

# 2023-24 Campus Improvement Plan

**Accountability Rating: A**

**School Name**

Farwell Junior High School

**School ID**

185902041

**Principal**

Kristy White

**District Name**

Farwell Independent School District

**Date of School Board Approval**

## 2023-24 Campus Site-Based Committee

| Name             | Position                   | Committee Role |
|------------------|----------------------------|----------------|
| Sharon Chacon    | Teacher                    |                |
| Cassidy Martin   | Teacher                    |                |
| Jana Perkins     | Teacher                    |                |
| Hileana Jaime    | Campus Secretary           | Translator     |
| Eva Lunsford     | Educational Aide/Librarian |                |
| Camilla Sharp    | Teacher                    |                |
| Tanya Chadwick   | Community Member           |                |
| Patti Johnson    | Curriculum                 |                |
| Heather Conatser | Special Education Teacher  |                |
| Kathy Stancell   | Parent                     |                |

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## Mission Statement

...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.

## Plan Location and Revision Dates

Our mission is one of teamwork. We will love, encourage, protect and elevate students in and out of the classroom. This investment of our time will create a successful version of each students both now and in the future. This plan is located in the campus office and on the website at <https://www.farwellschools.org>. The plan is availbale in English and interpretation in Spanish available upon request.

## State Goals and Objectives

### The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

### The State of Texas Public Education Goals

- GOAL #1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### The State of Texas Public Education Objectives

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- Objective #5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11:** The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

## TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

**Every child, prepared for success in college, a career or the military.**

### TEA Commissioner's Strategic Priorities:

| 1  | 2                                      | 3   | 4                              |
|--|--|---|--------------------------------|
| Recruit, support, retain teachers & principals | Build a foundation of reading and math | Connect high school to career and college | Improve low-performing schools |

### Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

## Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

### Federal Programs

### Total Expenditures

Subtotal of additional federal funds included for this school: \$

### State or Local Programs

### Total Expenditure

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

## Comprehensive Needs Assessment Summary

### Demographics

#### Overall Summary

- Based on our 2021-2022 TAPR Data for FJH, our student groups consist of 0.0% African American, 60.4% Hispanic, 38.1% White, 0.0% American Indian, 0.0%, Asian, 1.4% Two or More Races, and 53.2% Economically Disadvantaged.
- English Learners (EL) 23.7% (State 21.7%); Students with Disciplinary Placements (2021-2022) was 0%, and At-Risk students are 52.5% (State 53.5%), Mobility rate for 2021-2022 was 14.3 (State 13.6%). The Campus Improvement Committee met on April 5, 2023, and determined our focus by looking at data from our TAPR, current CIP, surveys of parents and teachers, curriculum needs, discipline records, program evaluations, and professional development.

#### Summary of Strengths

What were the identified strengths?

Percentage of students in the Approach, Meets and Masters categories for all grades all subjects improved from the previous year.

#### Summary of Needs

What were the identified 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 numbers of students considered EL and a growing number of SPED students, we must continue to look for ways to enhance instruction and learning opportunities for these student populations by engaging in appropriate professional development to support them in all content areas. It is especially important to focus on students taking TELPAS.

#### Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

We will use money this year to target math and reading intervention, writing and vocabulary for all students, especially our special populations.

### Student Achievement

#### Overall 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, FJH received an accountability rating of an A
- Designated Distinctions: Academic Achievement in ELA/Reading, Academic Achievement in Math, Top 25 Percent: Comparative Academic Growth, and Postsecondary Readiness

Index 1: Student Achievement Domain

- Farwell Junior High School received an Accountability Rating of an A
- The 2021-2022 TAPR report shows the STAAR/EOC measure for All Grades across the school, with students Approaching Grade Level or above in each area tested.

|   |             |     |          |     |
|---|-------------|-----|----------|-----|
| o |             | All | Subjects | 90% |
| o | Reading     |     |          | 93% |
| o | Mathematics |     |          | 91% |
| o | Science     |     |          | 90% |
| o | Social      |     | Studies  | 74% |

Index 2: Student Progress Domain

- Focuses on actual student growth independent of overall achievement levels for each race/ethnicity student group, students with disabilities, and English Learners. The TAPR report shows we are meeting or exceeding progress in all areas of the STAAR improvement score in excess

of 60%. Our EL population measured at 76% and as a campus overall it was 80%. Farwell Junior High School received a Distinction Designation in Academic Achievement in

- o Reading
- o Mathematics

Index 3: Closing Performance Gaps Domain

- Farwell Junior High School received a Designation Distinction for Top 25% Comparative Academic Growth

Index 4: Postsecondary Readiness - Designation Distinction

- 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 percentage of students in the recommended or advanced high school programs.

**Summary of Strengths**

What were the identified strengths?

- The strengths of Farwell Junior High in student achievement for 2021-22 include the following areas:
- The number of students earning in all populations and grade levels increased.
- Students Approaching 8th-grade Science increased from 83% to 90%

The number of EL and SPED students in the Meets and Masters categories increased

**Summary of Needs**

What were the identified 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.
- District data indicates several areas needed for improvement:
  - o Improve all content areas - Reading/ELA, Math, Science, and Social Studies. All content areas will focus on reading and writing in order to build literacy and fluency.
  - o Target and improve Reading, Special Education, and English learners subgroups in all content areas.
- We will continue to improve in overall performance on all STAAR exams and strive to have more students reach the Meets and Masters levels.

**Priorities**

What are the priorities for the campus, including how federal and state program funds will be used?

We will utilize funds to focus on math, reading and writing across all core areas.

**School Culture and Climate**

**Overall Summary**

- In 2020-21 according to the TEA Accountability Survey, Farwell Junior High School's attendance rate was 96.7.%.  
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 unique systems. Activities may include: a) developing 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) developing a system to promote, enhance, and allow staff collaboration with a primary focus on student achievement; c) review our current data and develop a system of Smart Goals for student achievement; d) make sure TEKS 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).
- Begin to promote college readiness for all students (work through the fall and try to have it ready to go in August): 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 during the year).

**Summary of Strengths**

What were the identified strengths?

See Farwell ISD Plan for Excellence.

## Summary of Needs

What were the identified needs?

See Farwell ISD Plan for Excellence.

## Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

## Staff Quality/Professional Development

### Overall Summary

- The teaching staff of Farwell Junior High School will continue to strengthen skills by using innovative technologies, scientifically based research, and best practices to improve instruction.
- The district will continue to provide high-quality, sustained, timely, and ongoing 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:

o All but one of the teaching staff meets the highly qualified criteria for both state and federal standards. We plan to continue to hire highly qualified staff when possible.

The following information reflects the 2021-2022 TAPR:

- We have 18.8 total staff members.

15.8 of these (84.1%) are Professional staff (State 64.1%)  
13.8(73.5%) (State 49.3%) are teachers  
1 (5.3%) (State 10.7%) are professional support  
.1(5.3%) (State 1.0%) are campus administrators

3.0 of these (15.9%) are Educational Aides (State 11.1%).

- 91.4% of our teaching staff have Bachelor's (State 72.6%); Master's (8.6%); and 0.0% Doctorate

- Teaching staff years of experience at Farwell Junior High School:

o 8.6% are beginning teachers (State 7.9%)  
o 21.7% have 1 to 5 years (State 26.7%)  
o 10.4% have 6 to 10 years (State 20.6%)  
o 34.3% have 11 to 20 years (State 28.6%)  
o 17.8% have over 21-30 years (State 13.2%)

7.2% have over 30 years (State 2.9%)

- Class size averages 10 students per teacher, with 14.6 being the State average.
- Salary averages at Farwell Junior High School:

o Teachers, 50,421 (State \$58,887)  
o Campus Administration (School Leadership), \$78,448 (State \$84,990)

## Summary of Strengths

What were the identified strengths?

- Farwell Junior High School has an excellent balance of veteran and beginning teachers (highly qualified staff).
- All of our paraprofessionals are highly qualified.
- Four of our teachers and one campus administrator are ESL certified.
- Enjoyable work environment for faculty/staff.
- Providing resources and materials for instruction is an administration priority.
- Administration support for personnel is in place.

### Summary of Needs

What were the identified 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 (Ascender), DMAC, Lead4ward, Reading Plus and Get More Math. Resources for extended responses will be acquired upon availability.
- Through these venues, teachers need additional training in Instructional Delivery, RtI, GT, EL 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 student success.
- Continue to use collaboration as a vehicle to enhance instruction and instruction methods that maximize student learning.
- Increase the rigor of instruction
- Utilize data to drive instruction

### Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

### Curriculum, Instruction, Assessment

### Overall Summary

### School Improvement

- 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:
  - o Continued use of the TEKS resource system, Lead4ward, new science curriculum, and DMAC
  - o Provides tutorials for struggling students (before school, during the tutorial period, and after school, as needed)
  - o Will provide more intensive and sustained professional development before school starts and throughout the year.
  - o Instituted mandatory tutorials on campus for students who have not completed their work.
  - o Will continually improve teaching and learning through the integration of technology in the classroom
  - o Utilize reports from DMAC, Interim Assessments, and monthly meetings with the principal and instructional coach to drive instruction

### Summary of Strengths

What were the identified 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 campus's core content areas (K-12). Teachers 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 TRS, DMAC, and other evaluations reviewed collaboratively by core teacher groups continue to develop a strong assessment program throughout the campus.
- Chapter, unit, and semester tests along with interim or 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.
- Data talks utilized to track student progress
- DMAC, Get More Math, and Reading Plus

### Summary of Needs

What were the identified needs?

