

# 2025-26 Campus Improvement Plan

## Accountability Rating:

School Name	Farwell Junior High School
School ID	185902041
Principal	Kristy White
District Name	Farwell Independent School District
Date of School Board Approval	

## 2025-26 Campus Site-Based Committee

Name	Position	Committee Role
Sharon Chacon	Teacher	
Camilla Sharp	Teacher	
Hileana Jaime	Teacher	Translator
Kathy Stancell	Campus Secretary	
Eva Lunsford	Educational Aide/Librarian	
Camilla Sharp	Teacher	
Tanya Chadwick	Community Member	
Patti Johnson	Curriculum	
Heather Conatser	Counselor	
Tiffany Brown	SPED Teacher	
Camille Osterkamp	Parent	
Jill Morris	Parent	
Jerrica Ledbetter	Parent	
Kalee Blakey	Parent	
Kristy White	Principal	
Kendra Almanza	Asst. Principal	

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## **Mission Statement**

...each student will have the opportunity to enrich to the fullest his/her potential for mental, physical, social and emotional development in order that each student may grow in Wisdom, Stature, and in Favor with God and Man.

## **Vision**

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

## **Plan Location and Revision Dates**

Our mission is one of teamwork. We will love, encourage, protect, and elevate students in and out of the classroom. This investment of our time will create a successful version of each student now and in the future. This plan is located in the campus office and on the website at <https://www.farwellschools.org>. The plan is available in English and interpretation in Spanish is available upon request. Revised March 24, 2025, April 10, 2025, April 30, 2025, May 5, 2025, and May 8, 2025.

## State Goals and Objectives

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

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

### The State of Texas Public Education Goals

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

### The State of Texas Public Education Objectives

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

## TEA Strategic Plan

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

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

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

### TEA Commissioner's Strategic Priorities:

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

### Enablers

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

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

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

**Federal, State and Local Funding Sources**

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

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

<b>Federal Programs</b>	<b>Total Expenditures</b>
-------------------------	---------------------------

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

<b>State or Local Programs</b>	<b>Total Expenditure</b>
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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 2023-2024 TAPR Data for FJH, our student groups consist of 0.7% African American, 56.2% Hispanic, 41.8% White, 0.0% American Indian, 0.0%, Asian, 1.4% Two or More Races, and 66.4% Economically Disadvantaged.
- Emergent Bilingual (EB) 19.9% (State 24.4%); Students with Disciplinary Placements (2022-2023) was 0%, and At-Risk students were 43.8% (State 53.2%), Mobility rate for 2022-2023 was 2.7% (State 16.1%). The Campus Improvement Committee met on 03/24/2025 and 04/10/2025. It determined our focus by looking at data from our TAPR, current CIP, surveys of students, parents, and teachers, curriculum needs, discipline records, program evaluations, and professional development.

### Summary of Strengths

What were the identified strengths?

On STAAR: Met all campus targets in Reading. Math met targets in two grade levels and above the state and region in all grade levels. Science scores were above the state percentage and met our campus target in the Masters category. History scores were above the state and region in the Approaches category.

CNA Data



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

Improvement Planning Data

District goals

Campus goals

Performance Objectives with summative review (prior year)

Campus/District improvement plans (current and prior years)

Planning and decision-making committee(s) meeting data

State and federal planning requirements

Accountability Data:

Texas Academic Performance Report (TAPR) data

Student Achievement Domain

Student Progress Domain

Closing the Gaps Domain

Federal Report Card and accountability data

Student Data: Assessments:

State and federally required assessment information

STAAR current and longitudinal results, including all versions

STAAR released test questions

STAAR Emergent Bilingual (EB) progress measure data

Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student failure and/or retention rates

Grades that measure student performance based on the TEKS

Student Data: Student Groups

Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress between groups

Special programs data, including the number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Economically disadvantaged / Non-economically disadvantaged performance and participation data

Male / Female performance, progress, and participation data

Special education / non-special education population, including discipline, progress, and participation data

Migrant / non-migrant population, including performance, progress, discipline, attendance, and mobility data

At-risk / non-at-risk population, including performance, progress, discipline, attendance, and mobility data

Emergent Bilingual (EB) / non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Section 504 data

Homeless data

Gifted and talented data

Dyslexia data

Student Data: Behavior and Other Indicators

Attendance data

Mobility rate, including longitudinal data

Discipline records

Violence and/or violence prevention records

Tobacco, alcohol, and other drug-use data

Class size averages by grade and subject

School safety data

Employee Data

Staff surveys and/or other feedback

Teacher/Student Ratio

State certified and high-quality staff data

Campus leadership data

Professional development needs assessment data

T-TESS data

Parent/Student Data

Parent surveys and/or other feedback

Student surveys and/or other feedback

## CNA Process

Farwell Junior High actively involves parents, community members, staff, and students in its comprehensive needs assessment to evaluate and enhance the campus. We utilize face-to-face meetings, emails, analysis of TAPR and STAAR data, stakeholder surveys, and daily observations to identify strengths and areas needing improvement in academics, mental health, and student physical well-being. Once these strengths and challenges are identified, we create targeted strategies to address them. Findings and plans are shared with stakeholders during orientation, Title 1 meetings, and parent-teacher conferences. Additionally, stakeholders are invited to participate in committees through various communications, including the weekly newsletter, Facebook, emails, phone calls, and Title 1 meetings. The committees reviewed and determined the data they would evaluate to improve FJH for students, staff, parents, and the community. When the committees met they evaluated the data in order to determine the priorities to address. The committees determined that establishing better communication with parents through the Facebook page, newsletter, and Title I meeting should be a priority. The committees agreed that purchasing and planning for the delivery of consistent SEL lessons was important. They also agreed that spending money to keep our programs students utilize through technology to close gaps and extend learning is a priority. Different ways to include a family night were also discussed.

