretch.	**Relevant:** Explain the relevance of the goal to the needs of the department & grade level.	**Time Bound:** Define timeline for implementation of action plan and evaluation. Indicate **specific date** of evaluation of goal and **who is responsible.**
Strength-based Goal: what is our department, class, or grade level doing well that we plan to improve?	7th grade ELAR students	100% of the time	will cite text evidence using APE strategy... with no answer choices	the students are encouraged to locate text evidence and to ultimately increase critical reading analysis	by the STAAR reading test with check points at CAs and TBAs
Deficit-based Goal: what is our department, class, or grade level struggling with that we plan to improve?	7th grade ELAR students	will show 10% growth in writing skills	specifically compound/complex sentences and punctuation	for tested TEKS 7.19 & 7.20	by the STAAR writing test with check points at CAs and TBAs

Action Plan for Goals Named Above

Strength-based Goal Actions to be taken & name responsible parties. Be specific.	Teachers write questions with answer choices missing. Students will use text evidence to answer questions on assessments and in classwork. APE strategies will be taught, practiced, implemented, and assessed at various check points.
Deficit-based Goal Actions to be taken & name responsible parties. Be specific.	Teachers will create a pre-assessment of writing objective portion of 7th grade STAAR writing test. Students will take pre-assessment by October. Teacher will analyze data from the pre-assessment to focus instruction. Grammar mini-lessons will be spiriled into class warm-ups and wrting assignments.

2015-2016 SMART Goals for MFMS

Department: Math			Grade/Class level: 7th grade on-level		

Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	**S** Strategic & Specific: Identify a long-term goal focused on the specific needs of this department & grade level.	**M** Measurable: Explain how you will know if results changed due to the actions specified in the goal.	**A** Attainable: Make sure to set goals that are attainable yet contain a bit of a stretch.	**R** Relevant: Explain the relevance of the goal to the needs of the department & grade level.	**T** Time Bound: Define timeline for implementation of action plan and evaluation. Indicate **specific date** of evaluation of goal and **who is responsible.**
Strength-based Goal: what is our department, class, or grade level doing well that we plan to improve?	100% of 7th grade math students	will show growth	on spiraled assessments	of 20 computation skills	on a weekly data collection.
Deficit-based Goal: what is our department, class, or grade level struggling with that we plan to improve?	7th grade math students	will show a reduction in failures	on daily assignements	related to the TEKS	each grading period.

Action Plan for Goals Named Above

Strength-based Goal Actions to be taken & name responsible parties. Be specific.	Collection of data - Chart weekly growth
Deficit-based Goal Actions to be taken & name responsible parties. Be specific.	Incomplete work, reduce failures, and missing work by communication to parents using Skyward, MFISD webpage and/or Google Classroom.

2015-2016 SMART Goals for MFMS

Department: Math			Grade/Class level: 7th grade Pre-AP Math		
Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	**S** **Strategic & Specific:** Identify a long-term goal focused on the specific needs of this department & grade level.	**M** **Measurable:** Explain how you will know if results changed due to the actions specified in the goal.	**A** **Attainable:** Make sure to set goals that are attainable yet contain a bit of a stretch.	**R** **Relevant:** Explain the relevance of the goal to the needs of the department & grade level.	**T** **Time Bound:** Define timeline for implementation of action plan and evaluation. Indicate **specific date** of evaluation of goal and **who is responsible.**
Strength-based Goal: what is our department, class, or grade level doing well that we plan to improve?	We want every 7th grade Pre-AP student to score at least a 70 on the 8th grade STAAR test and TBAs.	We also want 60% of these students to be Advanced on these tests.	This would represent a decrease of 20% on those below 70 and an increase of 5% on Advanced levels.	Having an Advanced score shows that the student exhibits higher-level thinking skills necess. for AP.	Mrs. Gage will be checking TBA scores each 9-weeks to evaluate progress.
Deficit-based Goal: what is our department, class, or grade level struggling with that we plan to improve?	We would like to track the progress of students in 11 algebra readiness categories.	We will address a different category each week through warm-up questions	and retest the category at the end of the week.	These 11 skills need to be improved before the students take Algebra I next year.	Mrs. Gage will retest all 11 categories the 1st week of December and the 2nd week of March.

Action Plan for Goals Named Above

Strength-based Goal Actions to be taken & name responsible parties. Be specific.	Mrs. Gage will monitor progress on TBAs and other benchmark tests to see if all students are meeting the goal of making at least a 70 on all tests. If not, then she will set up times for reteaching and retesting each student.
Deficit-based Goal Actions to be taken & name responsible parties. Be specific.	Mrs. Gage will monitor student progress in 11 algebra-readiness categories. Every week, she will review one category through warm-up questions and check with a quick quiz. She will retest all 11 categories with an assessment during the first week of December and again the 2nd week of March. She will make time for additional support for those who need it through tutorials.

2015-2016 SMART Goals for MFMS

Department: Science			Grade/Class level: 7th grade		
Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	**S**	**M**	**A**	**R**	**T**
	Strategic & Specific: Identify a long-term goal focused on the specific needs of this department & grade level.	**Measurable:** Explain how you will know if results changed due to the actions specified in the goal.	**Attainable:** Make sure to set goals that are attainable yet contain a bit of a stretch.	**Relevant:** Explain the relevance of the goal to the needs of the department & grade level.	**Time Bound:** Define timeline for implementation of action plan and evaluation. Indicate **specific date** of evaluation of goal and **who is responsible.**
Strength-based Goal: what is our department, class, or grade level doing well that we plan to improve?	7th grade PreAp Science students	85%	commended	7th grade Science standard of % by TBA #	By April 2016, but with checkpoints along the way at all TBAs
Deficit-based Goal: what is our department, class, or grade level struggling with that we plan to improve?	The 7th grade Science students who failed to meet the 6th grade standard	38%	will meet or exceed	7th grade Science district standard of 64% as measured by TBA 3	By April 2016, but with checkpoints along the way at all TBAs

Action Plan for Goals Named Above

Strength-based Goal Actions to be taken & name responsible parties. Be specific.	We will keep encouraging and helping the Pre-AP students to grow and not stagnate. We will offer enrichment to facilitate the growth of these students.
Deficit-based Goal Actions to be taken & name responsible parties. Be specific.	We will activily gauge where students are at and provide meaningful and differentiated lessons to help bring studetns up to the satisfactory category on district tests.

2015-2016 SMART Goals for MFMS

Department: Social Studies			Grade/Class level: 7th grade		
Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	**S** **Strategic & Specific:** Identify a long-term goal focused on the specific needs of this department & grade level.	**M** **Measurable:** Explain how you will know if results changed due to the actions specified in the goal.	**A** **Attainable:** Make sure to set goals that are attainable yet contain a bit of a stretch.	**R** **Relevant:** Explain the relevance of the goal to the needs of the department & grade level.	**T** **Time Bound:** Define timeline for implementation of action plan and evaluation. Indicate **specific date** of evaluation of goal and **who is responsible.**
Strength-based Goal: what is our department, class, or grade level doing well that we plan to improve?	In 7th Grade Texas History	students will achieve a 95% overall passing rate	on vocabulary quizzes	designed to build upon academic vocabulary	administered weekly/biweekly throughout the 2015-2016 school year
Deficit-based Goal: what is our department, class, or grade level struggling with that we plan to improve?	In 7th Grade Texas History	100% of students	will be exposed to and have multiple opportunities to	practice interpreting primary sources	as evaluated through CA's and TBA's

Action Plan for Goals Named Above

Strength-based Goal Actions to be taken & name responsible parties. Be specific.	We will continue to expand students academic vocabulary with not only vocabulary worksheets and strategies such as the Frayer model and word walls, but also incorporate the vocabulary into the Social Studies lesson daily and consistently. (example: "farming lifestyle" would be referred to as an" agrarian lifestyle")
Deficit-based Goal Actions to be taken & name responsible parties. Be specific.	We will grow reading comprehension and expand vocabulary through warm-ups; exit tickets; Social Studies notebook/binder; guided reading; graphic organizers; quizzes

2015-2016 SMART Goals for MFMS

Department: ELAR			Grade/Class level: 8th grade		

Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	**S** Strategic & Specific: Identify a long-term goal focused on the specific needs of this department & grade level.	**M** Measurable: Explain how you will know if results changed due to the actions specified in the goal.	**A** Attainable: Make sure to set goals that are attainable yet contain a bit of a stretch.	**R** Relevant: Explain the relevance of the goal to the needs of the department & grade level.	**T** Time Bound: Define timeline for implementation of action plan and evaluation. Indicate **specific date** of evaluation of goal and **who is responsible.**
Strength-based Goal: what is our department, class, or grade level doing well that we plan to improve?	In 8th grade ELAR	students will show a 7% growth	from their 7th grade STAAR (2015)	on TEKS Fig 19F	by the 2016 STAAR reading test with checkpoints on CA's and TBA's.
Deficit-based Goal: what is our department, class, or grade level struggling with that we plan to improve?	In 8th grade ELAR	70% of students will meet standard	on questions relating to summarization skills	on Fiction and expository texts (8.6; Fig 19E/8.10; Fig 19E/ 8.10A)	by the 2016 STAAR reading test with checkpoints on Ca's and TBA's.

