

**Boys Ranch Independent School District**  
**Mimi Farley Elementary School**  
**2017-2018 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 orde 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 thinkign 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 2016-17 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 ont eh most effective and best practices for teaching and learning. Through a focus on individual student progres, mimi Farley Elementary is fo

## Demographics

### Demographics Summary

Demographics

Demographics Summary is taken from the 2016-17 TAPR

Mimi Farley Elementary School is a Title 1 campus with an enrollment of 53 students. We are the only elementary school located at Boys Ranch Tx. Thirty nine percent of MFE's population receives Free and Reduced Lunches compared to the district's seventy nine. One percent of MFE's population is identified as African American and twelve percent are Hispanic and 29% are identified as white. Five percent of the student population is two or more races.

Our special education population is fifteen percent, while our gifted/talented program is represented by six percent. Six percent of our students are Bilingual/ESL educated.

Thirty six percent of our students are At-Risk and MFE has a 32% mobility rate.

Staff demographics are 77% White, 1% African American, 0% Asian, 6% Hispanic and 0% American Indian.

Attendance rates and trends over the last year was at 98%

Our enrollment numbers have remained steady for the last four years.

Our community area consists of a residential facility and educates the residents and children of the staff members who choose to enroll/transfer their students in the school district.

### Demographics Strengths

Demographics Strengths

The MFE attendance zone is its own community within the city of Boys Ranch Texas. Family ties run strong and the community works hard to support their own.

The school helps by being a spoke in the hub of the community.

MFE's At-Risk population is served by a targeted RTI period which focuses on student learning. Students are identified for RTI based on performance on common assessments, teacher observation, parent request, universal screener data and STAAR testing data.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The current Grade 4 campus writing STAAR scores Percent at Level II Standard for special education students is at 0% s below the state 42 and district 33. **Root Cause:** Special education students lack basic skills and teachers need training on the rubric and meeting special education student needs.

## **Student Achievement**

### **Student Achievement Summary**

#### Student Achievement Summary

Mimi Farley Elementary School is not rated on the state or federal levels but continues to focus on student achievement and success as its primary function.

This year a plan developed to ensure that students needing RtI were identified and received small group attention. Students will be placed in RtI period based on teacher assessment. In RtI period classes content will be taught in a different manner than the regular classes.

### **Student Achievement Strengths**

#### Student Achievement Strengths

MFE faculty are knowledgeable in the disaggregation and use of student data to plan for the instruction and intervention necessary to meet the instructional needs of all students.

MFE will continue to implement RTI during last period. Students will be placed in last period based on the students' learning as assessed by teachers.

MFE provides additional assistance to students experiencing difficulty mastering the proficient or advanced levels of academic achievement through the use of tutoring, RTI period, and other means.

MFE experienced growth in many areas this year.

Math and Reading class time will increase from the normal 45 minute class period to 75 minute class periods to improve STAAR test scores for students across the board.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** The current Grade 4 campus writing STAAR scores Percent at Level II Standard for students is at 43% s below the state 42 and

district 33 **Root Cause:** Basic skills training on writing for all teachers.



## **School Culture and Climate**

### **School Culture and Climate Summary**

School Culture and Climate

School Culture and Climate Summary

Mimi Farley Elementary strives daily to promote a feeling that the school is a safe place to be and that expectations for success are high for everyone on campus, students and adults alike.

Students and teachers feel that MFE is a safe learning environment.

Student scheduling shows that all of our student population is involved in fine arts/music and PE daily. GT students needs are met through a scheduled time daily with a teacher scheduled to plan and facilitate activities to help serve that special population. Dyslexic students are scheduled with a teacher daily to serve them. Students also have the opportunity to participate in the spelling bee, UIL acadmic activities, book fairs etc.s.

MFE and the Cal Farley's organization has a strong sense of community pride and a growing sense of ownership in the school. MFE continues to promote a culture of learning and academic achievement for all students and teachers. MFE emphasizes that everyone should be a life long learner.

### **School Culture and Climate Strengths**

School Culture and Climate Strengths

Participation in UIL academic competitions, spelling bee, reward parties, participation in Ranch organized athletic activities

Dyslexia and GT program

96% attendance rate

Teachers and staff are committed to "whatever it takes" for students to be successful. They routinely work with students before and after school and at lunch. All teachers are committed to building relationships with students in order to promote student achievement.

88 percent of students believe that they will go to college after they graduate.

Teachers, BRO and administrator is highly visible on campus before school, during lunch, and after school to ensure student safety as the students arrive and leave daily.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Teachers feel stretched to accomplish required duties in the daily allotted time frame. **Root Cause:** Too much scheduled by the school during conference period.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Mimi Farley staff are all highly qualified. The staff has remained relatively stable with few teachers leaving the district or transferring to other schools. Mimi Farley Elementary School has 11% of our teachers with 20 or more years of teaching experience, 80% with 6-20 years of experience,

7% of our teachers have 0-5 years experience. The average years experience of teachers at MFE is ?? years.

MFE focuses on recruiting highly qualified personnel and maintaining high attendance rates for employees.

MFE utilizes the mentor/buddy system for new teachers and new to the district teachers to build teacher capacity.

Various teachers are selected to serve on various district committees.

Title I money provides extensive staff development for teachers. Teachers share their learning in staff development in scheduled meetings.

### **Staff Quality, Recruitment, and Retention Strengths**

Staff Quality, Recruitment, and Retention Strengths

Data sources are consulted when placing teachers in grade levels, content areas, to capitalize on their areas of strength.

Mentor and Buddy program

Strong administrative staff, BRO, collaboration period for grades K-2, high quality District Librarian, library aide, special education assistant and permanent sub

**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Difficulty with staffing Special Education students requirements to satisfy IEP. **Root Cause:** Quality staff has difficulty balancing the drive out here with the pay

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Mimi Farley Elementary School teachers work to implement a guaranteed and viable curriculum as outlined by TEKS Resource System.

MFE teachers work hard to utilize the documents in TEKS Resource system to ensure vertical alignment of the curriculum, verification of the TEKS, instruction at the required rigor and complexity as dictated in the TEKS, assess at the proper level in order to increase student performance across the board.  
Instruction

continues to improve through departmentalization, some collaborative lesson planning, quality hiring and placement practices.

### **Curriculum, Instruction, and Assessment Strengths**

Curriculum, Instruction, and Assessment Strengths

Teachers look at student work and assessment results and look for trends and patterns to inform instruction.

The entire staff desires vertical conversations about building background knowledge and vocabulary used at different grade levels.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Teachers need time to familiarize themselves with the program and its features. **Root Cause:** There is no trainer of trainers on campus.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

#### Family and Community Involvement Summary

Focus groups continue to reveal that parents, HP and community members are pleased with MFE and the overall feeling is a need for continued

and improving communication from the school to parents. The school is interwoven into the community and enjoys strong ties with parents, grandparents, houseparents, teams, ranch staff and middle and high schools.

A school counselor on staff serves as the Parent Involvement Coordinator and works to form stronger ties with ranch staff, HP, parents, extended family, and teams. She is available to answer questions, and provide resources to parents, ranch staff, and teams.

### **Family and Community Involvement Strengths**

#### Family and Community Involvement Strengths

Interactive website with calendars, announcements, etc improve HP and parent/community involvement.

Parent Involvement coordinator implements strategies to improve communication and parental involvement.

Open House and student performances, awards ceremonies, High family attendance at music,

PE, and pep rallies.

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Community isn't aware of ways to be involved. **Root Cause:** Lack of communication from the schools on involment opportunities.

## **School Context and Organization**

### **School Context and Organization Summary**

School Context and Organization

School Context and Organization Summary

Mimi Farley Elementary School strives to improve communication within the school community via regular administrative meetings, school announcements, SBDM

meetings, faculty meetings, weekly email administrator notes, email, and the website.

### **School Context and Organization Strengths**

School Context and Organization Strengths

SBDM are held regularly. Faculty meetings are held each six weeks and as need arises. The administrative team has an open door policy. MFE has a discipline matrix and academic pyramid of interventions for students to help them succeed at the highest levels.

## Technology

### Technology Summary

Technology

Technology Summary

Mimi Farley Elementary will utilize the Texas Star Chart to rate the faculty, staff, administration, and infrastructure in place to facilitate technology use by both

faculty, staff and students. Our goal is for all stakeholders to utilize technology to its fullest capacity to increase academic achievement and move from developing to target in all areas. We utilize our district librarian to determine needs for the campus.

### Technology Strengths

Technology Strengths

All core content area teachers' classrooms are equipped with SMARTboards. MFE also has Ipads for classroom use. MFE budgets and allocates technology resources effectively for improvements in student and staff knowledge and efficiency.

### Problem Statements Identifying Technology Needs

**Problem Statement 1:** All students do not have one to one access to technology on a daily basis. **Root Cause:** Ability to fund one to one.



# Comprehensive Needs Assessment Data Documentation

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

# 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

### 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 21st Century Learning Director	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 use of textbook online resources for teachers and students.	Principal Textbook Coordinator	Increase number of teacher logins on each online resources. Students will use online resources independently within the classroom time.				
4) Differentiation and Brain Compatible 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				

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.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = 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:**

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              = Considerable              = Some Progress              = 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

**Summative Evaluation 3:**

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 Behavior Resource Officer	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              = Considerable              = Some Progress              = 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:**

**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)	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 Behavior Resource Officer	Sign-in sheets, agendas, handouts, and feedback survey				
3) Volunteer learning opportunities for parents	Principal Teachers District Librarian Counselor	School Sign-in Sheet Travel Lists				
4) Monthly Class/School newsletter sent home	Principal Teachers	Copy of monthly newsletter emails in Title I Parent involvement Folder for documentation				
5) 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               = Considerable               = Some Progress               = 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 fieldtrips, technology, and other resources.

**Evaluation Data Source(s) 1:** Field trip attendance, career presentation attendance,

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Hold Annual Generation Texas Decision Day with STARR Academy students	Principals Counselors	Sign-in sheet, Photos, Video, Senior Decision Day Certificates, Invitation to the Community				
2) Provide career pathway exploration opportunities through the use of technology	Principal Counselor	Counseling lesson plans for each session turned into the campus principal with student handouts.				
3) 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.				
4) Increase student's digital learning portfolio through curriculum resources	Principal Instructional Coach Teachers	Student login data, and product production over time. Digital work saved to student portfolios on the student network.				
5) Provide a minimum two digital learning/career exploration open houses.	Principal Instructional Coach Teacher	Sign-in sheet for guests, handouts of all offerings and locations, videos, photos, etc.				
6) Align school fieldtrips and speakers with college and career pathways.	Principal Teachers Counselor	Travel Request, travel lists, speaker contracts, handouts, videos, photos, etc.				
= Accomplished               = Continue/Modify               = Considerable               = Some Progress               = 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:** Level III Level II STAAR Test scores  
time on technology

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase students digital learning portfolio through curriculum resources	Principal Instructional Coach Teachers	Student login data and product development over time. Digital work saved to student portfolios on the student network.				
2) Incorporation of learning Apps on handheld 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.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						



**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

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Purchase more handheld devices for learning	Principal Instructional Coach District Librarian	Increased use documented in lesson plans. Classroom observations, walkthroughs, and teacher evaluations				
2) Flipped learning opportunities	Principal Instructional Coach District Librarian Teachers	Classroom application of technique, continued collaboration, and documentation of student mastery of information				
3) 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              = Considerable              = Some Progress              = 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 a need basis for students.

**Evaluation Data Source(s) 1:**

**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 the school theme of "The Keys to Success."	Principal Counselor Behavior Resource Officer	Once a month assemblies held that incorporate student input and impact on their own learning. Incorporation of videos, music, writing, and other techniques for student to internalize each concept.				
2) Character and career development lessons with specific grade level groups	Principal Counselor Behavior Resource Officer	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 Behavior Resource Officer	Decreased number of teacher and principal interventions for specific students. Decrease in the number of low-level and office referrals.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = 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.

**Evaluation Data Source(s) 2:**

**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 Behavior Resource Officer Teachers	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 Counselor Behavior Resource Officer Teachers	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 Counselor Behavior Resource Officer Teachers	Interactive professional development built into the collaboration, planning, and faculty meetings for teachers. Sign in sheets, handouts, agendas, photos, videos, etc.				
4) Use of our regulation room to help promote healthy decisions by students, and self-regulatory behavior.	Principal Counselor Behavior Resource Officer Teachers	Counselor, principal, and behavior resource officer keep up to date logs on interventions, topics, and strategies used with student. Record keeping of student progress toward behavior goals.				
= Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue						

## 17-18 CBLT

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Debbie Newton	
Classroom Teacher	ALESHIA BLESSEN	
Classroom Teacher	DONNA CRAIG	
Parent	CYNTHIA MOSS	
Community Representative	JUSTIN JOHNSON	
PARAPROFESSIONAL	MIKE ORR	
Community Representative	JASMINE TAYLOR	
Classroom Teacher	TAMARA NESLAGE	
Classroom Teacher	LYNN MARTINEZ	
Classroom Teacher	GINA REJINO	
Classroom Teacher	SARAH REYNOLDS	
Non-classroom Professional	SANDRA PACINO	
Classroom Teacher	COCO WRIGHT	
Classroom Teacher	KATIE SHEPHERD	