

# 2024-25 Campus Improvement Plan

**Accountability Rating: Met Standard**

**School Name**

Farwell High School

**Address**

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

**School ID**

185902001

**Principal**

Kyle Conatser

**District Name**

Farwell Independent School District

**Date of School Board Approval**

## 2024-25 Campus Site-Based Committee

Name	Position	Committee Role
Kyle Conatser	Principal	Administration
Lorre Haseloff	Counselor	Non-Teacher Professional
Billie Merritt	Teacher	Classroom Professional
Pam Husted	Teacher	Classroom Professional
Christy Barksdale	Teacher	Classroom Professional
Alyson Actkinson	Community Member	
	Community Member	
	Business	
	Business	
	Parent	Parent
	Parent	Parent

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## **Mission Statement**

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

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

## **Vision**

## **Plan Location and Revision Dates**

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

## State Goals and Objectives

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

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

### The State of Texas Public Education Goals

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

### The State of Texas Public Education Objectives

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

## TEA Strategic Plan

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

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

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

### TEA Commissioner's Strategic Priorities:

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

### Enablers

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

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

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

## Federal, State and Local Funding Sources

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

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

### Federal Programs

### Total Expenditures

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

### State or Local Programs

### Total Expenditure

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

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

## Comprehensive Needs Assessment Summary

### Demographics

#### Overall Summary

Based on 2022-2023 TAPR  
Total Students: 178 100%

Students by Grade:  
Grade 9: 46 25.8%  
Grade 10: 37 20.8%  
Grade 11: 39 21.9%  
Grade 12: 56 31.5%

Ethnic Distribution:  
Hispanic 90 50.6%  
White 87 48.9%

Economically Disadvantaged 96 53.9%  
Non-Educationally Disadvantaged 82 46.1%  
Section 504 8 4.5%  
EB Students 20 11.2%  
At-Risk 69 38.8%

Total Staff: 28.6 100.0%  
Professional Staff: 22.6 79.0%  
Teachers 21.7 75.9%  
Professional Support 0.8 2.7%  
Campus Administration (School Leadership) 0.1 0.4%  
Educational Aids 6.0 21.0%

Beginning Teachers 0.3 1.3%  
1-5 Years Experience 2.0 9.2%  
6-10 Years Experience 2.4 10.9%  
11-20 Years Experience 9.4 43.3%  
21-30 Years Experience 6.7 30.7%  
Over 30 Years Experience 1.0 4.6%

Number of Students per Teacher: 8.2

#### Summary of Strengths

What were the identified strengths?

Our students and staff continue to be our greatest strength at Farwell High School. 100% of of the Class of 2023 graduated on time. The majority of the FHS staff has over 10 years of teaching experience. FHS has a low student-to-teacher ratio.



## Summary of Needs

What were the identified needs?

Problem Statement 1: A number of teachers will be eligible for retirement in the next few years, resulting in a significant loss in valuable expertise and knowledge.

## Priorities

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

Problem Statement 1: Recruit new teachers to the district, both experienced and new to the profession. Attend job fairs at area colleges, such as WTAMU, ENMU, TTU, and LCU.

## Student Achievement

### Overall Summary

Student Academic Achievement Summary 2022-2023  
Student Achievement: not released, pending judicial ruling  
STAAR Performance Score : not released, pending judicial ruling

#### Masters Grade Level:

English 1 13% (13% State)  
English 2 10% (9% State)  
Algebra 1 29% (23% State)  
Biology 13% (21% State)  
US History 36% (38% State)

#### Meets Grade Level:

English 1 64% (52% State)  
English 2 60% (54% State)  
Algebra 1 60% (43% State)  
Biology 67% (56% State)  
US History 72% (70% State)

#### Approaches Grade Level:

English 1 84% (72% State)  
English 2 81% (74% State)  
Algebra 1 91% (79% State)  
Biology 93% (88% State)  
US History 100% (94% State)

College, Career, and Military Readiness 51.4%

Distinctions: not released, pending judicial ruling

Graduation Rate: 100%

## Summary of Strengths

What were the identified strengths?

FHS maintains higher passing rates for all EOC STAAR when compared to State passing rates, including Approaches and Meets.

### Summary of Needs

What were the identified needs?

Problem Statement 1: Improve STAAR EOC scores in all content areas in ELAR, Math, Science, and Social Studies, and increase the number of students scoring at the Masters level.

Problem Statement 2: In the Class of 2022, 51.4% of graduates (17 of 33 seniors) met CCMR.

### Priorities

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

Problem Statement 1: Continue to collect test data from STAAR interims and benchmarks. Use periodic data from in-class assessment to measure progress of students on STAAR-tested curriculum.

Problem Statement 2: Increase the number of CTE pathways and industry-based certification opportunities. Offer test prep to students taking the ACT, SAT, and TSIA.

### School Culture and Climate

#### Overall Summary

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

#### Summary of Strengths

What were the identified strengths?

- FHS attendance rate was 96.1% for the 2021-2022 school year.
- Approximately 84% of all high school students in 2022-2023 participate in at least one extra-curricular activity, including band, athletics, cheerleading, FFA, stock shows, UIL, One-Act Play, NHS, and Student Council.
- FHS recognizes a Student of the Month. Criteria for this award is academic success, community service, and character. Staff members elect one student each month.

