# Farwell Independent School District

# Elementary Improvement Plan

# 2017-2018

**Accountability Rating: Met Standard**

# Mission Statement

*"The mission of Farwell ISD is to provide quality instruction to all students so they will develop into responsible, adaptable, contributing citizens with caring attitudes.  The district is responsible for helping all students achieve their fullest potential since all students can learn.*
*With this in mind, an objective-based curriculum continuum is utilized at all levels.  It will include the faculty for ongoing evaluation and change in order to meet the evolving needs of students."*

# Vision

*Farwell ISD is committed to leading the way through progressive technology and advanced instructional techniques to develop an educational experience that produces successful life-long learners.*

Nondiscrimination Notice

Farwell ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the *Civil Rights Act* of 1964, as amended; Title IX of the *Education Amendments* of 1972; and Section 504 of the *Rehabilitation Act* of 1973; as amended.

## Every Child Succeeds Act Performance Goals

(The ECSA Act replaced the NCLB Act in the 2016-17 school year. Not all of these goals have been updated by the U.S. Department of Education as of this school year).

**Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in Reading/language arts and mathematics.

**Goal 2:** All limited English proficient students will become proficient in English and reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Goal 3:** By 2016-2017, all students will be taught by certified teachers.

**Goal 4:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Goal 5:** All students will graduate from high school.

## Nine Schoolwide Components (HQ component has been dropped by ECSA)

1. CNA - Comprehensive Needs Assessment

2. RS   - Reform Strategy

3. PD - Professional Development

4. R/R - Recruitment/Retention of Certified Staff

5. PI - Parental Involvement

6. T – Transition

7. TIA  - Teacher Involved in Timely Assessment Decisions Assistance for

8. M - Student Mastery

9. COORD - Coordination and Integration of Federal, Local, and State Programs

# Comprehensive Needs Assessment

## Demographics

**Current Demographics Summary**

- Based on our 2017-2018 Demographic Data, our student groups consist:
- 54% Hispanic,
- 46% White
- 0.0% American Indian,
- 0.0%, Asian
- 0.0% Black/African American
- 0.0% Two or More Races
- 62.8% Economically Disadvantaged.
- English Language Learners (EL) are 23.3%

**Demographics Strengths**

- Our students and staff continue to be our greatest strength at Farwell Elementary. With the diverse student and staff population that we serve, we are proud that our students perform very well during State Testing.

**Demographics Needs**

- With the growing and increasingly diverse student demographics, Farwell Elementary needs to continue to find ways to better meet the needs of all of our students that will ensure their continued success both while in school and after graduation. With a growing number of students considered EL, we must continue to look for ways to enhance English as second language learning.

## Student Achievement

**Student Achievement Summary**

- Farwell Elementary is focused on learning and the learning process. We strive to use progressive technology and advanced instructional techniques to meet the needs of engaging our student to create successful life-long learners who are future ready. Our mission is to be committed to excellence in everything that we do here at the school and for our staff and students.
- This year, we have continued the transition to a new accountability system. A <u>district accountability summary</u>.

- The campus received 15 out of 18 system safeguards.

**Index 1: Student Achievement**
- The target score for student achievement was 60.  Farwell Elementary received a 69.
- The TAPR report shows the STAAR/EOC measure for all grades across the district that met "approaches grade level" or above in each area tested.
  - All Subjects 69%
  - Reading 60%
  - Mathematics 83%
  - Writing 39%
  - Science 86%

**Index 2: Student Progress**
- Focuses on actual student growth independent of overall achievement levels for each race/ethnicity student group, students with disabilities, and English Learners. The target score was 32.  Farwell Elementary received a 39.
- The TAPR report shows we are meeting or exceeding progress in all areas of the STAAR improvement score in excess of 66%.
  - Reading, 47%
  - Mathematics, 85%

**Index 3:  Closing Performance Gaps**
- Focuses on closing gaps in learning based on Economically Disadvantaged and Hispanic students (EL).
- The EL Scores in all subjects went down from 66% to 48% and the Economic Disadvantaged went down from 84% to 54%. While these percentages seem to drop greatly, this data is largely skewed from the TEA changing the standards from 2016-2017 to 2017-2018. Going from using "Percent phase in satisfactory" standard to "percent approaches grade level" standard.
- Overall Farwell Elementary had a target score of 28 and received an actual score of 40.

