

# **Marble Falls High School**

## **Campus Improvement Plan**

**2016-2017**

### **MFISD Mission**

**The mission of the 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.**

### **MFISD VISION**

**Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.**



**LEARNERS TODAY,  
LEADERS TOMORROW,  
MUSTANGS FOREVER!**

## **CAMPUS MISSION**

MFHS will meet the educational challenges of the 21st Century and provide a quality educational experience for all students in all academic and extracurricular areas. Through collaboration of all 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.

## **CAMPUS VISION**

Every Student Achieving Maximum Potential in an Engaging, Inspiring and Challenging Environment

**MFHS**  
**Campus Educational Improvement Committee**

<b>NAME</b>	<b>POSITION</b> Parent, Business, Community, Teacher, etc	<b>SIGNATURE</b>
Manny Lunoff	Principal/Administrator	
Sharon Oldham	District Representative	
Amanda Fulton	MFHS ACE Site Coordinator/Non-Teaching Professional	
Kimberlee McLeod	ELA Teacher	
Kate Schumacher	Math Teacher	
Shelby Butler	Science Teacher	
Kerry Graham	Social Studies Teacher/Coach	
Leonard Venghaus	CTE Teacher	
Brad Behrens	Band Director	
Carol Luce Wright	Sped Teacher	
Tim Richter	C3 Teacher/Girls Softball Coach	
Bryce Gage	Choir Director	
Jennifer Hall	Parent	
Maureen Everett	Parent	
Jennifer Burdett	Community Member	
Paul Levine	Community Member	
Alex Payson	Business Member	
<i>OPEN</i>	Business Member	

<b>NAME</b>	<b>POSITION</b> Parent, Business, Community, Teacher, etc	<b>SIGNATURE</b>





**MFHS**  
**Comprehensive Needs Assessment Summary**

Number of Students served, compared to previous year.

Classroom Organization (9-12); SPED Classrooms; ESL/BE Classrooms

Our District Support for Schoolwide Title 1 programs consists of: parent and family involvement activities, intervention and enrichment, cooperative learning structures, focused professional development, dyslexia specialists, Instructional Coaches and Instructional Technologists.

Our State Compensatory Education Program (SCE) provides intensive instructional support to identified at-risk students in a small group setting, as well as to build teacher capacity through job embedded professional learning in order to provide quality instruction for these students.

**DEMOGRAPHICS**

Strengths: Met standard for accountability rating at each campus.

Needs: MFISD STAAR data is lower than expected in most areas, see the Performance Objective Tab

**FAMILY AND COMMUNITY INVOLVEMENT**

Strengths: We are fortunate to have an active English Language Learner Advisory Council, several committees that involve parents, family members, and community members. Parents feel well informed, admin is accessible and they trust the classroom teachers. Major discipline referrals have continued to drop over the last three years. Parent nights coincide with activities to keep the students entertained. This allows for parents and students to both be involved and increases attendance.

Needs: MFHS will increase participation in parent surveys by opening up computer labs and providing translation when necessary during a night time events (ex. Open House). Our goals is to design more hand on engaging parent nights and communicate this opportunity effectively to all parents. We will also continue to look for opportunities to expand & develop more partnerships with local businesses connect CTE students to workforce ready skills whenever possible.

**STAFF QUALITY, RECRUITMENT AND RETENTION**

Strengths: At MFISD, we are fortunate to have some of the best training and resources at hand. The MFISD Curriculum Department supports teachers in all areas of the state-required curriculum. Our Title 1 funds help to secure support staff in the area of mathematics and English Language Arts as well as technology resources for teachers to utilize in classroom instruction. Teachers are collaboratively planning throughout the district. The workshop approach is providing vertical and horizontal alignment within our campus. Students are exposed to the same terminology and vocabulary when moving from grade level to grade level. Students are immersed in authentic reading and writing. This will increase scores on the state mandated assessments.