Action Plan for Goals Named Above

Strength-based Goal Actions to be taken & name responsible parties. Be specific.	APE, small group collaboration, partner grouping, tutorials, student reflection, spiral, re-teach, and a variety of formative assessments
Deficit-based Goal Actions to be taken & name responsible parties. Be specific.	Use specific strategies for summarizing: beginning/middle/end, GIST, 5 W's (who/ what/ when/ where/ why), small group and/or partner grouping, student reflection, tutorials, and a variety of formative assessments

2015-2016 SMART Goals for MFMS

Department: Math			Grade/Class level: 8th grade Algebra I		

Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	**S**	**M**	**A**	**R**	**T**
	Strategic & Specific: Identify a long-term goal focused on the specific needs of this department & grade level.	**Measurable:** Explain how you will know if results changed due to the actions specified in the goal.	**Attainable:** Make sure to set goals that are attainable yet contain a bit of a stretch.	**Relevant:** Explain the relevance of the goal to the needs of the department & grade level.	**Time Bound:** Define timeline for implementation of action plan and evaluation. Indicate **specific date** of evaluation of goal and **who is responsible.**
Strength-based Goal: what is our department, class, or grade level doing well that we plan to improve?	We want every Algebra student to score at least 70 on all TBAs and the EOC.	We will be able to determine this through score evaluations after each test.	This goal would show a decrease of 20% over their 2015 STAAR scores (20% had scores under 70).	This will demonstrate their mastery of TEKS and readiness for high school.	Mrs. Gage will evaluate progress every 9-wks on TBAs and allow time for remediation.
Deficit-based Goal: what is our department, class, or grade level struggling with that we plan to improve?	We would like to increase the rigor in our Algebra classes this year.	Mrs. Gage will use a rubric to ensure that she has at least two ?s that are level 3	and 1 question that is level 4 on every assignment and test.	This is important for preparing our Pre-AP kids for the difficulty of future AP tests.	Mrs. Gage will evaluate questions each week during her lesson planning time.

Action Plan for Goals Named Above

Strength-based Goal Actions to be taken & name responsible parties. Be specific.	Mrs. Gage will monitor progress on TBAs and other benchmark tests to see if all students are meeting the goal of making at least a 70 on all tests. If not, then she will set up times for reteaching and retesting each student.
Deficit-based Goal Actions to be taken & name responsible parties. Be specific.	Mrs. Gage will use a rubric to determine rigor levels on questions used in Algebra. She will ensure every week during lesson-planning time that at least two level 3 questions and at least one level 4 question is present during every activity and on every assignment and test.

2015-2016 SMART Goals for MFMS

Department: SCIENCE			Grade/Class level: 8th Grade		
Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	**S** **Strategic & Specific:** Identify a long-term goal focused on the specific needs of this department & grade level.	**M** **Measurable:** Explain how you will know if results changed due to the actions specified in the goal.	**A** **Attainable:** Make sure to set goals that are attainable yet contain a bit of a stretch.	**R** **Relevant:** Explain the relevance of the goal to the needs of the department & grade level.	**T** **Time Bound:** Define timeline for implementation of action plan and evaluation. Indicate **specific date** of evaluation of goal and **who is responsible.**
Strength-based Goal: what is our department, class, or grade level doing well that we plan to improve?	In 8th grade science	76% of students	will meet phase II standards (passing standard: phase I-57% to phase II-64%)	on 2016 STAAR test	as measured by CAs and TBAs administered approximately every 3 weeks.
Deficit-based Goal: what is our department, class, or grade level struggling with that we plan to improve?	8th grade science ELL and SPED students	will show a growth of 5%	looking at phase II standards (passing standard: phase I-57% to phase II-64%)	on 2016 STAAR test	as measured by CAs and TBAs administered approximately every 3 weeks.

Action Plan for Goals Named Above

Strength-based Goal Actions to be taken & name responsible parties. Be specific.	multiple opportunities for critical writing, anchort charts, word wall, vocabulary games, interactive notebooks, tutorials
Deficit-based Goal Actions to be taken & name responsible parties. Be specific.	In addition to the above actions, preteach vocabulary for ELL and SPED using Frayer model, graphic organizers, IEPs

2015-2016 SMART Goals for MFMS

Department: Social Studies			Grade/Class level: 8th Grade		
Directions: Please use this form for entering Department & Grade level SMART Goals to be included in the 2015-2016 Campus Improvement Plan.	**S**	**M**	**A**	**R**	**T**
	Strategic & Specific: Identify a long-term goal focused on the specific needs of this department & grade level.	**Measurable:** Explain how you will know if results changed due to the actions specified in the goal.	**Attainable:** Make sure to set goals that are attainable yet contain a bit of a stretch.	**Relevant:** Explain the relevance of the goal to the needs of the department & grade level.	**Time Bound:** Define timeline for implementation of action plan and evaluation. Indicate **specific date** of evaluation of goal and **who is responsible.**
Strength-based Goal: what is our department, class, or grade level doing well that we plan to improve?	8th Grade Social Studies	will earn a Commended performance with 40% of the students performing at this level	on all TEKS	that are tested	as measured by 2016 STAAR, with check points at CA's and TBA's.
Deficit-based Goal: what is our department, class, or grade level struggling with that we plan to improve?	8th Grade Social Studies	will earn Satisfactory performance with 70% of the students performing at this level	on all TEKS	that are tested	as measured by 2016 STAAR, with check points at CA's and TBA's.

Action Plan for Goals Named Above

Strength-based Goal Actions to be taken & name responsible parties. Be specific.	8th grade teachers will address the reading comprehension deficit we are experiencing with our students by conducting daily reading assignments, building vocabulary through student built glossaries (Rowland & Cook), and teacher incorporating daily use of the higher level academic and social studies vocabulary. The student's progress will be measured through daily or weekly vocabulary tests (Cook and Rowland) and by AR testing (Sralla).
Deficit-based Goal Actions to be taken & name responsible parties. Be specific.	8th grade teachers will address the reading comprehension deficit we are experiencing with our students by conducting daily reading assignments, building vocabulary through student built glossaries (Rowland & Cook), and teacher incorporating daily use of the higher level academic and social studies vocabulary. The student's progress will be measured through daily or weekly vocabulary tests (Cook and Rowland) and by AR testing (Sralla).

Marble Falls Independent School District
MARBLE FALLS HIGH SCHOOL
Campus Improvement Plan
2015 – 2016

Learners Today… Leaders Tomorrow… Mustangs Forever!

Mission Statement

Marble Falls High School will meet the educational challenges of the 21st Century and provide a quality educational experience for all students in all academic & extracurricular areas. Through collaboration of stakeholders, MFHS will provide relevant instruction by developing an aligned curriculum and assessment focused on learning. The educational needs for all students will be met so that they will be ready for college, a career or other post-secondary options.

Marble Falls ISD District Goals 2015 – 2016

District Goal 1: Ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

District Goal 2: Identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

District Goal 3: Foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.

District Goal 4: Provide a safe and healthy environment conducive to student learning.

District Goal 5: Recruit, develop, and retain highly qualified and effective personnel.

