Irving Independent School District

Farine Elementary School

2023-2024 Campus Improvement Plan

Mission Statement

Team Farine utilizes our individual strengths to collaborate and empower growth in all students.

Vision

Create lifelong scholars by supporting critical thinking and social emotional growth.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Farine has a student population of 879 students comprised from PK-5th grade. At Farine, about 80% of our students are economically disadvantaged. Farine offers a two-way dual language program with English and Spanish learners. Enrollment by ethnicity is as follows: Hispanic 64%, AA/B 18.09%, White 8.99%, Asian 5.12%, Two or more ethnicities 2.62%, AI/AN 1.02%.

Demographics Strengths

- Farine is one of two dual language campuses in the district that draws families to our school.
- Our diverse student population is a strength within our school community.
- Student enrollment has remained steady throughout the years for our campus. In 2020, the student population was 704 students, in 2021 we increased to 805 students, in 2022 we continued to increase to 870 students and this school year, 2023 we remained steady at 879 students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall attendance this year: 92.6% with a slight increase from previous year 92.4%. **Root Cause:** Not reaching out to families on a consistent basis ensuring they understand the impact of their child being absent it has on their learning.

Problem Statement 2: Our AA population is under rated in the gifted and talented services. **Root Cause:** Reviewing our student data, there is a high mobility rate within our AA population. Lack of consistent RTI/enrichment services provided to our AA population.

Student Learning

Student Learning Summary

In 2022, Farine achieved a "B" rating from TEA with an overall score of an 82. In 2023, student achievement increased 2%. In grades 3-5 for all content, Farine students achieved 66% Approaches, 36.76% Meets, and 14.51% Masters level.

- 2023 Farine 3rd-5th grade students were at 39.76% in reading achievement.
- 2023 Farine 3rd-5th grade students were at 40.09% in math achievement.
- 2023 Farine 5th grade students were at 31.64% in science achievement.

Student Learning Strengths

- Farine students have been making progress year to year due to interventions, intentional planning, and implementing best practices shared from the Effective Schools Framework by Region 10.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our Hispanic population scored lowest in the Meets category in STAAR in reading (33.60%), math (35.77) and science (18.92). **Root Cause:** Tier 1 instruction needs to be planned with specific scaffolds and best teaching strategies to support the students better.

Problem Statement 2 (Prioritized): Farine 5th grade students had only 27.12% meet science STAAR. **Root Cause:** Not teaching the students science content in depth daily in Kinder-5th.

School Processes & Programs

School Processes & Programs Summary

For the 2023-2024 the master schedule included Tier 1 instructional time, MTSS small group intervention time for students K-5th grade. MTSS planning was scheduled for the school year which allowed our teachers time to plan for their small intervention groups every two weeks for 45 minutes. Planning days were on Tuesdays, Wednesdays, and Thursdays to alleviate the Mondays and Fridays of high absentee days. In addition, grade level Teams were designated days to plan collaboratively with their grade levels: 2nd-5th (Tuesdays was Math and Wednesdays was Reading). K-1st chose one day to plan together. This allowed the AS to be part of the planning for the grade level teams. The MTSS planning time also included our reading, math, and academic specialists to be part of the collaboration to help build capacity within the campus content teams.

Farine has a Guiding Coalition Team composed of a grade level team leader and an instructional leader along with our academic specialist, interventionist, digital learning coach, librarian, dyslexia specialist, two special education teachers, specials, and administrators. We bring Effective Schools Foundation best practices to the Team, model, and explore these best practices so the leaders in our guiding coalition take it back when planning with their teams.

School Processes & Programs Strengths

- The time allotted for teacher teams to collaborate together and receive support from our interventionist has yielded positive results.
- Teachers reviewing their formative assessment data and intervening in specific skills is showing progress for most students.
- We will continue to monitor and track student and teacher performance through walk-throughs and data meetings.
- Support and feedback will continue to be provided for our teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A few Guiding Coalition Team members did not share ESF best practices with their team. **Root Cause:** Possibly, not explicitly modeling enough the best practice expectation such as creating learning objectives daily with them so they can successfully take it back to their team.

