

# Farwell Independent School District

## Elementary Improvement Plan

**2014-2015**

**Accountability Rating: Met Standard**



# Mission Statement

*“The mission of Farwell ISD is to provide quality instruction to all students so they will develop into responsible, adaptable, contributing citizens with caring attitudes. The district is responsible for helping all students achieve their fullest potential since all students can learn.*

*With this in mind, an objective-based curriculum continuum is utilized at all levels. It will include the faculty for ongoing evaluation and change in order to meet the evolving needs of students.”*

# Vision

*Farwell ISD is committed to leading the way through progressive technology and advanced instructional techniques to develop an educational experience that produces successful life-long learners.*

## Nondiscrimination Notice

Farwell ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the *Civil Rights Act* of 1964, as amended; Title IX of the *Education Amendments* of 1972; and Section 504 of the *Rehabilitation Act* of 1973; as amended.

### **No Child Left Behind Performance Goals**

(These goals have not been updated by the U.S. Department of Education as of the 2014-2015 school year).

**Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Goal 2:** All limited English proficient students will become proficient in English and reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.

**Goal 4:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Goal 5:** All students will graduate from high school.

### **Ten Schoolwide Components**

**1. CNA**  
**Comprehensive Needs Assessment**

**2. RS**  
**Reform Strategy**

**3. HQ**  
**Highly Qualified**

**4. PD**  
**Professional Development**

**5. R/R**  
**Recruitment/Retention  
of Certified Staff**

**6. PI**  
**Parental Involvement**

**7. T**  
**Transition**

**8. TIA**  
**Teacher Involved in  
Assessment Decisions**

**9. M**  
**Timely Assistance for  
Student Mastery**

**10. COORD**  
**Coordination and Integration of  
Federal, Local, and State Programs**

# Table of Contents

- Comprehensive Needs Assessment ..... 5
  - Demographics ..... 5
  - Student Achievement ..... 6
  - School Culture and Climate ..... 9
  - Staff Quality, Recruitment, and Retention ..... 11
  - Curriculum, Instruction, and Assessment ..... 13
  - Family and Community Involvement ..... 15
  - School Context and Organization ..... 17
  - Technology ..... 20
  - Programs ..... 21
- Comprehensive Needs Assessment Data Documentation ..... 23
- Goals ..... 25
  - Goal 1: Farwell ISD will promote academic excellence for all students (NCLB Goal 1 ) ..... 25
  - Goal 2: Farwell ISD will provide a safe and orderly school environment for all students to learn and develop. (NCLB Goal 4) . . . . . 35
  - Goal 3: Farwell ISD will continue to foster and improve parent/community relations. (NCLB Goal 5) ..... 35
  - Goal 4: Provide Farwell ISD students with a strong, progressive, and quality education by way of a highly qualified staff. (NCLB Goal 3). . . . . 37
  - Goal 5: Progressive and innovative technology will be integrated throughout the District to enhance student achievement. (NCLB Goal 1) . . . . . 42
  - Goal 6: All instructional personnel will establish challenging goals for all students including improving attendance and decreasing the dropout rate and will also provide effective feedback through assessments and a system of interventions for at-risk students (NCLB Goal 2). . . . . 43
  - Goal 7: Systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the District's educational and operational structures so that students can graduate from high school (NCLB, Goal 5; 10, COORD). . . . . 52
- State Compensatory ..... 54
  - Budget for District Improvement Plan: ..... 54
  - Personnel for District Improvement Plan: ..... 59
- Title I ..... 62
  - Schoolwide Program Plan ..... 62
  - Ten Schoolwide Components ..... 62

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- Based on our 2012-2013 TAPR Data, our student groups consist of 0.5% African American, 50.6% Hispanic, 48.7% White, 0.0% American Indian, 0.0%, Asian, 0.2% Two or More Races, and 54.6% Economically Disadvantaged.
- English Language Learners (ELL) are 13.4% (State 17.1%); Students with Disciplinary Placements (2011-2012) was 0.0%, and At-Risk students are 46.3% (State 44.7%). The Class of 2012 had 100% total graduates with 9.1% (State 8.6%) of these Special Education graduates. We had 26 or 89.6% (State 80.0%) of our students graduate on the Recommended HS Program and 5 or 21.2% (State 19.5%) graduate on the Minimum HS Program.

### Demographics Strengths

- Our students and staff continue to be our greatest strength at Farwell Elementary. With the diverse student and staff population that we serve, we are proud that 78.8% of our students (including Special Education) graduate on the Recommended H.S. Program/DAP (State 80.5%) and 21.2% graduate on the Minimum H.S. Program (State 19.5%).

### Demographics Needs

- With the growing and increasingly diverse student demographics, Farwell ISD needs to continue to find ways to better meet the needs of all of our students that will ensure their continued success both while in school and after graduation. With a growing number of students considered ELL, we must continue to look for ways to enhance English as a second language learning.

