

Boys Ranch Independent School District
Mimi Farley Elementary School
2018-2019 Campus Improvement Plan

Mission Statement

Boys Ranch Independent School District offers every student the opportunity to belong to a school community build on mutual respect, unconditional acceptance, and academic excellence.

Mimi Farley Elementary exists in order to develop positive self-esteem and to promote a desire and attitude in students for continued learning.

Vision

Boys Ranch Independent School District will maintain a positive, diverse, and supportive environment in which students learn to recognize their own talents and strengths and develop self-discipline to be successful in their future and live with integrity.

Mimi Farley aspires to create authentic learning opportunities for students that fosters communication, collaboration, creativity and critical thinking to support student achievement for all at high levels of learning.

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Comprehensive Needs Assessment

Needs Assessment Overview

Mimi Farley Elementary through collaborative efforts are focused on school improvement through ongoing analysis of classroom teaching, student and campus data and a focus on standards based instruction. Through a focus on the teaching-learning system, instructional staff and the site based decision making committee have created a plan for the 2018-19 school year which will support the learning of all students through innovative teaching practices and by utilizing the support of Cal Farley's Boys Ranch.

School Improvement at Mimi Farley Elementary is focused on the most effective and best practices for teaching and learning. Through a focus on individual student progress, MFE is focusing on the individual student needs and strengths.

Demographics

Demographics Summary

race and ethnicity data including number of students, academic achievement discipline and attendance

number of students assigned to each special program including analysis of academic achievement, race, ethnicity, gender

special education population including performance discipline, attendance

at risk population including performance discipline and attendance

ELL or ESL data including performance discipline and attendance

Section 504 data

gt data

Dyslexia data

rti data

Demographics Strengths

attendance

improving discipline

student surveys and other student feedback

parent, HP, team surveys and other feed back

class size averages by grade and subject

Problem Statements Identifying Demographics Needs

Problem Statement 1: Mobility hinders growth because of varying levels in classroom. **Root Cause:** Residential facility controls who enters district

Student Academic Achievement

Student Academic Achievement Summary

Student achievement,

student progress, closing performance gaps

campus goals

current and prior year campus improvement plans

STAAR Data

Book Taco.

Student Academic Achievement Strengths

Staff surveys and feedback

Book Taco

gifted and talented

School Processes & Programs

School Processes & Programs Summary

TEKS resource system

DMAC

TBRI

School Processes & Programs Strengths

Local diagnostic reading assessment data

student failure and retention rates

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of collaboration period in Master schedule **Root Cause:** budgeting and staff

Perceptions

Perceptions Summary

staff survey

team building activities

highly functional staff

high teacher retention rates

Perceptions Strengths

highly qualified staff

campus leadership

TTESS

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Special education population, including performance, discipline, progress, and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Goals










Goal 1: Mimi Farley Elementary students will learn and succeed at high academic levels as required by the TEKS.

Performance Objective 1: The primary focus of Mimi Farley Elementary School is to provide excellent classroom teaching to support student learning in the classroom.

Evaluation Data Source(s) 1: student assessment, student work, STAAR test scores growth, classroom and teacher observation

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ongoing professional development of TEKS Alignment and use of TEKS Resource System Year at a Glance for each content area, performance objectives, etc.	Principal Teachers	Increased rigor and relevance of classroom formative and summative assessments. Student progress on Unit Assessments will increase. Classroom Walkthrough Data and student work shows increase in progress toward TEKS master in each unit of study.				
2) Use of digital and technology resources to support student learning	Principal District Librarian classroom teacher	Teacher walkthrough and evaluation data. Increase of engagement and relevance of learning by students. Technology used by students documented in lesson plans and /or in student network portfolio sites. Performance growth and increase student use of AR, Big Brains, I-Station,				
3) Professional Development on the online resources for teachers and students.	Principal district librarian, classroom teacher	Increase number of teacher log ins on each online resources. Students will use online resources independently within the classroom time.				
4) Differentiated Lesson development and implementation to meet all student academic needs.	Principal Teachers	Continual documentation over time in lesson plans, teacher evaluations, observations, and walkthroughs				
5) Full implementation of balanced literacy to support overall student literacy development across all contents.	Principal Teachers	Increase in student independent reading level/Lexile beyond their grade level equivalent as measured by Accelerated Reader. Increase in student Fluency/Comprehension at each checkpoint. Classroom implementation that is evident in teacher observation, walkthrough, and evaluations.				

6) Writing across the curriculum to increase student academic performance, expository writing development, and text driven written responses across all content.	Principal Teachers	Continual documentation over time in lesson plans, teacher evaluations, observations, and walkthroughs	 10%	 15%	 40%	
7) Develop an understanding of numeracy development among all teachers to promote student progress and achievement of the concrete, pictorial, and abstract representation of mathematics.	Principal Teachers	Continual documentation over time in lesson plans, teacher evaluations, observations, and walkthroughs. Student work samples, and assessment data. Increase in TEKSRS Unit Assessment scores for all students.	 2%	 10%		
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: Mimi Farley Elementary students will learn and succeed at high academic levels as required by the TEKS.