Problem Statement 2 (Prioritized): During MTSS planning, some teacher teams did not come prepared with their focused TEKS or current data to create the intervention MTSS plan. **Root Cause:** Not having created a specific checklist for the teachers that explicitly communicated the MTSS planning expectations.

Perceptions

Perceptions Summary

We strive to work as a professional learning community through collaboration, feedback, accountability and support.

Communication for staff and families takes places weekly to inform our school community of events and expectations taking place.

Perceptions Strengths

- Conflict amongst students is reduced through peer mediation or restorative conferences. The goal is to hear both sides of the issues then bring students together to discuss what occurred, what could have prevented it, and what to do next time if they find themselves in the same issue.
- According to the parent survey from Capturing Kids Heart, parents feel heard and comfortable sharing a concern with staff members according to the baseline comparison.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are below the baseline in feeling welcomed to our school.   **Root Cause:** Our school is not open to many visitors due to not having a space for volunteers.

Problem Statement 2: Teachers are below the Capturing Kids Hearts baseline survey in the areas of enjoying work, feeling that they belong, and being involved with decision making.   **Root Cause:** Lack of opportunity to get to know each other on a personal level.

Priority Problem Statements

Problem Statement 1: Overall attendance this year: 92.6% with a slight increase from previous year 92.4%.

Root Cause 1: Not reaching out to families on a consistent basis ensuring they understand the impact of their child being absent it has on their learning.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Farine 5th grade students had only 27.12% meet science STAAR.

Root Cause 2: Not teaching the students science content in depth daily in Kinder-5th.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our Hispanic population scored lowest in the Meets category in STAAR in reading (33.60%), math (35.77) and science (18.92).

Root Cause 3: Tier 1 instruction needs to be planned with specific scaffolds and best teaching strategies to support the students better.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: A few Guiding Coalition Team members did not share ESF best practices with their team.

Root Cause 4: Possibly, not explicitly modeling enough the best practice expectation such as creating learning objectives daily with them so they can successfully take it back to their team.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: During MTSS planning, some teacher teams did not come prepared with their focused TEKS or current data to create the intervention MTSS plan.

Root Cause 5: Not having created a specific checklist for the teachers that explicitly communicated the MTSS planning expectations.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 1: Farine's attendance will increase from 92% to at least 95% overall.

High Priority

Evaluation Data Sources: End of year attendance as reported by PEIMS will be used to conform data.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Administrators will announce class of the week with the highest attendance on broadcast. Classes with the highest attendance rate per grade level will receive different prizes. Parents will also be notified by receiving a post card thanking them for their child being present.	**Nov**	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Increase student attendance percentage. **Staff Responsible for Monitoring:** Attendance clerk, Attendance admin, teacher and counselors. **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1	50%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Overall attendance this year: 92.6% with a slight increase from previous year 92.4%. **Root Cause**: Not reaching out to families on a consistent basis ensuring they understand the impact of their child being absent it has on their learning.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 2: Increase the percentage of 3rd-5th grade students scoring at Meets or above on STAAR Math from 39% to 49% by May 2024.

    High Priority

    Evaluation Data Sources: 2024 STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conduct small groups daily to enrich and/or intervene with students based on specific skills according to the data.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**

Strategy's Expected Result/Impact: Increase the foundational skills in math numeracy.
     Staff Responsible for Monitoring: Teachers
 	
     Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 5: Effective Instruction
     Problem Statements: Student Learning 1
	35%			

Strategy 2 Details	Reviews			
Strategy 2: Create and fund a math interventionist position for additional intervention during the school day and help build the teachers capacity with understanding math concepts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**

Strategy's Expected Result/Impact: Math interventionist will help increase the math foundations for the students they serve and build a better understanding of math concepts with teachers which will impact their Tier 1 instruction and small groups.
     Staff Responsible for Monitoring: Math interventionist.
 	
     Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 2: Strategic Staffing, Lever 5: Effective Instruction
     Problem Statements: Student Learning 1
     Funding Sources: - 211 - Title I-A
	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Provide resources for math that are aligned to TEKS for problem solving and building numeracy.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide opportunities for math concepts to be applied in various ways which will increase students math foundations. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** - 199 - General Funds	**Nov**	**Feb**	**Apr**	**July**
	40%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our Hispanic population scored lowest in the Meets category in STAAR in reading (33.60%), math (35.77) and science (18.92).   **Root Cause**: Tier 1 instruction needs to be planned with specific scaffolds and best teaching strategies to support the students better.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 3: Increase the percentage of 3rd-5th grade students scoring at Meets or above on STAAR Reading from 37% to 47% by May 2024.

    High Priority

    Evaluation Data Sources: 2024 STAAR Reading Data

Strategy 1 Details	Reviews			
Strategy 1: Create and fund a reading interventionist position for additional intervention during the school day and provide support to teachers building capacity with the reading TEKS.	**Formative**			**Summative**
	Nov	Feb	Apr	July

Strategy's Expected Result/Impact: Reading interventionist will help increase the literacy foundations for the students they serve and build a better understanding of reading concepts with teachers which will impact their Tier 1 instruction and small groups.
     Staff Responsible for Monitoring: Interventionist
 	
     Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 2: Strategic Staffing, Lever 5: Effective Instruction
     Problem Statements: Student Learning 1
     Funding Sources: - 211 - Title I-A
	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Provide reading resources that are aligned with the TEKS meant for small group instruction and/or guided reading.	**Formative**			**Summative**
	Nov	Feb	Apr	July

Strategy's Expected Result/Impact: Student improvement with literacy foundations and reading comprehension.
     Staff Responsible for Monitoring: Teachers
 	
     TEA Priorities:
 Build a foundation of reading and math, Improve low-performing schools
  - **ESF Levers:**
 Lever 4: High-Quality Instructional Materials and Assessments
     Problem Statements: Student Learning 1
     Funding Sources: - 199 - General Funds
	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Our Hispanic population scored lowest in the Meets category in STAAR in reading (33.60%), math (35.77) and science (18.92).   **Root Cause**: Tier 1 instruction needs to be planned with specific scaffolds and best teaching strategies to support the students better.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 4: Farine will increase early reading and literacy skills in grades PreK through 2nd Grade.

High Priority

HB3 Goal

Evaluation Data Sources: Circle data for PK and mCLASS and CORE Survey for Kinder-2nd grade.

Strategy 1 Details	Reviews			
Strategy 1: Support and coach our teachers on the foundational literacy skills. Implement best practices when teaching our students at various reading levels. Continue utilizing the resources provided by the district which include HMH, LLI KITS, SIPPS, Estrellita, Really Great Reading, Esperanza and the Learning Continuum. We will hold campus data talks with classroom teachers and plan for interventions based on the individual needs of the student. Use of mCLASS, CORE and MAP reading, 6-weeks common assessments (K-5) will be used to identify student needs and plan for intervention and PK will use Circle assessment data.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
	55%	100%	100%	
Strategy's Expected Result/Impact: Documented data talks meetings held throughout the year where teachers consistently and constantly reflect on their instruction. **Staff Responsible for Monitoring:** Teachers, interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Our Hispanic population scored lowest in the Meets category in STAAR in reading (33.60%), math (35.77) and science (18.92). **Root Cause**: Tier 1 instruction needs to be planned with specific scaffolds and best teaching strategies to support the students better.

School Processes & Programs

Problem Statement 1: A few Guiding Coalition Team members did not share ESF best practices with their team. **Root Cause**: Possibly, not explicitly modeling enough the best practice expectation such as creating learning objectives daily with them so they can successfully take it back to their team.

Problem Statement 2: During MTSS planning, some teacher teams did not come prepared with their focused TEKS or current data to create the intervention MTSS plan. **Root Cause**: Not having created a specific checklist for the teachers that explicitly communicated the MTSS planning expectations.

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: Our parent liaison will increase parent involvement at Farine by earning a Gold Seal of Excellence since we earned a silver the previous year.