## Student Achievement

### Student Achievement Summary

- Farwell ISD is focused on learning and the learning process. We strive to use progressive technology and advanced instructional techniques to meet the needs of engaging our student to create successful life-long learners who are future ready. Our mission is to be committed to excellence in everything that we do here at the school and for our staff and students.
- This year, we have continued the transition to a new accountability system. A [district accountability summary](#).
- The district received 34 out of 34 system safeguards.

### Index 1: Student Achievement

- The target score for student achievement was 55. Farwell received an 81.

- The TAPR report shows the STAAR/EOC measure for All Grades across the district, % at Phase in 1 Level II or above in each area tested.
  - All Subjects 78%
  - Reading 81%
  - Mathematics 80%
  - Writing 64%
  - Science 87%
  - Social Stud. 73%

### **Index 2: Student Progress**

- Focuses on actual student growth independent of overall achievement levels for each race/ethnicity student group, students with disabilities, and English Language Learners. The target score was 16. Farwell received a 38.
- The TAPR report shows we are meeting or exceeding progress in all areas of the STAAR improvement score in excess of 40%.
  - Reading, 63%
  - Mathematics, 60%
  - Writing, 40% in all areas except writing.

### **Index 3: Closing Performance Gaps**

- The target score was 28. Farwell received a 39.

### **Index 4: Postsecondary Readiness**

- Emphasizes the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school. This year, it is based on those meeting STAAR performance, graduation rates and the % on the recommended or advanced high school programs. The target score was 57. Farwell received a 70.
- The TAPR report showed:
  - We scored 78% on English (State 65%) and 75% on Mathematics (State 66%).
  - Class of 2012 4 yr. graduation rate: All 100%
  - Annual Drop-out rate 9-12 for 2012-13 is 0.0%
  - SAT/ACT students tested, 75.8% (State 66.9)
  - ACT scores, 19.7% (State 20.5%)

### **Student Achievement Strengths**

- The strengths for Farwell ISD in student achievement for 2014 include the following areas:
- We met the standard on all 4 indexes and 34 out of 34 indicators related to system safeguards.

### **Student Achievement Needs**

- Raw data from the recent STAAR Exams show that we need work in all four core subject areas and at all levels of testing. Initially, it appears that writing and social studies are the two lowest levels followed closely by the Reading, Science and Math.
- Elementary data indicates several areas needed for improvement:
  - Improve all content areas in Reading/ELA, Math, Science, and Social Studies with an intense focus in writing. All areas will focus on writing.
  - Target and improve Mathematics, Special Education, and English language learners sub groups, especially writing.
- We will continue to improve in overall performance on all STAAR

## **School Culture and Climate**

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

- In 2011-12, the district attendance rate was 96.6%.

### **Farwell Elementary Plan for Excellence - Continue to use this plan as a model for our future.**

- Use data to show the needs of the elementary, the needs of our students, and why we need to be willing to change our approach.
- Determine our needs and willingness to develop our exceptional systems. Activities may include: a) develop a staff commitment statement for each campus and the elementary based on the idea of achievement for all students (post in front of school); b) develop a system to promote, enhance, and allow staff collaboration with main focus on student achievement; c) review our current data and develop a system of Smart Goals for student achievement; d) make sure TEKS/CScope are aligned and functional in all areas as our curriculum and standards; e) develop and/or review our system of assessments and review of the data; f) develop and/or review our structured response to intervention (Rtl) pyramid for each campus with Levels 1, 2, and 3 (Tiers).
- Begin to promote college readiness for all students (work through the fall and try to have ready to go in January): a) have each class university as their class university; b) develop information sheets to give the teacher information about their college to share with class; c) write letters to college announcing the adoption and asking for a school flag to post over door and anything else they are willing to send. Try to get them to adopt us back; d) have all staff post their diplomas in their classrooms/work areas and tell their classes their story of growing up and education; e) establish the idea of getting tickets to your future--HS graduation is your first ticket to your future, College graduation is your second ticket to your future; f) establish an awareness of each grade level of high school and college graduation (in four years); and g) attach a college spin to everything we do weekly college day (wear college shirts each Monday).

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

See Farwell ISD Plan for Excellence.

### **School Culture and Climate Needs**

See Farwell ISD Plan for Excellence.



## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

- The teaching staff of Farwell Elementary continues to strengthen skills through the use of innovative technologies, scientifically-based research, and best practices to improve instruction.
- The elementary will continue to provide high-quality, sustained, timely, and on-going professional development and opportunities for teacher collaboration of vertical and horizontal alignment through weekly collaboration meetings, before-and-after school trainings, and both online and summer trainings.
- Other important staff factors include:
  - All teaching staff does not meet the 100% highly qualified for both state and federal standards. We plan to continue to only hire highly qualified staff when possible.
  - We will work with our current staff to insure that all of our staff are Highly Qualified by the end of the year.
- We have 106.1 total staff members.
  - 62 of these (58.5%) are Professional staff (State 63.9)
    - 55.1 (52%) are teachers
    - 3.0 (2.8%) are professional support
    - 1.9 (1.8%) are campus administrators
    - 2.0 (1.9%) are central office
  - 23.2 of these (21.9%) are auxiliary staff (State 26.1%)
  - 20.8 of these (19.6%) are Educational Aides (State 9.3%).
- 87.1% of our teaching staff have Bachelors (State 75.4%); 12.9% Masters (28.1%); and 0.0% Doctorate (0.6%)
- Teaching staff years of experience:
  - 16.3% are beginning teachers (State 7.0%)
  - 21.8% have 1 to 5 years (State 26%)
  - 18.1% have 6 to 10 years (State 22.7%)
  - 25.6 % have 11 to 20 years (State 26.9%)
  - 18.1% have over 20 years (State 17.3)
- Teachers' average years of experience working in Farwell ISD is 5.9 years (State 8.1%).
- Turnover rate is 22.9% compared to the state rate of 15.3%.
- Class size averages 10.5 students per teacher, with 15.5 being the State average.
- Salary averages in the district:
  - Teachers, \$39,103 (State \$48,821)
  - Professional Support, \$45,106 (State \$57,253)

- Campus Administration (School Leadership), \$69,954 (State \$71,259)
- Central Administration \$69,250 (State \$91,993)

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

- Farwell ISD has an excellent balance of veteran and beginning teachers qualified staff.
- All of our paraprofessionals are highly qualified.
- All but one of our elementary teachers is ESL certified.

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

- Our average salaries are well below the region and state averages.
- Continuity and longevity are keys to success if you are to have high quality staff members. Farwell ISD must improve its turnover rate.
- A high mobility rate due to economic forces often results in a loss of staff. Being a rural school district, Farwell ISD must improve its competitiveness with teacher salaries, benefits, etc. in order to attract and maintain a high quality, experienced workforce for our students.
- Needs assessment surveys, grade level and department team discussions, and teacher requests indicate a need for continued training in the TEKS Resource System, the student management system (TExES), the Discovery system, and Stemscope.
- Through these venues, teachers need additional training in Instructional Delivery, RtI, GT, ESL strategies for ELPS, and 21st Century Skills.
- Math and Science teachers need additional support, intensive collaboration, and strengthened vertical alignment to improve indicators.
- Continue to use collaboration as a vehicle to enhance instruction and instruction methods that maximize student learning.
- Explore splitting the curriculum director role in to two positions - one for secondary and the other for elementary to bring a sharper focus to instruction and curriculum.

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

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

#### **School Improvement (SIP, Stage 1)**

- Under the No Child Left Behind Act of 2001, a Title I, Part A school district that has not met AYP for two or more consecutive years in the same indicator (reading, mathematics, attendance rate, or graduation rate) is subject to Title I School Improvement Requirements. Based on the 2012 testing Farwell ISD is not subject to Title I School Improvement Requirements.
- The district has developed and revised the District Improvement Plan (DIP) in consultation with parents, school staff, and others through the District Site Based Decision Committee. This committee meets several times through the school year and reviews testing data and monitors continuous school improvement.
- Some examples of activities in the district regarding Curriculum and Instruction:
  - hired a part-time curriculum director this year.
  - has emphasized the use of the TEKS resource system this year and has provided training for teachers.
  - Provides tutorials for struggling students;
  - credit recovery;
  - will provide more intensive and sustained professional development before school starts and throughout the year.
  - Instituted a lunch detention at the HS for students who have not completed their work.
  - Will continually improve teaching and learning through the integration of technology in the classroom; and

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

- TEKS Resource System based upon the state's required curriculum of the Texas Essential Knowledge and Skills (TEKS) and other exemplar resources serve as the curriculum for the core content areas (K-12) of the district. Teachers are encouraged to use the TEKS Resource System and other exemplars in order to assist them in teaching at increasing levels of rigor and depth in their instruction.
- Common assessments through the TEKS Resource System and other assessments reviewed collaboratively by core teacher groups continue to develop a strong assessment program throughout the district.
- Six weeks and semester tests serve as opportunities to identify areas for struggling students that require additional student support and intervention.
- Teachers continue to work on interventions (RtI) and are working hard to bridge the achievement gap for all students. This common language and increasing awareness of the academic needs of our students continues to grow and to strengthen.

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

- In working with teacher groups, the elementary needs to continue improving the quality of instruction, and assessments for all areas in order to increase student performance. The new state assessment system is more rigorous than past tests and will require changes and adjustments in teaching and learning in order for students to be successful.
- All subject areas must identify the needs of their core area and address them in a logical vertical and horizontal plan. This will be done through campus committees with the curriculum directors and principals as the leaders of this movement.

## **Family and Community Involvement**

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

- Farwell ISD believes in engaged parental and community involvement through a strong partnership with parents on both the campus and district levels.
- Although Farwell covers an extremely large geographic area, most of it rural, we are working to encourage, build, and strengthen stronger ties with our parents, families, and community. Through establishing and maintaining an effective, systemic, and comprehensive system for monitoring and evaluating parental and community involvement, the elementary believes that levels of engaged involvement will increase and parents will become our strong partners who feel welcome and participatory in the educational process for all children. This will take additional time as we develop relationships with parents and community in and outside of school.

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

- For parents, students, and community members, Farwell ISD uses the district website, notes home, txwire hotline, and new phone app to facilitate better communication and interaction among all stakeholders.
- Through the Parent Portal, parents have electronic, real-time access to their children's grades, attendance data, and also easy access for continued communication with their children's teachers.
- Farwell Elementary also enjoys a strong partnership with the Elementary PTO.
- The Secondary Booster Clubs (Ag, Band and Athletics) are established and seeks ways for continuous improvement.
- The elementary actively promotes Farwell ISD through the local media to increase community awareness.
- The Campus Site Based Committees meet regularly on the campuses to focus on improving instruction.
- A SHAC (School Health Advisory Council) is under the leadership of the school nurse.
- By continuing our partnership with Clovis Community College for the Dual Credit Programs, Farwell ISD continues to increase community awareness of changing graduation, college/work readiness, and preparedness for all students.
- Summer library time at the elementary and junior high has been successful.

### **Family and Community Involvement Needs**

- The district and campuses need to improve efforts to publicize scheduled meetings, events, and activities that will improve parent, family, and community involvement.
- The annual Fall Festival is an area that can continue to improve our parental and community involvement for Farwell ISD.
- With a focus upon improved communication and collaboration with our parents and community through enhanced staff web pages, etc., the district and campuses need to provide more time for busy teachers to work on their individual pages with greater technology support.

## **Technology**

### **Technology Summary**

- Farwell ISD commits to encouraging all students and community members to become life-long learners. Essential to this vision is the development of the use of progressive technology that empowers teachers, students, and other adults to create learning experiences from the vast storehouse of information available both within and beyond the school building. In educating its students for the future, the elementary believes that while maintaining and enhancing our current technology network is important, schools must play a part in equipping students, teachers, and the community to use all technologies efficiently. Our plan is continuously updated to keep up with the rapidly changing pace of technology in the elementary.
- While creating a vision for technology in our elementary, we realize the single most important factor in determining the success of technology in the classroom is a teacher who is able to incorporate technology into instruction.

### **Technology Strengths**

See separate technology plan for details.

### **Technology Needs**

See separate technology plan for details.

## **Programs**

### **Programs Summary**

- The district is a Title I, State Compensatory, and Migrant Schoolwide District;
- Farwell ISD has three campuses (Farwell Elementary, Farwell Middle School, and Farwell High School) and serves 544 students (PreK-12).
- The district participates in the National School Lunch Program for students who qualify for free and reduced lunch;
- Farwell ISD is a single attendance area and the equitable distribution clause among campuses does not apply;
- The district received a "Superior Achievement" FIRST Financial Rating for 2011-2012
- The district is rated "Met Standards."
- All district campuses do not have 100% Highly Qualified Teachers.
- TAKS/EOC scores are located in the Student Performance section of the plan;
- The district provides supplemental compensatory education services (or SCE) for at-risk students to increase academic achievement and to upgrade the entire regular education program;
- Title I, Part C Migrant Education IDR (Identification and Recruitment), PFS (Priority for Services), and MEP (Migrant Education Plan) plans are on file in the district.
- Farwell ISD also participates in a Shared Service Arrangement (SSA) with Shallowater ISD for CTE Carl Perkins Funds.
- Initiatives that support student achievement include the following: TEKS Resource System; common assessments with performance indicators; Response to Intervention (RtI); Reading Roundup (1st); technology integration in all classrooms; a credit recovery system; an ISS/DAEP Program; daily tutorials; and summer school.

### **Programs Strengths**

- The use of DMAC software in data evaluation of state assessments and PGPs (Personal Graduation Plans);
- Parents access to the website to check on their students' academic progress;
- Use of Smartboard technology;
- 

### **Programs Needs**

- The development and use of common assessments in core content areas;
- Professional learning for all staff in best practices, differentiation, and other topics of interest;
- Improve targeted areas of mathematics, Special Education, and English language learners;
- More training for teachers and administrators in common assessments;
- More in depth training for teachers in technology integration in the classroom;
- Continued improvement in the areas of parental and community involvement;

## Comprehensive Needs Assessment Data Documentation

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

- District goals
- Campus goals
- TAPR data – longitudinal and current, including:
  - Attendance data
  - Dropout rate
  - End-of-Course (EOC) Assessments results
  - Class size data
  - College Readiness Data
- Completion Rates / Graduation Rates
- AYP data
- PBMAS data
- The most recent STARR/EOC results and accountability status
- SAT/ACT results
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or feedback
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Comprehensive Curriculum Analysis
- Evaluation of all special programs, including At-Risk, Homeless, Special Education, Migrant, ESL, 504, Dyslexia, G/T and CATE
- Analysis of current policies
- Evaluation of district staff issues including staff development, recruitment, teacher qualification/certification and personnel needs.
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- Campus leadership and/or department meetings
- Student failure and/or retention rates



- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Texas English Language Proficiency Assessment System (TELPAS) results
- Tobacco, alcohol, and other drug use data
- Texas STaR Chart
- NCLB Report Card data
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- Response to Intervention (RtI) data
- TEA Accountability Summary

## Goals

### Goal 1: Farwell ISD will promote academic excellence for all students. (NCLB 1)

**Performance Objective 1:** Curriculum, instruction and assessment will be aligned across the campus.

**Performance Objective 2:** Farwell Elementary will surpass the state averages for STAAR by all students and all students groups in all subjects tested. There will be an increase in our distinctions at the campus level.

**Performance Objective 3:** All students will read at or above grade level by the end of the third grade

**Performance Objective 4:** Farwell Elementary will provide appropriate services for students belonging to special programs including, but not limited to: At-Risk, LEP/ESL/Bilingual, Dyslexia, Homeless, 504, and GT.

**Performance Objective 5:** Farwell Elementary will provide a comprehensive Special Education program to ensure that students with disabilities receive a "free and appropriate" education within the "least restrictive environment."

**Performance Objective 6:** Farwell Elementary will provide a comprehensive Head Start program.

**Summative Evaluation:** STAAR/TELPAS results, increased success in classroom, individual student progress, Annual evaluation of the Fisd Special Education Department, State and Federal reports, PBMAS, and STAAR

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Teachers will instruct the state curriculum (TEKS), ELPS and local correlations and will continue to improve their level of proficiency in the instruction of those standards.		Principal 2 <sup>nd</sup> -5 <sup>th</sup> teachers SPED, ESL teachers Testing Coord. Curr. Direct.	PDAS, Student Performance on Assessments/STAAR				
2) The TEKS Resource System Year-At-A-Glance documents will be followed and lessons will be developed to accommodate the pre-determined time line. Teachers will also administer district-adapted versions of Unit Assessments in grades 2-5.  Performance assessments will be used in kindergarten and 1 <sup>st</sup> grade.		Principal 1 <sup>st</sup> -5 <sup>th</sup> teachers	PDAS, Student Performance on Assessments/STAAR				
3) Planning, instruction, and assessments will be collaborative and consistent among grade level staff members to ensure vertical alignment		Principal All Teachers	Lesson Plans, Assessment Data, Walk-throughs				
4) Teachers will use common successful strategies from grade level to grade level in all content areas.		Principal Science teachers Curr. Dir.	Lesson Plans, Assessment Data, Walk-throughs				
1) Teachers will continue to implement TEKS, ELPS, and Pre-Kindergarten state standards and will improve their proficiency in the instruction of those standards		Principal Teachers Curr. Dir.	STAAR, Unit Assessments, Lesson Plans				

2) Ensure that all faculty and staff meet the requirements of "Highly Qualified" under the No Child Left Behind Act.		Principal Administration	Teacher/Aide Certificates				
3) Provide research-based staff development for faculty and staff.		Principal Curr. Dir. District Admin.	Certificates, Sign-in Sheets				
4) Teachers will use data from formative and summative assessments to guide/design instruction. Teachers will differentiate student groups based on students' needs.		Principal Teachers Curr. Dir. Interventionists	Lesson Plans, Unit Assessment Data, STAAR Data				
5) Farwell Elementary will fully implement the Three Tier Model to provide appropriate instruction and intervention for all students.		All teachers RTI Committee Interventionists	SST/RTI Notes, Formative Assessment, Unit Assessment Data, STAAR Data				
1) Teachers will provide instruction in the five critical elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies.		Teachers Literacy Committee RR teacher	Walk-throughs, PDAS, Lesson Plans				
2) Istation will be used in place of TPRI. The program will assess student abilities in the five areas of reading and level automatically to meet student needs. The program is provided for all students in kindergarten through fifth grade.		Teachers RR teacher Literacy Committee	Istation Reports, Unit Assessment Data, STAAR Data				
3) Guided reading and literacy support will be provided for children working below level in reading.		Teachers RR Teacher Interventionists Literacy	Progress Monitoring Data, Istation Reports, Lesson Plans				

		Committee					
1) Provide proactive, data driven interventions to meet the needs of students utilizing the Student Support Team protocol and RtI processes.		Principal RR teacher Gen Ed teachers Reading Int. Math Int.	Assessment Data, SST/RTI Notes, TELPAS				
2) Flexible grouping will be used throughout the school day, based on the needs of the students to enhance, reteach, and reinforce learning)		K-5 teachers Interventionists Parent Volunteers	Assessment Data, Walk throughs, Lesson Plans				
3) Accommodations, modifications, and intervention plans will be implemented and monitored to meet the learning needs of special populations.		Principal K-5 teachers SPED teacher Interventionists Counselor Testing Coord.	Assessment Data, Walk throughs, Lesson Plans				
4) The campus will identify students with dyslexia or a related disorders and provide appropriate instructional services with assistance from district personnel.		Principal Teachers Dyslexia teacher Dyslexia Committee	Dyslexia Therapist Schedule, Assessment Data KBIT2 CTOPP GORT5 TWS MTA Dyslexia Program				

5) The campus will offer a Gifted and Talented Program for all qualifying students.		Principal Teachers G/T Coor. Counselor	GT Coordinator, GT Teacher Schedule, GT State Guidelines				
6) The English as a Second Language program will be provided for all qualifying students. They will receive services both in the classroom and in an intervention and/or specialized services setting as needed. They will take the TELPAS assessment as designated by the state.		Principal ESL Coor. Teachers	Assessment Data, TELPAS Data, ELL Progress Measure				
1) Farwell ISD Special Education Department to identify and serve students qualifying for Special Education services.		Principal Teachers SPED Staff ARD Committees	ARD Meeting Notes, SST/RTI Notes				
2) Accommodations, modifications, and intervention plans will be implemented and monitored to meet the learning needs of students with disabilities.		Principal Teachers SPED Staff ARD Committees	ARD Meeting Notes, SST/RTI Notes				
1) Provide a comprehensive, developmentally appropriate program for eligible 3 and 4 year old students.		Principal Head Start Staff Head Start	Teacher Observation, Walk Throughs-Headstart Assessments.				

**Goal 2: Farwell ISD will provide a safe and orderly school environment for all students to learn and develop. (NCLB Goal 4)**

**Performance Objective 1:** Expectations for appropriate student behavior will be clearly communicated to all students and parents.

**Performance Objective 2:** The district will develop programs and strategies to effectively respond to emergency situations.

**Summative Evaluation:** Implementation of policy and procedures; dissemination of updated handbook information to students

**Summative Evaluation:** Evaluation of emergency protocols and procedures

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Farwell Elementary will maintain a Positive Behavior Intervention Support System to include intervention and support in the areas of conflict resolution, bullying, harassment, and suicide.		Principal Counselor Teachers CHAMPS Committee	Lesson Plans, Behavior Intervention Plans, Office Referrals, Behavior Screener Data				
2) Discipline procedures will be followed to ensure consistent handling of discipline issues.		Principal Counselor Staff CHAMPS Committee	Discipline Procedures, Office Referrals, Behavior Intervention Plans				
3) Guidance Lessons will be taught to all students to encourage good decisions (Bullying and Character).		Principal Counselor Teachers	Guidance Lesson Calendar				

1) Maintain a Campus Crisis Response plan to effectively respond to emergency situations.		Principal Counselor Staff CIP Committee	Emergency Clip Boards, Crisis Drills				
2) The campus will participate in drills to practice fire, tornado, and lockdown procedures.		Principal Staff	Campus Calendar, Observation by administration				

**Goal 3: Farwell ISD will continue to foster and improve parent/community relations. (NCLB Goal 5)**

**Performance Objective 1:** A variety of communication techniques will be utilized to keep parents and community members informed about school programs and activities.

**Performance Objective 2:** The number and diversity of parents and community members participating in volunteer activities, site-based decision making committees, and parent-teacher organizations will increase.

**Summative Evaluation:** Increased number of attendance rates to school programs and activities.

**Summative Evaluation:** Increased number of volunteers

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Teachers will provide weekly and 6 weekly communication to parents/guardians through student planners, newsletters, and web pages.		Principal Teachers	Copies of communication and surveys				



2) Thursday Folders will be sent home each week to communicate academic progress and behavior.		Principal Teachers Office Staff	Thursday Folders and surveys				
3) The Farwell ISD teacher webpage will be updated on a regular basis to inform parents of important events.		Principal Teachers Admin	Website				
4) Teachers will update their gradebook weekly allowing parents to monitor their child's progress online.		Teachers	Gradebook Checks				
1) Develop multiple opportunities for parents and community members to be trained, attend, participate and be involved in school programs and activities. Examples include: Meet the Teacher, UIL, CATCH Night, Open House, Parent Conferences, SHAC, SBC, Grandparents Day, Book Fair, PTO, Awards Ceremonies, Field Day, Fall Festival, Winter Ball, and music performances.		Principal All Staff	Sign in Sheets, Event calendar				
2) Farwell Elementary will partner with PTO to provide a wide range of opportunities for parent volunteers.		Principal Teachers Parents	Sign in Sheets, Event Calendar				
3) Farwell Elementary will partner with Watch D.O.G.S. to involve fathers and father figures and campus volunteers.		Principal Teachers Fathers	Meeting agendas, sign-up sheets, volunteers				

**Goal 4: Provide Farwell ISD students with a strong, progressive, and quality education by way of a highly qualified staff. (NCLB Goal 3).**

**Performance Objective 1:** Farwell Elementary administration will ensure that all students will be taught by highly qualified teachers and paraprofessionals as mandated by state and federal mandates.

**Performance Objective 2:** Farwell Elementary faculty and staff will be provided the opportunity to attend a variety of staff development/training activities.

**Summative Evaluation:** End of year evaluations, staff certificates, contract recommendations

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Ensure that all faculty and staff meet the requirements to be Highly Qualified		Admin Staff	100% of staff highly qualified				
1) Provide research-based staff development for faculty and staff as determined by the Campus Advisory Team and approved the district Curriculum Director. Staff development will focus on classroom management, technology, curriculum & instruction, curriculum, assessment, Special Education/IDEA changes and requirements.		Admin Staff SBC Curr Dir	Certificates, application of training				
2) Professional development specifically designed to meet the needs of faculty and staff at Farwell Elementary to include but not limited to classroom management, technology, TEKS resource system, instruction and assessment.		Admin Staff Curr Dir	Student assessment results, teacher input, TSR				

3) Continue to train teachers to use DMAC and TEKS resource system.		Admin Curr Dir Staff	Student data and profiles, lesson plans, interventions Student performance on assessments				
4) Update training of all teachers and new staff on the use of the district web page.		Admin Teachers	Teacher use of technology, workshops Teacher use of technology, proficiency standards				
5) Ongoing research-based professional development in Intervention Training, Professional Learning Community enhancement and data disaggregation		Admin Teachers RTI Committee Curr Dir	Teacher participation/sign in, lesson plans Student assessment results				

**Goal 5: Progressive and innovative technology will be integrated throughout the District to enhance student achievement. (NCLB Goal 1)**

**Performance Objective 1:** Students and teachers will be provided opportunities to become skilled in accessing and utilizing technological information systems of all types.

**Performance Objective 2:** Technology will be utilized to increase the efficiency of the campus' instructional management and administrative functions.

**Performance Objective 3:** Technology will be utilized to deliver a variety of programs that meet the needs of students with different educational abilities, educational learning styles, and educational program needs.

**Summative Evaluation:** Increased proficiency levels of students and teachers.

**Summative Evaluation:** Increased efficiency and effectiveness of instructional management tools and administrative functions.

**Summative Evaluation:** Student use of technology; staff development; technology implemented during the year

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Provide staff development on the tools and available programs and how to use these to integrate, expand and enhance teaching and learning opportunities.		Admin Curr Dir	Staff Development Schedules and opportunities				
1) Teachers will use DMAC to disaggregate data so that time and effort can be focused on the understanding of the data and the use of data to drive instruction.		Teachers Admin Curr Dir	DMAC usage Data Submissions Test Scores				
2) Gradebook and TxEIS will be used for attendance, grades, and discipline referrals.		Teachers Admin Secretary	Administration will check gradebooks Administration and Secretary will document using TxEIS				
1) A variety of technology will be used to enhance instruction including but not limited to Promethean Boards, iPads, desktops, laptops and response systems.		Tech Dir Admin Teachers	Walk throughs Student performance				
2) A variety of software will be used to enhance instruction including but not limited to Istation, Mentoring Minds, IXL, learning.com and an approved collection of iPad apps.		Tech Dir Admin Teachers	Walk throughs Student performance				
3) Teachers will integrate the technology TEKS into core instruction by creating lessons using technology to support teaching of the state standards.		Tech Dir Admin Teachers	Walk throughs Student performance				
4) Teachers will utilize webpages as a means of home to school instruction.		Tech Dir Admin Teachers	Webpage checks				

--	--	--	--	--	--	--	--

**Goal 6: All instructional personnel will establish challenging goals for all students including improving attendance and decreasing the dropout rate and will also provide effective feedback through assessments and a system of interventions for at-risk students (NCLB Goal 2)**

**Farwell ISD will promote academic excellence for all students. (NCLB 1)**

**Performance Objective 1:** Farwell Elementary will establish attendance goals for the campus and provide attendance initiatives to students.

**Performance Objective 2:** Farwell Elementary will ensure proper intervention and screening takes place prior to referring a student to special education services.

**Performance Objective 3:** Farwell Elementary will provide high quality intervention programs to students who are at-risk.

**Summative Evaluation:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Teachers and administration will monitor attendance using the CHAMPS program.		All Staff	CHAMPS eligibility				

<p>2) School personnel will actively monitor student attendance through phone calls, personal contacts, and letters to students and parents</p>		<p>Admin Office Staff Teachers</p>	<p>Attendance verification PEIMS</p>				
<p>1) Utilize appropriate measures to ensure student does not have a language deficiency before referring for special education services</p>		<p>Admin Teachers RTI Committee Diag</p>	<p>Number of SPED referrals ESL Identification</p>				
<p>2) Implement RTI model for 2014-2015 school year along with appropriate intervention programs to address student deficiencies in reading, math and inappropriate behaviors.</p> <p>-Reading Round-up -Math Gym -45 Minute RTI period in class 2x weekly</p>		<p>Admin Teachers RTI Committee Diag</p>	<p>Student progress RTI dismissal Number of SPED referrals</p>				
<p>1) Ensure all elementary teachers have G/T certification and are serving G/T students in the classroom.</p>		<p>Counselor Admin Teachers</p>	<p>Number of GT Certified teachers</p>				
<p>2) All classroom teachers (k-5) will be ESL certified for the 2014-2015 school year.</p>		<p>ESL Dir Admin Teachers</p>	<p>Number of ESL Certified teachers</p>				

<p>3) Provide ESL pullout or inclusion program for those students who have not scored high on the TELPAS test.</p>		<p>ESL Dept. Admin Teachers</p>	<p>ESL schedule</p>				
<p>4) Supplemental reading program (computer based) within the ELL classroom and the regular ed classroom to improve vocabulary, understanding, and fluency.</p>		<p>ESL Dept. Admin Teachers</p>	<p>Student progress</p>				
<p>5) Migrant Summer School for all eligible students</p>		<p>Migrant Dept. Admin Teachers</p>	<p>Migrant summer school roster</p>				
<p>6) Provide a quality Migrant Education Program that includes:</p> <ul style="list-style-type: none"> <li>• Annual recruitment, verification, identification, and services.</li> <li>• Training in four areas of focus: <ol style="list-style-type: none"> <li>1. Migrant Services Coordination</li> <li>2. Early Childhood Education</li> <li>3. Parent Involvement and Recruitment</li> <li>4. Graduation Enhancement</li> </ol> </li> </ul>		<p>Migrant Dept. Admin Teachers</p>	<p>Migrant roster and success</p>				

7) Head Start class provided on campus		Admin Headstart Dept Teachers	Head start roster				
--	--	-------------------------------------	-------------------	--	--	--	--

**Goal 7: Systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the District's educational and operational structures so that students can graduate from high school (NCLB, Goal 5; 10, COORD).**

**Performance Objective 1:** Farwell Elementary will provide a system to implement long term goals to boost graduation rate from high school.

**Summative Evaluation:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Provide accelerated and differentiated instruction to meet individual (At Risk) student needs including students identified in the Accelerated Reading and Accelerated Math Initiatives for students not meeting state standards.		Principal, Assistant Principal, Teachers	Formative Evaluation: Student assessment (STAAR, I Station, TELPAS, Benchmarks) Summative Evaluation: Student performance on state assessment				
2) Follow district attendance policy. Maintain Attendance rates at 97% or higher by contacting parents and offering student incentives		Principal, Assistant Principal, Teachers, Secretary	Formative Evaluation: Attendance Reports, parent notification Summative Evaluation: TAPR Report				



## State Compensatory

### Budget for District Improvement Plan:

Account Code	Account Title	Budget
<b>6100 Payroll Costs</b>		
211-11-6119-00-101-330000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$73,751.00
<b>6100 Subtotal:</b>		<b>\$892,620.00</b>
 <b>6200 Professional and Contracted Services</b>		
199-11-6219-00-001-330000	6219 Professional Services	\$900.00
<b>6200 Subtotal:</b>		<b>\$32,617.00</b>
 <b>6300 Supplies and Services</b>		
199-11-6399-13-041-330000	6399 General Supplies	\$500.00
<b>6300 Subtotal:</b>		<b>\$24,977.00</b>
 <b>6400 Other Operating Costs</b>		
<b>6400 Subtotal:</b>		<b>\$13,221.00</b>

**Personnel for District Improvement Plan:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alice Phyllaier	Enrichment	SCE	.2394

## **Title I**

### **Schoolwide Program Plan**

Our District's Schoolwide Program Plan began with a lengthy Comprehensive Needs Assessment [*Section 1114(b)(2)(B) of Title I of ESEA*] to update our existing schoolwide program and to revise our plan. Critical to developing our schoolwide program, the Comprehensive Needs Assessment of our District Profile revealed the priority areas for required focus, suggested benchmarks for the plan's evaluation, and linked all aspects of the schoolwide program's implementation. The academic information about all students in the district, including economically disadvantaged students; students from major and ethnic groups; students with disabilities; limited English proficient students; homeless; and migrant students, helped personnel to identify needs within our district where efforts should be concentrated for the school year.

The five steps that the district undertook throughout this process included:

1. Establishing the schoolwide planning team of our DEIC;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources; and
5. Analyzing our data.

Throughout the planning process, personnel identified student needs and interventions to address these needs; assessed the effectiveness of those interventions; and made revisions as needed. The planning of the DEIC was used as an organizational strategy to guide our program development, implementation, and evaluation. This systemic planning provided structure for school improvement and logical ways for school staff to think about the changes that need to be made in the district initially and throughout the life of our schoolwide program.