



Boys Ranch

Independent School District

Mimi Farley Elementary Early Childhood Program Proficiency Plan 2020-2021

I. Introduction and Background

Mimi Farley Elementary is the Kindergarten through fifth grade campus at Boys Ranch ISD, a Special Purpose District in the Panhandle of Texas. The special purpose of Boys Ranch ISD is to provide an education for students in residential care placed at Cal Farley's Boys Ranch. Cal Farley's Boys Ranch is the attendance area of the district, and is licensed to serve students from ages 5 to 18 years of age. All residents in the facility attend Boys Ranch ISD, as do many of the children of Cal Farley's employees and BRISD staff.

Roughly 10-15% of students at MFE are resident students. The other students are children of Cal Farley's or Boys Ranch ISD staff. Sixty-six percent of the students are white, 22.6% are Hispanic, and 7.5% are African American. English Learners (ELs) comprise 3.8% of the population; economically disadvantaged 32.1%; and special education 18.9%. The campus mobility rate is 25%, and average class size is 8 students. (Source: 2018-2019 Texas Academic Performance Report).

Mimi Farley provides full-day prekindergarten for eligible 3 and 4-year old students through an off-campus, community-based partnership. Carter Daycare is funded, maintained, and operated by Cal Farley's Boys Ranch, and is a Texas School Ready participant. When students are eligible for Kindergarten, they transition to the Mimi Farley campus. Preschool instruction is coordinated, planned and delivered solely by the Carter Daycare through the Texas School Ready program.

II. Mathematics and Literacy Instruction

Mimi Farley Elementary utilizes the TEKS Resource System (TEKS-RS) scope and sequence as its curriculum. Teachers use the Year at a Glance, Instructional Focus Documents, and TEKS Verification Document to sequence instruction and pace

163 River Road • PO Box 219 • Boys Ranch, TX 79010
Phone (806) 534-2221 • Fax (806) 534-2384

the introduction and review of concepts throughout the year. Textbooks, online resources, and teacher-developed materials are instructional resources used to deliver the curriculum.

Since state-adopted textbooks may not be 100% aligned to the TEKS, classroom teachers utilize beginning of year screeners, progress monitoring data, state assessment data, unit assessments, daily work, homework, and formative and summative assessments to determine the most impactful instructional resources to use. Ongoing reference to the scope and sequence ensures that teachers present concepts in a coherent manner, and use of the TEKS verification document provides teachers the information they need to anticipate how the concepts spiral and build upon each other. This big-picture view of the standards guarantees that teachers can plan for instruction that scaffolds to new learning and reinforces prior learning.

K-2 Instructional Materials at MFE:

| | Instruction | Progress Monitoring and Assessment |
|---------------|--|---|
| Math | <ul style="list-style-type: none"> • Texas Go Math! (HMH) • i-Ready Math • THL 3.0 • Teacher-made materials • IXL | <ul style="list-style-type: none"> • TX-KEA (Kinder) • i-Ready • Unit assessments • Classwork, homework, quizzes and tests • IXL |
| Language Arts | <ul style="list-style-type: none"> • My View Literacy (Pearson) • Really Great Reading (phonics) • i-Ready Reading • THL 3.0 • Teacher-developed materials • IXL | <ul style="list-style-type: none"> • TX-KEA (Kinder) • TPRI (K-2) • i-Ready • Unit assessments • Classwork, homework, quizzes and tests • IXL |

Third Grade Instructional Materials:

| | Instruction | Progress Monitoring and Assessment |
|---------------|--|--|
| Math | <ul style="list-style-type: none"> • Texas Go Math! (HMH) • i-Ready Math • THL 3.0 • IXL Math • Prodigy • Teacher-made materials | <ul style="list-style-type: none"> • i-Ready • IXL math • Unit assessments • Classwork, homework, quizzes and tests • STAAR |
| Language Arts | <ul style="list-style-type: none"> • My View Literacy (Pearson) • i-Ready Reading • THL 3.0 • Teacher-made materials | <ul style="list-style-type: none"> • i-Ready • Unit assessments • Classwork, homework, quizzes, and tests |

