

**Farwell
Elementary
Campus Improvement Plan
2013 - 2014**

Farwell Elementary Campus Improvement Plan was developed through a collaborative effort by the Campus Improvement Committee.

Mission Statement

The mission of Farwell Elementary School is to develop students who are lifelong independent learners. We will accomplish this by providing a varied and challenging curriculum taught by a well trained and dedicated staff in a safe, positive environment.

Farwell Elementary

Site-Base

Campus Improvement Committee

Annie Crawford-Administration

Jan Hardisty -Teacher

Ruth Anne Bennett –Teacher

Yvonne Ortega - Teacher

Judy Hall – Teacher

Susie Dale-Parent

Sammy Herrera-Parent

Carla Vidaurri-Community Member

Linda Hardy-Community Member

Billy May-Business Representative

Farwell Elementary
Comprehensive Needs Assessment

The Farwell Elementary Improvement Committee will review the following components of the Comprehensive Needs Assessment for the 2013-2014 school year.

- Disaggregation of 2012 - 2013 STAAR results from all student populations
- Beginning, middle, and end of year TPRI results (K-2) – Compare to Fountas and Pinnell System
- 2013 AYP report
- Special Education results
- Student retention/failure rates
- Attendance Rates
 - Campus/Grade levels
- Evaluation of Special Programs:
 - Migrant
 - ELL
 - G/T – referral process and quality of instruction
 - Dyslexia
 - Special Education – referrals and placements
 - Head Start
- Evaluation of discipline/attendance referrals
- Academic/Behavioral Early Intervention plan (RTI)
- Reading Curriculum Alignment
- School Safety
- Accomplishments of the 2012 - 2013 Campus Improvement Plan
- Parent/Community concerns
- Facilities
- Parent Participation

The committee also reviewed the following requirements:

- Texas Education Code's required components
- Compensatory education requirements
- TEA's Resource Guide for Integrated District and Campus Planning and Decision Making

As a result of reviewing this data, the committee listed targeted areas that need to be addressed.

- Improve all STAAR scores in order to maintain an Exemplary rating.
- Improve all STAAR Scores with an emphasis on Hispanic students and low socio-economic students.
- Better serving LEP/NES students within the ESL program
- Vertically align Science, Math, SS, and ELA Curriculum
- Supplemental Reading
- Improve RTI Model
- Hiring and retaining Highly Qualified personnel
- Addressing population growth and class size.

The committee categorized the list of targeted areas. The members then developed goals and strategies that addressed those areas. The result of the Comprehensive Needs Assessment is reflected in the following Campus Improvement Plan for 2013 - 2014.

Farwell Elementary Campus Improvement Plan

Long Range Goal # 1: Farwell Elementary will promote academic excellence for all students.

Objective 1: All students will reach high academic standards, at a minimum attaining proficiency or better on STAAR exams with an emphasis on obtaining exemplary status.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
1.1: Provide Math & Reading STAAR Released tests or STAAR Equivalent for benchmark testing of all 2 nd through 5 th grade students.	2 nd through 5 th grade teachers	2012-2013 released tests from 3 rd through 5 th grade teachers/TEA online tests	Fall/Spring Semesters	Mastery of STAAR objectives & test scores	3 rd grade -5 th grade STAAR results
1.2: Extended School Day for 1 st through 5 th grade students at-risk of failing core subjects/STAAR exams.	1st through 5 th grade Classroom Teachers	SCE Funds: \$14,500.00	December-2013– April 2014 2/3 per week	Attendance, improved reading (Running records and Released STAAR Test scores	Passing grades and STAAR results
1.3: Tutorial time for students at-risk of failing core subjects/STAAR tests	K through 5 th grade classroom teachers	local	Daily/As needed	Improved scores, Participation	Reading on grade level/ STAAR Scores
1.4: CVP STAAR Science Workbooks for all 4th and 5 th grade students to supplement science curriculum in order to better prepare students for 5 th grade Science STAAR test.	5 th grade Science teacher- Mrs. Hromas	STAAR supplies	2013-2014 School Year (Daily)	Weekly Student scores	5 th grade STAAR Science scores
1.5: Buckle Down (“Step-up to STAAR” supplemental preparation workbooks) for 3 rd through 5 th grade.	3 rd -5 th grade teachers	SCE Funds: STAAR supplies-	Spring Semester	Worksheet scores	3 rd -5 th grade Reading/Math STAAR scores