District Goal 6: Exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

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	2015-2016	CEIC Position	2014-2015
Chairperson	Manny Lunoff	Teacher	Amanda Salazar
Community	Molly Reyes	Teacher	Clayton Patterson
Parent	Susie Baskin	Teacher	Matt Turner
Parent	Jennifer Burdett	Teacher	Lauren Berkman
Business	Dennis Reed	Teacher	Emily Kunkel
Admin. – District Level	Wes Cunningham	Teacher	
Administrator At-large	Allie Hampton-Hogue		
At-Large Classroom Teacher	Denise Dittberner		
Non-Teaching Prof	Kendra Powell		
Non-Teaching Prof	Jennifer Vineyard		
Teacher	Diane Woods		
Teacher	Bryce Gage		
Teacher	Daniel Sanchez		

Marble Falls ISD Board of Trustees

Rick Edwards – President

Kevin Naumann – Vice-President

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Mike Savage – Member

Karl Westerman – Member

Larry Berkman – Member

Kelly Fox, Ph. D. – Member

Goal I: Ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

Performance Objectives:
A. Classroom observation data will show an increase in effective instructional practices that produce the following evidence of increased ELL student learning demonstrated on STAAR --an increase of 20% on Algebra, Biology, US History, ELA 1, and ELA 2 and on TELPAS-60% increase of ELL students advance 1 proficiency level.
B. To develop a coherent instructional leadership team that will improve classroom instruction to yield the following student progress: 100% of students will meet their STAAR progress measures; 10% increase in AP scores: 10% increase in SAT and ACT scores.

Formative Evaluations: Cumulative classroom performance data; TBA data; classroom observations

Summative Evaluations: TELPAS assessment data; STAAR EOC assessment data; AP Exam data; SAT/ACT scores

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	In collaboration with the district ELL support, the campus will identify effective instructional practices and corresponding student learning behaviors,	Time in PLCs and faculty meetings	Principal, District ESL Coordinator, Campus ILT	Complete ELL BOY training by Oct 2015
	Training is provided to clarify the expected instructional practices (Tier 1 Strategies & Student Learning Behaviors) and evidence in classrooms are noted by the Administrators and Instructional Coaches walkthrough data.	PD resources	Principal, ILT members	Tier 1 strategies (questioning, formative assessment & graphic organizers) and Student Learning Behaviors introduced in August 2015; follow up training throughout the year
	Highlight and recognize successful classroom practice/ implementation models showing student learning behaviors.	Walk throughs, PLCs, faculty mtgs	Campus ILT members	Ongoing
	All teachers will participate in SPARK Learning staff development and implement "HEAT" guidelines into their lesson planning. Forty percent of teachers will introduce a minimum of 2 student-centered lessons per year.	District Funds for Professional Development	Campus Instructional Technologists, Principal, Asst Superintendent for C&I	Continuing from last year; completed by November 2015
	MFHS will implement a 1:1 initiative and use Google Tools for creating a 21st century learning environment. Additionally, MFHS will strive to implement an environment where students can access and submit the majority of their assignments online. Twenty-five percent of high school teachers will have students submit the majority of their assignments online.	Bond funding for Chromebook deployment	Principal, Campus Administration, Secondary Instructional Technologist, Campus Computer Technician, Classroom Teachers	Deployed Chromebooks to 10th-12th graders Aug. 10-12 and 1st week of school. Computer carts will be placed in all core areas 9th grade level classes.

Goal I: Ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.

Performance Objective: 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), number of students receiving CTE certifications; 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	2015-2016 SC
	Students will be instructed in the essential skills of: Job application, dependability, promptness, initiative, loyalty, honesty, integrity, responsibility, and the ability to work and get along with others. To address these areas, the CTE department will identify best practices and a curriculum in the 2015-16 school year that can be implemented in the following school year.	Campus funds, CTE funds, Perkins funds	Principal, CTE Director, CTE Teachers	August 2015
	The CTE program will pursue 2 new community based partnerships to establish practicums for our students each year. Two new partnerships will be established every year over the next three years. The CTE department will continue to pursue partnerships with Central Texas College (CTC).	CTE Funds, Perkins funds, local donations	Principal, CTE Director, CTE Teachers	Ongoing through 15-16 school year
	Increase the overall number of State approved CTE program certifications by: A minimum of 3 total by the completion of the 2015-2016 school year.	Campus, CTE funds, Perkins fund	Principal, Lead Counselor, CTE Director, Appropriate College Instructor	December 2015

Goal II: Identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

Performance Objective: To develop a coherent instructional leadership team that will improve classroom instruction to yield the following student progress: 100% of students will meet their STAAR progress measures; 10% increase in AP scores: 10% increase in SAT and ACT scores.

Formative Evaluations: Classroom Walk-throughs, PLC Meeting Minutes, Informal Discussions with Teachers and ILT members, Peer Learning Observations

Summative Evaluations: Teacher Observations & Summative Evaluations, STAAR EOC Scores, AP Scores, SAT/ACT Scores

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Weekly ILT meeting will review the observation data to establish a baseline to determine implementation level of Tier 1 instructional strategies and provide a needs assessment for levels of support across the faculty.	Eduphoria, ILT Meeting Agendas, Time	Campus Administrators, Instructional Coaches	Complete baseline data by the end of the 1st Nine Weeks
	Provide opportunities for stronger teachers to facilitate learning for all staff in either PLC or faculty meetings.	Classroom observation data of instructional strategies, Technology for presentations, meeting times	Campus Administrators, Instructional Coaches, Teacher Leaders	Ongoing after the 1st Nine Weeks
	Mentor teachers will be assigned to every new teacher on the MFHS Campus to provide assistance, advice and opportunities for instructional improvement.	Time, Learning Walks	Campus Administrators, Mentor Teachers	Assigned in August 2015; support ongoing throughout school year.

Goal III: Foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.

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 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, Title Funds	HS Administration, HS Counseling, Bilingual Staff	Aug. 2015 thru May 2016
	MFHS will incorporate videos made by students to share school events, positive news on campus and highlight student achievement.	CTE Funds	Principal, CTE Director, AV Production teacher, AV Production class	Sept. 2015 thru April 2016
	MFHS will provide parents with opportunities to come to school to learn more about their child's instruction as well as events happening on campus (Sr. Conferences, FAFSA Nights, Technology Presentations, etc).	Campus Funds	Campus Administration, Counselors, Campus Instructional Technologist	Sept. 2015 thru May 2016
	MFHS will continue to embrace social media as a mode of communication.	Campus Staff	Principal, Campus Faculty & Staff	As of 9/1/15, MFHS has Twitter acct (over 850 followers), Facebook acct (over 160 followers) and Google + account. Email RSS Feed will be set up by Nov. 2015

Goal IV: Provide a safe and healthy environment conducive to student learning.

Performance Objective: MFHS will promote a positive & 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.	Campus Funds, Student Activity Funds	HS Administration, PBIS coordinator, PBIS Committee	Aug. 2015-2016
	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 Sept. 2015
	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 2015; monthly emergency drills through May 2015
	MFHS will identify all "Peanut Free Allergen Zones" on campus to protect students who suffer from these allergies.	Campus Funds	HS Nurse, Campus Administration, Campus Counselors, Food Service Director	August 2015
	Directional signs will be placed on campus to provide assistance to students/visitors who are new to the campus as well as make the school culture more inviting.	ACE Grant funds	Principal, Campus ACE Site Coordinator	Completed early Aug. 2015

Goal V: Recruit, develop, and retain highly qualified and effective personnel.

Performance Objective: Marble Falls High School will attain an 80% retention rate for the beginning of the 2016-2017 school year.

