

Mimi Farley Elementary Campus Improvement Plan 2006 – 2008



Board Approved 10-16-07

MIMI FARLEY ELEMENTARY SCHOOL CAMPUS

CAMPUS IMPROVEMENT COMMITTEE MEMBERS

2006 – 2007

Chester Dunavin – Principal	Vita Sotelo – Asst. Superintendent
Lori Ketelle – Special Education Teacher	Sandy Pacino – Library Aide
Cindy Wihebrink – Classroom Teacher	Mike Lowe – Community
Jodi Williams – Classroom Teacher	Jennifer Hipp – Parent
Lacey Henderson – Classroom Teacher	Brent Ehlers – Business Community

2007 - 2008

Chester Dunavin – Principal	Jerry Overman – Dist. Administrator
Lori Novak – Classroom Teacher	Carlene Beauchamp – Teachers Aide
Cindy Wihebrink – Classroom Teacher	Mike Lowe – Community
Robyn Mitchell – Classroom Teacher	Jennifer Hipp – Parent
Lacey Turman – Classroom Teacher	Sean Collins – Business Community

DISTRICT MISSION STATEMENT

Boys Ranch Independent School District, an educational institution in partnership with the community, provides a balanced foundation for the mental, physical, emotional, and social development of its students as they prepare to cope with a wide variety of life experiences and to contribute productively to society

CAMPUS MISSION STATEMENT

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

RATIONALE

By the disaggregation of data we have found specific weak areas, and we have begun to refocus and redesign curriculum and instruction to address overall educational programs and individual student's records.

SCHOOL PLEDGE

I will do more than I have to do today! I will treat others the way I want to be treated. I will be the best person I can be!

**MIMI FARLEY ELEMENTARY
NEEDS ASSESSMENT**

JANUARY, 2007

The Campus Improvement Team took a long look at various aspects of Mimi Farley Elementary and campus needs. The team looked at all available TAKS data, Benchmark results, parent surveys, staff surveys, TPRI, the AEIS, AYP, the budget and anything that would help guide campus improvement.

The committee saw areas for improvement in school safety, curriculum, TAKS, staff development and better communication with parents and all BR employees. As a result of the study, the team came up with fourteen objectives to promote strategies to improve Mimi Farley Elementary School.

A notebook with all the appropriate assessments is located in the elementary office for review.

**MIMI FARLEY ELEMENTARY
TAKS RESULTS
2004 – 2005 – 2006 - 2007**

SCALE SCORE				% PASSED				% COMMENDED			
2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007
2354	2266	2350	2275	READING 100%	GRADE 3 89%	100%	88%	33%	22%	55%	25%
2385	2178	2203	2128	MATH 100%	GRADE 3 80%	64%	75%	60%	0%	36%	*0%
2448	2206	2158	2259	READING 100%	GRADE 4 69%	69%	86%	83%	23%	6%	29%
2397	2129	2217	2271	MATH 100%	GRADE 4 69%	75%	93%	75%	8%	75%	36%
2430	2194	2230	2444	WRITING 100%	GRADE 4 53%	69%	93%	50%	15%	13%	36%
2054	2157	2195	2212	SCIENCE 47%	GRADE 5 69%	64%	93%	0%	23%	27%	11%
2169	2307	2182	2190	READING 88%	GRADE 5 93%	82%	*72%	6%	29%	9%	11%
2126	2285	2236	2240	MATH 65%	GRADE 5 87%	67%	*72%	18%	31%	33%	22%

**TAKS READING
2005 – 2006 – 2007**

OBJECTIVES	3 rd			4 th			*Areas of Concern 5 th		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
1. Basic Understanding	84%	89%	80%	75%	79%	86%	87%	*73%	*59%
2. Applying Knowledge of Literary Elements	83%	87%	86%	80%	*68%	81%	86%	80%	77%
3. Using Strategies to Analyze	87%	88%	96%	78%	*73%	81%	87%	75%	*65%
4. Applying Critical Thinking Skills	*71%	83%	78%	*75%	*68%	78%	90%	75%	*59%

**MIMI FARLEY ELEMENTARY
TAKS WRITING
2005 - 2006 – 2007 - 4th GRADE**

OBJECTIVES	2005	2006	2007
1. – 2. Written Composition*	53%	69%	*59%
3. Appropriate Organization of Ideas	77%	86%	93%
4. Correct and Effective Sentence Structure*	72%	*71%	88%
5. Standard Usage & Appropriate Word Choice	87%	80%	95%
6. Proofreading for Punctuation, Capitalization & Spelling	82%	89%	94%