Needs: Reading and writing will continue to be a major focus for our district. A concentrated effort to increase the size of the classroom libraries will be made so that students have a wealth of books to choose from in various genres, especially in ESL classes. Faculty meetings are used as continuing professional development within all curriculum areas (Standards Alignment/Deconstructing the TEKS, ESL support strategies) and communication of trends on campus where staff can provide support (discipline, positive behavior support and overall campus culture). A mentor program for teachers who are new to the MFHS campus will enable us to retain high quality instructional staff.

### **SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION**

Strengths: The school culture and climate is friendly and warm to our clientele. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in parent ed. classes, community outreach, and parent sponsored events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives to arrive to school on time and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safer environment for all students. Dismissal areas (bus line, after school program) are in need of more supervision so students arrive safely in their correct dismissal area and safely home. Teambuilding will remain a focus for us. Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus. Allowing staff recognition, teambuilding activities throughout the school day can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of establishing collegial and peer relationship with our students.

### **CURRICULUM, INSTRUCTION AND ASSESSMENT**

Strengths: The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student. We are structured to have collaborative conversations to impact student learning. Instructional designs, such as: intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement. A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

Needs: MFHS students are experiencing difficulty in the areas of reading, writing and mathematics at every grade level. The campus will improve the use of student data through the use of consistent common formative assessments, a focus on Tier I, RTI, and SMART goals. There is a continued need for curricular support for the teacher to collaborate effectively with a focus on standards. We need to continue learning walks and increase the opportunity to observe and reflect. Teachers will continue to integrate technology in all subject areas supporting students as 21st century learners. Positive behavior management will maximize student engagement.

### **STUDENT ACHIEVEMENT**

Strengths: The CEIC and Instructional Leadership Team have viewed several different and varied forms of data collection including but not limited to: previous STAAR scores, TELPAS data, RTI and SST data, and other data. After reviewing this data, we found a few encouraging signs of growth for our students. The RTI process will be an essential component in student success, as will the increased support and communication between SPED and general education teachers and ESL/BE teachers and general education teachers. Most encouraging is that a student's ethnicity or home language does not impact his or her's ability to be successful.

Needs: With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with implementation of RTI and a continued focus on data and researched based interventions to support academic success.

## **TECHNOLOGY**

Strengths: The 2016-2017 school year will provide a wealth of technology due to our district being a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, Chrome apps that may be applicable to content instruction and content-specific implementation in the classroom.

