2022-23 Campus Improvement Plan

Accountability Rating: Met Standard

School Name

Farwell High School

Address

801 Ave. G; PO BOX F Farwell, TX 79325

School ID

185902001

Principal

Kyle Conatser

District Name

Farwell Independent School DIstrict

Date of School Board Approval

2022-23 Campus Site-Based Committee

Name	Position	Committee Role
Kyle Conatser	Principal	Administration
Lorre Haseloff	Counselor	Non-Teacher Professional
Billie Merritt	Teacher	Classroom Professional
Shane Perkins	Teacher	Classroom Professional
Wendy Schilling	Community Member	Community
Logan Sharp	Community Member	
	Business	
	Business	
Alyson Actkinson	Parent	Parent
Pam Husted	Parent	Parent

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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 Recruit, support, retain teachers & principals	**2** Build a foundation of reading and math	**3** Connect high school to career and college	**4** 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 2021-2022 TAPR
Total Students: 167 100%

Students by Grade:
Grade 9: 35 20.95%
Grade 10: 42 25.15%
Grade 11: 57 34.13%
Grade 12: 33 19.67%

Ethnic Distribution:
Hispanic 76 45.5%
White 91 54.5%

Economically Disadvantaged 61 36.5%
Non-Educationally Disadvantaged 106 63.5%
Section 504 10 6.0%
EB Students 16 9.6%
At-Risk 69 41.3%

Total Staff: 28.3 100.0%
Professional Staff: 23.3 82.4%
Teachers 22.6 79.6%
Professional Support 0.7 2.3%
Campus Administration (School Leadership) 0.1 0.4%
Educational Aids 5.0 17.6%

Beginning Teachers 2.8 12.5%
1-5 Years Experience 0.0 0.0%
6-10 Years Experience 3.6 15.8%
11-20 Years Experience 8.6 38.1%
21.3 Years Experience 6.5 29.0%
Over 30 Years Experience 1.1 4.7%

Number of Students per Teacher: 7.4

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. FHS also has great family and parent support. Parents attend the beginning of year orientations and parent/teacher conferences.

Summary of Needs

What were the identified needs?

Problem Statement 1: Emergent Bilingual (EB) students are not meeting the standards in ELA on the STAAR EOC. (44% of EBs passed English 1 EOC)

Priorities

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

Student Achievement

Overall Summary

Student Academic Achievement Summary 2021-2022
Student Achievement: 82% (74% State)
STAAR Performance Score : 78 out of 100

Masters Grade Level:
English 1 6% (11% State)
English 2 6% (9% State)
Algebra 1 30% (27% State)
Biology 16% (21% State)
US History 47% (42% State)

Meets Grade Level:
English 1 44% (47% State)
English 2 59% (55% State)
Algebra 1 48% (43% State)
Biology 44% (55% State)
US History 70% (68% State)

Approaches Grade Level:
English 1 70% (65% State)
English 2 80% (72% State)
Algebra 1 80% (76% State)
Biology 93% (83% State)
US History 93% (89% State)

College, Career, and Military Readiness 46%

Graduation Rate: 100%

Summary of Strengths

What were the identified strengths?

Student Academic Achievement score of 82 out of 100, calculated by STAAR Performance, College, Career, Military Readiness, and Graduation Rate.
STAAR Performance Approaches Grade Level is 8% above the state.
Distinction Earned: Social Studies

Summary of Needs
What were the identified needs?

Problem Statement 1: Improve STAAR EOC scores in all content areas in ELAR, Math, Science, and Social Studies.

Problem Statement 2: In the Class of 2021, 46% of graduates (21 seniors) met CCMR. Root Cause: Staff and Students lack of knowledge of the importance of CCMR and it's implications on school accountability. Limited resources and opportunities to meet CCMR indicators were available.

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

School Culture and Climate

Overall Summary

The staff members at Farwell High School are dedicated to providing high-quality teaching, and students are dedicated to their learning. All stakeholders foster a positive learning environment and encourage others to be involved in school activities. Campus organizations and clubs provide students the opportunity to take part in various activities that add to the learning experience for all students.

Summary of Strengths
What were the identified strengths?