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Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
1.6: Disaggregate each year's Science STAAR scores in order to identify areas of weakness to be addressed the following year	Principal 5 th grade teachers 3-4 grade teachers	DMAC – Region XVI ESC	June 2013	Benchmark Testing	5 th grade Science STAAR scores
1.7: Provide professional development opportunities for K-5 teachers in order to better understand and meet the needs of all students with an emphasis on economically disadvantaged students	Superintendent Elementary Principal K-5 Teachers	Local P.D. Region XVI ESC	Summer 2014	Certificates of Completion	Improved student performance
1.8: Provide K-5 teachers with all the necessary science lab materials and supplies to appropriately provide instruction and lab investigations.	Superintendent Elementary Principal	Local	2013 - 2014 school year	Science lab assessments	Improved students performance on Science STAAR test

Farwell Elementary 2013-2014 Campus Improvement Plan

Long Range Goal # 1: Farwell Elementary will promote academic excellence for all students.

Objective 2: Farwell Elementary students will master all TEKS reading objectives relevant to each student's grade level.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
2.1: Continue the Accelerated Reader program to improve fluency and comprehension skills in grades 1-5.	Head Librarian, Librarian Asst. Classroom teachers	Local Accelerated Reader -\$5,500	Entire 2013-2014 school year	Six weeks % of goals. Book circulation AR student reports	Improved fluency/ comprehension skills reflected on Foutas/Pinnell, class scores, and STAAR scores
2.2: Administration of iStation (K-5 grade students) to measure the five basic reading components.	Classroom teachers and teacher assistants	iStation – Local funding Teacher & Assistants – Compensatory (\$ _____)	Fall, Mid-Winter, and Spring of 2013 - 2014 school year	Daily grades, six weeks grades and Fall, Mid-Winter, and Spring - assessments	End of year Assessment, Grade level reading scores, and STAAR reading scores
2.3: Continue Balanced Literacy program and implement new ELA program(grades K-2)	K-2 classroom teachers	Local	Entire 2013 - 2014 school year	6 weeks reading grades. Student tests (program generated).	End of year reading grades , Mastery of grade level TEKS obj
2.4: Provide for screening, identification, & service of dyslexia students	Dyslexia Coordinator	Local	As needed	Weekly progress reports	Improved reading skills

Farwell Elementary 2013-2014 Campus Improvement Plan

Long Range Goal # 1: Farwell Elementary will promote academic excellence for all students.

Objective 2: Farwell Elementary students will master all TEKS reading objectives relevant to each student's grade level.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
2.5: Continue supplemental reading programs to improve all K-2 students' five basic reading components. Lexia – K-3 (25 License)	Elementary Principal, and K-2 teachers	Lexia – Local \$1,500	August 2013–May 2014 Daily	Weekly Lexia Print outs	Fountas/Pinnell results. Fewer Sp. Ed. referrals, & Grade level reading.
2.6: Continue supplemental reading programs to address reading deficiencies in 3-5 grade students. Lexia – Istation – Study Island – Reading Eggs	Elementary Principal	Local and SSA arrangements \$5,200	August 2013– May 2014	Reading Plus and My Reading Coach weekly print outs	Grade Level reading, Fountas/Pinnell, STAAR scores, and fewer Sp. Ed referrals
2.7 Continue Star Testing program grades 3-5 to place students on appropriate reading levels for Accelerated Reader program.	Classroom teachers/ Technology Assistant	Local funds/School wide Title Reap funds, AR funds \$2,500	August & April of school year and when new students enroll	Star Assessments	Increased reading levels Fountas/Pinnell
2.8: Classroom tutoring/Extended school day for students needing additional instruction to improve reading skills	Classroom teacher/teacher assistant	Local Teacher Assistant (compensator)	As needed based on daily observation /scores	Student participation	Improved reading scores/skills based on TPRI, Fountas/Pinnell, Star, and STAAR tests

Farwell Elementary 2013-2014 Campus Improvement Plan

Long Range Goal # 1: Farwell Elementary will promote academic excellence for all students.