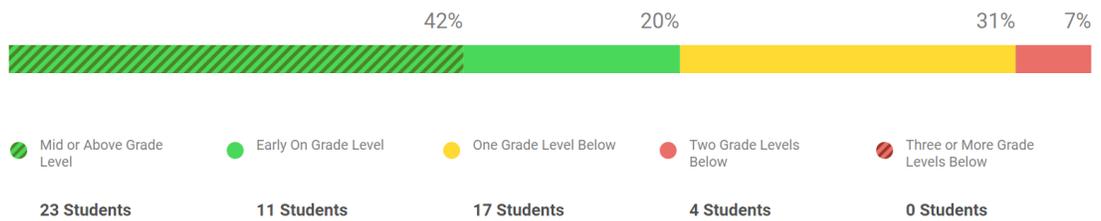
III. Early Childhood Mathematics Achievement Data

2018-2019 Math (End of Year)

Whole Campus (i-Ready Assessment):

Overall Placement

Students Assessed/Total: 55/57



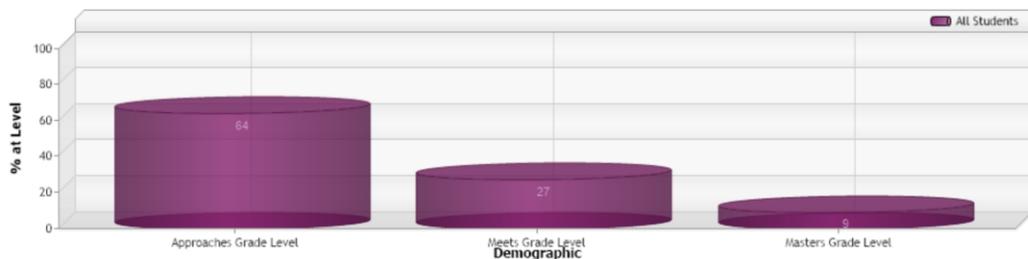
Kindergarten through Second Grade (i-Ready Assessment):

| Mid or Above | Early on Grade | One Grade Below | Two Grades Below | Three or More Below | Students Assessed |
|--------------|----------------|-----------------|------------------|---------------------|-------------------|
|--------------|----------------|-----------------|------------------|---------------------|-------------------|

| Grade | Mid or Above | Early on Grade | One Grade Below | Two Grades Below | Three or More Below | Students Assessed |
|---------|--------------|----------------|-----------------|------------------|---------------------|-------------------|
| Grade K | 83% | 0% | 17% | 0% | 0% | 6/6 |
| Grade 1 | 67% | 0% | 33% | 0% | 0% | 9/11 |
| Grade 2 | 33% | 22% | 44% | 0% | 0% | 9/9 |

Third Grade (STAAR Assessment):

| Subpopulation | Students | Approaches Grade Level | | Meets Grade Level | | Masters Grade Level | |
|---------------|----------|------------------------|-----|-------------------|-----|---------------------|----|
| | Tested | # | % | # | % | # | % |
| All Students | 11 | 7 | 64% | 3 | 27% | 1 | 9% |

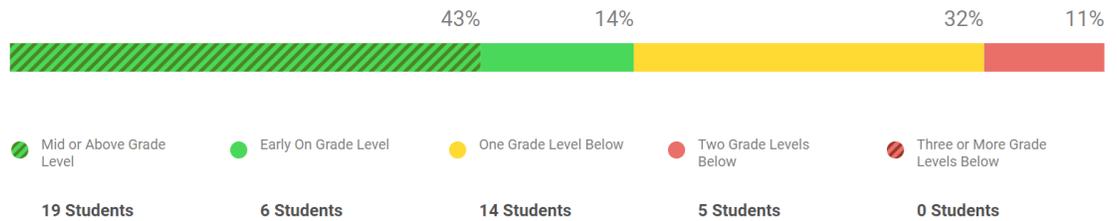


2019-2020 Math (End of Year)

Whole Campus (i-Ready Assessment):

