

Farrell Elementary School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2008-2009 Farrell Elementary School

Overview

Farrell Elementary is proud to announce that we are a **TEA RECOGNIZED** campus for the 2008-2009 School Year. Farrell Elementary is also a Title I school with the following demographics.

African American: 46%

Hispanic: 35%

Asian: 15%

White: 11%

American Indian/Alaskan: 1%

The Farrell Elementary mission statement for the year 2008-2009 was rewritten this year by our faculty, staff, and SBDM members. This mission in coordination with our campus needs assessment drives our campus goals and campus plan.

Mission Statement: The mission of Farrell Elementary is to provide an environment in which learning and academic success is achieved by all as measured by individual student goals and state and national standards. Our school will work as a community to promote a positive atmosphere where relationships are built and nurtured giving students the encouragement and self motivation to become thinkers, problem-solvers, and lifelong learners. We are dedicated to maximizing individual potential regardless of socioeconomic status, race or gender through a supportive and collaborative bond between school and community.



Campus Improvement Plan 2008-2009
Farrell Elementary School

The Farrell Elementary Campus Plan was developed by Farrell’s Site Based Decision Committee (SBDM). The SBDM committee is made up of administrators, teachers, parents and community members. The goals of the campus plan were written with the help of analysis and research as compiled by Farrell’s Instructional Facilitator in the comprehensive needs assessment. A bibliography is attached at the end of this plan to represent the documentation and sources used to form this plan.

Schoolwide Component Codes:

CNA -Comprehensive Needs Assessment	RS -SW Reform Strategies	HQ -Highly Qualified Staff	PD -Professional Development	R/R -Recruitment & Retention of HQ teachers
FI -Family Involvement	Tr -Transition	Asmt -Teachers involved in assessment decisions	M -Effective, timely, additional assistance for Mastery	C/I -Coordination & Integration of Federal, State & Local funds

Goal #1: To develop and implement a system of academic interventions.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
3 rd grade Math- Sub Pop: African American	404 and Title I Funds	Teachers	Daily	Benchmarks, TAKS
4 th grade Reading –Sub Pop: LEP – Limited English Proficient	404 and Title I Funds	Teachers	Daily	Benchmarks, TAKS
4 th grade Writing-Sub Pop: LEP and Hispanic	404 and Title I Funds	Teachers	Daily	Benchmarks, TAKS
4 th grade Math-Sub Pop: LEP and Hispanic	404 and Title I Funds	Teachers	Daily	Benchmarks, TAKS
5 th grade Math-Sub Pop: LEP- Limited English Proficient	404 and Title I Funds	Teachers	Daily	Benchmarks, TAKS
5 th grade Science-Sub Pop: African American and Eco Disadvantaged	404 and Title I Funds	Teachers	Daily	Benchmarks, TAKS
6 th grade Reading- Sub Pop: LEP- Limited English Proficient	404, Title I, and ESL Funds	Teachers	Daily	Benchmarks, TAKS
To increase 5 th grade TAKS science scores, we have increased lab support. (HQ, PD, CNA)	Title I Funds	Instructional Facilitator (IF), Instructional Facilitator Teacher Assistant, (IF TA) TA, Teachers	Daily	Benchmarks, Progress Reports, Report cards, and Science TAKS

Goal #1: To develop and implement a system of academic interventions.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Instructional Facilitator Support and IF Teacher assistant in the classrooms and science labs. (HQ,M,RS)	Title I Funds	IF, IF TA	Daily	Benchmarks, Progress Reports, Report cards and all TAKS subject areas.
Staff Development for disaggregating of data (Benchmarks, Star Tests, TAKS, etc) (PD, Asmt)	404 and General Funds	Administration (Admin), Team Leaders	Daily	Benchmarks, TAKS
2 nd thru 6 th grade small group and pull out tutoring (RS, CNA, C/I).	404, Title I, and General Funds	Admin/Teachers	Daily	Benchmarks, TAKS
Kindergarten-2 nd grade Calendar Math (CNA, M).	Title I Funds	Teachers, IF	Monthly	DRA scores
SIPPS (Systematic Instruction of Phonemic Awareness, Phonics and Sight Words) student pull out program. (CNA,RS,HQ,M,C/I).	Title I Funds	Teachers, IF	Daily	Benchmarks, grades, TAKS
Process of phasing out RAP and phasing in RTI and using interventions at staffings with all grade levels. (RS,TR,Asmt,M,PD, C/I)	404 and Title I funds	Teachers, Counselor, Guidance Tech and IF	Monthly	Grades, benchmarks, TAKS, reduced failure rate