## Summary of Needs

What were the identified needs?

- With the growing and increasingly diverse student demographics, Farwell Junior High School needs to continue to find ways to better meet the needs of all of our students that will ensure their continued success both while in school and after graduation. With a growing number of students considered EB and a growing number of SPED students, we must continue to look for ways to enhance instruction and learning opportunities for these student populations by engaging in appropriate professional development to support them in all content areas. It is especially important to focus on students taking TELPAS. It was also determined an SEL curriculum is needed.

## Priorities

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

We will use money this year to target writing and vocabulary in all core subjects for all students, especially our EB and SPED students as well as a SEL program.

## Student Achievement

### Overall Summary

- Farwell Junior High School is focused on learning and the learning process. We strive to use progressive technology and advanced instructional techniques to engage our students to help create life-long learners who are college and work force ready. Our mission is to be committed to excellence in everything we do at school and for our students, staff, and community.
- This year, FJH received an accountability rating - Delayed

#### Student Achievement Domain

- Farwell Junior High School's Accountability is Delayed
- The 2023-2024 TAPR report shows the STAAR/EOC measure for All Grades across the school, with students Approaching Grade Level or above in each area tested.

o	All	Subjects	91%
o	Reading		95%
o	Mathematics		92%
o	Science		94%
o	Social	Studies	74%

#### Summary of Strengths

What were the identified strengths?

- The strengths of Farwell Junior High in student achievement for 2023-24 include the following areas:
- Students Approaching 8th-grade Science increased from 92% to 94% in the Approach category; 67% Meets Category: 24% Masters

100 % of Algebra 1 students were in the Master Category  
All campus targets were met in Reading, Science, and Math in the Meets category

#### Summary of Needs

What were the identified needs?

- District data indicates several areas needed for improvement:
- o Improve all content areas - Reading/ELA, Math, Science, and Social Studies. All content areas will focus on writing.
- o Target and improve Reading, Special Education, and English bilingual subgroups in all content areas.
- We will continue to improve overall performance on all STAAR exams and strive to meet our targets in the Meets and Masters levels.
- SEL program

#### Priorities

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

We will utilize funds to focus on math, reading and writing across all core areas. Funds for EB students taking the TELPAS will also be utilized as well as purchasing an SEL Program.

## School Culture and Climate

### Overall Summary

- In 2023-24 according to the TEA Accountability Survey, Farwell Junior High School's attendance rate was 96.5 %.

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

- Use data to show the needs of the school, the needs of our students, and why we need to be willing to change our approach.
- Determine our needs and willingness to develop our unique systems. Activities may include: a) developing a staff commitment statement for each campus and the district based on the idea of achievement for all students (post in front of school); b) developing a system to promote, enhance, and allow staff collaboration with a primary focus on student achievement; c) review our current data and develop a system of Smart Goals for student achievement; d) make sure TEKS are aligned and functional in all areas as our curriculum and standards; e) develop and/or review our system of assessments and review of the data; f) develop and/or review our structured response to intervention (RtI), BLUE period.
- Begin to promote college readiness for all students (work through the fall and try to have it ready to go in August): have teachers post their college school flag and have all staff post their diplomas in their classrooms/work areas and tell their classes their story of growing up and education; establish the idea of getting tickets to your future--HS graduation is your first ticket to your future, College graduation is your second ticket to your future; f) establish an awareness of each grade level of high school and college graduation (in four years); and attach a college spin to everything we do. (Wear college shirts during the year).

### Summary of Strengths

What were the identified strengths?

See Farwell ISD Plan for Excellence.

### Summary of Needs

What were the identified needs?

See Farwell ISD Plan for Excellence.

### Priorities

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

## Staff Quality/Professional Development

### Overall Summary

- The teaching staff of Farwell Junior High School will continue to strengthen skills by using innovative technologies, scientifically based research, and best practices to improve instruction.
- The district will continue to provide high-quality, sustained, timely, and ongoing professional development and opportunities for teacher collaboration of vertical and horizontal alignment through weekly collaboration meetings, before-and-after school trainings, and both online and summer trainings.
- Other important staff factors include the availability of counselors upon student request, as well as delivering SEL lessons consistently.

### Summary of Strengths

What were the identified strengths?

- Farwell Junior High School has an excellent balance of veteran and beginning teachers (highly qualified staff).
- All of our paraprofessionals are highly qualified.
- Four of our teachers and one campus administrator are ESL certified.
- Enjoyable work environment for faculty/staff.
- Providing resources and materials for instruction is an administrative priority.
- Administration support for personnel is in place.
- Communication through the school app, weekly newsletter, and Junior High Facebook is a priority and improvement is ongoing.

### Summary of Needs

What were the identified needs?