Overall Placement

Students Assessed/Total: 44/44



Kindergarten through Second Grade (i-Ready Assessment):

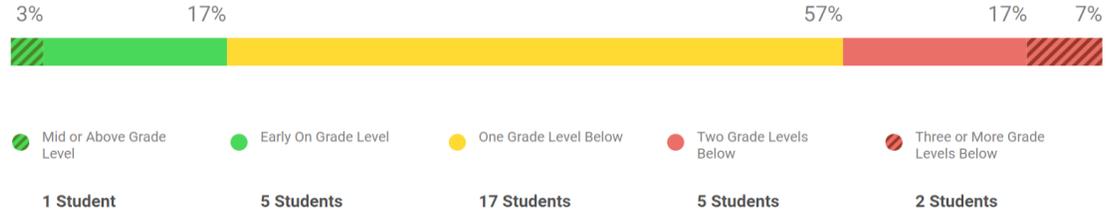
| | Mid or Above | Early on Grade | One Grade Below | Two Grades Below | Three or More Below | Students Assessed |
|---------|--------------|----------------|-----------------|------------------|---------------------|-------------------|
| Grade 1 | 57% | 14% | 29% | 0% | 0% | 7/7 |
| Grade 2 | 88% | 13% | 0% | 0% | 0% | 8/8 |

Third Grade (STAAR Assessment):

No Data – No STAAR test in Spring 2020 due to COVID-19 School Closings

2020-2021 Math (beginning of year)

Whole Campus:



Kindergarten through Second Grade:

| | | Mid or Above | Early on Grade | One Grade Below | Two Grades Below | Three or More Below | Students Assessed |
|---------|---|--------------|----------------|-----------------|------------------|---------------------|-------------------|
| Grade K | - | - | - | - | - | - | 0/7 |
| Grade 1 | | 0% | 0% | 100% | 0% | 0% | 6/7 |
| Grade 2 | | 0% | 13% | 63% | 13% | 7% | 8/8 |

Third Grade (STAAR Assessment):

STAAR test data forthcoming in Spring 2021

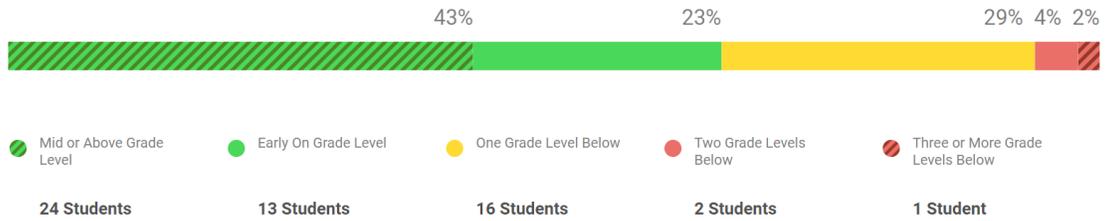
IV. Early Childhood Literacy Achievement Data

2018-2019 Reading (End of Year)

Whole Campus:

Overall Placement

Students Assessed/Total: 56/56



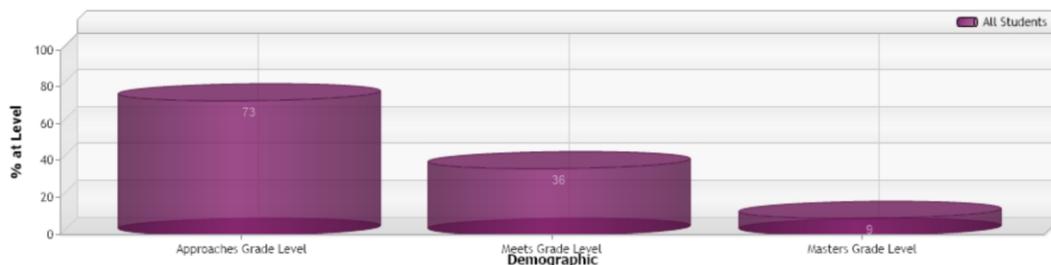
Kindergarten through Second Grade:

| Mid or Above | Early on Grade | One Grade Below | Two Grades Below | Three or More Below | Students Assessed |
|--------------|----------------|-----------------|------------------|---------------------|-------------------|
|--------------|----------------|-----------------|------------------|---------------------|-------------------|

| Grade | Mid or Above | Early on Grade | One Grade Below | Two Grades Below | Three or More Below | Students Assessed |
|---------|--------------|----------------|-----------------|------------------|---------------------|-------------------|
| Grade K | 83% | 17% | 0% | 0% | 0% | 6/6 |
| Grade 1 | 60% | 30% | 10% | 0% | 0% | 10/10 |
| Grade 2 | 44% | 22% | 33% | 0% | 0% | 9/9 |

Third Grade (STAAR Assessment):

| Subpopulation | Students | | Approaches Grade Level | | Meets Grade Level | | Masters Grade Level | |
|---------------|----------|--|------------------------|-----|-------------------|-----|---------------------|----|
| | Tested | | # | % | # | % | # | % |
| All Students | 11 | | 8 | 73% | 4 | 36% | 1 | 9% |

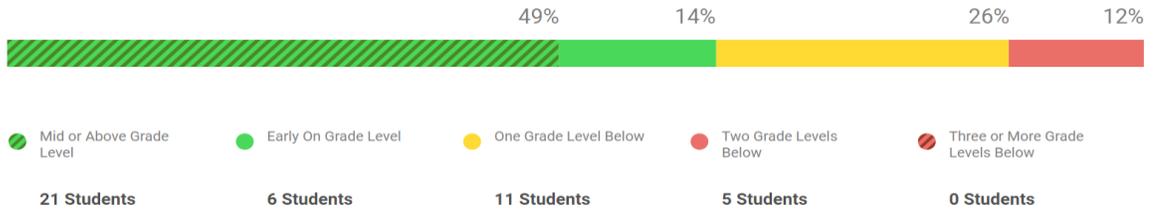


2019-2020 Reading (End of Year)

Whole Campus:

Overall Placement

Students Assessed/Total: 43/43



Kindergarten through Second Grade:

| | Mid or Above | Early on Grade | One Grade Below | Two Grades Below | Three or More Below | Students Assessed |
|---------|--------------|----------------|-----------------|------------------|---------------------|-------------------|
| Kinder | (No data) | | | | | |
| Grade 1 | 71% | 0% | 29% | 0% | 0% | 7/7 |
| Grade 2 | 75% | 13% | 13% | 0% | 0% | 8/8 |

Third Grade (STAAR Assessment):

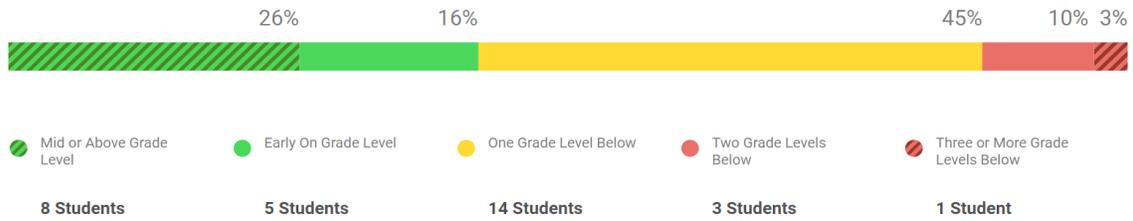
No Data – No STAAR test in Spring 2020 due to COVID-19 School Closings

2020-2021 Reading (beginning of year)

Whole Campus:

Overall Placement

Students Assessed/Total: 31/39



Kindergarten through Second Grade:

| | Mid or Above | Early on Grade | One Grade Below | Two Grades Below | Three or More Below | Students Assessed |
|---------|--------------|----------------|-----------------|------------------|---------------------|-------------------|
| Kinder | 57% | 43% | | | | |
| Grade 1 | 0% | 17% | 83% | 0% | 0% | 6/7 |
| Grade 2 | 50% | 0% | 38% | 13% | 0% | 8/8 |

Third Grade (STAAR Assessment):

