

MIMI FARLEY ELEMENTARY
2015-2017 Campus Improvement Plan



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2015-2017



Updated 9/24/15
Board Approved 6/16/2015

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Mission Statement

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

Vision Statement

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.

Campus Mission Statement

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

Campus Vision Statement

We aspire to create authentic learning opportunities for students that foster communication, collaboration, creativity, and critical thinking to support student achievement for all at high levels of learning.

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Committee Membership

Allison Hamby	Principal- Mimi Farley
Aleshia Blessen	Teacher - Mimi Farley
Cynthia Moss	Teacher—Mimi Farley
Tamara Neslage	Teacher- Mimi Farley
Nicole Wright	Teacher - Mimi Farley
Susan Weiland	Teacher - Mimi Farley
Rhonda Urbanczyk	Counselor – BRISD
Ray Baca	District - BRISD
April Sprock	Parent
Oscar Martinez	Parent
Shelli Miner	BR Community Member
Jeremy Brobston	BR Community Member

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Randy Neill

Community Business Representative

Philosophy and Needs Assessment

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 2015-2016 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, Mimi Farley Elementary is focused on creating specialized learning for all students to be successful learners and to grow academically. The belief that a collaborative inquiry process guides our focus on standards, aligning the instructional process, and leading students to mastery of the Texas Assessment Knowledge and Skills provides the foundation for our improvement process.

Standards-based education includes agreed upon, high-levels of expectation and performance for instruction and students. These standards provide clear direction, create a focus on instruction for all educators, validate professionalism, and allow for clear accountability among all stakeholders.

With the inquiry process, constant collaboration, and student assessment data and information, we are successful. Our success involves an eight-step process that includes:

1. Build shared responsibility and commitment to student learning, vision, and standards.
2. Collect and analyze student data.
3. Identify a learner-centered problem.
4. Set measurable student learning goals.

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5. Understand the problem identified within your teaching-learning system.
6. Develop systematic action plans.
7. Take action.
8. Monitor results.

The challenge for the staff at Mimi Farley Elementary are to:

- Study and understand program strengths and weaknesses;
- Accept responsibility for student performance;
- Accept responsibility for solving problems;
- Work collaboratively across school boundaries; and • Share success with everyone.

Mimi Farley Elementary Site Based Decision Making Committee conducted a review of data included STAAR results, 2013-2014 School Report Card information, PBMAS results, PEIMS data, and Discipline records along with small group processes. After analysis of the data and a review of the 2014-2015 progress the committee added, revised, or deleted district objectives, strategies, and activities.

Focused Areas:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff quality, recruitment and retention
- Curriculum, instruction and assessment
- Family and community involvement
- School Organization
- Technology

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As a committee, the group discussed strategies and activities for each prioritized need. Each activity/strategy was evaluated to test for alignment with the district goals.

The campus improvement plan consists of the strategies determined to accomplish the adopted school board objectives, along with the ongoing objectives and strategies still in effect based on the data analysis of student achievement and school success. Historical Academic Data

State of Texas Assessment of Academic Readiness

Subject	2011-2012	2012-2013	2013-2014	2014-2015 Only snapshot	2015 Regional Results	2015 State Results
3rd Reading	91 %	100%	80%	75%		77%
4th Reading	73 %	83%	0%	67%		74%
5th Reading	67 %	81%	93%	100%		84%
Reading Overall	76%	87%	82%	81% Math based on 2014		
3rd Math	82 %	80%	60%	80%		
4th Math	85 %	75%	50%	50%		
5th Math	75 %	85%	87%	67%		
Math Overall	65%	80%	77%	65%		

** Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No progress 5. Discontinue

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4th Writing	64%	58%	100%	17%	70%
5th Science	67%	54%	80%	50%	72%
All Subjects	69%	75%	80%	61%	

Community and Student Survey Results for 2015 – House Bill 5
Mimi Farley Elementary

Category	Rating	Area of Improvement
<i>Fine Arts</i>	Recognized	<ul style="list-style-type: none"> 1. Participation in UIL sponsored activities and competitions 4. Student art exhibits on or off campus 5. More than one fine arts course offered 7. Student school-wide assembly fine arts productions and performances
<i>Wellness and Physical Education</i>	Recognized	<ul style="list-style-type: none"> 9. Participation and results on Fitness gram 10. Fun runs, Walk-a-thons, Community Runs 12. Intermural Programs 14. Health courses, nutritional value training, etc. 15. Anti-bullying lessons, programs, and educational activities
<i>Community and Parental Involvement</i>	Recognized	<ul style="list-style-type: none"> 4. 9/11 Assembly 17. Activities related to student council/government
<i>21st Century Development Program</i>	Acceptable	<ul style="list-style-type: none"> 4. Job shadowing opportunities 5. College and Career Readiness Fair 18. Project based learning