Strategy 1 Details	Reviews			
Strategy 1: Farine will recruit a parent liaison to support our campus and district initiatives.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent participation by 10%.	**Nov**	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: Parent Liaison **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** - 211 - Title I-A	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Farine will highlight its PE, Music, and ART specials programs throughout the school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Involve families to come and learn the various ways our students are being enriched through specials.	**Nov**	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: Our PE, Music, and Art teachers. **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture	50%			

Strategy 3 Details	Reviews			
Strategy 3: Provide classes for parents, based on the survey results, starting in October.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide tools, strategies, and/or information for parents to best support their child.	**Nov**	**Feb**	**Apr**	**July**
Title I: 4.2 **- ESF Levers:** Lever 3: Positive School Culture	50%			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Overall attendance this year: 92.6% with a slight increase from previous year 92.4%.   **Root Cause**: Not reaching out to families on a consistent basis ensuring they understand the impact of their child being absent it has on their learning.
Student Learning
Problem Statement 1: Our Hispanic population scored lowest in the Meets category in STAAR in reading (33.60%), math (35.77) and science (18.92).   **Root Cause**: Tier 1 instruction needs to be planned with specific scaffolds and best teaching strategies to support the students better.

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 1: Farine will support teachers and staff based on their needs as seen through walkthroughs, observations, and survey results.

    Evaluation Data Sources: Walkthrough data and survey results.

Strategy 1 Details		Reviews		
Strategy 1: Farine Admin will conduct weekly walkthroughs to gather data to know how teachers need to be supported.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Build capacity within teachers through feedback and professional development. **Staff Responsible for Monitoring:** Admin Team **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2	**Nov**	**Feb**	**Apr**	**July**
	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our Hispanic population scored lowest in the Meets category in STAAR in reading (33.60%), math (35.77) and science (18.92). **Root Cause**: Tier 1 instruction needs to be planned with specific scaffolds and best teaching strategies to support the students better.
Problem Statement 2: Farine 5th grade students had only 27.12% meet science STAAR. **Root Cause**: Not teaching the students science content in depth daily in Kinder-5th.

School Processes & Programs
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Problem Statement 2: During MTSS planning, some teacher teams did not come prepared with their focused TEKS or current data to create the intervention MTSS plan. **Root Cause**: Not having created a specific checklist for the teachers that explicitly communicated the MTSS planning expectations.

State Compensatory

Budget for Farine Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Farine Elementary School

Name	Position	FTE
Lori Sigler	SCE Aide	1

Title I

1.1: Comprehensive Needs Assessment

Our campus needs assessment took place by looking at our data with our Guiding Coalition Team. The questions presented in Plan4Learning assisted us with looking at our data and share some of our strengths and suggestions.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Farine's stakeholders are as follows:

- Guiding Coalition Team (team leaders, instructional leaders per grade level, inclusion SPED and para's)
- Instructional Leadership Team (academic specialist, interventionist, and admin)
- Parent Teacher Organization (PTO)
- Campus Improvement Committee (CIC)

2.2: Regular monitoring and revision

Formative and Summative review meetings have been scheduled for this school year.

2.3: Available to parents and community in an understandable format and language

Our CIC plan can be found on our school's website in English.

3.1: Annually evaluate the schoolwide plan

After reviewing our CIP, we adjusted and continued some strategies for this school year that addresses our need in math, reading, and attendance.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent & Family Engagement Policy can be found on our website.

4.2: Offer flexible number of parent involvement meetings

We offered virtual parent involvement meetings last year, but plan on offering both virtual and in-person meetings this school year.

Title I Personnel

Name	Position	Program	FTE
Anakaren Maturino	Parent Liaison	Paraprofessional	1
Christopher Byrd	Math Interventionist	Professional	1
Maria Ruvalcaba	General Aide	Paraprofessional	1
Mayra Johnson	General Aide	Paraprofessional	1
Rachel Sabedra	Reading Interventionist	Professional	1

Campus Funding Summary

199 - General Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3			$0.00
1	3	2			$0.00
				Sub-Total	$0.00
211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00
1	3	1			$0.00
2	1	1			$0.00
				Sub-Total	$0.00