STAAR test data forthcoming in Spring 2021

V. Early Childhood Mathematics and Reading Proficiency Plan

Mimi Farley Elementary students benefit from having small (<10 students) class sizes. This allows for highly differentiated instruction and Tier 1 remediation within the general classroom. Teachers provide differentiated instruction within the core area classrooms as part of the regular instructional programming. In addition, all students have a daily, 45-minute period dedicated solely to enrichment and Tier II remediation of skills where they have demonstrated less than 70% mastery. During this time, students utilize educational software like i-Ready and IXL, which use a dynamic algorithm to constantly assess a student's mastery of a specific skill and generate instruction and practice to remediate or build upon the skill. Through these programs and a student's performance on daily work, quizzes, and assessments, teachers are able to track individual student's progress toward mastery of each specific learning standard. While every instructional platform has a different measure for determining a student's grade-level placement, on the MFE campus, grade-level academic performance (by the end of the year) is considered as follows:

- On Grade Level: 70% mastery of grade-level standards
- Early on Grade Level: 50-70% mastery of grade-level standards
- One Grade Level Below: less than 50% mastery of grade-level standards, but 70% or higher of standards at the previous grade level
- Two Grades Below: less than 50% mastery of grade-level standards for current grade and previous grade, but 70% or higher of standards at grade two levels below
- Three or More Grades Below: less than 50% mastery of grade-level standards for current grade, previous grade, and grade two levels below current grade, but 70% or higher mastery of standards at grade three levels below current grade

Students who are performing one or more grade levels below their current placement are provided Tier III intervention through teacher-led, small group (1-2 students) instruction during a non-core class time and/or small group instruction with the campus intervention specialist.

The progress of all students is formally assessed at the beginning, middle, and end of year via the i-Ready and IXL platforms. The data gleaned is triangulated with unit assessments, daily work, STAAR data, and anecdotal evidence from the classroom to give a more accurate picture of a student's growth toward proficiency of grade-level standards.

VI. Annual Goals for Aggregate Student Growth

It should be noted that annual goals are not delineated by individual ethnic group or special population, due to the small numbers of testing participants. In state reports, these numbers are masked to protect the confidentiality of student testing data and to avoid the ability to identify specific students within a group when observing data. All goals, therefore, are written to consider aggregate data for the "All Students" group.

Based on current and historical achievement data, the following goals have been set in reading and mathematics for each school year, through 2024-2025:

1. 100% of all third grade students will make one or more year's academic growth.
2. 100% of all Kindergarten through second grade students will make one or more year's academic growth.

Based on current and historical achievement data, the following goals have been established for reading and mathematics for the following years:

1. 2020-2021
 - a. 60% of all third grade students in all special populations and demographic groups will attain "Approaches Grade Level"; 20% will attain "Meets Grade Level"; 10% will attain "Masters Grade Level" on the spring STAAR assessment.
 - b. 80% of all students in grades Kindergarten, first, and second, including special populations students (economically disadvantaged, special education, students formerly receiving special education services, English learners, continuously enrolled, and non-continuously enrolled students) and all demographic groups (African American, American Indian, Asian, Hispanic, Pacific Islander, white and two or more races students) will demonstrate early on grade level or on grade level academic performance, as evidenced by end of year progress monitoring assessments.
2. 2021-2022
 - a. 65% of all third grade students in all special populations and demographic groups will attain "Approaches Grade Level"; 25% will attain "Meets Grade Level"; 10% will attain "Masters Grade Level" on the spring STAAR assessment.
 - b. 85% of all students in Kindergarten, including students in all special populations and demographic groups, will demonstrate early on grade level or on grade level academic performance, as evidenced by end of year progress monitoring assessments.