**Index 4: Postsecondary Readiness**
- Farwell Elementary had a target score of 12 and received an actual score of 39.

**Student Achievement Strengths**
- The strengths for Farwell Elementary in student achievement for 2016 was we met the standard on all 4 indexes.

**Student Achievement Needs**

- Raw data from the recent STAAR exams show that we need work in all four core subject areas and at all levels of testing. Initially, it appears that writing and reading are the two lowest levels.
- Elementary data indicates several areas needed for improvement:
  - Improve all content areas in Reading/ELA, Math, Science, and Social Studies with an intense focus in writing. All areas will focus on writing.
  - Target and improve Reading, Writing, and low socioeconomic sub groups, especially writing and reading.
- We will continue to improve in overall performance on all STAAR
- Farwell Elementary will also improve on System Safeguards with a goal of achieving 18 of the 18 required safeguards.
- Focus on improvement for our EL, Hispanic, and Economically Disadvantaged will take place through intensive tutoring program that occurs both during and after school for the entire school year.
- The entire ELAR and writing curriculums were re-written using Mentoring Minds and Spalding curriculum to increase the rigor and close the gaps for these groups. This will also raise the rigor for our higher functioning students to improve our student mastery rate.
- The EL students are benefitting from a restructured ESL program and training for all teachers. Students are given the opportunity for one-on-one instruction, along with small group through a new/revamped ESL inclusion program.


## School Culture and Climate

**School Culture and Climate Summary**
- **In 2015-2016, the district attendance rate was 96.7%, up 0.1% from the year before.**


**Farwell Elementary Plan for Excellence - Continue to use this plan as a model for our future.**
- Use data to show the needs of the elementary, the needs of our students, and why we need to be willing to change our approach.
- Determine our needs and willingness to develop our exceptional systems. Activities may include: a) develop a staff commitment statement for each campus and the elementary based on the idea of achievement for all students (post in front of school); b) develop a system to promote, enhance, and allow staff collaboration with main focus on student achievement; c) review our current data and develop a system of Smart Goals for student achievement; d) make sure TEKS Resources are aligned and functional in all areas as our curriculum and standards; e) develop and/or review our system of assessments and review of the

data; f) develop and/or review our structured response to intervention (RtI) pyramid for each campus with Levels 1, 2, and 3 (Tiers).

**School Culture and Climate Strengths**
See Farwell ISD Plan for Excellence.

**School Culture and Climate Needs**
See Farwell ISD Plan for Excellence.

# Staff Quality, Recruitment, and Retention
**Staff Quality, Recruitment, and Retention Summary**
- The teaching staff of Farwell Elementary continues to strengthen skills through the use of innovative technologies, scientifically-based research, and best practices to improve instruction.
- Other important staff factors include:
    - All teaching staff (100%) are teaching in their certified areas. We plan to continue to only hire highly qualified staff when possible.

# Staff Experience
- 0% are beginning teachers (State 8.3%)
- 17% have 1 to 5 years (State 25.3%)
- 34.7% have 6 to 10 years (State 22.8%)
- 18% have 11 to 20 years (State 27.0%)
- 30.4% have over 20 years (State 16.5)

# Curriculum, Instruction, and Assessment
**Curriculum, Instruction, and Assessment Summary**
**School Improvement (SIP, Stage 1)**

- Under Title I, Part A school district that has not met AYP for two or more consecutive years in the same indicator (reading, mathematics, attendance rate, or graduation rate) is subject to Title I School Improvement Requirements. Based on the 2017 testing Farwell Elementary is not subject to Title I School Improvement Requirements.
- The district has developed and revised the District Improvement Plan (DIP) in consultation with parents, school staff, and others through the District Site Based Decision Committee. This committee meets several times through the school year and reviews testing data and monitors continuous school improvement.
- Some examples of activities in the district regarding Curriculum and Instruction:
  - continued funding a part-time curriculum director
  - has emphasized the use of the TEKS resource system this year and has provided training for teachers.
  - Provides tutorials for struggling students;
  - will provide more intensive and sustained professional development before school starts and throughout the year.