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<i>Second Language Acquisition Program</i>	Acceptable	<ul style="list-style-type: none"> 3. Foreign language clubs 4. Multicultural club 5. Cultural performances
<i>Digital Learning Environment</i>	Acceptable	<ul style="list-style-type: none"> 1. Student/family access to technology away from school 4. Number of “flipped” classrooms 10. Wi-Fi access on and off campus for students, faculty, and parents 12. Digital safety training for students/teachers/parents 13. Use of tools that integrate technology and mobile learning in schools 14. Digital access for use of probes in science classes
<i>Dropout Prevention Strategies</i>	Exemplary	<ul style="list-style-type: none"> 7. Anti-bullying activities, programs, lessons, etc. 11. Use of character education programs 22. Programs to transform classrooms and campuses to keep students engaged

Community and Student Survey Results for 2015 – House Bill 5
Mimi Farley Elementary

Category	Rating	Area of Improvement
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<i>Educational Program for Gifted and Talented Students</i>	Acceptable	<ol style="list-style-type: none"> 1. Number of GR Course offerings 4. Enrichments opportunities for GT students 5. Utilization of the Texas Performance Standards Project 6. Teacher training, professional development geared to GT students and Programs 8. Student leadership opportunities for GT students 10. Fieldtrips and competitions for GT students 11. Showcasing work and activities of GT students 12. Parent and student surveys of GT programs 13. Parent training regarding GT programs and students
<i>Statutory Reporting and Policy Compliance</i>	Yes	

BRISD District Improvement Goals 2015-2016

1. All BRISD students will learn and succeed at high academic levels as required by the TEKS.
2. All BRISD students will be prepared for post-secondary college or career opportunities.

*** Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No progress 5. Discontinue*

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3. All BRISD campuses will provide a safe, healthy, and orderly environment as a means to support the physical and emotional safety of all students.

Mimi Farley Elementary Improvement Goals and Objectives 2015-2016

1. Mimi Farley Elementary students will learn and succeed at high academic levels as required by the TEKS.
 - a. The primary focus of Mimi Farley Elementary is to provide excellent classroom teaching to support student learning in the classroom.
 - b. Students assessed on the STAAR will meet or exceed region and state averages in all assessed subjects.
 - c. Mimi Farley elementary will eliminate the achievement gap among students by providing instructional and behavioral interventions to support student learning.
 - d. Mimi Farley Elementary will increase communication and cooperation between school, community, parents, and care givers to aid in student progress toward learning goals.
2. Mimi Farley Elementary will promote awareness of college and career opportunities.
 - a. Mimi Farley Elementary will provide career and college exploration through fieldtrips, technology, and other resources.
 - b. Mimi Farley Elementary will provide students with learning opportunities to support student technology skills needed to be successful in college or to support a future in a digital community.
 - c. Mimi Farley elementary will promote 21st century learning and digital learning opportunities
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.
 - a. Mimi Farley Elementary will provide character and social skill development campus wide and on a need basis for students.
 - b. Mimi Farley Elementary will provide safety and health programs for staff and students as a method of prevention and/or intervention.

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

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PERFORMANCE OBJECTIVE # 1: The primary focus on Mimi Farley Elementary is to provide excellent classroom teaching to support student learning in the classroom.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Ongoing Professional Development of TEKS Alignment and use of TEKS Resource System Year at a Glance for each content area, performance objectives, etc.	199	Principal Instructional Coach Teachers	Review of the TEKS/TEKS Resource System Materials at the beginning of the year Use of performance objectives from TEKSRS to assess student progress. Increased rigor evident in teacher lesson plans.	Increased rigor and relevance of classroom formative and summative assessments. Student progress on TEKSRS Unit Assessments will increase. Classroom Walkthrough Data and student work portfolio increase of progress toward TEKS in each unit of study.	Nov	Jan	Mar	June
Use of digital and technology resources to support student learning	199	Principal Instructional Coach District Librarian 21 st Century Learning Director	Appy Hour – teachers and others share their most recent technology resources used with students once a month and how they have used hand held devices/computers to increase student learning and engagement. Flipped learning for students	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.	Nov	Jan	Mar	June
Professional Development on the use of textbook online resources for teachers and students	199	Principal Instructional Coach Textbook Coordinator	Training scheduled into beginning of the year professional development. All teachers and students are able to login and access course/content materials.	Increase number of teacher logins on each online resources. Students will use online resources independently within the classroom time.	Nov	Jan	Mar	June