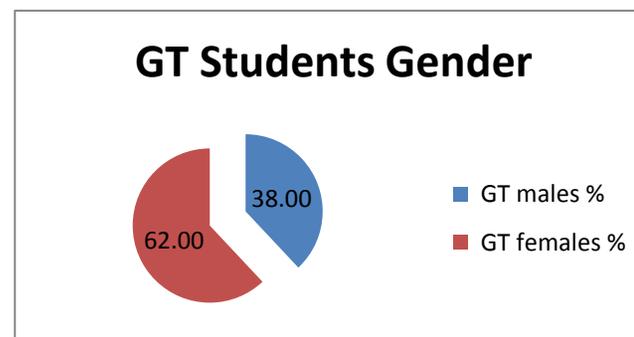
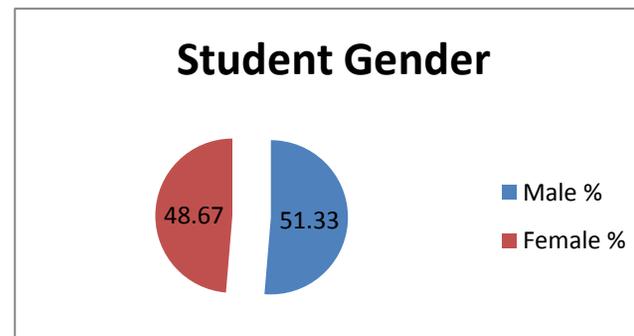
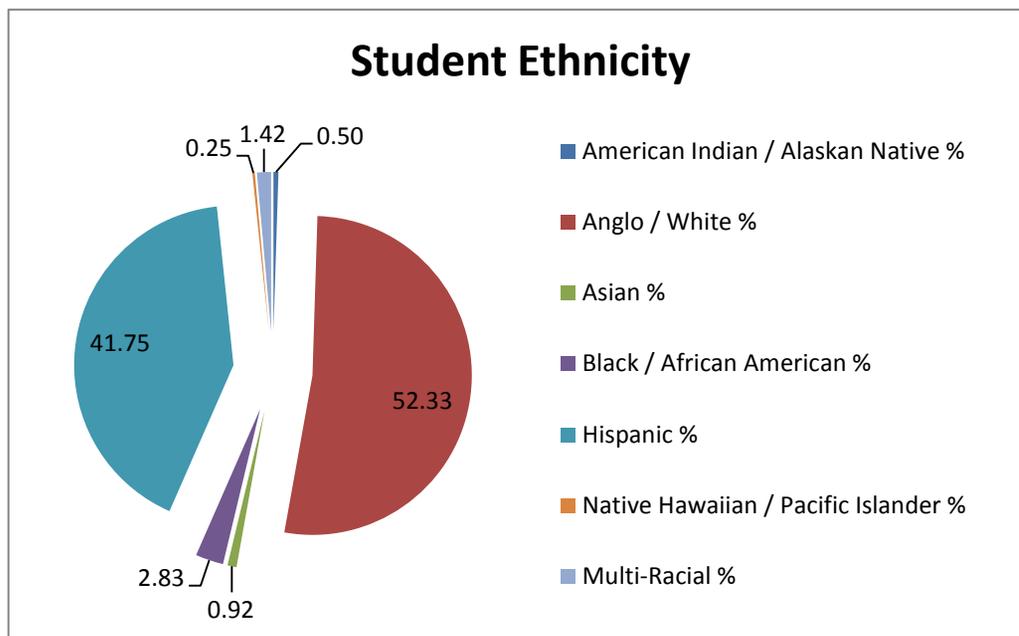
Needs: A spotlight "tech challenge" of the month for Chromebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum. Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize parents with the technology that their students are currently using in the classroom (Google Apps for Education & Google Classroom).

CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Marble Falls High School
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	1232
grade level	text	9-12
5 year prior enrollment	#	1105
increase in enrollment	%	11.49