- FHS attendance rate was 96.2% for the 2020-2021 school year.
- Approximately 84% of all high school students in 2022-2023 participate in at least one extra-curricular activity, including band, athletics, cheerleading, FFA, stock shows, UIL, One-Act Play, NHS, and Student Council.
- FHS recognizes a Student of the Month. Criteria for this award is academic success, community service, and character. Staff members elect one student each month.

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?

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 provides 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.

Teaching staff:
- 28.3 total staff members.
- 82.4% Professional Staff
- 79.6% Teachers
- 3.3% Professional Support
- 1.1% Campus Administration

Teachers by Years of Experience:
- Beginning Teachers 2.8 12.5%
- 1-5 Years Experience 0.0 0.0%
- 6-10 Years Experience 3.6 15.8%
- 11-20 Years Experience 8.6 38.1%
- 21.3 Years Experience 6.5 29.0%
- Over 30 Years Experience 1.1 4.7%

Number of Students per Teacher: 7.4

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 either certified teachers or working towards certification.

Summary of Needs

What were the identified needs?

- 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 (Ascender and 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

FHS provides a quality education to the students on campus as a result of a combination of factors. The high school staff is trained to use DMAC, TEKS Resource System, and other programs appropriate for the subject areas. Teachers and administrators ensure that courses are completely aligned to the Texas Essential Knowledge and Skills (TEKS). Teachers use data from periodic assessments to determine the placement of students in Blue period tutorials.

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.

There is great student interest in the CTE courses offered at FHS.

Summary of Strengths
What were the identified strengths?

Regular assessments in the EOC tested areas provide data for instructional decisions and effective planning.

Daily Blue periods provide tutorial instruction for students.

FHS is able to offer a variety of CTE courses, including two coherent sequences and opportunities for industry-based certifications (IBC).

Summary of Needs
What were the identified needs?

The district needs to continue improving the quality of instruction, and assessments in preparations for the new STAAR EOCs 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 and DMAC.

Most teachers at FHS are the only ones who teach the individual subject. Collaboration between staff members is difficult.

CTE courses need to be organized into coherent sequences so that students may graduate as a CTE completer.
FHS must explore ways to offer more IBCs through the CTE program.

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

Family and Community Involvement

Overall Summary

FHS Family and Community involvement remains an integral part of the education experience for students. Several organizations, such as athletics, band, and FFA, have parent booster clubs that are active and contribute to the groups' successes. Information is provided to parents and the community in a variety of ways, including mailed-out letters, School App notifications, FISD website, and FHS Facebook page. The Farwell Education Foundation is a community organization dedicated to the support of teachers in Farwell ISD. 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.

Summary of Strengths
What were the identified strengths?

- Farwell ISD uses the district website, notes home, and School 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.
- Frequent posts are made to the Farwell High School Facebook page, highlighting students and staff successes and important messages.
- The 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.

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.

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

FHS commits to encouraging all students and community members to become life-long learners. Essential to this vision is the development of the use technology that empowers teachers, students, and other adults to create learning experiences both within and beyond the school building. Every students has access to a computer while at school in every classroom for academic use. All staff members are issued a computer for instructional purposes. School Wi-Fi is available to all staff and student computers. The FISD technology staff provides computer support for all as the needs arise. In addition, staff may request training over computer applications.

Summary of Strengths
What were the identified strengths?

All staff and students are given access to Google Classroom and receive a district email address. Students are able to collaborate on group projects and assignments. Technology support and training is available as needed.

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?