Objective 3: Farwell Elementary Students will master all TEKS Math objectives relevant to each student's grade level.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
3.1: Align K-5 Math curriculum for all students grades K-5	k-5 grade classroom teachers	Local	Daily	Individual student scores, 6 week math grades	End of year math grade, Mastery of grade level TEKS objectives
3.2: Provide tutoring and extended day program for students struggling with math	4-5 grade classroom teachers and teacher assistants	Local Teacher Assistant (compensatory)	As needed based on daily observation/scores	Student participation	Improved math scores and Math STAAR tests
3.3: Research supplemental math programs to improve all students math skills	Elementary principal/Lab Assistant	Local	Summer 2014	Research, examine, and use trial math programs	Select & implement supplemental math program for 2013 - 2014 school year

Farwell Elementary 2013-2014 Campus Improvement Plan

Long Range Goal # 1: Farwell Elementary will promote academic excellence for all students.

Objective # 4: Farwell Elementary Students will master all TEKS Science objectives relevant to each student's grade level.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
4.1: All K-5 teachers will provide a TEKS based science lesson daily for all K-5 students	K-5 teachers Elementary Principal	Local	Daily throughout 2013 - 2014 school year	Science TEKS objectives	Greater knowledge of grade level science
4.2: Vertically align K-5 science curriculum for 2013– 2014 school year and research possible K-5 Science C-Scope for 2013 - 2014 school year.	K-5 teachers Elementary principal	Local	Summer 2014	Vertical alignment sign-in sheet, Curriculum alignment goals and objectives	Higher STAAR science scores, and greater science knowledge among students
4.3: Provide workshop for all K-5 teachers addressing appropriate Science TEKS to be taught at each grade level	Principal Classroom teachers	Lola Henning Region XVI	Summer 2014	Workshop attendance, Lesson plans	Science grades, Science STAAR scores
4.4: Provide 5 th grade students with highly qualified science instructor	Principal	Teacher applicants	Summer 2014	Interviews with Site-Based committee	Science STAAR scores
4.5: Provide a series of TEKS related science field trip investigations to expose economically disadvantaged students to a variety of scientific opportunities that promote interest and learning.	Principal K-5 teachers	Local and regional resources	2013-2014 school year	participation	Improve science grades and science STAAR scores

Farwell Elementary Campus Improvement Plan

Long Range Goal #1: Farwell Elementary will promote academic excellence for all students.

Objective # 5: Ensure proper intervention and screening takes place prior to referring students for special education services.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
5.1: Utilize appropriate measures to ensure student does not have a language deficiency before referring for special education services	ELL teacher, classroom teacher, Elementary principal, diagnostician, secretary	Local	No later than two weeks after enrollment or first sign of concern from teacher.	Home language survey, ELL and classroom instructor observations, samples of student work, prior test scores	Proper placement of student based on sufficient data.
5.2: Implement RTI model for 2013 - 2014 school year along with appropriate intervention programs to address student deficiencies in reading, math and inappropriate behaviors.	Elementary principal, special education director, special education teacher, school counselor.	Special education funding Local \$1,680	2013 - 2014 school year	RTI training for all staff. Supplemental reading programs in place for 2013 - 2014 school year.	Fewer special education referrals.

Farwell Elementary Campus Improvement Plan

Long Range Goal #1: Farwell Elementary will promote academic excellence for all students.

Objective # 6: Ensure appropriate screening, identification, and instruction for students in/or desiring to be in the gifted/talented program.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
6.1: Ensure all elementary teachers have G/T certification and are serving G/T students in the classroom.	Elementary teachers and Elementary principal, and G/T coordinator	Local	Summer 2014	G/T training 6-hour update participation	All teachers G/T certified a (certificate on record) and providing documented instruction during the 2013 - 2014 school year.

