

**Irving Independent School District**

**Farine Elementary School**

**2021-2022 Campus Improvement Plan**

**FARINE**  
ELEMENTARY 

# Mission Statement

At Team Farine, we learn together and collaborate to foster growth in all students.

## Vision

Farine is an innovative dual language school exuding excellence in academic achievement while supporting critical thinking and social emotional awareness to create lifelong learners.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Farine has seen attendance increase this year after having a decline over the last 4 years. In 2015-2016, Farine had an enrollment of 824 students. In 2016-2017, enrollment had declined to 782 students. In 2017-2018, enrollment was at 755 students. In 2018-2019, Farine's enrollment was at 727 students. This year, Farine is currently at 762 students. 69% of students are considered Economically Disadvantaged, 41.6% are labeled ELL, and Farine has a mobility rate of 16.8%.

### Hispanic or Latino 59.4%

Black	14%
White	16.4%
American Ind.	1.6%
Hawaiin	0.7%
2 or More Races	1.4%
Asian	6.3%

### Demographics Strengths

Farine's demographic diversity has continued to be a strength for our campus and community. Farine is also one of four dual language classrooms in Irving ISD. The dual language program draws families to our community because of the importance that is placed on giving students an opportunity to become biliterate. Farine also has a large percentage of GT students. Farine is able to provide students with a strong GT and dual language program.

# Student Learning

## Student Learning Summary

In 2019, 85% of students in grades 3-5 passed the math STAAR assessment. This was a 4 percentage point increase from 2018. Also, 78% percent of students in grades 3-5 passed the reading STAAR assessment. This was an increase of 3 percentage points from 2018. We also saw a significant increase in STAAR writing pass rates. 70% of 4th graders passed STAAR writing which was a 12% increase from 2018.

In 2020 the interim math data shows that 63% of our students passed the test for 3rd-5th and only 57% in reading had passed it as well.

## Student Learning Strengths

Farine earned an overall rating of 90, and was designated an "A" campus by TEA. Farine had the highest scaled score for Academic Growth out of their 40 comparison campuses in the state. We also earned two distinctions for Closing the Gaps and Academic Growth.

Over the last three years, Farine has seen double digit gains in STAAR pass rates in nearly all subject areas and tested grade levels. Combined 3rd-5th pass rates for all assessments is up 20 percentage points from 59% to 79%.

# School Processes & Programs

## School Processes & Programs Summary

At Farine Elementary, we are committed to growing students through our professional learning community model. We believe the key to advancing student achievement is to work together as an interdependent team to analyze data, reflect on our practice, target our instruction and intervention, and to consistently work towards improving our instructional practice. Team Farine will learn and grow so that our students can learn and grow. This process has a positive impact on both school culture as well as student achievement.

## School Processes & Programs Strengths

Farine has seen significant increases in student achievement over the last three years. Although we saw a dip in our scores, returning to in-person will allow us to see an upward trend as we continue to improve and implement our PLC systems.

# Perceptions

## Perceptions Summary

Team Farine learns together and collaborates to foster growth in all students.

## Perceptions Strengths

Team Farine indicates a positive school climate and culture through the responses in the school climate survey.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Study of best practices

# Goals

**Goal 1:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

**Performance Objective 1:** Farine will promote early reading and literacy skills in grades PreK through third grade. This will foster strong reading skills and help close achievement gaps for all students. For 2021-2022 school year the following goals will be achieved by the end of the academic school year:

Reading Progress Monitoring for Grades Kinder-2nd Grade

The percent of Kinder students "on track" by mCLASS will increase from 32% to 46% by June 2022

The percent of First grade students "on track" on mCLASS will increase from 47% to 60% by June 2022

The percent of Second grade students "on track" on mCLASS will increase from 46% to 60% by June 2022