Additional Information

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	2019-20		2020-21		2021-22	
Early Education	0	0.00%	0	0.00%		%
Pre-Kindergarten	0	0.00%	0	0.00%		%
Kindergarten	0	0.00%	0	0.00%		%
Grade 1	0	0.00%	0	0.00%		%
Grade 2	0	0.00%	0	0.00%		%
Grade 3	0	0.00%	0	0.00%		%
Grade 4	0	0.00%	0	0.00%		%
Grade 5	0	0.00%	0	0.00%		%
Grade 6	0	0.00%	0	0.00%		%
Grade 7	0	0.00%	0	0.00%		%
Grade 8	0	0.00%	0	0.00%		%
Grade 9	55	31.80%	43	24.30%	35	20.80%
Grade 10	38	22.00%	54	30.50%	42	25.00%
Grade 11	44	25.40%	36	20.30%	57	33.90%
Grade 12	36	20.80%	44	24.90%	34	20.20%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2019-20		2020-21		2021-22	
All Students	173	100%	177	100%	168	100%
American Indian or Alaska Native	0	0.00%	1	0.60%		%
Asian	0	0.00%	0	0.00%		%
Black or African American	0	0.00%	0	0.00%		%
Hispanic/Latino	87	50.30%	88	49.70%	77	45.80%
Native Hawaiian/Other Pacific	0	0.00%	0	0.00%		%
Two or More Races	1	0.60%	1	0.60%		%
White	85	49.10%	87	49.20%	91	54.20%
Economically Disadvantaged	81	46.80%	81	45.80%	61	36.30%
At-Risk	67	38.70%	73	41.20%	69	41.10%
Special Education	18	10.40%	9	%	10	6.00%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	**2018-19**	**2019-20**	**2020-21**
All Students	97.1	99.2	95.3
Male	97.1	99.4	96.1
Female	97	98.9	94.2
Hispanic/Latino	96.9	99.1	94.7
White	97.2	99.3	96.1
Economically Disadvantaged	97	99.2	95.4
English Language Learner	97.1	99	94.8
Special Education	96.5	98.8	96.2
At-Risk	96.7	99.1	94.4

Annual Dropout Rate				
Student Group	**Grade Level**	**2018-19**	**2019-20**	**2020-21**
	9-12	0	0.6	
	9-12	0	0.9	
	9-12	0	0	
	9-12	0	0	
	9-12	0	1.1	
	9-12	0	0	
	9-12	0	0	
	9-12	0	5.3	
	9-12	0	0	

Annual and Total Graduates

Annual Graduates						
Subgroup	**2018-19**		**2019-20**		**2020-21**	
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%		%
Special Education	4	12.1%	2	5.70%	7	17.10%

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

Reading

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

2018-19 Reading STAAR Results

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**	
				#	%	#	%	#	%	#	%

2018-19 Writing STAAR Results											
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	%	#	%	#	%	#	%

2020-21 Writing STAAR Results											
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	%	#	%	#	%	#	%

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	
			#	%	#	%	#	%	#	%

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

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

Mathematics

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

2018-19 Mathematics STAAR Results

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	40	4079	5	13	35	88	21	53	11	28
Hispanic/ Latino	20	3954	3	15	17	85	9	45	3	15
White	19	4240	2	11	17	89	12	63	8	42
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	39	3858	11	28	28	72	14	36	7	18
Hispanic/ Latino	24	3831	6	25	18	75	8	33	5	21
White	15	3902	5	33	10	67	6	40	2	13
Economically Disadvantaged	24	3803	7	29	17	71	8	33	4	17

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

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**
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**

2020-21 Science STAAR Results										
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**

2021-22 Science STAAR Results										
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**

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

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

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	
				#	%	#	%	#	%	#	%

2020-21 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2021-22 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

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**		
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	

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

Goals and Strategies

Goal 1: Student Achievement

Farwell High School will increase student achievement by promoting excellence in academics, extra-curricular, and career and technology (CTE) programs for all students.

Performance Objective 1:

Implement a system of district-wide instructional strategies with excellence and equity to narrow the achievement gap.

Evaluation Data Source(s):

Summative Evaluation:
STAAR/EOC/ACT/SAT results.

Strategy/Activity 1

Staff data meetings will use formative assessment data collected through DMAC (or similar platform) to assist staff when making instructional decisions based on data.

Critical Success Factor(s)	CSF 1
	CSF 2

Timeline

Person(s) Responsible/Monitor

Principal, Student Services Coordinator, Teachers

Strategy's Expected Result/Impact

Increased Scores on EOCs;
Data-Driven Lesson Planning

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Staff data meetings will be used to plan instruction and student groupings.

Critical Success Factor(s)

CSF 1

CSF 2

Timeline

Person(s) Responsible/Monitor

Principal, Student Services Coordinator, Teachers

Strategy's Expected Result/Impact

Quintile reports show levels of growth (DMAC);
Periodic Assessments using DMAC data;
Increased scores on EOCs

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Contact parents of students with chronic absenteeism.