Farwell Elementary 2013-2014 Campus Improvement Plan

Long Range Goal #1: Farwell Elementary will promote academic excellence for all students.

Objective # 7: Provide ESL/ELL/Migrant students with a high quality instruction that will enable them to become excellent readers, speakers, and writers as measured by the TELPASS and RPTE and be able to pass the appropriate state testing standards.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
7.1: All classroom teachers (k-5) will be ESL certified for the 2013 - 2014 school year.	Classroom teachers, elementary principal	ESC XVI Local	Summer 2014	ESL training	ESL certificate
7.2: Provide ESL pullout program for those students who have not scored high on the RPTE test.	Elementary principal, classroom teacher, and ESL pullout instructor	Local	Daily instruction during 2013 - 2014 school year	ESL pullout participation. LPAC minutes	Improved reading, speaking, and writing skills as measured by the appropriate assessment tools.
7.3: Supplemental reading program (computer based) within the ELL classroom and the regular ed classroom to improve vocabulary, understanding, and fluency.	Elementary principal, ESL pullout instructor, and the classroom teacher.	Local	Daily instruction during 2013 - 2014	Computer log and printout of student progress LPAC minutes	Improved State assessment scores.
7.4: ELL Summer School for upcoming 1 st grade students.	Elementary Principal, ELL instructor, ELL parents	Local	July 2014	Summer school attendance LPAC	Improved State assessment scores.
7.5: Provide a quality Migrant Education Program that includes: <ul style="list-style-type: none"> Annual recruitment, verification, identification, and services. 	Principal District Migrant	Migrant Funds \$21,145 Region XVI SSA	June 2014	Summer School Certificate of Eligibility	Improved State assessment scores.

<ul style="list-style-type: none"> • Training in four areas of focus: <ol style="list-style-type: none"> 1. Migrant Services Coordination 2. Early Childhood Education 3. Parent Involvement and Recruitment 4. Graduation Enhancement 	Coordinator			Student Identification And Participation	Grade Level Performance in Reading and Math
				Priority for Service Report SSA ESC XVI	Increased enjoyment of reading

Farwell Elementary 2013-2014 Campus Improvement Plan

Long Range Goal # 1: Farwell Elementary will promote academic excellence for all students.
 Objective # 8: Farwell Elementary will promote early learning to ensure school readiness.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
8.1: Head Start class provided on campus	Elementary principal, Head Start Teacher	Head Start Funds \$77,080	August 2013- May 2014	Class Roster	Kindergarten enrollment, Student progress (testing)
8.2: Community will be notified of Head Start classes through newspaper ads and flyers.	Head Start teacher	Local	Spring 2014	Newspaper ads and flyers	Maximum Head Start enrollment
8.3: Transition activities including: parent meetings, home visits, transition folder for parents, and H.S./Kindergarten coordination	Elementary principal and staff.	Federal Funding: Local	Spring 2014	Class Roster, Parent sign-in sheets, Home visit documentation, Staff	Kindergarten preparedness

				meetings	
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Farwell Elementary 2013-2014 Campus Improvement Plan

Long Range Goal # 1: Farwell Elementary will promote academic excellence for all students.

Objective # 9: Farwell Elementary Students will maintain a minimum of a 97% attendance rate throughout the school year.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
9.1: School personnel will actively monitor student attendance through phone calls, personal contacts, and letters to students and parents	Elementary principal, secretary, and classroom teachers	Student handbook Local, Parent Involvement plan	Daily	Attendance reports, sign-in/sign-out sheets, log of parent contacts	Minimum of 97% attendance, improved academic scores, and increased instructional time
9.2: Attendance incentives including t-shirts, movie passes, and McDonald's gift certificates.	Elementary principal and elementary secretary	Local , McDonalds, and North Plains Cinema	Each six weeks, each semester, and both semesters combined	Attendance reports	High attendance rate 97% or greater

Farwell Elementary 2013-2014 Campus Improvement Plan

Long Range Goal # 2: Farwell Elementary will create and maintain a safe and drug free school environment.

