

# 2020-21 Campus Improvement Plan

**Accountability Rating: Met Standard**

**School Name**

Farwell High School

**School ID**

**Principal**

**District Name**

Farwell Independent School District

**Date of School Board Approval**

## 2019-20 Campus Site-Based Committee

Name	Position	Committee Role
Coby Norman	Administration	
Lorre Haseloff	Parent	
Karen Schilling	Faculty	
Mary Southard	Faculty	
Kelli Schwertner	Faculty	
Logan Sharp	Community Member	
Tom Nichols	Business	

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## **Mission Statement**

The mission of Farwell High School is to provide quality instruction to all students so they will develop into responsible, adaptable, contributing citizens with caring attitudes. Farwell High School 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**

## **Plan Location and Revision Dates**

The plan is located in the campus office and website. The plan is available in English and in Spanish interpretation upon request.

## State Goals and Objectives

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

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

### The State of Texas Public Education Goals

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

### The State of Texas Public Education Objectives

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

## TEA Strategic Plan

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

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

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

### TEA Commissioner's Strategic Priorities:

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

### Enablers

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

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

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

## Federal, State and Local Funding Sources

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

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

### Federal Programs

### Total Expenditures

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

### State or Local Programs

### Total Expenditure

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

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

## Comprehensive Needs Assessment Summary

### Demographics

#### Overall Summary

- Based on our 2019-2020 TAPR Data, our student groups consist of 0% African American, 50.3% Hispanic, 49.1% White, 0.0% American Indian, 0.0%, Asian, 0.5% Two or More Races, and 60.3% Economically Disadvantaged.
- English Language Learners (ELL) are 11.6% (State 20.3%); Students with Disciplinary Placements (2017-2018) was 2.5% (state 1.5%), and At-Risk students are 38.7% (State 50.6%). The Class of 2019 had 100% total graduates with 3% of our students graduate on the Foundation (Endorsement) plan and 97% on the Foundation (DLA) plan.

#### Summary of Strengths

What were the identified strengths?

- Our students and staff continue to be our greatest strength at Farwell High School. With the diverse student and staff population that we serve, we are proud that 100% of our students (including Special Education) graduated on the Recommended H.S. Program/DAP and none graduated on the Minimum H.S. Program.

#### 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 ELL, we must continue to look for ways to enhance English as a second language learning.

#### Priorities

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

#### Student Achievement

#### Overall Summary



- Farwell High School 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.
- This year, we have limited data due to the COVID-19 shutdown canceling STAAR tests statewide. A district accountability summary.

Domain 1: Student Achievement

- Score of Not Rated: Declared State of Disaster
- The TAPR report shows the STAAR/EOC measure for All Grades across the district, % at Phase in 1 Level II or above in each area tested.

School Domain Not	Rated:	2:	Declared	Academic State	of	Progress Growth Disaster
Domain Not	Rated:	3:	Declared	Relative State	of	Performance Disaster
Domain Not	Rated:	4:	Declared	Closing State	the of	Gaps Disaster

Index 4: Postsecondary Readiness

- Emphasizes the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school. This year, it is based on those meeting STAAR performance, graduation rates and the % on the recommended or advanced high school programs. The target score was 60. Farwell received a 77.8.

- The TAPR report showed:

o	College, Career, and Military Ready Graduates:	75.8%	(State 72.9%)
o	Career and Military Ready Graduates:	53%	(State 40.4%)
o	Annual Drop-out rate 9-12 for 2018-2019 is	0%	(State 1.9%)
o	SAT/ACT students tested 2017-18,	84.8%	(State 75%)
o	ACT scores 2018-19,	20.3%	(State 20.6%)

**Summary of Strengths**

What were the identified strengths?

- The strengths for Farwell ISD in student achievement for 2018 include the following areas:

o	Increased ACT participation and average scores (+0.6%) from prior year.	level.
o	Increased the number of students scoring at Meets	level.

**Summary of Needs**

What were the identified needs?

- Raw data from the recent STAAR Exams show that we need work in all four core subject areas and at all levels of testing. Initially, it appears that Science and Math are the two lowest levels for Mastery.
- Campus 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 Focus on increasing the academic rigor in all areas, producing students that are fully prepared for college.
  - o Develop campus-wide systems that protect instructional time.
  - o Initiate multiple avenues for students to receive Industry Based Certifications.
- We will continue to improve in overall performance on all STAAR and EOC exams

**Priorities**

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

Preparing students to graduate college, career, and/or military ready.

**School Culture and Climate**

**Overall Summary**

- In 2018-19, the FHS attendance rate was 97.1%, and improvement of .3% over the prior year and 1.7% over the state average.

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: a) develop a staff commitment statement for each campus and the district based on the idea of achievement for all students (post in front of school); b) develop a system to promote, enhance, and allow staff collaboration with main focus on student achievement; c) review our current data and develop a system of Smart Goals for student achievement; d) make sure TEKS are aligned and functional (through using the TEAKS Resource System) in all areas as our curriculum and standards; e) develop and/or review our system of assessments and review of the data; f) develop and/or review our structured response to intervention (Rtl) pyramid for each campus with Levels 1, 2, and 3 (Tiers).

**Summary of Strengths**

What were the identified strengths?

See Farwell ISD Plan for Excellence.

**Summary of Needs**

What were the identified needs?