Critical Success Factor(s)

CSF 6

Timeline

Person(s) Responsible/Monitor

Principal, Attendance Clerk

Strategy's Expected Result/Impact

Decrease student absences;
Decrease student referrals;
Increase student achievement

Reviews

Formative
Summative

Resources

Objective 2:

Increase the number of students taking advanced courses, college entrance exams, and who are college- and career-ready as measured by Domain 1 CCMR score.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Provide college credit opportunities through dual credit courses.

Critical Success Factor(s)   **CSF 1**

Timeline

Person(s) Responsible/Monitor

Principal, Student Services Coordinator, Counselor

Strategy's Expected Result/Impact

Increase the number of students receiving college credit while in high school;
Increase the number of students meeting the TSI/dual credit indicators on CCMR

Reviews

Formative

Summative

Resources

Strategy/Activity 2

Offer in-house opportunities for students to take the SAT/ACT and prepare students to be successful on the exams.

Critical Success Factor(s)   CSF 1

Timeline

Person(s) Responsible/Monitor

Principal, Student Services Coordinator, Counselor

Strategy's Expected Result/Impact

increase the number of students taking the SAT/ACT;
Increase the number of students meeting the SAT/ACT indicator on CCMR

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Provide a coherent sequence of CTE courses and earn an industry-based certification.

Critical Success Factor(s)   CSF 1

Timeline

Person(s) Responsible/Monitor

Principal; Counselor; CTE Teachers

Strategy's Expected Result/Impact

Increase the number of students completing a CTE sequence;

Increase the number of students earning an IBC;
Increase the number of students meeting the CTE completer and IBC indicator on CCMRR

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Offer honors courses in the core subjects and advanced courses in each CTE cohort.

Critical Success Factor(s)   CSF 1

Timeline

Person(s) Responsible/Monitor

Principal; Counselor; Teachers

Strategy's Expected Result/Impact

Increase the number of students taking rigorous courses;
Offer courses for identified GT students

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Provide opportunities for students to take the TSIA in-house or complete the Texas College Bridge by the middle of the spring semester of the senior year.

Critical Success Factor(s)   CSF 1

CSF 2

CSF 6

Timeline

Person(s) Responsible/Monitor

Principal, Counselor; Student Services Coordinator

Strategy's Expected Result/Impact

increase the number of students taking the TSIA;
Increase in enrollment of dual credit courses;
Increase the number of students meeting the TSI indicator on CCMR

Reviews

Formative
Summative

Resources

Objective 3:
Improve student subgroup performance for special population groups, including Emergent Bilingual, Economically Disadvantaged, Hispanic, and Special Education.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Tutorial groups utilized for all students to include before, during, and after school to provide early and immediate intervention.

	CSF 1
Critical Success Factor(s)	**CSF 2**
	CSF 6

Timeline

Person(s) Responsible/Monitor

Principal; Student Services Coordinator; Teachers

Strategy's Expected Result/Impact

Increased STAAR EOC scores;
Improved six-weeks and semester grades

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Utilize language programs and instructional strategies for Emergent Bilingual students.

Critical Success Factor(s)

CSF 1

CSF 6

Timeline

Person(s) Responsible/Monitor

Principal; ESL Coordinator; Teachers

Strategy's Expected Result/Impact

Increased STAAR EOC scores for EBs;
Improved student achievement in the classroom;
Decrease the language barrier for EB students

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Utilize differentiate instructional strategies.

Critical Success Factor(s)

CSF 1

CSF 2

CSF 3

CSF 6

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Increased STAAR EOC scores for all student sub-populations;

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Utilize data to target student needs each six-weeks period.

Critical Success Factor(s)

CSF 2

CSF 3

CSF 7

Timeline

Person(s) Responsible/Monitor

Principal; Teachers

Strategy's Expected Result/Impact

Increased STAAR EOC scores;
Improved student achievement in the classroom

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Students will have access to credit recovery to assist them in earning course credit to obtain a high school diploma.