**Curriculum, Instruction, and Assessment Strengths**
- TEKS Resource System based upon the state's required curriculum of the Texas Essential Knowledge and Skills (TEKS) and other exemplar resources serve as the curriculum for the core content areas (K-12) of the district. Teachers are encouraged to use the TEKS Resource System and other exemplars in order to assist them in teaching at increasing levels of rigor and depth in their instruction.
- Common assessments through the TEKS Resource System and other assessments reviewed collaboratively by core teacher groups continue to develop a strong assessment program throughout the district.
- Six weeks and semester tests serve as opportunities to identify areas for struggling students that require additional student support and intervention.
- Teachers continue to work on interventions (RtI) and are working hard to bridge the achievement gap for all students. This common language and increasing awareness of the academic needs of our students continues to grow and to strengthen.

**Curriculum, Instruction, and Assessment Needs**
- In working with teacher groups, the district needs to continue improving the quality of instruction, and assessments for all areas in order to increase student performance. The new state assessment system is more rigorous than past tests and will require changes and adjustments in teaching and learning in order for students to be successful.
- All subject areas must identify the needs of their core area and address them in a logical vertical and horizontal plan. This will be done through campus committees with the curriculum coaches and principals as the leaders of this movement.

## Family and Community Involvement

**Family and Community Involvement Summary**
- Farwell Elementary believes in engaged parental and community involvement through a strong partnership with parents on both the campus and district levels.
- Although Farwell covers an extremely large geographic area, most of it rural, we are working to encourage, build, and strengthen stronger ties with our parents, families, and community. Through establishing and maintaining an effective, systemic, and comprehensive system for monitoring and evaluating parental and community involvement, the elementary believes that levels of engaged involvement will increase and parents will become our strong partners who feel welcome and participatory in the educational process for all children. This will take additional time as we develop relationships with parents and community in and outside of school.

**Family and Community Involvement Strengths**
- For parents, students, and community members, Farwell Elementary uses the district website, notes home, and SchoolWay the new phone app to facilitate better communication and interaction among all stakeholders.
- Through the Parent Portal, parents have electronic, real-time access to their children's grades, attendance data, and also easy access for continued communication with their children's teachers.
- Farwell Elementary also enjoys a strong partnership with the Elementary PTO.
- The elementary actively promotes Farwell ISD through the local media to increase community awareness.
- The Campus Site Based Committees meet regularly on the campuses to focus on improving instruction.
- A SHAC (School Health Advisory Council) is under the leadership of the school nurse.
- By continuing our partnership with Clovis Community College for the Dual Credit Programs, Farwell ISD continues to increase community awareness of changing graduation, college/work readiness, and preparedness for all students.
- Summer library time at the elementary high has been successful.

**Family and Community Involvement Needs**
- The district and campuses need to improve efforts to publicize scheduled meetings, events, and activities that will improve parent, family, and community involvement.
- The annual Fall Festival is an area that can continue to improve our parental and community involvement for Farwell Elementary.

- With a focus upon improved communication and collaboration with our parents and community through enhanced staff web pages, etc., the district and campuses need to provide more time for busy teachers to work on their individual pages with greater technology support.

# Technology

## Technology Summary

- Farwell commits to encouraging all students and community members to become life-long learners. Essential to this vision is the development of the use of progressive technology that empowers teachers, students, and other adults to create learning experiences from the vast storehouse of information available both within and beyond the school building. In educating its students for the future, the elementary believes that while maintaining and enhancing our current technology network is important, schools must play a part in equipping students, teachers, and the community to use all technologies efficiently. Our plan is continuously updated to keep up with the rapidly changing pace of technology in the elementary.
- While creating a vision for technology in our elementary, we realize the single most important factor in determining the success of technology in the classroom is a teacher who is able to incorporate technology into instruction.

## Technology Strengths

See separate technology plan for details.

## Technology Needs

See separate technology plan for details.

## Programs

### Programs Summary
- The district is a Title I, State Compensatory, and Migrant School-wide District;
- The district participates in the National School Lunch Program for students who qualify for free and reduced lunch;
- Farwell is a single attendance area and the equitable distribution clause among campuses does not apply;
- The district received a "Superior Achievement" FIRST Financial Rating for 2015-2016
- Farwell Elementary is rated "Met Standards."
- STAAR/EOC scores are located in the Student Performance section of the plan;
- The district provides supplemental compensatory education services (or SCE) for at-risk students to increase academic achievement and to upgrade the entire regular education program;
- Title I, Part C Migrant Education IDR (Identification and Recruitment), PFS (Priority for Services), and MEP (Migrant Education Plan) plans are on file in the district.
- Farwell ISD also participate in a Special Education Co-op with Friona ISD and Bovina ISD to provide services for students in SPED.
- Initiatives that support student achievement include the following: TEKS Resource System; common assessments with performance indicators; Response to Intervention (RtI); technology integration in all classrooms; a credit recovery system; an ISS/DAEP Program; daily tutorials; and summer school.