Goal #1: To develop and implement a system of academic interventions.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Research based book studies to help give teachers academic interventions for at risk students (CNA,PD,RR)	Title I funds	IF	Monthly	Reduce failures, higher test scores, benchmarks, TAKS
Students identified as needing additional learning time to meet academic standards or to prevent them from dropping out, will be provided with appropriate intervention strategies based upon their needs. These decisions will be made by the RAP committee, which is composed of the child's teacher(s), counselor and other campus staff. (M)	Title I SCE Accelerated Reading/Math (C/I)	Administration Teachers Counselor IF	As Needed	RTI Monitoring Sheets, RAP Sheets, report cards

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Report Cards/Progress reports with strengths and weaknesses marked and with personal notes from teacher (CNA, FI, Asmt)	General Funds	Admin/Guidance tech	Every 3 rd week	Parent Signature/Teacher Monitor
Daily Communicators (FI)	General Funds	Teacher	Daily	Parent Signature
Administration meets with all teachers and teams (CNA, R/R, PD)	General Funds	Principal, AP, IF, Counselor	All school year	Sign in sheets
Small group instruction in classrooms (CNA,HQ,M,RS)	General and Title I funds	Teachers, IF	Daily	Progress and Report card grades, Benchmarks, TAKS, DRA2
“Pull out” and “push in” tutor groups (CNA,RS,HQ,TR,C/I)	404 and Title I funds	Teachers, IF	Daily	Progress reports, Report Cards and Benchmarks, TAKS, DRA2
Building strong relationships and communication with at risk students and families by use of our Teleparent Phone System (FI)	General, 404 and Title I funds	Admin, All faculty and staff, Family School Representative (FSR)	Monthly	Sign in sheets for Title I and PTA functions
Ongoing assessments: DRA2, monitoring students, administrative walk-thru's, personal notes from administration, and individualized instruction (CNA,RS,HQ,M,PD,RR)	General, 404, Title I funds	Admin, Teachers	Daily	Increased grades and higher test scores on Benchmarks and TAKS

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Differentiate groups in Math and Reading-grades 4-5-6 (RS)	General, 404, Title I funds	Admin, Teachers	Daily	Increased grades and higher test scores on DRA2, TAKS and Benchmarks
Daily announcements, “Shout Outs,” to identify students who achieve good grades in their classes (CNA,RS,HQ,PD,R/R,Amst, M)	General funds	Principal and AP	Every six weeks	Increased number of A and AB honor roll students
Research based book studies to help give teachers academic interventions for at risk students (CNA, RS, HQ,PD,R/R,Amst,M)	Title I funds	Instructional Facilitator	Monthly	Higher test scores and reduced failure rate
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	N/A	Principal	September & January	Master schedule Teacher certification Principal Attestation
To attract and retain Highly Qualified teaching staff, teachers are provided the opportunity to participate in a Master’s Degree program in a core curriculum subject area. (R/R)	District Title I funds	State & Federal Program Office	October & February	List of teachers participating in Master’s program

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teachers will participate in high quality, ongoing professional development based upon campus Comprehensive Needs Assessment (PD)	Title I SCE	Principal	December & April	ERO attendance reports
Grade level teachers will meet after each benchmark to discuss instructional strategies, based on student data, to improve classroom performance. (Asmt)	N/A	Principal	After each benchmark	Teacher meeting agendas