- In working with teacher groups, the campus needs to continue improving the quality of instruction and rigor, 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.

### Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

## Family and Community Involvement

### Overall Summary

- Farwell Junior High School believes in engaged parental and community involvement through a strong partnership with parents.

### Summary of Strengths

What were the identified strengths?

- For parents, students, and community members, Farwell Junior High School uses the district website, Monthly Newsletters home, FJH Facebook page, 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 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.

### Summary of Needs

What were the identified needs?

- The district and campuses continue to improve efforts to publicize scheduled meetings, events, and activities that will improve parent, family, and community involvement.
- The annual Spring Talent Show is an area that can continue to improve our parental and community involvement for Farwell ISD

### Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

### Programs

### Overall Summary

- The campus is a Title I, State Compensatory, and Migrant School-Wide District;
- The campus is not rated
- Initiatives that support student achievement include the following: TEKS Resource System; DMAC; common assessments with performance indicators; intervention; technology integration in all classrooms; an ISS/DAEP Program; daily tutorials; and summer school.

### Summary of Strengths

What were the identified 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 student's academic progress;
- Use of Smart Board technology, COWs (Computers on Wheels) and Smart TVs;
- Built-in daily tutorial time

### Summary of Needs

What were the identified needs?

- The 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 reading, Special Education, and English learners
- More training for teachers and administrators in common assessments
- More in-depth training for teachers in technology integration in the classroom, with emphasis on Google classroom
- Continued improvement in the areas of parental and community involvement

### Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

### Technology

### Overall 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.

### **Summary of Strengths**

What were the identified strengths?

See separate technology plan for details.

### **Summary of Needs**

What were the identified needs?

- Continue the provision of Microsoft Office for staff to use at home to improve instructional design and strategies used in the classroom.
- Continued training for Smart TV's, utilize Chromebooks in the classrooms to enhance instruction, and how to utilize DMAC reports

### **Priorities**

What are the priorities for the campus, including how federal and state program funds will be used?

### **Additional Information**



## 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
- Class size data
- College Readiness 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
- 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
- HB4545 Student data
- Prior year(s) campus and/or district improvement plans
- Texas English Language Proficiency Assessment System (TELPAS) results
- Tobacco, alcohol, and other drug use data
- ESSA Report Card data
- STAAR, STAAR Spanish, STAAR Alternate testing requirements
- TEA Accountability Summary

## Student Performance Data

### Enrollment

| Enrollment by Grade Level |         |        |         |        |         |        |
|---------------------------|---------|--------|---------|--------|---------|--------|
| Grade Level               | 2019-20 |        | 2020-21 |        | 2021-22 |        |
| Early Education           | 0       | 0.00%  | 0       | 0.00%  |         | %      |
| Pre-Kindergarten          | 0       | 0.00%  | 0       | 0.00%  |         | %      |
| Kindergarten              | 0       | 0.00%  | 0       | 0.00%  |         | %      |
| Grade 1                   | 0       | 0.00%  | 0       | 0.00%  |         | %      |
| Grade 2                   | 0       | 0.00%  | 0       | 0.00%  |         | %      |
| Grade 3                   | 0       | 0.00%  | 0       | 0.00%  |         | %      |
| Grade 4                   | 0       | 0.00%  | 0       | 0.00%  |         | %      |
| Grade 5                   | 0       | 0.00%  | 0       | 0.00%  |         | %      |
| Grade 6                   | 50      | 39.10% | 40      | 33.10% | 52      | 37.40% |
| Grade 7                   | 38      | 29.70% | 42      | 34.70% | 46      | 33.10% |
| Grade 8                   | 40      | 31.30% | 39      | 32.20% | 41      | 29.50% |
| Grade 9                   | 0       | 0.00%  | 0       | 0.00%  |         | %      |
| Grade 10                  | 0       | 0.00%  | 0       | 0.00%  |         | %      |
| Grade 11                  | 0       | 0.00%  | 0       | 0.00%  |         | %      |
| Grade 12                  | 0       | 0.00%  | 0       | 0.00%  |         | %      |

| Enrollment by Ethnicity and Subgroups   |         |        |         |        |         |        |
|---|---------|--------|---------|--------|---------|--------|
| Ethnicity                               | 2019-20 |        | 2020-21 |        | 2021-22 |        |
| <b>All Students</b>                     | 128     | 100%   | 121     | 100%   | 139     | 100%   |
| <b>American Indian or Alaska Native</b> | 0       | 0.00%  | 0       | 0.00%  |         | %      |
| <b>Asian</b>                            | 0       | 0.00%  | 0       | 0.00%  |         | %      |
| <b>Black or African American</b>        | 0       | 0.00%  | 0       | 0.00%  |         | %      |
| <b>Hispanic/Latino</b>                  | 70      | 54.70% | 69      | 57.00% | 84      | 60.40% |
| <b>Native Hawaiian/Other Pacific</b>    | 0       | 0.00%  | 0       | 0.00%  |         | %      |
| <b>Two or More Races</b>                | 0       | 0.00%  | 1       | 0.80%  | 2       | 1.40%  |
| <b>White</b>                            | 58      | 45.30% | 51      | 42.10% | 53      | 38.10% |
| Economically Disadvantaged              | 76      | 59.40% | 69      | 57.00% | 74      | 53.20% |
| At-Risk                                 | 63      | 49.20% | 65      | 53.70% | 73      | 52.50% |
| Special Education                       | 12      | 9.40%  | 8       | %      | 3       | 2.20%  |

### Attendance and Annual Dropout Rate

| Attendance Rate            |         |         |         |
|----------------------------|---------|---------|---------|
| Student Group              | 2018-19 | 2019-20 | 2020-21 |
| All Students               | 97.3    | 99.5    | 96.7    |
| Male                       | 97      | 99.4    | 96.8    |
| Female                     | 97.6    | 99.6    | 96.6    |
| Hispanic/Latino            | 97.2    | 99.6    | 96.5    |
| White                      | 97.4    | 99.3    | 97      |
| Economically Disadvantaged | 97.3    | 99.5    | 96.7    |
| English Language Learner   | 97.8    | 99.6    | 96.8    |
| Special Education          | 97.2    | 99.6    | 95.9    |
| At-Risk                    | 97      | 99.5    | 96.5    |

| Annual Dropout Rate        |             |         |         |         |
|----------------------------|-------------|---------|---------|---------|
| Student Group              | Grade Level | 2018-19 | 2019-20 | 2020-21 |
| All Students               | 7-8         | 0       | 0       |         |
| Male                       | 7-8         | 0       | 0       |         |
| Female                     | 7-8         | 0       | 0       |         |
| Hispanic/Latino            | 7-8         | 0       | 0       |         |
| White                      | 7-8         | 0       | 0       |         |
| Economically Disadvantaged | 7-8         | 0       | 0       |         |
| English Language Learner   | 7-8         | 0       | 0       |         |
| Special Education          | 7-8         | 0       | 0       |         |
| At-Risk                    | 7-8         | 0       | 0       |         |

**Annual and Total Graduates**

| Annual Graduates           |         |      |         |       |         |      |
|----------------------------|---------|------|---------|-------|---------|------|
| Subgroup                   | 2018-19 |      | 2019-20 |       | 2020-21 |      |
| All Students               |         | 100% | 0       | 100%  |         | 100% |
| African American           |         | %    | 0       | 0.00% |         | %    |
| Asian                      |         | %    | 0       | 0.00% |         | %    |
| Hispanic                   |         | %    | 0       | 0.00% |         | %    |
| Two or More                |         | %    | 0       | 0.00% |         | %    |
| American Indian            |         | %    | 0       | 0.00% |         | %    |
| Pacific Islander           |         | %    | 0       | 0.00% |         | %    |
| White                      |         | %    | 0       | 0.00% |         | %    |
| Economically Disadvantaged |         | %    | 0       | 0.00% |         | %    |
| At-Risk                    |         | %    | 0       | 0.00% |         | %    |
| English Language Learner   |         | %    | 0       | 0.00% |         | %    |
| Special Education          |         | %    | 0       | 0.00% |         | %    |

| Total Graduates (All Students)  |       |   |       |       |       |       |
|---|-------|---|-------|-------|-------|-------|
| Graduate Type   | 18-19 |   | 19-20 |       | 20-21 |       |
| Recommended High School Program/<br>Distinguished Achievement Program   |       | % | 0     | 0.00% | 0     | 0.00% |
| Foundation High School Program<br>(Distinguished Levels of Achievement) |       | % | 0     | 0.00% | 0     | 0.00% |
| Foundation High School Program<br>(Endorsement)                         |       | % | 0     | 0.00% | 0     | 0.00% |
| Foundation High School Program<br>(No Endorsement)                      |       | % | 0     | 0.00% | 0     | 0.00% |
| Minimum High School Program   |       | % | 0     | 0.00% | 0     | 0.00% |

Reading

2020-21 Reading STAAR Results

| 2020-21 Reading STAAR Results |             |                   |                     |              |    |            |    |       |    |         |    |
|-------------------------------|-------------|-------------------|---------------------|--------------|----|------------|----|-------|----|---------|----|
| Student Group                 |             |                   |                     |              |    |            |    |       |    |         |    |
|                               | Grade Level | # Students Tested | Average Scale Score | Did Not Meet |    | Approaches |    | Meets |    | Masters |    |
|                               |             |                   |                     | #            | %  | #          | %  | #     | %  | #       | %  |
| All Students                  | 6           | 40                | 1604                | 10           | 25 | 30         | 75 | 16    | 40 | 9       | 23 |
|                               | 7           | 44                | 1647                | 11           | 25 | 33         | 75 | 18    | 41 | 10      | 23 |
|                               | 8           | 36                | 1703                | 3            | 8  | 33         | 92 | 19    | 53 | 9       | 25 |
| All Students                  | 6           | 53                | 1655                | 6            | 11 | 47         | 89 | 31    | 58 | 19      | 36 |
|                               | 7           | 47                | 1755                | 4            | 9  | 43         | 91 | 29    | 62 | 25      | 53 |
|                               | 8           | 43                | 1760                | 2            | 5  | 41         | 95 | 32    | 74 | 22      | 51 |
| All Students                  | 6           | 40                | 1671                | 4            | 10 | 36         | 90 | 23    | 58 | 12      | 30 |
|                               | 7           | 56                | 1731                | 4            | 7  | 52         | 93 | 43    | 77 | 20      | 36 |
|                               | 8           | 48                | 1780                | 2            | 4  | 46         | 96 | 37    | 77 | 20      | 42 |

2020-21 Reading STAAR Results

| 2020-21 Reading STAAR Results |             |                   |                     |              |    |            |    |       |    |         |    |
|-------------------------------|-------------|-------------------|---------------------|--------------|----|------------|----|-------|----|---------|----|
| Student Group                 |             |                   |                     |              |    |            |    |       |    |         |    |
|                               | Grade Level | # Students Tested | Average Scale Score | Did Not Meet |    | Approaches |    | Meets |    | Masters |    |
|                               |             |                   |                     | #            | %  | #          | %  | #     | %  | #       | %  |
| Hispanic/<br>Latino           | 6           | 23                | 1534                | 9            | 39 | 14         | 61 | 5     | 22 | 1       | 4  |
|                               | 7           | 26                | 1629                | 7            | 27 | 19         | 73 | 8     | 31 | 4       | 15 |
|                               | 8           | 17                | 1657                | 3            | 18 | 14         | 82 | 5     | 29 | 2       | 12 |
| Hispanic/<br>Latino           | 6           | 37                | 1641                | 5            | 14 | 32         | 86 | 20    | 54 | 10      | 27 |
|                               | 7           | 25                | 1690                | 4            | 16 | 21         | 84 | 13    | 52 | 10      | 40 |
|                               | 8           | 27                | 1726                | 2            | 7  | 25         | 93 | 18    | 67 | 11      | 41 |

|   |   |    |      |   |    |    |    |    |    |    |    |
|---|---|----|------|---|----|----|----|----|----|----|----|
| Hispanic/<br>Latino                             | 6 | 16 | 1630 | 2 | 13 | 14 | 88 | 7  | 44 | 2  | 13 |
|   | 7 | 37 | 1716 | 3 | 8  | 34 | 92 | 28 | 76 | 13 | 35 |
|   | 8 | 26 | 1743 | 2 | 8  | 24 | 92 | 18 | 69 | 6  | 23 |
| American Indian<br>or Alaska Native             | 6 | 0  |      |   |    |    |    |    |    |    |    |
|   | 7 | 0  |      |   |    |    |    |    |    |    |    |
|   | 8 | 0  |      |   |    |    |    |    |    |    |    |
| American Indian<br>or Alaska Native             | 6 | 0  |      |   |    |    |    |    |    |    |    |
|   | 7 | 0  |      |   |    |    |    |    |    |    |    |
|   | 8 | 0  |      |   |    |    |    |    |    |    |    |
| American Indian<br>or Alaska Native             | 6 | 0  |      |   |    |    |    |    |    |    |    |
|   | 7 | 0  |      |   |    |    |    |    |    |    |    |
|   | 8 | 0  |      |   |    |    |    |    |    |    |    |
| Asian   | 6 | 0  |      |   |    |    |    |    |    |    |    |
|   | 7 | 0  |      |   |    |    |    |    |    |    |    |
|   | 8 | 0  |      |   |    |    |    |    |    |    |    |
| Black or African<br>American                    | 6 | 0  |      |   |    |    |    |    |    |    |    |
|   | 7 | 0  |      |   |    |    |    |    |    |    |    |
|   | 8 | 0  |      |   |    |    |    |    |    |    |    |
| Black or African<br>American                    | 6 | 0  |      |   |    |    |    |    |    |    |    |
|   | 7 | 0  |      |   |    |    |    |    |    |    |    |
|   | 8 | 0  |      |   |    |    |    |    |    |    |    |
| Black or African<br>American                    | 6 | 1  |      |   |    |    |    |    |    |    |    |
|   | 7 | 0  |      |   |    |    |    |    |    |    |    |
|   | 8 | 0  |      |   |    |    |    |    |    |    |    |
| Native Hawaiian<br>or Other Pacific<br>Islander | 6 | 0  |      |   |    |    |    |    |    |    |    |
|   | 7 | 0  |      |   |    |    |    |    |    |    |    |

**2020-21 Reading STAAR Results**

| <b>Student Group</b> | <b>Grade Level</b> | <b># Students Tested</b> | <b>Average Scale Score</b> | <b>Did Not Meet</b> |          | <b>Approaches</b> |          | <b>Meets</b> |          | <b>Masters</b> |          |
|----------------------|--------------------|--------------------------|----------------------------|---------------------|----------|-------------------|----------|--------------|----------|----------------|----------|
|                      |                    |                          |                            | <b>#</b>            | <b>%</b> | <b>#</b>          | <b>%</b> | <b>#</b>     | <b>%</b> | <b>#</b>       | <b>%</b> |
| White                | 6                  | 17                       | 1698                       | 1                   | 6        | 16                | 94       | 11           | 65       | 8              | 47       |
|                      | 7                  | 18                       | 1673                       | 4                   | 22       | 14                | 78       | 10           | 56       | 6              | 33       |
|                      | 8                  | 19                       | 1744                       | 0                   | 0        | 19                | 100      | 14           | 74       | 7              | 37       |
| White                | 6                  | 16                       | 1689                       | 1                   | 6        | 15                | 94       | 11           | 69       | 9              | 56       |
|                      | 7                  | 22                       | 1830                       | 0                   | 0        | 22                | 100      | 16           | 73       | 15             | 68       |
|                      | 8                  | 15                       | 1803                       | 0                   | 0        | 15                | 100      | 13           | 87       | 10             | 67       |
| White                | 6                  | 22                       | 1700                       | 1                   | 5        | 21                | 95       | 15           | 68       | 9              | 41       |
|                      | 7                  | 19                       | 1759                       | 1                   | 5        | 18                | 95       | 15           | 79       | 7              | 37       |
|                      | 8                  | 22                       | 1824                       | 0                   | 0        | 22                | 100      | 19           | 86       | 14             | 64       |
| Two or More Races    | 6                  | 0                        |                            |                     |          |                   |          |              |          |                |          |
|                      | 7                  | 0                        |                            |                     |          |                   |          |              |          |                |          |
|                      | 8                  | 0                        |                            |                     |          |                   |          |              |          |                |          |
| Two or More Races    | 6                  | 0                        |                            |                     |          |                   |          |              |          |                |          |
|                      | 7                  | 0                        |                            |                     |          |                   |          |              |          |                |          |
|                      | 8                  | 1                        |                            |                     |          |                   |          |              |          |                |          |
| Two or More Races    | 6                  | 1                        |                            |                     |          |                   |          |              |          |                |          |
|                      | 7                  | 0                        |                            |                     |          |                   |          |              |          |                |          |
|                      | 8                  | 0                        |                            |                     |          |                   |          |              |          |                |          |

**2020-21 Reading STAAR Results**

| <b>Student Group</b> |
|----------------------|
|----------------------|



|                            | Grade Level | # Students Tested | Average Scale Score | Did Not Meet |    | Approaches |     | Meets |    | Masters |    |
|----------------------------|-------------|-------------------|---------------------|--------------|----|------------|-----|-------|----|---------|----|
|                            |             |                   |                     | #            | %  | #          | %   | #     | %  | #       | %  |
| Economically Disadvantaged | 6           | 19                | 1545                | 7            | 37 | 12         | 63  | 5     | 26 | 1       | 5  |
|                            | 7           | 29                | 1616                | 9            | 31 | 20         | 69  | 7     | 24 | 5       | 17 |
|                            | 8           | 21                | 1656                | 3            | 14 | 18         | 86  | 9     | 43 | 1       | 5  |
| Economically Disadvantaged | 6           | 31                | 1643                | 4            | 13 | 27         | 87  | 18    | 58 | 9       | 29 |
|                            | 7           | 19                | 1717                | 2            | 11 | 17         | 89  | 12    | 63 | 9       | 47 |
|                            | 8           | 26                | 1731                | 2            | 8  | 24         | 92  | 16    | 62 | 10      | 38 |
| Economically Disadvantaged | 6           | 20                | 1618                | 3            | 15 | 17         | 85  | 8     | 40 | 2       | 10 |
|                            | 7           | 38                | 1711                | 4            | 11 | 34         | 89  | 28    | 74 | 12      | 32 |
|                            | 8           | 26                | 1737                | 2            | 8  | 24         | 92  | 17    | 65 | 6       | 23 |
| Limited English Proficient | 6           | 8                 | 1560                | 2            | 25 | 6          | 75  | 4     | 50 | 1       | 13 |
|                            | 7           | 8                 | 1552                | 5            | 63 | 3          | 38  | 1     | 13 | 1       | 13 |
|                            | 8           | 4                 |                     |              |    |            |     |       |    |         |    |
| Limited English Proficient | 6           | 17                | 1604                | 3            | 18 | 14         | 82  | 6     | 35 | 3       | 18 |
|                            | 7           | 10                | 1714                | 1            | 10 | 9          | 90  | 6     | 60 | 5       | 50 |
|                            | 8           | 8                 | 1624                | 2            | 25 | 6          | 75  | 2     | 25 | 0       | 0  |
| Limited English Proficient | 6           | 5                 | 1667                | 0            | 0  | 5          | 100 | 2     | 40 | 1       | 20 |
|                            | 7           | 16                | 1672                | 3            | 19 | 13         | 81  | 10    | 63 | 3       | 19 |
|                            | 8           | 9                 | 1782                | 1            | 11 | 8          | 89  | 7     | 78 | 4       | 44 |
| Special Education          | 6           | 3                 |                     |              |    |            |     |       |    |         |    |
|                            | 7           | 8                 | 1549                | 5            | 63 | 3          | 38  | 1     | 13 | 0       | 0  |
|                            | 8           | 3                 |                     |              |    |            |     |       |    |         |    |
| Special Education          | 6           | 8                 | 1497                | 3            | 38 | 5          | 63  | 1     | 13 | 0       | 0  |
|                            | 7           | 4                 |                     |              |    |            |     |       |    |         |    |
|                            | 8           | 7                 | 1661                | 1            | 14 | 6          | 86  | 2     | 29 | 2       | 29 |

|                   |   |    |      |   |    |    |    |    |    |   |    |
|-------------------|---|----|------|---|----|----|----|----|----|---|----|
| Special Education | 6 | 4  |      |   |    |    |    |    |    |   |    |
|                   | 7 | 9  | 1580 | 4 | 44 | 5  | 56 | 2  | 22 | 0 | 0  |
|                   | 8 | 4  |      |   |    |    |    |    |    |   |    |
| At-Risk           | 6 | 28 | 1598 | 6 | 21 | 22 | 79 | 11 | 39 | 4 | 14 |
|                   | 7 | 27 | 1683 | 4 | 15 | 23 | 85 | 11 | 41 | 9 | 33 |

**English I**

**2020-21 English I STAAR Results**

| Student Group | # Students Tested | Average Scale Score | Did Not Meet |   | Approaches |   | Meets |   | Masters |   |
|---------------|-------------------|---------------------|--------------|---|------------|---|-------|---|---------|---|
|               |                   |                     | #            | % | #          | % | #     | % | #       | % |

**2021-22 English I STAAR Results**

| Student Group | # Students Tested | Average Scale Score | Did Not Meet |   | Approaches |   | Meets |   | Masters |   |
|---------------|-------------------|---------------------|--------------|---|------------|---|-------|---|---------|---|
|               |                   |                     | #            | % | #          | % | #     | % | #       | % |

**2022-23 English I STAAR Results**

| Student Group | # Students Tested | Average Scale Score | Did Not Meet |   | Approaches |   | Meets |   | Masters |   |
|---------------|-------------------|---------------------|--------------|---|------------|---|-------|---|---------|---|
|               |                   |                     | #            | % | #          | % | #     | % | #       | % |

**English II**

**2020-21 English II STAAR Results**

| Student Group | # Students Tested | Average Scale Score | Did Not Meet | Approaches | Meets | Masters |
|---------------|-------------------|---------------------|--------------|------------|-------|---------|
|---------------|-------------------|---------------------|--------------|------------|-------|---------|

|  |  |  |   |   |   |   |   |   |   |   |
|--|--|--|---|---|---|---|---|---|---|---|
|  |  |  | # | % | # | % | # | % | # | % |
|--|--|--|---|---|---|---|---|---|---|---|

**2021-22 English II STAAR Results**

| Student Group | # Students Tested | Average Scale Score | Did Not Meet |   | Approaches |   | Meets |   | Masters |   |
|---------------|-------------------|---------------------|--------------|---|------------|---|-------|---|---------|---|
|               |                   |                     | #            | % | #          | % | #     | % | #       | % |

**2022-23 English II STAAR Results**

| Student Group | # Students Tested | Average Scale Score | Did Not Meet |   | Approaches |   | Meets |   | Masters |   |
|---------------|-------------------|---------------------|--------------|---|------------|---|-------|---|---------|---|
|               |                   |                     | #            | % | #          | % | #     | % | #       | % |

**Mathematics**

**2020-21 Mathematics STAAR Results**

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet |    | Approaches |    | Meets |    | Masters |    |
|---------------|-------------|-------------------|---------------------|--------------|----|------------|----|-------|----|---------|----|
|               |             |                   |                     | #            | %  | #          | %  | #     | %  | #       | %  |
| All Students  | 6           | 40                | 1701                | 5            | 13 | 35         | 88 | 23    | 58 | 17      | 43 |
|               | 7           | 44                | 1657                | 12           | 27 | 32         | 73 | 18    | 41 | 6       | 14 |
|               | 8           | 32                | 1723                | 3            | 9  | 29         | 91 | 21    | 66 | 3       | 9  |
| All Students  | 6           | 53                | 1699                | 7            | 13 | 46         | 87 | 34    | 64 | 16      | 30 |
|               | 7           | 47                | 1718                | 6            | 13 | 41         | 87 | 26    | 55 | 16      | 34 |
|               | 8           | 38                | 1752                | 2            | 5  | 36         | 95 | 27    | 71 | 10      | 26 |
| All Students  | 6           | 40                | 1819                | 2            | 5  | 38         | 95 | 27    | 68 | 11      | 28 |
|               | 7           | 56                | 1833                | 7            | 13 | 49         | 88 | 33    | 59 | 12      | 21 |
|               | 8           | 33                | 1866                | 6            | 18 | 27         | 82 | 18    | 55 | 7       | 21 |

**2020-21 Mathematics STAAR Results**

| Student Group                    |             |                   |                     |              |    |            |    |       |    |         |    |
|----------------------------------|-------------|-------------------|---------------------|--------------|----|------------|----|-------|----|---------|----|
|                                  | Grade Level | # Students Tested | Average Scale Score | Did Not Meet |    | Approaches |    | Meets |    | Masters |    |
|                                  |             |                   |                     | #            | %  | #          | %  | #     | %  | #       | %  |
| Hispanic/Latino                  | 6           | 23                | 1637                | 3            | 13 | 20         | 87 | 10    | 43 | 6       | 26 |
|                                  | 7           | 26                | 1633                | 9            | 35 | 17         | 65 | 8     | 31 | 2       | 8  |
|                                  | 8           | 16                | 1670                | 3            | 19 | 13         | 81 | 8     | 50 | 0       | 0  |
| Hispanic/Latino                  | 6           | 37                | 1687                | 5            | 14 | 32         | 86 | 23    | 62 | 9       | 24 |
|                                  | 7           | 25                | 1645                | 5            | 20 | 20         | 80 | 10    | 40 | 4       | 16 |
|                                  | 8           | 25                | 1722                | 2            | 8  | 23         | 92 | 16    | 64 | 4       | 16 |
| Hispanic/Latino                  | 6           | 16                | 1767                | 1            | 6  | 15         | 94 | 9     | 56 | 2       | 13 |
|                                  | 7           | 37                | 1819                | 5            | 14 | 32         | 86 | 19    | 51 | 7       | 19 |
|                                  | 8           | 23                | 1839                | 6            | 26 | 17         | 74 | 11    | 48 | 3       | 13 |
| American Indian or Alaska Native | 6           | 0                 |                     |              |    |            |    |       |    |         |    |
|                                  | 7           | 0                 |                     |              |    |            |    |       |    |         |    |
|                                  | 8           | 0                 |                     |              |    |            |    |       |    |         |    |
| American Indian or Alaska Native | 6           | 0                 |                     |              |    |            |    |       |    |         |    |
|                                  | 7           | 0                 |                     |              |    |            |    |       |    |         |    |
|                                  | 8           | 0                 |                     |              |    |            |    |       |    |         |    |
| American Indian or Alaska Native | 6           | 0                 |                     |              |    |            |    |       |    |         |    |
|                                  | 7           | 0                 |                     |              |    |            |    |       |    |         |    |
|                                  | 8           | 0                 |                     |              |    |            |    |       |    |         |    |
| Asian                            | 6           | 0                 |                     |              |    |            |    |       |    |         |    |
|                                  | 7           | 0                 |                     |              |    |            |    |       |    |         |    |
| Black or African American        | 6           | 0                 |                     |              |    |            |    |       |    |         |    |
|                                  | 7           | 0                 |                     |              |    |            |    |       |    |         |    |

|   |   |   |  |  |  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|--|--|
|   | 8 | 0 |  |  |  |  |  |  |  |  |  |
| Black or African American                 | 6 | 0 |  |  |  |  |  |  |  |  |  |
|   | 7 | 0 |  |  |  |  |  |  |  |  |  |
|   | 8 | 0 |  |  |  |  |  |  |  |  |  |
| Black or African American                 | 6 | 1 |  |  |  |  |  |  |  |  |  |
|   | 7 | 0 |  |  |  |  |  |  |  |  |  |
|   | 8 | 0 |  |  |  |  |  |  |  |  |  |
| Native Hawaiian or Other Pacific Islander | 6 | 0 |  |  |  |  |  |  |  |  |  |
|   | 7 | 0 |  |  |  |  |  |  |  |  |  |

**2020-21 Mathematics STAAR Results**

| Student Group     | Grade Level | # Students Tested | Average Scale Score | Did Not Meet |    | Approaches |     | Meets |    | Masters |    |
|-------------------|-------------|-------------------|---------------------|--------------|----|------------|-----|-------|----|---------|----|
|                   |             |                   |                     | #            | %  | #          | %   | #     | %  | #       | %  |
|                   |             |                   |                     |              |    |            |     |       |    |         |    |
| White             | 6           | 17                | 1786                | 2            | 12 | 15         | 88  | 13    | 76 | 11      | 65 |
|                   | 7           | 18                | 1690                | 3            | 17 | 15         | 83  | 10    | 56 | 4       | 22 |
|                   | 8           | 16                | 1775                | 0            | 0  | 16         | 100 | 13    | 81 | 3       | 19 |
| White             | 6           | 16                | 1729                | 2            | 13 | 14         | 88  | 11    | 69 | 7       | 44 |
|                   | 7           | 22                | 1801                | 1            | 5  | 21         | 95  | 16    | 73 | 12      | 55 |
|                   | 8           | 12                | 1813                | 0            | 0  | 12         | 100 | 10    | 83 | 6       | 50 |
| White             | 6           | 22                | 1861                | 0            | 0  | 22         | 100 | 17    | 77 | 8       | 36 |
|                   | 7           | 19                | 1862                | 2            | 11 | 17         | 89  | 14    | 74 | 5       | 26 |
|                   | 8           | 10                | 1927                | 0            | 0  | 10         | 100 | 7     | 70 | 4       | 40 |
| Two or More Races | 6           | 0                 |                     |              |    |            |     |       |    |         |    |
|                   | 7           | 0                 |                     |              |    |            |     |       |    |         |    |
|                   | 8           | 0                 |                     |              |    |            |     |       |    |         |    |
| Two or More       | 6           | 0                 |                     |              |    |            |     |       |    |         |    |

|                   |   |   |  |  |  |  |  |  |  |  |  |
|-------------------|---|---|--|--|--|--|--|--|--|--|--|
| Races             | 7 | 0 |  |  |  |  |  |  |  |  |  |
|                   | 8 | 1 |  |  |  |  |  |  |  |  |  |
| Two or More Races | 6 | 1 |  |  |  |  |  |  |  |  |  |
|                   | 7 | 0 |  |  |  |  |  |  |  |  |  |
|                   | 8 | 0 |  |  |  |  |  |  |  |  |  |

**2020-21 Mathematics STAAR Results**

| Student Group              | Grade Level | # Students Tested | Average Scale Score | Did Not Meet               |    | Approaches |      | Meets |    | Masters |    |
|----------------------------|-------------|-------------------|---------------------|----------------------------|----|------------|------|-------|----|---------|----|
|                            |             |                   |                     | #                          | %  | #          | %    | #     | %  | #       | %  |
|                            |             |                   |                     | Economically Disadvantaged | 6  | 19         | 1668 | 2     | 11 | 17      | 89 |
|                            | 7           | 29                | 1637                | 10                         | 34 | 19         | 66   | 10    | 34 | 2       | 7  |
|                            | 8           | 20                | 1701                | 3                          | 15 | 17         | 85   | 11    | 55 | 1       | 5  |
| Economically Disadvantaged | 6           | 31                | 1693                | 5                          | 16 | 26         | 84   | 20    | 65 | 7       | 23 |
|                            | 7           | 19                | 1677                | 3                          | 16 | 16         | 84   | 8     | 42 | 5       | 26 |
|                            | 8           | 24                | 1725                | 2                          | 8  | 22         | 92   | 15    | 63 | 5       | 21 |
| Economically Disadvantaged | 6           | 20                | 1752                | 2                          | 10 | 18         | 90   | 10    | 50 | 2       | 10 |
|                            | 7           | 38                | 1818                | 6                          | 16 | 32         | 84   | 19    | 50 | 8       | 21 |
|                            | 8           | 21                | 1828                | 6                          | 29 | 15         | 71   | 8     | 38 | 2       | 10 |
| Limited English Proficient | 6           | 8                 | 1673                | 1                          | 13 | 7          | 88   | 5     | 63 | 4       | 50 |
|                            | 7           | 8                 | 1573                | 5                          | 63 | 3          | 38   | 1     | 13 | 0       | 0  |
|                            | 8           | 4                 |                     |                            |    |            |      |       |    |         |    |
| Limited English Proficient | 6           | 17                | 1665                | 4                          | 24 | 13         | 76   | 9     | 53 | 3       | 18 |
|                            | 7           | 10                | 1673                | 1                          | 10 | 9          | 90   | 4     | 40 | 3       | 30 |
|                            | 8           | 8                 | 1689                | 1                          | 13 | 7          | 88   | 4     | 50 | 1       | 13 |
| Limited English Proficient | 6           | 5                 | 1787                | 0                          | 0  | 5          | 100  | 3     | 60 | 1       | 20 |
|                            | 7           | 16                | 1782                | 4                          | 25 | 12         | 75   | 8     | 50 | 2       | 13 |

|                   |   |    |      |   |    |    |    |    |    |   |    |
|-------------------|---|----|------|---|----|----|----|----|----|---|----|
|                   | 8 | 7  | 1859 | 1 | 14 | 6  | 86 | 5  | 71 | 1 | 14 |
| Special Education | 6 | 3  |      |   |    |    |    |    |    |   |    |
|                   | 7 | 8  | 1575 | 6 | 75 | 2  | 25 | 1  | 13 | 1 | 13 |
|                   | 8 | 3  |      |   |    |    |    |    |    |   |    |
| Special Education | 6 | 8  | 1566 | 4 | 50 | 4  | 50 | 3  | 38 | 0 | 0  |
|                   | 7 | 4  |      |   |    |    |    |    |    |   |    |
|                   | 8 | 6  | 1631 | 1 | 17 | 5  | 83 | 1  | 17 | 0 | 0  |
| Special Education | 6 | 4  |      |   |    |    |    |    |    |   |    |
|                   | 7 | 9  | 1669 | 5 | 56 | 4  | 44 | 0  | 0  | 0 | 0  |
|                   | 8 | 4  |      |   |    |    |    |    |    |   |    |
| At-Risk           | 6 | 28 | 1648 | 6 | 21 | 22 | 79 | 14 | 50 | 4 | 14 |
|                   | 7 | 27 | 1644 | 5 | 19 | 22 | 81 | 9  | 33 | 5 | 19 |

**Algebra I**

**2020-21 Algebra I STAAR Results**

| Student Group | # Students Tested | Average Scale Score | Did Not Meet |   | Approaches |   | Meets |   | Masters |   |
|---------------|-------------------|---------------------|--------------|---|------------|---|-------|---|---------|---|
|               |                   |                     | #            | % | #          | % | #     | % | #       | % |

**2021-22 Algebra I STAAR Results**

| Student Group | # Students Tested | Average Scale Score | Did Not Meet |   | Approaches |     | Meets |     | Masters |     |
|---------------|-------------------|---------------------|--------------|---|------------|-----|-------|-----|---------|-----|
|               |                   |                     | #            | % | #          | %   | #     | %   | #       | %   |
| All Students  | 5                 | 4836                | 0            | 0 | 5          | 100 | 5     | 100 | 5       | 100 |

**2022-23 Algebra I STAAR Results**

| Student Group              | # Students Tested | Average Scale Score | Did Not Meet |   | Approaches |     | Meets |     | Masters |     |
|----------------------------|-------------------|---------------------|--------------|---|------------|-----|-------|-----|---------|-----|
|                            |                   |                     | #            | % | #          | %   | #     | %   | #       | %   |
| All Students               | 15                | 4880                | 0            | 0 | 15         | 100 | 15    | 100 | 14      | 93  |
| White                      | 12                | 4953                | 0            | 0 | 12         | 100 | 12    | 100 | 12      | 100 |
| Economically Disadvantaged | 5                 | 4727                | 0            | 0 | 5          | 100 | 5     | 100 | 4       | 80  |

**Science**

| 2020-21 Science STAAR Results |             |                   |                     |              |    |            |    |       |    |         |    |
|-------------------------------|-------------|-------------------|---------------------|--------------|----|------------|----|-------|----|---------|----|
| Student Group                 | Grade Level | # Students Tested | Average Scale Score | Did Not Meet |    | Approaches |    | Meets |    | Masters |    |
|                               |             |                   |                     | #            | %  | #          | %  | #     | %  | #       | %  |
|                               | 8           | 36                | 3925                | 6            | 17 | 30         | 83 | 15    | 42 | 5       | 14 |
|                               | 8           | 17                | 3792                | 4            | 24 | 13         | 76 | 3     | 18 | 2       | 12 |
|                               | 8           | 0                 |                     |              |    |            |    |       |    |         |    |
|                               | 8           | 0                 |                     |              |    |            |    |       |    |         |    |
|                               | 8           | 19                | 4044                | 2            | 11 | 17         | 89 | 12    | 63 | 3       | 16 |
|                               | 8           | 0                 |                     |              |    |            |    |       |    |         |    |
|                               | 8           | 20                | 3863                | 4            | 20 | 16         | 80 | 6     | 30 | 2       | 10 |
|                               | 8           | 4                 |                     |              |    |            |    |       |    |         |    |
|                               | 8           | 3                 |                     |              |    |            |    |       |    |         |    |

| 2021-22 Science STAAR Results |             |                   |                     |              |    |            |    |       |    |         |    |
|-------------------------------|-------------|-------------------|---------------------|--------------|----|------------|----|-------|----|---------|----|
| Student Group                 | Grade Level | # Students Tested | Average Scale Score | Did Not Meet |    | Approaches |    | Meets |    | Masters |    |
|                               |             |                   |                     | #            | %  | #          | %  | #     | %  | #       | %  |
|                               | 8           | 43                | 4004                | 5            | 12 | 38         | 88 | 22    | 51 | 6       | 14 |
|                               | 8           | 27                | 3922                | 5            | 19 | 22         | 81 | 13    | 48 | 2       | 7  |
|                               | 8           | 0                 |                     |              |    |            |    |       |    |         |    |



|  |   |    |      |   |    |    |     |    |    |   |    |
|--|---|----|------|---|----|----|-----|----|----|---|----|
|  | 8 | 0  |      |   |    |    |     |    |    |   |    |
|  | 8 | 15 | 4118 | 0 | 0  | 15 | 100 | 8  | 53 | 3 | 20 |
|  | 8 | 1  |      |   |    |    |     |    |    |   |    |
|  | 8 | 26 | 3892 | 5 | 19 | 21 | 81  | 11 | 42 | 2 | 8  |
|  | 8 | 8  | 3659 | 3 | 38 | 5  | 63  | 1  | 13 | 0 | 0  |
|  | 8 | 7  | 3793 | 2 | 29 | 5  | 71  | 2  | 29 | 1 | 14 |

**2022-23 Science STAAR Results**

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet |    | Approaches |    | Meets |    | Masters |    |
|---------------|-------------|-------------------|---------------------|--------------|----|------------|----|-------|----|---------|----|
|               |             |                   |                     | #            | %  | #          | %  | #     | %  | #       | %  |
|               |             |                   |                     | 8            | 48 | 4192       | 4  | 8     | 44 | 92      | 26 |
| 8             | 26          | 3925              | 4                   | 15           | 22 | 85         | 10 | 38    | 1  | 4       |    |
| 8             | 0           |                   |                     |              |    |            |    |       |    |         |    |
| 8             | 0           |                   |                     |              |    |            |    |       |    |         |    |
| 8             | 22          | 4507              | 0                   | 0            | 22 | 100        | 16 | 73    | 11 | 50      |    |
| 8             | 0           |                   |                     |              |    |            |    |       |    |         |    |
| 8             | 26          | 3982              | 3                   | 12           | 23 | 88         | 10 | 38    | 3  | 12      |    |
| 8             | 9           | 4009              | 0                   | 0            | 9  | 100        | 3  | 33    | 1  | 11      |    |
| 8             | 4           |                   |                     |              |    |            |    |       |    |         |    |

**Biology**

**2020-21 Biology STAAR Results**

| Student Group | # Students Tested | Average Scale Score | Did Not Meet |   | Approaches |   | Meets |   | Masters |   |
|---------------|-------------------|---------------------|--------------|---|------------|---|-------|---|---------|---|
|               |                   |                     | #            | % | #          | % | #     | % | #       | % |

**2021-22 Biology STAAR Results**

| Student Group | # Students Tested | Average Scale Score | Did Not Meet | Approaches | Meets | Masters |
|---------------|-------------------|---------------------|--------------|------------|-------|---------|
|---------------|-------------------|---------------------|--------------|------------|-------|---------|

|  |  |  |   |   |   |   |   |   |   |   |
|--|--|--|---|---|---|---|---|---|---|---|
|  |  |  | # | % | # | % | # | % | # | % |
|--|--|--|---|---|---|---|---|---|---|---|

**2022-23 Biology STAAR Results**

| Student Group | # Students Tested | Average Scale Score | Did Not Meet |   | Approaches |   | Meets |   | Masters |   |
|---------------|-------------------|---------------------|--------------|---|------------|---|-------|---|---------|---|
|               |                   |                     | #            | % | #          | % | #     | % | #       | % |

**Social Studies**

**2020-21 Social Studies STAAR Results**

| Student Group                    | Grade Level | # Students Tested | Average Scale Score | Did Not Meet |    | Approaches |    | Meets |    | Masters |    |
|----------------------------------|-------------|-------------------|---------------------|--------------|----|------------|----|-------|----|---------|----|
|                                  |             |                   |                     | #            | %  | #          | %  | #     | %  | #       | %  |
| All Students                     | 8           | 35                | 3815                | 8            | 23 | 27         | 77 | 11    | 31 | 4       | 11 |
| Hispanic/Latino                  | 8           | 17                | 3661                | 7            | 41 | 10         | 59 | 3     | 18 | 1       | 6  |
| American Indian or Alaska Native | 8           | 0                 |                     |              |    |            |    |       |    |         |    |
| Black or African American        | 8           | 0                 |                     |              |    |            |    |       |    |         |    |
| White                            | 8           | 18                | 3960                | 1            | 6  | 17         | 94 | 8     | 44 | 3       | 17 |
| Two or More Races                | 8           | 0                 |                     |              |    |            |    |       |    |         |    |
| Economically Disadvantaged       | 8           | 20                | 3752                | 7            | 35 | 13         | 65 | 6     | 30 | 1       | 5  |
| Limited English Proficient       | 8           | 4                 |                     |              |    |            |    |       |    |         |    |
| Special Education                | 8           | 3                 |                     |              |    |            |    |       |    |         |    |

**2021-22 Social Studies STAAR Results**

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet |   | Approaches |   | Meets |   | Masters |   |
|---------------|-------------|-------------------|---------------------|--------------|---|------------|---|-------|---|---------|---|
|               |             |                   |                     | #            | % | #          | % | #     | % | #       | % |

|                                     |   |    |      |    |    |    |    |    |    |   |    |
|-------------------------------------|---|----|------|----|----|----|----|----|----|---|----|
| All Students                        | 8 | 43 | 3872 | 12 | 28 | 31 | 72 | 19 | 44 | 7 | 16 |
| Hispanic/<br>Latino                 | 8 | 27 | 3786 | 11 | 41 | 16 | 59 | 10 | 37 | 4 | 15 |
| American Indian or<br>Alaska Native | 8 | 0  |      |    |    |    |    |    |    |   |    |
| Black or African<br>American        | 8 | 0  |      |    |    |    |    |    |    |   |    |
| White                               | 8 | 15 | 4001 | 1  | 7  | 14 | 93 | 8  | 53 | 2 | 13 |
| Two or More Races                   | 8 | 1  |      |    |    |    |    |    |    |   |    |
| Economically<br>Disadvantaged       | 8 | 26 | 3780 | 10 | 38 | 16 | 62 | 9  | 35 | 4 | 15 |
| Limited English<br>Proficient       | 8 | 8  | 3367 | 6  | 75 | 2  | 25 | 0  | 0  | 0 | 0  |
| Special Education                   | 8 | 7  | 3649 | 5  | 71 | 2  | 29 | 2  | 29 | 2 | 29 |

**2022-23 Social Studies STAAR Results**

| Student Group                       | Grade Level | # Students Tested | Average<br>Scale<br>Score | Did Not Meet |    | Approaches |    | Meets |    | Masters |    |
|-------------------------------------|-------------|-------------------|---------------------------|--------------|----|------------|----|-------|----|---------|----|
|                                     |             |                   |                           | #            | %  | #          | %  | #     | %  | #       | %  |
| All Students                        | 8           | 48                | 3755                      | 13           | 27 | 35         | 73 | 13    | 27 | 4       | 8  |
| Hispanic/<br>Latino                 | 8           | 26                | 3543                      | 11           | 42 | 15         | 58 | 3     | 12 | 1       | 4  |
| American Indian or<br>Alaska Native | 8           | 0                 |                           |              |    |            |    |       |    |         |    |
| Black or African<br>American        | 8           | 0                 |                           |              |    |            |    |       |    |         |    |
| White                               | 8           | 22                | 4006                      | 2            | 9  | 20         | 91 | 10    | 45 | 3       | 14 |
| Two or More Races                   | 8           | 0                 |                           |              |    |            |    |       |    |         |    |
| Economically<br>Disadvantaged       | 8           | 26                | 3529                      | 11           | 42 | 15         | 58 | 2     | 8  | 1       | 4  |
| Limited English<br>Proficient       | 8           | 9                 | 3653                      | 2            | 22 | 7          | 78 | 2     | 22 | 1       | 11 |
| Special Education                   | 8           | 4                 |                           |              |    |            |    |       |    |         |    |

## U.S History

### 2020-21 U.S. History STAAR Results

| Student Group | # Students Tested | Average Scale Score | Did Not Meet |   | Approaches |   | Meets |   | Masters |   |
|---------------|-------------------|---------------------|--------------|---|------------|---|-------|---|---------|---|
|               |                   |                     | #            | % | #          | % | #     | % | #       | % |
|               |                   |                     |              |   |            |   |       |   |         |   |

### 2021-22 U.S. History STAAR Results

| Student Group | # Students Tested | Average Scale Score | Did Not Meet |   | Approaches |   | Meets |   | Masters |   |
|---------------|-------------------|---------------------|--------------|---|------------|---|-------|---|---------|---|
|               |                   |                     | #            | % | #          | % | #     | % | #       | % |
|               |                   |                     |              |   |            |   |       |   |         |   |

### 2022-23 U.S. History STAAR Results

| Student Group | # Students Tested | Average Scale Score | Did Not Meet |   | Approaches |   | Meets |   | Masters |   |
|---------------|-------------------|---------------------|--------------|---|------------|---|-------|---|---------|---|
|               |                   |                     | #            | % | #          | % | #     | % | #       | % |
|               |                   |                     |              |   |            |   |       |   |         |   |

## Goals and Strategies

### Goal 1:

Farwell ISD will promote academic excellence for all students.

