

Farwell Junior High

**Campus Improvement Plan
2013-2014**

Farwell Junior High's 2013-2014 Campus Improvement Plan was developed through a collaborative effort by the Campus Improvement Committee.

Mission Statement

The mission of Farwell Junior High School is to provide an environment in which each student will have the opportunity to enrich to the fullest his/her potential for mental, physical, social, and emotional development in order that each student may grow in wisdom, stature, and favor with God and man.

Farwell Junior High Site-Base Campus Improvement Committee

Jimmie Mace-Administration
Tanya Steinbock-Teacher
Patty O'Hare-Teacher
Shanna Glover – Teacher
Ed Gannon - Teacher
Dalee Presnell-Support Staff
Alyson Actkinson-Parent
Patty Johnson-Community Member
Steve Meeks-Business Representative

Farwell Junior High
Comprehensive Needs Assessment
2013-2014

The Farwell Junior High Improvement Committee reviewed the following components of the Comprehensive Needs Assessment for the 2013-2014 school year.

- STAAR results and accountability status
- AEIS Report from 2012-2013
- Attendance
- Evaluation of discipline referrals
- Informal needs assessment of district staff
- Accomplishments of the 2012-2013 Campus Improvement Plan
- Parent/Community concerns
- Data Integrity Monitoring System
- Performance Base Monitoring Analysis System

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 Campus Recognized status
- Campus-wide STAAR Scores with an emphasis on
 - Reading, Mathematics, and Social Studies
 - Informing Parents of STAAR Testing Requirements
- Better serving LEP/NES students within the ESL program
- Accurate Leaver Coding

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.

Farwell Junior High 2013-2014 Campus Improvement Plan

Long Range Goal # 1: Farwell Junior High 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.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
1.1: Continue the Accelerated Reader program in Grades 6-8	Librarian Assistant; Classroom Teachers	Accelerated Reader funding (\$1,500.00)	Each six weeks	Book circulation; AR student reports	STAAR Reading; Annual AR student summary report
1.2: Provide previous years released STAAR tests and the use of Achieve 3000 for 6-8th grade students to practice test taking skills. Reading improvement classes for at-risk students who scored at or below state standards. Extended Day and Learning labs/tutorials for at-risk students who need extra help in academic areas.	Classroom teachers and paraprofessionals.	Local Funds Extended Day	Administer released STAAR test at least twice annually Remediation tutorial as needed Extended day as needed for STAAR remediation.	Progress reports; Report card grades; Mastery of STAAR objectives Benchmark objective mastery tests Improved grades	STAAR results

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Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
1.3: Continue STAAR based curriculum in reading classes using state adopted textbooks and the use of Achieve 3000 and CSCOPE. 6 th –8 th grade	6-8th grade teachers	Local Funds	On going	Individual student tests (program generated)	STAAR Reading
1.4: Continue to implement STAAR based curriculum in Math 6-8 using state adopted textbooks and Achieve3000 and CSCOPE.	6-8 th classroom teachers	Local Funds	On going	Individual student tests (program generated)	STAAR Math
1.5.1: Provide Learning Labs for At-risk students, Hispanic, and economically disadvantaged students to receive additional instruction from classroom teachers during the regular school day	Junior High School Teachers Junior High Principal	Local Funds	School year	6 weeks grades, 3 wk progress reports and attendance rate	Decreased retention rates, failure rate, and a decrease in drop-outs.

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1.5: Provide G/T students with a continuum of learning experiences that lead to advanced level products and/or performances	G/T Coordinator: Hayley Christian G/T certified classroom teachers	G/T funds: (\$8,801.00)	As scheduled	Student projects; G/T Field trips,	Number of G/T products and student participation
Encourage Campus-wide UIL participation	UIL Coordinator: Tanya Steinbock UIL coaches	Local funds	School Year	UIL participation	Placing and awards in UIL
1.6: Continue the implementation of the 2012-2013 referral process and formal intervention assistance as addressed in the cap (Corrective Action Plan)	Diagnostician: JoAnn Belcher Sp. Ed teacher: Jennifer Neikirk Campus Principal: Jimmie Mace	Special Ed. SSA Parmer County Coop Classroom Teachers	Semester	Increased communication between regular ed teachers, counselor, parents, administrators, and Sp. Ed. Staff; Number of referrals	Released STAAR; Level advancement determined by IEPs; SSA referral report

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1.7: Enhance teacher skills in the instruction of Reading, Writing, Math, and Science through professional development training.	Campus Principal: Jimmie Mace	Region 16 ESC training: (\$5,400.00)	Training as scheduled	Implement staff development into classroom. Documentation of staff development completion.	STAAR results, AEIS report
1.7.1: Administer Released STAAR, End of Course exams, and benchmark exams to all test all students in all core areas	Core teachers	Local Funds	2013-2014	Mastering Released, Benchmark, and Practice test.	STAAR scores, EOC exams.