### Programs Strengths
- The use of DMAC software in data evaluation of state assessments and PGPs (Personal Graduation Plans);
- Parents access to the website to check on their students' academic progress;
- Use of Smartboard technology;
- Use of the TEKS Resource System to guide teacher planning
- Use of MAPS program for assessing grades K-5.

### Programs Needs
- The development and use of common assessments in core content areas;
- Professional learning for all staff in best practices, differentiation, and other topics of interest;
- Improve targeted areas of writing, Special Education, and English language learners;
- More training for teachers and administrators in common assessments;
- More in depth training for teachers in technology integration in the classroom;
- Continued improvement in the areas of parental and community involvement;

# Goals

**Goal 1: Farwell ISD will promote academic excellence for all students.**

**Performance Objective 1:** Curriculum, instruction and assessment will be aligned across the campus.

**Summative Evaluation:** MAPS/STAAR/TELPAS results, increased success in classroom, individual student progress, Annual evaluation of the FISD Special Education Department, state and federal reports, PBMAS, and STAAR

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Sept | Dec | Mar | May |
|---|---|---|---|---|---|---|---|
| 1) Teachers will instruct the state curriculum (TEKS), ELPS and local correlations and will continue to improve their level of proficiency in the instruction of those standards. | | Principal<br>K-5th teachers<br>SPED, ESL teachers<br>Testing Coor.<br>Curr. Coaches | Teacher Assessment, Student Performance on Assessments/STAAR/MAPS | | | | |
| 2) The TEKS Resource System Year-At-A-Glance documents will be followed and lessons will be developed to accommodate the pre-determined time line. Teachers will also administer district-adapted versions of Unit Assessments in grades 2-5.<br><br>Performance assessments (MAPS) will be used in kindergarten and 5th grade. | | Principal<br>K-5th teachers | Teacher Assessments, Student Performance on Assessments/STAAR/MAPS | | | | |
| 3) Planning, instruction, and assessments will be collaborative and consistent among grade level staff members to ensure vertical Alignment | | Principal<br>All Teachers | Lesson Plans, Assessment Data, Walk-throughs | | | | |
| 4) Teachers will use common successful strategies from grade level to grade level in all content areas. | | Principal<br>All Teachers<br>Curr. Coaches | Lesson Plans, Assessment Data, Walk-throughs | | | | |

**Performance Objective 2:** Farwell Elementary will surpass the state averages for STAAR by all students and all student groups; in all subjects tested. There will be an increase in our distinctions at the campus level.

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|---|---|---|---|---|---|---|---|
| 1) Teachers will continue to implement TEKS, ELPS, and Pre-Kindergarten state standards and will improve their proficiency in the instruction of those standards | | Principal<br>Teachers<br>Curr. Coaches | STAAR, Unit Assessments, Lesson Plans | | | | |
| 2) Ensure that all faculty and staff meet the requirements and are teaching in classes in which they are certified. | | Principal<br>Administration | Teacher/Aide Certificates | | | | |
| 3) Provide research-based staff development for faculty and staff. | | Principal<br>Curr. Coaches<br>District Admin. | Certificates, Sign-in Sheets | | | | |
| 4) Teachers will use data from formative and summative assessments to guide/design instruction. Teachers will differentiate student groups based on students' needs. | | Principal<br>Teachers<br>Curr. Coaches<br>Interventionist | Lesson Plans, Unit Assessment data, STAAR Data, MAPS data | | | | |
| 5) Farwell Elementary will fully implement the Three Tier Model to provide appropriate instruction and intervention for all students. | | All teachers<br>RTI Committee<br>Curr. Coaches | SST/RTI Notes, Formative Assessment, Unit Assessment data, STAAR data, MAPS data | | | | |

| **Performance Objective 3**: All students will read at or above grade level by the end of the third grade. | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1) Teachers will provide instruction in the five critical elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. | | Teachers Literacy Committee | Walk-throughs, Teacher Assessment, Lesson Plans | | | | |
| 2) MAPS and Fountas Pinnel will be used in addition to TPRI . The program will assess student abilities in the five areas of reading and level automatically to meet student needs. The program is provided for all students in kindergarten through 2nd grade. 3rd – 5th will use STAAR Reading. | | Teachers Literacy Committee | MAPS Reports, Unit Assessment data, STAAR Data | | | | |
| 3) Guided reading and literacy support will be provided for children working below level in reading. | | Teachers Curr. Coaches Literacy Committee | Progress Monitoring data, MAPS Reports, Lesson Plans | | | | |