See Farwell ISD Plan for Excellence.

### Priorities

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

### Staff Quality/Professional Development

#### Overall Summary

- The teaching staff of Farwell 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 weekly collaboration meetings, before-and-after school trainings, and both online and summer trainings.
- Other important staff factors include:
- The teaching staff - We plan to continue to only hire highly qualified staff when possible. We have 25.9 total staff members.
  - o 23 of these (88.6%) are Professional staff (State 63.7%)
  - o 22.1 (85.2%) are teachers (State 49.4%)
  - o 0.7 (2.6%) are professional support
  - o .2 (0.8%) are campus administration
- Teaching staff years of experience:
  - o 0% are beginning teachers (State 7.4%)
  - o 4.5% have 1 to 5 years (State 27.9%)
  - o 29.7% have 6 to 10 years (State 19.4%)
  - o 37.3% have 11 to 20 years (State 29.4%)
  - o 28.5% have over 20 years (State 15.9%)
- Teachers' average years of experience is 15.9 (State 11.1%).
- The number of students per teacher 7.8 students per teacher, with 15.1 being the State average.
- Salary averages in the district:
  - o Teachers, \$54,412 (State \$57,091)
  - o Professional Support, \$57,791 (State \$67,352)
  - o Campus Administration (School Leadership), \$82,448 (State \$82,512)

#### Summary of Strengths

What were the identified strengths?

- Farwell High School has a highly experienced staff of teachers, administrators and support staff.
- All of our paraprofessionals are highly qualified.
- All teachers are certified teachers.

## Summary of Needs

What were the identified needs?

- Our average salaries are finally approaching the region and state averages.
- Continuity and longevity are keys to success if you are to have high quality staff members. A high value is placed on retaining quality teachers.
- A high mobility rate due to economic forces often results in a loss of staff. Being a rural school, FHS relies upon Farwell ISD improving 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 (TExESand DMAC).
- Through these venues, teachers need additional training in Instructional Delivery, RtI, GT, ESL strategies for ELPS, 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.

## Priorities

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

## Curriculum, Instruction, Assessment

### Overall Summary

- 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.
- 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 Strengths

What were the identified strengths?

## Summary of Needs

What were the identified needs?

- In working with teacher groups, the district needs to continue improving the 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 area teachers will plan effective, student-centered lessons. Core areas will utilize the TEKS Resource System.

## Priorities

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

## Family and Community Involvement

### Overall Summary

Title	1	Parent	Survey	Results	
1. Three best ways to communicate with parents;	phone call,	texts,	Schoolway	App.	
2. Activities interested in participating;	Booster Clubs,	Volunteer,	College/FASFA	night	
3. How welcome do you feel at school;	none-0,	some-21,	a lot-57,	tremendously – 55	
4. Ability to monitor child's academics;	none-1,	some-21,	a lot-78,	tremendously – 42	
5. Participate in course selection;	never-6,	some-24,	frequently-59,	almost always-45	
6. Assist with homework;	never-11,	seldom-31,	sometimes-56,	frequently-29,	almost always-12
7. Participated in a school activity;	never-13,	1-2 times-29,	every few months-21,	monthly-21,	weekly or more-21
8. Received from school; important policies/procedures-	92,	compact-82,	Prt Engagement policies-82,	Title I Program-79,	Ways to communicate-96

### Family and Community Involvement Summary

- Farwell High believes in engaged parental and community involvement through a strong partnership with parents.
- 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 levels of engaged involvement will increase and parents will become our strong partners who feel welcome and participatory in the educational process for all children. This will take additional time as we 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, notes home, txwire hotline, and new phone app to facilitate better communication and interaction among all stakeholders.
- Through the Parent Portal, parents have electronic, real-time access to their children’s grades, attendance data, and also easy access for continued communication with their children’s teachers.
- We will initiate a Farwell High School Facebook page and bi-weekly newsletter that will be distributed to students, as well as at local banks and businesses.
- 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 Clovis Community College for the Dual Credit Programs, Farwell ISD continues to increase community awareness of changing graduation, college/work readiness, and preparedness for all students.

**Summary of Needs**

What were the identified needs?

- The campus staff needs to improve efforts to publicize scheduled meetings, events, and activities that will improve parent, family, and community involvement.
- Focus upon improved communication and collaboration with our parents and community through enhanced staff web pages, etc., the campus 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 campus, including how federal and state program funds will be used?

**Programs**

**Overall Summary**

**Summary of Strengths**

What were the identified strengths?

**Summary of Needs**

What were the identified needs?

**Priorities**

What are the priorities for the campus, 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.

**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 campus, including how federal and state program funds will be used?

**Additional Information**

## Programs

### Programs Summary

- The campus is a Title I, State Compensatory, and Migrant School-wide institution;
- The campus participates in the National School Lunch Program for students who qualify for free and reduced lunch;
- The campus is rated "Met Standards."
- TAKS/EOC scores are located in the Student Performance section of the plan;
- The campus 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.
- Farwell ISD also participates in a Shared Service Arrangement (SSA) with ESC 16 for CTE Carl Perkins Funds.
- Initiatives that support student achievement include the following: TEKS Resource System; 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.

### Programs 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 Promethean technology;
- Utilize COWs for students' access to the WiFi and Internet usage.