**HB3 Goal**

**Evaluation Data Sources:** EOY mCLASS Data for students testing in both English and Spanish, the higher score will be used.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in state sponsored reading academies. They will be supported in early literacy instruction by attending training and receive support from the Reading Academy Coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will participate and implement the learning received in reading academies. They will be supported by the reading academy coach who can offer new learning in the classroom focusing on best practices when teaching early literacy skills.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, AS., and Reading Academy Coach.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support and coach our teachers on the guided reading process. Implement best practices when teaching our students at various reading levels. Continue utilizing the resources provided by the district which include HMH, LLI KITS, Achieve Literacy 3000, SIPPS, Estrellita, Haggerty resources, DRA/EDL skill lessons 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 ofmCLASS, DRA/EDL, and 6-weeks common assessments (K-5) will be used to identify student needs and plan for intervention and PK will use Circle assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Documented data talks meetings held throughout the year where teachers consistently and constantly reflect on their instruction.</p> <p>Data will be updated and collected in a Google Docs spreadsheet and in Edugence.</p> <p>Teachers will collaboratively create common assessments each six-weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Admin., AS, DLC, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue the implementation of using the phonics resources such as Amplify Reading and Haggerty to build upon literacy for our Falcons. Provide training for the staff and continued training as needed throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional Development sessions will be offered as needed throughout the school year with Sign-in Sheets used as documentation.</p> <p>Coach teachers on the use of the resources.</p> <p>Ensure small group instruction and literacy stations are aligned to ELAR TEKS</p> <p>Coach teachers on the alignment of student guided and independent practice.</p> <p>Coach teachers on how to provide opportunity for students to demonstrate their learning while holding students accountable for their learning.</p> <p>Ensure guided reading is based on assessment results.</p> <p>Coach teachers on the use of running records to guide instruction.</p> <p>Coach teachers on how to effectively plan for word work.</p> <p><b>Staff Responsible for Monitoring:</b> Admin., AS, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide staff development opportunities and teacher resources that are focused on literacy and math development. This will be in the form of professional development, attending literacy and/or math conferences, and trainings.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development hours and evidence of instruction in the classroom with walkthroughs.</p> <p>Sign-in Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Admin., AS, Literacy Specialist, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide training and resources for teachers regarding BIL/ESL strategies that promote increased learning outcomes for our Bilingual and ESL population.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategies that are taught will be evidenced in admin walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Admin., District Personnel, AS, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide reading ELAR resources that are aligned with TEKS and meant for small group instruction and guided reading. Staff development for new resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Resources are purchased and used in small groups and for individual student reading improvement</p> <p><b>Staff Responsible for Monitoring:</b> Admin., AS, Literacy Specialist, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Create and fund a Reading Interventionist Position for additional intervention during the school day.  <b>Strategy's Expected Result/Impact:</b> Interventionists will work with students in an effort to increase their reading skills which will impact the students scores.  <b>Staff Responsible for Monitoring:</b> Admin, Intervetionists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>  <b>Funding Sources:</b> - 211 - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Staff will conduct at least two walkthroughs on teachers throughout the school year during the ELAR block.  <b>Strategy's Expected Result/Impact:</b> The walkthrough feedback and support provided for teachers will impact student learning and growth in reading.  <b>Staff Responsible for Monitoring:</b> Admin, AS, and Reading Interventionist.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

**Performance Objective 2:** 3rd Grade Reading Performance

35% of 3rd grade students at Farine will score at the Meets standard level in reading.

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> After school tutoring will be provided to students who are not meeting standard on our campus common formative assessments and the districts common formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Tutoring will take place throughout the school year (November-May). We expect our students to grow and make progress by 5% by those identified.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, AS, Classroom teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Saturday school tutoring will be provided to students who are not meeting standard on various common formative assessments and district common assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Tutoring will take place in January-May. We expect our students to grow and make progress by 5% by those identified.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, AS, and classroom teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

**Performance Objective 1:** Farine will promote foundational and basic math skills in PK through third grade. This will foster strong math skills and help close the achievement gaps for all. For the 2020-2021 school year, the following goals have been set:

Math Progress Monitoring for Grades Kinder-2nd Grade

The percent of Kinder students "on track" by MAP will increase from 39% to 52% by June 2022

The percent of First grade students "on track" on MAP will increase from 40% to 53% by June 2022





The percent of Second grade students "on track" on MAP will increase from 29% to 42% by June 2022

All teachers will obtain the district required professional development hours specifically aligned with campus goals.

**HB3 Goal**

**Evaluation Data Sources:** EOY MAP Data for students testing in both English and Spanish, the higher score will be used.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and fund a Math Interventionist Position for additional intervention during the school day.  <b>Strategy's Expected Result/Impact:</b> Interventionist will work with students in an effort to increase their foundation in math which will impact our scores.  <b>Staff Responsible for Monitoring:</b> Admin, AS, and interventionist.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction  <b>Funding Sources:</b> - 211 - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide resources for math that are aligned to TEKS for problem solving (Number Talks &amp; DreamBox)  <b>Strategy's Expected Result/Impact:</b> Resources purchased and utilized in classrooms.  <b>Staff Responsible for Monitoring:</b> Admin, AS, Math Interventionist, and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction  <b>Funding Sources:</b> - 199 - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monitor teachers' professional development throughout the year to ensure they are on track to achieve the targeted goal.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers' professional development agreement hours are met and/or exceeded.</p> <p><b>Staff Responsible for Monitoring:</b> Admin., AS, and DLC.</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 2:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

**Performance Objective 2:** 3rd Grade Math Performance

25% of 3rd grade students at Farine will score at the Meets standard level in math.