Performance Objective 2: Students assessed on the STAAR will meet or exceed region and state averages in all assessed subjects.

Evaluation Data Source(s) 2: STAAR test results

Summative Evaluation 2:

High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Study and implement ways to increase student progress measures in reading and mathematics under Index 2 of the accountability system.	Principal Teachers	Individual student growth checks over time. AR Star Test assessments Think Through Math				
2) Use STAAR related diagnostic resources to assess student progress toward testing success.	Principal Teachers	Teacher lesson plans and student assessments reflect use of materials. DMAC reports				
3) Focus on specific TEKS for students who are not progressing in reading, math, writing, and Social Studies/science.	Principal Teachers	Schedules developed to work with students in different areas of interest to support teacher's one-on-one/small group interventions during, before, and after school. Decrease in the number of students being served continuously for intervention from three week period to three week period.				
4) Assess all students reading fluency and comprehension levels three times a year in grade K to 5.	Principal Teachers	Student assessment data filed in student cumulative folders three times. Student assessment information used in comparison with Accelerated Reader and other resources to provide systematic reading intervention to students.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Mimi Farley Elementary students will learn and succeed at high academic levels as required by the TEKS.

Performance Objective 3: Mimi Farley Elementary will eliminate the achievement gap among students by providing instructional and behavioral interventions to support student learning.

Evaluation Data Source(s) 3: Assessment scores, STAAR test scores, office referral and LLR data, counseling notes, use of LSSP, report cards and progress reports, AR data,

Summative Evaluation 3:

High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide learning that is rigorous and relevant to student interest.	Principal School Counselor Teachers	Lesson plans and project based learning developed around student interest that focus on TEKS development and mastery.				
2) Incorporate a school-wide behavior chart and intervention system for behavior	Principal Teachers School Counselor school support specialist	Increase of student ability to incorporate sensory techniques on their own. (discontinued) Decrease of students in the office and missing instruction or academic learning time.				
3) Incorporate a school-wide intervention system reading, math, and science	Principal Teachers	Identifying students who need early support and continued support for intervention. Student mastery of TEKS as evident on post-tests and Unit assessments. DMAC Trend Report Resources				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Mimi Farley Elementary students will learn and succeed at high academic levels as required by the TEKS.

Performance Objective 4: Mimi Farley Elementary will increase communication and cooperation between school, community, parents, and care givers to aid in student progress toward learning goals.

Evaluation Data Source(s) 4: teacher, administrator and staff to team emails, communication through Mocha Mondays and Title I meetings, sign in sheets, telephone call documentation, attendance at ITMs,

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Parent/Teacher conferences each year to discuss student progress in all content areas. (adjusted strategy) including day planned by district prior to the start of school	Principal Teachers Counselor	Meeting sign-in sheet and student agendas specific to each individual student.				
2) Parent/Team training on academic content to support student academic achievement.	Principal Teachers Counselor District Librarian	Sign-in sheets, agendas, handouts, and feedback survey				
3) Volunteer learning opportunities for parents, house parents, community members	Principal Teachers District Librarian Counselor school support specialists	School Sign-in Sheet Travel Lists				
4) Invite community speakers to train teachers in sensory integration, SAMA, and LSCI	Behavior Resource Officer Counselor	Sign-in sheets, agendas, handouts, and feedback survey Classroom observation, walkthroughs, and teacher evaluations				
= Accomplished = Continue/Modify = No Progress = Discontinue						


Goal 2: Mimi Farley Elementary will promote awareness of college and career opportunities.


Performance Objective 1: Mimi Farley Elementary will provide career and college exploration through field trips, technology, and other resources.

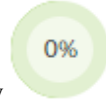
Evaluation Data Source(s) 1: Field trip attendance, career presentation attendance, technology use, college week participation


Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide career pathway exploration opportunities through the use of technology	Principal Counselor/classroom teacher	Counseling lesson plans for each session turned into the campus principal with student handouts.				
2) Career/College Day Monthly Career Pathway Themes Red Ribbon Week	Counselor	Community invitations to event, student questionnaire completed by students, and overall learning statements created by students. Career pathway announcements and other materials filed with the principal.				
3) Align school field trips and speakers with college and career pathways.	Principal Teachers Counselor	Travel Request, travel lists, speaker contracts, handouts, videos, photos, etc.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 2: Mimi Farley Elementary will promote awareness of college and career opportunities.

Performance Objective 2: Mimi Farley Elementary will provide students with learning opportunities to support student technology skills needed to be successful in career/college or to support a future in a digital community.

Evaluation Data Source(s) 2: approaches, meets and masters designations on student STAAR reports

time on technology

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Incorporation of learning Apps on hand held devices to support student learning, research, and investigative inquiry	Principal Instructional Coach Teachers District Librarian	Application of learning Apps on all student hand held devices. Teacher and class observation, walkthroughs, and formal evaluations.				
						


Goal 2: Mimi Farley Elementary will promote awareness of college and career opportunities.

Performance Objective 3: Mimi Farley Elementary will promote 21st Century Learning and digital learning opportunities.


Evaluation Data Source(s) 3: lesson plans, technology classes, cooperative learning projects, library lessons,

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Purchase more hand held devices for learning	Principal Instructional Coach District Librarian	Increased use documented in lesson plans. Classroom observations, walkthroughs, and teacher evaluations				
2) Increase critical thinking and real world problem solving for all students	Principal Instructional Coach District Librarian Teachers	Increased collaboration, communication, creativity, and critical thinking among small groups of students to develop solutions to problems and increase our community impact. Student result, product, solution presentations				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: Mimi Farley Elementary will promote awareness of college and career opportunities.

Performance Objective 4: Mimi Farley Elementary will provide opportunities in career education to assist students, parents and house parents in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.


Evaluation Data Source(s) 4: sign in sheets, attendance at assemblies

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monthly career exploration assemblies, field trips with career education components from broadly chosen career opportunities	counselor, classroom teacher	increased knowledge of career opportunities				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Mimi Farley Elementary will provide a safe, healthy, and orderly environment as a means to support the physical and emotional safety of all students.

Performance Objective 1: Mimi Farley Elementary will provide character and social skill development campus wide and on an as needed basis for students. The bully program will include detailed requirements for the prevention, identification, response to and reporting of bullying.

Evaluation Data Source(s) 1: counselor lesson plans (bully, suicide, school and dating violence), week one administrator assembly and attendance at similar January assembly, LLR and Office referral data, lunch detention data, six weeks shout out attendance, School Support Specialists time on task, student agenda documentation

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Scheduled grade level assemblies focused on TBRI principals and No Excuses University practices	Principal Counselor school support specialist classroom teacher	assemblies one time each semester to teach /review NEU practices, teacher training on TBRI and use in the classroom				
2) Character and career development lessons with specific grade level groups	Principal Counselor	Decreased number of teacher and principal interventions for specific students. Decrease in the number of low-level and office referrals				
3) Small group or one-on-one behavior and cooperative learning intervention	Principal Counselor classroom teacher	Decreased number of teacher and principal interventions for specific students. Decrease in the number of low-level and office referrals.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Mimi Farley Elementary will provide a safe, healthy, and orderly environment as a means to support the physical and emotional safety of all students.

Performance Objective 2: Mimi Farley Elementary will provide safety and health programs for staff and students as a method of prevention and/or intervention. The programs will define coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.

Evaluation Data Source(s) 2: counselor lesson plans, disaster drills as required, Every Kid Healthy week, Field day, Teacher appreciation week activities, student fitness assessment, master schedule showing scheduled PE, music and recess time

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Fire Safety Week Every Kid Healthy Week Red Ribbon Week Healthy Habits Week and other school-wide initiatives	Principal Counselor (RRW) PE teacher(EKHW) Teachers school librarian (FSW)	Students and others make healthy and safe choices. Students create collaborative presentations or written compositions describing their learning.				
2) Continued practice of fire, tornado, and lock down procedures	Principal administrative assistant	All drills documented in the secretary's office and with Cal Farley's Boys Ranch Security Department				
3) Guest presenters on topics of health and wellness for teachers	Principal, PE teacher,	Interactive professional development built into the collaboration, planning, and faculty meetings for teachers. Sign in sheets, handouts, agendas, photos, videos, etc.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Mimi Farley Elementary will provide a safe, healthy, and orderly environment as a means to support the physical and emotional safety of all students.

Performance Objective 3: Mimi Farley Elementary staff and parents/HP will be offered training on sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training

Evaluation Data Source(s) 3: sign in sheets, attendance at assemblies

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) provide training for teachers, staff, parents and HP	Counselor, school administrator, School support specialist.	increased awareness				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rhonda Urbanczyk	Parent Involvement Coordinator	Parent involvement	

Campus Decision Making Committee

Committee Role	Name	Position
Administrator	Debbie Newton	principal
Paraprofessional	Courtney Brown	educational aid
Classroom Teacher	Rhonda Urbanczyk	art teacher/school counselor/parent involvement coordinator
Classroom Teacher	Lynn Marninez	3-5 social studies/science teacher GT
Classroom Teacher	Donna Craig	second grade classroom teacher
Parent	John Hazle	parent
Parent	Alan Griffin	House parent
Community Representative	Ray Baca	school support specialist
Business Representative	Andrew Sanders	success coach
Classroom Teacher	Cynthia Moss	classroom teacher
Classroom Teacher	Andrew Striley	choir teacher

Attendance committee

Committee Role	Name	Position
Administrator	Debbie Newton	school principal
District-level Professional	Paul Jones	assistant superintendent
Classroom Teacher	Jodi Harris	classroom teacher
District-level Professional	Kaylia Thomas	district librarian
Paraprofessional	Grace Martinez	administrative assistant