- c. 85% of all students in first and second grades, including students in all special populations and demographic groups, will demonstrate early on grade level or on grade level academic performance, as evidenced by end of year progress monitoring assessments.
3. 2022-2023
- a. 60% of all third grade students in all special populations and demographic groups will attain "Approaches Grade Level"; 30% will attain "Meets Grade Level"; 10% will attain "Masters Grade Level" on the spring STAAR assessment.
 - b. 85% of all students in Kindergarten, including students in all special populations and demographic groups, will demonstrate early on grade level or on grade level academic performance, as evidenced by end of year progress monitoring assessments.
 - c. 90% of all students in first and second grades, including students in all special populations and demographic groups, will demonstrate early on grade level or on grade level academic performance, as evidenced by end of year progress monitoring assessments.
4. 2023-2024
- a. 55% of all third grade students in all special populations and demographic groups will attain "Approaches Grade Level"; 35% will attain "Meets Grade Level"; 10% will attain "Masters Grade Level" on the spring STAAR assessment.
 - b. 90% of all students in Kindergarten, including students in all special populations and demographic groups, will demonstrate early on grade level or on grade level academic performance, as evidenced by end of year progress monitoring assessments.
 - c. 95% of all students in first and second grades, including students in all special populations and demographic groups, will demonstrate early on grade level or on grade level academic performance, as evidenced by end of year progress monitoring assessments.
5. 2024-2025
- a. 50% of all third grade students in all special populations and demographic groups will attain "Approaches Grade Level"; 35% will attain "Meets Grade Level"; 15% will attain "Masters Grade Level" on the spring STAAR assessment.
 - b. 90% of all students in Kindergarten, including students in all special populations and demographic groups, will demonstrate early on grade level or on grade level academic performance, as evidenced by end of year progress monitoring assessments.
 - c. 100% of all students in first and second grades, including students in all special populations and demographic groups, will demonstrate early on grade level or on grade level academic performance, as evidenced by end of year progress monitoring assessments.

A graphic representation of these goals follows:

Third Grade

| Year | Approaches Grade | Meets Grade | Masters Grade |
|-----------|------------------|-------------|---------------|
| 2020-2021 | 60% | 20% | 10% |
| 2021-2022 | 65% | 25% | 10% |
| 2022-2023 | 60% | 30% | 10% |
| 2023-2024 | 55% | 35% | 10% |
| 2024-2025 | 50% | 35% | 15% |

Kindergarten-2nd Grade Early On or On Grade Level Performance

| Year | Kindergarten | First | Second |
|-----------|--------------|-------|--------|
| 2020-2021 | 80% | 80% | 80% |
| 2021-2022 | 85% | 85% | 85% |
| 2022-2023 | 85% | 90% | 90% |
| 2023-2024 | 90% | 95% | 95% |
| 2024-2025 | 90% | 100% | 100% |

VII. Targeted Professional Development

All reading teachers in grades Kindergarten through three will participate in the HB 3 Reading Academies by the end of the 2021-2022 school year. The campus principal will participate in the academy during the 2020-2021 school year.

For any year that students do not reach the predetermined academic goals, targeted professional development opportunities will be provided for reading and math teachers in Kindergarten through third grade. These professional development opportunities will focus on developing the following skills:

1. Alignment of instruction to grade-level standards
2. Formative and summative assessment of standards by instructional unit
3. Data analysis and application to classroom instruction
4. Effective tracking of individual student's mastery toward individual standards
5. Effective differentiation and Tier II and Tier III intervention

VIII. Conclusion

The goals set forth in this proficiency plan are ambitious, given that Mimi Farley Elementary is a campus in a special purpose district. As such, it serves both residential and staff students of Cal Farley's Boys Ranch who present a variety of academic, social, and emotional challenges. Similarly, its special populations and

demographic groups are subject to change rapidly and significantly. The mobility of students on the campus can make data gathering, assessment, and triangulation difficult. In addition, the small class sizes can easily skew percentages. These challenges notwithstanding, the ambitious expectations of this plan are believed to be reasonable, given the small class sizes and staff to student ratio. The plan will be implemented, updated, and maintained by the campus principal, and will be reviewed annually by the Campus Advisory Team and MFE instructional staff. It will be presented to the BRISD Board of Trustees annually for review and approval, and each year's plan will be posted on the district website. The BRISD Board of Trustees will receive a report from the campus principal on the progress of the campus toward the goals set forth in this plan at a regularly scheduled meeting each semester.