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1.8: Junior High campus staff development regarding Sp.Ed referrals and confidentiality	Campus principal: All staff members	State funding: Total special ed: (\$35,653.40)	August 2013	Sign-in sheets	Appropriate referrals and placements of students in Sp. Ed program. Student info kept confidential
1.9: Utilize Texas Rural Systemic Initiative (TRSI) program district-wide to enhance STAAR Science and Math performance	Campus Math and Science teachers Campus Principal TRSI Specialists	TRSI funding	As needed	STAAR objectives mastered	Math and Science STAAR results
1.10: Vertically align Math, English, Science, Reading and Social Studies curriculums through departmentalized (6-8) staff meetings, Achieve3000 and CSCOPE.	Campus Principals	Local Funds	On going	Improved communication across grade levels. Clearly identified student expectations	STAAR Results

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Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
1.11: ESL pullout classes for LEP students. LPAC meetings	ESL Coordinator and ESL instructors Suzanne Cooper	ESL: (\$3,333.00)	Present school year	Teacher schedules	Improved RPTE scores, increased English fluency/comprehension

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Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
1.12: Additional instruction for at-risk students not passing previous STAAR reading assessment	Campus Principal Reading Teachers	Local Extended day	Ongoing	Required Student participation	All students pass STAAR Reading
1.13: Extended school day for at-risk students 6-8th grade	Junior High staff	Extended Day funds (\$4,500) Local funds	Spring 2014	Class rosters	Improved grades reduced retention rates & improved STAAR scores.
1.14: Migrant Summer School 6 th and 7th grade	Campus Principal	(\$5,000.00) state funding	July 2014	Class rosters	Improved grades, higher STAAR scores
1.15: Teacher Aides to assist in instruction/tutoring	Campus Principal Teacher Aides	Local	2013-2014 school year	One on one tutoring	Increase in student performance

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Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
1.16 active monitoring of student attendance through phone calls, personal contacts, and letters to students and parents	Campus principal, campus secretary, and school counselor, attendance committee	Student handbook Local	Daily	Attendance reports, sign-in/sign-out sheets, parent contacts	Increased instruction time And improved academic performance

Farwell Junior High 2013-2014 Campus Improvement Plan

Long Range Goal # 2: Farwell Junior High 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
2.1: Red Ribbon Week to promote drug and alcohol abstinence including Drug Assembly and other drug awareness activities for 6-8 students	Counselor, school nurse, and campus principal	Local funds	October 14-18	Student participation, sign-up sheets, drug awareness activities	Student Surveys Reduction in substance abuse
2.2: Criminal background checks on all employees	Superintendent	Local ESC 16	July 2013	Reports	No person with a criminal record will be employed by Farwell ISD
2.3: Enforce Student Code of Conduct	School Principal	Student Code of Conduct School Policy	August 2013 –June 2014	Discipline referrals Student signatures	Safe and orderly school environment
2.4: Drug Testing	Junior High Principal	Local	Fall 2013/ Spring 2014	Random selection	Decrease in student drug use
2.5: Junior High Campus training update for Farwell ISD Emergency Activation Plan	Campus Principal	Local	September 2013	Staff attendance sheet	Proper protocol by all campus employees in emergency situations

Farwell Junior High 2013-2014 Campus Improvement Plan

Long Range Goal # 3: Farwell Junior High 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
3.1: Provide bilingual staff to translate for Spanish speaking parents	Bilingual staff	Local	August 2013 – May 2014	Successful communication for each parent that visits the elementary	Increased parent involvement
3.2 Develop and implement parent involvement policy	Hayley Christian Jennifer Neikirk	Local	August 2013– May 2014	Staff Development for parents, community, and teachers.	Increased parent involvement.
3.3 Open House	All staff	Local	One per year	Parent sign-in sheets	Increased parental involvement
3.4 Early release days to allow parents to conference with teachers and pick up report cards.	All staff	Local	At the beginning of the 2 nd , 4 th and 6 th six weeks	Parent sign-in report card sheet, documented parent/teacher conferences	Increased parental involvement
3.5 Follow district and title 1 parental involvement policies	Campus Principal	Local	2013-2014 school year	District wide title 1 parent meeting Parent sign in sheet	Increased parental involvement
3.6 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 parental/community input.

Farwell Junior High 2013-2014 Campus Improvement Plan

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

Objective: Promote meaningful parent and community involvement in the educational process of each child in order to reach his or her potential.

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
3.7: Issue student progress reports to inform parents of their child's progress and areas of concern including an invitation to visit with the teacher	All Staff	Local	Every third week of each 6 weeks grading period	Parent notification, parent/teacher conferences, phone calls, etc	Increased parent participation and increase in student performance
3.8 Encourage parents and community members to volunteer at school to work or speak and encourage participation on school committee's, surveys, workdays, and employment of local students	Campus principal	Local	August 2013--May 2014	Participation logs	Increased parental/community involvement in needs assessment, decision making, instruction, and school promotion.