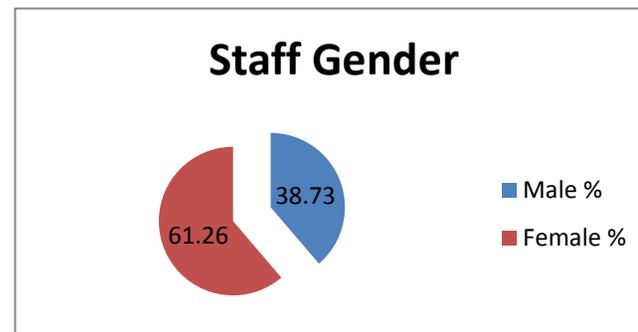
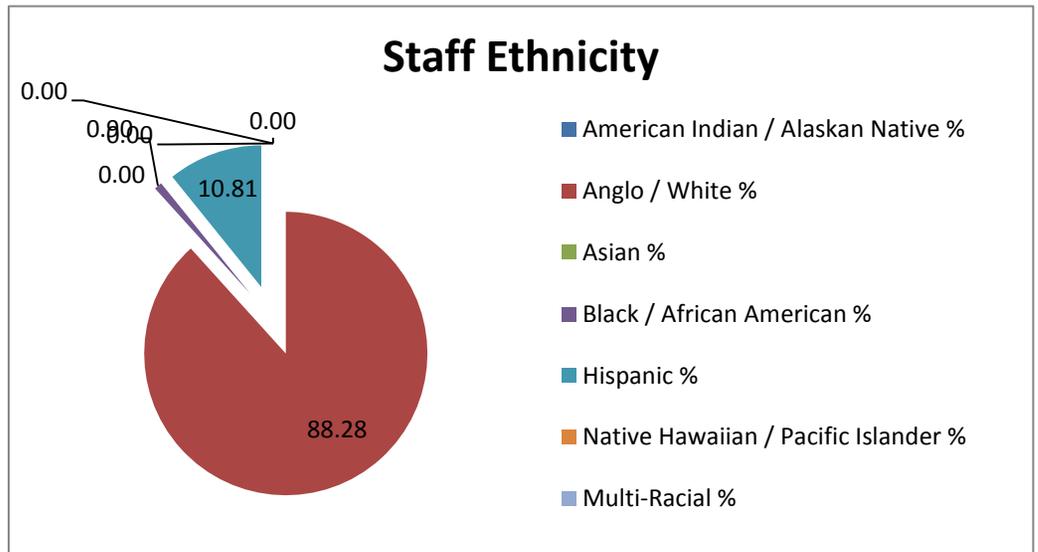
STUDENT DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.50
Anglo / White	%	52.33
Asian	%	0.92
Black / African American	%	2.83
Hispanic	%	41.75
Native Hawaiian / Pacific Islander	%	0.25
Multi-Racial	%	1.42
Male	%	51.33
Female	%	48.67
Low SES	%	55.00

STAFF DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.00
Anglo / White	%	88.28
Asian	%	0.00
Black / African American	%	0.90
Hispanic	%	10.81
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.00
Male	%	38.73
Female	%	61.26
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00

CAMPUS CHARACTERISTICS	2015-2016
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Average daily attendance for students	%	91.33
# of discipline referrals in 2015-2016	#	1027
# of discipline referrals in 2014-2015	#	904
# English Language Learners (LEP)	#	50
# GT students	#	95
GT males	%	38.00
GT females	%	62.00
# students in 504 program	#	55
# SPED students	#	145
# students tested/not qualified for SPED	#	7/6
LEP students	%	4.06
change in discipline referrals	%	13.61
served through SPED services	%	11.77



## Campus Performance Objectives Marble Falls High School

Math	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	226	74.78%	88.51%
At Risk	127	60.63%	83.10%	0.79%	4.23%
Economic Disadvantage	157	69.43%	86.54%	4.46%	11.54%
Am Indian/Alaska Native	0	0.00%	66.67%	0.00%	33.33%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	12	83.33%	100.00%	0.00%	11.11%
Hispanic	116	70.69%	82.98%	4.31%	8.51%
Hawaiian/Pacific Islander	1	100.00%	0.00%	0.00%	0.00%
Multi-racial	4	100.00%	100.00%	25.00%	20.00%
White	92	78.26%	91.80%	6.52%	9.84%
Gifted Talented	1	100.00%	100.00%	0.00%	33.33%
LEP	19	52.63%	42.86%	0.00%	0.00%
Special Ed	27	40.74%	57.14%	4.76%	5.00%

Science	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	278	91.37%	96.32%
At Risk	129	82.95%	86.11%	6.20%	8.33%
Economic Disadvantage	145	85.52%	93.66%	15.86%	33.33%
Am Indian/Alaska Native	1	100.00%	100.00%	0.00%	0.00%
Asian	2	50.00%	100.00%	0.00%	0.00%
Black/African American	12	83.33%	100.00%	25.00%	66.67%
Hispanic	102	88.24%	94.12%	10.78%	26.47%
Hawaiian/Pacific Islander	1	100.00%	0.00%	100.00%	0.00%
Multi-racial	4	100.00%	100.00%	50.00%	50.00%
White	156	94.23%	96.77%	37.82%	36.56%
Gifted Talented	25	100.00%	100.00%	72.00%	56.52%
LEP	6	66.67%	66.67%	0.00%	0.00%
Special Ed	20	60.00%	0.00%	5.00%	0.00%

