

# Farwell Independent School District

## Farwell Junior High School Campus Improvement Plan

**2016-2017**

**Accountability Rating: Met Standard**

Adopted 10/17/16



# 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.

### **Every Child Succeeds Act Performance Goals**

(The ECSA Act replaced the NCLB Act in the 2016-17 school year. Not all of these goals have been updated by the U.S. Department of Education as of this 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.

### **Nine Schoolwide Components (HQ component has been dropped by ECSA)**

- |  |   |  |
|--|---|--|
| <b>1. CNA</b><br><b>Comprehensive Needs Assessment</b>               | <b>2. RS</b><br><b>Reform Strategy</b>                          | <b>3. PD</b><br><b>Professional Development</b>  |
| <b>4. R/R</b><br><b>Recruitment/Retention<br/>of Certified Staff</b> | <b>5. PI</b><br><b>Parental Involvement</b>                     | <b>6. T</b><br><b>Transition</b>   |
| <b>7. TIA</b><br><b>Teacher Involved in<br/>Assessment Decisions</b> | <b>8. M</b><br><b>Timely Assistance for<br/>Student Mastery</b> | <b>9. COORD</b><br><b>Coordination and Integration<br/>of Federal, Local, and<br/>State Programs</b> |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- Based on our 2014-2015 TAPR Data for FJH, our student groups consist of 0.0% African American, 51.1% Hispanic, 47.4% White, 0.0% American Indian, 0.0%, Asian, 0.7% Two or More Races, and 66.4% Economically Disadvantaged.
- English Language Learners (ELL) 13.1% (State 18.2%); Students with Disciplinary Placements (2013-2014) was 0.0%, and At-Risk students are 54.7% (State 51.2%), Mobility rate for 2013-2014 was 7.6% (State 16.9%).

### 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 20 out of 20 system safeguards.

### Index 1: Student Achievement

- The target score for student achievement was 60. Farwell Junior High School received a 77.
- The 2014-2015 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 83%
  - Reading 85%
  - Mathematics 83%
  - Writing 84%
  - Science 83%

- Social Studies 72%

### **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 30. Farwell Junior High School received a 34.
- The TAPR report shows we are meeting or exceeding progress in all areas of the STAAR improvement score in excess of 40%.
  - Reading, 60%
  - Mathematics not scored 2014-2015

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

- The target score was 26. 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 Junior High received a 35.

### **Student Achievement Strengths**

- The strengths for Farwell Junior High in student achievement for 2016 include the following areas:
- We met the standard on all 4 indexes and 20 out of 20 (100%) 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 Social Studies and Math are the two lowest levels followed by Writing, Reading and Science.
- District data indicates several areas needed for improvement:
  - Improve all content areas - 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 2015-16 according to the TEA Accountability Survey, Farwell Junior High School attendance rate was 97.0%.

### **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): have teachers post their college school flag and have all staff post their diplomas in their classrooms/work areas and tell their classes their story of growing up and education; 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 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 will continue 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 ensure that all of our staff is Highly Qualified by the end of the year.

The following information reflects the 2014-15 TAPR:

- We have 15.6 total staff members.
  - 12.6 of these (80.8%) are Professional staff (State 64.5)
    - 11.4 (72.9%) (State 50.8%) are teachers
    - 0.2 (1.5%) (State 9.7%) are professional support
    - 1.0 (6.4%) (State 2.9%) are campus administrators
  - 3 of these (19.2%) of these are Educational Aides (State 9.6%).
- 100% of our teaching staff have Bachelors (State 75.1%); 0% Masters (23.4%); and 0.0% Doctorate (0.6%)
- Teaching staff years of experience at Farwell Junior High School:
  - 8.8% are beginning teachers (State 8.5%)
  - 29.2% have 1 to 5 years (State 26.1%)
  - 11.0% have 6 to 10 years (State 22.6%)
  - 18.9 % have 11 to 20 years (State 26.9%)
  - 32.1% have over 20 years (State 16.0%)
- Class size averages 12 students per teacher, with 15.2 being the State average.
- Salary averages at Farwell Junior High School:
  - Teachers, \$41,486.00 (State \$50,715)
  - Campus Administration (School Leadership), \$73,251 (State \$74,292)

#### **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 STEMscopes.
- Through these venues, teachers need additional training in Instructional Delivery, RtI, 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 throughout the school year and reviews testing data and monitors continuous school improvement.
- Some examples of activities on the campus regarding Curriculum and Instruction:
  - 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 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 (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 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, and SchoolWay, a 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.