### Performance Objective 1:

Junior High curriculum, instruction and assessment alignment across the campus.

### Evaluation Data Source(s):

### Summative Evaluation:

Quickcheck, Benchmark, Interim, and STAAR/EOC results.

### Strategy/Activity 1

(1.1) Utilize the Book Whisperer, Mentoring Minds, Reading Plus, HMH Grades 6-8.(SW Element: 2.5)

### Timeline

Teachers use these resources daily.

### Person(s) Responsible/Monitor

Principal  
Teachers  
Library Assistant

### Strategy's Expected Result/Impact

Book Circulation,Interest in reading improves, STAAR Reading Results (SW Element: 2.5)

### Reviews

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 2**

(1.2) Administer benchmark or interim exams to all students in the core areas

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Curriculum Dir.  
Teachers

**Strategy's Expected Result/Impact**

Documented improvement and growth for all students on Interim benchmarks

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 3**

(1.3) Utilize TEKSRESOURCE system, DMAC, and Benchmarks or interims to better align instructional planning and teaching/learning strategies

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Curriculum Dir.  
Teachers

**Strategy's Expected Result/Impact**

Lesson Plan Development/Student Achievement

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 4**

(1.4) Research/Presentations/Debates regarding historical facts, events, cause and effect of the curriculum in the History TEKS. Curriculum targets vocabulary and timelines. (SW Element: 2.5)

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Curriculum Dir.  
Teachers

**Strategy's Expected Result/Impact**

Mastery of the History TEKS/Curriculum as evidenced by the results from teacher developed exams, benchmark exams, STAAR practice exams and the STAAR exam

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Objective 2:**

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

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

(2.1) Tutorials in all core classes in the morning before school and during BLUE period, as well as Homework Hour offered after school twice a week if needed.(SW Element: 2.5, 2.6)

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers

**Strategy's Expected Result/Impact**

Improved Core Class Daily Grades  
STAAR Results – Social Studies, Science, Math, Reading

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 2**

(2.2) Provide Reading Plus, Prodigy, and Get More Math to build skills of students performing below grade level by developing strategies targeting students specific learning gaps.(SW Element: 2.5)

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Instructional Coach  
Reading and SPED Teachers



**Strategy's Expected Result/Impact**

6 weeks grades, 3-week progress reports and attendance rate  
Decreased retention rates, failure rate, and a decrease in drop-outs.  
Build more confident readers.

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Source**

Local Funds

**Strategy/Activity 3**

(2.3) Use of the TEKS Resource System, DMAC, Mentoring Minds, and Lead4ward.

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
Instructional Coach

**Strategy's Expected Result/Impact**

Increased student performance based on various assessment results

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Strategy/Activity 4**

(2.4) Enrichment field trips, assemblies, and guest speakers in classrooms.(SW Element: 2.5)

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
Instructional Coach

**Strategy's Expected Result/Impact**

Increased awareness of relationship between curriculum and real world experiences.(SW Element: 2.5)

**Reviews**

Formative  
Summative

**Resources**

**Source**

Local Funds

**Objective 3:**

Farwell Junior High will provide appropriate services for students eligible to special programs including but not limited to: At-Risk, Economically Disadvantaged, Various Ethnic/Racial populations, LEP/Bilingual, Dyslexia, Homeless, 504, Head Start and G/T.

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

(3.1) Utilize Mentoring Minds Math(6) and ELAR, Algebraic Builders, Go Math, Get More Math, Quizlet, STAAR Master and academic vocabulary word walls to improve the math skills of all students at FJH (SW Element: 2.5)

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
Instructional Coach

**Strategy's Expected Result/Impact**

Increased student performance on assessments  
Improved student passing rates in Math and Reading

**Reviews**

**Formative**  
**Summative**

**Resources**

**Strategy/Activity 2**

(3.2) Provide G/T students with a continuum of learning experiences that lead to advanced level products and offer a Robotics class and competition opportunity.  
Encourage Campus- wide UIL participation when available (SW Element: 2.4, 2.5)

**Timeline**

**Person(s) Responsible/Monitor**

G/T Coordinator:  
Tanya Steinbock  
G/T certified classroom teachers,  
UIL Coordinator:  
Patti Johnson  
UIL coaches  
Robotics coach:  
Jana Perkins

**Strategy's Expected Result/Impact**

Student projects;

G/T Field trips,  
Communication between parents and teachers  
UIL Participation if available  
Placing and awards in UIL  
Robotics

**Reviews**

Formative  
Summative

**Resources**

Source

G/T

**Strategy/Activity 3**

(3.2) Provide Dyslexia related services (SW Element: 2.4, 2.5)

**Timeline**

**Person(s) Responsible/Monitor**

Dyslexia and 504 Coordinators

**Strategy's Expected Result/Impact**

Progress Tracker Reports, 504 Annual meetings

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**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.”

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

(4.1) Coordination and communication between regular Ed. Teachers and Sp. Ed teachers in instructing Sp. Ed. Students with IEP's by utilizing Google Docs and Google Sheets.

**Timeline**

**Person(s) Responsible/Monitor**

Teachers, Sp. Ed. Teacher; Principal, Instructional Coach

**Strategy's Expected Result/Impact**

ARD meeting attendance, classroom IEP documentation, ARD minutes, Coordinating Instructional Support

**Reviews**

Formative  
Summative

**Resources**

Source

SpEd

Source

Local Funds

**Objective 5:**

Address needs of Economically Disadvantaged , Homeless and Foster care students and various racial/ethnic groups through education and information provided by Region 16 and the school counselor.

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

Monitor students attendance, social-emotional well being, and address academic needs.

**Timeline**

**Person(s) Responsible/Monitor**

Principal, secretary, counselor, teachers

**Strategy's Expected Result/Impact**

Successful, resilient students.

**Reviews**

Formative  
Summative

**Resources**

**Goal 2:**

Farwell ISD will provide a safe and orderly school environment for all students to learn and develop.

**Performance Objective 1:**

Farwell ISD expectations for appropriate student behavior will be clearly communicated to all students and parents.

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

(1.1) Enforce the Student Code of Conduct, utilizing consistent discipline strategies, Capturing Kids Hearts Classroom Student Contracts, Student Shout-outs, Steer Blue Cards, Relationship building is a priority.

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
Paraprofessionals  
Instructional Coach

**Strategy's Expected Result/Impact**

Discipline Referrals  
Student/Parent Signatures on Contracts  
More confident students

**Reviews**

**Formative**  
**Summative**

**Resources**

## Strategy/Activity 2

(1.2) Red Ribbon Week to promote drug and alcohol abstinence, as well as utilizing first responders and law enforcement officers to address areas of concern students face in social situations. Storychangers to promote student leadership and student self confidence.

### Timeline

#### Person(s) Responsible/Monitor

Principal  
Counselor  
School Nurse  
Student Council

#### Strategy's Expected Result/Impact

Student Participation  
Sign-Up Sheets  
Drug Awareness Activities  
Guest Speakers

### Reviews

Formative  
Summative

#### Resources

Source

Local Funds

## Strategy/Activity 3

(1.3) Classroom instruction will be improved by utilizing uniform classroom expectations campus wide.

### Timeline

#### Person(s) Responsible/Monitor

Teachers  
Principal



**Strategy's Expected Result/Impact**

Walk through data, T-TESS, reduced disciplined referrals

**Reviews**

**Formative  
Summative**

**Resources**

**Description**

Walk through data, T-TESS, reduced disciplined referrals

**Strategy/Activity 4**

(1.4) Provide incentives for perfect attendance including semester test exemption, and perfect attendance awards, early lunch each week for best attendance and a field trip at the end fo the school year.

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
JH Secretary

**Strategy's Expected Result/Impact**

Daily Attendance records, ADA, Student Assessment performance

**Reviews**

**Formative  
Summative**

**Resources**

**Source**

Local Funds

**Strategy/Activity 5**

(1.5) Develop student citizenship by providing opportunities for them to give back to the community.

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers

**Strategy's Expected Result/Impact**

Amount Collected in the following:  
Canned Food Drive  
Change War

**Reviews**

Formative  
Summative

**Resources**

**Objective 2:**

The campus will develop programs and strategies to respond to emergencies effectively.

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

(2.1) Staff Development – Farwell ISD Emergency Activation Plan

**Timeline**

**Person(s) Responsible/Monitor**

Principal

Safety Committee

**Strategy's Expected Result/Impact**

Staff Attendance Sheet  
Successful Crisis Drills

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 2**

Provide support and guidance regarding suicide prevention, conflict resolution, violence prevention/intervention, dating violence and bullying/harrassment.

**Timeline**

**Person(s) Responsible/Monitor**

School counselor, principal, teachers

**Strategy's Expected Result/Impact**

Provide support and education to staff, students and parents in order to build a healthy home/school environment.

**Reviews**

Formative  
Summative

**Resources**

**Goal 3:**

Farwell ISD will continue to foster and improve parent/community relations.

**Performance Objective 1:**

A variety of communication techniques will be utilized to keep parents and community members informed about school programs and activities.