**TAKS MATH
2005 – 2006 - 2007**

3rd

4th

5th

OBJECTIVES	2005	2006	2007	2005	2006	2007	2005	2006	2007
1. Numbers Operations & Quantitative Reasoning	83%	*74%	*69%	*72%	84%	90%	79%	77%	79%
2. Patterns Relationships & Algebraic Reasoning	*70%	*68%	*61%	*66%	77%	86%	82%	75%	77%
3. Geometry & Spatial Reasoning	90%	82%	74%	*69%	83%	81%	89%	83%	84%
4. Concepts & Uses of Measurement	88%	74%	78%	*69%	73%	77%	78%	75%	76%
5. Probability & Statistics	*75%	82%	83%	*69%	77%	71%	77%	79%	*72%
6. Mathematical Processes & Tools	*53%	*68%	*61%	*63%	*73%	82%	79%	77%	77%

**TAKS SCIENCE
2005 – 2006 – 5TH GRADE**

OBJECTIVES	2005	2006	2007
1. Nature of Science	88%	85%	85%
2. Life Science	84%	85%	87%
3. Physical Science	77%	77%	83%
4. Earth Science	*65%	*62%	*73%

Campus Suggestions 2006 - 2008

Programs needed?

- Scheduled tutoring time
- 3 – Tier Reading

What staff development is needed for this campus, or by you.

- Reading development
- Writing training
- Staff development for our own campus
- Strategies for slow readers

What are the “barriers” if any, preventing school improvement?

- Need to come together to discuss things.
- Use aides for AM and PM duty or rotate teacher’s duties.
- Communicate
- Students are allowed to negotiate behavior. Adults are seen following students around instead of students having consequences for behaviors. Student in trouble are often rewarded when kids who are rarely, if ever, in trouble, are never acknowledged.
- Consequences for misbehavior and bad choices should NOT be negotiable.

What key instructional changes should be made to improve our campus?

- A time where we can tutor our students individually.
- The day is too long.
- Keep alignment strong on all subjects.

**MIMI FARLEY ELEMMENTARY SCHOOL
2006 – 2008
CAMPUS IMPROVEMENT PLAN**

Parent Survey

Strengths of our School

Concerns of our School

Great teachers/faculty Positive learning environment	Additional rooms needed/counselor, speech and adjunct personnel
Small student/teacher ratio	Increased tutoring time
Technology availability	School day length – not age appropriate
Strong focus on academics	Policies for enrolling staff children, privileges, suspension
Daily P.E. and Fine Arts Collaborative Curriculum	Notification procedures/policies concerning students' enrollment needs
Availability of Alternative Disciplinary Placement (ISS)	
Timely counseling appointments	

**Mimi Farley Elementary School
2006 - 2008
Campus Improvement Plan**

10 Schoolwide Components

Each schoolwide program plan addresses each of the following components:

1. a comprehensive needs assessment of the entire campus that is based on information which includes the achievement of students in relation to the state academic content standards and the state student academic achievement standards.
2. schoolwide reform strategies that:
 - provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement;
 - use effective methods and instructional strategies that are based on scientifically based research that –
 - strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing an extended school year, before-and after-school programs, and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - include strategies for meeting the educational needs of historically underserved populations
 - include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at-risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program; and
 - address how the school will determine if such needs have been met; and
3. instruction by highly qualified professional teachers
4. in accordance with the section 1119 and section 1114(a) (4), high –quality and ongoing professional development for teachers, principals and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children at the campus to meet the state's student academic achievement standards.
5. strategies to increase involvement in accordance with section 1118, such as family literacy services

6. strategies to attract high-quality highly qualified teachers to high need schools
7. plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Early Reading First, or a State-run preschool program, to local elementary school programs
8. measures to include teacher in the decisions regarding the use of academic assessments described in section 111 (b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program..
9. activities to ensure that students who experience difficulty mastering the proficient or advanced level of academic achievement standards required by section 111 (b) (1) must be provided with effective, timely additional assistance which shall include measures to ensure the students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. P.L. 107-110, Section 1114 (b) (1)

Each schoolwide program plan –

- describes how the campus will implement the 10 schoolwide components;
- describes how the campus will use Title I, Part A resources and other sources to implement those components;
- includes a list of State and LEA programs and other Federal programs that will be included in the schoolwide program;
- describes how the campus will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111 (b)(3). P.L. 107-110, Section 114 (b)(2)(A).

MIMI FARLEY ELEMENTARY SCHOOL
GOAL STATEMENTS
2006 – 2008

GOAL # 1:

Mimi Farley Elementary students and teachers will have a safe and secure environment in which to learn and teach.

