2024-25 Campus Improvement Plan

Accountability Rating: Delayed

School Name

Farwell Elementary School

Address

601 Ave G
Farwell, TX 79325

School ID

481911001780

Principal

Kristy White

District Name

Farwell Independent School District

Date of School Board Approval

2024-25 Campus Site-Based Committee

Name	Position	Committee Role
Tanya Steinbock	Instructional Coach	
Jan Hardisty	4th Grade Teacher	
Judd Cathey	Secondary Assistant Principal	
Leslie Lunsford	Special EducationTeacher	
Kristy White	Principal	
Mitzi Branscum	3rd Grade Teacher	
Kendra Hardeman	Elementary Assistant Principal	
Hayley Christian	Community Member	
Shelby Camp	Parent	
Hermelinda Cuevas	Emergent Bilingual Aide	
Heather Conatser	Counselor	

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Mission Statement

"The mission of Farwell ISD is to provide quality instruction to all students so they will develop into responsible, adaptable, contributing citizens with caring attitudes. The district is responsible for helping all students achieve their fullest potential since all students can learn. With this in mind, an objective-based curriculum continuum is utilized at all levels. It will include the faculty for ongoing evaluation and change in order to meet the evolving needs of students."

Vision

Farwell ISD is committed to leading the way through progressive technology and advanced instructional techniques to develop an educational experience that produces successful life-long learners.

Plan Location and Revision Dates

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 our 2022-2023 Demographic Data, our student groups consist of:
- 52.9% Hispanic,
- 46.1% White
- 0.0% American Indian,
- 0.4%, Asian
- 0.0% Black/African American
- 0.7% Two or More Races
- 56.4% Economically Disadvantaged.
- English Language Learners (EL) 17.5%

Summary of Strengths
What were the identified strengths?

- Our students and staff continue to be our greatest strength at Farwell Elementary. With the diverse student and staff population that we serve, we are proud that our students perform very well during state testing.

Summary of Needs
What were the identified needs?

- With the growing and increasingly diverse student demographics, Farwell Elementary needs to continue to find ways to better meet the needs of all of our students that will ensure their continued success both while in school and after graduation. With a growing number of students considered EL, we must continue to look for ways to enhance English as 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 Elementary 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 students 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 continued the transition to a new accountability system. A district accountability summary.

Index 1: Student Achievement
- The TAPR report shows the STAAR/EOC measure for all grades across the district that met "approaches grade level" or above in each area tested.
- - All Subjects 90%
- - Reading 95%
- - Mathematics 95%
- - Science 65%

Index 2: Student Progress
- Focuses on actual student growth independent of overall achievement levels for each race/ethnicity student group, students with disabilities, and English Learners.

Index 3: Closing Performance Gaps
- Focuses on continually closing performance gaps in learning based on Economically Disadvantaged and Hispanic students (EL).
- The EL Scores in all subjects is 89% and the Economic Disadvantaged decreased from 87% to 85%, and SPED increased from 74% to 77%

Summary of Strengths
What were the identified strengths?

Approaches, Meets, and Masters increased for EL students by 8% overall and 3% SPED overall.

Summary of Needs
What were the identified needs?

- Raw data from the recent STAAR exams show that we need to work on closing the gap between our Hispanic and white subgroups especially in the Meets and Masters columns.
- Elementary data indicates several areas needed for improvement:
- - Improve all content areas in Reading/ELA, Math, Science, and Social Studies with an intense focus on writing. All areas will focus on writing.
- - Target and improve Reading, Writing, and low socioeconomic subgroups, especially writing and reading.
- We will strive to improve overall performance on all STAAR
- Focus on improvement for our EL, Hispanic, and Economically Disadvantaged will take place through an intensive tutoring program that occurs both during and after school throughout the school year.
- The EL students are benefitting from a restructured ESL program and training for all teachers. Students are given the opportunity for one-on-one instruction, along with small groups through a new/revamped ESL inclusion program.

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

School Culture and Climate

Overall Summary

- In 2022-2023, the district attendance rate was 95.5%.

Farwell Elementary Plan for Excellence - Continue to use this plan as a model for our future.
- Use data to show the needs of the elementary, the needs of our students, and why we need to be willing to change our approach to promote academic success in all students.
- Determine our needs and willingness to develop our exceptional systems. Activities may include: a) develop a staff commitment statement for each campus and the elementary 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 Resources are aligned and functional in all areas as our curriculum and standards; e) develop and/or review our system of assessments and review of the data; f) develop and/or review our structured response to intervention (RTI) pyramid for each campus with Levels 1, 2, and 3 (Tiers).

Farwell Elementary ensures a smooth transition between PK to Kindergarten and 5th grade to JH by letting soon to be Kindergarteners and JH students tour their new buildings and meet teachers. Expectations are discussed and a time for students to   ask   questions   is   provided.

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 Elementary continues to strengthen skills through the use of innovative technologies, scientifically-based research, and best practices to improve instruction.
- Other important staff factors include:

Staff Experience
- - 0% are beginning teachers (State 9.7%)
- - 20.2% have 1 to 5 years (State 26.3%)
- - 24.2% have 6 to 10 years (State 20.5%)
- - 28.3% have 11 to 20 years (State 27.2%)
- -15.1% have 21 to 30 years (State 13.3%)
- - 12.1% have over 30 years (State 2.9%)

Summary of Strengths
What were the identified strengths?

Grade level meetings

Highly Qulalified Para-professionals and teachers

K-2 Really Great Reading Phonics Program

Summary of Needs
What were the identified needs?

Student attendance

EL trainings and strategies for teachers

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

Curriculum, Instruction, Assessment

Overall Summary

School Improvement (SIP, Stage 1)
- Some examples of activities in the district regarding Curriculum and Instruction:
- - has a full-time curriculum director
- - has emphasized the use of the TEKS resource system this year and has provided training for teachers.
- - Provides tutorials, WIN (What I Need) for struggling students and enrichment opportunities for others; progress monitoring
- - Utilizes i-Ready, Mentoring Minds/Think up, Teach big, Really Great Reading, Heggerty, Zaner Bloser, Stem Scopes, and Studies Weekly
- - Will provide more intensive and sustained professional development before school starts and throughout the year.

Summary of Strengths
What were the identified strengths?