- Needs assessment surveys, grade level and department team discussions, and teacher requests indicate a need for continued training in the TEKS Resource System, the student management system (Ascender), DMAC, Lead4ward, Mindplay, MobyMax, Reading Plus, and Get More Math. Resources for extended responses will be acquired upon availability.
- Through these venues, teachers need additional training in Instructional Delivery, RtI, GT, EL strategies for ELPS, and 21st Century Skills.
- All core course (ELA, Math, Science, and Social Studies) teachers need additional support, intensive collaboration, and strengthened vertical alignment to improve student success.
- Continue to use collaboration as a vehicle to enhance instruction and instruction methods that maximize student learning.
- Increase the rigor of instruction
- Utilize data to drive instruction

### Priorities

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

We use money to support math, reading, science, and social studies through online sources. Students use Mindplay, MobyMax, Reading Plus, and Get More Math to fill gaps and to extend learning.

### Curriculum, Instruction, Assessment

## Overall Summary

### School Improvement

- Farwell Junior High School has developed and revised the Campus Improvement Plan (CIP) in consultation with parents, school staff, and others through the school's Campus Improvement Team (CIT). This committee meets several times throughout the school year and reviews testing data and monitors continuous school improvement.
- Some examples of activities on the campus regarding Curriculum and Instruction:
  - o Continued use of the TEKS resource system, Lead4ward, new science curriculum, and DMAC
  - o Provides tutorials for struggling students (before school, during the tutorial period, and after school, as needed)
  - o Will provide more intensive and sustained professional development before school starts and throughout the year.
  - o Instituted mandatory tutorials on campus for students who have not completed their work. (S.H.A.C.K.)
  - o Will continually improve teaching and learning through the integration of technology in the classroom
  - o Utilize reports from DMAC, Interim Assessments, and monthly meetings with the principal and instructional coach to drive instruction
  - o Purchase and utilize and SEL program.

### Summary of Strengths

What were the identified strengths?

- TEKS Resource System based upon the state's required curriculum of the Texas Essential Knowledge and Skills (TEKS) and other exemplar resources serve as the curriculum for the campus's core content areas (K-12). Teachers use the TEKS Resource System and other exemplars in order to assist them in teaching at increasing levels of rigor and depth in their instruction.
- Common assessments through the TRS, DMAC, and other evaluations reviewed collaboratively by core teacher groups continue to develop a strong assessment program throughout the campus.
- Chapter, unit, and semester tests along with interim or benchmark exams, serve as opportunities to identify areas for struggling students that require additional student support and intervention.
- Teachers continue to work on interventions (RtI) and are working hard to bridge the achievement gap for all students.
- Data talks utilized to track student progress
- DMAC, Get More Math, Mindplay, and Reading Plus

### Summary of Needs

What were the identified needs?

- In working with teacher groups, the campus needs to continue improving the quality of instruction and rigor, and assessments for all areas in order to increase student performance. The new state assessment system is more rigorous than past tests and will require changes and adjustments in teaching and learning in order for students to be successful.
- All campuses must identify the needs of their core area and address them in a logical vertical and horizontal plan. This will be done through campus committees with the curriculum directors and principals as the leaders of this movement.

### Priorities

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

## Family and Community Involvement

### Overall Summary

- Farwell Junior High School believes in engaged parental and community involvement through a strong partnership with parents. Parents are encouraged through the newsletter emailed to them, and linked on the JH Facebook page to contact the building principal for any needs or suggestions.

### Summary of Strengths

What were the identified strengths?

- For parents, students, and community members, Farwell Junior High School uses the district website, Weekly Newsletters home, FJH Facebook page, and a phone app to facilitate better communication and interaction among all stakeholders.
- Through the Parent Portal, parents have electronic, real-time access to their children's grades, attendance data, and easy access to continued communication with their children's teachers.
- The Farwell Junior High School Campus Site-Based Committee meets regularly on the campus to focus on improving instruction.

### Summary of Needs

What were the identified needs?

- The district and campuses continue to improve efforts to publicize scheduled meetings, events, and activities that will enhance parent, family, and community involvement.
- Improve communication with parents about events at school
- Provide parents with information on ways to help their children be successful

### Priorities

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

### Programs

#### Overall Summary

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

### Summary of Strengths

What were the identified strengths?

- The use of DMAC software in data evaluation of state assessments and PGPs (Personal Graduation Plans);
- Parents access to the website to check on their student's academic progress;
- Use of Smart Board technology, COWs(Computers on Wheels) and Smart TVs;
- Built-in daily tutorial time

### Summary of Needs

What were the identified needs?

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

### Priorities

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

### Technology

#### Overall Summary

- Farwell Junior High School commits to encouraging all students and community members to become life-long learners. Essential to this vision is the development of the use of progressive technology that empowers teachers, students, and other adults to create learning experiences from the vast storehouse of information available both within and beyond the school building. In educating its students for the future, the campus believes that while maintaining and enhancing our current technology network is important, we must play a part in equipping students, teachers, and the community to use all technologies efficiently.
- While the CIT will be creating a vision for technology on our campus, we realize the single most important factor in determining the success of technology in the classroom is a teacher who is able to incorporate technology into instruction.

### Summary of Strengths

What were the identified strengths?

See separate technology plan for details.



**Summary of Needs**

What were the identified needs?

