

Farwell Independent School District

Farwell Junior High School Campus Improvement Plan

2014-2015

Accountability Rating: Met Standard



Mission Statement

Farwell Junior High School

...each student will have the opportunity to enrich to the fullest his/her potential for mental, physical, social and emotional development in order that each student may grow in Wisdom, Stature, and in Favor with God and Man.

Vision

Farwell Junior High School

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) 44
 - 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 0.0% African American, 52.1% Hispanic, 47.9% White, 0.0% American Indian, 0.0%, Asian, 0.0% Two or More Races, and 55.6% Economically Disadvantaged.
- English Language Learners (ELL) 8.5% (State 17.1%); Students with Disciplinary Placements (2012-2013) was 0.0%, and At-Risk students are 35.2% (State 44.7%), Mobility rate for 2011-2012 was 7.2% (State 17.9%).

Demographics Strengths

- Our students and staff continue to be our greatest strength at Farwell ISD. 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 Junior High School 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 instruction and learning opportunities for our ELL students.

Student Achievement

Student Achievement Summary

- Farwell Junior High school is focused on learning and the learning process. We strive to use progressive technology and advanced instructional techniques to engage our students to help create life-long learners who are college and work-force ready. Our mission is to be committed to excellence in everything we do at school and for our students, staff, and community.
- This year, we have continued the transition to a new accountability system. A [district accountability summary](#).
- The school received 19 out of 21 system safeguards.

Index 1: Student Achievement

- The target score for student achievement was 55. Farwell Junior High School received a 79.
- The TAPR report shows the STAAR/EOC measure for All Grades across the school, % at Phase in 1 Level II or above in each area tested.
 - All Subjects 77%

- Reading 79%
- Mathematics 79%
- Writing 77%
- Science 79%
- Social Studies 60%

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 28. Farwell Junior High School received a 39.
- The TAPR report shows we are meeting or exceeding progress in all areas of the STAAR improvement score in excess of 40%.
 - Reading, 59%
 - Mathematics, 69%

Index 3: Closing Performance Gaps

- The target score was 27. Farwell Junior High School received a 41.

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 13. Farwell received a 33.

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 19 out of 21 (90%) indicators related to system safeguards.
- Farwell Junior High school received two Distinction Designations (Academic Achievement in Reading/ELA and Top 25 Percent Student Progress)

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 Science and Social Studies are the two lowest levels followed by Writing, Reading, and Math.
- District 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.
- Received two systems safeguards warnings in Social Studies: All students and Economically disadvantaged students.
- We will continue to improve in overall performance on all STAAR exams

School Culture and Climate

School Culture and Climate Summary

- In 2011-12, Farwell Junior High School attendance rate was 97.1%.

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

- Use data to show the needs of the school, 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 district 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 (RtI) 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. (wear college shirts every other Wednesday).

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 Junior High School continues to strengthen skills through the use of innovative technologies, scientifically-based research, and best practices to improve instruction.
- The district 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 15.0 total staff members.
 - 12.0 of these (80.0%) are Professional staff (State 63.9)
 - 11.4 (75.6%) (State 51%) are teachers
 - 0 (0%) (State 9.0%) are professional support
 - 0.7 (4.4%) (State 2.9%) are campus administrators
 - 3 of these (20.0%) of these 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 at Farwell Junior High School:
 - 18.6% are beginning teachers (State 7.0%)
 - 2.0% have 1 to 5 years (State 26%)
 - 17.6% have 6 to 10 years (State 22.7%)
 - 35.4 % have 11 to 20 years (State 26.9%)
 - 26.4% have over 20 years (State 17.3)
- Class size averages 12.5 students per teacher, with 15.5 being the State average.
- Salary averages at Farwell Junior High School:
 - Teachers, \$42,256.00 (State \$48,821)
 - Campus Administration (School Leadership), \$74,460.00 (State \$71,259)

Staff Quality, Recruitment, and Retention Strengths

- Farwell Junior High School has an excellent balance of veteran and beginning teachers (highly qualified staff).

- All of our paraprofessionals are highly qualified.
- Two of our teachers are ESL certified.

Staff Quality, Recruitment, and Retention Needs

- 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), DMAC, the Discovery system, and Stemscope.
- Through these venues, teachers need additional training in Instructional Delivery, Rtl, GT, ESL strategies for ELPS, and 21st Century Skills.
- All core course (ELA, Math, Science, and Social Studies) 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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

School Improvement (SIP, Stage 1)

- Farwell Junior High School has developed and revised the Campus Improvement Plan (CIP) in consultation with parents, school staff, and others through the school’s Campus Improvement Team (CIT). This committee meets several times through the school year and reviews testing data and monitors continuous school improvement.
- Some examples of activities on the campus regarding Curriculum and Instruction:
 - Has emphasized the use of the TEKS resource system this year and has provided training for teachers.
 - Provides tutorials for struggling students;
 - credit recovery;
 - Has and will provide more intensive and sustained professional development before school starts and throughout the year.
 - Instituted a lunch detention on campus for students who have not completed their work.
 - Will continually improve teaching and learning through the integration of technology in the classroom

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 campus. Teachers are expected 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 campus.
- Six weeks, semester tests along with benchmark exams serve as opportunities to identify areas for struggling students that require additional student support and intervention.
- Teachers continue to work on interventions (Rtl) 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 campus 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 campuses 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 Junior High School believes in engaged parental and community involvement through a strong partnership with parents.