- TEKS Resource System based upon the state's required curriculum of the Texas Essential Knowledge and Skills (TEKS) and other exemplar resources serve as the curriculum for the core content areas (K-12) of the district. Teachers are encouraged to use the TEKS Resource System and other exemplars in order to assist them in teaching at increasing levels of rigor and depth in their instruction.
- Common assessments through the TEKS Resource System, DMAC Solutions, and other assessments reviewed collaboratively by core teacher groups continue to develop a strong assessment program throughout the district.
- Unit assessments, benchmarks, interims, and i-Ready will serve as opportunities to identify areas for struggling students that require additional student support and intervention.
- Teachers continue to work on interventions and enrichment during WIN (What I Need) time and are working diligently to bridge the achievement gap for all students.

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 areas must identify the needs of their core area and address them in a logical vertical and horizontal plan. This will be done through campus committees with the curriculum coach and principals as the leaders of this movement.

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

Family and Community Involvement

Overall Summary

- Farwell Elementary believes in parent family engagement through a strong partnership with parents on both the campus and district levels.
- Although Farwell covers an extremely large geographic area, most of it rural, we are working to encourage, build, and strengthen stronger ties with our parents, families, and community. Through establishing and maintaining an effective, systemic, and comprehensive system for monitoring and evaluating parent family engagement, the elementary 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.
- According to the parent survey, parents felt informed on the child's academic progress as well as school activities. Parents felt their child was safe at school and that the teachers and staff cared about their child's success. They also felt their opinion was valued when making decisions concerning their child.

Summary of Strengths
What were the identified strengths?

- For parents, students, and community members, Farwell Elementary uses the district website, parent conferences, notes home, monthly newsletters, the Farwell Elementary Facebook page, and the 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 easy access for continued communication with their children's teachers.
- Farwell Elementary also enjoys a strong partnership with the Elementary PTO.
- The elementary 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.
- Summer library time at the elementary has been successful and will continue.

Summary of Needs
What were the identified needs?

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

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

Programs

Overall Summary

- The district is a Title I, State Compensatory, and Migrant School-wide District;
- The district participates in the National School Lunch Program for students who qualify for free and reduced lunch;
- Farwell is a single attendance area and the equitable distribution clause among campuses does not apply;
- Farwell Elementary rating is delayed at this time;
- STAAR/EOC scores are located in the Student Performance section of the plan;
- The district provides supplemental compensatory education services (or SCE) for at-risk students to increase academic achievement and to upgrade the entire regular education program;
- Title I, Part C Migrant Education IDR (Identification and Recruitment), PFS (Priority for Services), and MEP (Migrant Education Plan) plans are on file in the district.
- Farwell ISD also participates in a Special Education Co-op with Friona ISD and Bovina ISD to provide services for students in SPED.
- Initiatives that support student achievement include the following: TEKS Resource System; common assessments with performance indicators; Response to Intervention (RtI); technology integration in all classrooms; a credit recovery system; an ISS/DAEP Program; daily tutorials; and summer school.

Summary of Strengths
What were the identified strengths?

- The use of DMAC software in data evaluation of state assessments and PGPs (Personal Graduation Plans);
- Parents access to the website to check on their student's academic progress;
- Use of Smartboard technology;
- Use of the TEKS Resource System to guide teacher planning
- Use of i-Ready and Mentoring Minds for assessing grades K-5 and use of Really Great Reading and Reading Fluency in grades K-2 to improve and support reading skills.
- Use of i-Ready to close gaps and enrich instruction.

Summary of Needs
What were the identified needs?

- The development and use of common assessments in core content areas;
- Professional learning for all staff in best practices, differentiation, and other topics of interest;
- Improve targeted areas of writing, 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 parent family engagement;

Priorities

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

Technology

Overall Summary

- Farwell 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 elementary 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 elementary.
- While creating a vision for technology in our elementary, 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

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	**2020-21**		**2021-22**		**2022-23**	
Early Education	2	0.80%	2	0.70%	3	1.10%
Pre-Kindergarten	14	5.70%	28	10.00%	20	7.10%
Kindergarten	34	13.90%	55	19.60%	49	17.30%
Grade 1	34	13.90%	38	13.50%	53	18.70%
Grade 2	36	14.70%	38	13.50%	36	12.70%
Grade 3	42	17.10%	38	13.50%	37	13.10%
Grade 4	36	14.70%	45	16.00%	40	14.10%
Grade 5	47	19.20%	37	13.20%	45	15.90%
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	0	0.00%		%	0	0.00%
Grade 10	0	0.00%		%	0	0.00%
Grade 11	0	0.00%		%	0	0.00%
Grade 12	0	0.00%		%	0	0.00%

Enrollment by Ethnicity and Subgroups						
Ethnicity	**2020-21**		**2021-22**		**2022-23**	
All Students	245	100%	281	100%	283	100%
American Indian or Alaska Native	0	0.00%		%	0	0.00%
Asian	0	0.00%	1	0.40%	1	0.40%
Black or African American	0	0.00%		%	0	0.00%
Hispanic/Latino	153	62.40%	151	53.70%	148	52.30%
Native Hawaiian/Other Pacific	0	0.00%		%	0	0.00%
Two or More Races	0	0.00%	3	1.10%	2	0.70%
White	92	37.60%	126	44.80%	132	46.60%
Economically Disadvantaged	156	63.70%	155	55.20%	158	55.80%
At-Risk	101	41.20%	100	35.60%	109	38.50%
Special Education	5	%	3	1.10%	6	2.10%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	**2019-20**	**2020-21**	**2021-22**
All Students	99.2	96.5	95.5
Male	99.2	96.5	95.2
Female	99.2	96.6	95.8
Hispanic/Latino	99.2	96.6	95.4
White	99.4	96.4	95.6
Economically Disadvantaged	99.1	96.5	95.5
English Language Learner	99.5	96.9	96
Special Education	98.4	95.6	95.4
At-Risk	98.9	96.5	95.2