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

**Priorities**

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

**Additional Information**

## Comprehensive Needs Assessment Data Documentation

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

### Improvement Planning Data:

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision-making committee(s) meeting data
- State and federal planning requirements

### Accountability Data:

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

### Student Data: Assessments:

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

### Student Data: Student Groups

- Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including the number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education / non-special education population, including discipline, progress, and participation data
- Migrant / non-migrant population, including performance, progress, discipline, attendance, and mobility data
- At-risk / non-at-risk population, including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) / non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

### Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

### Employee Data

- Staff surveys and/or other feedback



## Student Performance Data

### Enrollment

Enrollment by Grade Level						
Grade Level	2021-22		2022-23		2023-24	
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	52	37.40%	42	29.00%	48	32.90%
Grade 7	46	33.10%	55	37.90%	43	29.50%
Grade 8	41	29.50%	48	33.10%	55	37.70%
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	2021-22		2022-23		2023-24	
All Students	139	100%	145	100%	146	100%
American Indian or Alaska Native		%	0	0.00%	0	0.00%
Asian		%	0	0.00%	0	0.00%
Black or African American		%	1	0.70%	1	0.70%
Hispanic/Latino	84	60.40%	80	55.20%	82	56.20%
Native Hawaiian/Other Pacific		%	0	0.00%	0	0.00%
Two or More Races	2	1.40%	1	0.70%	2	1.40%
White	53	38.10%	63	43.40%	61	41.80%
Economically Disadvantaged	74	53.20%	85	58.60%	97	66.40%
At-Risk	73	52.50%	66	45.50%	64	43.80%
Special Education	3	2.20%	4	2.80%	5	3.40%

### Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2020-21	2021-22	2022-23
All Students	96.7	96.5	96.8
Male	96.8	96.6	97
Female	96.6	96.5	96.7
Hispanic/Latino	96.5	97	97.1
White	97	95.9	96.7
Economically Disadvantaged	96.7	97	96.5
English Language Learner	96.8	97.5	97.9
Special Education	95.9	95.4	95.6
At-Risk	96.5	96.6	96.6

Annual Dropout Rate				
Student Group	Grade Level	2020-21	2021-22	2022-23
All Students	7-8		0	0
Male	7-8		0	0
Female	7-8		0	0
Hispanic/Latino	7-8		0	0
White	7-8		0	0
Economically Disadvantaged	7-8		0	0
English Language Learner	7-8		0	0
Special Education	7-8		0	0
At-Risk	7-8		0	0

### Annual and Total Graduates

Annual Graduates						
Subgroup	2020-21		2021-22		2022-23	
All Students		100%		100%		100%

Total Graduates (All Students)						
Graduate Type	20-21		21-22		22-23	
Recommended High School Program/ Distinguished Achievement Program		%		%		%
Foundation High School Program (Distinguished Levels of Achievement)		%		%		%
Foundation High School Program (Endorsement)		%		%		%
Foundation High School Program (No Endorsement)		%		%		%
Minimum High School Program		%		%		%

## Reading

### 2021-22 Reading STAAR Results

2021-22 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	53	1655	6	11	47	89	31	58	19	36
	7	47	1755	4	9	43	91	29	62	25	53
	8	43	1760	2	5	41	95	32	74	22	51

### 2022-23 Reading STAAR Results

2022-23 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	40	1671	4	10	36	90	23	58	12	30
	7	56	1731	4	7	52	93	43	77	20	36
	8	48	1780	2	4	46	96	37	77	20	42

### 2023-24 Reading STAAR Results

2023-24 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	49	1677	5	10	44	90	34	69	14	29
	7	44	1750	2	5	42	95	33	75	20	45
	8	56	1763	3	5	53	95	40	71	22	39

### 2021-22 Reading STAAR Results

2021-22 Reading STAAR Results											
Student Group											



Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	37	1641	5	14	32	86	20	54	10	27
	7	25	1690	4	16	21	84	13	52	10	40
	8	27	1726	2	7	25	93	18	67	11	41
2022-23 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	16	1630	2	13	14	88	7	44	2	13
	7	37	1716	3	8	34	92	28	76	13	35
	8	26	1743	2	8	24	92	18	69	6	23
2023-24 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	26	1621	5	19	21	81	12	46	3	12
	7	20	1704	1	5	19	95	14	70	7	35
	8	38	1767	1	3	37	97	29	76	14	37
American Indian or Alaska Native	6	0									
	7	0									
	8	0									
Asian	6	0									
	7	0									
Black or African American	6	0									

	7	0									
	8	0									
2022-23 Reading STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	1									
	7	0									
	8	0									
Black or African American	7	1									
Native Hawaiian or Other Pacific Islander	6	0									
	7	0									
2021-22 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	16	1689	1	6	15	94	11	69	9	56
	7	22	1830	0	0	22	100	16	73	15	68
	8	15	1803	0	0	15	100	13	87	10	67
2022-23 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	22	1700	1	5	21	95	15	68	9	41

	7	19	1759	1	5	18	95	15	79	7	37
	8	22	1824	0	0	22	100	19	86	14	64
2023-24 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	22	1739	0	0	22	100	21	95	10	45
	7	22	1798	1	5	21	95	18	82	12	55
	8	18	1755	2	11	16	89	11	61	8	44
2021-22 Reading STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	0									
	7	0									
	8	1									
2022-23 Reading STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	1									
	7	0									
	8	0									
Two or More Races	6	1									
	7	1									