English and Ag classes now have their own class sets

### Programs 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;

### Comprehensive Needs Assessment Data Documentation

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

- District goals – One campus a Blue Ribbon School
- Campus goals – Revamp and improve ACT/SAT prep program, Motivate unmotivated students, Increase number of bus drivers on campus
- 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 – Indicator 2 on LEP ELA EOC passing rate
- The most recent STAAR/EOC results and accountability status – All scores above state average
- SAT/ACT results – ACT average increase 0.6%
- Campus and/or district planning and decision making committee meeting discussions – See Agendas
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc. – SEE TAPR
- Discipline records – 4 DAEP placements last year, one this year, and far fewer ISS placements as well
- Violence and/or violence prevention records - NA
- Student surveys and/or feedback - NA
- Community and/or parent surveys and/or feedback –See prior section





## Student Performance Data

### Reading

#### 2016-17 Reading STAAR Results

### Writing

#### 2016-17 Writing STAAR Results

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

#### 2017-18 Writing STAAR Results

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

#### 2018-19 Writing STAAR Results

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

### English I

#### 2016-17 English I STAAR Results

Student Group	# Students Tested	Average	Did Not Meet	Approaches	Meets	Masters
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		Scale Score								
			#	%	#	%	#	%	#	%
All Students	43	4135	8	19	35	81	28	65	5	12
Hispanic/ Latino	23	4076	5	22	18	78	15	65	2	9
White	20	4203	3	15	17	85	13	65	3	15
Economically Disadvantaged	25	4069	6	24	19	76	16	64	2	8
At-Risk	20	3878	8	40	12	60	8	40	1	5

### 2017-18 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	50	3960	14	28	36	72	24	48	0	0
Hispanic/ Latino	26	3870	10	38	16	62	8	31	0	0
White	23	4069	4	17	19	83	16	70	0	0
Economically Disadvantaged	35	3903	12	34	23	66	13	37	0	0
Limited English Proficient	6	3686	4	67	2	33	1	17	0	0
Special Education	9	3733	4	44	5	56	2	22	0	0

### 2018-19 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	44	4055	12	24	32	76	23	47	5	8
Hispanic/ Latino	24	3935	8	28	16	72	9	34	2	7
White	20	4199	4	18	16	82	14	64	3	9
Economically	22	3849	7	30	15	70	7	33	0	0

Disadvantaged										
Limited English Proficient	8	3487	4	29	4	71	1	21	0	0
Special Education	5	3499	0	0	0	0	0	0	0	0

**English II**

**2016-17 English II STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	37	4111	10	27	27	73	23	62	4	11
Hispanic/Latino	20	4012	6	30	14	70	12	60	0	0
White	17	4228	4	24	13	76	11	65	4	24
Economically Disadvantaged	19	4011	5	26	14	74	12	63	0	0
Special Education	6	3453	6	100	0	0	0	0	0	0
At-Risk	26	3926	10	38	16	62	12	46	1	4

**2017-18 English II STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	44	4267	8	18	36	82	33	75	8	18
Hispanic/Latino	25	4170	6	24	19	76	18	72	3	12
White	19	4396	2	11	17	89	15	79	5	26
Economically Disadvantaged	27	4198	6	22	21	78	19	70	4	15
Special Education	6	3429	5	83	1	17	0	0	0	0

**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	40	0	0
Hispanic/Latino	24	3956	5	23	19	77	7	31	0	0
White	19	4090	4	20	15	80	11	55	0	0
Economically Disadvantaged	28	4000	4	17	24	83	10	37	0	0
Limited English Proficient	5	3873	3	36	2	64	1	18	0	0
Special Education	7	3688	5	71	2	29	1	14	0	0

**Mathematics**

**2016-17 Mathematics STAAR Results**

**Algebra I**

**2016-17 Algebra I STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	40	4197	2	5	38	95	28	70	15	38
Hispanic/Latino	20	4205	0	0	20	100	14	70	8	40
White	20	4188	2	10	18	90	14	70	7	35
Economically Disadvantaged	21	4190	0	0	21	100	15	71	7	33
At-Risk	17	3880	2	12	15	88	7	41	0	0

**2017-18 Algebra I STAAR Results**

Student Group	# Students Tested	Average	Did Not Meet	Approaches	Meets	Masters
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		Scale Score								
			#	%	#	%	#	%	#	%
All Students	44	3893	7	16	37	84	19	43	4	9
Hispanic/Latino	25	3869	4	16	21	84	10	40	2	8
White	18	3950	2	11	16	89	9	50	2	11
Economically Disadvantaged	33	3884	5	15	28	85	13	39	4	12
Special Education	8	3767	3	38	5	63	2	25	0	0

**2018-19 Algebra I STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	40	4079	5	12	35	88	21	49	11	27
Hispanic/Latino	20	3954	3	15	17	85	9	40	3	15
White	19	4240	2	10	17	90	12	60	8	40
Economically Disadvantaged	18	3875	3	19	15	81	7	33	2	10
Limited English Proficient	8	3850	2	20	6	80	3	40	1	10
Special Education	5	3644	1	20	4	80	0	0	0	0