Formative Evaluations: Informal surveys of staff morale & school climate, attendance at meetings and other staff gatherings, informal discussions with teachers and staff

Summative Evaluations: Teacher Observations, Summative Evaluations, Number of Returning Staff Members

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Provide opportunities for teachers/staff members to strengthen relationships with each other through team building activities.	Campus Funds, Professional Development Funds	Instructional Leadership Team Members	Begin in August PD with the formation of teams; continue activities monthly for teams to earn points
	Mentor teachers will be assigned to every new teacher on the MFHS Campus to provide assistance, advice and opportunities for instructional improvement.	Time, Learning Walks	Campus Administrators, Mentor Teachers	Assigned in August 2015; support ongoing throughout school year.
	Develop interactive opportunities to learn instructional strategies & share ideas that have worked for them (Grades & Grub) every nine weeks.	Campus Funds, Activity Funds	Instructional Leadership Team Members	Lunch N Learns by ICs in Fall Semester; plan for learning opportunities for teachers in different areas where food is provided
	Recognize the birthdays of staff members monthly through a small celebration during lunches	Principal Activity Funds	Campus Administration	Once a month

Glossary of Terms

ACE – 21st Century Grant
ACT – College Readiness Exam; some colleges/universities require minimum scores for enrollment
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
ESC - Educational Service Center
ESL - English as a Second Language
ISS - In-School Suspension
PALS - Peer Assistance and Leadership Service
PBIS – Positive Behavior Intervention Systems
RtI - Response to Intervention
SAT – College Readiness Exam; some colleges/universities require minimum scores for enrollment
SHAC - School Health Advisory Committee
STAAR - State of Texas Assessments of Academic Readiness (state standardized test)
TAKS - Texas Assessment of Knowledge and Skills
TBA – TEKS Based Assessment (locally developed test)
TEKS - Texas Essential Knowledge and Skills
TRC – Texas Resource Center
TBSI - Texas Behavioral Support Initiative
UIL - University of Interscholastic League

2015 – 2016 Campus PLC SMART Goals

Goal Setting for Student Academic Progress

Grade/Subject__9th English__   **School Year 2015-16**

Learner achievement/progress should be the focus of all goals.

I. Setting *(Have teachers describe the population and special learning circumstances.)*	On Level Freshman Inclusion Freshman ESL I/II
II. Baseline Data *(What does the current data show? What do the previous teachers say about the students' learning?)*	*Spring 2015 64% of Freshmen passed the English I EOC.*
III. Content/Subject/Field Area *(The area/topic addressed based on learner achievement, data analysis, or observational data)*	English - Reading (Making Inferences) Writing - Expository writing Revising and Editing
IV. Goal Statement *(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	75% of students will achieve mastery on the English I EOC. 85% of students will pass the English I course (70%) for the academic year.

Action Statement	Evidence	Target Date
Teachers will utilize the following instructional strategies: **Collaborative groups** **Formative assessment** **Summative assessments in the form of TBAs.** **Teacher led instruction** **Individual student discovery**	TBA data Monitoring of students who frequently need reinforcement on key concepts (gleaned from Form. Assessment)	TBA 1-3 Present in classroom

Daily writing through the use of structured and non-structured writing prompts.	Daily	ongoing
Focus on the following struggling areas: **Short Answer Writing** **Revising and Editing** **Making inferences** **Expository Essay writing**	Formative Assessments	daily
Teachers will utilize the following communicative strategies: Frequent grade monitoring and encouragement to attend tutorials and/ or ACE. Parent notification of struggling learners.	Each Progress reporting period. Calling parents of students who fail each grading period to encourage tutorials, performance, etc.	ongoing

Goal Setting for Student Academic Progress

Grade/Subject English 2   **School Year** 2015-16

Goal 1

I. Baseline Data (*How can we improve our Tier 1 Instruction based on data?*)	We know students need to be proficient in persuasive writing for the test and to be college/world-ready, we will take a Ligert scale survey using Google forms to measure level of comfort in the first weeks of school. For the first nine weeks, we will increase students' comfort level.
II. Content/Subject/Field Area (*The area/topic addressed based on learner achievement, data analysis, or observational data*)	English 2
III. Areas to Improve (*What Student Learning Behaviors do we want to illicit in class?*)	Persuasive writing
IV. Goal Statement (*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 use Kelly Gallagher's article of the week activity to increase student's persuasive writing comfort in the first nine weeks.

V. Intended Outcome of Goal (Actions used to accomplish the goal)

What SEs/Learning Skills are we improving?	Evidence/Data to Support Imp	Target Date/Data Review
TEKS 16 (Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argument essay to the appropriate audience that includes: 1. Clear thesis supported by evidence, 2. Consideration of all sides, 3. Anticipating objections, 4. Organizing structure, 5. Analysis of data, and 6. Range of appeals	Quality of writing submitted and feedback when asked the comfort question that was asked before article of the week began	End of first nine-week grading period

Goal Setting for Student Academic Progress – Goal #1

Grade/Subject_____Algebra 1_____   **School Year** 2015 - 16

Learner achievement/progress should be the focus of all goals.

I. Setting *(Have teachers describe the population and special learning circumstances.)*	8th Grade STAAR students
II. Baseline Data *(What does the current data show? What do the previous teachers say about the students' learning?)*	62/267 failed Algebra 1 – 2014-2015 students 58/267 students failed EOC
III. Content/Subject/Field Area *(The area/topic addressed based on learner achievement, data analysis, or observational data)*	To build confidence, success for current and future math classes.
IV. Goal Statement *(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	Identify true Big Rocks that our Algebra 1 students need to move forward successfully in Geometry and Algebra 2.

V. Means for Attaining Goal *(Actions used to accomplish the goal)*

Action Statement	Evidence	Target Date
During Summer PLC- identify essential Big Rocks(skills) of Algebra 1 from the new TEKS	YAG for 2015 – 2016 – Rocks Marked	June 18, 2015
Benchmarks – to see how well the students are learning the material	Daily work, Formative assessments, Gradebook	Every 3 wks, TBA's

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Goal Setting for Student Academic Progress

Grade/Subject___Algebra II_____   **School Year** 2015-16

Learner achievement/progress should be the focus of all goals.

<table>
<tr>
<td>I. Setting (Have teachers describe the population and special learning circumstances.)</td>
<td>1. They need more time and review than previous classes
2. They only do assignments in class
3. Need help with study habits – Notebooks helped
4. They need to learn how to work independently</td>
</tr>
<tr>
<td>II. Baseline Data (What does the current data show? What do the previous teachers say about the students' learning?)</td>
<td>They have trouble working independently</td>
</tr>
<tr>
<td>III. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data)</td>
<td>Observational data</td>
</tr>
<tr>
<td>IV. Goal Statement (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</td>
<td>Have 80% of all students turn in completed 100% of homework assignments for each 9 week grading period</td>
</tr>
</table>

V. Means for Attaining Goal *(Actions used to accomplish the goal)*

Action Statement	Evidence	Target Date
Assign at least 9 homework grades each 9 week period	Gradebook	9 weeks
Provide opportunities to make up the work through tutorials	Tutorial Schedule	ongoing
Let them know once a week what they are missing and what their grades are	Teacher conversations	Once a week

Goal Setting for Student Academic Progress

Grade/Subject Geometry   **School Year** 2015-16

Learner achievement/progress should be the focus of all goals.

I. Setting *(Have teachers describe the population and special learning circumstances.)*	9th graders taking geometry (students who took Algebra 1 in 8th grade) 10th graders (students who took Algebra 1 in 9th grade) students repeating geometry
II. Baseline Data *(What does the current data show? What do the previous teachers say about the students' learning?)*	Students have trouble working independently and have motivation issues when asked to do work on their own. They sometimes give up on trying if they don't understand immediately and wait for someone to tell them what the answer is or how to do every problem.
III. Content/Subject/Field Area *(The area/topic addressed based on learner achievement, data analysis, or observational data)*	
IV. Goal Statement *(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	Teachers will discuss student progress and will have a willingness to adjust course pacing based on student need. Teachers will allow students time to struggle to find solutions independently. We are looking to see a decrease in the number of times students stop work and wait for help and an increase in the number of times students use available resources to find a solution on their own. By the end of the first semester, 75% of the class will be able to work independently on a challenging problem that they have not had fully explained to them by doing appropriate research and self-taught learning using their laptops / textbooks.

V. Means for Attaining Goal *(Actions used to accomplish the goal)*

Action Statement	Evidence	Target Date
Teachers will model appropriate ways to research information on a given topic using available technology resources.	Students will be able to use a variety of available web resources to find solutions to problems.	End of SM1, 2015.
Students will be given challenge problems in which the answer cannot be found using typical means discussed in the course and will be asked to search for a solution on their own.	Students are able to find answers to challenge problems independently and through use of their own personal resources.	Weekly.

Goal Setting for Student Academic Progress

Grade/Subject_ 9/10 Biology_____   **School Year** 2015-16

Learner achievement/progress should be the focus of all goals.