### Summary of Needs

What were the identified needs?

Problem Statement 1: UIL Academics participation has decreased over the last few years.

### Priorities

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

Problem Statement 1: Increase UIL Academics participation, including One-Act Play and Robotics competitions.

### Staff Quality/Professional Development

#### Overall Summary

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

#### Teaching staff:

- 28.3 total staff members.
- 79.0% Professional Staff
- 75.6% Teachers
- 2.7% Professional Support
- 0.4% Campus Administration
- 21.0% Educational Aides

#### Teachers by Years of Experience:

- Beginning Teachers .03 1.3%
- 1-5 Years Experience 2.0 9.2%
- 6-10 Years Experience 2.4 10.9%
- 11-20 Years Experience 9.4 43.3%
- 21.3 Years Experience 6.7 30.7%
- Over 30 Years Experience 1.0 4.6%

Number of Students per Teacher: 8.2

### Summary of Strengths

What were the identified strengths?

Farwell High School has a highly experienced staff of teachers, administrators and support staff.

- All of our paraprofessionals are highly qualified.
- All teachers are either certified teachers or working towards certification.

## Summary of Needs

What were the identified needs?

- Continuity and longevity are keys to success if you are to have high quality staff members. A high value is placed on retaining quality teachers.
- A high mobility rate due to economic forces often results in a loss of staff. Being a rural school, FHS relies upon Farwell ISD improving its competitiveness with teacher salaries, benefits, etc. in order to attract and maintain a high quality, experienced workforce for our students.
- Needs assessment surveys, grade level and department team discussions, and teacher requests indicate a need for continued training in the TEKS Resource System, the student management system (Ascender and DMAC)
- Through these venues, teachers need additional training in Instructional Delivery, RtI, GT, ESL strategies for ELPS, and 21st Century Skills.
- Math and Science teachers need additional support, intensive collaboration, and strengthened vertical alignment to improve indicators.
- Continue to use collaboration as a vehicle to enhance instruction and instruction methods that maximize student learning.

## Priorities

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

## Curriculum, Instruction, Assessment

### Overall Summary

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

Teachers continue to work on interventions (RtI) and are working hard to bridge the achievement gap for all students. This common language and increasing awareness of the academic needs of our students continues to grow and to strengthen.

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

## Summary of Strengths

What were the identified strengths?

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

Daily Blue periods provide tutorial instruction for students.

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

### **Summary of Needs**

What were the identified needs?

The district needs to continue improving the quality of instruction, and assessments in preparations for the new STAAR EOCs for all areas in order to increase student performance. The new state assessment system is more rigorous than past tests and will require changes and adjustments in teaching and learning in order for students to be successful.

All subject area teachers will plan effective, student-centered lessons. Core areas will utilize the TEKS Resource System and DMAC.

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

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

### **Priorities**

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

### **Family and Community Involvement**

#### **Overall Summary**

FHS Family and Community involvement remains an integral part of the education experience for students. Several organizations, such as athletics, band, and FFA, have parent booster clubs that are active and contribute to the groups' successes. Information is provided to parents and the community in a variety of ways, including mailed-out letters, School App notifications, FISH website, and FHS Facebook page. The Farwell Education Foundation is a community organization dedicated to the support of teachers in Farwell ISD. Through establishing and maintaining an effective, systemic, and comprehensive system for monitoring and evaluating parental and community involvement, the district believes that levels of engaged involvement will increase and parents will become our strong partners who feel welcome and participatory in the educational process for all children.

### **Summary of Strengths**

What were the identified strengths?

- Farwell ISD uses the district website, notes home, and School App to facilitate better communication and interaction among all stakeholders.
- Through the Parent Portal, parents have electronic, real-time access to their children’s grades, attendance data, and also easy access for continued communication with their children’s teachers.
- Frequent posts are made to the Farwell High School Facebook page, highlighting students and staff successes and important messages.
- The Booster Clubs (Ag, Band and Athletics) are established and seeks ways for continuous improvement.
- The district actively promotes Farwell ISD through the local media to increase community awareness.
- The Campus Site Based Committees meet regularly on the campuses to focus on improving instruction.
- A SHAC (School Health Advisory Council) is under the leadership of the school nurse.

**Summary of Needs**

What were the identified needs?

**Priorities**

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

**Programs**

**Overall Summary**

**Summary of Strengths**

What were the identified strengths?

**Summary of Needs**

What were the identified needs?

**Priorities**

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

**Technology**

## Overall Summary

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

## Summary of Strengths

What were the identified strengths?

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

## Summary of Needs

What were the identified needs?