Farwell Junior High 2013-2014 Campus Improvement Plan

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

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
4.1 Professional development activities targeting areas of concern based upon disaggregated STAAR information	All staff members	SCE Local ESC-16 Federal Funding	2013-2014 school year	Certificates of completion, Sign-in sheets	Increased student performance, higher STAAR scores in core areas, increased effectiveness of special programs, higher graduation rates
4.2 Contract with Region 16 ESC for staff development activities	All staff members	ESC-16	2013-2014 school year	Paid contract, staff development certificates	Increased student performance/STAA R/SDAA/TPRI scores
4.3 STAAR centered professional development activities STAAR curriculum followed for each subject	Reading, Writing/LA, Math, Science, and Social Studies teachers	Esc-16	2013-2014 school year	Staff development records	Improved STAAR scores

Farwell Junior High 2013-2014 Campus Improvement Plan

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

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
4.4 Staff development activities for identifying, intervention, assessing needs, planning, modifying, tutor/remediate, and serving At-risk students ⁵	Campus principal All staff members	SCE ESC-16 At Risk Conference	2011-2012 school year	Staff development records and certificates	Increased student performance, fewer dropouts, improved STAAR scores, fewer student retentions, higher attendance and graduation rates
4.5 Attend CAP training and develop a plan for special education program that fulfills state requirements(IEP's , referrals, etc)	Campus principals Sp. Ed teachers Diagnostician	Region 16 ESC Parmer County Sp. Ed Coop	2013-2014 school year	Referral plan, certificates, sign-in sheets ARD meetings	Improved instruction, ARDS, Reduced DAS risk levels

Farwell Junior High 2013-2014 Campus Improvement Plan

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

Improvement Strategy	Staff Responsible	Resources Allocated	Time line	Formative Evaluation	Summative Evaluation
4.6 Provide Technology applications activities	District Technology Coordinator All staff	Local ESC-16	2013-2014 school year	Sign-in sheets	Incorporation of cutting edge technology applications in the classroom, increased student technological proficiency
4.7 Keep classroom teachers updated on G/T certification requirements	G/T Coordinator	Local	Summer 2013	6 hour update	All classroom teachers G/T certified
4.8 Training for teachers and paraprofessionals who are not highly qualified will be provided utilizing the ESC-16, local Universities, and local resources	Campus principal	Federal funds Local SBEC	August 2013– May 2014	Certification certificates	Highly qualified teachers by 2013-2014

Farwell ISD (185-902) 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 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 Teacher	Campus Principals All Teachers	Title II, Local	SBEC documentation EXcET/TE _x ES results, House	May 2014
OBJ. 2 – Make it a priority to hire only highly qualified teachers.	Highly qualified teachers seeking employment	Campus Principals	Local funds	Job applicants Resumes	Spring/Summer 2013
OBJ. 3- Provide all teachers with professional development opportunities that specifically target knowledge development, teaching strategies, and instructional ideas essential to becoming highly qualified in all	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

core areas taught.					
STRATEGY/ACTIVITY	Target Population	Person Responsible	Budget/Resource	Formative Assessment	Timeline
OBJ. 4. – 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 2013
OBJ. 5. – Provide non-highly qualified teachers with pre-paid advanced coursework opportunities, professional development resources, preparation materials for EXcET/TExES 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
OBJ. 6.- 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. 7 – 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
STRATEGY/ACTIVITY	Target Population	Person Responsible	Budget/Resource	Formative Assessment	Timeline

OBJ. 8. – Aggressively pursue highly qualified teachers through job fairs, career expos, local universities, and word of mouth recruiting.	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 2013
OBJ. 9. – Provide both monetary and non-monetary incentives to highly qualified teachers for retention purposes.	All highly quailed teachers	Local Board of Trustees Superintendent Campus Principals	Local Funds	Contract Renewals	Spring 2013
OBJ. 10. - 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.	All paraprofessionals	Campus Principals	Title I & II Funds Local Funds Region XVI S.C.	Enrollment/completion Higher education courses Pass paraprofessional exam Certificate completion (paraprofessional training)	2013-2014

TITLE1, PART A, ARRA STIMULS FUNDS

Farwell ISD will use the Title 1, Part A, ARRA stimulus funds the following way:

The integration of Promethean's Active Classroom interactive whiteboard, teaching software, and student response systems into instruction in every classroom at Farwell ISD. This will include the Elementary, Jr. High, and High School.

A need for educational technology and teacher training has been identified in our comprehensive needs assessment. Please see Marzano's research into the effectiveness and documented increased gains in scores at www.marzanoresearch.com/documents/Prelininary%20Report%on%20ActiveClassroom.pdf.

This educational technology will assist in promoting higher-order thinking skills, problem solving, and creativity, as well as raising the level of student participation, motivating students, and promoting enthusiasm for learning by keeping students more fully engaged throughout the day. It will also support different learning styles and utilize technology in education for the 21st century.

Farwell ISD's goal is to purchase the technology immediately in order to have it installed in the classrooms by the first day of the 2013-2014 school year. Farwell ISD will also provide professional development for teachers to begin using the technology immediately and to continue using it throughout the 2013-2014 school year and beyond.

NEEDS ASSESSMENT

1. Improve student achievement by raising college-and career readiness standards.
2. Provide high quality assessments that are valid and reliable for all students.
3. Track student progress.
4. Improve teacher effectiveness.
5. Individualize learning plans to each student's needs.
6. Giving students the motivation to stay in school.
7. Providing measurable results.