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Thinking Maps-School Wide (CNA,RS-SW,HQ,PD,M,C/I)	General, 404, Title I funds	Admin, Teachers, IF and Thinking Map Trainers	School Year 08-09	Benchmarks, TAKS
Provide time for teachers to meet (Conferences, faculty meetings, team meetings to discuss vertical alignment, sharing lesson plans and TEKS (CNA,RS,TR,RR)	General, 404 and Title I funds	Admin, Teachers	Monthly	Higher grades, benchmarks, and TAKS scores, reduce student failure rate from one grade level to the next
Meetings with Counselor to discuss vertical alignment and RTI discussions (CNA,RS,TR,RR)	General, 404 and Title I funds	Teachers, Admin, Counselor, Guidance Tech, IF	Monthly	Reduce failure rates from one grade level to the next
Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include: Vertical Alignment with Jr. High Feeder School to observe/discuss with teachers Title I funds (CNA, M,RS), Junior High visits to sixth grade from counselor (TR)	Title I funds	Admin, Teachers	Per semester/as needed	Promote student success and easier transition into a new educational setting



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Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
On going staff development for teachers, teacher assistants and other staff in need of additional training of vertical alignment (CNA,TR,PD)	District Funds	Admin, Teachers	School year	Higher grades, test scores DRA scores and easier transition from one grade level to the next.

Goal #4: To engage parents and the community in the educational process.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Sponsor guests and community to speak/visit classrooms (CNA,FI)	General, 404 and Title I funds	Admin, Teachers, IF	School Year	Sign in sheets
Encourage communication to participate in PTA and encourage parents to read the newsletter by having each grade level submit articles(IF)	General and 404 funds	Admin/All staff	Monthly	100 % participation in PTA from all parents, teachers and faculty
Daily communication through the school web site of all pertinent information parents need to know (IF)	District, General and 404 funds	Admin, Teachers	Weekly	Amount of hits on our school web site
Positive phone calls, notes, daily communicator, email with parents (CNA,FI)	District funds	Admin, Teachers	Weekly	Teacher documentation and parent signature

Goal #4: To engage parents and the community in the educational process.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Community activities: neighborhood fun run, falcon flyer and attachment from principal with the home connection section attached (CNA, FI)	General and 404 funds	Admin, Teachers, IF	Weekly	Amount of turn out to functions, fewer calls from parents with questions regarding daily operation of school.
Summer Faculty/Parent/PTA Retreat at the PDC (Professional Development Center for the AISD). (CNA, FI,RS,HQ,PD,RR)	General, 404 and Title I funding	Principal, AP,IF, Counselor	Once a Year, usually scheduled in the summer months.	More involvement and camaraderie with parents, PTA, volunteers and teachers in their child's education
FIT TEAM: Hosting parent educational meetings (CNA,FI)	Title I funds	Fit Team, FSR	Monthly	Parent sign in sheets
FIT TEAM: Host educational lessons based on our students needs with parent assistance (CNA,FI)	Title I funds	Fit Team, FSR, IF	Monthly	Parent sign in sheets

Goal #4: To engage parents and the community in the educational process.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
The Family Involvement Team (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents, will meet once a month to plan and evaluate family involvement events based upon campus' needs. (FI)	Title I funds	FSR FIT Team	Monthly	Event evaluations Staff surveys
Campus Family Involvement Policy and Compact, which was developed by the FIT team, will be sent to all parents along with each child's first report card. Campus FI Policy will guide the Family Involvement Program. (FI)	Title I funds	FSR FIT Team	End of 1 st Six Weeks	Documentation
Conduct an annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI)	N/A	FSR	September 2008	Event evaluation
Teachers will communicate student academic progress and assessment reports with parents every three weeks via a school progress report and/or (method – mail, conference, phone, e-mail, etc.) (FI)	N/A	Administration Guidance Tech	Every three weeks	Teacher documentation of communications with parents

