

Boys Ranch Independent School District
Mimi Farley Elementary School
2019-2020 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 School through collaborative efforts are focused on school improvement through ongoing analysis of classroom teaching, student and campus data (including the climate and culture survey completed by staff and community) and a focus on standards based instruction. Through a focus on the teaching -learning cycle, instructional staff and the site based decision making committee created a plan for the 2019-2020 school year which supports the learning of all students through increasingly innovative teaching practices and by leveraging the ongoing support of Cal Farley's Boys Ranch.

School improvement at Mimi Farley Elementary focuses on the most effective and best practices for teaching and learning. Through a focus on individual student progress. Mimi Farley focuses on students individual strengths and needs.

Demographics: MFE is located on a remote residential facility in west Texas and is part of a special purpose district strictly designed to meet the needs of Cal Farley residents, and staff students. Campus enrollment is controlled by resident placement but has grown over the last few years with Cal Farley and BRISD staff members placing students at the elementary school. Attendance rates are consistently at 97%.

MFE is a Title I campus but is not rated by the state. The ethnic distribution is 24% Hispanic. 3% two or more races. 89% white. and 6% African American. District student information shows that Mimi Farley Elementary is the campus that has a higher 'staff children' population than the other two campuses. The GT population is 10%. 504 is 3%. ESL 2%. Special Education 28%. Dyslexia students 13%. Migrant 1% and At Risk 27%. Per latest data, economically disadvantaged student rate is at 30%. Mobility rate is last shown at 15%. The class sizes for each grade level varies between 6-10 students per teacher, with the average class size at 5 students. Per most recent data. The average teachers with a bachelors degree is 82% and 18% with a masters degree. Beginning teachers are at 10%. 1.5 year experience is at 34%, 6-10 years 10% and 11 years and over is at 46%. Average years of experience for teachers is 10 years with administrative being two years.

Demographics

Demographics Summary

Demographics: MFE is located on a remote residential facility in west Texas and is part of a special purpose district strictly designed to meet the needs of Cal Farley residents, and staff students. Campus enrollment is controlled by resident placement but has grown over the last few years with Cal Farley and BRISD staff members placing students at the elementary school. Attendance rates are consistently at 97%.

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Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student's placement in a residential facility for emotional, academic, family issues, CPS causes academic gaps **Root Cause:** residential facility placement

Student Achievement

Student Achievement Summary

In 2017-18 MFE fourth graders scored 63% passing on the writing in comparison with the region at 60 and state at 62. They scored 88 percent on reading and the region and state scored 73 and 72 accordingly. On mathematics fourth grade scored 88 while the region and state scored 80 and 78. Third grade scores for reading fell at 67 percent and the region and state scored 78 and 75. Math scores for third grade were at 66 with the state and region being at 79 and 77. Fifth grade science scored 100 in comparison to the region at 77 and state at 75. Fifth grade also surpassed the region at 78 and state at 78 with a 90 percent pass rate on Reading and 100 in math compared to 88 for the region at 84 for the state. This year STAAR scores showed student achievement to be waning. See chart below

Test	% Approaches	% Meets (Commissioner's comments)	% Masters (Commissioner's comments)
5th Grade Math/Math retest	91%-	36%	18%
*first admin 9% did not meet	MFE After retest—100%	Last year as 4th graders 13%	Last year as 4th graders 13%
5th Grade Reading/Reading retest	Last year as 4th 88% 82%--MFE	27%	9%
	MFE After retest—91%	Last year as 4th graders 38%	Last year as 4th graders 25%
*first administration 18% did not meet	Last year as 4th graders 88%		

On June 11, scores from all other STAAR tests were received. See chart below.

Test	% Approaches	% Meets (Commissioner's comments)	% Masters (Commissioner's comments)
5th Grade Science	73%	27%	1%
	100% last year fifth grade	55% last year fifth grade	18% last year fifth grade

Test	% Approaches	% Meets (Commissioner's comments)	% Masters (Commissioner's comments)
4th Grade Reading	72% Last year as 3RD graders 67% 88%-- last year fourth grade	22% Last year as 3rd graders 33% 38%--last year fourth grade	22% Last year as 3rd graders 17% 25%- last year fourth grade
4th Grade Math	57% Last year as 3RD graders 88% 88%--MFE last year fourth grade	0% Last year as 3rd graders 17% 13%--MFE last year fourth grade	0% Last year as 3rd graders 0% 13%--MFE last year fourth grade
4th Grade Writing	42% This year 63%- last year	11% This year 38%- last year	0% This year 0%- last year
3rd Grade Reading	70% NO CO HORT COMPARISON 67%- last year	36% NO CO HORT COMPARISON 33%--last year	1% NO CO HORT COMPARISON 17%--last year
3rd Grade Math	70% NO CO HORT COMPARISON 66%- last year	27% NO CO HORT COMPARISON 17%- last year	1% NO CO HORT COMPARISON 0%-- last year

Student Achievement Strengths

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Fourth grade writing scores are below state and region averages. **Root Cause:** Writing is complex and involves many component skills which students may lack. students find writing unfamiliar and intimidating