GOAL # 2:

Mimi Farley Elementary will provide a curriculum that addresses the full range of needs and capabilities of the student body.

GOAL # 3:

Mimi Farley Elementary students attending Boys Ranch Independent School District will meet required state/federal criteria and measures required by “No Child Left Behind” and the Texas “Academic Excellence Indicator System.”

GOAL # 4:

Mimi Farley staff will uphold and enforce district rules and policies providing a strong positive environment for student learning.

GOAL # 5:

Mimi Farley Elementary in partnership with Cal Farley’s Boys Ranch will maintain an open, honest line of communication to enhance future planning, current programs, and day-to-day operations and tightly integrate the offerings and operations of the school district with Boys Ranch and its model of care.

**MIMI FARLEY ELEMENTARY SCHOOL
2006 – 2008 CAMPUS IMPROVEMENT PLAN**

CAMPUS GOAL # 1:

Mimi Farley Elementary students and teachers will have a safe and secure environment in which to learn and teach.

CAMPUS PERFORMANCE OBJECTIVE: Mimi Farley Elementary will reduce acts of aggression (fighting, hitting, and bullying) by 20% according to PEIMS reporting.

Strategies /Activities	Resources		Performance		Evaluation			
	Materials	Cost Funding	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation	Progress	Schoolwide Component
Establish a Behavioral Review Committee	Mimi Farley staff	\$0	Counselor	Established before Feb. 15, 2007	Solicit appropriate committee pool	Com. policy & procedures implemented	1	I
Develop a process to send/refer case to Behavioral Review Committee	Create referral document for teachers Written input survey	Paper	Newly formed committee	Feb. 15, 2007	Review teacher input on referral process	Teacher referral process utilized and beneficial to safety issues	2	I

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

SCHOOLWIDE COMPONENTS: NA-Needs Assessment, R-Reform Strategies, HQ-Highly Qualified, PD-Professional Development, AHQ-Attract Highly Qualified, PI-Parental Involvement, T-Transitional Programs, A-Teachers & Assessment, SA-Student Assistance, I-Coordination of Programs

**MIMI FARLEY ELEMENTARY SCHOOL
2006 – 2008 CAMPUS IMPROVEMENT PLAN**

CAMPUS GOAL # 1:

Mimi Farley Elementary students and teachers will have a safe and secure environment in which to learn and teach.

CAMPUS PERFORMANCE OBJECTIVE: Mimi Farley Elementary will decrease violations of the student Code of Conduct, according to PEIMS reports by 10%.

Strategies/Activities	Resources		Performance		Evaluation			
	Materials	Cost Funding	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation	Progress	Schoolwide Component
After 3rd ISS offense a Parent/Team conference will be scheduled to review components of the Code of Conduct and Board Policy.	Code of Conduct	0	Chester Dunavin & Classroom teacher	Ongoing	Feb. 15, 2007	June 15, 2007 Data from PEIMS	2	I
Place ISS students in a secluded location away from distractions.	Two new rooms	0	Chester Dunavin	January 2007 – July 2007	Plans devised for construction by Feb. 15, 2007	Room constructed by July 31, 2007	1 One of the two rooms has been completed	R

CAMPUS PERFORMANCE OBJECTIVE: Teachers will have input in 100% of new employee positions at Mimi Farley Elementary.

Strategies/Activities	Resources		Performance		Evaluation			
	Materials	Cost Funding	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation	Progress	Schoolwide Component
Mimi Farley Elementary teachers will have input in the needs assessment and the makeup of the staff	Teacher's meetings & interviews	0	Principal	Nov. 2006 – July 2008	Results of teacher's meeting	When new personnel are hired	On target to date	AHQ

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**MIMI FARLEY ELEMENTARY SCHOOL
2006 – 2008 CAMPUS IMPROVEMENT PLAN**

CAMPUS GOAL # 2:

Mimi Farley Elementary will provide a curriculum that addresses the full range of needs and capabilities of the student body.

CAMPUS PERFORMANCE OBJECTIVE: By the end of the 2006-2007 school year, the 3rd, 4th, and 5th grade will increase TAKS Reading mastery by 5 %.