Goal #4: To engage parents and the community in the educational process.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Participate in the annual Literacy Fair Day (Razzle Dazzle Reading Day) which promotes reading and parental and community involvement.	Title I district funding	Lorie Bruns, Library Services Director Carole Hagler, Director of State and Federal Programs Julie Moore, Title 1 Library Services Specialist Title 1 Campus Librarians	Fall, 2008	Event date Published photos and event statistics
Librarians will engage parents and the community by promoting, participating, and/or conducting three family oriented campus or district events such as Book Fairs, Author Visits, Meet the Teacher Night, Open House, Public Library Presentations, Storytellers, College Night, Title 1 Family Events, Title 1 Literacy Fair, or Guest Speakers.	Campus Library Budgets Campus Library Activity Budget LS Dept. Library Budget Title 1 Library Services Budget	Campus Librarian Lorie Bruns, Library Services Director Julie Moore, Title 1 Carole Hagler, Director of State and Federal Programs	Fall 2008 Spring 2009	Library Services Monthly Activity Reports Campus and District Calendars

Goal #5: To prevent campus violence and ensure appropriate methods of intervention.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Fire and Lockdown Drills	none needed	Assistant Principal	Monthly	Lockdown/Fire Drill Documentation
Crisis Team established and trained	none needed	Principal, AP, Crisis Team	Per semester	Safer campus, fewer security reports
Colored Visitor stickers/sign in and out computer software in front office	General	Office staff, Admin	Daily	Documentation by sign in and out on computer print out
Boys/Girls Town Skills posted in every classroom and taught daily by Administration on announcements (PD)	General	Admin/All staff	Daily	Reduction in office referrals and fewer classroom disruptions
Anti-Bully Assemblies	District funds	Counselor	Fall semester	Reduction in incidents regarding this behavior and reduction in office referrals
School Wide Uniform Policy	Title I funds	FSR, Admin, All staff, parents and students	Daily	Safer campus and increased self respect of our students
Campus Security Camera System	District funds	Admin, Office staff	Daily	Safer campus, fewer security reports and fewer office referrals

Goal #5: To prevent campus violence and ensure appropriate methods of intervention.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Drug free school/district wide Programs	District and Student Council funds	Intervention Specialist, Counselor and Student Council	As needed	Safer campus, fewer office referrals
Committee of Behavior Expectations	None needed	Parents, Admin, teachers, students	As needed	Fewer office referrals
Student code of conduct assemblies	None needed	AP	1 st 6 weeks and as needed there after	Fewer office referrals
Parent Education Program	Title I and FSR funds	FSR	Monthly	Parent surveys and parent turn out to meetings
Volunteer Support from community	District funds	Admin, teachers, parents	Daily	Safer campus
Teacher Duty Stations	None needed	All teachers, staff, Admin	Daily	Safer campus and fewer office referrals
Cafeteria Monitors	District funds	Admin	Daily	Safer campus
Student Safety Patrol Program	District and General funds	Teachers, 5 th and 6 th grade students	Daily	Safer campus
Posting of signs in parking lot, playground and around school campus of laws and campus expectations of acceptable, (lawful) behavior	District and General funds	Admin and all faculty and staff members	Daily	Safer campus

Goal #5: To prevent campus violence and ensure appropriate methods of intervention.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Students role playing a Boy's/ Girl's Town Skill on the daily announcements	None needed	Principal and AP	Daily	Reduction in office referrals and safer campus
Falcon Dollar Store: students can earn falcon dollars by reporting other youth's behavior, positive behavior and students trained to conduct conflict resolution when needed.	PTA funds	PTA, Admin and faculty and staff	Daily	Reduction in office referrals and safer campus



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Johnston, Jeff and Knight, Mary: Miller, Laura-“Finding Time for Teams”: Student achievement grows and boosts collaboration.

Whitaker, Todd “What Great Teachers Do DIFFERENTLY,” 14 Things that Matter the Most.