**Performance Objective 4:** Farwell Elementary will provide appropriate services for students belonging to special programs including, but not limited to: At-Risk, LEP/ESL/EL/Bilingual, Dyslexia, Homeless, 504, and GT.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1) Provide proactive, data driven interventions to meet the needs of students utilizing the Student Support Team protocol and RtI processes. | | Principal <br><br> Gen Ed Teachers <br><br> Curr. Coaches | Assessment data, SST/RTI Notes, TELPAS | | | | |
| 2) Flexible grouping will be used throughout the school day, based on the needs of the students to enhance, reteach, and reinforce learning. | | K-5 teachers <br><br> Curr. Coaches <br><br> Parent Volunteers | Assessment Data, Walk-throughs, Lesson Plans | | | | |
| 3) Accommodations, modifications, and intervention plans will be implemented and monitored to meet the learning needs of special populations. | | Principal <br><br> K-5 Teachers <br><br> Curr. Coaches <br><br> Counselor <br><br> Testing Coor. | Assessment Data, Walk-throughs, Lesson Plans | | | | |
| 4) The campus will identify students with dyslexia or related disorders and provide appropriate instructional services with assistance from district personnel. | | Principal <br><br> Teachers <br><br> Dyslexia Teacher <br><br> Dyslexia Committee | Dyslexia Therapist Schedule, Assessment Data <br> KBIT2 <br> CTOPP <br> GORT5 <br> TWS <br> MTA Dyslexia Program | | | | |
| 5) The campus will offer a Gifted and Talented Program for all qualifying students. | | Principal <br><br> Teachers <br><br> G/T Coor. <br><br> Counselor | GT Coordinator, GT Teacher Schedule, GT State Guidelines | | | | |

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|---|---|---|---|---|---|---|
| 6) The English as a Second Language program will be provided for all qualifying students. They will receive services, as needed, both in the classroom and in an intervention and/or specialized services setting as needed. They will take the TELPAS assessment as designated by the state. | | Principal<br><br>ESL Coor.<br><br>Teachers | Assessment Data, TELPAS Data, EL Progress Measure | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Performance Objective 5:** Farwell Elementary will provide a comprehensive Special Education program to ensure that students with disabilities receive a "free and appropriate" education within the "least restrictive environment." | | | | | | |
| 1) Farwell ISD Special Education Department will identify and serve students qualifying for Special Education services. | | Principal<br><br>Teachers<br><br>SPED Staff<br><br>ARD Committees | ARD Meeting Notes, SST/RTI Notes | | | |
| 2) Accommodations, modifications, and intervention plans will be implemented and monitored to meet the learning needs of students with disabilities. | | Principal<br><br>Teachers<br><br>SPED Staff<br><br>ARD Committees | ARD Meeting Notes, SST/RTI Notes | | | |

| Performance Objective 6: Farwell Elementary will provide a comprehensive Head Start program. | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1) Provide a comprehensive, developmentally appropriate program for eligible 3 and 4 year old students. | | Principal<br><br>Head Start Staff<br><br>Head Start | Teacher Observation, Walk-Throughs-<br><br>Headstart Assessments. | | | | |

**Goal 2: Farwell ISD will provide a safe and orderly school environment for all students to learn and develop.**
**Performance Objective 1: Expectations for appropriate student behavior will be clearly communicated to all students and parents.**

**Summative Evaluation**: Implementation of policy and procedures; dissemination of updated handbook information to students
**Summative Evaluation:** Evaluation of emergency protocols and procedures