Objective: The Campus will provide a safe and orderly school environment for all students to learn and develop.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
1.1: Meet the Teacher Night CATCH Night (Coordinated Approach to Child Health including health education, physical education, parental involvement, school food services, and traffic safety.	School nurse, classroom teachers, Cafeteria director, P.E. teacher, and Elementary principal	County Sheriff's department, local businesses, local funds, 400.00	August 2013 May 2014	Student participation	Increased awareness of healthy foods, proper exercise, and traffic safety
1.2: Bicycle Safety/Pedestrian Safety/Stranger Safety Seminar	Elementary Principal	Farwell Police Department	March 2014	Student participation	Increased awareness of traffic laws for bicycles, pedestrians, and strangers.
1.3: Fire Safety for K-1 students	Elementary Principal	Clovis Fire Department	April 2014	Student participation	Increased awareness of Fire safety
1.4: Fire and Tornado drills	Elementary Principal	Local	Monthly	Documented fire and tornado drills	Execution of drills without mishap.

Farwell Elementary 2013-2014 Campus Improvement Plan

Long Range Goal # 2: Farwell Elementary will create and maintain a safe and drug free school environment.

Objective: The Campus will provide a safe and orderly school environment for all students to learn and develop.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
1.5: All student s will be trained in bus safety.	Elementary Principal, Bus Foreman	Local	Fall	Students performed in acceptable timeframe	Information retention and expression
1.6: All door entrances locked during school hours with the exception of the South doors.	Elementary Custodian, Elementary principal	Local	Daily – 8:15 am to 3:25 pm	Check locks daily	Not one can enter during the school day without checking with the office.
1.7: Criminal background checks on all new employees as well as certification check from SBEC	Superintendent	Local SBEC Law Enforcement Agencies	Prior to hiring	Documen- tation of criminal check	No employees hired with a criminal background
1.8: SHAC – School Health Advisory Council to discuss important school safety and health concerns.	Parents Community rep, business rep, and two school staff	Local	Beginning Fall 2013 With 4 Meeting throughout the year	SHAC sign-in sheet, meeting minutes	Goals and objectives of SHAC.

Farwell Elementary 2013-2014 Campus Improvement Plan

Long Range Goal # 3: Farwell Elementary will encourage community and parental involvement.

Objective: Promote meaningful parent and community involvement in the educational process of each student

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
1.1: Provide bilingual staff to translate for Spanish speaking parents whenever needed.	Bilingual staff: Maria Arce, Leticia Galvan, Janie Favila, Rosalia Saenz Christina Ruiz Adriana Reyna	Local	Daily – whenever the school doors are open	Parent/staff conversations	Successful Communication, and a welcome feeling each time a parent visits the school.
1.2: Update and continually abiding by the parent involvement policy	Hayley Christian Kristy White	Local	August 2013- May 2014	Staff development for parents, community, and teachers	Increased parent involvement.
1.3: Elementary Open House	All faculty/Staff	Local	Fall 2013	Parent sign-in sheet	Increased parent involvement.
1.4: Early release days to allow for scheduled parent/teacher conferences and report card pickup.	All faculty/Staff	Local	Three times per year based on six weeks report dates.	Parent sign-in sheet, report card sheet, parent/teacher conf. notes	Increased parent involvement.

Farwell Elementary 2013-2014 Campus Improvement Plan

Long Range Goal # 3: Farwell Elementary will encourage community and parental involvement.

Objective: Promote meaningful parent and community involvement in the educational process of each student

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
1.5: Follow district and Title I parental involvement policies	Elementary Principal	Local Title I A \$84,496	2013 - 2014 school year	District-wide Title I parent meeting, parent sign-in sheet, Title I required parent meeting agendas.	Increased Parent Involvement
1.6: Encourage parent and community participation in the development and maintaining of school policies	All staff	Local	2013 - 2014 school year	Parent and community school participation	New policies with parent/community input
1.7: Issue student progress reports to inform parents of child's progress and/or areas of concern including an invitation for a parent/teacher conference.	Classroom teachers, Elementary Secretary	Local	Every 3 rd week of each grading period	Participation logs, copy of progress report signed by parent	Increased Parent Involvement and increased student performance.
1.8: Encourage parents/community to volunteer at school to work in the classroom, coach UIL literary events, class parties, and serve on committees, workdays, surveys, and employ local students.	Elementary Principal	Local	August 2013-May 2014	Participation logs	Increased Parent Involvement in needs assessment, decision making, instruction, and school promotion

Farwell Elementary 2013-2014 Campus Improvement Plan

Long Range Goal #4: Farwell Elementary will provide staff development to achieve academic excellence for all students.