I. Setting *(Have teachers describe the population and special learning circumstances.)*	
II. Baseline Data *(What does the current data show? What do the previous teachers say about the students' learning?)*	
III. Content/Subject/Field Area *(The area/topic addressed based on learner achievement, data analysis, or observational data)*	Biology TEKS – High School 9/10
IV. Goal Statement *(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	More than 98% of students will score at or above mastery on the EOC test given in May.

V. Means for Attaining Goal *(Actions used to accomplish the goal)*

Action Statement	Evidence	Target Date
Teachers will utilize the following Strategies: **Word Walls** **Re-teach low TEKS based on Unit test data and TBA data** **Interactive Notebooks** **Student-Centered Learning**		TBA 1-3 Present in classroom
Vocabulary Word Wall will be posted in the room. When vocab word is used, refer to it. **Utilize teaching strategies that will encourage students to use the word wall for the answer. Or students must use the word in the answer - advanced**	Weekly – Words will be added to the wall when introduced	ongoing
Use of data from CA's and TBA's to spiral and reteach TEKS that students perform low on.	After Unit tests and before TBA's	ongoing
Students will take notes, place activities, and add student-centered manipulatives to their notebook. This will be a study piece for students which are cumulative.	Weekly within the interactive notebook – usage of stamps for compliance	ongoing

Lesson plans will display more student-centered learning. Students will become the masters. Lesson plans will encompass more than 1 TEK. Application of content for understanding and relevance.	More activities and labs where students utilize scientific equipment or tangible pieces to apply.	ongoing

Goal Setting for Student Academic Progress

Grade/Subject __9th / IPC__   **School Year** 2015-16

Learner achievement/progress should be the focus of all goals

I. **Setting** (*Have teachers describe the population and special learning circumstances.*)	Regular classes. Total students – 268, 161-EcoDis, 27-LEP, 20-SPED.
II. Baseline Data (*What does the current data show? What do the previous teachers say about the students' learning?*)	268 students- 76.12% met standard, 66.46% EcoDis met standard, 29.63% LEP met standard, 35% SPED met standard.
III. Content/Subject/Field Area (*The area/topic addressed based on learner achievement, data analysis, or observational data*)	Scientific vocabulary acquisition and application for all students. .
IV. Goal Statement (*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	1. In the 2015-2016 school year, the IPC students will demonstrate a 5% increase of "Met Standard" by TBA 3. 2. In the 2015-2016 school year, the IPC LEP and SPED students will demonstrate 35% "Met Standard" by TBA 3.

Means for Attaining Goal (*Actions used to accomplish the goal*)

Action Statement	Evidence	Target Date
Introduce students to problem-solving notes and have them use a checklist in order to solve problems.	Students will use checklist to remember the steps of the problem-solving process.	August 24 - ongoing 1st check of mastery- TBA 1 2nd check of mastery - TBA 2 3rd check of mastery - TBA 3
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.	Word walls present in the room and referenced during instruction.	August 24 - ongoing
Teachers will pre-teach the non-academic language of the upcoming TBA to ensure that all students comprehend the questions they are presented.	Anchor charts will identify the verb and clarify the meaning.	August 24 - ongoing
Teachers will concentrate on cold-calling students using level 2 and 3 questioning prompts at a minimum of twice during instruction.	Lesson plans and during instruction.	August 24 - ongoing
Students will maintain a notebook to consolidate all vocabulary and concepts learned.	Student notebooks	August 24 - ongoing

Goal Setting for Student Academic Progress

Grade/Subject_11<u>th</u> /US History _____   School Year 2015-16

Learner achievement/progress should be the focus of all goals.

I. Setting (*Have teachers describe the population and special learning circumstances.*)	There are 266 Juniors with a make-up of 137 female and 129 males.
II. Baseline Data (*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.
III. Content/Subject/Field Area (*The area/topic addressed based on learner achievement, data analysis, or observational data*)	High School US History
IV. Goal Statement (*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.

V. Means for Attaining Goal (*Actions used to accomplish the goal*)

Action Statement	Evidence	Target Date
Use of primary sources – common analysis tools (APARTY)	TBA Data	October 2015 December 2015 March 2016
Common assessments of academic vocabulary for comprehension of multiple choice questions on TBAs and STAAR EOC	TBA Data	October 2015 December 2015 March 2016
Common assessments of content vocabulary	TBA data Formative assessment data	October 2015 December 2015 March 2016 Ongoing
Close reading activities – common reading passages/primary sources/TTWs/rubrics	TBA data Formative assessment data	October 2015 December 2015 March 2016 Ongoing

Marble Falls ISD

Board of Trustees

Agenda Item Information

Meeting Date:	

Meeting Type:
- ☐ Regular Meeting
- ☐ Special Meeting/Workshop
- ☐ Hearing

Date Submitted:

Agenda Placement:
- ☐ Public Hearing
- ☐ Open Session
- ☐ Executive Session
- ☐ Recognition

- ☐ Administrative Report
- ☐ Consent Agenda
- ☐ Regular Agenda
- ☐ Information/Discussion

Subject:

Executive Summary:

Fiscal Impact:

Cost:
- ☐ Recurring
- ☐ One-Time
- ☐ No Fiscal Impact

Funding Source:
- ☐ General Fund
- ☐ Grant Funds
- ☐ Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ☐ Yes
- ☐ No

Administrator's Recommendation:

Department Submitting:

Requested By:

Cabinet Member's Approval:

Board Approval Required: ☐ Yes   ☐ No

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

2015-2016 SCHOOL CALENDAR

Adopted: 3/23/15

AUGUST 2015

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
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SEPTEMBER 2015

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OCTOBER 2015

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18	19	20	21	22	23	24
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NOVEMBER 2015

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DECEMBER 2015

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JANUARY 2016

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24	25	26	27	28	29	30
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FEBRUARY 2016

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28	29					

MARCH 2016

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20	21	22	23	24	25	26
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APRIL 2016

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17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2016

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
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JUNE 2016

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19	20	21	22	23	24	25
26	27	28	29	30		

JULY 2016

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Dates at a Glance

New Teacher Orientation	8/4-6
Teacher In-Service	8/14-21
First Day of Classes	8/24
Labor Day Holiday	9/7
Early Release/Teacher In-Service	9/25
Early Release/Teacher In-Service	10/16
Teacher In-Service/Comp Days	11/23-24
Thanksgiving Holidays	11/25-27
Early Release/Teacher In-Service	12/18
Christmas Break	12/21-1/1
Teacher In-Service	1/4
Second Semester Begins	1/5
Early Release/Teacher In-Service	2/12
Early Release/Teacher In-Service	3/11
Spring Break	3/14-18
Teacher In-Service/ Comp Days	3/25
Bad Weather Holiday/ Teacher In-Service	4/8
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Bad Weather Holiday/ Teacher In-Service	5/27
FCHS Graduation	5/27
MFHS Graduation	5/28

Testing Dates

Dec. 7	ENG I EOC
Dec. 9	ENG II EOC
Dec 7-11	EOC Window
March 29	STAAR 4&7 Writing
	STAAR 5&8 Math
	ENG I EOC
March 30	STAAR 4&7 Writing
	STAAR 5&8 Reading
March 31	ENG II EOC
May 2-6	EOC Window
May 9	STAAR 3,4,6&7 Math
	STAAR 5&8 Math Retest
May 10	STAAR 3,4,6&7 Reading
	STAAR 5&8 Reading Retest
May 11	STAAR 5&8 Science
May 12	STAAR 8 Social Studies
June 21	STAAR 5&8 Math Retest
June 22	STAAR 5&8 Reading Retest
July 11	ENG I EOC Retest
July 13	ENG II EOC Retest
July 11-15	EOC Retest Window

Legend

△ New Teacher Orientation
□ Beginning of Semester
▯ STAAR Testing
☆ Holiday
☁ Bad Weather Holiday
◇ Teacher In-Service/ Student Holiday
◇c Comp Day
▢ Early Release: 12 Noon/ Teacher In-Service
Graduation

Nine Weeks Grading Periods

August 24- October 16
October 19– December 18
January 5– March 11
March 21– May 26

Marble Falls ISD

Board of Trustees

Agenda Item Information

Meeting Date:

Meeting Type:
- ☐ Regular Meeting
- ☐ Special Meeting/Workshop
- ☐ Hearing

Date Submitted:

Agenda Placement:
- ☐ Public Hearing
- ☐ Open Session
- ☐ Executive Session
- ☐ Recognition
- ☐ Administrative Report
- ☐ Consent Agenda
- ☐ Regular Agenda
- ☐ Information/Discussion

Subject:

Executive Summary:

Fiscal Impact:

Cost:
- ☐ Recurring
- ☐ One-Time
- ☐ No Fiscal Impact

Funding Source:
- ☐ General Fund
- ☐ Grant Funds
- ☐ Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ☐ Yes
- ☐ No

Administrator's Recommendation:

Department Submitting:

Requested By:

Cabinet Member's Approval:

Board Approval Required: ☐ Yes   ☐ No

2015–2016 STUDENT ASSESSMENT TESTING CALENDAR

DATES SUBJECT TO CHANGE

Detailed information regarding the scheduling and administration of specific STAAR assessments can be found on the Coordinator Manual Resources webpage at http://www.tea.state.tx.us/student.assessment/manuals/dccm/.