Social Studies	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	247	93.93%	96.14%
At Risk	114	88.60%	96.69%	26.32%	12.61%
Economic Disadvantage	133	90.98%	94.66%	14.29%	22.14%
Am Indian/Alaska Native	1	100.00%	100.00%	0.00%	0.00%
Asian	2	50.00%	66.37%	0.00%	0.00%
Black/African American	5	100.00%	80.00%	0.00%	20.00%
Hispanic	100	91.00%	93.69%	13.00%	15.32%
Hawaiian/Pacific Islander	1	100.00%	0.00%	100.00%	0.00%
Multi-racial	1	100.00%	100.00%	0.00%	0.00%
White	137	96.35%	99.24%	37.23%	39.39%
Gifted Talented	25	100.00%	100.00%	76.00%	68.18%
LEP	5	60.00%	50.00%	0.00%	0.00%
Special Ed	12	75.00%	75.00%	8.33%	8.33%

Reading	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students	626	63.37%	78.72%
At Risk	309	44.96%	64.38%	0.29%	62.00%
Economic Disadvantage	157	59.55%	74.13%	3.02%	3.78%
Am Indian/Alaska Native	2	50.00%	71.43%	0.00%	0.00%
Asian	7	50.00%	66.67%	0.00%	0.00%
Black/African American	21	52.10%	81.25%	0.00%	6.25%
Hispanic	269	58.08%	70.00%	2.06%	4.10%
Hawaiian/Pacific Islander	2	50.00%	100.00%	0.00%	100.00%
Multi-racial	12	83.30%	83.33%	8.33%	16.67%
White	313	78.90%	85.76%	8.56%	12.91%
Gifted Talented	48	100.00%	100.00%	27.08%	45.10%
LEP	43	17.02%	11.54%	0.00%	0.00%
Special Ed	48	33.33%	37.50%	0.00%	0.00%

Writing	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2015 Actual	2016 Actual	2015 Actual
		All Students			
At Risk					
Economic Disadvantage					
Am Indian/Alaska Native					
Asian					
Black/African American					
Hispanic					
Hawaiian/Pacific Islander					
Multi-racial					
White					
Gifted Talented					
LEP					
Special Ed					

# **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 drop out 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 reside 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 (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

### **Periodic Updates and Eligibility Review**

The campus contact, in consultation with the campus administrator will establish procedures to conduct periodic reviews semiannually, 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 assistant principal(s), 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
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

### **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 the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

# **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 district students

**Title I Components**  
**(for proposed Targeted Assistance Plan)**

1. Summary of the Comprehensive Needs Assessment of the entire school.

2. Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research.

3. Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk).

4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program. (Teacher disaggregation and analysis of state data; teacher classroom assessment of students).

9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance.

10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

# MFISD Campus Professional Learning 2016-2017

## Back to School Professional Learning - August 2016

Need	Increase focus on standards
Strategy	Provide training to all staff on expectations for common planning and the Curriculum Alignment Project

Need	Enforce Student Code of Conduct consistently across campus
Strategy	Provide training for all staff to review Student Code of Conduct and expectations for discipline in the classroom and the school

Need	Improve communication & campus culture through the continuous collaboration of administrators & teachers using T-TESS
Strategy	Provide training for teachers on the purpose & requirements of the state's new evaluation system (T-TESS)

Need	Complete annual compliance requirements for state and district
Strategy	Utilize online modules on Eduhero.net to complete these requirements and provide opportunities for staff to complete them

Need	Communication of all campus safety and security procedures for staff members
Strategy	Provide training on all safety and security procedures and Campus Crisis Plan

# MFISD Campus Professional Learning 2016-2017

## Campus Professional Learning - Job Embedded

Need	Communicate campus discipline trends to staff
Strategy	Share discipline data with staff in faculty meetings as well as feedback from PBIS committee for improvements