Problem Statement 2: Too few students performing at meets or exceeds on STAAR testing **Root Cause:** lack of overall training and utilization in research based instruction and understanding of the TEKS

Problem Statement 3: Students not achieving one year's growth in key areas based on STAAR testing **Root Cause:** instruction in classroom

School Culture and Climate

School Culture and Climate Summary

Based on the 2018-19 campus climate and culture survey 50% of the staff felt like the school schedule allows for adequate time for teacher preparation and planning, with 6.3 percent agreeing strongly with the statement. sixty eight percent of the staff felt that the school environment is clean and in good condition. 81 percent of the staff strongly agree that students feel safe outside on the school grounds. 63 percent of the staff feel like students are safe at this school. thirty one percent agree that the school is safe. Thirteen percent of the staff believe that students at this school do not care about learning. twenty five percent are neutral and 62 percent either disagree or strongly disagree with this statement. Thirty seven percent of the staff feel that they spend a great deal of time dealing with students's social and emotional challenges. twenty five percent are neutral in this fact and thirty seven percent disagree. 75 percent of the staff felt I spend too much of my teaching time on disciplining students.that school administrators gave useful feedback on teaching while 18 percent was neutral and six percent disagreed. Eighty one percent of staff believe that students at this school are encouraged to think critically and 18 percent are neutral. Thirty eight percent were neutral on the statement "I spend too much of my teaching time on disciplining students." Twelve percent either agreed with this statement and fifty percent disagreed or strongly disagreed with this statement. Eighty one percent of the staff believe that the teachers have close working relationships with each other. Nineteen percent disagree with the statement. Teachers talk with students about ways to understand and control emotions received 100 percent agreement as did the two statements: Teachers at this school build strong relationships with students and The school consistently enforces the code of student conduct." Fifty seven percent of staff believe that parents/HP/team are actively involved with the school. Thirty one percent are neutral and 13% disagree. Sixty three percent of staff believe that Parents/HP/team know what is going on in this school and the rest are neutral. Eighty two percent believe Parents/HP/team are aware of what is expected of their child at this school and 19% are neutral on that. Fifty percent believe that Parents/HP/team care about how their child performs in school and the other half are neutral on the fact. Eighty percent of the staff believe that students in this school respect each other's differences (for example, gender, race, culture, etc). and 19% are neutral on this statement. Ninety four percent of the staff believe that school administrator recognizes teachers for a job well-done. Eighty one percent of the staff believes that the school administrator and staff communicate with each other and 19% are neutral. One hundred percent of the staff believes that the school administrator promotes the success of all students as well as that the school administrator backs me up when I need it.

School Culture and Climate Strengths

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Discipline issues with students lower teacher, staff and student morale. **Root Cause:** Disparities in management styles

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

MFE prioritized the improvement of staff thought practices including goal setting and professional development at both the district and campus level. The goal of recruiting highly qualified staff is accomplished through a process of interviewing and selecting both on the district and campus level. In general, interviewing and selection is performed through teams. MFE could work towards a diversified staff that more closely reflects the student demographics of the campus. Our retention rate, however is waning with minor increased demands on teachers and staff such as ESL certification requirements and other minor changes per SBDM discussion See numbers below:

In looking at staff retention, for 2017-18

Cynthia Moss Kindergarten

Aleshia Blessen first grade

Donna Craig second grade

Sarah Reynolds 3-5th

Coco Wright 3-5th

Gina Rejino –date of resignation: 05/18 3-5th

Lynn Martinez 3-5th

Tamara Neslage – date of resignation: 05/18 special education

Katie Shepherd PE

Andrew Striley music (Middle school staff)

Courtney Brown paraprofessional

Jasmine – date of resignation: 12/17 paraprofessional

Mike Orr – date of resignation: 05/18 paraprofessional who replaced Jasmine

Dawn Williams – 12/17 school secretary

Grace Martinez school secretary

Rhonda Urbanczyk school counselor

Debbie Newton school administrator

Yearly Total: 17

Resigned 1st semester: 2

Resigned 2nd semester: 3

Returned for 18-19: 12 =83%

2018-19

Cynthia Moss Kindergarten

Aleshia Blessen –date of resignation: 05/19 first grade

Donna Craig second grade

Sarah Reynolds 3-5th grade

Coco Wright 3-5th grade

JoDi Harris 3-5th grade

Lynn Martinez 3-5th grade

Jennifer Bertrand – date of resignation: 05/19 special education

Katie Shepherd PE

Andrew Striley – date of resignation: 05/19 music (Middle school staff)

Courtney Brown paraprofessional

Jeanne Tomlinson paraprofessional

Grace Martinez school secretary

Rhonda Urbanczyk school counselor

Debbie Newton date of resignation: 5/19 school administrator

Yearly Total: 15

Resigned 1st semester: 0

Resigned 2nd semester: 4

Returning for 19-20: 12= 80%

Staff Quality, Recruitment, and Retention Strengths

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: New teachers do not have the knowledge and experience to be successful on a new campus with limited opportunities to formally collaborate with peers **Root Cause:** master schedule limitations

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

MFE's curriculum is directly tied to the TEKS Resource System which provides clarity and pacing regarding the state's TEKS. Evidence of this correlation can be found in planning documents developed by teachers. Expectations for planning written lesson plans submitted weekly, assessments, and correlating activities in addition to RTI planning, GT and Dyslexia planning etc.