### **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
- 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
- ECSA 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. (ECSA 1)**

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

**Summative Evaluation:** STAAR/EOC results.

Strategy Description	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
(1.1) Utilize the Accelerated Reader program, Grades 6-8.	Local	Principal Teachers Library Assistant	Book Circulation, AR Annual Student Reports, STAAR Reading Results	X	X	X	X
(1.2) Administer benchmark exams to test all students in the core areas	Local	Principal Curriculum Dir. Teachers	Mastery of benchmark exams and practice test		X	X	
(1.3) Utilize TEKSRESOURCE system to better align instructional planning and teaching/learning strategies	Local	Principal Curriculum Dir. Teachers	Lesson Plan Development/Verification	X	X	X	X
(1.4) Research/Presentations/Debates regarding historical facts, events, cause and effect of the curriculum in the History TEKS	Local	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 1: Farwell ISD will promote academic excellence for all students. (ECSA 1)**

**Performance Objective 2:** 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)

Strategy Description	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
(2.1) Extended Day Tutorials	Local	Principal Teachers	Improved Core Class Grades STAAR Results – Math and Reading	X	X	X	X
(2.2) Provide Reading Labs to build skills of students performing below grade level.	Comp Ed Title I	Principal Reading and SPED 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
(2.3) Use of the TEKS Resource Center (4)	Local	Principal Teachers	Increased student performance based on various assessment results	X	X	X	X
(2.4) Enrichment field trips, assemblies, and guest speakers in classrooms.	Local	Principal Teachers	Increased awareness of relationship between curriculum in real world experiences.		X		X

**Goal 1: Farwell ISD will promote academic excellence for all students. (ECSA 1)**

**Performance Objective 3:** Farwell Junior High will provide appropriate services for students eligible to special programs including but not limited to: At-Risk, LEP/Bilingual, Dyslexia, Homeless, 504, Head Start and G/T.

Strategy Description	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
(3.1) Utilize Think Through Math to improve the math skills of all students at FJH		Principal Math and Technology Teachers	Increased student performance on assessments Improved student passing rates in Math	X	X	X	X
(3.21) 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	G/T Coordinator: Hayley Christian G/T certified classroom teachers, UIL Coordinator: Patty O’Hare UIL coaches	Student projects; G/T Field trips, Communication between parents and teachers  UIL Participation Placing and awards in UIL	X	X	X	X
(3.2) Provide Dyslexia related services	Local	Dyslexia and 504 Coordinators	Progress Tracker Reports, 504 Annual meetings	X	X	X	X

**Goal 1: Farwell ISD will promote academic excellence for all students. (ECSA 1)**

**Performance Objective 4:** Farwell Junior High will provide a comprehensive Special Education program to ensure that students with disabilities receive a “free and appropriate education within a “limited restricted environment.”

(4.1) Coordination and communication between regular Ed. Teachers and Sp. Ed teachers in instructing Sp. Ed. Students with IEP's	SpEd, Local	Teachers, Sp. Ed. Teacher; Principal	ARD meeting attendance, classroom IEP documentation, ARD minutes	X	X	X	X
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**Goal 2: Farwell ISD will provide a safe and orderly school environment for all students to learn and develop. (ECSA Goal 4)**

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

Strategy Description	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
(1.1) Enforce the Student Code of Conduct, utilizing consistent discipline strategies	Local	Principal Teachers Paraprofessionals	Discipline Referrals Student/Parent Signatures on Contracts	X	X	X	X
(1.2) Red Ribbon Week to promote drug and alcohol abstinence	Local	Principal Counselor School Nurse Student Council	Student Participation Sign-Up Sheets Drug Awareness Activities Guest Speaker		X		
(1.3) Classroom instruction will be improved by utilizing uniform classroom procedures campus wide and student planners		Teachers Principal	Walk through data, T-TESS, reduced disciplined referrals	X	X	X	X
(1.4) Provide incentives for perfect attendance including semester test exemption, and perfect attendance awards	Local	Principal JH Secretary	Daily Attendance records, ADA, Student Assessment performance		X		X
(1.5) Develop student citizenship by providing opportunities for them to give back to the community.		Principal Teachers	Amount Collected in the following: Penny Wars for families in need Peanut butter and pop tarts for Snack Pack Program Sweats for Seniors, Christmas Cards for Seniors District food and coat drive		X		X

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

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

Strategy Description	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
(2.1) Staff Development – Farwell ISD Emergency Activation Plan	Local	Principal Safety Committee	Staff Attendance Sheet	X		X	

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

Strategy Description	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
(1.1) Junior High - Title 1 Parent Meeting	Local	Principal Teachers	Parent Sign-In Sheets	X	X	X	X
(1.2) Parent Conference Days – Early release for conferencing about report cards, student progress and attendance	Local	Principal Teachers Paraprofessionals	Parent Sign-In Sheets	X	X	X	X
(1.3) Issue Student Progress Reports – Every third week of each six weeks and documentation of parent contact regarding student progress and attendance	Local	Principal Teachers	Teacher documentation of parent contact	X	X	X	X
(1.4) Parent night – introduce parents to college resources and opportunities		Principal Counselor	Parent Sign-In Sheets				X

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

**Performance Objective 2:** The number and diversity of parent and community member participation in volunteer activities, site-based decision committees and parent/teacher organizations will increase.