Critical Success Factor(s)   **CSF 1**

Timeline

Person(s) Responsible/Monitor

Principal; Student Services Coordinator; Counselor

Strategy's Expected Result/Impact

Maintaining current graduation rate of 100%;
Students complete high school on time

Reviews

Formative
Summative

Resources

Objective 5:

Student performance on the STAAR EOC will increase by 5% in all content areas, sub-population groups, and mastery levels.
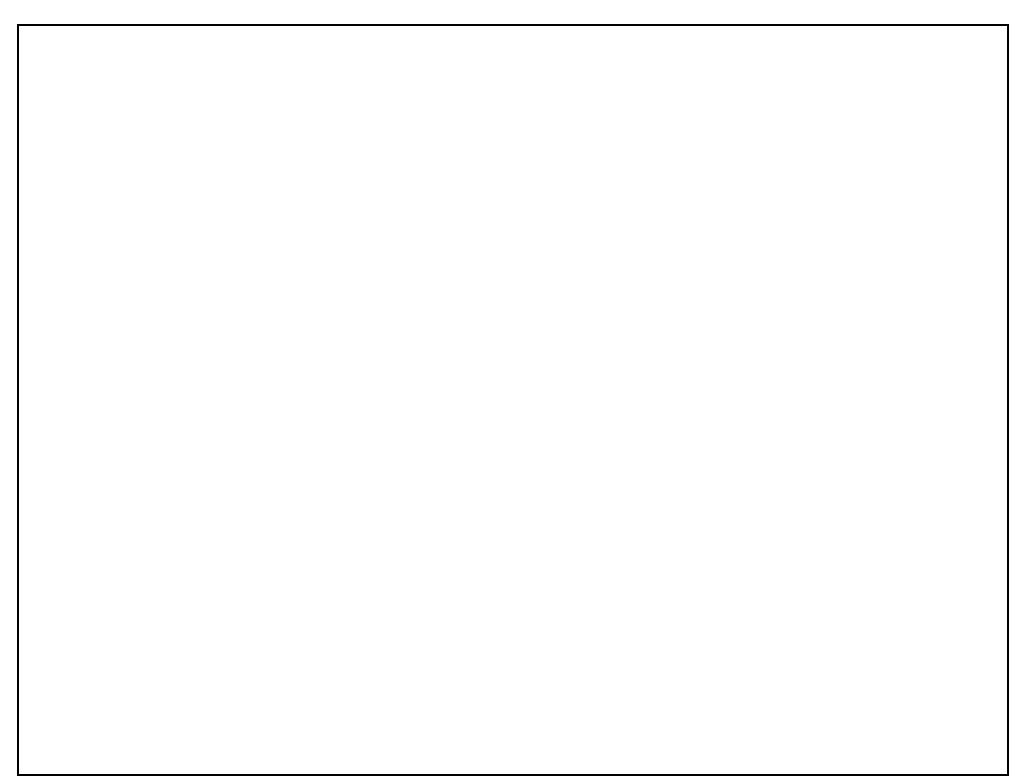
English 1 EOC
70% --> 75% Approaches
44% --> 49% Meets
6% --> 11% Masters

Biology EOC
93% --> 98% Approaches
44% --> 49% Meets
16% --> 21% Masters

Algebra 1 EOC
80% --> 85% Approaches
48% --> 53% Meets
30% --> 35% Masters

English 2 EOC
80% --> 85% Approaches
59% --> 64% Meets
6% --> 11% Masters

US History EOC
93%- -> 98% Approaches
70% --> 75% Meets
47% --> 52% Masters

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Analyze prior year's STAAR data to make informed instructional decisions.

Critical Success Factor(s)

CSF 2

CSF 3

CSF 7

Timeline

Person(s) Responsible/Monitor

Principal; EOC Teachers

Strategy's Expected Result/Impact

Impact is measured by student results on teacher-developed formative assessments given during each six-weeks grading period.
Results measured by student data trends in DMAC scores.

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Develop intervention based on prior year's data, in-class observations, and formative assessment.

	CSF 2
Critical Success Factor(s)	**CSF 3**
	CSF 7

Timeline

Person(s) Responsible/Monitor

Principal; EOC Teachers

Strategy's Expected Result/Impact

Formative Assessment Data;
DMAC Quintile Reports;
RTI/Tutorials Plans;
Data Meetings/Agenda

Reviews

Formative
Summative

Resources

Goal 2: Safe Learning Environment

Farwell High School will provide a safe learning environment for all stakeholders.

Performance Objective 1:

Farwell High School will implement consistent guidelines and practices regarding the safety and security of facilities.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

FHS will monitor the effectiveness of security systems and processes on a continual basis and provide practice of emergency procedures.

Critical Success Factor(s)	CSF 3
	CSF 6

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Scheduled emergency drills as required;
Staff and student feedback concerning emergency procedures

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Require all visitors to check in at the main office when arriving on campus and check out of the office when leaving campus.

Critical Success Factor(s)

CSF 3

CSF 6

Timeline

Person(s) Responsible/Monitor

Principal; All Staff

Strategy's Expected Result/Impact

Visitor Sign-In/-Out Log

Reviews

Formative
Summative

Resources

Objective 2:
Implement systems that provide staff with the support needed to create and maintain a safe and respectful school and classroom culture that enhances the teaching and learning environment, resulting in improved student behavior.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

FHS will promote drug and alcohol awareness through various events and activities.

Timeline

Person(s) Responsible/Monitor

Principal, Counselor, Student Council

Strategy's Expected Result/Impact

Random Drug Testing;
Drug Dogs;
Red Ribbon Week

Reviews

Formative
Summative

Resources

Strategy/Activity 2

FHS staff will utilize board-approved policies addressing sexual abuse, and other maltreatment of children.

Timeline

Person(s) Responsible/Monitor

All Staff

Strategy's Expected Result/Impact

Incidents of abuse and maltreatment documentation follow board policies.

Reviews

Formative
Summative

Resources

Strategy/Activity 3

FHS will provide training to staff in suicide prevention, conflict resolution, gang violence, dating violence, bullying, and harassment.

Timeline

Person(s) Responsible/Monitor

Principal; Counselor

Strategy's Expected Result/Impact

Certificates of completion and sign-in sheets

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Classroom management systems will be utilized to reduce physical and verbal aggression, sexual harassment, and bullying.

Timeline

Person(s) Responsible/Monitor

Principal; Counselor; teachers

Strategy's Expected Result/Impact

Discipline Reports

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Students will be taught bullying awareness and bullying prevention strategies.

Timeline

Person(s) Responsible/Monitor

Principal, Counselor

Strategy's Expected Result/Impact

Sign-In Sheets;
Agendas;
Documentation of Activities

Reviews

Formative
Summative

Resources

Strategy/Activity 6

FHS will provide training to increase the effectiveness of teachers dealing with students with behavior issues.

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Reduction of discipline referrals

Reviews

Formative
Summative

Resources

Strategy/Activity 7

FHS will provide behavior support for students who achieve excellence in academics, extra-curricular activities, and discipline standards.

Timeline

Person(s) Responsible/Monitor

All Staff

Strategy's Expected Result/Impact

Increase participation in extra-curricular activities;
Increase performance outcomes in extra-curricular activities;
Increase attention on student academic success

Reviews

Formative
Summative

Resources

Strategy/Activity 8

Students are encouraged to demonstrate positive behaviors, such as good attendance, showing respect to staff, no discipline referrals, and passing all classes.

Timeline

Person(s) Responsible/Monitor

All Staff

Strategy's Expected Result/Impact

Reduced Discipline Referrals;
High Attendance Rate;
Reduced number of failing students in all classes each six weeks

Reviews

Formative
Summative

Resources

Goal 3: Parent and Family Engagement

Farwell High School will create community through a high level of engagement between staff and community members.

Performance Objective 1:

Farwell High School increase parent involvement and interaction with the school.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

FHS will schedule two orientations for students and parents prior to the first day of school.

	CSF 3
Critical Success Factor(s)	**CSF 5**
	CSF 6

Timeline

Person(s) Responsible/Monitor

Principal; Student Services Coordinator; Counselor; Registrar; Select Staff

Strategy's Expected Result/Impact

Increased parent involvement;
Student Registration;
Annual Title 1 Meeting

Reviews

Formative
Summative

Resources

      Source

Title I

Strategy/Activity 2

FISD will schedule days throughout the school year for parents and teachers to conference and for parents to pick up report cards.