**HB3 Goal**

**Evaluation Data Sources:** STAAR





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide math materials and supplies for tutorials.  <b>Strategy's Expected Result/Impact:</b> Resources purchased and utilized in the classrooms.  <b>Staff Responsible for Monitoring:</b> Admin, AS, Interventionist and teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction  <b>Funding Sources:</b> - 199 - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a master schedule that includes response to intervention time to provide support for our students during the school day to address the needs of the students.  <b>Strategy's Expected Result/Impact:</b> To close the learning gap of our students and build a stronger foundation in the students math skills.  <b>Staff Responsible for Monitoring:</b> Admin, AS, Interventionists and Teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

**Performance Objective 1:** Increase student attendance rate to at least 97% overall.

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







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance clerk will monitor student attendance data and report to Attendance and Admin teams.  <b>Strategy's Expected Result/Impact:</b> Follow up with teachers and families of students with attendance concerns.  <b>Staff Responsible for Monitoring:</b> Data/Attendance Clerk, Admin, Attendance Committee and Campus Operations Attendance Team.   <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administrators will announce class of the week with the highest attendance. The class with the highest attendance after three weeks will receive a green Falcon ticket, the class with the highest attendance in the six weeks will receive a party and a special treat.  <b>Strategy's Expected Result/Impact:</b> Students will be motivated to attend school daily so that they are able to see the daily incentive unfold during morning broadcast. The impact will be our Falcons having an attendance of 97%.  <b>Staff Responsible for Monitoring:</b> Data Clerk, Attendance Clerk, Admin.   <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Individual students will receive incentives for perfect attendance each month, six-weeks, and school year.  <b>Strategy's Expected Result/Impact:</b> Number of students receiving perfect attendance awards increases each six-weeks.  <b>Staff Responsible for Monitoring:</b> Data Clerk, Attendance Clerk, Admin   <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Support our parents with understanding the digital learning platform being used by our students so they may understand and be informed on their child's progress and participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance participation sheets, conferences held with parents with the teachers, counselors, admin, and parent liaison.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, AS, and Parent Liaison.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF</b></p> <p><b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to improve on our Professional Learning Community systems on campus that focuses on building capacity for every staff member on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategies shared will focus on data analysis, effective collaboration, unpacking the essential standards, social emotional and behavioral support for our staff that impact our students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, AS, Interventionists, Student Champion, and Counselors.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

**Performance Objective 2:** Increase all student performance on campus, district, and state assessments.





**Evaluation Data Sources:** Math growth of at least 3% as measured by STAAR in approaches, meets and masters.  
 Reading growth of at least 5% as measured by STAAR in approaches, meets and masters.  
 Science growth of at least 3% as measured in STAAR in approaches meets and masters.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The data will be analyzed and reviewed after BOY , MOY, and EOY MAP assessments to continue to support our teacher teams and students who did not meet the expected standard in reading and/or math,</p> <p><b>Strategy's Expected Result/Impact:</b> Progress monitoring and CFA data will be used to support our students through intervention. Students will show growth.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, AS, and Interventionist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PK-5 teachers will participate in professional development that supports them in building the foundations in reading and with number numeracy.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in reading and math due to the best teaching strategies and practices gained through specific PD.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and AS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** In Irving ISD, we will increase parent and community engagement in the city of Irving.

**Performance Objective 1:** Farine will promote health and wellness throughout the school.





**Evaluation Data Sources:** Sign-in sheets from our community events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Farine will recruit and hire a Parent Liaison to support our campus and district initiatives through our liaison.  <b>Strategy's Expected Result/Impact:</b> Increase parent participation by 10%.  <b>Staff Responsible for Monitoring:</b> Admin and Parent Liaison.</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture  <b>Funding Sources:</b> - 211 - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Farine will promote physical fitness and/or fine arts activities twice a school year.  <b>Strategy's Expected Result/Impact:</b> Increase parent participation by 10% and observe the healthier choices made by our students.  <b>Staff Responsible for Monitoring:</b> Admin, Parent Liaison, and PE Coaches, Art and Music Teacher.</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Social Emotional Learning training will take place for our staff and families to help provide a safe and healthy environment for our Falcons.  <b>Strategy's Expected Result/Impact:</b> By the end of the school year, our students on Tier 3 will be reduced by 3%.  <b>Staff Responsible for Monitoring:</b> Admin, Teachers, Student Champion, and Counselors.</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** In Irving ISD, we will increase parent and community engagement in the city of Irving.