Need	Increase student achievement in content areas
Strategy	Focus discussions on knowledge of standards being taught in Wednesday PLCs

Need	Provide resources, strategies and support for teachers in all areas of classroom instruction
Strategy	Weekly ILT meetings and debriefs to look at areas of need; share information in faculty meetings to provide support across campus

Need	Focus on teambuilding to improve campus culture
Strategy	Campus ILT will participate in a book study using "Five Dysfunctions of a Team" by Patrick Lencioni

Need	
Strategy	



<b>District Goal 1</b>		<b>MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.</b>					
<b>Campus Goal 1</b>		<b>Marble Falls High School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards</b>					
<b>1.1</b>	<b>Performance Objective 1</b>	<b>Classroom observation data will show an increase in effective instructional practices that produce increases in student achievement and academic data.</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
1.1.1	Implement the Curriculum Alignment Project throughout the campus.	Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	10% Increase in STAAR Data	1,2,4,8
1.1.2	Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development - focused on Tier 1 Instruction.	Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Staff Survey	In Process	25% Increase in Survey Data	1,3,4,8
1.1.3	Provide time to instructional staff to increase collaboration that is student-learning focused and standards-focused	Curriculum & Instruction, Human Resources, Principals, APs	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Master Schedule	Collaborative time provided to instructional staff district-wide, during contract-time	10% Increase in STAAR Data	4,5
<b>1.2</b>	<b>Performance Objective 2</b>	<b>To develop a coherent instructional leadership team that will build capacity with instructional staff in such a way that student's achieve at their fullest potential</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>



**District Goal 1**

**MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.**

**Campus Goal 1**

**Marble Falls High School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards**

1.3.1	The CTE department will monitor current partnerships and pursue new community partnerships to expand student opportunities.	CTE Department, ILT, Administration, CTE Advisory Committee	CTE Funds, Perkins funds, local donations, local funds; EDC; Chamber of Commerce; Rotary Club	CTE Advisory Committee; Perkins Effectiveness Report; Community Feedback	In Process	25% Increase in Certifications; 2 additional partnerships	3,4,7,9
1.3.2	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.	CTE Department, ILT, Administration	CTE Funds, Perkins funds, local donations, local funds; EDC; Chamber of Commerce	CTE Advisory Committee; Perkins Effectiveness Report; Community Feedback; Classroom Observations	In Process	Increase in CaSE and Survey Results	3,4,7,9
1.3.3							

<b>District Goal 2</b>		<b>MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.</b>					
<b>Campus Goal 2</b>		<b>Marble Falls High School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.</b>					
<b>2.1</b>	<b>Performance Objective 1</b>	<b>Marble Falls High School will develop, maintain, and nurture an instructional leadership team who will build capacity of each other and teachers.</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
2.1.1	Instructional coach and ILT will be responsible for facilitating individual growth and leadership of teachers at the campus level.	Administration, ILT, PSP, Central Office	<u>The 5 Dysfunctions of a Team</u> ; Late-Start Wednesdays; ILT Meetings; Agendas	Pre & Post-Survey Data	In Process	Weekly Meetings; 25% Increase in Survey Data	3,5
2.1.2	ILT meetings that review observation data to focus on Tier 1 instructional strategies and provide a needs assessment for levels of support across the faculty for students.	Administration, ILT, PSP, Central Office, ACE Site Coordinator	Classroom observation data of instructional strategies, Technology for presentations, meeting times	Collaborative Planning Documentation, Walk-through data, Lesson plans; RTI Forms in Aware	In Process	5% Reduction in Tier 2 & 3 Placements	1,2,9
2.1.3	Students have the opportunity to work with Adult Mentors, to provide assistance, leadership opportunities, advice and opportunities for instructional improvement.	Administration, ILT, Teachers, CEIC	Mentor Program; ACE Site Coordinator; CEIC; Office Staff; Community Support	Pre & Post-Survey Data; Documentation of Mentor Meetings	Planning	10% Increase in Students Served	1,2,5,9
<b>2.2</b>	<b>Performance Objective 2</b>						
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
2.2.1							
2.2.2							

<b>District Goal 2</b>		<b>MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.</b>					
<b>Campus Goal 2</b>		<b>Marble Falls High School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.</b>					
2.2.3							
<b>2.3</b>	<b>Performance Objective 3</b>						
	<b>Strategy / Activity</b>	<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
2.3.1							
2.3.2							
2.3.3							

<b>District Goal 3</b>	<b>MFISD 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.</b>
	<b>Marble Falls High School 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.</b>

<b>3.1</b>	<b>Performance Objective 1</b>	<b>Marble Falls High School will enhance ongoing methods of communication to share messages and invite feedback including community forums, parent &amp; student groups, surveys, technology resources (social media, website, etc.), and campus publications/letters.</b>					
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Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.1.1	MFHS will communicate information in English and Spanish whenever possible to reach all stakeholders and host events	Administration, Counseling Staff, Office Staff	Campus Funds, Title I Funds, ACE funds, Sky Alert, Webpage, Official Social Media Sites	Participation in community and family events; Parent Survey Results, CaSE	In Process	10% Increase in parent & family member participation in school events	6,7
3.1.2	MFHS will provide communication to parents and family members with opportunities to come to school to learn more about their child's instruction as well as events happening on campus	Teachers, Administrators, ILT, ACE Site Coordinator, Counselor, Secretary	Senior Conferences, FAFSA Night, ACE parent events, Technology, CTE Parent Nights, Open House	Participation in community and family events; Parent Survey Results, CaSE	In Process	10% Increase in parent & family member participation in school events	6,7
3.1.3	MFHS will continue to embrace social media as a mode of communication.	Administration, ILT, Teachers	Twitter, Facebook, Google Apps for Education, Staff Handbook	Participation in community and family events; Parent Survey Results, CaSE	In Process	10% Increase in parent & family member participation in school events	6,7

<b>3.2</b>	<b>Performance Objective 2</b>						
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Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.2.1							
3.2.2							

<b>District Goal 3</b>		<b>MFISD 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.</b>					
		<b>Marble Falls High School 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.</b>					
3.2.3							
<b>3.3</b>	<b>Performance Objective 3</b>						
	<b>Strategy / Activity</b>	<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
3.3.1							
3.3.2							
3.3.3							

<b>District Goal 4</b>		<b>MFISD will provide a safe and healthy environment conducive to student learning.</b>					
<b>Campus Goal 4</b>		<b>Marble Falls High School will promote a positive and safe learning environment for all students and community members.</b>					
<b>4.1</b>	<b>Performance Objective 1</b>	<b>Marble Falls High School will promote a positive &amp; safe learning environment through a collaborative culture with all stakeholders to ensure success for all students.</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
4.1.1	Staff will be trained on all safety and security procedures, Code of Conduct, and in Campus Crisis Plan	Administration; Director of Security	Safety Logs; Drill Logs; August PD, Faculty Meetings; MFISD SRO, Campus Admin Discipline Matrix, Handbooks & Student Code of Conduct	Safety Audits; V-Soft Rosters; Sign-In Documentation	In Process	100% of Staff Trained; 25% Increase in Survey Results	1,5, 10
4.1.2	MFHS Students 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.	Students, Staff, Administration	Student Council, Student Organizations, Principal Student Advisory Council, Supt. Student Advisory Council	Agendas; CaSE Results; Student and Community Feedback	In Process	10% Increase in Survey Results	1,5,9
4.1.3	MFHS 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.	Students, Staff, PBIS Committee, ACE Site Coordinator, Administration	Discipline Documentation; Student Assemblies, Faculty Meetings; PBIS Meeting agendas; Handbooks & Student Code of Conduct	PBMAS, Discipline Records	In Process	10% Increase in Survey Results; Decrease in PBMAS Staging	1,5,9,10
<b>4.2</b>	<b>Performance Objective 2</b>						
			<b>Resources /</b>	<b>Formative and/or</b>	<b>Beginning of Year</b>	<b>Target Goal</b>	