Annual Dropout Rate				
Student Group	Grade Level	2019-20	2020-21	2021-22

Annual and Total Graduates

Annual Graduates						
Subgroup	**2019-20**		**2020-21**		**2021-22**	
All Students	0	100%		100%		100%
African American	0	0.00%		%		%
Asian	0	0.00%		%		%
Hispanic	0	0.00%		%		%
Two or More	0	0.00%		%		%
American Indian	0	0.00%		%		%
Pacific Islander	0	0.00%		%		%
White	0	0.00%		%		%
Economically Disadvantaged	0	0.00%		%		%
At-Risk	0	0.00%		%		%
English Language Learner	0	0.00%		%		%
Special Education	0	0.00%		%		%

Total Graduates (All Students)						
Graduate Type	**19-20**		**20-21**		**21-22**	
Recommended High School Program/ Distinguished Achievement Program	0	0.00%		%		%
Foundation High School Program (Distinguished Levels of Achievement)	0	0.00%		%		%
Foundation High School Program (Endorsement)	0	0.00%		%		%
Foundation High School Program (No Endorsement)	0	0.00%		%		%
Minimum High School Program	0	0.00%		%		%

Reading

2020-21 Reading STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	41	1504	4	10	37	90	23	56	15	37
	4	35	1568	6	17	29	83	20	57	13	37
	5	49	1617	8	16	41	84	28	57	17	35

2021-22 Reading STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	39	1512	3	8	36	92	31	79	11	28
	4	43	1583	5	12	38	88	29	67	15	35
	5	38	1681	3	8	35	92	30	79	19	50

2022-23 Reading STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	36	1527	1	3	35	97	24	67	10	28
	4	40	1560	4	10	36	90	22	55	7	18
	5	43	1621	2	5	41	95	24	56	10	23

2020-21 Reading STAAR Results

Student Group	

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	23	1463	3	13	20	87	10	43	5	22
	4	18	1508	4	22	14	78	6	33	3	17
	5	31	1591	6	19	25	81	16	52	9	29

2021-22 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	21	1462	3	14	18	86	15	71	2	10
	4	20	1530	3	15	17	85	10	50	4	20
	5	16	1629	2	13	14	88	11	69	6	38

2022-23 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	18	1478	1	6	17	94	9	50	2	11
	4	21	1529	3	14	18	86	9	43	2	10
	5	21	1576	2	10	19	90	8	38	2	10

2020-21 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
American Indian or Alaska Native	3	0									
	4	0									

| | 5 | 0 | | | | | | | | | | | |

2021-22 Reading STAAR Results

| Student Group | | | | | | | | | | | | | |

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
American Indian or Alaska Native	3	0									
	4	0									
	5	0									

2022-23 Reading STAAR Results

| Student Group | | | | | | | | | | | | | |

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
American Indian or Alaska Native	3	0									
	4	0									
	5	0									

2020-21 Reading STAAR Results

| Student Group | | | | | | | | | | | | | |

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Asian	3	0									
	4	0									
	5	0									

2021-22 Reading STAAR Results

| Student Group | | | | | | | | | | | | | |

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Asian	3	0									
	4	0									
	5	0									

2022-23 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Asian	3	0									
	4	0									
	5	0									

2020-21 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	3	0									
	4	0									
	5	0									
Black or African American	3	0									
	4	0									
	5	0									

2022-23 Reading STAAR Results											
Student Group											

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	3	0									
	4	0									
	5	0									

Student Group											

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	0									

2021-22 Reading STAAR Results

Student Group											

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	0									

2022-23 Reading STAAR Results

Student Group											

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									

	5	0										

2020-21 Reading STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	18	1557	1	6	17	94	13	72	10	56
	4	16	1629	2	13	14	88	13	81	9	56
	5	18	1663	2	11	16	89	12	67	8	44

2021-22 Reading STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	17	1574	0	0	17	100	15	88	9	53
	4	22	1632	2	9	20	91	18	82	11	50
	5	21	1711	1	5	20	95	18	86	12	57

2022-23 Reading STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	18	1575	0	0	18	100	15	83	8	44
	4	18	1590	1	6	17	94	12	67	4	22
	5	21	1661	0	0	21	100	15	71	7	33

2020-21 Reading STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Two or More Races	3	0									
	4	1									
	5	0									

2021-22 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Two or More Races	3	1									
	4	1									
	5	1									

2022-23 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Two or More Races	3	0									
	4	1									
	5	1									

2020-21 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	21	1460	4	19	17	81	8	38	6	29
	4	18	1495	5	28	13	72	6	33	3	17

5	34	1593	7	21	27	79	18	53	11	32

2021-22 Reading STAAR Results										

Student Group										

	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Economically Disadvantaged	3	23	1487	3	13	20	87	16	70	5	22
	4	24	1550	3	13	21	88	14	58	7	29
	5	17	1642	2	12	15	88	12	71	8	47

2022-23 Reading STAAR Results										

Student Group										

	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Economically Disadvantaged	3	19	1495	1	5	18	95	11	58	3	16
	4	24	1539	3	13	21	88	12	50	3	13
	5	21	1582	1	5	20	95	8	38	2	10

2020-21 Reading STAAR Results										

Student Group										

	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Limited English Proficient	3	11	1471	2	18	9	82	5	45	3	27
	4	5	1538	0	0	5	100	2	40	1	20
	5	12	1556	4	33	8	67	6	50	2	17

2021-22 Reading STAAR Results										

Student Group										

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
Limited English Proficient				#	%	#	%	#	%	#	%
	3	8	1427	3	38	5	63	5	63	0	0
	4	11	1534	2	18	9	82	6	55	2	18
	5	5	1659	0	0	5	100	3	60	3	60

2022-23 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
Limited English Proficient				#	%	#	%	#	%	#	%
	3	5	1506	0	0	5	100	3	60	0	0
	4	7	1533	1	14	6	86	3	43	1	14
	5	10	1596	0	0	10	100	5	50	1	10

2020-21 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
Special Education				#	%	#	%	#	%	#	%
	3	4									
	4	2									
	5	6	1418	4	67	2	33	0	0	0	0

2021-22 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
Special Education				#	%	#	%	#	%	#	%
	3	4									
	4	4									

	5	2										

2022-23 Reading STAAR Results

Student Group												

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	7	1400	1	14	6	86	0	0	0	0
	4	5	1462	2	40	3	60	1	20	0	0
	5	4									

2020-21 Reading STAAR Results

Student Group												

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
At-Risk	3	0									
	4	0									
	5	0									
	6	0									
	7	0									