2015–2016 Training

Jan 11 (Mon)	ESC training for the 2016 state assessment program
Jan 29 (Fri)	Completion date for training of district testing coordinators by ESCs

2015 Assessments

Test Date(s)		TAKS	Report Date(s)
Oct 19 (Mon)		*Exit Level ELA*	Reports Posted Online by November 17, 2015 Reports Due in District by December 4, 2015
Oct 20 (Tues)		*Exit Level Mathematics*	
Oct 21 (Wed)		*Exit Level Science*	
Oct 22 (Thur)		*Exit Level Social Studies*	
	STAAR		
Dec 7 (Mon)	English I		By January 21, 2016
Dec 9 (Wed)	English II		
Dec 11 (Fri)	All make-up sessions for STAAR English assessments scheduled to be administered on Dec 7 and Dec 9, 2015, **must** be completed by the end of this day.		
	STAAR		
Assessment Window Dec 7–Dec 11	Algebra I Biology U.S. History		By January 21, 2016

2016 Assessments

	NAEP Assessments (selected sample)		
Assessment Window Late Jan–Early Mar	Arts (grade 8)		

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Detailed information regarding the scheduling and administration of specific STAAR assessments can be found on the Coordinator Manual Resources webpage at http://www.tea.state.tx.us/student.assessment/manuals/dccm/.

Test Date(s)		TAKS	Report Date(s)
Feb 29 (Mon)		*Exit Level ELA*	Reports Posted Online by March 29, 2016 Reports Due in District by April 15, 2016
Mar 1 (Tues)		*Exit Level Mathematics*	
Mar 2 (Wed)		*Exit Level Science*	
Mar 3 (Thur)		*Exit Level Social Studies*	
	TELPAS		
Assessment Window Mar 7–Apr 6	Grades K–12 TELPAS Listening, Speaking, Reading, and Writing		By May 6, 2016
	STAAR		
Mar 29 (Tues)	Grade 4 Writing Grade 7 Writing Grade 5 Mathematics Grade 8 Mathematics English I		Grades 4 and 7 Writing by June 15, 2016 Grades 5 and 8 Mathematics by April 19, 2016 English I by June 3, 2016
Mar 30 (Wed)	Grade 5 Reading Grade 8 Reading		By April 19, 2016
Mar 31 (Thur)	English II		By June 3, 2016
Apr 1 (Fri)	All make-up sessions for STAAR assessments scheduled to be administered from Mar 29–Mar 31, 2016, **must** be completed by the end of this day.		
	STAAR Alternate 2		
Assessment Window April 4–April 22	STAAR Alternate 2 (grades 3–8 and EOC)		By May 18, 2016

Detailed information regarding the scheduling and administration of specific STAAR assessments can be found on the Coordinator Manual Resources webpage at http://www.tea.state.tx.us/student.assessment/manuals/dccm/.

Test Date(s)	STAAR		Report Date(s)
Assessment Window May 2–May 6	Algebra I Biology U.S. History		By June 3, 2016
	STAAR		
May 9 (Mon)	Grades 3–4 Mathematics Grades 6–7 Mathematics		By June 15, 2016
	Grade 5 Mathematics (retest) *Grade 8 Mathematics (retest)*		By May 31, 2016
May 10 (Tue)	Grades 3–4 Reading Grades 6–7 Reading English III		Grades 3, 4, 6, and 7 Reading by June 15, 2016 English III by August 19, 2016
	Grade 5 Reading (retest) *Grade 8 Reading (retest)*		By May 31, 2016
May 11 (Wed)	Grade 5 Science Grade 8 Science Algebra II		Grades 5 and 8 Science by June 15, 2016 Algebra II by June 30, 2016
May 12 (Thurs)	Grade 8 Social Studies		By June 15, 2016
May 13 (Fri)	All make-up sessions for STAAR assessments scheduled to be administered from May 9–12, 2016, **must** be completed by the end of this day.		

Detailed information regarding the scheduling and administration of specific STAAR assessments can be found on the Coordinator Manual Resources webpage at http://www.tea.state.tx.us/student.assessment/manuals/dccm/.

Test Date(s)	STAAR		Report Date(s)
June 21 (Tues)	*Grade 5 Mathematics (retest)* *Grade 8 Mathematics (retest)*		By July 8, 2016
June 22 (Wed)	*Grade 5 Reading (retest)* *Grade 8 Reading (retest)*		
June 24 (Fri)	All make-up sessions for STAAR assessments scheduled to be administered from June 21–22, 2016, **must** be completed by the end of this day.		
	STAAR	**TAKS**	**Report Date(s)**
July 11 (Mon)	English I		By August 19, 2016
		Exit Level ELA	By August 12, 2016
July 12 (Tues)		*Exit Level Mathematics*	By August 12, 2016
July 13 (Wed)	English II		By August 19, 2016
		Exit Level Science	By August 12, 2016
July 14 (Thurs)		*Exit Level Social Studies*	By August 12, 2016
July 15 (Fri)	All makeup sessions for STAAR English assessments scheduled to be administered on July 11 and July 13, 2016, **must** be completed by the end of this day.		
	STAAR		
Assessment Window July 11–July 15	Algebra I Biology U.S. History		By August 19, 2016

2015–2016 STAAR Assessments

For specific administration dates, see the 2015–2016 Student Assessment Testing Calendar.

3-8 and EOC	Subjects Assessed	Assessments Available
Grade 3	mathematics and reading	STAAR STAAR Spanish STAAR L for mathematics STAAR A
Grade 4	mathematics, reading, and writing	STAAR STAAR Spanish STAAR L for mathematics STAAR A
Grade 5	mathematics, reading, and science	STAAR STAAR Spanish STAAR L for mathematics and science STAAR A
Grade 6	mathematics and reading	STAAR STAAR L for mathematics STAAR A
Grade 7	mathematics, reading, and writing	STAAR STAAR L for mathematics STAAR A
Grade 8	mathematics, reading, science, and social studies	STAAR STAAR L for mathematics, science, and social studies STAAR A
EOC	Algebra I, Algebra II, English I, English II, English III, biology, and U.S. history	STAAR STAAR L for Algebra I, biology, and U.S. history STAAR A for Algebra I, English I, English II, biology, and U.S. history

2015-2016 SCHOOL CALENDAR

Adopted: 3/23/15

AUGUST 2015

S	M	T	W	T	F	S
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SEPTEMBER 2015

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OCTOBER 2015

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18	19	20	21	22	23	24
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NOVEMBER 2015

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29	30					

DECEMBER 2015

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JANUARY 2016

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24	25	26	27	28	29	30
31						

FEBRUARY 2016

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

MARCH 2016

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APRIL 2016

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MAY 2016

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JUNE 2016

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JULY 2016

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31						

Dates at a Glance

New Teacher Orientation	8/4-6
Teacher In-Service	8/14-21
First Day of Classes	8/24
Labor Day Holiday	9/7
Early Release/Teacher In-Service	9/25
Early Release/Teacher In-Service	10/16
Teacher In-Service/Comp Days	11/23-24
Thanksgiving Holidays	11/25-27
Early Release/Teacher In-Service	12/18
Christmas Break	12/21-1/1
Teacher In-Service	1/4
Second Semester Begins	1/5
Early Release/Teacher In-Service	2/12
Early Release/Teacher In-Service	3/11
Spring Break	3/14-18
Teacher In-Service/ Comp Days	3/25
Bad Weather Holiday/ Teacher In-Service	4/8
Early Release/Teacher In-Service	5/26
Bad Weather Holiday/ Teacher In-Service	5/27
FCHS Graduation	5/27
MFHS Graduation	5/28