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

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Differentiation and Brain Compatible Lesson development and implementation to meet all student academic needs.	199	Principal Instructional Coach Teachers	Lesson plans submitted by the teacher will be written in a brain compatible lesson format, and document differentiation of content, process, or product for students.	Continual documentation over time in lesson plans Teacher evaluations, observations, and walkthroughs	Nov	Jan	Mar	June
Full implementation of balanced literacy to support overall student literacy development across all contents.	199	Principal Instructional Coach Teachers	Provide teachers a review/introduction to balanced literacy. Ongoing professional development/collaboration. TPRI/Fluency and Comprehension Tracking Grades K through 5 three times a year	Increase in student independent reading level/Lexile beyond their grade level equivalent as measured by Accelerated Reader and Mind Play. Increase in student Fluency/Comprehension at each check point. Classroom implementation that is evident in teacher observation, walkthrough, and evaluations.	Nov	Jan	Mar	June
Writing across the curriculum to increase student academic	199	Principal Instructional Coach	Teacher professional development centered on the	Continual documentation over	Nov	Jan	Mar	June

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performance, expository writing development, and text driven written responses across all content.		Teachers	impact of writing extensively in all areas. Weekly writing assignments in all content areas. Principal monthly writing challenges focused on our "Key to Success."	time in lesson plans Teacher evaluations, observations, and walkthroughs				
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Performance Objective #1: Continued . . . The primary focus on Mimi Farley Elementary is to provide excellent classroom teaching to support student learning in the classroom.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Develop an understanding of numeracy development among all teachers to promote student progress and achievement of the concrete, pictorial, and abstract representation of mathematics.	199	Principal Instructional Coach Teachers	Teacher professional development centered on numeracy development and the development and understanding of concrete, pictorial, and abstract representations of mathematics. Continual collaboration.	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.				

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DISTRICT 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.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Study and implement ways to increase student progress measures in reading and mathematics under Index 2 of the accountability system.	199	Principal Instructional Coach Teachers	Create portfolio/data files of students that show a steady increase of student progress over one academic year time.	Individual student growth checks over time. DMAC reports	Nov	Jan	Mar	June
Use STAAR related diagnostic resources to assess student progress toward testing success.	199	Principal Instructional Coach Teachers	STAAR One – Access 4 materials STAAR Coach, Textbook resources, TEA STAAR released tests, etc. Implementation twice a six weeks on specific TEKS toward STAAR readiness.	Teacher lesson plans and student assessments reflect use of materials. DMAC reports	Nov	Jan	Mar	June
	199	Principal			Nov	Jan	Mar	June

** Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No progress 5. Discontinue

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Focus on specific TEKS for students who are not progressing in reading, math, writing, and science.		Instructional Coach Teachers	Develop student Rtl folders for Reading, math, writing, and science that document student focus TEKS for mastery and level of mastery for a three week period. (Time limit subject to change based on student need.) Develop times for students who are not part of Rtl to study in a career and character development exploration.	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.				
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PERFORMANCE OBJECTIVE # 2: Continued . . . Students assessed on the STAAR will meet or exceed region and state averages in all assessed subjects.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Assess all students reading fluency and comprehension levels three times a year in grade K to 5.	199	Principal Instructional Coach Teachers	Provide training to teachers in the use of TPRI and DIBELS to assess students. Student assessments administered. Use of University of Texas at Austin Systematic Reading Materials for Response to Intervention.	Student assessment data filed in student cumulative folders three times. Student assessment information used in comparison with Accelerated Reader, Mind Play and other resources to provide systematic reading intervention to students.				

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DISTRICT 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.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Provide learning that is rigorous and relevant to student interest.	199	Principal Instructional Coach Behavior Resource Officer School Counselor Teachers	Student interest surveys	Lesson plans and project based learning developed around student interest that focus on TEKS development and mastery.				

** Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No progress 5. Discontinue

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Incorporate a school-wide behavior chart and intervention system for behavior.	199	Principal Teachers School Counselor Behavior Resource Officers	Neuro-sequential Model for Education Implementation Students who are continually below the "Ready to learn level" more than three times in a six week will be referred to the Behavior Resource Officer or School Counselor. Teacher administered consequences or extended learning time.	Increase of student ability to incorporate sensory techniques on their own. Decrease of students in the office and missing instruction or academic learning time.	Nov	Jan	Mar	June
Incorporate a school-wide intervention system reading, math, and science	199	Principal Instructional Coach Teachers	Provide students with pre-test and post-test before beginning units of study, during, and after units of study to assess students' academic abilities.	Identifying students who need early support and continued support for intervention. Student mastery of TEKS as evident on post-tests and TEKSRS Unit assessments. DMAC Trend Report Resources	Nov	Jan	Mar	June

DISTRICT 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.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
	199	Principal						

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Parent/Teacher conferences three time a year to discuss student progress in all content areas.		Teachers Counselor	After assessing students reading fluency/comprehension level. Meet with parents to discuss students overall learning goals.	Meeting sign-in sheet and student agendas specific to each individual student.				
Parent/team training on academic content to support student academic achievement.	199	Principal Teachers Counselor District Librarian Behavior Resource Officer	Flipped learning videos on specific content for teams/parents. Onside training in reading, mathematics, and behavior that effects the learning environment.	Sign-in Sheets, agendas, handouts, and feedback survey	Nov	Jan	Mar	June
Volunteer learning opportunities for parents	199	Principal Teachers District Librarian	Read to the class, join a class field trip, join in on library time with your student, be a guest speaker, etc.	School Sign-in sheet, travel lists	Nov	Jan	Mar	June
Monthly Class/School newsletter sent home	199	Principal Teachers	Use of Smore for online newsletters to parents of school events and over-arching learning themes	Copy of monthly newsletter emails in Title I Parent Involvement Folder for documentation	Nov	Jan	Mar	June
Invite community speakers to train teachers in sensory integration, SOMA, and LSCI	199	Principal Instructional Coach Behavior Resource Officer Counselor	Implement teacher training twice a semester on resources and tools used by Cal Farley's Boys Ranch to support student learning in the classroom.	Sign-in Sheets, agendas, handouts, and feedback survey Classroom observation, walkthroughs, and teacher evaluations.	Nov	Jan	Mar	June

DISTRICT GOAL #2: Mimi Farley Elementary will promote awareness of college and career opportunities.

PERFORMANCE OBJECTIVE # 1: Mimi Farley Elementary will promote awareness of career and college exploration through fieldtrips, technology, and other resources.

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Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Hold Annual Generation Texas Decision Day with STARR Academy students.	199	Principals Counselors	In collaboration with STAAR academy schedule our annual assembly for GenTX day. Provide Senior students with possible questions that elementary students might ask.	Sign-in Sheet, Photos, Video, Senior Decision Day Certificates, Invitation to the Community	Nov	Jan	Mar	June
Provide career pathway exploration opportunities through the use of technology	199	Principal Counselor	Scheduled time into the computer lab for the counselor during RtI time for each grade level. Use of technology resources such as Bridge, Reality Check, Career Cruising, or other resources.	Counseling lesson plans for each session turned into the campus principal with student handouts.	Nov	Jan	Mar	June
Career/College Day Monthly Career Pathway Themes Red Ribbon Week	199	Counselor	Invite Amarillo/Boys Ranch Community to inform our students with Scheduled days to dress in career pathway, wear college shirt, and make announcements about monthly career pathway.	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.	Nov	Jan	Mar	June
Increase students digital learning portfolio through curriculum resources	199	Principal Instructional Coach Teachers	Enroll all students in learning.com and provide teachers training on how to assign students online lessons and projects. Provide time in the master schedule for student to build their digital literacy skills.	Student login data, and product production over time. Digital work saved to student portfolios on the student network.	Nov	Jan	Mar	June

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PERFORMANCE OBJECTIVE # 1: Continued . . . Mimi Farley Elementary will promote awareness of career and college exploration through fieldtrips, technology, and other resources.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Provide a minimum two digital learning/career exploration open houses.	199	Principal Instructional Coach Teachers	Students present their digital learning or career pathway explorations to the BR Community.	Sign-in sheet for guests, handouts of all offerings and locations, videos, photos, etc.	Nov	Jan	Mar	June
Align school fieldtrips and speakers with college and career pathways.	199	Principal Teachers Counselor	Use Window on a Wider World and other resources as a guide to align fieldtrips or speakers with career pathways for students on and off campus.	Travel Request, travel lists, speaker contracts, handouts, videos, photos, etc.	Nov	Jan	Mar	June

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DISTRICT GOAL #2: Mimi Farley Elementary will promote awareness of college and career opportunities.