Strategies/Activities	Resources		Performance		Evaluation			
	Materials	Cost Funding	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation	Progress	Schoolwide Component
Research possible reading programs	Internet/catalogs Region 16	0	Kathy Brewer Karrah Iglehart Reagan Reynolds Vita Sotelo	January 2007 – February 2007	Weekly lesson plans	TAKS results individual testing	3	NA, A
Choose & implement new reading program	Program	Instruction	Kathy Brewer Karrah Iglehart Reagan Reynolds Vita Sotelo	March 2007	Lesson plans	TAKS 86% of 4 th grade passed in 2007	3	A
Each year Mimi Farley will conduct a comprehensive needs assessment	TAKS data, surveys & budget	0	Principal & Site-Based Team	Dec. 18, 2006 January, 2008	When information is completed	When the plan is submitted 88% of 3 rd grade passed in 2007	1 In progress	NA

CAMPUS PERFORMANCE OBJECTIVE: By the end of 2006 – 2007 school year, the 4th grade will show 75% mastery on the writing portion of the writing test.

Strategies/Activities	Resources		Performance		Evaluation			
	Materials	Cost Funding	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation	Progress	Schoolwide Component
Provide in-house writing workshop for students.	Region 16 training materials	\$300. Training	Kathy Brewer	January–April 2007	Student writing samples	TAKS 93% passed-2007 Writing workshop 2 days in August, 2007	1	A, PD

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**MIMI FARLEY ELEMENTARY SCHOOL
2006 – 2008 CAMPUS IMPROVEMENT PLAN**

CAMPUS PERFORMANCE OBJECTIVE: By the end of the 2006 – 2007 school year, the 3rd, 4th, and 5th grade will increase TAKS math mastery by 6%.

Strategies/Activities	Resources		Performance		Evaluation			
	Materials	Cost Funding	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation	Progress	Schoolwide Component
Integrate Michael Eaton Program into the Curriculum Collaborative	Curriculum and Michael Eaton Program	None	Teachers and Principal	Feb. 15, 2008	Lesson plans	Completed curriculum in teachers hand	1	R
Provide math benchmark testing and simulation on a consistent basis	Testing Material	None	Teachers, Principal, Asst. Superintendent	Feb. 15, 2008	Benchmark results	TAKS results Increase of 6% over 2006	1	A, SA
Activate new math program through Education City	Computer Lab & activate program	\$1900.	Principal	Sept. 1, 2008	Lesson plans & Benchmark results	Program has been purchased & installed	1	R, NA

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**MIMI FARLEY ELEMENTARY SCHOOL
2006 – 2008 CAMPUS IMPROVEMENT PLAN**

CAMPUS GOAL# 3:

All students attending BRISD will meet required state/federal criteria and measures required by “No Child Left Behind” and the Texas Academic Excellence Indicator.

CAMPUS PERFORMANCE OBJECTIVE: By January 1, 2007 tutorial sessions will be implemented for all students that are at risk of failing the TAKS test.

Strategies/Activities	Resources		Performance		Evaluation			Progress	Schoolwide Component
	Materials	Cost Funding	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation			
Each teacher will have a scheduled tutorial time during the school day.	Benchmark results teacher selected testing	Title I funds Local funds	Classroom teachers Principal	August 2006 – May 2008	Grade reports Benchmark results TPRI results	TAKS results At-Risk folder Went from acceptable in 2006 to recognized in 2007	1	A, PI	
Communication with parents and houseparents about progress of students in TAKS related objectives	Progress reports Parent/teacher conferences	None	Classroom teachers Principal	August 2006 – May 2008	Parent/teacher conferences	Parent surveys	1	PI	

CAMPUS PERFORMANCE OBJECTIVE: 100% of next years’ kindergarten students will have an opportunity for a day of transition to Mimi Farley Elementary School.

Strategies/Activities	Resources		Performance		Evaluation			Progress	Schoolwide Component
	Materials	Cost Funding	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation			
Each year there will be a time for future students to have orientation	Memo & emails	None	Principal & Kindergarten teacher	May 1, 2008	List of prospective students contacted	Enrollment and response by parents	1	T	

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**MIMI FARLEY ELEMENTARY SCHOOL
2006 – 2008 CAMPUS IMPROVEMENT PLAN**

CAMPUS GOAL # 4: Mimi Farley Elementary School staff will uphold and enforce district rules and policies providing a strong positive environment for student learning.

CAMPUS PERFORMANCE OBJECTIVE: 100% of Mimi Farley Elementary staff and students will be provided with procedures for implementing and enforcing campus rules and policies.