**District Goal 4**

**MFISD will provide a safe and healthy environment conducive to student learning.**

**Campus Goal 4**

**Marble Falls High School will promote a positive and safe learning environment for all students and community members.**

Strategy / Activity		Staff Responsible	Implementation Evidence	Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.2.1							
4.2.2							
4.2.3							

<b>4.3</b>	<b>Performance Objective 3</b>						
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Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.3.1							
4.3.2							
4.3.3							

<b>District Goal 5</b>		<b>MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.</b>					
<b>Campus Goal 5</b>		<b>Marble Falls High School will recruit, hire, develop, and retain highly qualified and effective personnel.</b>					
<b>5.1</b>	<b>Performance Objective 1</b>	<b>Marble Falls High School will recruit and retain a high percentage of highly qualified personnel during the 2016-2017 school calendar year.</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
5.1.1	All instructional staff will meet highly qualified status.	Administration; Central Office	Job Posting Requirements; Campus Interview Process	NCLB Reports	In Process	100% of Staff meet NCLB Highly Qualified Status	3,5,7
5.1.2	Develop interactive opportunities to learn instructional strategies & share ideas that have worked for them.	Administration, Teachers, ILT, IC's, IT	Campus Funds; Campus Materials; CEIC	Pre & Post Survey Results; STAAR Scores	In Process	Retention of 90% of new staff; 10% Increase on STAAR Assessments	1,2,5,9
5.1.3	Development of a mentor-teacher program for MFHS staff who are new to campus.	Administration, Teachers, ILT, IC's	Campus Funds; Campus Materials; CEIC	Program Plan to CEIC, MFHS Staff	In Process	Retention of 90% of new staff	3,5,7
<b>5.2</b>		<b>Performance Objective 2</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
5.2.1							
5.2.2							
5.2.3							
<b>5.3</b>		<b>Performance Objective 3</b>					

**District Goal 5**

**MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.**

**Campus Goal 5**

**Marble Falls High School will recruit, hire, develop, and retain highly qualified and effective personnel.**

**5.3 Performance Objective 3**

	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.3.1							
5.3.2							
5.3.3							

<b>District Goal 6</b>		<b>MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.</b>					
<b>Campus Goal 6</b>		<b>Marble Falls High School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.</b>					
<b>6.1</b>	<b>Performance Objective 1</b>	<b>Marble Falls High School will provide students and staff with necessary resources.</b>					
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
6.1.1	Increase the amount of feedback gathered to develop a budget with input from stakeholders.	Administration	Budget Guidelines from MFISD; CEIC; PLC's	Adopted Budget	Planning		9,1
6.1.2	The budget process will be developed and managed to reflect the objectives of the CIP and follow Title I Compliance Regulations	Administration	Budget Guidelines from MFISD; CIP; DIP; Title I	Adopted Budget	Planning	100% Alignment with CIP and DIP	9,1
6.1.3							
<b>6.2</b>	<b>Objective 2</b>						
<b>Strategy / Activity</b>		<b>Staff Responsible</b>	<b>Resources / Implementation Evidence</b>	<b>Formative and/or Summative Evaluation</b>	<b>Beginning of Year Status</b>	<b>Target Goal (If Applicable)</b>	<b>Title 1 Component</b>
6.2.1							
6.2.2							
6.2.3							
<b>6.3</b>	<b>Objective 3</b>						

**District Goal 6**

**MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.**

**Campus Goal 6**

**Marble Falls High School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.**

Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.3.1							
6.3.2							
6.3.3							