Family and Community Involvement Strengths

- For parents, students, and community members, Farwell Junior High School uses the district website, notes home, txtwire hotline, and SchoolWay a 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.
- The Farwell Junior High School Campus Site Based Committee meets regularly on the campus to focus on improving instruction.
- Summer library time at the 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 Junior High School 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 campus believes that while maintaining and enhancing our current technology network is important, we must play a part in equipping students, teachers, and the community to use all technologies efficiently.
- While the CIT will be creating a vision for technology on our campus, 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

- The campus needs improved Wi-Fi systems that would make laptops and other portable teaching devices available to students, teachers and administrators.
- Provision of Microsoft Office for staff to use at home to improve instructional design and strategies to be utilized in the classroom.

Programs

Programs Summary

- The campus is a Title I, State Compensatory, and Migrant School Wide District;
- The campus is rated "Met Standards."
- Initiatives that support student achievement include the following: TEKS Resource System; common assessments with performance indicators; Response to Intervention (RtI); technology integration in all classrooms; 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 Smart Board 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:

- 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 results and accountability status
- 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 campus staff issues including staff development, recruitment, teacher qualification/certification and personnel needs.
- 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: Farwell ISD will implement strategies to increase student learning in all academic fields at a minimum attaining proficiency or better on state exams and improving STAAR/EOC scores in all core areas for all students. (2, RS)

Summative Evaluation: STAAR/EOC results.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
Utilize the Accelerated Reader program, Grades 6-8.		Principal Teachers Library Assistant	Book Circulation, AR Annual Student Reports, STAAR Reading Results	X	X	X	X
STAAR Mastery Classes in Reading and Mathematics to utilize IStation and IXL Software Programs Grades 6-8		Principal Teachers	Improved Core Class Grades STAAR Results – Math and Reading	X	X	X	X
Extended Day Tutorials		Principal Teachers	Improved Core Class Grades STAAR Results – Math and Reading	X	X	X	X
Provide G/T students with a continuum of learning experiences that lead to advanced level products and/or performances Encourage Campus- wide UIL participation		G/T Coordinator: Hayley Christian G/T certified classroom teachers, UIL Coordinator:	Student projects; G/T Field trips,	X	X	X	X

		Patty O'Hare UIL coaches	UIL Participation Placing and awards in UIL				
Provide Learning Labs for At-risk students, and economically disadvantaged students to receive additional instruction from classroom teachers during the regular school day		Principal Counselor Teachers	6 weeks grades, 3 week progress reports and attendance rate Decreased retention rates, failure rate, and a decrease in drop-outs.	X	X	X	X
Administer benchmark exams to test all students in the core areas		Principal Curriculum Dir. Teachers	Mastery of benchmark exams and practice test		X		
Utilize TEKSRESOURCE web-site to better align instructional planning and teaching/learning strategies and opportunities to the TEKS for FJH History classes (Systems Safeguards)		Principal Curriculum Dir. Teachers	Lesson Plan Development/Verification Mastery of benchmark exams, practice test and the STAAR exam in History	X	X	X	X
Research/Presentations/Debates regarding historical facts, events, cause and effect of the curriculum in the History TEKS (Systems Safeguards)		Principal Curriculum Dir. Teachers	Mastery of the History TEKS/Curriculum as evidenced by the results from teacher developed exams, benchmark exams, STAAR practice exams and the STAAR exam		X	X	X

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: Farwell ISD will implement strategies to increase student learning in all academic fields at a minimum attaining proficiency or better on state exams and improving STAAR/EOC scores in all core areas for all students. (2, RS)

Summative Evaluation: STAAR/EOC results.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
Enforce the Student Code of Conduct		Principal Teachers Paraprofessionals	Discipline Referrals Student/Parent Signatures on Contracts	X	X	X	X
Red Ribbon Week		Principal Counselor School Nurse	Student Participation Sign-Up Sheets Drug Awareness Activities		X		
Staff Development – Farwell ISD Emergency Activation Plan		Principal	Staff Attendance Sheet	X		X	

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

Performance Objective 1: Farwell ISD will implement strategies to increase student learning in all academic fields at a minimum attaining proficiency or better on state exams and improving STAAR/EOC scores in all core areas for all students. (2, RS)