**Science**

**2016-17 Science STAAR Results**

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

**2017-18 Science STAAR Results**

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

**2018-19 Science STAAR Results**

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

**Biology**

**2016-17 Biology STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	42	4265	3	7	39	93	31	74	13	31
Hispanic/Latino	21	4228	2	10	19	90	13	62	8	38
White	21	4301	1	5	20	95	18	86	5	24
Economically Disadvantaged	23	4209	2	9	21	91	15	65	6	26
At-Risk	19	3960	3	16	16	84	11	58	0	0

**2017-18 Biology STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	48	4009	6	13	42	88	25	52	4	8
Hispanic/Latino	25	3937	2	8	23	92	12	48	0	0

White	22	4120	3	14	19	86	13	59	4	18
Economically Disadvantaged	34	3976	4	12	30	88	17	50	2	6
Special Education	8	3636	4	50	4	50	1	13	0	0

**2018-19 Biology STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	39	4188	4	12	35	88	26	60	8	17
Hispanic/Latino	18	4041	3	21	15	79	11	58	2	11
White	20	4367	0	0	20	100	15	64	6	23
Economically Disadvantaged	19	3939	3	18	16	82	10	45	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

**Social Studies**

**2016-17 Social Studies STAAR Results**

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

**2017-18 Social Studies STAAR Results**

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

**2018-19 Social Studies STAAR Results**



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

## U.S History

2016-17 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	37	4172	2	5	35	95	27	73	10	27
Hispanic/Latino	20	4025	1	5	19	95	14	70	2	10
White	17	4344	1	6	16	94	13	76	8	47
Economically Disadvantaged	19	4083	1	5	18	95	14	74	3	16
Special Education	5	3578	2	40	3	60	1	20	0	0
At-Risk	26	3965	2	8	24	92	16	62	2	8

2017-18 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	39	4619	1	3	38	97	35	90	27	69
Hispanic/Latino	22	4552	1	5	21	95	19	86	15	68
White	17	4705	0	0	17	100	16	94	12	71
Economically Disadvantaged	23	4564	1	4	22	96	20	87	16	70

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/	24	4249	1	4	23	96	18	75	6	25

Latino										
White	19	4454	0	0	19	100	15	79	10	53
Economically Disadvantaged	29	4270	1	3	28	97	21	72	8	28
Limited English Proficient	4			0		100		67		22
Special Education	7	3827	1	14	6	86	2	29	0	0

## Goals and Strategies

### Goal 1:

Farwell ISD will promote academic excellence for all students. (NCLB 1)

### Performance Objective 1:

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/ACT/SAT scores in all core areas for all students. (2, RS)

### Evaluation Data Source(s):

### Summative Evaluation:

STAAR/EOC/ACT/SAT results.

### Strategy/Activity 1

1.1: Provide STAAR/EOC Prep classes for Math, Science, SS, and ELA for 9th -12th grade at-risk, Hispanic, and economically-disadvantaged students who scored near or below 2017 STAAR EOC standards (M) (SW Element: 2.5)

### Timeline

### Person(s) Responsible/Monitor

H.S. Principal; Core Teachers; Student Services Coordinator (SSC)

### Strategy's Expected Result/Impact

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

### Reviews

Formative  
Summative

**Resources**

**Source**

State Funds

**Budget Reference**

None Specified

**Strategy/Activity 2**

1.2: Provide STAAR EOC Acceleration classes for 9th-12th grade students who scored near or below 2017 STAAR EOC standards on any assessment (M) (SW Element: 2.4, 2.5, 2.6)

**Timeline**

**Person(s) Responsible/Monitor**

H.S. Principal Core Teachers  
Student Services Coordinator

**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**

**Source**

SCE

**Strategy/Activity 3**

1.3: Provide Learning Labs for at-risk students to receive additional instruction during the regular school day (M) (SW 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**

Source

SCE

**Strategy/Activity 4**

1.4: Administer STAAR Released tests, and STAAR EOC benchmark exams to all STAAR EOC testing students in all core areas (TIA) (SW Element: 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 5**

1.5: Disaggregate 2017 STAAR EOC scores by Core Curriculum Departments to identify target areas and formulate strategies to address those areas. (RS, TIA)

**Timeline**

**Person(s) Responsible/Monitor**

Campus Principal; SSC; All secondary 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 6**

1.6: Provide graphing calculators for all math students to use in class and take home. (SW Element: 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 7**

1.7: ELL pullout & in-class instruction for LEP students using modifications set forth by LPAC. (SW Element: 2.4, 2.5)

**Timeline**

**Person(s) Responsible/Monitor**

ELL Teacher; Principal; Counselor; SSC

**Strategy's Expected Result/Impact**

Teacher schedules, Improved RPTE scores, increased English fluency/comprehension, STAAR EOC results

**Reviews**

Formative  
Summative

**Resources**

Source

ELL

Source

Migrant

Source

Local Funds

**Strategy/Activity 8**

1.8: Staff Development training to learn and implement instructional strategies and appropriate modifications for ESL students (SW Element: 2.4)

**Timeline**

**Person(s) Responsible/Monitor**

High School Principal  
School Teachers



**Strategy's Expected Result/Impact**

Teacher training certificates Improved RPTE scores, Advanced English Speakers /Exit ESL program, STAAR EOC results

**Reviews**

**Formative  
Summative**

**Resources**

**Source**

Local Funds

**Strategy/Activity 9**

1.9: Ensure updated training in G/T strategies for all high school teachers (SW Element: 2.4, 2.5)