2021-22 Reading STAAR Results

Student Group												

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
At-Risk	3	16	1445	3	19	13	81	10	63	1	6
	4	18	1512	4	22	14	78	8	44	2	11
	5	13	1589	2	15	11	85	7	54	3	23

2022-23 Reading STAAR Results

Student Group											
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
At-Risk	3	0									
	4	0									
	5	0									

English I

2020-21 English I STAAR Results

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

2021-22 English I STAAR Results

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

2022-23 English I STAAR Results

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

English II

2020-21 English II STAAR Results

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

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

		2022-23 English II STAAR Results								

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

Mathematics

		2020-21 Mathematics STAAR Results								

Student Group										
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	41	1519	5	12	36	88	25	61	13	32
	4	35	1686	3	9	32	91	28	80	22	63
	5	49	1728	1	2	48	98	36	73	23	47

		2021-22 Mathematics STAAR Results								

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

Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
3	39	1534	4	10	35	90	29	74	16	41
4	43	1623	5	12	38	88	28	65	15	35
5	38	1769	0	0	38	100	33	87	24	63

2022-23 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	36	1478	4	11	32	89	19	53	5	14
	4	40	1623	4	10	36	90	32	80	11	28
	5	43	1711	0	0	43	100	31	72	12	28

2020-21 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	23	1476	4	17	19	83	9	39	5	22
	4	18	1644	2	11	16	89	12	67	8	44
	5	31	1720	1	3	30	97	23	74	14	45

2021-22 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	21	1482	3	14	18	86	12	57	4	19
	4	20	1557	4	20	16	80	10	50	2	10
	5	16	1712	0	0	16	100	12	75	7	44

2022-23 Mathematics STAAR Results

Student Group												
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
				#	%	#	%	#	%	#	%	
	3	18	1431	4	22	14	78	6	33	2	11	
	4	21	1570	3	14	18	86	14	67	3	14	
	5	21	1659	0	0	21	100	13	62	3	14	

2020-21 Mathematics STAAR Results

Student Group												
American Indian or Alaska Native	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
				#	%	#	%	#	%	#	%	
	3	0										
	4	0										
	5	0										

2021-22 Mathematics STAAR Results

Student Group												
American Indian or Alaska Native	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
				#	%	#	%	#	%	#	%	
	3	0										
	4	0										
	5	0										

2022-23 Mathematics STAAR Results

Student Group												
American Indian or Alaska Native	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
				#	%	#	%	#	%	#	%	
	3	0										
	4	0										

| | 5 | 0 | | | | | | | | | | |

2020-21 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Asian	3	0									
	4	0									
	5	0									

2021-22 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Asian	3	0									
	4	0									
	5	0									

2022-23 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Asian	3	0									
	4	0									
	5	0									

2020-21 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
Black or African American				#	%	#	%	#	%	#	%
	3	0									
	4	0									
	5	0									

2021-22 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
Black or African American				#	%	#	%	#	%	#	%
	3	0									
	4	0									
	5	0									

2022-23 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
Black or African American				#	%	#	%	#	%	#	%
	3	0									
	4	0									
	5	0									

2020-21 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
Native Hawaiian or Other Pacific Islander				#	%	#	%	#	%	#	%
	3	0									
	4	0									
	5	0									

2021-22 Mathematics STAAR Results

Student Group											
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	0									

2022-23 Mathematics STAAR Results

Student Group											
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	0									

2020-21 Mathematics STAAR Results

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

2021-22 Mathematics STAAR Results

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

Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
3	17	1594	1	6	16	94	16	94	11	65
4	22	1680	1	5	21	95	17	77	12	55
5	21	1803	0	0	21	100	20	95	16	76

2022-23 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
White	3	18	1525	0	0	18	100	13	72	3	17
	4	18	1683	1	6	17	94	17	94	8	44
	5	21	1756	0	0	21	100	17	81	8	38

2020-21 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Two or More Races	3	0									
	4	1									
	5	0									

2021-22 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Two or More Races	3	1									
	4	1									
	5	1									

2022-23 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Two or More Races	3	0									
	4	1									
	5	1									

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	21	1480	5	24	16	76	9	43	4	19
	4	18	1638	3	17	15	83	11	61	9	50
	5	34	1725	1	3	33	97	25	74	17	50

2021-22 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	23	1498	4	17	19	83	13	57	7	30
	4	24	1591	4	17	20	83	15	63	7	29
	5	17	1729	0	0	17	100	13	76	10	59

2022-23 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	19	1444	4	21	15	79	8	42	2	11
	4	24	1600	3	13	21	88	17	71	6	25

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	21	1660	0	0	21	100	12	57	3	14

2020-21 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	11	1527	1	9	10	91	6	55	5	45
	4	5	1723	0	0	5	100	4	80	4	80
	5	12	1685	0	0	12	100	9	75	3	25

2021-22 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	8	1487	2	25	6	75	5	63	2	25
	4	11	1564	3	27	8	73	6	55	2	18
	5	5	1796	0	0	5	100	5	100	4	80

2022-23 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	5	1459	0	0	5	100	2	40	1	20
	4	7	1592	0	0	7	100	4	57	2	29
	5	10	1677	0	0	10	100	7	70	2	20

2020-21 Mathematics STAAR Results

Student Group

Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	4									
	4	2									
	5	6	1580	1	17	5	83	1	17	0	0

2021-22 Mathematics STAAR Results

Student Group											

Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	4									
	4	4									
	5	2									

2022-23 Mathematics STAAR Results

Student Group											

Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	7	1373	3	43	4	57	2	29	0	0
	4	5	1541	1	20	4	80	3	60	0	0
	5	4									

2020-21 Mathematics STAAR Results

Student Group											

At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	0									
	4	0									
	5	0									

2021-22 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
At-Risk	3	16	1460	3	19	13	81	7	44	3	19
	4	18	1557	4	22	14	78	9	50	3	17
	5	13	1708	0	0	13	100	9	69	7	54

2022-23 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
At-Risk	3	0									
	4	0									
	5	0									