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Sept | Oct | Nov | Dec |
|---|---|---|---|---|---|---|---|
| 1) Farwell Elementary will maintain a Positive Behavior Intervention Support System to include intervention and support in the areas of conflict resolution, bullying, harassment, and suicide. | | Principal Counselor Teachers CHAMPS Committee | Lesson Plans, Behavior Intervention Plans, Office Referrals, Behavior Screener Data | | | | |
| 2) Discipline procedures will be followed to ensure consistent handling of discipline issues. | | Principal Counselor Staff CHAMPS Committee | Discipline Procedures, Office Referrals, Behavior Intervention Plans | | | | |
| 3) Guidance Lessons will be taught to all students to encourage good decisions (Bullying and Character. | | Principal Counselor Teachers | Guidance Lesson Calendar | | | | |

**Performance Objective 2:** The number and diversity of parents and community members participating in volunteer activities, site-based decision making committees, and parent-teacher organizations will increase.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Sept | Dec | Mar | May |
| 1) Develop multiple opportunities for parents and community members to be trained, attend, participate and be involved in school programs and activities. Examples include: Meet the Teacher, UIL, CATCH Night, Open House, Parent Conferences, SHAC, Book Fair, PTO, Awards Ceremonies, Field Day, Festivals, music performances, and Art shows. | | Principal  All Staff | Sign in Sheets, Event calendar | | | | |
| 2) Farwell Elementary will partner with PTO to provide a wide range of opportunities for parent volunteers. | | Principal  Teachers  Parents | Sign in Sheets, Event calendar | | | | |

**Goal 5: Progressive and innovative technology will be integrated throughout the District to enhance student achievement (NCLB Goal 1)**

**Performance Objective 1:** Students and teachers will be provided opportunities to become skilled in accessing and utilizing technological information systems of all types.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Sept | Dec | Mar | May |
| 1) Provide staff development on the tools and available programs and how to use these to integrate, expand and enhance teaching and learning opportunities. | | Admin<br><br>Curr Coaches | Staff Development Schedules and opportunities | | | | |

**Performance Objective 2:** Technology will be utilized to increase the efficiency of the campus' instructional management and administrative functions.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Sept | Dec | Mar | May |
| 1) Teachers will use DMAC to disaggregate data so that time and effort can be focused on the understanding of the data and the use of data to drive instruction. | | Teachers Admin Curr coaches | DMAC usage Data Submissions Test Scores | | | | |
| 2) Gradebook and TxEIS will be used for attendance, grades, and discipline referrals. | | Teachers Admin Secretary | Administration will check gradebooks Administration and Secretary will document using TxEIS | | | | |

**Performance Objective 2:** Farwell Elementary faculty and staff will be provided the opportunity to attend a variety of staff development/training activities.

**Summative Evaluation:** End of year evaluations, staff certificates, contract recommendations

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Sept | Dec | Mar | May |
| 1) Provide research-based staff development for faculty and staff as determined by the Campus Advisory Team and approved the district Curriculum Coaches. Staff development will focus on classroom management, technology, curriculum & instruction, curriculum, assessment, Special Education/IDEA changes and requirements. | | Admin Staff SBC Curr. Coaches | Certificates, application of training | | | | |
| 2) Professional development specifically designed to meet the needs of faculty and staff at Farwell Elementary to include but not limited to classroom management, EL, technology, TEKS resource system, instruction and assessment. | | Admin Staff Curr. Coaches | Student assessment results, teacher input, TSR | | | | |
| 3) Continue to train teachers to use DMAC and TEKS resource system. | | Admin Curr. Coaches Staff | Student data and profiles, lesson plans, interventions Student performance on assessments | | | | |
| 4) Update training of all teachers and new staff on the use of the district web page. | | Admin Teachers | Teacher use of technology, workshops Teacher use of technology, proficiency standards | | | | |
| 5) Ongoing research-based professional development in Intervention Training, Professional Learning Community enhancement and data disaggregation. | | Admin Teachers RTI Committee Curr. Coaches | Teacher participation/sign in, lesson plans, Student assessment results | | | | |

**Goal 6: All instructional personnel will establish challenging goals for all students including improving attendance and decreasing the dropout rate and will also provide effective feedback through assessments and a system of interventions for at-risk students**