Strategy Description	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
(2.1) Promote parent/community involvement through: Rotary Student of the Month, Pep Rallies, FFA Activities, Parent/Teacher Conferences, Awards Assemblies, Band/Athletics, UIL, Coke and Nacho Night, Bingo Night, AR for parents		Principal Teachers Coaches	Increased parental/community involvement in school activities	X	X	X	X

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

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

Strategy Description	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
(1.1) Hiring highly qualified staff according to ECSA guidelines	Local	Superintendent Principal	Principal Attestation of Highly Qualified Staff	X	X	X	X

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

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

Strategy Description	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
(2.1) Developing a campus-wide professional development plan based upon needs identified through disaggregated student data.	Local	Principal Teachers Paraprofessionals	Certificates of completion of PD Sign-In Sheets Increased student performance based on various assessment results	X	X	X	X
(2.2) Staff development activities for identifying, intervention, assessing needs, planning, modifying, tutor/remediate, and serving students' needs.	Comp Ed	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. (ECSA Goal 1)**

Strategy Description	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
(5.1) Utilize Promethean Boards to promote student learning and improve instruction	Local	Principal Teachers	Student assessment data, walk-throughs	X	X	X	X
(5.2) Utilize DMAC Mobile Technology for Classroom Walk-Through's	Local	Principal	Increased student performance based on various assessment results	X	X	X	X
(5.3) Utilize Computer labs and Computers on Wheels for classroom projects as well as the video conference room	Local	Teachers Principal	Daily lesson plans, student work and assessment data	X	X	X	X
(5.4) Utilize Think through Math to improve the math skills of all students at FJH		Principal Math and Technology Teachers	Increased student performance on assessments Improved student passing rates in 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 (ECSA Goal 2)**

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

Strategy Description	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
(6.1) Monitor student attendance and communication of attendance and progress to parents and students through phone conversations, letters to parents and personal conferences	Local	Principal Teachers Campus Improvement Team (CIT)	Increased student performance based on various assessment results  Teacher documentation of parent contact	X	X	X	X
(6.2) Progress report schedules developed and given to parents during our registration and Title I parent meeting	Local	Principal	Documentation of such event and teacher documentation of parent contact at the end of each progress report time.	X	X	X	X
(6.3) Staff tutorial schedule created and presented to parents during registration and Title I parent meeting	Local	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 (ECSA, Goal 5; 10, COORD).**

Strategy Description	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
(7.1) Transportation requests		Principal Transportation Manager	Transportation requests will be used to transport students to and from tutorials.			X	X
(7.2) Work orders		Principal Maintenance Staff	Staff members will utilize work orders to communicate with maintenance in order to keep the facilities safe and provide an environment conducive to learning.	X	X	X	X

## State Compensatory

***Budget for Campus Improvement Plan:***

Account Function	Account Object	Budget
	6119 At-Risk Coordinator, Reading Intervention Teacher, Summer School	\$53,604.36
	6129 Extended Day	\$2,598.87
	6141 Medicare	\$668.40
	6142 Insurance	\$2,302.90
	6143 Workers Comp	\$629.64
	6144 TRS On behalf	\$2622.72
	6146 TRS Retirement	\$682.32
	6149 Employee Benefits	\$3.04
34-Transportation	6129 Salaries	\$0
	<b>6100 Subtotal</b>	<b>\$63,112.25</b>
11-Instruction	6399 Supplies, IXL	\$0
	<b>6300 Subtotal</b>	<b>\$0</b>
13-Staff Development	6411 Travel	\$0
	<b>6400 Subtotal</b>	<b>\$0</b>
	 <b><i>Program Intent 30 Total</i></b>	 <b><i>\$63,112.25</i></b>

**Personnel for Campus Improvement Plan:**

2015-2016

<u>Name</u>	<u>Campus</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Connie Bailey	Junior High	JH Tutorials	SCE	.125
Sharon Chacon	Junior High	JH Tutorials	SCE	.0625
Brittani Grant	Junior High	JH Tutorials	SCE	.0625
Patti Johnson	Junior High	JH Tutorials	SCE	.0625
Brenda Merrill	Junior High	JH Tutorials	SCE	.0625
Patty O'Hare	Junior High	JH Tutorials/STAAR Teacher	SCE	.1875
Traci Read	Junior High	JH Tutorials	SCE	0.31
Kenzi Green	Junior High	JH Tutorials/Reading Improvement Teacher	SCE	0.31
Megan Terry	Junior High	JH Tutorials	SCE	0.625

# 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.