### 2021-22 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	31	1643	4	13	27	87	18	58	9	29
	7	19	1717	2	11	17	89	12	63	9	47
	8	26	1731	2	8	24	92	16	62	10	38

### 2022-23 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	20	1618	3	15	17	85	8	40	2	10
	7	38	1711	4	11	34	89	28	74	12	32
	8	26	1737	2	8	24	92	17	65	6	23

### 2023-24 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	32	1655	4	13	28	88	19	59	7	22
	7	25	1694	2	8	23	92	16	64	8	32
	8	43	1739	3	7	40	93	28	65	13	30

### 2021-22 Reading STAAR Results

Student Group											
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Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	17	1604	3	18	14	82	6	35	3	18
	7	10	1714	1	10	9	90	6	60	5	50
	8	8	1624	2	25	6	75	2	25	0	0
2022-23 Reading STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	5	1667	0	0	5	100	2	40	1	20
	7	16	1672	3	19	13	81	10	63	3	19
	8	9	1782	1	11	8	89	7	78	4	44
2023-24 Reading STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	2									
	7	6	1714	1	17	5	83	5	83	2	33
	8	14	1701	2	14	12	86	8	57	2	14
2021-22 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	8	1497	3	38	5	63	1	13	0	0
	7	4									

	8	7	1661	1	14	6	86	2	29	2	29
2022-23 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	4									
	7	9	1580	4	44	5	56	2	22	0	0
	8	4									
Special Education	6	5	1595	2	40	3	60	2	40	0	0
	7	4									
	8	9	1655	1	11	8	89	2	22	0	0
2021-22 Reading STAAR Results											
Student Group											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	28	1598	6	21	22	79	11	39	4	14
	7	27	1683	4	15	23	85	11	41	9	33
2023-24 Reading STAAR Results											
Student Group											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	20	1597	4	20	16	80	7	35	1	5
	7	9	1679	1	11	8	89	6	67	2	22
	8	23	1741	2	9	21	91	16	70	7	30

## English I

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	
			#	%	#	%	#	%	#	%

2023-24 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

## English II

2021-22 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

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

### 2023-24 English II STAAR Results

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

### Mathematics

### 2021-22 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	53	1655	6	11	47	89	31	58	19	36
	7	47	1755	4	9	43	91	29	62	25	53
	8	43	1760	2	5	41	95	32	74	22	51

### 2022-23 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	40	1671	4	10	36	90	23	58	12	30
	7	56	1731	4	7	52	93	43	77	20	36
	8	48	1780	2	4	46	96	37	77	20	42

### 2023-24 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	49	1799	2	4	47	96	30	61	12	24



	7	44	1871	6	14	38	86	27	61	13	30
	8	48	1900	6	13	42	88	31	65	10	21
<b>2021-22 Mathematics STAAR Results</b>											
<b>Student Group</b>											
Hispanic/ Latino	<b>Grade Level</b>	<b># Students Tested</b>	<b>Average Scale Score</b>	<b>Did Not Meet</b>		<b>Approaches</b>		<b>Meets</b>		<b>Masters</b>	
				<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
	6	37	1641	5	14	32	86	20	54	10	27
	7	25	1690	4	16	21	84	13	52	10	40
	8	27	1726	2	7	25	93	18	67	11	41
<b>2022-23 Mathematics STAAR Results</b>											
<b>Student Group</b>											
Hispanic/ Latino	<b>Grade Level</b>	<b># Students Tested</b>	<b>Average Scale Score</b>	<b>Did Not Meet</b>		<b>Approaches</b>		<b>Meets</b>		<b>Masters</b>	
				<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
	6	16	1630	2	13	14	88	7	44	2	13
	7	37	1716	3	8	34	92	28	76	13	35
	8	26	1743	2	8	24	92	18	69	6	23
<b>2023-24 Mathematics STAAR Results</b>											
<b>Student Group</b>											
Hispanic/ Latino	<b>Grade Level</b>	<b># Students Tested</b>	<b>Average Scale Score</b>	<b>Did Not Meet</b>		<b>Approaches</b>		<b>Meets</b>		<b>Masters</b>	
				<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
	6	26	1743	2	8	24	92	12	46	4	15
	7	20	1825	2	10	18	90	10	50	3	15
	8	34	1911	3	9	31	91	23	68	8	24
American Indian or Alaska Native	6	0									
	7	0									

	8	0									
Asian	6	0									
	7	0									
Black or African American	6	0									
	7	0									
	8	0									
2022-23 Mathematics STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	1									
	7	0									
	8	0									
Black or African American	7	1									
Native Hawaiian or Other Pacific Islander	6	0									
	7	0									
2021-22 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	16	1689	1	6	15	94	11	69	9	56
	7	22	1830	0	0	22	100	16	73	15	68
	8	15	1803	0	0	15	100	13	87	10	67
2022-23 Mathematics STAAR Results											
Student Group											

White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	22	1700	1	5	21	95	15	68	9	41
	7	19	1759	1	5	18	95	15	79	7	37
	8	22	1824	0	0	22	100	19	86	14	64
2023-24 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	22	1857	0	0	22	100	17	77	7	32
	7	22	1911	3	14	19	86	16	73	9	41
	8	14	1876	3	21	11	79	8	57	2	14
2021-22 Mathematics STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	0									
	7	0									
	8	1									
2022-23 Mathematics STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	1									
	7	0									
	8	0									