**Performance Objective 2:** Increase parent participation in the Parent Resource Center and Parent Teacher Organization by 5%.





**Evaluation Data Sources:** Parent sign-in sheets at parent events via virtually or in-person.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide various classes for parents (once a month) starting in November that addresses the needs of the parents based on a parent survey.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Parent Liaison.</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide parent volunteers year round opportunities to grow and participate in personal and student growth training.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Admin and Parent Liaison.</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide parents with resources such as office supplies and to support the work parents can support our teachers with.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Admin &amp; Parent Liaison.</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.

**Performance Objective 1:** Farine will provide CHAMPS and PBIS training for staff and students that will also address and focus on respecting, showing responsibility, and appreciation for the school campus.

**Evaluation Data Sources:** Decrease number of property damage (writing on the bathroom stalls, paper all over the bathroom floor, and food left behind during lunch).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Admin will train Staff and Student at beginning of year and throughout the school year to address the expectations of respecting our school, showing responsibility when using the restroom and eating lunch and appreciating our school.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease number of property damage (writing on the bathroom stalls, paper all over the bathroom floor, and food left behind during lunch).</p> <p><b>Staff Responsible for Monitoring:</b> Admin, building custodian, classroom teachers.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Personnel for Farine Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ana maturino	Parent Liason	0



# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Planning and decision making for the best educational program for all students drive the efforts of the Farine Elementary Professional Learning Community. By focusing on the four essential questions of the PLC the staff engages in a model of continuous improvement. 1)What do you expect student to learn as a result of the work?; 2) How will you know if they are learning and what is your evidence?; 3)What will you do if they don't learn?; 4)What will you do if they do learn?

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

As part of the PLC process, teachers write common assessments to track mastery of identified campus Power Standards. The assessment data is used to determine standard by standard and student by student which students need reteach and which students need enrichment. Collaborative team meetings occur once a month for 45 minutes to analyze data, create a plan of action, or to learn new instructional techniques. In addition, with the help of the Academic Specialist, Digital Learning Coach, and campus Administrators, grade level teams meet for a full day once per 6-week period to study and learn the standards, develop instructional plans, and create assessments.

### 2.2: Regular monitoring and revision

Administration and the Instructional Leadership Team meet every other week to discuss components of the PLC systems we have on our campus. We monitor the impact and progress of systems and instructional program.

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

Parents and community members may request a copy of the Campus Improvement Plan in the office.

### 2.4: Opportunities for all children to meet State standards

Student progress on state standards are measured at various points throughout the year through the utilization of common formative assessments. Teams come together and develop specific action plans to ensure students are receiving intervention on the skills they specifically need help mastering. The software programs Achieve Literacy 3000 for grades 3-5, 2nd GT support our students in ELAR, SS, and Science, Smarty Ants supports our students in K-2nd focusing on phonological awareness and Dreambox is the math resource for K-5th grade. Education Galaxy is also available to all grade levels to provide additional reinforcement and intervention for our students.

### 2.5: Increased learning time and well-rounded education

Teachers will be able to increase learning time and provide a well rounded education by following the district curriculum, using data to plan targeted

interventions and enrichment activities based on student need. Teachers will be trained on how to use resources such as MAP data and Achieve Literacy 3000, Smarty Ants, Dreambox and Education Galaxy to create and impliment targeted interventions and enrichment.

## **2.6: Address needs of all students, particularly at-risk**

We will address the needs of at risk students by holding Student Success Plan meetings atleast three times per year in order to identify which programs or interventions will ensure students are successful in mastering the State Standards. Teachers will also use student data to reflect on their instructional practice and collaborate with each other during Collaborative Team Time to improve their instruction.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent Center Liaison will collaborate with parent volunteers, teachers and administration to create a Parent and Family Engagement Policy.

### **3.2: Offer flexible number of parent involvement meetings**

Parent involvement meetings include:

CIC meetings.

Parent Information Sessions

Various PTO sponsored events throughout the year

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nancy Friemel	3-5 Math Interventionist	Math	
Rachel Sabedra	3-5 Reading Interventionist	Reading & Writing	

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
2	1	1			\$0.00
4	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums