

# 2022-23 District Improvement Plan

## Accountability Rating: 2022 B

<b>District Name</b>	Farwell Independent School District
<b>Address</b>	805 Ave. G Farwell, TX 79325
<b>District ID</b>	4819110
<b>Superintendent</b>	Colby Waldrop
<b>Date of School Board Approval</b>	4/13/2023

## 2022-23 District Site-Based Committee

Name	Position	Committee Role
Nancijane Hilling	Teacher	Teacher
Eric Chadwick	Teacher	Teacher
Karen Schilling	Testing coordinator	Teacher
Allison Actkinson	Teacher	Teacher
Shane Perkins	Athletic Director	Teacher
Patty Johnson	Teacher	Teacher
Cassidy Martin	Teacher	Teacher
Loree Haseloff	Counselor	Teacher
Keila Morris	Teacher	Teacher
Kim Nichols	Teacher	Teacher
Amy Barnes	Teacher	Teacher
Lester Ball	Parent	Parent
Linda Hardy	Community Member	Community Member
Tanya Steinbock	Teacher	Teacher
Jana Perkins	Teacher	Teacher
Camilla Sharp	Teacher	Teacher

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## **Mission Statement**

“The mission of Farwell ISD is to provide quality instruction to all students so they will develop into responsible, adaptable, contributing citizens with caring attitudes. The district is responsible for helping all students achieve their fullest potential since all students can learn.

With this in mind, an objective-based curriculum continuum is utilized at all levels. It will include the faculty for ongoing evaluation and change in order to meet the evolving needs of students.”

## **Vision**

Farwell ISD 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**

Farwell ISD District Improvement Plan is located on line at [www.farwellschools.org](http://www.farwellschools.org) and in the Administration building. The plan is available in English and Spanish translation available upon request. Revision dates..2/27/2020..1/5/2021...1/6/2021...4/13/2022...6/20/2022...1/25/2023

## 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 Districtes 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 District 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
Title I	\$10,419.00

Subtotal of additional federal funds included for this school: \$10,419.00

State or Local Programs	Total Expenditure
SCE	\$1,400.00
State Funds	\$25,000.00

Subtotal of state or local funds included for this school: \$26,400.00

Total of federal, state, and/or local funds for this school: \$36,819.00

## Comprehensive Needs Assessment Summary

### Demographics

#### Overall Summary

- Based on our 2021-2022 TAPR Data, our student groups consist of 0.0% African American, 53.2% Hispanic, 45.8% White, 0.0% American Indian, 0.0% Asian, 0.2% Pacific Islander, 0.9% Two or More Races, and 49.6% Economically Disadvantaged.
- English Language Learners (EL) are 17.4% (State 21.7%); Students with Disciplinary Placements (2020-21) was 0.3%, and At-Risk students are 41.4% (State 53.5%). The Class of 2021 had 100% total graduates with 17.1% (State 8.6%) of these Special Education graduates. We had 36 or 87.8% (State 80.1%) of our students graduate on the Foundation HS Program (DLA) and 1 or 3.0% (State 4.3%) graduate on the Foundation Endorsement Program.

#### Summary of Strengths

What were the identified strengths?

- Our students and staff continue to be our greatest strength at Farwell ISD. With the diverse student and staff population that we serve, we are proud that 87.8% of our students (including Special Education) graduate on the Foundation HS Program (DLA), and this is well above the state average of 80.1%. 100% of our students graduated.

#### Summary of Needs

What were the identified needs?

- With the growing and increasingly diverse student demographics, Farwell ISD needs to continue to find ways to better meet the needs of all of our students that will ensure their continued success both while in school and after graduation. With a growing number of students considered EL, we must continue to look for ways to enhance English as a second language learning. Our Economically Disadvantaged population did decrease some down to 49.6%.

#### Priorities

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

English Language learners will be an area that will need to be stressed more in our Elementary campus. A Bi-Lingual reading specialist has been added to help in this area starting with the 2022-2023 school year.

### Student Achievement

#### Overall Summary



- Farwell ISD is focused on learning and the learning process. We strive to use progressive technology and advanced instructional techniques to meet the needs of engaging our student to create successful life-long learners who are future ready. Our mission is to be committed to excellence in everything that we do here at the school and for our staff and students.
- The district accountability summary, which rates the school on four different student performance standards, student achievement, student progress, closing performance gaps and postsecondary readiness. We have transitioned to the new A-F accountability system.
- The district is rated B. Meets Requirements.

**Summary of Strengths**

What were the identified strengths?

- The strengths for Farwell ISD in student achievement for 2021-2022 include the following areas:
- District-Postsecondary Readiness

Special Education Status--Meets requirements

**Summary of Needs**

What were the identified needs?

- Raw data from the recent STAAR/EOC Exams show that we need work in all four core subject areas and at all levels of testing. It appears that we continue to make improvement but are not where we want to be.
- District data indicates several areas needed for improvement:

- o Improve all content areas in Reading/ELA, Math, Science, and Social Studies with an intense focus in writing. All areas will focus on writing.
- o Target and improve Mathematics, Special Education, and English language learners sub groups, especially writing.
- o We will adjust the elementary schedule to allow more time for social studies and science instruction.
- We will continue to improve in overall performance on all STAAR and EOC exams

**Priorities**

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

**School Culture and Climate**

**Overall Summary**

- In 2020-21, the district attendance rate was 96.2%, lower than the year before.

Farwell ISD Plan for Excellence - Continue to use this plan as a model for our future.

- Use data to show the needs of the district, the needs of our students, and why we need to be willing to change our approach.
- Determine our needs and willingness to develop our exceptional systems. Activities may include:
  - o develop a system to promote, enhance, and allow staff collaboration with main focus on student achievement;
  - o review our current data and develop a system of Goals for school culture and climate
  - o make sure TEKS are aligned and functional in all areas as our curriculum and standards;
  - o develop and/or review our system of assessments and review of the data;
  - o develop and/or review our structured response to intervention (RtI) program for each campus. While still using the Level 1, 2 and 3 Tiers, deemphasize the rigidity of the system, focusing on student needs more than their Tier level
- Continue to promote college readiness for all students
  - o develop information sheets to give the teacher information about their college to share with class;
  - o write letters to college announcing the adoption and asking for a school flag to post over door and anything else they are willing to send. Try to get them to adopt us back;
- Posters with the school mission statement were posted in all buildings during the 2015-16 school 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 District, including how federal and state program funds will be used?

### Staff Quality/Professional Development

### Overall Summary

- The teaching staff of Farwell ISD continues to strengthen skills through the use of innovative technologies, scientifically-based research, and best practices to improve instruction.
- The district will continue to provide high-quality, sustained, timely, and on-going professional development and opportunities for teacher collaboration of vertical and horizontal alignment through scheduled collaboration meetings, before-and-after school trainings, and both online and summer trainings.
- Other important staff factors include:

- o Federal Highly Qualified standards have been eliminated
- o All teaching staff does not meet the 100% state certification standards. We plan to continue to only hire state certified staff when possible.

- o We will work with our current staff to insure that all of our staff are state certified by the end of each year.

- We have 111.9 total staff members.

- o 67 of these (59.9%) are Professional staff (State 64.1%)
- ? 60.2 (53.8%) are teachers (State 49.3%)
- ? 3.7 (3.3%) are professional support (State 10.7%)
- ? 1.1 (1.0%) are campus administrators (State 2.9%)
- ? 2.0 (1.8%) are central office (State 1.2%)
- o 23.9 of these (21.3%) are auxiliary staff (State 24.8%)

- o 21 of these (18.8%) are Educational Aides (State 11.1%).

- 74.7% of our teaching staff have Bachelors (State 72.6%); 25.3% Masters (25.2%); and 0.0% Doctorate (0.8%)

- Teaching staff years of experience:

- o 8.3% are beginning teachers (State 7.9%)
- o 6.6% have 1 to 5 years (State 26.7%)
- o 23.3% have 6 to 10 years (State 20.6%)
- o 33.8% have 11 to 20 years (State 28.6%)
- o 19.9% 21-30 years (State 13.2%)

8.1% over 30 years (State 2.9%)

- Teachers' average years of experience working in Farwell ISD is 6.7 years (State 7.2%).
- Turnover rate is 12.4% compared to the state rate of 17.7%.
- Class size averages 9.7 students per teacher, with 14.6 being the State average.
- Salary averages in the district:

- o Teachers, \$52,053 (State \$58,887)
- o Professional Support, \$50,443 (State \$69,505)
- o Campus Administration (School Leadership), \$78,890 (State \$84,990)
- o Central Administration \$86,210 (State \$112,797)

### Summary of Strengths

What were the identified strengths?

- Farwell ISD has an excellent balance of veteran and beginning teachers qualified staff.
- All of our paraprofessionals are state certified.
- All of our elementary teachers are ESL certified by the end of each year.
- Pay a loyalty/retention stipend
- Full time counselor, testing coordinators, and reading support teacher. Intend to add an additional counselor

### Summary of Needs

What were the identified needs?

- Our average salaries are well below the region and state averages.
- Continuity and longevity are keys to success if you are to have high quality staff members. Farwell ISD wants to continue improve its turnover rate.
- A high mobility rate due to economic forces often results in a loss of staff. Being a rural school district, Farwell ISD must improve its competitiveness with teacher salaries, benefits, etc. in order to attract and maintain a high quality, experienced workforce for our students.
- 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 (TExIS), DMAC data, the Lead Forward, and Stemscope.
- Through these venues, teachers need additional training in Instructional Delivery, RtI, GT, ESL strategies for ELPS, the new T-TESS lesson plans and 21st Century Skills.
- Math and Science teachers need additional support, intensive collaboration, and strengthened vertical alignment to improve indicators.
- Continue to use collaboration as a vehicle to enhance instruction and instruction methods that maximize student learning.
- We see a definite need for providing aides and teachers to go into the mainstream classroom to assist students with SPED, ESL and reading support.

### Priorities

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

### Curriculum, Instruction, Assessment

#### Overall Summary

##### School Improvement (SIP, Stage 1)

- The district has developed and revised the District Improvement Plan (DIP) in consultation with parents, school staff, and others through the District Site Based Decision Committee and Campus based Site Based Decision Committees. These committees meet several times through the school year and review testing data and monitor continuous school improvement.
- Some examples of activities in the district regarding Curriculum and Instruction:
  - o have continued to emphasize the use of the TEKS resource system this year and have provided training for teachers.
  - o Provides tutorials for struggling students;
  - o credit recovery;
  - o Revamped the RTI program
  - o adapted the calendar to minutes
  - o PLC meetings
  - o Provides three equivalency days for summer training
  - o ESL training for staff that need it

### 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 core content areas (K-12) of the district. Teachers are encouraged to use the TEKS Resource System and other exemplars in order to assist them in teaching at increasing levels of rigor and depth in their instruction.
- Common assessments through the TEKS Resource System and other assessments reviewed collaboratively by core teacher groups continue to develop a strong assessment program throughout the district.
- Six weeks and semester tests serve as opportunities to identify areas for struggling students that require additional student support and intervention.
- The expansion of the teacher's use of DMAC and data to drive instruction continue to improve.
- Teachers continue to work on interventions (RtI) and are working hard to bridge the achievement gap for all students. This common language and increasing awareness of the academic needs of our students continues to grow and to strengthen.

### Summary of Needs

What were the identified needs?

- In working with teacher groups, the district needs to continue to promote high quality of instruction, and assessments for all areas in order to increase student performance. The new state assessment system is more rigorous than past tests and will require changes and adjustments in teaching and learning in order for students to be successful.
- All subject areas 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 District, including how federal and state program funds will be used?

### Family and Community Involvement

### Overall Summary

- Farwell ISD believes in engaged parental and community involvement through a strong partnership with parents on both the campus and district levels.
- Although Farwell covers an extremely large geographic area, most of it rural, we are working to encourage, build, and strengthen stronger ties with our parents, families, and community. Through establishing and maintaining an effective, systemic, and comprehensive system for monitoring and evaluating parental and community involvement, the district believes that engaged parents will become our strong partners who feel welcome and participatory in the educational process for all children. This will take constant attention to develop relationships with parents and community in and outside of school.

### Summary of Strengths

What were the identified strengths?

- For parents, students, and community members, Farwell ISD uses the district website, campus facebook pages, notes home, and the myschoolway app to facilitate better communication and interaction among all stakeholders.
- Through the Parent Portal, parents have electronic, real-time access to their children’s grades, attendance data, and also easy access for continued communication with their children’s teachers.
- Farwell Elementary also enjoys a strong partnership with the Elementary PTO.
- The Secondary Booster Clubs (Ag, Band and Athletics) are established and seeks ways for continuous improvement.
- The district actively promotes Farwell ISD through the local media to increase community awareness.
- The Campus Site Based Committees meet regularly on the campuses to focus on improving instruction.
- A SHAC (School Health Advisory Council) is under the leadership of the school nurse.
- By continuing our partnership with South Plains College for the Dual Credit Programs, Farwell ISD continues to increase community awareness of changing graduation, college/work readiness, and preparedness for all students.
- Summer library time at the elementary and junior high has been successful.
- The annual Fall Festival is an area that can continue to improve our parental and community involvement for Farwell ISD.
- CATCH Family Night. (Coordinate and Advance to Child Health)
- Art Show/Band Concert

### Summary of Needs

What were the identified needs?

- The district and campuses need to improve efforts to publicize scheduled meetings, events, and activities that will improve parent, family, and community involvement.
- With a focus upon improved communication and collaboration with our parents and community through enhanced staff web pages, etc., the district and campuses need to provide more time for busy teachers to work on their individual pages with greater technology support.

### Priorities

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

## Programs

### Overall Summary

- The district is a Title I, State Compensatory, and Migrant Schoolwide District;
- One of our overarching goals will always be to coordinate local, state and federal dollars and programs to serve our entire student population, including SPED, Homelessness, Migrant, Title I and At-Risk Students, to provide the best possible opportunities.
- Farwell ISD has three campuses (Farwell Elementary, Farwell Middle School, and Farwell High School) and serves approximately 602 students (PreK-12).
- The district participates in the National School Lunch Program for students who qualify for free and reduced lunch;
- Farwell ISD is a single attendance area and the equitable distribution clause among campuses does not apply;
- The district received a "Superior Achievement" FIRST Financial Rating for 2021-2022.
- The district is rated "B"
- All district campuses do not have 100% State Certified Teachers but should by the end of the school year.
- STAAR/EOC scores are located in the Student Performance section of the plan;
- The district provides supplemental compensatory education services (or SCE) for at-risk students to increase academic achievement and to upgrade the entire regular education program;
- Title I, Part C Migrant Education IDR (Identification and Recruitment), PFS (Priority for Services), and MEP (Migrant Education Plan) plans are on file in the district.
- Farwell ISD also participates in a Shared Service Arrangement (SSA) with ESC 16 for CTE Carl Perkins Funds.
- Farwell ISD also participate in a Special Education Co-op with Friona ISD, Lazbuddie ISD and Bovina ISD to provide services for students in SPED.
- Initiatives that support student achievement include the following: TEKS Resource System; DMAC data disaggregation, common assessments with performance indicators; Response to Intervention (RtI); Reading Roundup (1st); technology integration in all classrooms; a credit recovery system; 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 students' academic progress;
- Use of Smart television technology;
- Use of the TEKS Resource System and T-TESS to guide teacher planning

### Summary of Needs

What were the identified needs?

- The development and use of common assessments in core content areas;
- Professional learning for all staff in best practices, differentiation, and other topics of interest;
- Improve targeted areas of mathematics, Special Education, and English language learners;
- More training for teachers and administrators in common assessments;
- More in depth training for teachers in technology integration in the classroom;
- Continued improvement in the areas of parental and community involvement;

**Priorities**

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

**Technology**

**Overall Summary**

- Farwell ISD 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 district believes that while maintaining and enhancing our current technology network is important, schools must play a part in equipping students, teachers, and the community to use all technologies efficiently. Our plan is continuously updated to keep up with the rapidly changing pace of technology in the district.
- While creating a vision for technology in our district, 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.
- We have embarked on a plan to expand the availability of technological devices for both students and teachers. The school district has a goal of increasing access to laptops by adding classrooms sets yearly when the budget allows.

**Summary of Strengths**

What were the identified strengths?

See separate technology plan for details.

**Summary of Needs**

What were the identified needs?

See separate technology plan for details.

**Priorities**



What are the priorities for the District, 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:

- District goals
- Campus goals
- TAPR data – longitudinal and current, including:
- Attendance data
- Dropout rate
- End-of-Course (EOC) Assessments results
- Class size data
- College Readiness Data
- Completion Rates / Graduation Rates
- PBMAS data
- The most recent STARR/EOC results
- SAT/ACT results
- Campus and/or district planning and decision making committee meeting discussions
- Campus and/or district leadership and/or department meetings
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or feedback
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Comprehensive Curriculum Analysis
- Evaluation of all special programs, including At-Risk, Homeless, Special Education, Migrant, ESL, 504, Dyslexia, G/T and CATE
- Analysis of current policies
- Evaluation of district staff issues including staff development, recruitment, teacher qualification/certification and personnel needs.
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- Student failure and/or retention rates
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Texas English Language Proficiency Assessment System (TELPAS) results
- Tobacco, alcohol, and other drug use data
- Texas STaR Chart
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- Response to Intervention (RtI) data
- TEA Accountability Summary
- TEA District Report Card data

## Student Performance Data

### Enrollment

Enrollment by Grade Level						
Grade Level	2019-20		2020-21		2021-22	
Early Education	1	0.2%	2	0.40%	2	0.30%
Pre-Kindergarten	19	3.5%	14	2.60%	28	4.80%
Kindergarten	35	6.4%	34	6.30%	55	9.40%
Grade 1	37	6.8%	34	6.30%	38	6.50%
Grade 2	37	6.8%	36	6.60%	38	6.50%
Grade 3	35	6.4%	42	7.70%	38	6.50%
Grade 4	44	8%	36	6.60%	45	7.70%
Grade 5	39	7.1%	47	8.70%	37	6.30%
Grade 6	50	9.1%	40	7.40%	52	8.80%
Grade 7	38	6.9%	42	7.70%	46	7.80%
Grade 8	40	7.3%	39	7.20%	41	7.00%
Grade 9	55	10%	43	7.90%	35	6.00%
Grade 10	38	6.9%	54	9.90%	42	7.10%
Grade 11	44	8%	36	6.60%	57	9.70%
Grade 12	36	6.6%	44	8.10%	34	5.80%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2019-20		2020-21		2021-22	
<b>All Students</b>	548	100%	543	100%	588	100%
<b>American Indian or Alaska Native</b>	0	0%	1	0.20%		%
<b>Asian</b>	0	0%	0	0.00%	1	0.20%
<b>Black or African American</b>	1	0.2%	0	0.00%		%
<b>Hispanic/Latino</b>	295	53.8%	310	57.10%	312	53.10%
<b>Native Hawaiian/Other Pacific</b>	0	0%	0	0.00%		%
<b>Two or More Races</b>	3	0.5%	2	0.40%	5	0.90%
<b>White</b>	249	45.4%	230	42.40%	270	45.90%
Economically Disadvantaged	319	58.2%	280	41.60%	290	49.30%
At-Risk	243	44.3%	239	44.00%	242	41.20%
English Language Learner	95	17.3%		%		%
Special Education	57	10.4%	22	4.10%	16	2.70%

### Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2018-19	2019-20	2020-21
All Students	97	99.3	96.2
Male	97	99.3	96.4
Female	97	99.2	95.9
Hispanic/Latino	97	99.3	96
White	97	99.3	96.4
Economically Disadvantaged	96.9	99.2	96.2
English Language Learner	97.6	99.4	96.4
Special Education	96.8	98.8	95.9
At-Risk	96.7	99.1	95.8

**Annual Dropout Rate**

<b>Student Group</b>	<b>Grade Level</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
All Students	7-8	0	0	
	9-12	0	0.6	
Male	7-8	0	0	
	9-12	0	0.9	
Female	7-8	0	0	
	9-12	0	0	
Hispanic/Latino	7-8	0	0	
	9-12	0	0	
White	7-8	0	0	
	9-12	0	1.1	
Economically Disadvantaged	7-8	0	0	
	9-12	0	0	
English Language Learner	7-8	0	0	
	9-12	0	0	
Special Education	7-8	0	0	
	9-12	0	5.3	
At-Risk	7-8	0	0	
	9-12	0	0	

**Annual and Total Graduates**

<b>Annual Graduates</b>						
<b>Subgroup</b>	<b>2018-19</b>		<b>2019-20</b>		<b>2020-21</b>	
All Students	33	100%	35	100%	41	100%
African American	0	0%	0	0.00%		%
Asian	0	0%	0	0.00%		%
Hispanic	18	54.5%	20	57.10%	22	53.70%
Two or More	0	0%	0	0.00%	1	2.40%
American Indian	0	0%	0	0.00%		%
Pacific Islander	0	0%	0	0.00%		%
White	15	45.5%	15	42.90%	18	43.90%
Economically Disadvantaged	13	39.4%	13	37.10%	20	48.80%
At-Risk	5	15.2%	5	14.30%	12	29.30%
English Language Learner	1	3%	2	5.70%	2	4.90%
Special Education	4	12.1%	2	5.70%	7	17.10%

<b>Total Graduates (All Students)</b>						
<b>Graduate Type</b>	<b>18-19</b>		<b>19-20</b>		<b>20-21</b>	
<b>Recommended High School Program/ Distinguished Achievement Program</b>	0	0%	0	0.00%		%
<b>Foundation High School Program (Distinguished Levels of Achievement)</b>	32	97%	33	94.30%	36	87.80%
<b>Foundation High School Program (Endorsement)</b>	1	3%	1	2.90%	2	4.90%
<b>Foundation High School Program (No Endorsement)</b>	0	0%	1	2.90%	3	7.30%
<b>Minimum High School Program</b>	0	0%	0	0.00%		%

## Reading

*\*2019-20 STAAR Data N/A Due to COVID-19*

### 2018-19 Reading STAAR Results

2018-19 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	45	1466	3	7	42	93	15	33	12	27
	4	39	1549	7	18	32	82	21	54	10	26
	5	48	1559	9	19	39	81	20	42	9	19
	6	41	1556	15	37	26	63	11	27	6	15
	7	38	1676	8	21	30	79	20	53	12	32
	8	55	1671	11	20	44	80	23	42	10	18

### 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	3	41	1504	4	10	37	90	23	56	15	37
	4	35	1568	6	17	29	83	20	57	13	37
	5	49	1617	8	16	41	84	28	57	17	35
	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

### 2021-22 Reading STAAR Results

2021-22 Reading STAAR Results											
Student Group											

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	39	1512	3	8	36	92
	5	38	1681	3	8	35	92	30	79	19	50
	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

**2018-19 Reading STAAR Results**

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/Latino	3	28	1443	2	7	26	93
	4	20	1494	6	30	14	70	6	30	2	10
	5	23	1532	7	30	16	70	9	39	2	9
	6	20	1519	9	45	11	55	3	15	3	15
	7	21	1658	4	19	17	81	12	57	7	33
	8	22	1610	8	36	14	64	6	27	2	9

**2020-21 Reading STAAR Results**

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/Latino	3	23	1463	3	13	20	87
	4	18	1508	4	22	14	78	6	33	3	17
	5	31	1591	6	19	25	81	16	52	9	29
	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
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**2021-22 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/Latino	3	21	1462	3	14	18	86	15	71	2	10
	5	16	1629	2	13	14	88	11	69	6	38
	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
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	5	0									
	6	0									
	7	0									



	8	0									
Black or African American	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	0									
	5	0									
	6	0									
	7	0									
	8	0									

**2018-19 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	17	1503	1	6	16	94	9	53	6	35
	4	19	1607	1	5	18	95	15	79	8	42
	5	25	1584	2	8	23	92	11	44	7	28
	6	21	1591	6	29	15	71	8	38	3	14

	7	17	1697	4	24	13	76	8	47	5	29
	8	33	1712	3	9	30	91	17	52	8	24

**2020-21 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	18	1557	1	6	17	94
4	16	1629	2		13	14	88	13	81	9	56
5	18	1663	2		11	16	89	12	67	8	44
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

**2021-22 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	17	1574	0	0	17	100
5	21	1711	1		5	20	95	18	86	12	57
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
Two or More Races	3	0									
	4	0									
	5	0									
	6	0									
	7	0									

	8	0									
Two or More Races	3	0									
	4	1									
	5	0									
	6	0									
	7	0									
	8	0									
Two or More Races	3	1									
	5	1									
	6	0									
	7	0									
	8	1									

**2018-19 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	32	1448	3	9	29	91
4	20	1517	4		20	16	80	7	35	3	15
5	31	1540	7		23	24	77	11	35	4	13
6	20	1532	7		35	13	65	5	25	2	10
7	25	1640	7		28	18	72	11	44	7	28
8	27	1605	9		33	18	67	5	19	0	0

**2020-21 Reading STAAR Results**

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

	3	21	1460	4	19	17	81	8	38	6	29
	4	18	1495	5	28	13	72	6	33	3	17
	5	34	1593	7	21	27	79	18	53	11	32
	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

**2021-22 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	23	1487	3	13	20	87
5	17	1642	2		12	15	88	12	71	8	47
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

**2018-19 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	12	1415	2	17	10	83
4	6	1555	1		17	5	83	3	50	2	33
5	9	1453	7		78	2	22	1	11	1	11
6	7	1472	4		57	3	43	0	0	0	0
7	4										
8	8	1560	5		63	3	38	0	0	0	0

**2020-21 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	11	1471	2	18	9	82
4	5	1538	0		0	5	100	2	40	1	20
5	12	1556	4		33	8	67	6	50	2	17
6	8	1560	2		25	6	75	4	50	1	13
7	8	1552	5		63	3	38	1	13	1	13
8	4										

**2021-22 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	8	1427	3	38	5	63
5	5	1659	0		0	5	100	3	60	3	60
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
Special Education	3	6	1420	1	17	5	83	2	33	1	17
	4	1									
	5	3									
	6	2									
	7	6	1509	6	100	0	0	0	0	0	0
	8	6	1531	4	67	2	33	0	0	0	0
Special Education	3	4									
	4	2									

	5	6	1418	4	67	2	33	0	0	0	0
	6	3									
	7	8	1549	5	63	3	38	1	13	0	0
	8	3									
Special Education	3	4									
	5	2									
	6	8	1497	3	38	5	63	1	13	0	0
	7	4									
	8	7	1661	1	14	6	86	2	29	2	29

### Writing

*\*2019-20 STAAR Data N/A Due to COVID-19*

*\*2021-22 Writing STAAR Results Not Reported.*

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	42	3531	20	48	22	52	8	19	1	2
	7	55	3833	15	27	40	73	22	40	4	7
Hispanic/Latino	4	23	3411	14	61	9	39	4	17	0	0
	7	24	3630	8	33	16	67	6	25	0	0
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	0									
	7	0									
White	4	19	3678	6	32	13	68	4	21	1	5
	7	31	3990	7	23	24	77	16	52	4	13
Two or More Races	4	0									
	7	0									

Economically Disadvantaged	4	26	3462	14	54	12	46	4	15	0	0
	7	29	3629	11	38	18	62	8	28	0	0
Limited English Proficient	4	8	3152	7	88	1	13	0	0	0	0
	7	8	3441	4	50	4	50	1	13	0	0
Special Education	4	4									
	7	5	3202	4	80	1	20	0	0	0	0

### 2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	39	3562	17	44	22	56	5	13	1	3
	7	38	3915	9	24	29	76	15	39	8	21
Hispanic/Latino	4	20	3370	14	70	6	30	2	10	0	0
	7	21	3899	5	24	16	76	9	43	3	14
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	0									
	7	0									
White	4	19	3764	3	16	16	84	3	16	1	5
	7	17	3935	4	24	13	76	6	35	5	29
Two or More Races	4	0									
	7	0									
Economically Disadvantaged	4	20	3477	11	55	9	45	3	15	0	0
	7	25	3770	8	32	17	68	8	32	3	12
Limited English Proficient	4	6	3481	4	67	2	33	1	17	0	0
	7	4									
Special Education	4	1									
	7	6	3110	5	83	1	17	0	0	0	0

### 2020-21 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	35	3912	7	20	28	80	15	43	5	14
	7	44	3812	15	34	29	66	16	36	4	9
Hispanic/Latino	4	18	3790	5	28	13	72	6	33	1	6
	7	26	3628	11	42	15	58	7	27	0	0
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	0									
	7	0									
White	4	16	4019	2	13	14	88	8	50	4	25
	7	18	4077	4	22	14	78	9	50	4	22
Two or More Races	4	1									
	7	0									
Economically Disadvantaged	4	18	3682	5	28	13	72	4	22	0	0
	7	29	3618	14	48	15	52	8	28	0	0
Limited English Proficient	4	5	3812	1	20	4	80	2	40	0	0
	7	8	3219	7	88	1	13	0	0	0	0
Special Education	4	2									
	7	8	3234	7	88	1	13	0	0	0	0

English I

*\*2019-20 STAAR Data N/A Due to COVID-19*

2018-19 English I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	
All Students	44	4055	12	27	32	73	23	52	5	11	
Hispanic/Latino	24	3935	8	33	16	67	9	38	2	8	



White	20	4199	4	20	16	80	14	70	3	15
Economically Disadvantaged	22	3849	7	32	15	68	7	32	0	0
Limited English Proficient	8	3487	4	50	4	50	1	13	0	0
Special Education	5	3499	5	100	0	0	0	0	0	0

**2020-21 English I STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	48	3921	18	38	30	63	19	40	1	2
Hispanic/Latino	28	3863	11	39	17	61	11	39	0	0
White	20	4003	7	35	13	65	8	40	1	5
Economically Disadvantaged	28	3828	11	39	17	61	10	36	0	0
Limited English Proficient	7	3379	6	86	1	14	0	0	0	0
Special Education	8	3531	8	100	0	0	0	0	0	0

**2021-22 English I STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	42	3997	13	31	29	69	20	48	3	7
Hispanic/Latino	22	3867	9	41	13	59	6	27	1	5
White	20	4140	4	20	16	80	14	70	2	10
Economically Disadvantaged	19	3887	6	32	13	68	7	37	0	0
Limited English Proficient	8	3655	5	63	3	38	1	13	0	0
Special Education	8	3510	7	88	1	13	0	0	0	0

**English II**

*\*2019-20 STAAR Data N/A Due to COVID-19*

2018-19 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	44	4007	10	23	34	77	18	41	0	0
Hispanic/Latino	24	3956	5	21	19	79	7	29	0	0
White	19	4090	4	21	15	79	11	58	0	0
Economically Disadvantaged	28	4000	4	14	24	86	10	36	0	0
Limited English Proficient	5	3873	3	60	2	40	1	20	0	0
Special Education	7	3688	5	71	2	29	1	14	0	0

2020-21 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	57	4090	12	21	45	79	33	58	2	4
Hispanic/Latino	24	3873	7	29	17	71	8	33	0	0
White	32	4250	5	16	27	84	24	75	2	6
Economically Disadvantaged	21	3867	6	29	15	71	7	33	0	0
Limited English Proficient	6	3850	1	17	5	83	3	50	0	0
Special Education	6	3694	3	50	3	50	2	33	0	0

2021-22 English II STAAR Results										
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Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	38	4156	8	21	30	79	25	66	3	8
Hispanic/Latino	21	4012	7	33	14	67	11	52	1	5
White	17	4335	1	6	16	94	14	82	2	12
Economically Disadvantaged	19	4023	5	26	14	74	11	58	0	0
Special Education	8	3675	5	63	3	38	1	13	0	0

**Mathematics**

*\*2019-20 STAAR Data N/A Due to COVID-19*

**2018-19 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	45	1525	8	18	37	82	23	51	12	27
	4	39	1639	4	10	35	90	23	59	16	41
	5	48	1677	4	8	44	92	32	67	19	40
	6	41	1657	4	10	37	90	22	54	8	20
	7	38	1701	5	13	33	87	22	58	8	21
	8	48	1722	9	19	39	81	29	60	7	15

**2020-21 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	41	1519	5	12	36	88	25	61	13	32

	4	35	1686	3	9	32	91	28	80	22	63
	5	49	1728	1	2	48	98	36	73	23	47
	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

**2021-22 Mathematics STAAR Results**

<b>Student Group</b>											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	39	1534	4	10	35	90
5	38	1769	0		0	38	100	33	87	24	63
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

**2018-19 Mathematics STAAR Results**

<b>Student Group</b>											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	28	1484	5	18	23	82
4	20	1576	2		10	18	90	7	35	3	15
5	23	1650	3		13	20	87	12	52	8	35
6	20	1618	4		20	16	80	8	40	2	10
7	21	1702	2		10	19	90	13	62	4	19
8	22	1681	7		32	15	68	8	36	2	9

**2020-21 Mathematics STAAR Results**

<b>Student Group</b>											
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	23	1476	4	17	19	83
	4	18	1644	2	11	16	89	12	67	8	44
	5	31	1720	1	3	30	97	23	74	14	45
	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

**2021-22 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	21	1482	3	14	18	86	12	57	4	19
	5	16	1712	0	0	16	100	12	75	7	44
	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
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									

	7	0										
	8	0										
American Indian or Alaska Native	3	0										
	5	0										
	6	0										
	7	0										
	8	0										
Black or African American	3	0										
	4	0										
	5	0										
	6	0										
	7	0										
	8	0										
Black or African American	3	0										
	4	0										
	5	0										
	6	0										
	7	0										
	8	0										
Black or African American	3	0										
	5	0										
	6	0										
	7	0										
	8	0										

**2018-19 Mathematics STAAR Results**

<b>Student Group</b>	
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	17	1593	3	18	14	82
	4	19	1706	2	11	17	89	16	84	13	68
	5	25	1701	1	4	24	96	20	80	11	44
	6	21	1695	0	0	21	100	14	67	6	29
	7	17	1699	3	18	14	82	9	53	4	24
	8	26	1756	2	8	24	92	21	81	5	19

**2020-21 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	18	1573	1	6	17	94	16	89	8	44
	4	16	1732	1	6	15	94	15	94	13	81
	5	18	1743	0	0	18	100	13	72	9	50
	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

**2021-22 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	17	1594	1	6	16	94	16	94	11	65
	5	21	1803	0	0	21	100	20	95	16	76
	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

Two or More Races	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Two or More Races	3	0									
	4	1									
	5	0									
	6	0									
	7	0									
	8	0									
Two or More Races	3	1									
	5	1									
	6	0									
	7	0									
	8	1									

**2018-19 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	32	1496	6	19	26	81	14	44	6	19
	4	20	1604	1	5	19	95	10	50	5	25
	5	31	1658	3	10	28	90	18	58	10	32
	6	20	1631	2	10	18	90	8	40	2	10
	7	25	1680	5	20	20	80	13	52	4	16
	8	27	1687	7	26	20	74	12	44	2	7



**2020-21 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	21	1480	5	24	16	76
4	18	1638	3		17	15	83	11	61	9	50
5	34	1725	1		3	33	97	25	74	17	50
6	19	1668	2		11	17	89	10	53	7	37
7	29	1637	10		34	19	66	10	34	2	7
8	20	1701	3		15	17	85	11	55	1	5

**2021-22 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	23	1498	4	17	19	83
5	17	1729	0		0	17	100	13	76	10	59
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

**2018-19 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	12	1479	1	8	11	92
4	6	1656	0		0	6	100	4	67	2	33
5	9	1577	1		11	8	89	3	33	1	11

	6	7	1564	3	43	4	57	2	29	0	0
	7	4									
	8	8	1657	2	25	6	75	2	25	1	13

**2020-21 Mathematics STAAR Results**

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	11	1527	1	9	10	91
	4	5	1723	0	0	5	100	4	80	4	80
	5	12	1685	0	0	12	100	9	75	3	25
	6	8	1673	1	13	7	88	5	63	4	50
	7	8	1573	5	63	3	38	1	13	0	0
	8	4									

**2021-22 Mathematics STAAR Results**

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	8	1487	2	25	6	75
	5	5	1796	0	0	5	100	5	100	4	80
	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
Special Education	3	6	1410	3	50	3	50	1	17	1	17
	4	1									
	5	3									
	6	2									
	7	6	1571	4	67	2	33	1	17	0	0

	8	6	1653	2	33	4	67	2	33	0	0
Special Education	3	4									
	4	2									
	5	6	1580	1	17	5	83	1	17	0	0
	6	3									
	7	8	1575	6	75	2	25	1	13	1	13
	8	3									
Special Education	3	4									
	5	2									
	6	8	1566	4	50	4	50	3	38	0	0
	7	4									
	8	6	1631	1	17	5	83	1	17	0	0

### Algebra I

*\*2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Algebra I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	
All Students	47	4209	5	11	42	89	28	60	18	38	
Hispanic/Latino	20	3954	3	15	17	85	9	45	3	15	
White	26	4431	2	8	24	92	19	73	15	58	
Economically Disadvantaged	18	3875	3	17	15	83	7	39	2	11	
Limited English Proficient	8	3850	2	25	6	75	3	38	1	13	
Special Education	5	3644	1	20	4	80	0	0	0	0	

### 2020-21 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	43	3952	11	26	32	74	18	42	11	26
Hispanic/Latino	25	3890	6	24	19	76	9	36	6	24
White	18	4039	5	28	13	72	9	50	5	28
Economically Disadvantaged	25	3838	7	28	18	72	9	36	5	20
Limited English Proficient	6	3567	4	67	2	33	1	17	1	17
Special Education	6	3408	4	67	2	33	0	0	0	0

**2021-22 Algebra I STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	39	4101	7	18	32	82	20	51	13	33
Hispanic/Latino	19	3990	4	21	15	79	8	42	5	26
White	20	4207	3	15	17	85	12	60	8	40
Economically Disadvantaged	17	4062	4	24	13	76	7	41	5	29
Limited English Proficient	6	3680	2	33	4	67	1	17	0	0
Special Education	7	3634	5	71	2	29	1	14	1	14

**Science**

*\*2019-20 STAAR Data N/A Due to COVID-19*

**2018-19 Science STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters
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				#	%	#	%	#	%	#	%
All Students	5	48	3997	9	19	39	81	26	54	12	25
	8	55	3842	8	15	47	85	18	33	3	5
Hispanic/ Latino	5	23	3875	7	30	16	70	10	43	4	17
	8	22	3675	5	23	17	77	3	14	1	5
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	0									
	8	0									
White	5	25	4110	2	8	23	92	16	64	8	32
	8	33	3953	3	9	30	91	15	45	2	6
Two or More Races	5	0									
	8	0									
Economically Disadvantaged	5	31	3915	7	23	24	77	13	42	6	19
	8	29	3698	6	21	23	79	5	17	1	3
Limited English Proficient	5	9	3567	5	56	4	44	1	11	0	0
	8	3									
Special Education	5	3									
	8	6	3552	1	17	5	83	0	0	0	0

**2020-21 Science STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	49	4027	8	16	41	84	28	57	13	27
	8	36	3925	6	17	30	83	15	42	5	14
Hispanic/ Latino	5	32	3951	6	19	26	81	17	53	6	19
	8	17	3792	4	24	13	76	3	18	2	12
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	0									
	8	0									

White	5	17	4170	2	12	15	88	11	65	7	41
	8	19	4044	2	11	17	89	12	63	3	16
Two or More Races	5	0									
	8	0									
Economically Disadvantaged	5	35	3917	8	23	27	77	17	49	7	20
	8	20	3863	4	20	16	80	6	30	2	10
Limited English Proficient	5	12	3918	3	25	9	75	7	58	1	8
	8	4									
Special Education	5	6	3196	6	100	0	0	0	0	0	0
	8	3									

### 2021-22 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	38	4074	5	13	33	87	22	58	9	24
	8	43	4004	5	12	38	88	22	51	6	14
Hispanic/Latino	5	16	3859	3	19	13	81	6	38	1	6
	8	27	3922	5	19	22	81	13	48	2	7
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	0									
	8	0									
White	5	21	4217	2	10	19	90	15	71	7	33
	8	15	4118	0	0	15	100	8	53	3	20
Two or More Races	5	1									
	8	1									
Economically Disadvantaged	5	17	3932	4	24	13	76	8	47	2	12
	8	26	3892	5	19	21	81	11	42	2	8
Limited English Proficient	5	5	3984	1	20	4	80	3	60	0	0
	8	8	3659	3	38	5	63	1	13	0	0
Special Education	5	2									
	8	7	3793	2	29	5	71	2	29	1	14

## Biology

*\*2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	39	4188	4	10	35	90	26	67	8	21
Hispanic/Latino	18	4041	3	17	15	83	11	61	2	11
White	20	4367	0	0	20	100	15	75	6	30
Economically Disadvantaged	19	3939	3	16	16	84	10	53	0	0
Limited English Proficient	6	3822	2	33	4	67	4	67	0	0
Special Education	6	3504	3	50	3	50	0	0	0	0

2020-21 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	47	3907	12	26	35	74	18	38	4	9
Hispanic/Latino	28	3869	9	32	19	68	10	36	0	0
White	19	3961	3	16	16	84	8	42	4	21
Economically Disadvantaged	30	3820	9	30	21	70	10	33	0	0
Limited English Proficient	7	3420	6	86	1	14	0	0	0	0
Special Education	7	3355	6	86	1	14	0	0	0	0

2021-22 Biology STAAR Results										
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Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	39	4100	3	8	36	92	20	51	7	18
Hispanic/Latino	19	3941	3	16	16	84	7	37	1	5
White	20	4251	0	0	20	100	13	65	6	30
Economically Disadvantaged	14	4067	2	14	12	86	7	50	2	14
Limited English Proficient	6	3738	2	33	4	67	1	17	0	0
Special Education	6	3757	1	17	5	83	1	17	0	0

**Social Studies**

*\*2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	55	3725	19	35	36	65	17	31	9	16
Hispanic/Latino	8	22	3455	13	59	9	41	4	18	2	9
American Indian or Alaska Native	8	0									
Black or African American	8	0									
White	8	33	3906	6	18	27	82	13	39	7	21
Two or More Races	8	0									
Economically Disadvantaged	8	29	3502	16	55	13	45	6	21	2	7
Limited English Proficient	8	3									
Special Education	8	6	3510	4	67	2	33	1	17	0	0



**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/Latino	8	27	3786	11	41	16	59	10	37	4	15
American Indian or Alaska Native	8	0									
Black or African American	8	0									
White	8	15	4001	1	7	14	93	8	53	2	13
Two or More Races	8	1									
Economically	8	26	3780	10	38	16	62	9	35	4	15

Disadvantaged											
Limited English 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

## U.S History

*\*2019-20 STAAR Data N/A Due to COVID-19*

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	44	4323	1	2	43	98	33	75	16	36
Hispanic/Latino	24	4249	1	4	23	96	18	75	6	25
White	19	4454	0	0	19	100	15	79	10	53
Economically Disadvantaged	29	4270	1	3	28	97	21	72	8	28
Special Education	7	3827	1	14	6	86	2	29	0	0

2020-21 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	52	4476	3	6	49	94	40	77	29	56
Hispanic/Latino	21	4093	3	14	18	86	10	48	7	33
White	30	4719	0	0	30	100	29	97	21	70
Economically Disadvantaged	19	4307	2	11	17	89	12	63	10	53
Limited English Proficient	6	3944	1	17	5	83	2	33	1	17
Special Education	5	3565	2	40	3	60	0	0	0	0

2021-22 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	

			#	%	#	%	#	%	#	%
All Students	41	4339	2	5	39	95	29	71	20	49
Hispanic/ Latino	21	4229	2	10	19	90	14	67	7	33
White	20	4456	0	0	20	100	15	75	13	65
Economically Disadvantaged	20	4211	1	5	19	95	13	65	7	35
Special Education	7	3664	2	29	5	71	1	14	0	0

## Goals and Strategies

### Goal 1:

Farwell ISD will promote academic excellence for all students.

### Performance Objective 1:

Curriculum, instruction and assessment will be aligned across the district.

### Evaluation Data Source(s):

### Summative Evaluation:

### Strategy/Activity 1

1.1: Utilize the Book Taco program for Elementary grades 1-5. Mentoring minds for grades 6-8.  
School wide element 2.5

### Timeline

### Person(s) Responsible/Monitor

Principal  
Teachers  
Library Assistant

### Strategy's Expected Result/Impact

Book Circulation, AR Annual Student Reports, STAAR Reading Results

### Reviews

Formative  
Summative

### Resources

**Source**

Local Funds

**Budget Reference**

None Specified

**Strategy/Activity 2**

1.2: Planning, instruction, and assessments will be collaborative and consistent among grade level staff members to ensure vertical alignment.  
2.5

**Timeline**

**Person(s) Responsible/Monitor**

Principal

Teachers

**Strategy's Expected Result/Impact**

Lesson plans, assessment data, walkthroughs

**Reviews**

Formative  
Summative

**Resources**

**Source**

Local Funds

**Strategy/Activity 3**

1.3: Administer benchmark exams, one in the fall semester and one in the spring semester to test all students in the core areas (8)  
2.5

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Testing Coords.  
Teachers

**Strategy's Expected Result/Impact**

Mastering benchmark exams and practice test

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 4**

1.4: Elementary teachers will provide instruction in the five critical elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. (8)  
2.5

**Timeline**

**Person(s) Responsible/Monitor**

Teachers  
Literacy Committee  
RR teacher

**Strategy's Expected Result/Impact**

Walk-throughs, Teacher Evaluations, Lesson Plans

**Reviews**

Formative  
Summative

**Resources**

**Source**

Local Funds

**Strategy/Activity 5**

1.5: I-Ready testing will be used at the elementary in grades K-5 in reading areas. Grades K-8 will be assessed with Reading Plus.  
2.5

**Timeline**

**Person(s) Responsible/Monitor**

Teachers  
RR teacher  
Curriculum Dir.

**Strategy's Expected Result/Impact**

TPRI Reports, Unit Assessment Data, STAAR Data

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Strategy/Activity 6**

1.6: Teachers will instruct the state curriculum (TEKS) and will continue to improve their level of proficiency in the instruction of those standards. (3)  
School Wide element 2.5.

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers



Curriculum Dir

**Strategy's Expected Result/Impact**

Teacher Evaluations, Student Performance on Assessments/STAAR

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Strategy/Activity 7**

1.7: Guided reading and literacy support will be provided for children working below level in reading at the elementary and Junior High Level. (8)  
School wide element 2.5,2.6.

**Timeline**

**Person(s) Responsible/Monitor**

Teachers  
RR Teacher

**Strategy's Expected Result/Impact**

Progress Monitoring Data, Lesson Plans

**Reviews**

**Formative**  
**Summative**

**Resources**

### Strategy/Activity 8

1.8 Classroom curriculum (YAG) documents will be followed and lessons will be developed to accommodate the pre-determined time line.  
School wide element 2.5.

#### Timeline

#### Person(s) Responsible/Monitor

Principal  
Teachers  
Curriculum Dir.

#### Strategy's Expected Result/Impact

Teacher Evaluations, Student Performance on Assessments/STAAR

#### Reviews

Formative  
Summative

#### Resources

Source

Local Funds

### Strategy/Activity 9

1.9: Teachers will administer a minimum of two Assessments per six weeks in grades 1-12. (7)  
School wide element 2.5.

#### Timeline

#### Person(s) Responsible/Monitor

Principal/Teacher

#### Strategy's Expected Result/Impact

#### Reviews

**Formative**  
**Summative**

**Resources**

**Strategy/Activity 10**

1.10: Use PK-5 class curriculum YAG will be used. TEKS resource system will be used for 6-12. (3)  
School wide element 2.5.

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
Curriculum Dir.

**Strategy's Expected Result/Impact**

Increased student performance based on various assessment results

**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 attaining proficiency or better on state exams and improving STAAR/EOC scores in all core areas for all students.

**Evaluation Data Source(s):**

**Summative Evaluation:**

### Strategy/Activity 1

2.1: Provide STAAR/ EOC Acceleration classes for 3rd -12th grade at-risk, Hispanic, and economically-disadvantaged students who scored near or below the previous year EOC standards on any assessment (8)  
School wide element 2.4,2.5,2.6.

#### Timeline

#### Person(s) Responsible/Monitor

H.S. Principal Math & English Teachers  
St. Serv. Coord.

#### Strategy's Expected Result/Impact

Progress reports; Report card grades;  
Mastery of Math & STAAR EOC objectives  
Benchmark objective mastery tests, STAAR EOC results

#### Reviews

Formative  
Summative

#### Resources

### Strategy/Activity 2

2.2: Provide Learning Labs for At-risk students and economically disadvantaged students to receive additional instruction during the regular school day in grades 9-12 (8)  
School wide element 2.4,2.5,2.6.

#### Timeline

#### Person(s) Responsible/Monitor

Student Services Coordinator; H.S. Principal

**Strategy's Expected Result/Impact**

Progress Reports  
Report cards, STAAR EOC results, Higher Grades across the board

**Reviews**

**Formative**  
**Summative**

**Resources**

**Strategy/Activity 3**

2.3: Administer STAAR Released tests, and STAAR EOC benchmark exams to all STAAR EOC testing students in all core classes in high school. (7)  
School wide 2.5

**Timeline**

**Person(s) Responsible/Monitor**

Math, Science, Social Studies, and ELA teachers; SSC

**Strategy's Expected Result/Impact**

Mastering Released, Benchmark, and Practice tests; STAAR EOC results  
Daily Lesson Plans

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Strategy/Activity 4**

2.4: Disaggregate the previous year STAAR/EOC scores by Core Curriculum Departments to identify target areas and formulate strategies to address those areas before the first day of school. (7)  
School wide 2.5,2.6

**Timeline**

**Person(s) Responsible/Monitor**

Campus Principals; SSC, Curr. Dir  
All staff in STAAR EOC testing areas

**Strategy's Expected Result/Impact**

Common Assessment Data  
State Test Results  
Progress reports, Report card grades,  
Mastery STAAR/EOC,  
Benchmark objective mastery tests

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 5**

2.5 Teachers will continue to implement TEKS, ELPS, and Pre-Kindergarten state standards and will improve their proficiency in the instruction of those standards (7)  
School wide 2.5

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers

**Strategy's Expected Result/Impact**

STAAR, Unit Assessments, Lesson Plans

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 6**

2.6: Reading plus will be used for elementary and Mind Play will be use for 6-8 curriculum for those that do not pass STAAR.  
School wide 2.5,2.6

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Reading and Sped Teachers

**Strategy's Expected Result/Impact**

3 weeks and 6 weeks grades, failure rates, decreased retention rates

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

### Strategy/Activity 7

2.7: Farwell ISD will fully implement the RTI Three Tier Model to provide appropriate instruction and intervention for all students. (3)  
School wide element 2.5

#### Timeline

#### Person(s) Responsible/Monitor

All teachers  
RTI Committee  
Interventionists

#### Strategy's Expected Result/Impact

SST/RTI Notes, Formative Assessment, Unit Assessment Data, STAAR Data, Tutorials.

#### Reviews

Formative  
Summative

#### Resources

Source

Local Funds

### Strategy/Activity 8

2.8: Teachers will use data from formative and summative assessments to guide/design instruction. Teachers will differentiate student groups based on students' needs. (7)  
School wide element 2.5

#### Timeline

#### Person(s) Responsible/Monitor

Principal  
Teachers  
Interventionists



**Strategy's Expected Result/Impact**

Lesson Plans, Unit Assessment Data, STAAR Data

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Strategy/Activity 9**

2.9: Extended Day tutorials for at Risk Students. Before and after school tutorials for struggling students. Summer school for students at risk of failure or those who failed a STAAR test. School wide element 2.4,2.5,2.6

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers

**Strategy's Expected Result/Impact**

Improved Core class Grades, STAAR Results

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Amount**

1400

**Source**

SCE

**Description**

ESSER III funds will also be use for the summer of 22. If ESSER III funds remain will be used again in 23.

**Strategy/Activity 10**

2.10: Disaggregate the Benchmark scores by Core Curriculum Departments to identify target areas and formulate strategies to address those areas during the two work days established on the school calendar. (7)  
school wide element 2.5

**Timeline**

**Person(s) Responsible/Monitor**

Campus Principal; SSC; All staff in testing areas

**Strategy's Expected Result/Impact**

Common Assessment Data  
State Test Results  
Mastery STAAR/EOC,  
Benchmark objective mastery tests

**Reviews**

Formative  
Summative

**Resources**

**Source**

Local Funds

**Objective 3:**

Farwell ISD will provide appropriate services for students belonging to special programs including, but not limited to: At-Risk, LEP/ESL/Bilingual, Dyslexia, Homeless, 504, Head Start, GT and Pre-Kindergarten.

**Evaluation Data Source(s):**

**Summative Evaluation:**

### Strategy/Activity 1

3.1: Provide homeless related and Foster Care services (9)  
School wide element 2.4

#### Timeline

#### Person(s) Responsible/Monitor

Counselor, SSC

#### Strategy's Expected Result/Impact

100% graduation with high school diploma, Homeless Services Records

#### Reviews

Formative  
Summative

#### Resources

Amount

25

Source

Title I

Source

Local Funds

### Strategy/Activity 2

3.2: Provide pregnancy related services that includes medical monitoring and CEHI (9)  
School wide element 2.4

#### Timeline

#### Person(s) Responsible/Monitor

Counselor, SSC, School Nurse

**Strategy's Expected Result/Impact**

100% graduation rate with high school diploma, PRS records

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Strategy/Activity 3**

3.3: The district will offer a Gifted and Talented Program, which includes at G/T teacher for 1-8 grades, for all qualifying students that will provide them with a continuum of learning experiences that lead to advanced level products and/or performances.  
School wide element 2.4,2.5

**Timeline**

**Person(s) Responsible/Monitor**

Principals  
Teachers  
G/T Coor & Teach  
Counselor

**Strategy's Expected Result/Impact**

GT Coordinator, GT Teacher Schedule, GT State Guidelines

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

G/T

**Strategy/Activity 4**

3.4: Accommodations, modifications, and intervention plans will be implemented and monitored to meet the learning needs of special populations. (9)  
School wide element 2.4,2.5

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
Interventionists  
Counselor  
Testing Coor.

**Strategy's Expected Result/Impact**

Assessment Data, Walkthroughs, Lesson Plans

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

SpEd

**Strategy/Activity 5**

3.5: The district will identify students with dyslexia or related disorders and provide appropriate instructional services with assistance from district personnel. (9)  
Dyslexia Treatment Program.  
School wide element 2.4,2.5

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
Dyslexia teacher  
Dyslexia Committee

Counselor

**Strategy's Expected Result/Impact**

Dyslexia Therapist Schedule, Assessment Data  
MTA Dyslexia Program

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 6**

3.6: The EBL program will be provided for all qualifying students. They will receive services both in the classroom and in an intervention and/or specialized services setting as needed and set forth by their LPAC. They will take the TELPAS assessment as designated by the state. (9)  
School wide element 2.4,2.5

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
ESL Coord.  
Teachers

**Strategy's Expected Result/Impact**

Assessment Data, TELPAS Data, EL Progress Measure

**Reviews**

Formative  
Summative

**Resources**

Source

ELL

### Strategy/Activity 7

3.7: Provide a quality Migrant Education Program that includes: Annual recruitment, verification, identification, and services that include but are not limited to summer school for eligible migrant students.

School wide element 2.4,2.5

### Timeline

#### Person(s) Responsible/Monitor

Migrant Coordinator

#### Strategy's Expected Result/Impact

Migrant roster

### Reviews

Formative  
Summative

### Resources

Source

Migrant

### Strategy/Activity 8

3.8: A Pre-Kindergarten program will be started in the 21-22 school year. (9)

School wide element 2.4,2.5

### Timeline

#### Person(s) Responsible/Monitor

Region 16  
Principal  
HS Liason  
Teacher

**Strategy's Expected Result/Impact**

Head Start Roster, Walkthroughs, Head Start Assessments, Pre-Kindergarten roster and walkthroughs

**Reviews**

**Formative  
Summative**

**Resources**

**Source**

Migrant

**Description**

Local funds will used for the Pre-kindergarten program.

**Objective 4:**

Farwell ISD will provide a comprehensive Special Education program to ensure that students with disabilities receive a "free and appropriate" education within the "least restrictive environment."

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

4.1: Farwell ISD Special Education Department will identify and serve students qualifying for Special Education services. Accommodations, modifications, and intervention plans will be implemented and monitored to meet the learning needs of students with disabilities. (9)  
School wide element 2.4,2.5,2.6

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
SPED Staff  
ARD Committees



**Strategy's Expected Result/Impact**

ARD Meeting Notes, SST/RTI Notes

**Reviews**

**Formative  
Summative**

**Resources**

**Source**

SpEd

**Strategy/Activity 2**

4.2: Coordination and communication between regular Ed. teachers and Sp. Ed teachers in instructing Sp. Ed. students with IEP's (9)  
School wide element 2.4,2.5

**Timeline**

**Person(s) Responsible/Monitor**

H.S. teachers; Sp. Ed. Teacher; Principal

**Strategy's Expected Result/Impact**

ARD meeting attendance, classroom IEP documentation, ARD minutes

**Reviews**

**Formative  
Summative**

**Resources**

**Source**

Local Funds

**Source**

SpEd

**Strategy/Activity 3**

4.3: Utilize appropriate measures in the RTI process to ensure that a student does not have a language deficiency before referring for SPED services  
School wide element 2.4,2.5,2.6

**Timeline**

**Person(s) Responsible/Monitor**

RTI coordinator

**Strategy's Expected Result/Impact**

Consistency in SPED referrals

**Reviews**

Formative  
Summative

**Resources**

**Source**

Local Funds

**Goal 2:**

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

**Performance Objective 1:**

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: Farwell ISD will establish an expectation of excellence in everything involving teaching, learning, professionalism and student behavior. (3)

**Timeline**

**Person(s) Responsible/Monitor**

Principals and Teachers

**Strategy's Expected Result/Impact**

Walk through data, Teacher self-evaluations, student discipline data, overall campus culture and climate, assessment data

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 2**

1.2: Students will be monitored at all times by teachers in the hallway, lunch duty personnel, and activity sponsors. Staff will seek out opportunities to interact with students, thus establishing a positive school climate.

**Timeline**

**Person(s) Responsible/Monitor**

Principal

**Strategy's Expected Result/Impact**

Soft data measurement through surveys, discipline data. Capturing Kids Hearts (6-8)

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 3**

1:3: Instructional time will be valued and protected by reducing classroom disruptions during the first 20 minutes, pulling students out of class for activities less often, reducing students' cell phone usage, and only allowing students out of class for emergencies.

**Timeline**

**Person(s) Responsible/Monitor**

Principal

**Strategy's Expected Result/Impact**

Walk through data, Teacher evaluations, assessment data

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

#### Strategy/Activity 4

1:4 The school will provide transportation to out of town students on approved bus routes when possible.

#### Timeline

#### Person(s) Responsible/Monitor

Transportation/ Superintendent

#### Strategy's Expected Result/Impact

Bus route data. Interlocal agreements

#### Reviews

Formative  
Summative

#### Resources

##### Source

Local Funds

#### Strategy/Activity 5

1.5: Classroom instruction will be improved by implementing meaningful classroom management strategies and more mentoring to support new teachers. (3)  
School wide element 2.5

#### Timeline

#### Person(s) Responsible/Monitor

Principal

#### Strategy's Expected Result/Impact

Walk through data, T-TESS, reduced discipline referrals

#### Reviews

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 6**

1.6: Consistent discipline strategies will be implemented using an escalating consequence system.

**Timeline**

**Person(s) Responsible/Monitor**

Discipline date

**Strategy's Expected Result/Impact**

Discipline date

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 7**

1.7: Provide incentives for perfect attendance including: semester test exemption, perfect attendance awards

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Secretary

**Strategy's Expected Result/Impact**

Daily Attendance records, ADA, Student Assessment performance

**Reviews**

**Formative  
Summative**

**Resources**

**Source**

Local Funds

**Strategy/Activity 8**

1.8: Enforce the Student Code of Conduct

**Timeline**

**Person(s) Responsible/Monitor**

Principals  
Teachers/Paras

**Strategy's Expected Result/Impact**

Discipline Data, Student Parent Compact

**Reviews**

**Formative  
Summative**

**Resources**

**Source**

Local Funds

**Strategy/Activity 9**

1.9: Red Ribbon Week to promote drug and alcohol abstinence including Drug Assembly and other drug awareness activities for students (9) Assemblies to bring awareness to vaping and mental health.

**Timeline**

**Person(s) Responsible/Monitor**

Counselor, school nurse, and principal

**Strategy's Expected Result/Impact**

Student participation, sign-up sheets, drug awareness activities, Student Surveys  
Reduction in substance abuse

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 10**

1.10: Provide staff development for addressing the needs of students for: suicide prevention, conflict resolution, violence prevention, and dropout reduction (3)

**Timeline**

**Person(s) Responsible/Monitor**

Campus Principal;  
School Counselor

**Strategy's Expected Result/Impact**

Attendance records,  
Discipline reports,  
Session evaluations  
Edu-Hero online training

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds



## Strategy/Activity 11

1.11: Farwell ISD will maintain a Positive Behavior Intervention Support System to include intervention and support in the areas of conflict resolution, bullying, harassment, dating violence, and suicide.  
2.5

### Timeline

### Person(s) Responsible/Monitor

Principal  
Counselor  
Teachers

### Strategy's Expected Result/Impact

Lesson Plans, Behavior Intervention Plans, Office Referrals, Behavior Screener Data

### Reviews

Formative  
Summative

### Resources

Source

Local Funds

## Strategy/Activity 12

1.12: Discipline procedures will be followed to ensure consistent handling of discipline issues.

### Timeline

### Person(s) Responsible/Monitor

Principal  
Counselor  
Staff

### Strategy's Expected Result/Impact

Discipline Procedures, Office Referrals, Behavior Intervention Plans

**Reviews**

**Formative  
Summative**

**Resources**

Source

Local Funds

**Strategy/Activity 13**

1.13: Guidance Lessons will be taught to all students in the elementary to encourage good decisions (Bullying and Character).  
2.5

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Counselor  
Teachers

**Strategy's Expected Result/Impact**

Lesson Plans, Steer Code

**Reviews**

**Formative  
Summative**

**Resources**

Source

Local Funds

**Objective 2:**

The district will develop programs and strategies to effectively respond to emergency situations.

**Evaluation Data Source(s):**

**Summative Evaluation:**

Evaluation of emergency protocols and procedures

**Strategy/Activity 1**

2.1: Staff Development – Farwell ISD Emergency Operations Plan including: Tornado/fire, lockdown, emergency evacuation, and Intruder.

**Timeline**

**Person(s) Responsible/Monitor**

Principal

**Strategy's Expected Result/Impact**

Staff Attendance Sheet

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

Amount

25000

Source

State Funds

Description

School Safety and Security Grant- Security systems for HeadStart and PE buildings

**Strategy/Activity 2**

2.2: Maintain a District wide EOP to effectively respond to emergency situations. There will also be three meetings a year with the Security and Safety Committee

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Counselor  
Staff  
CIP Committee

**Strategy's Expected Result/Impact**

District wide Crisis Plan

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 3**

2.3: The campuses will participate in drills to practice fire, tornado, and lockdown procedures. Emergency drills will be organized before the school year starts, Principals will do weekly door checks to see if they remain secure.

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Staff

**Strategy's Expected Result/Impact**

Campus Calendar, Observation by administration

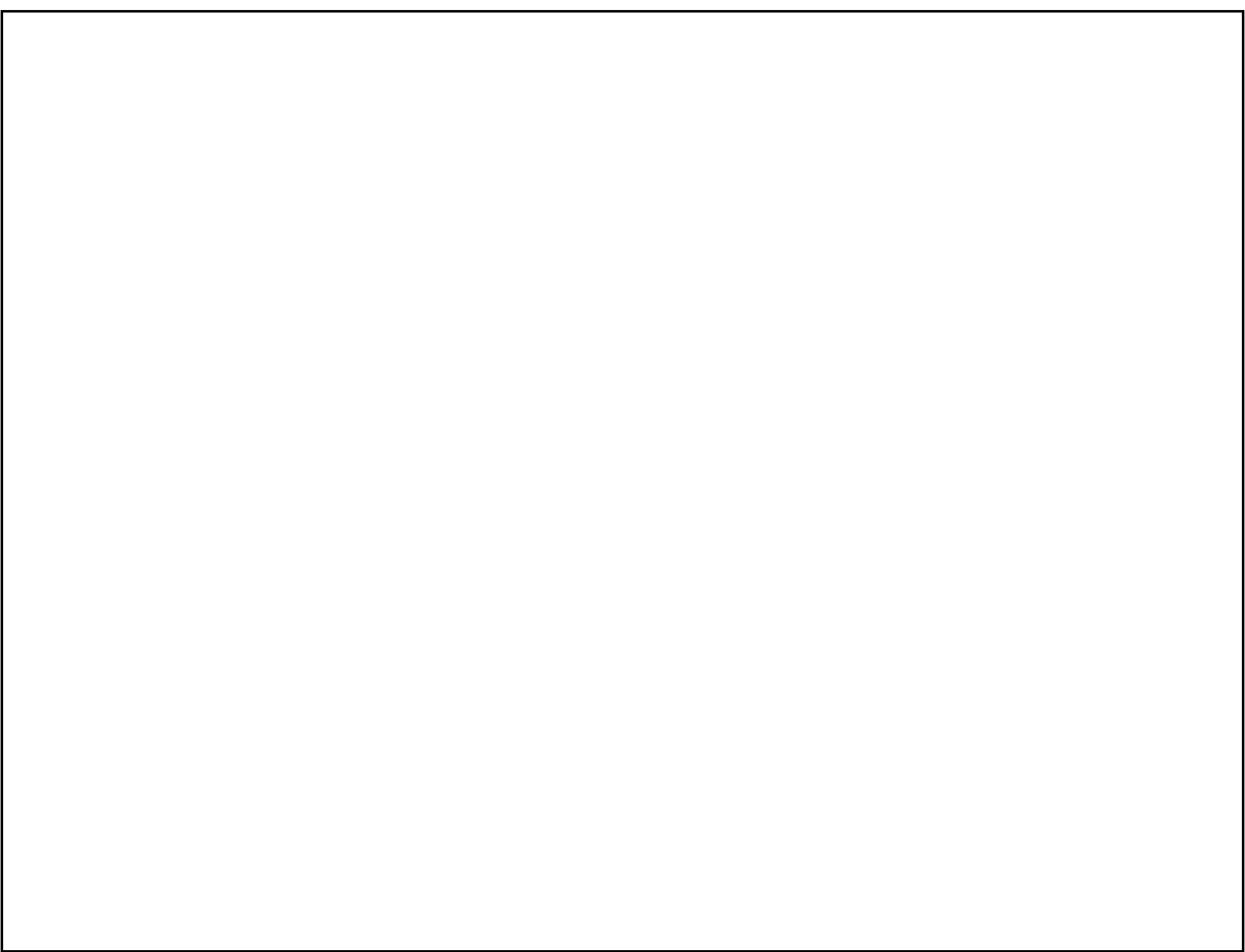
**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds



**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: Provide bilingual staff/interpreters at the campuses to translate for Spanish speaking parents (5)

**Timeline**

**Person(s) Responsible/Monitor**

Bilingual Staff members

**Strategy's Expected Result/Impact**

Increased parent involvement

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 2**

1.2: Title 1 Parent Meetings offered at flexible times and dates.(5)  
School wide element 3.2

[Redacted]

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers

**Strategy's Expected Result/Impact**

Parent Sign-In Sheets

**Reviews**

Formative  
Summative

**Resources**

**Source**

Local Funds

**Description**

Title 1 funds will also be used.

**Strategy/Activity 3**

1.3: Provide at least one early release days to allow parents to pick up students' report card and visit with teachers concerning student needs. (5)

**Timeline**

**Person(s) Responsible/Monitor**

staff

**Strategy's Expected Result/Impact**

Increased parental involvement  
Parent sign-in report card sheet, documented parent/teacher conferences

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 4**

1.4: Meet the Teacher and Parent meetings to share info pertinent to their child's school activities and future education (5)

**Timeline**

**Person(s) Responsible/Monitor**

staff; Counselor; Principal

**Strategy's Expected Result/Impact**

Parent sign-in sheets  
Increased parental involvement; Increased college enrollment

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 5**

1.5: Issue student progress reports to communicate to parents their child's progress, areas of concern, and extend invitation to visit with the parent. (5)

**Timeline**

**Person(s) Responsible/Monitor**



staff

**Strategy's Expected Result/Impact**

Parent/teacher conferences, phone calls, Increased parent participation and increase in student performance

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 6**

1.6: Teachers will update their gradebook weekly allowing parents to monitor their child's progress online. (5)

**Timeline**

**Person(s) Responsible/Monitor**

Teachers

**Strategy's Expected Result/Impact**

Gradebook Checks

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 7**

1.7: Teachers will provide communication to parents/guardians through student folders, newsletters, gradebook and school website. (5)

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers

**Strategy's Expected Result/Impact**

Copies of communication and surveys

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 8**

1.8: Daily/Weekly Folders will be sent home each week at the elementary to communicate academic progress and behavior. (5)

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
Office Staff

**Strategy's Expected Result/Impact**

Thursday Folders and surveys

**Reviews**

**Formative  
Summative**

**Resources**

Source

Local Funds

**Strategy/Activity 9**

1.9 Provide parent and Family Engagement Policy, School Compact, and other key letters to parents in English and Spanish

**Timeline**

**Person(s) Responsible/Monitor**

Principal

**Strategy's Expected Result/Impact**

Copies in office

**Reviews**

**Formative  
Summative**

June

Formative review.

Yearly

**Resources**

Source

Local Funds

**Strategy/Activity 10**

1.10 Elementary library is available during the school day and during the Summer on Tuesdays and Thursday mornings.

**Timeline**

**Person(s) Responsible/Monitor**

Campus principal

**Strategy's Expected Result/Impact**

AR, number of books checked out.

**Reviews**

**Formative  
Summative**

June  
Ongoing

**Resources**

**Source**

Local Funds

**Strategy/Activity 11**

1.11 School material/handouts can be translated into Spanish upon request.

**Timeline**

**Person(s) Responsible/Monitor**

Campus Secretary

**Strategy's Expected Result/Impact**

As requested

**Reviews**

**Formative  
Summative**

June  
As requested

**Resources**

**Source**

Local Funds

**Objective 2:**

The number and diversity of parents and community members participating in volunteer activities, site-based decision making committees, and parent-teacher organizations will increase.

**Evaluation Data Source(s):**

**Summative Evaluation:**

Increased number of volunteers.

**Strategy/Activity 1**

2.1: Develop multiple opportunities for parents and community members to be trained, attend, participate and be involved in school programs and activities. Examples include but are not limited to: Meet the Teacher, UIL, CATCH Night, School Orientation, Parent Conferences, SHAC, Book Fair, PTO, Awards Ceremonies, Field Day, Fall Festival, Veterans Program, and music performances. (5)

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
All Staff

**Strategy's Expected Result/Impact**

Sign in Sheets, Event calendar

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 2**

2.2: Farwell ISD will partner with PTO, at the Elementary level, to provide a wide range of opportunities for parent volunteers. Also, parents can participate in class dinners and organizational fundraisers. (5)

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
Parents

**Strategy's Expected Result/Impact**

Sign in Sheets, Event Calendar

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Strategy/Activity 3**

2.3: Invite parents/community members to participate in school volunteer work, substituting, guest-speaking, and serving on school committees. (5)

**Timeline**

**Person(s) Responsible/Monitor**

Principal

**Strategy's Expected Result/Impact**

Increased parental/community involvement in needs assessment, decision making, instruction, and school promotion.  
Participation logs

**Reviews**

**Formative**  
**Summative**

**Resources**

Source

Local Funds

**Strategy/Activity 4**

2.4: Promote parent/community involvement through: Rotary Club, Class Parents, Banquets, Senior Parent Night, Transition Orientation, Class Dinners, Pep Rallies, Graduation, FFA Activities, School Committees, Parent/Teacher conferences, Awards Assemblies, Extra-curricular activities, National Honor Society, ARDS, LPAC

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Sponsors

**Strategy's Expected Result/Impact**

Increased parental/community involvement in school functions.  
Participation logs

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 5**

2.5: Site –Base decision making committees involve parents in the development/revision of campus and district improvement plans and parent and family engagement policies including distribution to parents.  
School wide element 2.1,3.1

**Timeline**

**Person(s) Responsible/Monitor**

Administration

**Strategy's Expected Result/Impact**

Sign in sheets

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds



**Goal 4:**

Provide Farwell ISD students with a strong, progressive, and quality education by way of a Certified teachers and paraprofessionals.

**Performance Objective 1:**

Farwell ISD administration will ensure that all students will be taught by highly qualified teachers and paraprofessionals as mandated by state and federal mandates.

**Evaluation Data Source(s):**

**Summative Evaluation:**

End of year evaluations, staff certificates, contract recommendations

**Strategy/Activity 1**

- 4.1: Perform criminal background checks and fingerprint analysis on all employees.
- 4.2: Recruitment, retention, and training of teachers and staff to ensure that all faculty and staff meet the requirements of "Certified" under state certification requirements. (3, 4)

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Superintendent

**Strategy's Expected Result/Impact**

Criminal background reports  
Teacher/Aide Certificates, Principal Attestation of Highly Qualified Staff

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Description**

ESSER III funds used for 21-22 and 22-23 school years for additional teachers.

**Strategy/Activity 2**

4.3: Teacher/Para-professional training for non- Certified teachers utilizing the ESC-16, local Universities, and local resources (tuition free) to assist them in receiving their certificates.(3)

**Timeline**

**Person(s) Responsible/Monitor**

Principal

**Strategy's Expected Result/Impact**

Highly qualified teachers lists,  
Completion certificates

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Objective 2:**

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

**Evaluation Data Source(s):**

**Summative Evaluation:**

End of year evaluations, staff certificates, contract recommendations.

**Strategy/Activity 1**

2.1: Staff development activities for identifying, intervention, assessing needs, planning, modifying, tutor/remediate, and serving student needs through disaggregated student data. (3)  
School wide element 2.4,2.5,2.6

**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**

**Amount**

4933

**Source**

Title I

**Description**

Instructional Support Contract with Region 16

**Strategy/Activity 2**

2.2: Provide research-based staff development for faculty and staff as determined by the Campus Advisory Team. Staff development will focus on classroom management, technology, curriculum & instruction, curriculum, assessment, Special Education/IDEA changes and requirements, and school safety. (3)  
School wide element 2.4,2.5,2.6

**Timeline**

**Person(s) Responsible/Monitor**

Admin  
Staff  
SBC

**Strategy's Expected Result/Impact**

Certificates, application of training

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 3**

2.3: Professional development specifically designed to meet the needs of faculty and staff at Farwell ISD to include but not limited to classroom management, technology, TEKS resource system, instruction and assessment. (3)  
School wide element 2.5

**Timeline**

**Person(s) Responsible/Monitor**

Admin  
Staff

**Strategy's Expected Result/Impact**

Student assessment results, teacher input, TSR

**Reviews**

**Formative**  
**Summative**

**Resources**

### **Strategy/Activity 4**

2.4: Continue to train teachers to use DMAC, Lead Forward, and TEKS resource system. (3, 7)  
School wide element 2.5

### **Timeline**

#### **Person(s) Responsible/Monitor**

Admin  
Staff

#### **Strategy's Expected Result/Impact**

Student data and profiles, lesson plans, interventions  
Student performance on assessments

### **Reviews**

**Formative**  
**Summative**

**Resources**

### **Strategy/Activity 5**

2.5:  
2.6: Ongoing research-based professional development in Intervention Training, Professional Learning Community enhancement

and data disaggregation (3)  
School wide element 2.5

**Timeline**

**Person(s) Responsible/Monitor**

Teachers  
Admin  
Campus Principals

**Strategy's Expected Result/Impact**

Teacher use of technology, workshops  
Teacher use of technology, proficiency standards

**Reviews**

**Formative**  
**Summative**

**Resources**

**Strategy/Activity 6**

2.7: Plan professional development activities based upon campus needs determined by TAPR reports, ever changing STAAR EOC and special programs' needs. (3)  
School wide element 2.4,2.5

2.9: Contract with Region 16 ESC for staff development activities and send participants to relevant trainings, such as STAAR EOC centered professional development activities. (3)  
School wide element 2.5

**Timeline**

**Person(s) Responsible/Monitor**

Superintendent; All staff members

**Strategy's Expected Result/Impact**

Certificates of completion,  
Sign-in sheets, Increased student performance, higher STAAR EOC scores in core areas, increased effectiveness of special programs, higher graduation rates

Increased student performance STAAR EOC scores with more students scoring college-ready, Paid contract, staff development certificates, decreased student failures

**Reviews**

**Formative**  
**Summative**

**Resources**

**Strategy/Activity 7**

2.10: Attend CAP training and develop a plan for special education program that fulfills state requirements (IEP's, referrals, etc) (3)  
School wide element 2.4,2.5

2.11: All classroom teachers (K-12) will be ESL certified.  
School wide element 2.4,2.5

**Timeline**

**Person(s) Responsible/Monitor**

Sp. Ed teacher  
Diagnostician  
Campus principal  
Superintendent

**Strategy's Expected Result/Impact**

Improved instruction, ARDS,  
Reduced DAS risk levels, Referral plan, certificates, sign-in sheets  
ESL certificates

**Reviews**

**Formative  
Summative**

**Resources**

**Strategy/Activity 8**

2.12: Provide research-based staff development for faculty and staff. (3)  
School wide element 2.5

2.13: Provide Migrant Education Training that includes four areas of focus: Migrant Services Coordination, Early Childhood Education, Parent Involvement and Recruitment, and Graduation Enhancement  
School wide element 2.4

**Timeline**

**Person(s) Responsible/Monitor**

local Principal  
Curr. Dir.  
District Admin.  
Migrant Coordinator

**Strategy's Expected Result/Impact**

Certificates, Sign-in Sheets  
Migrant roster

**Reviews**

**Formative  
Summative**



**Resources**

**Strategy/Activity 9**

2.14: Developing a campus-wide professional development plan based upon needs identified through disaggregated student data. (3, 7)  
School wide element 2.5

**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**

**Objective 3:**

2.15 Maintain compliance with federal and state grants requirements

**Evaluation Data Source(s):**

TEA Compliance Reports

**Summative Evaluation:**

**Strategy/Activity 1**

Consult with Region 16 specialist to maintain compliance with federal and state requirements.

**Timeline**

**Person(s) Responsible/Monitor**

Superintendent, Region 16 Education Specialist

**Strategy's Expected Result/Impact**

Compliance reports submitted to TEA within specified timeframes

**Reviews**

Formative  
Summative

**Resources**

**Amount**

5461

**Source**

Title I

**Description**

Federal Programs Contract with Region 16

**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:**

Technology Plan

**Strategy/Activity 1**

1.1: Provide graphing calculators for all math students to use in class and take home.

2.5

**Timeline**

**Person(s) Responsible/Monitor**

H.S. Principal Math Teachers

**Strategy's Expected Result/Impact**

Math STAAR EOC scores

**Reviews**

**Formative**  
**Summative**

**Resources**

Source

Local Funds

**Strategy/Activity 2**

1.2: Will integrate the Technology TEKS into core instruction activities to support teaching of state standards.

School wide element 2.5

[Redacted]

**Timeline**

**Person(s) Responsible/Monitor**

District Technology Coordinator –  
All staff

**Strategy's Expected Result/Impact**

Current technology applications in the classroom, increased student technological proficiency, Sign-in sheets

**Reviews**

Formative  
Summative

**Resources**

Source

PTA Funds

**Strategy/Activity 3**

1.3: A variety of technology will be used to enhance instruction including but not limited to Interactive TV'S, tablets, desktops, laptops, devices and response systems to promote student engagement, improve instructional design, and promote technology usage.  
School wide element 2.5

**Timeline**

**Person(s) Responsible/Monitor**

Teachers

**Strategy's Expected Result/Impact**

Student assessment data, walk-through data

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Description**

ESSER II and ESSER III funds used to purchase interactive TV's and computers, and update internet access.

**Strategy/Activity 4**

1.4: Utilize Computers on Wheels (COWS) in the classroom for online simulated labs, virtual tours, and classroom projects (8)  
School wide element 2.5

**Timeline**

**Person(s) Responsible/Monitor**

Teachers; librarian; technology director

**Strategy's Expected Result/Impact**

Lesson Plans, student work, assessment data

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Strategy/Activity 5**

1.5: Utilize DMAC Mobile Technology for T-TESS based 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 6**

1.6: Gradebook and Acender will be used for attendance, grades, and discipline referrals.

**Timeline**

**Person(s) Responsible/Monitor**

Teachers  
Admin  
Secretary

**Strategy's Expected Result/Impact**

Administration will check gradebooks  
Administration and Secretary will document using TxEIS

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 7**

1.7: Teachers will be trained to use DMAC to disaggregate data so that time and effort can be focused on the understanding of the data and the use of data to drive instruction.

**Timeline**

**Person(s) Responsible/Monitor**

Principal

**Strategy's Expected Result/Impact**

**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 (ECSA Goal 2)

**Performance Objective 1:**

**Evaluation Data Source(s):**

**Summative Evaluation:**

STAAR/EOC results.

**Strategy/Activity 1**

6.1: Attendance will be closely monitored and students will be referred to the attendance committee before becoming in danger of not receiving course credit for being present less than 90% of the days the course is taught.

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Secretary

**Strategy's Expected Result/Impact**

Attendance rate, committee notes

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 2**



6.2: Monitor student attendance through phone calls, personal contacts, attendance officer, and letters to students and their parents

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Secretary

**Strategy's Expected Result/Impact**

Daily Attendance records, ADA, Student Assessment performance, Parent contact documentation

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 3**

6.3: Offer credit recovery classes during the school day, before school and after school at the high school (8)

**Timeline**

**Person(s) Responsible/Monitor**

Student Service Coordinator, Counselor, Principal

**Strategy's Expected Result/Impact**

PLATO

**Reviews**

Formative  
Summative

**Resources**

Source

Comp. Ed.

**Strategy/Activity 4**

6.4: Provide accelerated Instruction for students in Rtl, STAAR classes, learning lab and tutorials (8)

**Timeline**

**Person(s) Responsible/Monitor**

Student Service Coordinator, Counselor, Principal

**Strategy's Expected Result/Impact**

Student assessment data, progress report and report cards.

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

Source

Comp. Ed.

**Strategy/Activity 5**

6.5 Provide useful information and guidance for students pursuing admission to a higher level of education.

**Timeline**

**Person(s) Responsible/Monitor**

Counselor, Principal

**Strategy's Expected Result/Impact**

Class meetings, handouts, college visits

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 6**

6.6 Provide individualized accelerated educational classes via online programs such as placement tests and UT CLEP tests

**Timeline**

**Person(s) Responsible/Monitor**

Counselor, Principal

**Strategy's Expected Result/Impact**

Exit/placement tests, FHS online classes during the day

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 7**

6.7: Progress report schedules developed and given to parents during our registration and Title I parent meeting (5)

**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

**Strategy/Activity 8**

6.8: Staff tutorial schedule created and presented to parents during registration and Title I parent meeting (5)

**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

**Strategy/Activity 9**

6.9: Teachers and administration will monitor attendance using the Character Kids program at the elementary.

**Timeline**

**Person(s) Responsible/Monitor**

All Staff

**Strategy's Expected Result/Impact**

CHAMPS eligibility

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 10**

6.10: School attendance officer and principal will actively monitor student attendance.

**Timeline**

**Person(s) Responsible/Monitor**

Admin  
Office Staff  
Teachers

**Strategy's Expected Result/Impact**

Attendance verification  
PEIMS/TSDS

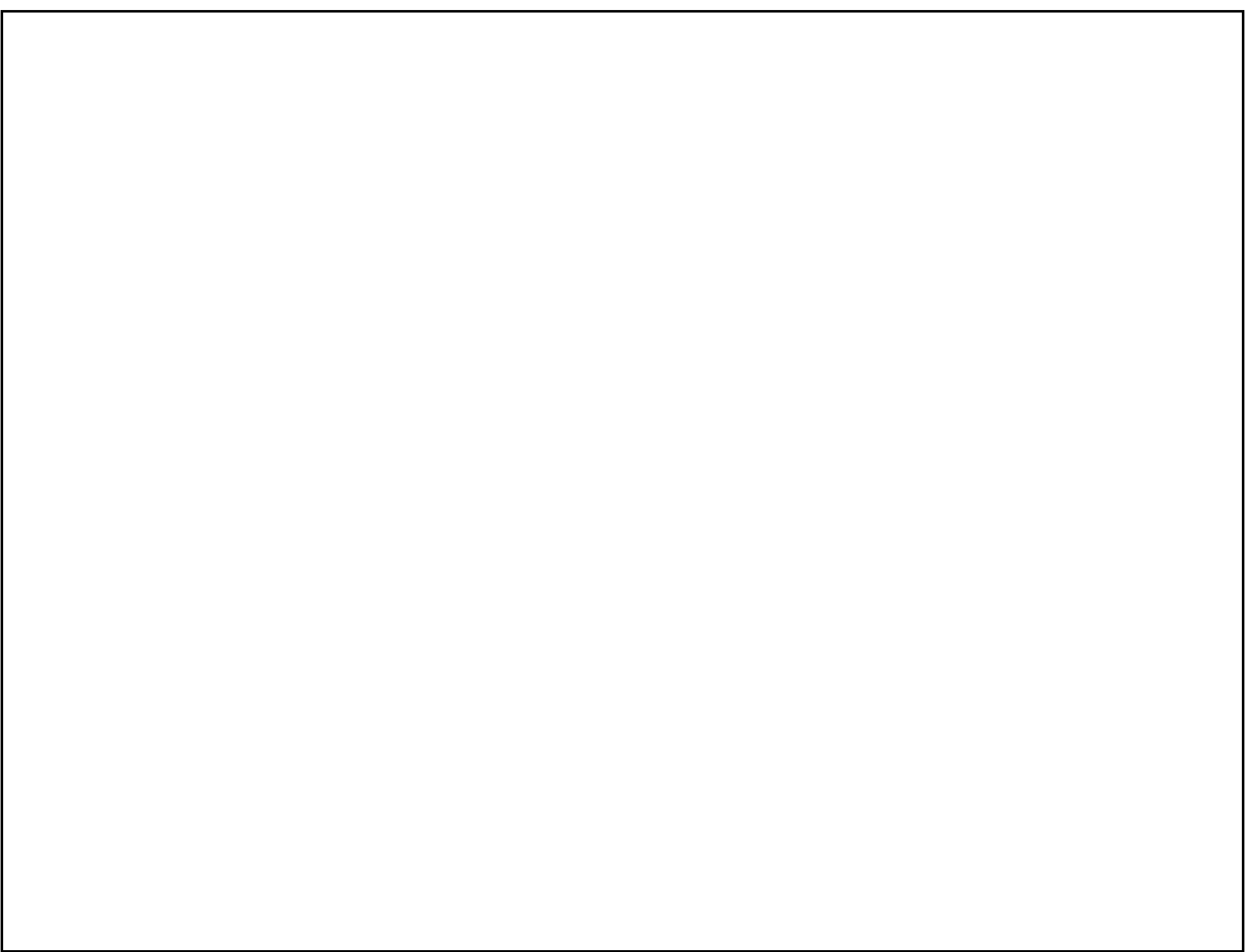
**Reviews**

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**

1.1: School plant operations will be efficient (1)

**Timeline**

**Person(s) Responsible/Monitor**

Superintendent  
Transportation and Maintenance Director

**Strategy's Expected Result/Impact**

**Reviews**

Formative  
Summative

**Resources**

**Source**

Local Funds

**Strategy/Activity 2**

1.2: Work Orders will be delivered to the maintenance director through e-mail or hand delivery.