**Timeline**

**Person(s) Responsible/Monitor**

H.S. Principal; G/T Coordinator; H. S. Teachers

**Strategy's Expected Result/Impact**

Teacher Sign-In Sheets, ACT/SAT scores  
G/T Program evaluation; ESC training annually

**Reviews**

**Formative  
Summative**

**Resources**

**Source**

G/T

**Source**

Local Funds

**Strategy/Activity 10**

1.10: Coordination and communication between regular Ed. teachers and Sp. Ed teachers in instructing Sp. Ed. students with IEP's (SW 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

SpEd

Source

Local Funds

**Strategy/Activity 11**

1.11 Identify homeless students and provide related services (SW 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**

Source

SCE

Source

Title I

**Description**

Homeless Reservation

**Strategy/Activity 12**

1.12 Provide pregnancy related services that includes medical monitoring and CEHI

**Timeline**

**Person(s) Responsible/Monitor**

Counselor, SSC

**Strategy's Expected Result/Impact**

100% graduation rate with high school diploma, PRS records

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

Source

SCE

**Strategy/Activity 13**

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

**Timeline**

**Person(s) Responsible/Monitor**

504 Coordinator; SSC; Dyslexia Coordinator; SpEd Teacher

**Strategy's Expected Result/Impact**

100% graduation rate, RtI reports, Progress Tracker Reports

**Reviews**

**Formative  
Summative**

**Resources**

Source

Local Funds

Source

State Funds

Description

Dyslexia Allotment

**Strategy/Activity 14**

1.14 Provide Foster Care related services (SW 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**

Source

SCE

**Strategy/Activity 15**

1.15 Provide College credit classes during the school day. (SW Element: 2.5)

**Timeline**

**Person(s) Responsible/Monitor**

Counselor; Principal

**Strategy's Expected Result/Impact**

Number of college credit hours students obtain, academic success in classes

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

HAS

**Goal 2:**

Farwell ISD will provide a safe and orderly school environment for all students to learn and develop. (NCLB Goal 4)

**Performance Objective 1:**

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/ACT/SAT scores in all core areas for all students. (2, RS)

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

2.1: FHS will establish an expectation of excellence in everything we do involving teaching, learning, professionalism, extracurricular activities, and student behavior. (RS)

**Timeline**

**Person(s) Responsible/Monitor**

HS Principal, CIP Team, AD, Band Director, Teachers

**Strategy's Expected Result/Impact**

Walk through data, PDAS, student discipline data, overall campus culture and climate, assessment data

**Reviews**

Formative  
Summative

**Resources**

Source State Funds

Source Local Funds

**Strategy/Activity 2**

2.2: Students will be monitored at all times by teachers in the hallway, lunch duty personnel at lunch , and sponsors during activities. Staff will seek out opportunities to interact with students,

thus establishing a positive school climate. (RS)

**Timeline**

**Person(s) Responsible/Monitor**

Principal

**Strategy's Expected Result/Impact**

Soft data measurement through surveys, discipline data

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 3**

2.3: 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, eliminating students' cell phone usage, and only allowing students out of class for emergencies. (RS)

**Timeline**

**Person(s) Responsible/Monitor**

Principal

**Strategy's Expected Result/Impact**

Walk through data, PDAS, assessment data

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 4**

2.4: Perform criminal background checks and fingerprint analysis on all employees

**Timeline**

**Person(s) Responsible/Monitor**

Superintendent

**Strategy's Expected Result/Impact**

Criminal background reports

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 5**

2.5: Provide campus guardian per district policy.

**Timeline**

**Person(s) Responsible/Monitor**

Superintendent;; safes; weapons; training

**Strategy's Expected Result/Impact**

Criminal background reports

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds



### Strategy/Activity 6

2.6: Classroom instruction will be improved by implementing meaningful classroom management strategies (RS, PD)

#### Timeline

#### Person(s) Responsible/Monitor

Principal

#### Strategy's Expected Result/Impact

Walk through data, PDAS, reduced discipline referrals

#### Reviews

Formative  
Summative

#### Resources

### Strategy/Activity 7

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

#### Timeline

#### Person(s) Responsible/Monitor

Principal

#### Strategy's Expected Result/Impact

Discipline data; reduced referrals; improved student behavior

#### Reviews

Formative  
Summative

#### Resources

##### Source

Local Funds

**Source**

Activity Act

**Strategy/Activity 8**

2.8: Provide incentives for perfect attendance including: semester test exemption and early lunch release (RS)

**Timeline**

**Person(s) Responsible/Monitor**

H.S. Principal  
H.S. Secretary

**Strategy's Expected Result/Impact**

Daily Attendance records, ADA, Student Assessment performance

**Reviews**

Formative  
Summative

**Resources**

**Source**

Local Funds

**Strategy/Activity 9**

2.9: Training update for Farwell High School Emergency Activation Plan including:  
Tornado/fire, lockdown, emergency evacuation

**Timeline**

**Person(s) Responsible/Monitor**

Crisis Mgt team; PCSS; and all H.S. staff; Parmer County Coop

**Strategy's Expected Result/Impact**

Updated training, Documented counseling sessions

**Reviews**

**Formative  
Summative**

**Resources**

**Source**

Local Funds

### **Strategy/Activity 10**

2.10: Red Ribbon Week to promote drug and alcohol abstinence including Drug Assembly and other drug awareness activities for 9-12 students

**Timeline**

October through April

**Person(s) Responsible/Monitor**

Counselor, Student Council

**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 11**

2.11: Students will be taught bullying awareness and bullying prevention strategies.