Two or More Races	6	1									
	7	1									
2021-22 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	31	1643	4	13	27	87	18	58	9	29
	7	19	1717	2	11	17	89	12	63	9	47
	8	26	1731	2	8	24	92	16	62	10	38
2022-23 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	20	1618	3	15	17	85	8	40	2	10
	7	38	1711	4	11	34	89	28	74	12	32
	8	26	1737	2	8	24	92	17	65	6	23
2023-24 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	32	1767	2	6	30	94	16	50	7	22
	7	25	1806	5	20	20	80	11	44	4	16
	8	39	1881	6	15	33	85	22	56	6	15
2021-22 Mathematics STAAR Results											
Student Group											

Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	17	1604	3	18	14	82	6	35	3	18
	7	10	1714	1	10	9	90	6	60	5	50
	8	8	1624	2	25	6	75	2	25	0	0
2022-23 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	5	1667	0	0	5	100	2	40	1	20
	7	16	1672	3	19	13	81	10	63	3	19
	8	9	1782	1	11	8	89	7	78	4	44
2023-24 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	2									
	7	6	1822	1	17	5	83	3	50	1	17
	8	13	1835	3	23	10	77	5	38	1	8
2021-22 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	8	1497	3	38	5	63	1	13	0	0
	7	4									
	8	7	1661	1	14	6	86	2	29	2	29

### 2022-23 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	4									
	7	9	1580	4	44	5	56	2	22	0	0
Special Education	8	4									
	6	5	1680	0	0	5	100	1	20	0	0
	7	4									
Special Education	8	9	1792	4	44	5	56	3	33	0	0

### 2021-22 Mathematics STAAR Results

Student Group											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	28	1598	6	21	22	79	11	39	4	14
	7	27	1683	4	15	23	85	11	41	9	33

### 2023-24 Mathematics STAAR Results

Student Group											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	20	1733	2	10	18	90	7	35	3	15
	7	9	1774	2	22	7	78	3	33	1	11
At_Risk	8	22	1888	4	18	18	82	12	55	5	23

### Algebra I

### 2021-22 Algebra I STAAR Results

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

### 2022-23 Algebra I STAAR Results

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

### 2023-24 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	8	5126	0	0	8	100	8	100	8	100

### Science

### 2021-22 Science STAAR Results

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

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

### 2022-23 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	48	4192	4	8	44	92	26	54	12	25
	8	26	3925	4	15	22	85	10	38	1	4
	8	0									
	8	0									
	8	22	4507	0	0	22	100	16	73	11	50
	8	0									
	8	26	3982	3	12	23	88	10	38	3	12
	8	9	4009	0	0	9	100	3	33	1	11
	8	4									

### 2023-24 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	56	4232	5	9	51	91	36	64	13	23
	8	38	4223	3	8	35	92	24	63	7	18
	8	18	4250	2	11	16	89	12	67	6	33
	8	43	4100	5	12	38	88	23	53	6	14
	8	14	3811	3	21	11	79	6	43	0	0
	8	9	3701	2	22	7	78	1	11	0	0



## Biology

### 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	
			#	%	#	%	#	%	#	%

### 2023-24 Biology STAAR Results

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

## Social Studies

### 2021-22 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	43	3872	12	28	31	72	19	44	7	16
Hispanic/Latino	8	27	3786	11	41	16	59	10	37	4	15
American Indian or Alaska Native	8	0									
Black or African American	8	0									
White	8	15	4001	1	7	14	93	8	53	2	13

Two or More Races	8	1									
Economically Disadvantaged	8	26	3780	10	38	16	62	9	35	4	15
Limited English Proficient	8	8	3367	6	75	2	25	0	0	0	0
Special Education	8	7	3649	5	71	2	29	2	29	2	29

2022-23 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	48	3755	13	27	35	73	13	27	4	8
Hispanic/Latino	8	26	3543	11	42	15	58	3	12	1	4
American Indian or Alaska Native	8	0									
Black or African American	8	0									
White	8	22	4006	2	9	20	91	10	45	3	14
Two or More Races	8	0									
Economically Disadvantaged	8	26	3529	11	42	15	58	2	8	1	4
Limited English Proficient	8	9	3653	2	22	7	78	2	22	1	11
Special Education	8	4									

2023-24 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	56	3791	16	29	40	71	20	36	9	16
Hispanic/Latino	8	38	3760	11	29	27	71	12	32	5	13

White	8	18	3857	5	28	13	72	8	44	4	22
Economically Disadvantaged	8	43	3707	15	35	28	65	13	30	5	12
Limited English Proficient	8	14	3476	8	57	6	43	1	7	0	0
Special Education	8	9	3422	6	67	3	33	1	11	0	0

## U.S History

### 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	
			#	%	#	%	#	%	#	%

### 2023-24 U.S. History STAAR Results

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

## Goals and Strategies

### Goal 1:

Farwell ISD will promote academic excellence for all students.

### Performance Objective 1:

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

### Evaluation Data Source(s):

### Summative Evaluation:

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

### Strategy/Activity 1

(1.1) Utilize Novel studies, Mentoring Minds, Reading Plus, Thoughtful Learning's Write on Course, Mindplay, HMH Grades 6-8.(SW Element: 2.5)

### Timeline

Teachers use these resources daily.