Algebra I

2020-21 Algebra I STAAR Results

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

2021-22 Algebra I STAAR Results

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

2022-23 Algebra I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	

Science

2020-21 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	49	4027	8	16	41	84	28	57	13	27
Hispanic/	5	32	3951	6	19	26	81	17	53	6	19
American Indian or	5	0									
Black or African	5	0									
White	5	17	4170	2	12	15	88	11	65	7	41
Two or More Races	5	0									
Economically	5	35	3917	8	23	27	77	17	49	7	20
Limited English	5	12	3918	3	25	9	75	7	58	1	8
Special Education	5	6	3196	6	100	0	0	0	0	0	0

2021-22 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	38	4074	5	13	33	87	22	58	9	24
Hispanic/	5	16	3859	3	19	13	81	6	38	1	6
American Indian or	5	0									
Asian	5	0									
Black or African	5	0									
Native Hawaiian or	5	0									

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
Other Pacific Islander											
White	5	21	4217	2	10	19	90	15	71	7	33
Two or More Races	5	1									
Economically	5	17	3932	4	24	13	76	8	47	2	12
Limited English	5	5	3984	1	20	4	80	3	60	0	0
Special Education	5	2									
At-Risk	5	13	3776	5	38	8	62	5	38	0	0

2022-23 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	43	3775	15	35	28	65	18	42	5	12
Hispanic/	5	21	3497	12	57	9	43	3	14	0	0
American Indian or	5	0									
Black or African	5	0									
White	5	21	4032	3	14	18	86	14	67	5	24
Two or More Races	5	1									
Economically	5	21	3500	12	57	9	43	4	19	0	0
Limited English	5	10	3575	5	50	5	50	2	20	0	0
Special Education	5	4									

Biology

2020-21 Biology STAAR Results

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

2021-22 Biology STAAR Results

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

2022-23 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Social Studies

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

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

2022-23 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

U.S History

2020-21 U.S. History STAAR Results										
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**

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

2022-23 U.S. History STAAR Results										
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**

Goals and Strategies

Goal 1:
Farwell ISD will promote academic excellence for all students.

Performance Objective 1:
Curriculum, instruction and assessment will be aligned across the campus. (SW Element: 2.5)

Evaluation Data Source(s):

Summative Evaluation:
i-Ready, DMAC, STAAR/TELPAS results, increased success in classroom, individual student progress, Annual evaluation of the FISD Special Education Department, state and federal reports, PBMAS, and STAAR

Strategy/Activity 1

1) Teachers will instruct the state curriculum (TEKS), ELPS and local correlations and will continue to improve their level of proficiency in the instruction of those standards.(SW Element: 2.5)

Timeline

Person(s) Responsible/Monitor

Principal
K-5th teachers
SPED, ESL teachers
Testing Coor.
Curr. Coach

Strategy's Expected Result/Impact

Teacher Assessment, Student Performance on Assessments/STAAR/i-Ready

Reviews

Formative
Summative

Resources

Strategy/Activity 2

2) The TEKS Resource System Year-At-A-Glance documents will be followed and lessons will be developed to accommodate the pre-determined timeline. Teachers will also administer Mentoring Minds Unit Assessments in grades 1st-5th, districted-created benchmarks in grades K-5, and i-Ready. (SW Element: 2.5)

Performance assessments (MAP) will be used in kindergarten and 5th grade.

Timeline

Person(s) Responsible/Monitor

Principal
K-5th teachers
Curriculum Coach

Strategy's Expected Result/Impact

Teacher Assessments, Student Performance on Assessments/STAAR/i-Ready, benchmarks, and interims.

Reviews

Formative
Summative

Resources

Strategy/Activity 3

3) Planning, instruction, and assessments will be collaborative and consistent among grade level staff members to ensure vertical alignment (SW Element: 2.5)

Timeline

Person(s) Responsible/Monitor

Principal
All Teachers
Curriculum Coach

Strategy's Expected Result/Impact

Lesson Plans, Assessment Data, Walk-throughs

Reviews

Formative
Summative

Resources

Strategy/Activity 4

4) Teachers will use common successful strategies from grade level to grade level in all content areas. (SW Element: 2.5)

Timeline

Person(s) Responsible/Monitor

Principal
All Teachers
Curriculum Coach

Strategy's Expected Result/Impact

Lesson Plans, Assessment Data, Walk-throughs

Reviews

Formative
Summative

Resources

Objective 2:

60% of (grades 3-5) students will perform at the Meets Level for STAAR Reading. The campus will earn the Reading Distinction

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

1) i-Ready and Mentoring Minds will show students' increasing reading fluency and comprehension throughout the year. (SW Element: 2.5)

Timeline

Person(s) Responsible/Monitor

Principal
Teachers
Curr. Coach

Strategy's Expected Result/Impact

STAAR, Unit Assessments, Progress Monitor, and i-Ready data.

Reviews

Formative
Summative

Resources

Strategy/Activity 2

2) Build a foundation of reading through the Really Great Reading, i-Ready, and DMAC (SW Element: 2.5)

Timeline

Person(s) Responsible/Monitor

Principal
All teachers
Curriculum Coach

Strategy's Expected Result/Impact

i-Ready and DMAC

Reviews

Formative
Summative

Resources

Strategy/Activity 3

3) Provide research-based staff development for faculty and staff.

Timeline

Person(s) Responsible/Monitor

Principal
Curr. Coach
District Admin.

Strategy's Expected Result/Impact

Certificates, Sign-in Sheets

Reviews

Formative
Summative

Resources

Strategy/Activity 4

4) Teachers will use data from formative and summative assessments to guide/design instruction. Teachers will differentiate student groups based on students' needs.

Timeline

Person(s) Responsible/Monitor

Principal

Teachers
Curr. Coach

Strategy's Expected Result/Impact

Lesson Plans, Unit Assessment data, STAAR Data, i-Ready data.