**Timeline**

August through May

**Person(s) Responsible/Monitor**

Counselor, Principal

**Strategy's Expected Result/Impact**

Incidents of bullying will be reduce or completely eliminated.

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Goal 3:**

Farwell ISD will continue to foster and improve parent/community relations. (NCLB Goal 5)

**Performance Objective 1:**

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/ACT/SAT scores in all core areas for all students. (2, RS)

**Evaluation Data Source(s):**

**Summative Evaluation:**

STAAR/EOC results.

**Strategy/Activity 1**

3.1: Provide bilingual staff at the high school campus to translate for Spanish speaking parents (PI)

**Timeline**

**Person(s) Responsible/Monitor**

Bilingual Staff members

**Strategy's Expected Result/Impact**

Increased parent involvement

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

Source

Title I

## Strategy/Activity 2

3.2: Provide interpreter for all ESL/Sp. Ed meetings (PI)

### Timeline

### Person(s) Responsible/Monitor

Bilingual Staff

### Strategy's Expected Result/Impact

Increased parental attendance and involvement in LPAC/Sp. Ed meetings/programs

### Reviews

Formative  
Summative

### Resources

Source

Local Funds

Source

Title I

## Objective 2:

Evaluation Data Source(s):

Summative Evaluation:

## Strategy/Activity 1

3.3: Early release days to allow parents to pick up students' report card and visit with teachers concerning student needs. (PI)

### Timeline

### Person(s) Responsible/Monitor

Campus Improvement Plan for

High School staff

**Strategy's Expected Result/Impact**

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

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 2**

3.4: Open House and Parent meetings to share info pertinent to their child's school activities and future education (PI, T)

**Timeline**

**Person(s) Responsible/Monitor**

Campus Secretary; Counselor; Principal

**Strategy's Expected Result/Impact**

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

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 3**

3.5: Issue student progress reports to communicate to parents their child's progress & areas of concern. Extend invitation to visit with the parent. (PI)

**Timeline**

**Person(s) Responsible/Monitor**

High School 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 4**

3.6 Promote parent/community involvement through :  
Rotary Club, Local Sororities, Class Parents,  
Banquets, Junior/Senior Parent night. Parent Recognition Night – Football, Transition Orientation, Class Dinners, Pep Rallies,  
Personal Graduation, FFA Activities,  
School Committees, Parent/Teacher conferences  
Awards Assemblies, Band/Athletics, National Honor Society, One Act Play/UII Literary,  
ARDS/LPAC (PI)  
Title I Meetings offered at flexible dates and times (SW Element: 3.2)

**Timeline**

**Person(s) Responsible/Monitor**

High School Principal, Sponsors, Athletic Director

**Strategy's Expected Result/Impact**

Increased parental/community involvement in school functions  
Participation logs



**Reviews**

**Formative  
Summative**

**Resources**

**Source**

Local Funds

**Source**

CTE

**Source**

C & I

**Strategy/Activity 5**

3.7: Invite parents/community members to participate in school volunteer work, substituting, guest-speaking, and serving on school committees (PI) including site-based committees to development and review Campus Improvement Plan, Parent and Family Engagement Policy and School Compact and distribution to parents. (SW Element: 2.1, 3.1)

**Timeline**

**Person(s) Responsible/Monitor**

High School 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

**Goal 4:**

Provide Farwell ISD students with a strong, progressive, and quality education by way of a highly effective staff. (ESSA Goal).

**Performance Objective 1:**

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/ACT/SAT scores in all core areas for all students. (2, RS)

**Evaluation Data Source(s):**

**Summative Evaluation:**

STAAR/EOC/ACT/SAT results.

**Strategy/Activity 1**

4.1: Plan professional development activities based upon campus needs determined by TAPR reports, ever changing STAAR EOC and special programs' needs. (CNA, RS, PD, TIA)

**Timeline**

**Person(s) Responsible/Monitor**

All staff members, Campus Improvement Team

**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

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

C & I

Source

Local Funds

**Strategy/Activity 2**

4.2: Contract with Region 16 ESC for staff development activities and send participants to relevant trainings, such as STAAR EOC centered professional development activities. (CNA, RS, PD, TIA)

**Timeline**

**Person(s) Responsible/Monitor**

Superintendent; All staff members

**Strategy's Expected Result/Impact**

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

**Reviews**

Formative  
Summative

**Resources**

Source

C & I

Source

State Funds

Source

Title I

Description

Instructional Support Contract

**Strategy/Activity 3**

4.3: Staff development activities for identifying, intervention, assessing needs, planning, modifying, tutor/ remediate, and serving At-risk students. (CNA, RS, PD, TIA) (SW 2.4, 2.6)

**Timeline**

**Person(s) Responsible/Monitor**

Campus principal;  
Sp. Ed teacher;  
Diagnostician; Student Services Coordinator

**Strategy's Expected Result/Impact**

Increased student performance, fewer dropouts, improved STAAR EOC scores, fewer student retentions, higher attendance and graduation rates, Staff development records and certificates