### Person(s) Responsible/Monitor

Principal  
Teachers  
Library Assistant

### Strategy's Expected Result/Impact

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

### Reviews

Formative  
Summative

**Resources**

Source	Local Funds
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**Strategy/Activity 2**

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Curriculum Dir.  
Teachers

**Strategy's Expected Result/Impact**

Documented improvement and growth for all students on Interim benchmarks

**Reviews**

Formative  
Summative

**Resources**

Source	Local Funds
--------	-------------

**Strategy/Activity 3**

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Curriculum Dir.  
Teachers

Strategy's Expected Result/Impact

Lesson Plan Development/Student Achievement

Reviews

Formative  
Summative

Resources

Source Local Funds

Strategy/Activity 4

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

Timeline

Person(s) Responsible/Monitor

Principal  
Curriculum Dir.  
Teachers

Strategy's Expected Result/Impact

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

Reviews

Formative  
Summative

Resources

Source Local Funds

Objective 2:

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

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

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

Timeline

Person(s) Responsible/Monitor

Principal  
Teachers

Strategy's Expected Result/Impact

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

Reviews

Formative  
Summative

Resources

Source

Local Funds

Strategy/Activity 2

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

Timeline

Person(s) Responsible/Monitor

Principal  
Instructional Coach  
Reading and SPED Teachers



### Strategy's Expected Result/Impact

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

### Reviews

Formative  
Summative

### Resources

Source

Local Funds

Source

Local Funds

### Strategy/Activity 3

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

### Timeline

### Person(s) Responsible/Monitor

Principal  
Teachers  
Instructional Coach

### Strategy's Expected Result/Impact

Increased student performance based on various assessment results

### Reviews

Formative  
Summative

### Resources

**Source**

Local Funds

**Strategy/Activity 4**

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

**Timeline****Person(s) Responsible/Monitor**Principal  
Teachers  
Instructional Coach**Strategy's Expected Result/Impact**

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

**Reviews**Formative  
Summative**Resources****Source**

Local Funds

**Objective 3:**

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

**Evaluation Data Source(s):****Summative Evaluation:****Strategy/Activity 1**

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
Instructional Coach

**Strategy's Expected Result/Impact**

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

**Reviews**

**Formative**  
**Summative**

**Resources**

**Strategy/Activity 2**

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

**Timeline**

**Person(s) Responsible/Monitor**

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

**Strategy's Expected Result/Impact**

Student projects;

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

#### Reviews

Formative  
Summative

#### Resources

Source

G/T

### Strategy/Activity 3

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

#### Timeline

#### Person(s) Responsible/Monitor

Dyslexia and 504 Coordinators

#### Strategy's Expected Result/Impact

Progress Tracker Reports, 504 Annual meetings

#### Reviews

Formative  
Summative

#### Resources

Source

Local Funds

### Objective 4:

Farwell Junior High will provide a comprehensive Special Education program to ensure that students with disabilities receive a “free and appropriate education within a “limited restricted environment.”

#### Evaluation Data Source(s):

**Summative Evaluation:**

**Strategy/Activity 1**

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

**Timeline**

**Person(s) Responsible/Monitor**

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

**Strategy's Expected Result/Impact**

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

**Reviews**

Formative  
Summative

**Resources**

Source SpEd

Source Local Funds

**Objective 5:**

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

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal, secretary, counselor, teachers

**Strategy's Expected Result/Impact**

Successful, resilient students.

**Reviews**

Formative  
Summative

**Resources**

**Goal 2:**

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

**Performance Objective 1:**

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

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
Paraprofessionals  
Instructional Coach

**Strategy's Expected Result/Impact**

Discipline Referrals  
Student/Parent Signatures on Contracts  
More confident students

**Reviews**

**Formative**  
**Summative**

**Resources**

Strategy/Activity 2

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

Timeline

Person(s) Responsible/Monitor

Principal  
Counselor  
School Nurse  
Student Council

Strategy's Expected Result/Impact

Student Participation  
Sign-Up Sheets  
Drug Awareness Activities  
Guest Speakers

Reviews

Formative  
Summative

Resources

Source

Local Funds

Strategy/Activity 3

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

Timeline

Person(s) Responsible/Monitor

Teachers  
Principal



Strategy's Expected Result/Impact

Walk through data, T-TESS, reduced disciplined referrals

Reviews

Formative  
Summative

Resources

Description

Walk through data, T-TESS, reduced disciplined referrals

Strategy/Activity 4

(1.4) Provide incentives for perfect attendance including semester test exemption, and perfect attendance awards, early lunch each week for best attendance.

Timeline

Person(s) Responsible/Monitor

Principal  
JH Secretary

Strategy's Expected Result/Impact

Daily Attendance records, ADA, Student Assessment performance

Reviews

Formative  
Summative

Resources

Source

Local Funds

Strategy/Activity 5

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

Timeline

**Person(s) Responsible/Monitor**

Principal  
Teachers

**Strategy's Expected Result/Impact**

Amount Collected in the following:  
Canned Food Drive  
Change War

**Reviews**

Formative  
Summative

**Resources**

**Objective 2:**

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

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

(2.1) Staff Development – Farwell ISD Emergency Activation Plan

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Safety Committee

Strategy's Expected Result/Impact

Staff Attendance Sheet  
Successful Crisis Drills

Reviews

Formative  
Summative

Resources

Source	Local Funds
--------	-------------

Strategy/Activity 2

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

Timeline

Person(s) Responsible/Monitor

School counselor, principal, teachers

Strategy's Expected Result/Impact

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

Reviews

Formative  
Summative

Resources

**Goal 3:**  
Farwell ISD will continue to foster and improve parent/community relations.

**Performance Objective 1:**  
A variety of communication techniques will be utilized to keep parents and community members informed about school programs and activities.