Critical Success Factor(s)

CSF 5

CSF 6

Timeline

Person(s) Responsible/Monitor

All Staff

Strategy's Expected Result/Impact

Parent Portal;
Parent Conferences

Reviews

Formative
Summative

Resources

Strategy/Activity 3

FHS will utilize technology resources such as Facebook, school website, school app messenger, and email to distribute information and inform parents of school activities.

Critical Success Factor(s)

CSF 5

CSF 6

Timeline

Person(s) Responsible/Monitor

Principal, Counselor, Student Services Coordinator, Secretary; Technology, Athletic Director

Strategy's Expected Result/Impact

Increased Community Participation;
Documentation of Activities

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Annual Title 1 parent meeting will be convened at least two times per year.

Critical Success Factor(s)   **CSF 5**

Timeline

Person(s) Responsible/Monitor

Principal, Title I Coordinator

Strategy's Expected Result/Impact

Increased Parent Involvement

Reviews

Formative
Summative

Resources

Strategy/Activity 5

The FISD parent portal will be used to inform parents of student academic progress and attendance.

Critical Success Factor(s)   CSF 5

Timeline

Person(s) Responsible/Monitor

Principal, Secretary

Strategy's Expected Result/Impact

Sign-Up Requests

Reviews

Formative
Summative

Resources

Strategy/Activity 6

FHS staff will nominate a Student of the Month each month, beginning in September.

Critical Success Factor(s)   CSF 5

                                        CSF 6

Timeline

Person(s) Responsible/Monitor

All Staff

Strategy's Expected Result/Impact

Continued communication and recognition of students

Reviews

Formative
Summative

Resources

Strategy/Activity 7

FHS will invite parents and community members to participate in school volunteer work, to substitute teach, to be a guest speaker, and to serve on various committees.

Critical Success Factor(s)
CSF 4

CSF 5

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Increased parent participation on committees (Site-Based Decision Making Committee, Title I, CTE, SHAC, Substitute Teaching, Class Parents, Booster Clubs, etc.)

Reviews

Formative
Summative

Resources

Goal 4: Staff Quality and Professional Developmentt

Farwell High School will recruit and retain outstanding teachers, paraprofessionals, administrators, and staff.

Performance Objective 1:

FHS will employ, develop, and retain quality personnel who are motivated and driven to provide classroom environments conducive to quality teaching which results in student achievement.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

FHS will implement strategies and best practices in all academic fields in which teachers study data, assess needs, and analyze lessons, assignments and student work to improve instruction.

	CSF 1
Critical Success Factor(s)	CSF 4
	CSF 7

Timeline

Person(s) Responsible/Monitor

Principal, Teachers

Strategy's Expected Result/Impact

Increase in teaching and learning;
Increase in student achievement

Reviews

Formative
Summative

Resources

Strategy/Activity 2

FHS will provide all staff with ongoing training opportunities in working with students of all backgrounds and needs.

Critical Success Factor(s)

CSF 3

CSF 7

Timeline

Person(s) Responsible/Monitor

Principal, Site-Based Decision Making Committee

Strategy's Expected Result/Impact

Improved student achievement;
Improved student behavior;
Differentiation in the classroom

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Job vacancies will be posted on the district website and on other appropriate media.

Critical Success Factor(s)

CSF 3

CSF 7

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Recruit highly-qualified staff

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Orientation will be conducted for all new staff.

Critical Success Factor(s)   **CSF 3**

CSF 7

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Sign-In Sheets;
Agendas

Reviews

Formative
Summative

Resources

Goal 5: Technology

Farwell High School will integrate innovative technology into the curriculum to enhance student achievement.

Performance Objective 1:

FHS will plan for and implement technology to support both instructional and operational needs.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Staff will be trained to use existing and new technology in the classroom, as appropriate.

Critical Success Factor(s)   CSF 7

Timeline

Person(s) Responsible/Monitor

Principal, Technology, Classroom Teachers

Strategy's Expected Result/Impact

Increased use of appropriate technology;
Increased use of technology in the classroom that supports the improvement of student performance on unit tests, DMAC assessments, benchmarks, and EOC exams.

Reviews

Formative
Summative

Resources

Goal :6

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Goal 7:

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**

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