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

(1.1) Junior High - Title 1 Parent Meeting offered at flexible dates and times so as many parents can attend as possible. (SW Element: 3.2)

**Timeline**

August 15-16, 2022, October 8, 2021, February 24, 2023

**Person(s) Responsible/Monitor**

Principal  
Teachers

**Strategy's Expected Result/Impact**

Parent Sign-In Sheets

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

## Strategy/Activity 2

(1.2) Parent Conference Days –Release of students for conferencing about report cards, student progress and attendance

### Timeline

### Person(s) Responsible/Monitor

Principal  
Teachers  
Paraprofessionals

### Strategy's Expected Result/Impact

Parent Sign-In Sheets

### Reviews

Formative  
Summative

### Resources

Source

Local Funds

## Strategy/Activity 3

(1.3) Issue Student Progress Reports – Every third week of each six weeks and documentation of parent contact regarding student progress and attendance

### Timeline

### Person(s) Responsible/Monitor

Principal  
Teachers

### Strategy's Expected Result/Impact

Teacher documentation of parent contact

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 4**

(1.4) 6th grade Orientation – introduce parents and students to the Junior High

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers

**Strategy's Expected Result/Impact**

Parent Sign-In Sheets

**Reviews**

Formative  
Summative

**Resources**

**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.

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

(2.1) Promote parent/community involvement through: Rotary Student of the Month, Pep Rallies, FFA Activities, Parent/Teacher Conferences, Awards Assemblies, Band/Athletics, UIL, Spring Talent Show, Family night, Art show and Lady Blue/Steer supper and ice cream, and parents on field trips. Involve parents and community members in the development and revision of the Parent and Family Engagement Policy and Campus Improvement Plan. The PFE policy will be distributed to parents in August during registration and the fall Title 1 meetings. Parents will be notified on how to access the CIP through communication in the Farwell ISD Student Handbook and at Title I meetings throughout the year. (SW Element 2.1, 3.1)

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
Coaches

**Strategy's Expected Result/Impact**

Increased parental/community involvement in school activities

**Reviews**

Formative  
Summative

**Resources**

**Goal 4:**

Provide Farwell ISD students with a strong, progressive, and quality education by way of a highly qualified staff.

**Performance Objective 1:**

Farwell Junior High administration will ensure that effective teachers and highly qualified paraprofessionals as mandated by state and federal mandates will teach all students.

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

(1.1) Hiring highly qualified staff according to ESSA guidelines

**Timeline**

**Person(s) Responsible/Monitor**

Superintendent  
Principal

**Strategy's Expected Result/Impact**

Principal Attestation of Highly Qualified Staff

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Objective 2:**



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

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

(2.1) Developing a campus-wide professional development plan based upon needs identified through disaggregated student data.

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
Paraprofessionals

**Strategy's Expected Result/Impact**

Certificates of completion of PD  
Sign-In Sheets  
Increased student performance based on various assessment results

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 2**

(2.2) Staff development activities for identifying, intervention, assessing needs, planning, modifying, tutor/remediate, and serving students' needs.(SW Element: 2.4, 2.6)

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
SCE  
ESC-16

**Strategy's Expected Result/Impact**

Increased student performance based on various assessment results, fewer dropouts, fewer student retentions, higher attendance and graduation rates

**Reviews**

Formative  
Summative

**Resources**

Source

Comp. Ed.

**Goal 5:**

Progressive and innovative technology will be integrated throughout the District to enhance student achievement.

**Performance Objective 1:**

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

(5.1) Utilize Smart TV's to promote student learning and improve instruction

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers

**Strategy's Expected Result/Impact**

Student assessment data, walk-throughs

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Strategy/Activity 2**

(5.2) Utilize DMAC Mobile Technology for Classroom Walk-Through's

**Timeline**

**Person(s) Responsible/Monitor**

Principal

**Strategy's Expected Result/Impact**

Increased student performance based on various assessment results

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 3**

(5.3) Utilize Computer labs and Computers on Wheels for classroom projects and instruction as well as the video conference room

**Timeline**

**Person(s) Responsible/Monitor**

Teachers  
Principal

**Strategy's Expected Result/Impact**

Daily lesson plans, student work and assessment data

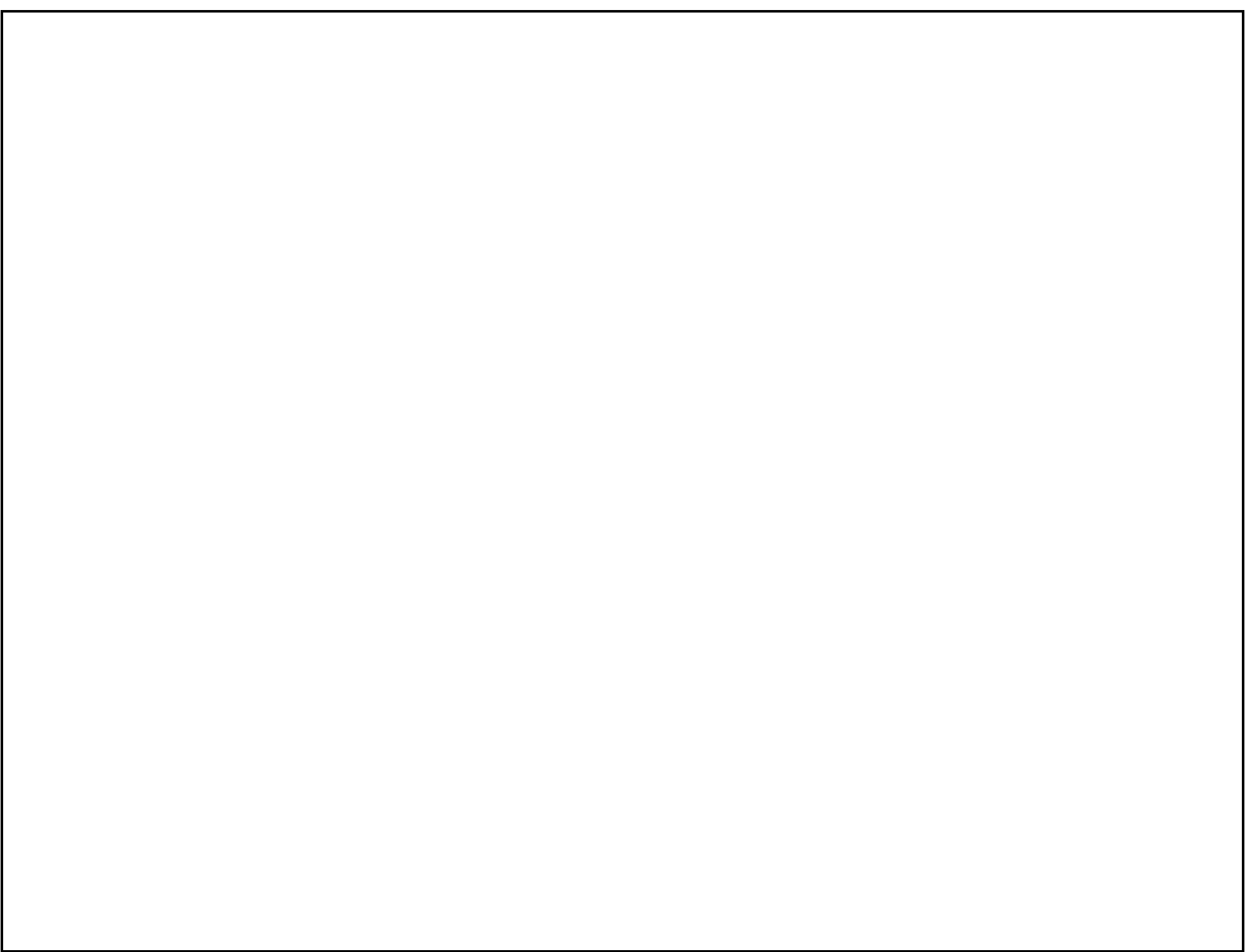
**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds



**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.

Farwell ISD will promote academic excellence for all students.

**Performance Objective 1:**

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

(6.1) Monitor student attendance and communication of attendance and progress to parents and students through phone conversations, letters to parents and personal conferences

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
Campus Improvement Team (CIT)

**Strategy's Expected Result/Impact**

Increased student performance based on various assessment results  
Teacher documentation of parent contact

**Reviews**

**Formative  
Summative**

**Resources**

Source

Local Funds

**Strategy/Activity 2**

(6.2) Progress report schedules developed and given to parents during our registration and Title I parent meeting

**Timeline**

**Person(s) Responsible/Monitor**

Principal

**Strategy's Expected Result/Impact**

Documentation of such event and teacher documentation of parent contact at the end of each progress report time.

**Reviews**

**Formative  
Summative**

**Resources**

Source

Local Funds

**Strategy/Activity 3**

(6.3) Provide tutorials for students who have failed or are at-risk of failing academic courses. Staff tutorial schedule created and presented to parents during registration and Title I parent meetings.

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers

**Strategy's Expected Result/Impact**

Documentation of such event  
Student sign-in sheets for tutorials

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds



**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.

**Performance Objective 1:**

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

(7.1) Transportation requests

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Transportation Manager

**Strategy's Expected Result/Impact**

Transportation requests will be used to transport students to and from activities.

**Reviews**

**Formative**  
**Summative**

**Resources**

**Strategy/Activity 2**

(7.2) Work orders

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Maintenance Staff

**Strategy's Expected Result/Impact**

Staff members will utilize work orders to communicate with maintenance in order to keep the facilities safe and provide an environment conducive to learning.

**Reviews**

Formative  
Summative

**Resources**

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

**Allocations by Funding Source**

**Funding Source**

**Amount**

**Balance**

**Expenditures by Funding Source**

**Funding Source**

**Amount**

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

**Budget Reference**

**Amount**

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type and Funding Source**

**Budget Reference**

**Funding Source**

**Amount**