Reviews

Formative
Summative

Resources

Strategy/Activity 5

5) Farwell Elementary will fully implement the Three Tier Model to provide appropriate instruction and intervention for all students. (SW Element: 2.5)

Timeline

Person(s) Responsible/Monitor

All teachers
RTI Committee
Curr. Coach
Principal

Strategy's Expected Result/Impact

SST/RTI Notes, Formative Assessment, Unit Assessment data, STAAR data, i-Ready data

Reviews

Formative
Summative

Resources

Objective 3:

Improve writing across the campus.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

1) Teachers will provide consistent writing instruction in grades K-5 (SW Element: 2.5)

Timeline

Person(s) Responsible/Monitor

Teachers
Curriculum Coach
Principal

Strategy's Expected Result/Impact

Walk-throughs, Teacher Assessment, PLC's, lesson plans

Reviews

Formative
Summative

Resources

Strategy/Activity 2

2) A scope and sequence and rubric for writing will be developed for grades K-5.(SW Element: 2.5)

Timeline

Person(s) Responsible/Monitor

Teachers
Curriculum Coach

Principal

Strategy's Expected Result/Impact

i-Ready data, Unit Assessment data, STAAR Data, Scope and Sequence, Rubric

Reviews

Formative
Summative

Resources

Strategy/Activity 3

3) Teachers will model Writing lessons and participate in PLC's

Timeline

Person(s) Responsible/Monitor

Teachers
Curr. Coach
Principal

Strategy's Expected Result/Impact

STAAR, i-Ready, Lesson Plans, Unit Assessments, WAlk-throughs

Reviews

Formative
Summative

Resources

Objective 4:
Farwell Elementary will provide appropriate services for students belonging to special programs including, but not limited to: At-Risk, LEP/ESL/EL/Bilingual, Dyslexia, Homeless, 504, and GT.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

1) Provide proactive, data driven interventions to meet the needs of students utilizing the Student Support Team protocol and RtI processes.

Timeline

Person(s) Responsible/Monitor

Principal
Gen Ed Teachers
Curr. Coach

Strategy's Expected Result/Impact

Assessment data, SST/RTI Notes, TELPAS

Reviews

Formative
Summative

Resources

Strategy/Activity 2

2) Flexible grouping will be used throughout the school day, based on the needs of the students to enhance, reteach, and reinforce learning.

Timeline

Person(s) Responsible/Monitor

K-5 teachers
Curr. Coach
Parent Volunteers

Strategy's Expected Result/Impact

Assessment Data, Walk-throughs, Lesson Plans

Reviews

Formative
Summative

Resources

Strategy/Activity 3

3) Accommodations, modifications, and intervention plans will be implemented and monitored to meet the learning needs of special populations including but not limited to at-risk students, LEP/ESL/EL/Bilingual, Dyslexia, Homeless, 504, and GT. (SW Element: 2.4, 2.5, 2.6)

Timeline

Person(s) Responsible/Monitor

Principal
K-5 Teachers
Curr. Coach
Counselor
Testing Coor.

Strategy's Expected Result/Impact

Assessment Data, Walk-throughs, Lesson Plans

Reviews

Formative
Summative

Resources

Strategy/Activity 4

4) The campus will identify students with dyslexia or related disorders through early Dyslexia screeners and provide appropriate instructional services with assistance from district personnel. (sw Element: 2.4)

Timeline

Person(s) Responsible/Monitor

Principal
Teachers
Dyslexia Teacher
Diagnostician

Strategy's Expected Result/Impact

Dyslexia Therapist Schedule, Assessment Data
Diagnostician reports and testing
Reading by Design Dyslexia Program

Reviews

Formative
Summative

Resources

Strategy/Activity 5

5) The campus will offer a Gifted and Talented Program for all qualifying students.(SW Element: 2.4)

Timeline

Person(s) Responsible/Monitor

Principal
Teachers
G/T Coor.
Counselor

Strategy's Expected Result/Impact

GT Coordinator, GT Teacher Schedule, GT State Guidelines

Reviews

Formative
Summative

Resources

Strategy/Activity 6

6) The English as a Second Language program will be provided for all qualifying students. They will receive services, as needed, both in the classroom and in an intervention and/or specialized services setting as needed. They will take the TELPAS assessment as designated by the state. (SW Element: 2.4)

Timeline

Person(s) Responsible/Monitor

Principal
ESL Coor.
Teachers

Strategy's Expected Result/Impact

Assessment Data, TELPAS Data, EL Progress Measure

Reviews

Formative
Summative

Resources

Objective 5:

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

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

1) Farwell ISD Special Education Department will identify and serve students qualifying for Special Education services. (SW Element: 2.4)

Timeline

Person(s) Responsible/Monitor

Principal
Teachers
SPED Staff
ARD Committees

Strategy's Expected Result/Impact

ARD Meeting Notes, SST/RTI Notes

Reviews

Formative
Summative

Resources

Strategy/Activity 2

2) Accommodations, modifications, and intervention plans will be implemented and monitored to meet the learning needs of students with disabilities.(SW Element: 2.4, 2.5, 2.6)

Timeline

Person(s) Responsible/Monitor

Principal
Teachers
SPED Staff
ARD Committees

Strategy's Expected Result/Impact

ARD Meeting Notes, SST/RTI Notes

Reviews

Formative
Summative

Resources

Objective 6:

Farwell Elementary will provide a comprehensive Pre-kindergarten program.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

1) Provide a comprehensive, developmentally appropriate program for eligible 3 and 4 year old students.(SW Element: 2.5)

Timeline

Person(s) Responsible/Monitor

Principal
Prekindergarten Staff

Strategy's Expected Result/Impact

Teacher Observation, Walk-Throughs- Pre-K Assessments.

Reviews

Formative
Summative

Resources

Goal 2:
Farwell ISD will provide a safe and orderly school environment for all students to learn and develop.

Performance Objective 1:
Expectations for appropriate student behavior will be clearly communicated to all students and parents.

Evaluation Data Source(s):

Summative Evaluation:
Implementation of policy and procedures; dissemination of updated handbook information to students

Evaluation of emergency protocols and procedures

Strategy/Activity 1

1) Farwell Elementary will maintain a Positive Behavior Intervention Support System to include intervention and support in the areas of conflict resolution, bullying, harassment, violence prevention/intervention and suicide.

Timeline

Person(s) Responsible/Monitor

Principal
Counselor
Teachers
Character Counts Committee

Strategy's Expected Result/Impact

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

Reviews

Formative
Summative

Resources

Strategy/Activity 2

2) Discipline procedures will be followed to ensure consistent handling of discipline issues.

Timeline

Person(s) Responsible/Monitor

Principal
Counselor
Staff
CHAMPS Committee

Strategy's Expected Result/Impact

Discipline Procedures, Office Referrals, Behavior Intervention Plans

Reviews

Formative
Summative

Resources

Strategy/Activity 3

3) Guidance Lessons will be taught to all students to encourage good decisions (Bullying and Character.