Testing Dates

Dec. 7	ENG I EOC
Dec. 9	ENG II EOC
Dec 7-11	EOC Window
March 29	STAAR 4&7 Writing
	STAAR 5&8 Math
	ENG I EOC
March 30	STAAR 4&7 Writing
	STAAR 5&8 Reading
March 31	ENG II EOC
May 2-6	EOC Window
May 9	STAAR 3,4,6&7 Math
	STAAR 5&8 Math Retest
May 10	STAAR 3,4,6&7 Reading
	STAAR 5&8 Reading Retest
May 11	STAAR 5&8 Science
May 12	STAAR 8 Social Studies
June 21	STAAR 5&8 Math Retest
June 22	STAAR 5&8 Reading Retest
July 11	ENG I EOC Retest
July 13	ENG II EOC Retest
July 11-15	EOC Retest Window

Legend:
- △ New Teacher Orientation
- ▢ Beginning of Semester
- ⬚ STAAR Testing
- ☆ Holiday
- ☁ Bad Weather Holiday
- ◇ Teacher In-Service/ Student Holiday
- ◇c Comp Day
- ▢ Early Release: 12 Noon/ Teacher In-Service
- Graduation

Nine Weeks Grading Periods

August 24- October 16
October 19– December 18
January 5– March 11
March 21– May 26

www.mfisd.txed.org
830-693-4357

Learners Today...

Leaders Tomorrow...

Mustangs Forever!

Marble Falls ISD

Board of Trustees

Agenda Item Information

Meeting Date:

Meeting Type:	Agenda Placement:	
☐ Regular Meeting	☐ Public Hearing	☐ Administrative Report
☐ Special Meeting/Workshop	☐ Open Session	☐ Consent Agenda
☐ Hearing	☐ Executive Session	☐ Regular Agenda
	☐ Recognition	☐ Information/Discussion
Date Submitted:		

Subject:

Executive Summary:

Fiscal Impact:

Cost:	Funding Source:	Fiscal Year:
☐ Recurring	☐ General Fund	Amendment Required?
☐ One-Time	☐ Grant Funds	☐ Yes
☐ No Fiscal Impact	☐ Other Funds (Specify)	☐ No

Administrator's Recommendation:

Department Submitting:	Requested By:
Cabinet Member's Approval:	

Board Approval Required: ☐ Yes   ☐ No

Marble Falls ISD

Board of Trustees

Agenda Item Information

Meeting Date:

Meeting Type:
- ☐ Regular Meeting
- ☐ Special Meeting/Workshop
- ☐ Hearing

Date Submitted:

Agenda Placement:
- ☐ Public Hearing
- ☐ Open Session
- ☐ Executive Session
- ☐ Recognition

- ☐ Administrative Report
- ☐ Consent Agenda
- ☐ Regular Agenda
- ☐ Information/Discussion

Subject:

Executive Summary:

Fiscal Impact:

Cost:
- ☐ Recurring
- ☐ One-Time
- ☐ No Fiscal Impact

Funding Source:
- ☐ General Fund
- ☐ Grant Funds
- ☐ Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ☐ Yes
- ☐ No

Administrator's Recommendation:

Department Submitting:

Requested By:

Cabinet Member's Approval:

Board Approval Required: ☐ Yes   ☐ No

2015-2016 School Calendar

Adopted: 3/23/15

AUGUST 2015

S	M	T	W	T	F	S
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16	◇17	◇18	◇19	◇20	◇21	22
23	[24]	25	26	27	28	29
30	31					

SEPTEMBER 2015

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27	28	29	30			

OCTOBER 2015

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NOVEMBER 2015

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29	30					

DECEMBER 2015

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13	14	15	16	17	[18]	19
20	☆21	☆22	☆23	☆24	☆25	26
27	☆28	☆29	☆30	☆31		

JANUARY 2016

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2016

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

MARCH 2016

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20	21	22	23	24	◇25	26
27	28	29	30	31		

APRIL 2016

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24	25	26	27	28	29	30

MAY 2016

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15	16	17	18	19	20	21
22	23	24	25	[26]	◇27	28
29	30	31				

JUNE 2016

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JULY 2016

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17	18	19	20	21	22	23
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MFHS Graduation	5/28

Testing Dates

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	STAAR 5&8 Math
	ENG I EOC
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	STAAR 5&8 Reading
March 31	ENG II EOC
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	STAAR 5&8 Math Retest
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	STAAR 5&8 Reading Retest
May 11	STAAR 5&8 Science
May 12	STAAR 8 Social Studies
June 21	STAAR 5&8 Math Retest
June 22	STAAR 5&8 Reading Retest
July 11	ENG I EOC Retest
July 13	ENG II EOC Retest
July 11-15	EOC Retest Window

Legend

Symbol	Meaning
△	New Teacher Orientation
▢	Beginning of Semester
▢ (dotted)	STAAR Testing
☆	Holiday
☁	Bad Weather Holiday
◇	Teacher In-Service/ Student Holiday
◇c	Comp Day
▣	Early Release: 12 Noon/ Teacher In-Service
✍	Graduation

Nine Weeks Grading Periods

August 24- October 16
October 19– December 18
January 5– March 11
March 21– May 26

Meeting Date: October 19, 2015

Meeting Type:
- ☑ Regular Meeting
- ☐ Special Meeting/Workshop
- ☐ Hearing

Agenda Placement:
- ☐ Public Hearing
- ☑ Open Session
- ☐ Executive Session
- ☐ Recognition

- ☐ Administrative Report
- ☑ Consent Agenda
- ☐ Regular Agenda
- ☐ Information/Discussion

Date Submitted:

Subject: Campus Pest Control

Executive Summary:

Pest control for campuses has been released to the newspaper and ran for 2 weeks. Only 1 company picked up a packet and only 1 company submitted a bid for the work.

Fiscal Impact:

Cost:
- ☑ Recurring
- ☐ One-Time
- ☐ No Fiscal Impact

Funding Source:
- ☑ General Fund
- ☐ Grant Funds
- ☐ Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ☐ Yes
- ☐ No

Administrator's Recommendation: Recommend Quality Pest be Awarded the work for indoor pest control

Department Submitting: Maintenance

Requested By:

Cabinet Member's Approval:

Michael Phillips

Board Approval Required: ☑ Yes   ☐ No

Marble Falls ISD Pest Control Service 2015-2016

Minutes of the Bid Opening for Pest Control Service

On Monday September 14, 2015 bids were opened at 3:15 pm CST at MFISD 306 Industrial Blvd. Marble Falls, Texas

Witnessed by:

1. Michael Phillips
2. Jeff Rowland
3. Carmen Foster
4. Darlene Brinkley

	Received		Proposal	
Quality Pest Control	9/14/2015	9:00 AM	$800.00	per month

Dr. Chris Allen and Board Members,

After reviewing the Pest Control Service Bids, I recommend that we use Quality Pest Control.

Thank you,
Michael Phillips
Maintenance Director

9/15/2015

Meeting Date: October 19, 2015

Meeting Type:
- ☑ Regular Meeting
- ☐ Special Meeting/Workshop
- ☐ Hearing

Date Submitted:

Agenda Placement:
- ☐ Public Hearing
- ☑ Open Session
- ☐ Executive Session
- ☐ Recognition

- ☐ Administrative Report
- ☑ Consent Agenda
- ☐ Regular Agenda
- ☐ Information/Discussion

Subject:
Campus Mowing

Executive Summary:

Mowing Campus grounds was released in the Newspaper several companies picked up packets. Only two companies submitted bids. Recomendation on bid tabulation.

Fiscal Impact:

Cost:
- ☑ Recurring
- ☐ One-Time
- ☐ No Fiscal Impact

Funding Source:
- ☑ General Fund
- ☐ Grant Funds
- ☐ Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ☐ Yes
- ☐ No

Administrator's Recommendation:
Recommend the Board approve Integrity lawn and Matt Kuenstler to provide lawn maintenance per bid opening.