**Timeline**

**Person(s) Responsible/Monitor**

Maintenance Director

**Strategy's Expected Result/Impact**

Log of Work orders completed

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 3**

1.3: Transportation Requests will be delivered to the transportation director through e-mail or hand delivery and must be signed by the Campus Principal and/or the A.D.

**Timeline**

**Person(s) Responsible/Monitor**

Transportation Director

**Strategy's Expected Result/Impact**

Log of Work orders completed

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds



**Goal 8:**

**Performance Objective 1:**

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Goal 9:**

**Performance Objective 1:**

**Evaluation Data Source(s):**

**Summative Evaluation:**

## 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

SCE	1,400.00
State Funds	25,000.00
Title I	10,419.00

## 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
	SCE	1,400.00
	State Funds	25,000.00
	Title I	10,419.00

# Region 16 Migrant SSA



## Migrant Section for DIP 2022-2023

The LEA is responsible for incorporating all Migrant Education Program (MEP) activities/services/plans and guidelines into a migrant –specific section of the District Improvement Plan (DIP) and updating it on a yearly basis. The activities listed in this section are required for all Title I, Part C programs in Texas. **You must maintain documentation of these activities for auditing and monitoring purposes.**

**2022-2023 Region 16 Migrant SSA Member District Migrant Education Plan**

**GOAL: Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.**

**OBJECTIVE: All identified Migrant students will receive services according to high priority.**

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
<b>PS3101 Title I, Part C ESSA Consolidated Federal Grant Application</b>								
ID&R: Conduct ID&R activities as outlined in the ID&R plan in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> and in the ID&R plan, and ensure a strong system of quality control is in place. (PS3103 Pt. 2)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, TX-NGS Records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
NGS: Beginning July 1 through June 30, encode all required data into the Texas New Generation System (TX-NGS) and conduct all required activities, as outlined in <i>The Texas Data Management Requirements Manual for TX-NGS &amp; MSIX</i> . (PS3103 Pt.2)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	TX-NGS Reports and records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Comprehensive Needs Assessment: Identify the unique educational and educationally-related needs of the children in the LEA through a Local Needs Assessment. (PS3103 Pt.2)	ESC MEP Coordinator, LNA	LNA Toolit	September 1 through August 30	LNA Surveys, Student Profile, LNA-SDP Alignment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
SDP: Implement the required strategies outlined in the Texas Service Delivery Plan and be accountable for achieving the Measurable Program Outcomes. (PS3103 Pt. 2)	ESC MEP Coordinator, Migrant Coordinator, Administrator,	Texas SDP	July 1 through June 30	updated MEP DIP, documentation of strategies implemented--Student Performance Log, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. (PS3103 Pt.2)	Migrant Coordinator, Migrant Counselor		July 1 through June 30; May 1 through September 1	Student Performance Log, MSIX Move notifications, TMIP referral documentation, letter/email/ phone call log to receiving states' summer migrant program staff	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	Reg 16 SSA MEP funds	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
<b>ESSA Provisions and Assurances</b>								
Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. (ESSA P&A 3a)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from TX-NGS. (ESSA P&A 3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS: Partial Credit Report, Not-on-time for Graduation Report, Student Graduation Plan, Recommended Courses, Supplemental Program Services report; Student Performance Log; course credit consolidation and proper course placement	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. (ESSA P&A 3gi)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Provide supportive services for out of school youth. (ESSA P&A 3gii)	Migrant Coordinator, Migrant Youth Specialist		July 1 through June 30	OSY Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Preschool Children: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, A Bright Beginning, Head Start, or other early childhood programs.) (ESSA P&A 8)	Migrant Coordinator, Administrator		Within first 60 days of school year after entering school	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, TX-NGS record	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. (ESSA P&A 9A)	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Migrant Parent Advisory Council: Establish a SSA-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents from the respective districts in the SSA, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (ESSA P&A 1-2)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____

**2022-2023 Region 16 Migrant SSA Member District Migrant Education Plan**

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
<b>Service Delivery Plan Goals 1-4</b>								
Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during the regular and summer terms. <i>*Supplemental Instruction--Statewide student assessment/content tutorials during the regular school day. Extended-Day statewide student assessment/content tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (SDP 1-1, PS3103 Pt. 4)</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	September 1 through July 30	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics. (SDP 1-2, PS3103 Pt. 4)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide		July 1 through June 30	Student Performance Log, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8. (SDP 1-3, PS3103 Pt. 4)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	TX-NGS summer enrollment/wd record and Supplemental Program Services report, Attendance records, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services. (SDP 2-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	TX-NGS enrollment records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Provide the TEA approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based). (SDP 2-2, PS3103 Pt. 4)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnings inventories, TX-NGS enrollment records, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options. (SDP 3-1)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, Student transcript, TX-NGS Supplemental Program Services report and Credit Reports	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students. (SDP 3-2, PS3103 Pt. 4) <i>*Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2021, June 2022	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide post-secondary and high school equivalency program information to secondary-aged migratory students and parents. (SDP 3-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, WTAMU CAMP, WTAMU Admissions, AC Admissions	MEP funds	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, PSPG document, handouts, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide services to OSY based on identified needs. (SDP 3-4)	Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide support services during the regular term and summer that address the identified needs of migratory students. (PS3103 Pt. 4, SDP 4-1) <i>*Identified Needs for Academic and Nonacademic Support Services--School Supplies, Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations.</i>	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Migrant Counselor, R16 Educational Specialist	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, laptop/calculator check-out form, medical requests	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide training for parents to empower them to access and use resources/ services to address the identified needs of their child. (SDP 4-2) <i>*Identified Needs for Support Services to encourage participation and attendance--Child Care, Transportation to and from parent meeting, Light snack/meal (dependent upon meeting length and time).</i>	ESC MEP Coordinator, Migrant Interventionist, Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, notices/agenda/handouts/sign-in sheets/minutes for trainings	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Educate MEP/LEA staff on the unique needs of migratory students to ensure student success. (SDP 4-3)	Migrant Coordinator, Administrator		July 1 through June 30	handouts, emails, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Collaborate to educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled. (SDP 4-4)	Migrant Coordinator, Administrator, Federal Programs Director		July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students. (SDP 4-5)	Migrant Coordinator, Administrator, Counselor, Migrant Interventionists, Teacher, Educational Aide	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, sign-in, training certificate	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
<i>Other: Snacks and Meals for migrant students participating in off campus migrant activities--When students participate in SSA sponsored activities that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g. STAAR Burst, etc.)</i>	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____



# Region 16 Migrant SSA



## Identification and Recruitment of Migrant Students

2022-2023

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Yes	Aug	
A. District identified Recruiters and Eligibility Reviewers will complete on-line Identification and Recruitment (ID&R) training offered by the state MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. District identified Recruiters and Eligibility Reviewers will participate in follow-up Identification and Recruitment (ID&R) training offered by ESC 16 MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	After completion of the state MEP's on-line ID&R training.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, Regional ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Yes	Aug	
A. Meet with all district ID&R staff (eligibility reviewers, recruiters and clerks) to brainstorm and plan recruitment strategies to include in ID&R Plan.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, staff assignments, calendar	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Finalize all forms, documents and logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	MEP administrators, recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, handouts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
C. Make recruiter assignments, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar, TEA Agricultural Map	staff assignments, contact log, list of local farmers/agribusiness contacts, utility contacts, social services contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
D. Conduct ID&R for Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration, etc. Targeting both enrollees and non-enrollees (ages 0-21). Complete ECOE/COEs as needed. Share copies of ECOE/COEs with appropriate entities.	MEP recruiters	Throughout the year. Make initial outreach efforts by Sept. 30	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, COEs, Supplemental Documentation Form, completed family surveys	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
E. Conduct Annual Initial Contact for Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new ECOEs/COEs as needed. Share copies of ECOEs/COEs with appropriate entities.	MEP recruiters	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, Family COE Report, COEs, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
F. Recruiter completes ECOE/COE and accompanying Supplemental Documentation Form for all families with new QADs. Submit completed ECOE/COE and Supplemental Documentation Form to eligibility reviewer for review.	MEP recruiters	Within 3 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOE/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
G. Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	MEP eligibility reviewers	Within 5 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Copies of ECOEs/COEs, Supplemental Documentation Form, Eligibility Reviewer signature	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
H. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	MEP recruiters	Sept 1-Nov 1 ~~~~~ Also for 2-yr-olds turning 3, after 3rd birthday.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Residency Verification entry made on all ECOEs/COEs, contact log, Residency Verification entry on NGS	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
I. Coordinate with Region 16 Out of School Youth Recruiter to identify OSY within the LEA's boundaries.	MEP recruiters	Throughout the year.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOEs/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

### OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Aug		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

### OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.

Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Aug		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities approved by the state MEP.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

### OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Aug		
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
B. Forward ECOEs/COEs with more than one required comment to ESC for review. Follow protocol for ECOEs/COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Eligibility reviewers, MEP administrators, and ESC MEP contact when appropriate	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children	ECOEs/COEs, Supplemental Documentation forms, contact logs	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	As needed throughout the year	Texas Manual for ID&R of Migrant Children, ESC staff	email/phone contact log of communication between ESC and district contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File ECOEs/COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	All MEP staff	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOEs/COEs, Supplemental Documentation forms	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instruction set forth by TEA.	ESC, MEP staff	January-June	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOEs/COEs, Supplemental Documentation forms, Eligibility Validation forms, contact log of re-interviews	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
OBJECTIVE VI Region 16 MEP SSA member districts will evaluate their MEP.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

# Region 16 Migrant SSA



## Priority for Services Action Plan 2022-2023

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, low income).

## Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

<b>Priority for Service Criteria</b>	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated LEP* in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

*\*Many may know terminology is changing from LEP to Emergent Bilingual per SB2066 but PEIMS revisions are still in progress.*

School District: MEP SSA Member District
Region: 16

## Priority for Service (PFS) Action Plan

Filled Out By: K. Seymour
Date: 09/01/2022

School Year: 2022- 2023

*Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

<p><b>Goal(s):</b> To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p><b>Objective(s):</b> Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.</p> <p>Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor</b> the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	During the first week of each month during the program year	Region 16 Education Service Center Migrant Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator's office.




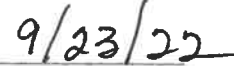
<ul style="list-style-type: none"> <li>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	July of each beginning of the programmatic year	Region 16 ESC Ed. Specialist, Region 16 ESC NGS DES, district MSC	Updated PFS Action Plan on file with MSC and in the LEA's DIP	
<b>Additional Activities</b>				
<ul style="list-style-type: none"> <li>Review the academic status of each PFS student after each six-week grade reporting period. Developed a plan for each PFS student not meeting or at risk of not meeting all academic standards.</li> </ul>	Every six weeks immediately following the posting of grades	LEA Migrant coordinator, ESC migrant counselor, campus principal, campus counselor, teachers	six-week report cards, progress reports with date of consultation and signatures of participants	
<b>Required Strategies</b>		<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<b>Communicate</b> the progress and determine needs of PFS migrant students.				
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	During the first week of each month during the program year	Migrant Data Specialist, Migrant Service Coordinator	Monthly migrant PFS student reports on file in program coordinator's office, log of dissemination, copies of PFS report at campuses	
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.</li> </ul>	At first PAC meeting of the year and at initial designation of student identified as PFS.	Migrant service coordinator, Migrant School Home community liaison, recruiter	PAC meeting agendas and sign-ins, phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, etc.)	
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</li> </ul>	Ongoing throughout the year; at a minimum of one per semester	Migrant service coordinator, Migrant School Home community liaison, recruiter	phone and travel logs, copies of documents shared on home visit	

<b>Provide services to PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	Throughout the year and after review of PFS student's progress	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	documentation of services provided by any federal, state or local programs (i.e. TIA, TIII, Homeless, B/ESL, Free & Reduced Lunch, SCE), student schedules
<b>Additional Activities</b>			
Migrant Interventionists will review PFS list on a monthly basis to determine migrant students for targeted instructional support focusing on PFS students unable to meet Statewide Student Assessment criteria.	Once each month; ongoing throughout the year as necessary	Migrant Interventionist	Migrant Interventionists' tracking form

  
 LEA Signature

  
 Date Completed

  
 ESC Signature

  
 Date Received