Timeline

Person(s) Responsible/Monitor

Principal
Counselor
Teachers

Strategy's Expected Result/Impact

Guidance Lesson Calendar

Reviews

Formative
Summative

Resources

Objective 2:

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

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

1) Develop multiple opportunities for parents and community members to be trained, attend, participate and be involved in school programs and activities. Examples include: Meet the Teacher, UIL, CATCH Night, Open House, Parent Conferences, SHAC, Book Fair, PTO, Awards Ceremonies, Field Day, Festivals, music performances, and Art shows, Title I meetings offered at flexible dates and times. (SW Element: 3.2).

Timeline

Person(s) Responsible/Monitor

Principal
All Staff

Strategy's Expected Result/Impact

Sign in Sheets, Event calendar

Reviews

Formative
Summative

Resources

Strategy/Activity 2

2) Farwell Elementary will partner with PTO to provide a wide range of opportunities for parent volunteers.

Timeline

Person(s) Responsible/Monitor

Principal
Teachers
Parents

Strategy's Expected Result/Impact

Sign in Sheets, Event calendar

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Involve parents and community members in site-based decision making as well as allow them to help develop and revise the Campus Improvement Plan, and the Parent and Family Engagement Policy/School Compact. Forms of communication such as Parent and Family Engagement Policy, school compact, school letters, and other key documents will be provided in English and Spanish. (SW Element: 2.1, 3.1)

Timeline

Person(s) Responsible/Monitor

Principal, parents

Strategy's Expected Result/Impact

sign in sheets, event calendar

Reviews

Formative
Summative

Resources

Goal 3:

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Goal 4:

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Goal 5:

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

Performance Objective 1:

Students and teachers will be provided opportunities to become skilled in accessing and utilizing technological information systems of all types.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

1) Provide staff development on the tools and available programs and how to use these to integrate, expand and enhance teaching and learning opportunities.

Timeline

Person(s) Responsible/Monitor

Admin
Curr Coach

Strategy's Expected Result/Impact

Staff Development Schedules and opportunities

Reviews

Formative
Summative

Resources

Objective 2:

Technology will be utilized to increase the efficiency of the campus' instructional management and administrative functions.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

1) Teachers will use DMAC and MAP to disaggregate data so that time and effort can be focused on the understanding of the data and the use of data to drive instruction.

Timeline

Person(s) Responsible/Monitor

Teachers
Admin
Curr coaches

Strategy's Expected Result/Impact

DMAC usage
Data Submissions
Test Scores

Reviews

Formative
Summative

Resources

Strategy/Activity 2

2) Gradebook and TxEIS will be used for attendance, grades, and discipline referrals.

Timeline

Person(s) Responsible/Monitor

Teachers
Admin
Secretary

Strategy's Expected Result/Impact

Administration will check gradebooks
Administration and Secretary will document using TxEIS

Reviews

Formative
Summative

Resources

Objective 3:
Farwell Elementary faculty and staff will be provided the opportunity to attend a variety of staff development/training activities.

Evaluation Data Source(s):

Summative Evaluation:
End of year evaluations, staff certificates, contract recommendations

Strategy/Activity 1

1) Provide research-based staff development for faculty and staff as determined by the Campus Advisory Team and approved the district Curriculum Coaches. Staff development will focus on classroom management, technology, curriculum & instruction, curriculum, assessment, Special Education/IDEA changes and requirements.

Timeline

Person(s) Responsible/Monitor

Admin
Staff
SBC
Curr. Coach

Strategy's Expected Result/Impact

Certificates, application of training

Reviews

Formative
Summative

Resources

Strategy/Activity 2

2) Professional development specifically designed to meet the needs of faculty and staff at Farwell Elementary to include but not limited to classroom management, EL, technology, TEKS resource system, instruction and assessment.

Timeline

Person(s) Responsible/Monitor

Admin
Staff
Curr. Coach

Strategy's Expected Result/Impact

Student assessment results, teacher input, TSR

Reviews

Formative
Summative

Resources

Strategy/Activity 3

3) Continue to train teachers to use DMAC and TEKS resource system.

Timeline

Person(s) Responsible/Monitor

Admin
Curr. Coach
Staff

Strategy's Expected Result/Impact

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

Reviews

Formative
Summative

Resources

Strategy/Activity 4

4) Update training of all teachers and new staff on the use of the district web page.

Timeline

Person(s) Responsible/Monitor

Admin
Teachers

Strategy's Expected Result/Impact

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

Reviews

Formative
Summative

Resources

Strategy/Activity 5

5) Ongoing research-based professional development in Intervention Training, Professional Learning Community enhancement and data disaggregation.

Timeline

Person(s) Responsible/Monitor

Admin
Teachers
RTI Committee
Curr. Coach

Strategy's Expected Result/Impact

Teacher participation/sign in, lesson plans,
Student assessment results

Reviews

Formative
Summative

Resources

Goal :6

All instructional personnel will establish challenging goals for all students including improving attendance and decreasing the dropout rate and will also provide effective feedback through assessments and a system of interventions for at-risk students. Farwell ISD will promote academic excellence for all students.

Performance Objective 1:

Farwell Elementary will establish attendance goals for the campus and provide attendance initiatives to students.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

1) Teachers and administration will monitor attendance using the Character Kids/Class Acts program. Administration will also use TXEiS data to track attendance.

Timeline

Person(s) Responsible/Monitor

All Staff

Strategy's Expected Result/Impact

Character Kids/ Class Acts eligibility

Reviews

Formative
Summative

Resources

Strategy/Activity 2

2) School personnel will actively monitor student attendance through phone calls, personal contacts, and letters to students and parents.

Timeline

Person(s) Responsible/Monitor

Admin
Office Staff
Teachers

Strategy's Expected Result/Impact

Attendance verification
PEIMS

Reviews

Formative
Summative

Resources

Objective 2:
Farwell Elementary will ensure proper intervention and screening takes place prior to referring a student to special education services.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

1) Utilize appropriate measures to ensure student does not have a language deficiency before referring for special education services

Timeline

Person(s) Responsible/Monitor

Admin
Teachers

RTI Committee
Diag.