**Farwell ISD will promote academic excellence for all students.**

| Performance Objective 1: Farwell Elementary will establish attendance goals for the campus and provide attendance initiatives to students. | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Strategy Description** | **Title I** | **Staff Responsible for Monitoring** | **Evidence that Demonstrates Success** | **Formative Reviews** | | | |
| | | | | Sept | Dec | Mar | May |
| 1) Teachers and administration will monitor attendance using the CHAMPS program. Administration will also use TXEiS data to track attendance. | | All Staff | CHAMPS eligibility | | | | |
| 2) School personnel will actively monitor student attendance through phone calls, personal contacts, and letters to students and parents. | | Admin Office Staff Teachers | Attendance verification PEIMS | | | | |

**Performance Objective 2:** Farwell Elementary will ensure proper intervention and screening takes place prior to referring a student to special education services.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Sept | Dec | Mar | May |
| 1) Utilize appropriate measures to ensure student does not have a language deficiency before referring for special education services | | Admin Teachers RTI Committee Diag. | Number of SPED referrals ESL Identification | | | | |
| 2) Implement RTI model for school year along with appropriate intervention programs to address student deficiencies in reading, math and behavioral issues. - Math Coach -Reading Coach -30 Minute RTI period in class 4x weekly | | Admin Teachers RTI Committee Diag. | Student progress RTI dismissal Number of SPED referrals | | | | |

**Performance Objective 3:** Technology will be utilized to deliver a variety of programs that meet the needs of students with different educational abilities, educational learning styles, and educational program needs.
**Summative Evaluation:** Increased proficiency levels of students and teachers.
**Summative Evaluation:** Increased efficiency and effectiveness of instructional management tools and administrative functions.
**Summative Evaluation:** Student use of technology; staff development; technology implemented during the year

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Sept | Dec | Mar | May |
| 1) A variety of technology will be used to enhance instruction including but not limited to Promethean Boards, iPads, desktops, chromebooks and response systems. | | Tech Dir Admin Teachers | Walk-throughs Student performance | | | | |
| 3) Teachers will integrate the technology TEKS into core instruction by creating lessons using technology to support teaching of the state standards. | | Tech Dir Admin Teachers | Walk-throughs Student performance | | | | |
| 4) Teachers will utilize webpages as a means of home to school instruction. | | Tech Dir Admin Teachers | Webpage checks | | | | |
| | | | | | | | |

**Performance Objective 3:** Farwell Elementary will provide high quality intervention programs to students who are at-risk.

**Summative Evaluation:**

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Sept | Dec | Mar | May |
| 1) Ensure all elementary teachers have G/T certification and are serving G/T students in the classroom. | | Counselor Admin Teachers | Number of GT Certified teachers | | | | |
| 2) All classroom teachers (k-5) will be ESL certified for the school year. | | ESL Dir Admin Teachers | Number of ESL Certified teachers | | | | |
| 3) Provide ESL pullout or inclusion program for those students who have not scored high on the TELPAS test. | | ESL Dept. Admin Teachers | ESL schedule | | | | |
| 4) Supplemental reading program (computer based) within the EL classroom to improve vocabulary, understanding, and fluency. | | ESL Dept. Admin Teachers | Student progress | | | | |
| 5) Migrant Summer School for all eligible students. | | Migrant Dept. Admin Teachers | Migrant summer school roster | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6)  Provide a quality Migrant Education Program that includes:<br><br>• Annual recruitment, verification, identification, and services.<br>• Training in four areas of focus:<br>   1.  Migrant Services Coordination<br>   2.  Early Childhood Education<br>   3.  Parent Involvement and Recruitment<br>   4.  Graduation Enhancement | | Migrant Dept.<br>Admin<br>Teachers | Migrant roster and success | | | | |
| 7)  Head Start class provided on campus | | Admin<br>Headstart Dept<br>Teachers | Head start roster | | | | |
| 8)  Follow district attendance policy. Maintain Attendance rates at 97% or higher by contacting parents and offering student incentives | | Principal, Teachers, Secretary | Formative Evaluation:<br>Attendance Reports, parent notification<br>Summative Evaluation:<br>TAPR Report | | | | |

**Goal 7: Systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the District's educational and operational structures so that students can graduate from high school.**

**Performance Objective 1:** Farwell Elementary will provide a system to implement long term goals to boost graduation rate from high school.