**Reviews**

**Formative  
Summative**

**Resources**

Source

C & I

Source

SCE

**Strategy/Activity 4**

4.4: Attend CAP training and develop a plan for special education program that fulfills state requirements (IEP's, referrals, etc)

**Timeline**

**Person(s) Responsible/Monitor**

Campus principal  
Sp. Ed teacher  
Diagnostician

**Strategy's Expected Result/Impact**

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

**Reviews**

**Formative  
Summative**

**Resources**

Source

SpEd

Source

Title I

### Strategy/Activity 5

4.5: Keep classroom teachers updated on 6 hour G/T certification requirements

#### Timeline

#### Person(s) Responsible/Monitor

G/T Coordinator

#### Strategy's Expected Result/Impact

All classroom teachers' certificates

#### Reviews

Formative  
Summative

#### Resources

Source

Local Funds

Source

G/T

Description

GT Allotment

### Strategy/Activity 6

4.6: Teacher/Para-professional training for non-highly qualified teachers utilizing the ESC-16, local Universities, and local resources (tuition free) (HQ, PD))

#### Timeline

#### Person(s) Responsible/Monitor

H.S. Principal

#### Strategy's Expected Result/Impact

Highly qualified teachers by 2017-2018,

Completion certificates

**Reviews**

Formative  
Summative

**Resources**

Source

C & I

**Strategy/Activity 7**

4.7 Recruitment and retention of highly qualified teachers including benefits (HQ, PD, R/R)

**Timeline**

**Person(s) Responsible/Monitor**

Superintendent  
H.S. Principal

**Strategy's Expected Result/Impact**

Principal Attestation

**Reviews**

Formative  
Summative

**Resources**

Source

C & I

**Goal 5:**

Progressive and innovative technology will be integrated throughout the District to enhance student achievement. (NCLB Goal 1)

**Performance Objective 1:**

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/ACT/SAT scores in all core areas for all students. (2, RS)

**Evaluation Data Source(s):**

**Summative Evaluation:**

STAAR/EOC/ACT/SAT results.

**Strategy/Activity 1**

5.1: Provide Technology Instruction activities (PD) (SW Element: 2.5)

**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

Local Funds

**Strategy/Activity 2**

5.2: Utilize Promethean Boards to promote student engagement, improve instructional design, and promote technology usage (SW 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

**Strategy/Activity 3**

5.3: Utilize Computers on Wheels in the classroom for online simulated labs, virtual tours, classroom projects, and add Chromebooks in English classes. (SW 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

Source

HAS



**Source**

State 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 (NCLB Goal 2)

Farwell ISD will promote academic excellence for all students. (NCLB 1)

**Performance Objective 1:**

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/ACT/SAT scores in all core areas for all students. (2, RS)

**Evaluation Data Source(s):**

**Summative Evaluation:**

STAAR/EOC/ACT/SAT 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. (RS)

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Secretary

**Strategy's Expected Result/Impact**

Attendance rate, committee notes

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 2**

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

**Timeline**

**Person(s) Responsible/Monitor**

H.S. Principal  
H.S. Secretary  
Title I Aide

**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. (M) (SW Element: 2.4, 2.5, 2.6)

**Timeline**

**Person(s) Responsible/Monitor**

Student Service Coordinator, Counselor, Principal

**Strategy's Expected Result/Impact**

**Reviews**

Formative  
Summative

**Resources**

Source

SCE

**Strategy/Activity 4**

6.4: Provide accelerated Instruction for students in Rtl, STAAR classes, learning lab and tutorials (M,RS) (SW Element: 2.4, 2.5, 2.6)

**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

SCE

**Strategy/Activity 5**

6.5: Implement curriculum teams to develop strategies to improve instruction and differentiate instruction for struggling learners (TIA,RS) (SW Element: 2.4, 2.5, 2.6)

**Timeline**

**Person(s) Responsible/Monitor**

Student Service Coordinator, Counselor, Principal

**Strategy's Expected Result/Impact**

Minutes, benchmarks, progress tracker reports

**Reviews**

Formative

**Summative**

**Resources**

**Source**

General Fund

**Objective 2:**

6-2.1 Develop Transition plan for students entering Farwell High School and exit transition plans for college, career and military.

**Evaluation Data Source(s):**

Student surveys; PEIMS Data

**Summative Evaluation:**

**Strategy/Activity 1**

Provide a Spring Rally for incoming 8th grade students to discuss high school culture, structure and traditions.

**Timeline**

April-May

**Person(s) Responsible/Monitor**

Principal, Counselor, SSC

**Strategy's Expected Result/Impact**

**Reviews**

Formative  
Summative

**Resources**

**Source**

State Funds

**Strategy/Activity 2**

6-2.2 Assist students with post-secondary transition for college, career and military readiness by providing free, on-site ACT tests, college representative visits, college and career fairs, access for military recruiters to our students, and assistance with FAFSA, college/military/career applications, and scholarships.

**Timeline**

August through June

**Person(s) Responsible/Monitor**

Counselor

**Strategy's Expected Result/Impact**

Increase the number of CCMR graduates rapidly.

**Reviews**

Formative  
Summative

**Resources**

Source                      General Fund

Source                      Title I

**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 (NCLB, Goal 5; 10, COORD).

**Performance Objective 1:**

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/ACT/SAT scores in all core areas for all students. (2, RS)

**Evaluation Data Source(s):**

**Summative Evaluation:**

STAAR/EOC/ACT/SAT results.