Objective#1 Farwell Elementary will provide staff development opportunities at both the local, regional, and state levels to enhance student instruction.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
1.1: Provide local staff development in compute technology.	Kathy Curtis	Computer lab Local Title II Part A* Funds \$18,173	Summer 2014	Teacher sign-up sheets	Certificates of completion
1.2: Provide local staff development for 6 hour G/T update	Susan Sutherland	Local *	Summer 2014	Teacher sign-up sheets	Certificates of completion
1.3: Provide ESL certification training and refunding of ESL certification testing expenses	Superintendent Classroom teachers	ESC 16 *	Fall 2014	Teacher sign-up sheets	Certificates of completion
1.4: Professional Development activities to disaggregate STAAR information and update TEKS curriculum changes	Classroom teachers, Elementary Principal	2012 - 2013 AEIS report *	Summer 2014	Attendance- sign in sheets	Improved STAAR scores and TEKS coverage.

Farwell Elementary 2013-2014 Campus Improvement Plan

Long Range Goal # 4: Farwell Elementary will provide staff development to achieve academic excellence for all students.
 Objective # 1: Farwell Elementary will provide staff development opportunities at the local, regional, and state levels to enhance student instruction.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
1.5: Contract with ESC 16 for staff development opportunities	Superintendent, All staff members	ESC-16 *	2013 - 2014 school year	Paid contracts, Staff development certificates	Increased student performance on all local and state assessments.
1.6: Staff development activities for identifying, intervention, assessing needs, planning, modifying, tutor/remediate and serving at-risk students	Local staff, Hayley Christian Elementary Principal	ESC 16, Parmer County Sp. Ed. Coop, and Johnna Blackburn *	Summer 2013, and 2013 - 2014 school year	Staff development records and certificates	Increased student performance on all local and state assessments.

Farwell Elementary 2013-2014 Campus Improvement Plan

Long Range Goal # 4: Farwell Elementary will provide staff development to achieve academic excellence for all students.
 Objective # 2: Develop, maintain, and employ highly qualified administrators, teachers, and paraprofessionals through needs based on professional development activities and recruitment strategies.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
1.7: Provide additional training for teachers in the area of newly acquired technical devices and programs, i.e., Promethean, C-Scope, iPads, DMAC, Document Cameras, COWs.	Teacher, Elementary Principal, Shared Services arrangement, Vendor training	Local, Title I Part A	Summer 2014 School Year 2013 - 2014	Increased tech implementation, Aligned technology and curriculum	Student academic successes, student motivation,

Farwell Elementary 2013-2014 Campus Improvement Plan

Farwell Elementary Highly Qualified Teacher Plan

Goal Summative Evaluation	All students will be taught by highly qualified teachers by the end of the 2013-2014 school year. Teacher contracts, teacher assignments, personnel files, staff development records				
Performance Objectives	<p>Obj. 1 Increase the percentage of “highly qualified” teachers in core teaching areas to 100% by the 2013-2014 school year.</p> <p>Obj. 2 Increase the percentage of teachers receiving practical, appropriate, and quality professional development in all core content areas being taught.</p> <p>Obj. 3 Ensure that all students, including low-income students and minority students, are taught by highly qualified teachers in all core areas.</p> <p>Obj. 4 Assist non-highly qualified teachers in obtaining certification in a timely manner.</p> <p>Obj. 5 Ensure that all teachers in core academic subjects are highly qualified in at least one core academic subject they teach.</p> <p>Obj. 6 Provide mentoring for all non-highly qualified teachers.</p> <p>Obj. 7 Attract and retain highly qualified teachers.</p> <p>Obj. 8 Ensure that all new paraprofessionals become highly qualified in a timely manner.</p>				
STRATEGY/ACTIVITY	Target Population	Person Responsible	Budget/ Resource	Formative Assessment	Timeline
Obj. 1 – Require all non-highly qualified teachers to fulfill all required highly qualified criteria by the end of the 2013-2014 school year for contract renewal.	Non-certified teachers	Campus Principals All teachers	Title II Local	SBEC documentation EXcET/TEXES results	May 2014