Strategy's Expected Result/Impact

Number of SPED referrals
ESL Identification

Reviews

Formative
Summative

Resources

Strategy/Activity 2

2) Implement RTI model for school year along with appropriate intervention programs to address student deficiencies in reading, math and behavioral issues.
- RTI teacher
- 30 Minute RTI period in class 4x weekly (SW Element: 2.6)

Timeline

Person(s) Responsible/Monitor

Admin
Teachers
RTI Committee
Diag.

Strategy's Expected Result/Impact

Student progress
RTI dismissal
Number of SPED referrals

Reviews

Formative
Summative

Resources

Objective 3:

Performance Objective 3: Technology will be utilized to deliver a variety of programs that meet the needs of students with different educational abilities, educational learning styles, and educational program needs.
Summative Evaluation: Increased proficiency levels of students and teachers.
Summative Evaluation: Increased efficiency and effectiveness of instructional management tools and administrative functions.
Summative Evaluation: Student use of technology; staff development; technology implemented during the year

Performance Objective 3: Farwell Elementary will provide high quality intervention programs to students who are at-risk.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

A variety of technology will be used to enhance instruction including but not limited to Promethean Boards, iPads, desktops, chromebooks and response systems.

Timeline

Person(s) Responsible/Monitor

Tech Dir
Admin
Teachers

Strategy's Expected Result/Impact

Walk-throughs
Student performance

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Teachers will integrate the technology TEKS into core instruction by creating lessons using technology to support teaching of the state standards (SW Element: 2.5)

Timeline

Person(s) Responsible/Monitor

Tech Dir
Admin
Teachers

Strategy's Expected Result/Impact

Walk-throughs
Student performance

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Teachers will utilize webpages as a means of home to school instruction.

Timeline

Person(s) Responsible/Monitor

Webpage checks

Strategy's Expected Result/Impact

Tech Dir
Admin
Teachers

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Ensure all elementary teachers have G/T certification and are serving G/T students in the classroom. (SW Element: 2.4, 2.5)

Timeline

Person(s) Responsible/Monitor

Counselor
Admin
Teachers

Strategy's Expected Result/Impact

Number of GT Certified teachers

Reviews

Formative
Summative

Resources

Strategy/Activity 5

All classroom teachers (k-5) will be ESL certified for the school year. (SW Element: 2,4, 2.5)

Timeline

Person(s) Responsible/Monitor

ESL Dir
Admin
Teachers

Strategy's Expected Result/Impact

Number of ESL Certified teachers

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Provide ESL pullout or inclusion program for those students who have not scored high on the TELPAS test. (SW Element: 2.4, 2.5)

Timeline

Person(s) Responsible/Monitor

ESL Dept.
Admin
Teachers

Strategy's Expected Result/Impact

ESL schedule

Reviews

Formative

Summative

Resources

Strategy/Activity 7

Supplemental reading program (computer based) within the EL classroom to improve vocabulary, understanding, and fluency. (SW Element: 2.4, 2.5)

Timeline

Person(s) Responsible/Monitor

ESL Dept.
Admin
Teachers

Strategy's Expected Result/Impact

Student progress

Reviews

Formative
Summative

Resources

Strategy/Activity 8

Migrant Summer School for all eligible students.

Provide a quality Migrant Education Program that includes:
- Annual recruitment, verification, identification, and services.
- Training in four areas of focus:
1. Migrant Services Coordination
2. Early Childhood Education
3. Parent Involvement and Recruitment
4. Graduation Enhancement (SW Element: 2.4)

Timeline

Person(s) Responsible/Monitor

Migrant Dept.
Admin
Teachers

Strategy's Expected Result/Impact

Migrant summer school roster

Reviews

Formative
Summative

Resources

Strategy/Activity 9

Head Start class provided on campus (SW Element: 2.5)

Timeline

Person(s) Responsible/Monitor

Admin
Headstart Dept
Teachers

Strategy's Expected Result/Impact

Head start roster

Reviews

Formative
Summative

Resources

Strategy/Activity 10

Follow district attendance policy. Maintain Attendance rates at 97% or higher by contacting parents and offering student incentives

Timeline

Person(s) Responsible/Monitor

Principal, Teachers, Secretary

Strategy's Expected Result/Impact

Formative Evaluation:
Attendance Reports, parent notification
Summative Evaluation:
TAPR Report

Reviews

Formative
Summative

Resources

Goal 7:
Systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the District's educational and operational structures so that students can graduate from high school.

Performance Objective 1:
Farwell Elementary will provide a system to implement long term goals to boost graduation rate from high school.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

1.1: Operations will be efficient.

Timeline

Person(s) Responsible/Monitor

Superintendent
Transportation and Maintenance Director

Strategy's Expected Result/Impact

Annual Audits

Reviews

Formative
Summative

Resources

Source   Local Funds

Strategy/Activity 2

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

Timeline

Person(s) Responsible/Monitor

Maintenance Director

Strategy's Expected Result/Impact

Log of Work orders completed

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 3

1.3: Transportation Requests will be delivered to the transportation director through e-mail.

Timeline

Person(s) Responsible/Monitor

Transportation Director

Strategy's Expected Result/Impact

Log of Transportation requests

Reviews

Formative
Summative

Resources

Source

Local Funds

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

<u>Allocations by Funding Source</u>

Funding Source	**Amount**	**Balance**

<u>Expenditures by Funding Source</u>

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

Farwell ISD Equity Plan Statement

In our commitment to fostering an inclusive and equitable educational environment, our district recognizes the necessity of addressing the existing equity gap to ensure the success of all students. To this end, we have implemented targeted professional development initiatives for our educators.

Our teachers participated in a comprehensive online professional development session, followed by an engaging workshop facilitated by Region 16. These professional learning opportunities were specifically designed to equip our educators with effective strategies and best practices aimed at closing the equity gap within our classrooms.

By actively engaging in these sessions, our teachers have gained valuable insights and tools that will be integrated into their instructional practices and evaluated using teacher observation, student growth, and student achievement data. We are dedicated to creating an equitable learning environment where every student, regardless of background or circumstance, has the opportunity to thrive academically and socially. This ongoing commitment to equity will be a key focus in our district and campus improvement plans as we work collaboratively to support the diverse needs of all learners.