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

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

**Timeline**  
Thursday, August 10, 2023, at 6:00 in the MPR (connected to the administration building) and Friday, August 11, 2023, in the MPR at 12:30 pm.

**Person(s) Responsible/Monitor**  
Principal  
Teachers

**Strategy's Expected Result/Impact**  
Parent Sign-In Sheets

**Reviews**  
  
**Formative**  
**Summative**  
  
**Resources**

Source

Local Funds

## Strategy/Activity 2

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

### Timeline

#### Person(s) Responsible/Monitor

Principal  
Teachers  
Paraprofessionals

#### Strategy's Expected Result/Impact

Parent Sign-In Sheets

### Reviews

Formative  
Summative

#### Resources

Source

Local Funds

## Strategy/Activity 3

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

### Timeline

#### Person(s) Responsible/Monitor

Principal  
Teachers

#### Strategy's Expected Result/Impact

Teacher documentation of parent contact

#### Reviews

Formative  
Summative

#### Resources

Source

Local Funds

### Strategy/Activity 4

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

#### Timeline

#### Person(s) Responsible/Monitor

Principal  
Teachers

#### Strategy's Expected Result/Impact

Parent Sign-In Sheets

#### Reviews

Formative  
Summative

#### Resources

### Objective 2:

The number and diversity of parent and community member participation in volunteer activities, site-based decision committees and parent/teacher organizations will increase.

#### Evaluation Data Source(s):

#### Summative Evaluation:

Strategy/Activity 1

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

Timeline

Person(s) Responsible/Monitor

Principal  
Teachers  
Coaches

Strategy's Expected Result/Impact

Increased parental/community involvement in school activities

Reviews

Formative  
Summative

Resources

**Goal 4:**  
Provide Farwell ISD students with a strong, progressive, and quality education by way of a highly qualified staff.

**Performance Objective 1:**  
Farwell Junior High administration will ensure that effective teachers and hghly qulaified paraprofessionals as mandated by state and federal mandates will teach all students.

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

(1.1) Hiring highly qualified staff according to ESSA guidelines

**Timeline**

**Person(s) Responsible/Monitor**

Superintendent  
Principal

**Strategy's Expected Result/Impact**

Principal Attestation of Highly Qualified Staff

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Objective 2:**



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

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

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

Timeline

Person(s) Responsible/Monitor

Principal  
Teachers  
Paraprofessionals

Strategy's Expected Result/Impact

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

Reviews

Formative  
Summative

Resources

Source

Local Funds

Strategy/Activity 2

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
SCE  
ESC-16

**Strategy's Expected Result/Impact**

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

**Reviews**

Formative  
Summative

**Resources**

Source

Comp. Ed.

**Goal 5:**  
Progressive and innovative technology will be integrated throughout the District to enhance student achievement.

**Performance Objective 1:**

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers

**Strategy's Expected Result/Impact**

Student assessment data, walk-throughs

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds

**Strategy/Activity 2**

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal

**Strategy's Expected Result/Impact**

Increased student performance based on various assessment results

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 3**

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

**Timeline**

**Person(s) Responsible/Monitor**

Teachers  
Principal

**Strategy's Expected Result/Impact**

Daily lesson plans, student work and assessment data

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds



**Goal :6**  
All instructional personnel will establish challenging goals for all students including improving attendance and decreasing the dropout rate and will also provide effective feedback through assessments and a system of interventions for at-risk students.

Farwell ISD will promote academic excellence for all students.

**Performance Objective 1:**

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Teachers  
Campus Improvement Team (CIT)

**Strategy's Expected Result/Impact**

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

**Reviews**

Formative  
Summative

Resources

Source

Local Funds

Strategy/Activity 2

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

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

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

Reviews

Formative  
Summative

Resources

Source

Local Funds

Strategy/Activity 3

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

Timeline

Person(s) Responsible/Monitor

Principal  
Teachers

Strategy's Expected Result/Impact

Documentation of such event  
Student sign-in sheets for tutorials

**Reviews**

**Formative**  
**Summative**

**Resources**

**Source**

Local Funds



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

**Performance Objective 1:**

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

(7.1) Transportation requests

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Transportation Manager

**Strategy's Expected Result/Impact**

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

**Reviews**

**Formative**  
**Summative**

**Resources**

**Strategy/Activity 2**

(7.2) Work orders

**Timeline**

**Person(s) Responsible/Monitor**

Principal  
Maintenance Staff

**Strategy's Expected Result/Impact**

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

**Reviews**

Formative  
Summative

**Resources**

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

**Allocations by Funding Source**

<b>Funding Source</b>	<b>Amount</b>	<b>Balance</b>
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**Expenditures by Funding Source**

<b>Funding Source</b>	<b>Amount</b>
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## 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**