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Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 %	Diff
	N	%	N	%		N	%			
ALL	94	98%	86	93%	-5%	87	95%	2%		
Afri Amer	35	100%	38	100%	0%	37	97%	-3%		
Hispanic	22	95%	23	78%	-17%	22	91%	13%		
White	14	100%	9	89%	-11%	9	100%	11%		
Eco Disadv	37	97%	43	91%	-7%	41	93%	2%		
LEP	25	96%	14	86%	-10%	31	94%	8%		
SpEd	2	*	4	*	*	3	*	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 %	Diff
	N	%	N	%		N	%			
ALL	78	77%	106	82%	5%	92	82%	-1%		
Afri Amer	37	76%	38	89%	14%	42	83%	-6%		
Hispanic	21	71%	30	63%	-8%	29	69%	6%		
White	5	80%	15	87%	7%	7	86%	-1%		
Eco Disadv	38	71%	47	70%	-1%	42	79%	8%		
LEP	26	69%	18	78%	9%	22	82%	4%		
SpEd	*	*	3	*	*	7	57%	*		

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 %	Diff
	N	%	N	%		N	%			
ALL	84	94%	80	90%	-4%	99	97%	7%		
Afri Amer	28	89%	30	93%	4%	40	93%	-1%		
Hispanic	26	96%	28	82%	-14%	27	100%	18%		
White	11	91%	5	100%	9%	9	100%	0%		
Eco Disadv	37	92%	46	85%	-7%	42	93%	8%		
LEP	18	100%	12	75%	-25%	33	94%	19%		
SpEd	2	*	2	*	*	5	100%	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 %	Diff
	N	%	N	%		N	%			
ALL	69	96%	92	99%	3%	81	95%	-4%		
Afri Amer	29	100%	32	100%	0%	30	97%	-3%		
Hispanic	15	100%	28	96%	-4%	28	93%	-4%		
White	10	80%	12	100%	20%	6	100%	0%		
Eco Disadv	30	97%	49	98%	1%	48	96%	-2%		
LEP	12	92%	4	*	*	13	77%	*		
SpEd	3	*	2	*	*	6	50%	*		

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 %	Diff
	N	%	N	%		N	%			
ALL	101	71%	87	83%	11%	84	77%	-5%		
Afri Amer	41	63%	38	82%	18%	35	69%	-13%		
Hispanic	23	65%	24	67%	1%	22	77%	11%		
White	14	79%	9	100%	21%	9	78%	-22%		
Eco Disadv	44	55%	44	82%	27%	41	78%	-4%		
LEP	26	77%	14	86%	9%	31	87%	1%		
SpEd	5	20%	5	60%	40%	4	*	*		

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 %	Diff
	N	%	N	%		N	%			
ALL	82	61%	107	67%	6%	93	77%	10%		
Afri Amer	37	62%	39	62%	-1%	42	76%	15%		
Hispanic	25	48%	30	57%	9%	30	67%	10%		
White	5	40%	15	73%	33%	7	100%	27%		
Eco Disadv	40	53%	48	54%	2%	43	74%	20%		
LEP	29	59%	18	56%	-3%	22	86%	31%		
SpEd	1	*	4	*	*	7	57%	*		

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 %	Diff
	N	%	N	%		N	%			
ALL	87	92%	81	79%	-13%	101	87%	8%		
Afri Amer	30	83%	31	74%	-9%	42	86%	12%		
Hispanic	27	93%	29	79%	-13%	26	85%	5%		
White	11	100%	4	*	*	10	80%	*		
Eco Disadv	40	85%	48	69%	-16%	42	81%	12%		
LEP	21	100%	15	73%	-27%	33	85%	12%		
SpEd	5	100%	4	*	*	7	86%	*		

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 %	Diff
	N	%	N	%		N	%			
ALL	70	94%	92	95%	0%	81	88%	-7%		
Afri Amer	29	97%	32	94%	-3%	30	83%	-10%		
Hispanic	16	88%	28	89%	2%	29	83%	-7%		
White	10	100%	12	100%	0%	5	100%	0%		
Eco Disadv	31	90%	49	94%	4%	47	83%	-11%		
LEP	12	92%	4	*	*	14	86%	*		
SpEd	4	*	2	*	*	6	17%	*		

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	79	86%	102	83%	-3%	92	91%	8%		
Afri Amer	38	89%	38	84%	-5%	42	88%	4%		
Hispanic	21	86%	28	79%	-7%	29	90%	11%		
White	5	80%	13	69%	-11%	7	100%	31%		
Eco Disadv	40	85%	46	78%	-7%	42	86%	7%		
LEP	25	76%	17	88%	12%	22	95%	7%		
SpEd	*	*	2	*	*	7	71%	*		