PERFORMANCE OBJECTIVE # 2: Mimi Farley Elementary will provide student with learning opportunities to support student technology skills needed to be successful in college or support a future in a digital community.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Increase students digital learning portfolio through curriculum resources	199	Principal Instructional Coach Teachers	Enroll all students in learning.com and provide teachers training on how to assign students online lessons and projects. Provide time in the master schedule for student to build their digital literacy skills.	Student login data, and product development over time. Digital work saved to student portfolios on the student network.				
Incorporation of learning Apps on handheld devices to support student learning, research, and investigative inquiry.	199	Principal Instructional Coach Teachers District Librarian	Teachers incorporate apps learned through professional development to promote “flipped” lessons, student’s investigation, and learning opportunities for students. Use of online learning resources such as Study Island, Waterford Early Learning, Think Through Math, and other resources available.	Application of learning APPs on all student hand held devices. Teacher and class observation, walkthroughs, and formal evaluations.				

DISTRICT GOAL #2: Mimi Farley Elementary will promote awareness of college and career opportunities.

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PERFORMANCE OBJECTIVE # 3: Mimi Farley Elementary will promote 21st century learning and digital learning opportunities.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Purchase more handheld devices for learning.	199	Principal Instructional Coach District Librarian	Replacement of iPad version 1s with up to date iPad Air, iTouch, or laptops, and tablets that allow student to be mobile for student collaboration.	Increased use documented in lesson plans. Classroom observations, walkthroughs, and teacher evaluations.	Nov	Jan	Mar	June
Flipped Learning opportunities	199	Principal Instructional Coach District Librarian Teachers	Collaboration of possible uses, and impact on engagement for students. Professional Development presented in a “flipped” format for teachers to model.	Classroom application of technique, continued collaboration, and documentation of student mastery of information.	Nov	Jan	Mar	June
Increase critical thinking and real world problem solving for all students	199	Principal Instructional Coach District Librarian Teachers	Use of Odyssey of the Mind, Career Cruising, Texas Performance Standards Projects, and Project Based Learning techniques, strategies, and learning scenarios. Incorporation of maker spaces in the classroom to increase students’ product/solution development.	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.	Nov	Jan	Mar	June

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DISTRICT 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 skills development campus wide and on a need basis for students.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Scheduled grade level assemblies focused on the school theme of "The Keys to Success."	199	Principal Counselor Behavior Resource Officer	iCommunity events focused on specific character traits of perseverance, patience, obstacles, communication, creativity, motivation, teamwork, etc.	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.				
Character and career development lessons with specific grade level groups.	199	Principal Counselor Behavior Resource Officer	Reading of the <u>Fred Factor</u> and other short stories with student groups, writing a new school pledge, and other activities. Utilize Champs curriculum.	Decreased number of teacher and principal interventions for specific students. Decrease in the number of low-level and office referrals.				
Small group or one-on-one behavior and cooperative learning intervention.	199	Principal Counselor Behavior Resource Officer	Identification of specific students in need to behavior intervention to be successful academically. Small group role play of situations that arise in the classroom.	Decreased number of teacher and principal interventions for specific students. Decrease in the number of low-level and office referrals.				

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DISTRICT 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.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Fire Safety Week Every Kid Healthy Week Red Ribbon Week, Healthy Habits Week, and other school-wide initiatives.	199	Principal Counselor Behavior Resource Officer Teachers	Mimi Farley will enlist the help of community members to present, demonstrate, and mentor students through each school wide initiative for health and safety.	Students and others make healthy and safe choices. Students create collaborative presentations or written compositions describing their learning.	Nov	Jan	Mar	June
Continued practice of fire, tornado, and lock down procedures.	199	Principal Counselor Behavior Resource Officer Teachers	Students and teacher walk through emergency drill procedures and practice informally and formally with bells and other factors to prepare students for real-life situations.	All drills documented in the secretary's office and with Cal Farley's Boys Ranch Security Department.	Nov	Jan	Mar	June
Guest presenters on topics of health and wellness for teachers.	199	Principal Counselor Behavior Resource Officer Teachers	Secondary Trauma presented by Cal Farley's Boys Ranch Resources. Sensory integration techniques SOMA intervention techniques for teachers School-wide health challenges among staff.	Interactive professional development built into the collaboration, planning, and faculty meetings for teachers. Sign in sheets, handouts, agendas, photos, videos, etc.	Nov	Jan	Mar	June

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PERFORMANCE OBJECTIVE # 2: Continued . . . Mimi Farley Elementary will provide safety and health programs for staff and students as a method of prevention and or intervention.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Use of our regulation room to help promote healthy decisions by students, and self-regulatory behavior.	199	Principal Counselor Behavior Resource Officer Teachers	Focus on appropriate behaviors to express emotions, and social and academic interaction among peers.	Counselor, principal, and behavior resource office keep up to date logs on interventions, topics, and strategies used with student. Record keeping of student progress toward behavior goals.				