**Summative Evaluation:**

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Sept | Dec | Mar | May |
| 1.1:  Operations will be efficient. | local | Superintendent<br><br>Transportation and Maintenance Director | Annual Audits | | | | |
| 1.2:  Work Orders will be delivered to the maintenance director through e-mail. | Local | Maintenance Director | Log of Work orders completed | | | | |
| 1.3:  Transportation Requests will be delivered to the transportation director through e-mail. | Local | Transportation Director | Log of Transportation requests | | | | |

# State Compensatory

**Budget for District Improvement Plan:**

| Account Function | Account Object | Budget |
|---|---|---|
| 11-Instruction | 6112 Substitute Pay | $0 |
| | 6119 At-Risk Coordinator, Reading Intervention Teacher, Summer School | $220,001.00 |
| | 6129 State Comp Aides | $28,934.00 |
| | 6141 Medicare | $2,921.00 |
| | 6142 Insurance | $25,310.00 |
| | 6143 Workers Comp | $2,298.00 |
| | 6144 TRS On behalf | $18,106.00 |
| | 6146 TRS Retirement | $6,142.00 |
| | 6149 Employee Benefits | $357.00 |
| 34-Transportation | 6129 Salaries | $2,500.00 |
| | **6100 Subtotal** | **$306,569** |
| 21-Leadership | 6239 Contract, ESC | $0 |
| | **6200 Subtotal** | **$0** |
| 11-Instruction | 6399 Supplies, Istation, Credit Recovery, testing | $8,500.00 |
| | **6300 Subtotal** | **$8,500.00** |
| 13-Staff Development | 6411 Travel | $0 |
| | **6400 Subtotal** | **$0** |
| | ***Program Intent 30 Total*** | **$315,069.00** |

## Personnel for Campus Improvement Plan:

| Name | Campus | Position | Program | FTE |
|---|---|---|---|---|
| Amy Barnes | Elementary | Elementary Tutorials | SCE | 0.0660 |
| Jennifer Brittain | Elementary | Elementary Tutorials | SCE | 0.0660 |
| Sherry Byrd | Elementary | Elementary Tutorials | SCE | 0.0660 |
| Laura Coburn | Elementary | Title I Enrichment Aide | Title II Part A | 0.5868 |
| Danielle Conrad | Elementary | Elementary Tutorials | SCE | 0.0660 |
| Lorre Haseloff | Elementary | Enrichment Teacher | SCE | 0.657374 |
| Caitlin Johnson | Elementary | Elementary Tutorials | SCE | 0.0660 |
| Angela Moulder | Elementary | Elementary Tutorials | SCE | 0.0660 |
| Amanda McFarland | Elementary | Elementary Tutorials | SCE | 0.0660 |
| Tonya O'Neill | Elementary | Elementary Tutorials | SCE | 0.172326 |
| Joy Patranella | Elementary | SPED/Enrichment Aide | SCE | 0.5000 |
| Jan Hardisty | Elementary | Elementary Tutorials | SCE | 0.0660 |
| Callie Terry | Elementary | Elementary Tutorials | SCE | 0.0660 |
| Isabel Ruiz | Elementary | SPED/Enrichment Aide | SCE | 0.5000 |
| Tanya Steinbock | Elementary | GT/Enrichment Teacher | SCE | 0.0476 |
| Jodi Ubantke | Elementary | Elementary Tutorials | SCE | 0.0660 |

# Title I

## Schoolwide Program Plan

Our District's Schoolwide Program Plan began with a lengthy Comprehensive Needs Assessment [*Section 1114(b) (2) (B) of Title I of ESEA*] to update our existing schoolwide program and to revise our plan. Critical to developing our schoolwide program, the Comprehensive Needs Assessment of our District Profile revealed the priority areas for required focus, suggested benchmarks for the plan's evaluation, and linked all aspects of the schoolwide program's implementation. The academic information about all students in the district, including economically disadvantaged students; students from major and ethnic groups; students with disabilities; limited English proficient students; homeless; and migrant students, helped personnel to identify needs within our district where efforts should be concentrated for the school year.

The five steps that the district undertook throughout this process included:
1. Establishing the schoolwide planning team of our DEIC;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources; and
5. Analyzing our data.

Throughout the planning process, personnel identified student needs and interventions to address these needs; assessed the effectiveness of those interventions; and made revisions as needed. The planning of the DEIC was used as an organizational strategy to guide our program development, implementation, and evaluation. This systemic planning provided structure for school improvement and logical ways for school staff to think about the changes that need to be made in the district initially and throughout the life of our schoolwide program.