Curriculum, Instruction, and Assessment Strengths

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers do not have adequate opportunities to collaborate to meet the individual needs of the students performing below grade level and needing extra instructional support **Root Cause:** master schedule limitation

Parent and Community Engagement

Parent and Community Engagement Summary

Fifty seven percent of staff believe that parents/HP/team are actively involved with the school. Thirty one percent are neutral and 13% disagree. Sixty three percent of staff believe that Parents/HP/team know what is going on in this school and the rest are neutral. Eighty two percent believe Parents/HP/team are aware of what is expected of their child at this school and 19% are neutral on that. Fifty percent believe that Parents/HP/team care about how their child performs in school and the other half are neutral on the fact.

One hundred percent of the respondents in the parent and community survey believe that MFE is a good school, that their student is getting a good education at this school, and that the staff at this school has my student's best interests in mind. Ninety seven percent believe that their student is happy going to the school while three percent are neutral. Ninety seven percent also believe that the school is a safe place for their student and three percent strongly disagree that it is a safe place for their student. Ninety seven percent believe that the staff at this school takes an interest in their student with three percent being neutral. Eighty five percent of the respondents believe that the staff at this school lets them know what the students are working on in class and eleven percent are neutral, while three percent disagree. Ninety seven percent believe that the staff at this school does their best to help the student with three percent being neutral. Ninety four percent of respondents feel comfortable sharing concerns with the staff at the school. Three percent were neutral and three percent disagreed. Ninety six percent of respondents feel welcomed when they entered the school and three percent disagreed.

Parent and Community Engagement Strengths

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: HP, parents, team members have limited involvement in school because of time constraints as paid parents, parents who work during school hours on side, and work hours conflicting with school activities. **Root Cause:** lack of opportunities that do not conflict with work hours

Technology

Technology Summary

Mimi Farley Elementary School has one to one ipad assigned to each student. Grades K-2 have established time in the computer lab for technology lessons. Students are trained every three years in compliance with CIPA and COPA guidelines. All grade 3-5 teachers and first grade teacher attended extensive Google training in order to smoothly and effectively integrate the google tools into the daily classroom curriculum. District Librarian is highly literate in Apps suited for particular grades and works with teachers and students to implement and utilize them in the classroom.

Google classroom in full use in grades 3-5.

Technology Strengths

Problem Statements Identifying Technology Needs

Problem Statement 1: Students utilize Ipads but do not possess keyboarding skills and the digital citizenship skills to function effectively in 21st century.

Root Cause: no one trained to teach keyboarding and foster digital citizenship accountability

Priority Problem Statements

Problem Statement 1: Fourth grade writing scores are below state and region averages.

Root Cause 1: Writing is complex and involves many component skills which students may lack. students find writing unfamiliar and intimidating

Problem Statement 1 Areas: Student Achievement - Student Academic Achievement - School Processes & Programs

Problem Statement 2: Too few students performing at meets or exceeds on STAAR testing

Root Cause 2: lack of overall training and utilization in research based instruction and understanding of the TEKS

Problem Statement 2 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- Running Records results
- Observation Survey results
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Revised/Approved: June 21, 2015

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				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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
 = 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

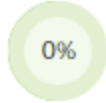
Summative Evaluation 2:


Targeted or ESF 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:

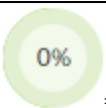
Targeted or ESF High Priority


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:

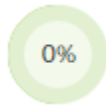
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Parent/Teacher conferences each year to discuss student progress in all content areas. (adjusted strategy) including day planned by district prior to the start of school	Principal 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.				




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:

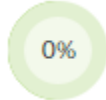
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Purchase more hand held devices for learning	Principal Instructional Coach District Librarian	Increased use documented in lesson plans. Classroom observations, walkthroughs, and teacher 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				


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:

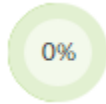
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Scheduled grade level assemblies focused on TBRI principals and No Excuses University practices	Principal Counselor school support specialist classroom teacher	assemblies one time 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				
						

Title I Personnel

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

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Joanna Martinez	Principal
Business Representative	Andrew Sanders	Success Coach
Classroom Teacher	Coco Wright	teacher
Classroom Teacher	Lynn Martinez	parent
District-level Professional	Kaylia Thomas	district librarian
PARAPROFESSIONAL	Grace Martinez	school secretary
Parent	Tracey Griffin	HP
Parent	Kale Dabling	parent
Classroom Teacher	Donna Craig	teacher
Community Representative	Jon Grantham	Director of Retail Services
Business Representative	Leon Hollis	BR Director of Environmental Health & Safety
Community Representative	Hal Blackburn	BR Chaplain
Community Representative	John Hazle	Administrator for Casework Services