STRATEGY/ACTIVITY	Target Population	Person Responsible	Budget/ Resource	Formative Assessment	Timeline
Obj. 1 – Make it a priority to hire only highly qualified teachers.	Highly qualified Teachers seeking employment	Campus Principals	Local Funds	Job applicants Resumes	Spring/Summer 2014
Obj. 2 – Provide all teachers with professional development opportunities that specifically target knowledge development, teaching strategies, and instructional ideas essential to becoming highly qualified in all core areas taught.	All teachers	Superintendent Campus Principals Teachers	Title I and II Funds Local Funds Local School District Region XVI Service Center	Workshop enrollment Certificates of completion Application in classrooms	Current through 2013-2014 school year
Obj. 3 – Implement class scheduling procedures that ensures all low-income and minority students are placed in the classrooms of highly qualified teachers	Low income students Minority students Highly qualified teachers	All teachers Campus Secretaries Campus Principals	Local Resources	2013-2014 student class schedules Teacher Rosters	Summer 2014
Obj. 4 – Provide non-highly qualified teachers with pre-paid advanced coursework opportunities, professional development resources, preparation materials for EXcET/TEExES examinations and cost of exam fees.	Non-highly qualified personnel	Superintendent Campus Principals Non-certified personnel	Title II Funds Local Funds Local district Region XVI S.C. Local College/University	Advanced course work enrollment Workshop enrollment/certificates of completion Exam results	Current through 2014 school year

STRATEGY/ACTIVITY	Target Population	Person Responsible	Budget/Resource	Formative Assessment	Timeline
Obj. 5 – All teacher job assignments in core areas will be contingent upon highly qualified status.	All teachers	Campus Principals	Master Schedule	SBEC Certificates Personnel files	2013-2014 school year
Obj. 5 – Departmentalization of 3 rd , 4 th , and 5 th grade students to allow students to be taught by teachers highly qualified in one area.	3 rd , 4 th , and 5 th grade students	Elementary Principal 3 rd -5 th grade teachers	Master Schedule	Job assignments SBEC certification Class schedules	2013-2014 school year
Obj. 6 – Each non-highly qualified teacher will have a highly qualified mentor teacher providing guidance and an ongoing support system to help the teacher achieve highly qualified status.	Non-highly qualified teachers Mentor teachers	Campus Principals Designated Mentor teachers	Highly qualified teachers	Weekly mentor/teacher meetings Classroom observations	2013-2014 school year
Obj. 7 – Aggressively pursue highly qualified teachers through job fairs, career expos, local universities, and word of mouth recruitment.	Highly qualified teacher applicants	Superintendent Campus Principals	Local/Regional universities Region XVI S.C. local and regional job fairs/expos	Applications Interviews Job fair/expo sign-in sheets	Current through summer 2014
Obj. 7 – Provide both monetary and non-monetary incentives to highly qualified teachers for retention purposes.	All highly qualified teachers	Local Board of Trustees Superintendent Campus Principals	Local Funds	Contract Renewals	Spring 2014

STRATEGY/ACTIVITY	Target Population	Person Responsible	Budget/ Resource	Formative Assessment	Timeline
<p>Obj. 8 – Require all paraprofessionals, both current and newly hired, to pass paraprofessional competency exam, complete a minimum two years of higher education coursework and attend paraprofessional training.</p>	<p>All paraprofessionals</p>	<p>Campus Principals</p>	<p>Title I & II Funds Local Funds Region XVI S.C.</p>	<p>Enrollment/completion higher education courses Pass paraprofessional exam Certificate completion (paraprofessional training)</p>	<p>2013-2014 school year</p>