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	85	88%	86	71%	-17%	101	83%	12%		
Afri Amer	29	76%	32	77%	2%	43	84%	6%		
Hispanic	26	92%	31	52%	-40%	27	70%	19%		
White	11	91%	6	60%	-31%	9	89%	29%		
Eco Disadv	38	79%	51	61%	-18%	43	72%	11%		
LEP	18	83%	15	50%	-33%	33	79%	29%		
SpEd	2		9	67%		8	75%	8%		



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State Compensatory Education

Intended Purpose - to increase the academic achievement and reduce the drop out rate of students

Intended Beneficiaries - students identified as at risk of dropping out of school as defined in Subchapter B, Chapter 39 TEC

Description	Acct Code	Original Budget	09/30/2008 Budget
Comp. Ed. Budget			
SUBSTITUTE TEACHERS	199.11.6112.00.143.9.30.0.04	0.00	150.00
TUTORIAL SERVICES	199.11.6119.02.143.9.30.0.00	44,520.00	44,520.00
MEDICARE	199.11.6141.00.143.9.30.0.04	0.00	2.18
FICA	199.11.6141.01.143.9.30.0.04	0.00	9.30
SAL & WAGES-SUPPORT PERS	199.31.6129.00.143.9.30.0.00	20,293.41	20,293.41
MEDICARE	199.31.6141.00.143.9.30.0.00	282.94	282.94
TOTAL		65,096.35	65,257.83
FTE Count			
PERSONNEL			1.00
TOTAL			1.00



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Title I, Part A:

Intended Purpose - to enable all children to meet the state student performance standards

Intended Beneficiaries - students who experience difficulties mastering the state academic achievement standards

Description	Acct Code	Original Budget	09/30/2008 Budget
FTE Count			
PERSONNEL			3.00
TOTAL			3.00
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.143.9.24.0.00	107,945.00	51,159.00
TUTORIAL SERVICES	211.11.6119.02.143.9.24.0.00	18,000.00	18,000.00
CONTRACT ADDENDA-STIPEND	211.11.6119.09.143.9.24.0.00	0.00	1,500.00
SAL & WAGES-SUPPORT PERS	211.11.6129.00.143.9.24.0.00	0.00	15,095.00
MEDICARE	211.11.6141.00.143.9.24.0.00	0.00	1,334.00
HEALTH INSURANCE	211.11.6142.01.143.9.24.0.00	0.00	6,240.00
TEACHER RETIREMENT	211.11.6146.00.143.9.24.0.00	0.00	6,974.00
TRS-CARE CONTRIBUTION	211.11.6146.01.143.9.24.0.00	0.00	507.00
READING MATERIALS	211.11.6329.00.143.9.24.0.00	0.00	9,692.00
GENERAL SUPPLIES	211.11.6399.01.143.9.24.0.00	24,272.00	18,639.00
EMPLOYEE TRAVEL	211.13.6411.00.143.9.24.0.00	1,000.00	1,000.00
EXTRA DUTY-SUPPORT PERS	211.61.6121.00.143.9.24.0.00	0.00	267.00
SAL & WAGES-SUPPORT PERS	211.61.6129.00.143.9.24.0.00	0.00	15,845.00
MEDICARE	211.61.6141.00.143.9.24.0.00	0.00	279.00
HEALTH INSURANCE	211.61.6142.01.143.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.61.6146.00.143.9.24.0.00	0.00	1,459.00
TRS-CARE CONTRIBUTION	211.61.6146.01.143.9.24.0.00	0.00	107.00
GENERAL SUPPLIES	211.61.6399.01.143.9.24.0.00	1,500.00	1,500.00
EMPLOYEE TRAVEL	211.61.6411.00.143.9.24.0.00	250.00	250.00

MISC OPERATING EXPENSES	211.61.6499.00.143.9.24.0.00	500.00	500.00
TOTAL		153,467.00	153,467.00