Summative Evaluation: STAAR/EOC results.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
Junior High - Title 1 Parent Meeting		Principal Teachers	Parent Sign-In Sheets	X	X	X	X
Parent Conference Days – Early release for conferencing about report cards, student progress and attendance		Principal Teachers Paraprofessionals	Parent Sign-In Sheets	X	X	X	X
Issue Student Progress Reports – Every third week of each six weeks and documentation of parent contact regarding student progress and attendance		Principal Teachers	Teacher documentation of parent contact	X	X	X	X

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 ISD will implement strategies to increase student learning in all academic fields at a minimum attaining proficiency or better on state exams and improving STAAR/EOC scores in all core areas for all students. (2, RS)

Summative Evaluation: STAAR/EOC results.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
Hiring highly qualified staff according to NCLB guidelines		Superintendent Principal	Principal Attestation of Highly Qualified Staff	X	X	X	X
Developing a campus-wide professional development plan based upon needs identified through disaggregated student data.		Principal Teachers Paraprofessionals	Certificates of completion of PD Sign-In Sheets Increased student performance based on various assessment results	X	X	X	X
Use of the TEKS Resource Center		Principal Teachers	Increased student performance based on various assessment results	X	X	X	X
Staff development activities for identifying, intervention, assessing needs, planning, modifying, tutor/remediate, and serving At-risk students		Principal SCE ESC-16	Increased student performance based on various assessment results, fewer dropouts, fewer student retentions, higher attendance and graduation rates	X	X	X	X

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

Performance Objective 1: Farwell ISD will implement strategies to increase student learning in all academic fields at a minimum attaining proficiency or better on state exams and improving STAAR/EOC scores in all core areas for all students. (2, RS)

Summative Evaluation: STAAR/EOC results.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
Utilize Discovery Education – United Streaming		Principal Teachers	Increased student performance based on various assessment results	X	X	X	X
Utilize DMAC Mobile Technology for Classroom Walk-Through's		Principal	Increased student performance based on various assessment results	X	X	X	X
Utilize IStation and IXL Software to address the various learning styles of students at FJH in the content areas of Reading and Math		Principal Reading and Math Teachers	Increased student performance based on various assessment results Improved student passing rates in the areas of Reading and Math	X	X	X	X

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 ISD will implement strategies to increase student learning in all academic fields at a minimum attaining proficiency or better on state exams and improving STAAR/EOC scores in all core areas for all students. (2, RS)

Summative Evaluation: STAAR/EOC results.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
Monitor student attendance through the DMAC program and communication of attendance and progress to parents and students through phone conversations, letters to parents and personal conferences		Principal Teachers Campus Improvement Team (CIT)	Increased student performance based on various assessment results Teacher documentation of parent contact	X	X	X	X
Progress report schedules developed and given to parents during our registration and Title I parent meeting		Principal	Documentation of such event and teacher documentation of parent contact at the end of each progress report time.	X	X	X	X
Staff tutorial schedule created and presented to parents during registration and Title I parent meeting		Principal Teachers	Documentation of such event Student sign-in sheets for tutorials	X	X	X	X

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 ISD will implement strategies to increase student learning in all academic fields at a minimum attaining proficiency or better on state exams and improving STAAR/EOC scores in all core areas for all students. (2, RS)

See Farwell ISD Plan for Excellence.

State Compensatory

Budget for District Improvement Plan:

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

Personnel for District Improvement Plan:

<u>Name</u>	<u>Campus</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karen Schilling	District	At-Risk Teacher/Coordinator	SCE	.875
Lorre Haseloff	Elementary	Reading Roundup Teacher	SCE	.625
Jana Perkins	Elementary	Enrichment Teacher	SCE	.40
Adrianna Reyna	Elementary	Enrichment Aide	SCE	.40
Laura Coburn	Elementary	Enrichment Aide	SCE	1.0
Isabel Ruiz	Elementary	Enrichment Aide	SCE	1.0
Christie Miller	Elementary	Enrichment Aide	SCE	1.0
Sharon Armstrong	Elementary	Enrichment Aide	SCE	1.0
Danny Brittain	High School	HS Tutorials	SCE	.0625
Holly Byrd	High School	HS Tutorials	SCE	.0625
Eric Chadwick	High School	HS Tutorials	SCE	.0625
Andrew Eudy	High School	HS Tutorials	SCE	.0625
Dianne Kemp	High School	HS Tutorials/STAAR Teacher	SCE	.1875
Cynthia Lopez	High School	HS Tutorials	SCE	.0625
Danny Perkins	High School	HS Tutorials	SCE	.0625
Sean Riley	High School	HS Tutorials	SCE	.0625
Kelli Schwertner	High School	HS Tutorials	SCE	.0625
Mary Southard	High School	HS Tutorials	SCE	.0625
Angela Wallace	High School	HS Tutorials	SCE	.0625
Shanna Glover	Junior High	STAAR Teacher	SCE	.125
Brittani Grant	Junior High	STAAR Teacher	SCE	.125
Aaron Cook	Junior High	STAAR Teacher	SCE	.125
Patty O'Hare	Junior High	STAAR Teacher	SCE	.125

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.