**Strategy/Activity 1**

Technology, Transportation, Maintenance and custodial needs will be addressed through the work request process, ensuring the optimal operation of support services to meet instructional needs.

**Timeline**

**Person(s) Responsible/Monitor**

Directors of Trans/Maint, Tech, Principal

**Strategy's Expected Result/Impact**

Completed work orders

**Reviews**

Formative  
Summative

**Resources**

**Description**

Local, State Trans, HS allotment

**Strategy/Activity 2**

Purchases will be managed through the TxEIS system and approved at proper steps.

**Timeline**

**Person(s) Responsible/Monitor**

Principal, Band/Ath Directors,

**Strategy's Expected Result/Impact**

Requisition tracking program

**Reviews**

Formative  
Summative

**Resources**

Description

All



**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

**Allocations by Funding Source**

**Funding Source**

**Amount**

**Balance**

**Expenditures by Funding Source**

**Funding Source**

**Amount**

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

**Budget Reference**

**Amount**

**Summary of Expenditures in this Plan**

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

**Budget Reference**

**Funding Source**

**Amount**

## State Compensatory

### 2020-2021 Improvement plans

#### Budget for District Improvement Plan:

Account Function	Account Object	Budget
11-Instruction	6112 Substitute Pay	\$0
	6119 At-Risk Coordinator, Reading Intervention Teacher, Summer School	\$302,970.00
	6129 State Comp Aides	\$42,510.00
	6141 Medicare	\$4,222.00
	6142 Insurance	\$31,284.00
	6143 Workers Comp	\$3,598.00
	6144 TRS On behalf	\$15,532.00
	6146 TRS Retirement	\$20,139.00
	6149 Employee Benefits	\$279.00
34-Transportation	6129 Salaries	\$1,000.00
	<b>6100 Subtotal</b>	<b>\$421,534</b>
21-Leadership	6239 Contract, ESC	\$5,460.80
	<b>6200 Subtotal</b>	<b>\$5,460.80</b>
11-Instruction	6399 Supplies, Istation, Credit Recovery, testing	\$11,000.00
	<b>6300 Subtotal</b>	<b>\$11,000.00</b>
13-Staff Development	6411 Travel	\$0
	<b>6400 Subtotal</b>	<b>\$0</b>
	<b>Program Intent 30 Total</b>	<b>\$437,994.80</b>

**Personnel for District Improvement Plan:**

<u>Name</u>	<u>Campus</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karen Schilling	District	At-Risk Teacher/Coordinator	SCE	0.9625
Amy Barnes	Elementary	Elementary Tutorials	SCE	0.0600
Blair Morris	Elementary	Elementary Tutorials	SCE	0.0600
Mitzi Branscum	Elementary	Elementary Tutorials	SCE	0.0600
	Elementary	Title I Enrichment Aide	REAP	1.0000
Pamela Funderburg	Elementary	Elementary Tutorials	SCE	0.0600
Melinda Bonner	Elementary	Enrichment Teacher	SCE	0.0600
Caitlin Johnson	Elementary	Elementary Tutorials	SCE	0.0600
Angela Moulder	Elementary	Elementary Tutorials	SCE	0.0650
Crystal Potts	Elementary	Elementary Tutorials	SCE	0.0600
Kim Nichols	Elementary	Elementary Tutorials	SCE	0.0650
Chelsee Ponder	Elementary	Elementary Tutorials	SCE	0.0650
Jan Hardisty	Elementary	Elementary Tutorials	SCE	0.0650
	Elementary	SPED/Enrichment Aide	Title 1	1.0000
Tanya Steinbock	Elementary	GT/Enrichment Teacher	Title 1	1.0000
Jodi Ubantke	Elementary	Elementary Tutorials	SCE	0.1300
Keila Morris	Elementary	Elementary Tutorials	SCE	0.0600
	Elementary	Elementary Tutorials	SCE	
Leslie Lunsford	Elementary	Elementary Tutorials	SCE	0.0600
Billie Merritt	High School	EOC Teacher/HS Tutorials	SCE	0.1200
Eric Chadwick	High School	HS Tutorials	SCE	0.1200

Crystal Chadwick	High School	HS AIDE	Title II/REAP	0.9741
Nancijane Goodwin	High School	HS Tutorials/EOC Teacher	SCE	0.1200
Cynthia Lopez	High School	HS Tutorials	SCE	0.1200
Wendy Schilling	High School	HS Tutorials	SCE	0.1200
Kelli Schwertner	High School	HS Tutorials/EOC Teacher	SCE	0.1200
Mary Southard	High School	HS Tutorials	SCE	0.1200
Camila Sharp	Junior High	JH Tutorials	SCE	0.1200
Sharon Chacon	Junior High	JH Tutorials	SCE	0.1200
Brittani Grant	Junior High	JH Tutorials	SCE	0.1200
Steve Doolittle	Junior High	JH Tutorials/Reading	SCE	0.1200
Megan Terry	Junior High	Improvement	SCE	0.1200
	Junior High	JH Tutorials	SCE	
		JH Tutorials		
Patti Johnson	Junior High	JH Tutorials	SCE	0.1200
Maddie Flores	Junior High	JH Tutorials	SCE	0.1200