Department Submitting:
Maintenance

Cabinet Member's Approval:

Requested By:
Michael Phillips

Board Approval Required: ☑ Yes   ☐ No

Marble Falls ISD Lawn Service 2015-2016

Minutes of the Bid Opening for Lawn Maintenance Service

On Monday September 14, 2015 bids were opened at 3:15 pm CST at MFISD 306 Industrial Blvd. Marble Falls, Texas

Witnessed by:

1. Michael Phillips
2. Jeff Rowland
3. Carmen Foster
4. Darlene Brinkley

	Received	HS	Colt	HLES	Spicewood	Admin / Transp	Weed Control
Integrity Lawn	9/10/2015 @10:45 am	$600.00	$300.00	$300.00	$275.00	$500.00	NA
Matt Kuenstler	9/14/2015 @ 9:40 am	$750.00	$320.00	$320.00	$350.00	$700.00	NA

Dr. Chris Allen and Board Members,

After reviewing the Lawn Maintenance Bids, I recommend that we use Integrity Lawn for High School, Colt and Admin/Transportation.
Matt Kuenstler for Highland Lakes and Spicewood.

Thank you,
Michael Phillips
Maintenance Director

9/15/2015

Marble Falls Independent School District
Board Meeting Minutes
September 21, 2015

Rick Edwards, President, called the regular meeting to order at 6:13 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, Larry Berkman, Kevin Naumann, Kelly Fox, Mike Savage and Lee Ann Johnson
Board Members Absent:	Karl Westerman
Administrators Present:	Dr. Chris Allen, Wade Stanford, Wes Cunningham, Leslie Baty, Michael Pittard, Bruce Peckover, Manny Lunoff, Bethany Birdwell, Lisa LeMon, Roger Barr, Melissa Fields, Michael Phillips, Michael Haley, Keith Powell, Susan Maughan, Robert Keith, Deborah Canup and Susan Cox.
Members of the Press:	None

Special Recognitions
Donald McDonald Excellence in Teaching Award from the College of Education at Texas Tech University
Leslie Baty, Director of Elementary Education, presented a certificate to Melissa Fletcher. Mrs. Baty described the nomination process for the Donald McDonald Excellence in Teaching Award as well as why Mrs. Fletcher deserved the honor.

National Merit Semi-Finalist
Manny Lunoff, Marble Falls High School Principal, awarded Wiley Baskin with a certificate to show the school district's pride in his accomplishment as being a National Merit semi- finalist. 7,400 students will be eligible for up to $32 million in scholarships.

Citizen Comments
No one requested to speak.

Consent Agenda
Upon a motion by Kelly Fox, second by Lee Ann Johnson, the Board approved the following:

- Financial Report
- Budget Amendments
- Revision to Policy FFC (LOCAL)
- Resolution Designating Burnet County 4-H Organization as an Extra-Curricular Activity and Granting Extension Agents Adjunct Faculty Status
- Resolutions Providing for the Sale of Property acquired by Burnet Central Appraisal District at Delinquent Tax Sale

For: 6   Against: 0   Absent: 1

Upon a motion by Kevin Naumann, second by Lee Ann Johnson, the Board approved the minutes from the August 17th Regular Board Meeting.

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

Action Items
Discussion and Possible Approval of the Technology Lease Agreement
Robert Keith, Executive Director of Technology, presented the staff recommendation to purchase 75 Lenovo laptops for administrative and teaching staff at the middle school, as well as 1,300 iPad's, cases and 52 carts.

Upon a motion by Kelly Fox, second by Mike Savage, the Board approved the technology lease agreement as recommended.

For: 6   Against: 0   Absent: 1

Discussion and Possible Approval of the Pavement Improvements at the High School Behind Max Copeland Gym
Michael Phillips, Director of Maintenance, presented the staff recommendation to add paving and ribbon curbs behind Max Copeland gym.

Upon a motion by Larry Berkman, second by Kelly Fox, the Board approved the additional paving behind Max Copeland gym as presented.

For: 6   Against: 0   Absent: 1

Discussion and Possible Approval of Marble Falls High School Cheerleader Trip to Orlando, Florida
Lauren Berkman, Cheer Sponsor, requested approval for the varsity squad, mascot and sponsors to attend the UCA competition in Orlando, Florida. The cost is approximately $850 each with $200 each paid through the booster club. The cheerleaders plan to have two fundraisers to pay for the trip.

Upon a motion by Kelly Fox, second by Kevin Naumann, the Board approved the out of state trip for the cheerleaders, mascot and cheer sponsors.

For: 6   Against: 0   Absent: 1

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Discussion and Possible Approval for the Marble Falls High School Cheerleader Candidates Overseas Trip to London, UK

Lauren Berkman, Cheer Sponsor, requested approval for two varsity cheerleaders to travel to London, England to perform in the London's New Year's Parade and tour London with other All American cheerleaders and dancers. There will be no district staff traveling for this trip.

Upon a motion by Lee Ann Johnson, second by Kelly Fox, the Board approved the overseas trip for two cheerleaders.

For: 6   Against: 0   Absent: 1

Superintendent's Report
Lawn Bids
Michael Phillips, Director of Maintenance, sought bids for lawn care. Mr. Phillips asked for approval of two companies: Matt Kuenstler and Integrity Lawn.

Pest Control Bids
Michael Phillips, Director of Maintenance, sought bids for all campuses including the transition house. Mr. Phillips is recommending to approve Quality Pest Control.

District and Campus Improvement Plans
Dr. Wes Cunningham, Assistant Superintendent of Curriculum and Instruction, presented the school board with the district improvement plan along with each campus improvement plan. Each campus principal described their campus focus for this school year.

Executive Session
At 7:45 p.m. the Board adjourned into executive session to discuss professional personnel (TX Govt. Code 551.074) as well as discuss personally identifiable student information. (TX Govt. Code 551.0821)

The Board reconvened from executive session at 8:52 p.m.

Discussion and Possible Approval of Action Arising from Executive Session
None

Adjournment
Hearing no objection, the Board adjourned at 8:52 p.m.

Approved:

_____
Rick Edwards, President

_____
Lee Ann Johnson, Secretary

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Marble Falls Independent School District

INTEROFFICE MEMORANDUM

Date: October 12, 2015

To: Board of Trustees and Dr. Allen

From: David Hemond, Accounting Supervisor

Subject: Consider Approval of Budget Amendments

Budget amendments included for approval (copies follow):

15-00021	Increase budget for lease payments - $488,581
15-00022	Increase budget for contracted services - $900

MARBLE FALLS ISD
BUDGET AMENDMENT

Batch #:	15-00021	Reason for amendment:	To set up budgets for lease payments			
Fiscal Year:	2015-16					

	Account Number	Account Description	Debit Increase	Credit Decrease
EXPENDITURES				
1	199-53-6269.10-999-099-000	Rentals - Operating Leases	149,095.57	
2	199-53-6269.11-999-099-000	Rentals - Operating Leases	127,194.99	
3	199-53-6269.12-999-099-000	Rentals - Operating Leases	212,289.71	
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
REVENUE			Decrease	Increase
21				
22				
23				
24				
Totals			488,580.27	488,580.27

Board Approval Required	Prepared by:	Lisa LeMon	Approved by:	Lisa LeMon	Reviewed by:	Lisa LeMon	Entered by:
☑Yes ☐No	Date:	09/24/15	Date:		Date:	09/24/15	Date:

Revised 8/01/05

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MARBLE FALLS ISD
BUDGET AMENDMENT

OCT 08 2015

Batch #:	15-00022	Reason for amendment:	to move C&I budget money into appropriate account for Bilingual Nation USA Educational Performances for students, staff and parents on October 20, 2015
Fiscal Year:	2015-2016		

	Account Number	Account Description	Debit Increase	Credit Decrease
EXPENDITURES				
1	199 E 13 6291 00 999 0 99 0 00	C&I Professional Development Consulting Services		900.00
2	199 E 11 6299 00 999 0 25 0 00	Bilingual Miscellaneous Contracted Services	900.00	
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
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14				
15				
16				
17				
18				
19				
20				
REVENUE			Decrease	Increase
21				
22				
23				
24				
Totals		-	900.00	900.00

Board Approval Required	Prepared by:	C.Dowell	Approved by: Cunningham	Reviewed by:	Entered by:
☑ Yes ☐ No	Date:	10/06/15	Date: 10/6/2015	Date: 10/8/15	Date:

Revised 8/01/05