Strategies/Activities	Resources		Performance		Evaluation			Schoolwide Component
	Materials	Cost Funding	Person (s) Responsible	Timeline	Formative Evaluation	Summative Evaluation	Progress	
Mimi Farley Elementary will provide campus based staff development to promote a positive learning environment for staff and students.	TBD by campus Teacher handbook Needs assessment	\$500	Principal	August 2007	Principal observations	Staff evaluations Sign-in sheets	1	HQ
Create an individualized policy handbook that addresses Mimi Farley's needs: school discipline, student transfers, dress codes and school rules.	Handbook & Code of Conduct	Paper & printer 0	Campus principal/staff Jodi Williams Cindy Wihebrink	January 2008	Teacher feedback	Parental feedback/teacher review	2	R
Review age appropriateness of school day & provide input	Calendar & schedule	0	Principal/Staff	May 2007	Teacher feedback	School has been changed to accommodate lower grades	1	R, NA
Teachers will have a time for collaboration	Time provided during week	0	Principal Superintendent Homelife Casework	August 2007	Logs, sign in sheets & agendas	Results of teacher survey & successful meetings	1	PD, R I, NA SA, PI

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**MIMI FARLEY ELEMENTARY SCHOOL
2006 – 2008 CAMPUS IMPROVEMENT PLAN**

CAMPUS GOAL # 5:

Mimi Farley Elementary School, in partnership with Boys Ranch, will maintain an open, honest line of communication to enhance future planning, current programs and day-to-day operations. We carefully integrate the offerings and operations of the school district with Boys Ranch and its Model of Care.

CAMPUS PERFORMANCE OBJECTIVE: Mimi Farley Elementary will provide four (4) opportunities per school year for parents to interact with faculty and students.

Resources		Performance			Evaluation			
Strategies/Activities	Materials	Cost Funding	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation	Progress	Schoolwide Component
Plan parent involvement activities: campus open house, spring science fair/open house, two scheduled parent/teacher conferences (Fall/Winter)	Campus calendar – Refreshments	Title funds	Campus Principal Teachers, Parental Involvement Committee	August 2006 – May 2008	Planning meeting minutes	Sign-in sheets 2007-2008 committee has been formed	1	PI

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**MIMI FARLEY ELEMENTARY SCHOOL
2006 – 2008 CAMPUS IMPROVEMENT PLAN**

CAMPUS GOAL# 5: Mimi Farley Elementary in partnership with Boys Ranch will maintain an open, honest line of communication and day-to-day operations and tightly integrate the offering and operations of the school with Boys Ranch and its Model of Care.

CAMPUS PERFORMANCE OBJECTIVE: All pertinent information will be accessible between Mimi Farley Elementary and Homelife.

Strategies/Activities	Resources		Performance		Evaluation			
	Materials	Cost Funding	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation	Progress	Schoolwide Component
Student needs will be requested regarding: medication, special needs, academic acceleration, discipline needs	Student files	None	Counselor	Aug 2006 – May 2008	Ongoing as students enroll	Counselor's log	3	PI

CAMPUS PERFORMANCE OBJECTIVE: All students will be made aware of school expectations and accountability procedures.

Strategies/Activities	Resources		Performance		Evaluation			
	Materials	Cost Funding	Person (s) Responsible	Timeline	Formative Evaluation	Summative Evaluation	Progress	Schoolwide Component
Communicate & post student expectations & accountability procedures at the elementary, including ISS, general school rules, dining hall & playground, etc.	Posters handbook	Central supplies	Chester Dunavin Leigh Crane Lori Kettle	August 2006 – May 2008	March 1, 2007	May 24, 2008	3	PI

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**MIMI FARLEY ELEMENTARY SCHOOL
2006 – 2008 CAMPUS IMPROVEMENT PLAN**

CAMPUS GOAL # 5: Mimi Farley Elementary in partnership with Boys Ranch will maintain an open, honest line of communication and day-to-day operations and tightly integrate the offering and operations of the school with Boys Ranch and its Model of Care.

CAMPUS PERFORMANCE OBJECTIVE: Mimi Farley will work closely with all parents and homelife to create better communication between home and school.

Strategies/Activities	Resources		Performance		Evaluation			
	Materials	Cost Funding	Person (s) Responsible	Timeline	Formative Evaluation	Summative Evaluation	Progress	Schoolwide Component
Mimi Farley will have a parental involvement committee to promote communication. This will include: Parental Involvement Policies, creating a compact and reviewing parent/teacher conference schedules	None	None	Campus principal counselor home life representatives	Sept. 2007	Upon policies & compact completion	Review compact policies and provide sign-in sheets	1	PI

CAMPUS PERFORMANCE OBJECTIVE: Mimi Farley Elementary will give 100% of the parents an opportunity to provide input in the school's practices and policies.

Strategies/Activities	Resources		Performance		Evaluation			
	Materials	Cost Funding	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation	Progress	Schoolwide Component
Annually send a survey to all parents, houseparents and caseworkers.	None	None	Campus principal	January 15, 2007 – January 15, 2008	Tabulate results of survey	Provide documentation to Campus Site-Base Team	1	NA, R

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