## Priorities

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

## Additional Information

## Student Performance Data

### Enrollment

Enrollment by Grade Level						
Grade Level	2020-21		2021-22		2022-23	
Early Education	0	0.00%		%	0	0.00%
Pre-Kindergarten	0	0.00%		%	0	0.00%
Kindergarten	0	0.00%		%	0	0.00%
Grade 1	0	0.00%		%	0	0.00%
Grade 2	0	0.00%		%	0	0.00%
Grade 3	0	0.00%		%	0	0.00%
Grade 4	0	0.00%		%	0	0.00%
Grade 5	0	0.00%		%	0	0.00%
Grade 6	0	0.00%		%	0	0.00%
Grade 7	0	0.00%		%	0	0.00%
Grade 8	0	0.00%		%	0	0.00%
Grade 9	43	24.30%	35	20.80%	46	25.80%
Grade 10	54	30.50%	42	25.00%	37	20.80%
Grade 11	36	20.30%	57	33.90%	39	21.90%
Grade 12	44	24.90%	34	20.20%	56	31.50%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2020-21		2021-22		2022-23	
<b>All Students</b>	177	100%	168	100%	178	100%
<b>American Indian or Alaska Native</b>	1	0.60%		%	0	0.00%
<b>Asian</b>	0	0.00%		%	0	0.00%
<b>Black or African American</b>	0	0.00%		%	0	0.00%
<b>Hispanic/Latino</b>	88	49.70%	77	45.80%	90	50.60%
<b>Native Hawaiian/Other Pacific</b>	0	0.00%		%	0	0.00%
<b>Two or More Races</b>	1	0.60%		%	1	0.60%
<b>White</b>	87	49.20%	91	54.20%	87	48.90%
Economically Disadvantaged	81	45.80%	61	36.30%	96	53.90%
At-Risk	73	41.20%	69	41.10%	69	38.80%
Special Education	9	%	10	6.00%	8	4.50%



### Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2019-20	2020-21	2021-22
All Students	99.2	95.3	96.1
Male	99.4	96.1	95.9
Female	98.9	94.2	96.2
Hispanic/Latino	99.1	94.7	95.4
White	99.3	96.1	96.6
Economically Disadvantaged	99.2	95.4	95.7
English Language Learner	99	94.8	96
Special Education	98.8	96.2	94.9
At-Risk	99.1	94.4	95.8

Annual Dropout Rate				
Student Group	Grade Level	2019-20	2020-21	2021-22
	9-12	0.6		0.6
	9-12	0.9		1
	9-12	0		0
	9-12	0		0
	9-12	1.1		1.1
	9-12	0		0
	9-12	0		0
	9-12	5.3		4
	9-12	0		0

**Annual and Total Graduates**

<b>Annual Graduates</b>						
<b>Subgroup</b>	<b>2019-20</b>		<b>2020-21</b>		<b>2021-22</b>	
All Students	35	100%	41	100%	35	100%
African American	0	0.00%		%	0	0.00%
Asian	0	0.00%		%	0	0.00%
Hispanic	20	57.10%	22	53.70%	15	42.90%
Two or More	0	0.00%	1	2.40%	0	0.00%
American Indian	0	0.00%		%	0	0.00%
Pacific Islander	0	0.00%		%	0	0.00%
White	15	42.90%	18	43.90%	20	57.10%
Economically Disadvantaged	13	37.10%	20	48.80%	10	28.60%
At-Risk	5	14.30%	12	29.30%	13	37.10%
English Language Learner	2	5.70%		%	4	11.40%
Special Education	2	5.70%	7	17.10%	5	14.30%

<b>Total Graduates (All Students)</b>						
<b>Graduate Type</b>	<b>19-20</b>		<b>20-21</b>		<b>21-22</b>	
<b>Recommended High School Program/ Distinguished Achievement Program</b>	0	0.00%		%	0	0.00%
<b>Foundation High School Program (Distinguished Levels of Achievement)</b>	33	94.30%	36	87.80%	32	91.40%
<b>Foundation High School Program (Endorsement)</b>	1	2.90%		%	0	0.00%
<b>Foundation High School Program (No Endorsement)</b>	1	2.90%	3	7.30%	3	8.60%
<b>Minimum High School Program</b>	0	0.00%		%	0	%

Reading

2020-21 Reading STAAR Results

English I

2020-21 English I STAAR Results

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

2021-22 English I STAAR Results

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

Special Education	8	3510	7	88	1	13	0	0	0	0
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**2022-23 English I STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	52	4181	8	15	44	85	34	65	7	13
Hispanic/Latino	35	4066	8	23	27	77	19	54	3	9
White	16	4394	0	0	16	100	14	88	3	19
Economically Disadvantaged	34	4084	6	18	28	82	20	59	2	6
Limited English Proficient	12	3817	6	50	6	50	2	17	0	0
Special Education	12	3758	6	50	6	50	1	8	0	0

**English II**

**2020-21 English II STAAR Results**

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

**2021-22 English II STAAR Results**

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

**2022-23 English II STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	40	4129	7	18	33	83	24	60	4	10
Hispanic/Latino	21	3931	6	29	15	71	9	43	1	5
White	19	4348	1	5	18	95	15	79	3	16
Economically Disadvantaged	21	4005	6	29	15	71	12	57	0	0
Limited English Proficient	9	3774	4	44	5	56	2	22	0	0

**Mathematics**

**2020-21 Mathematics STAAR Results**

**Algebra I**

**2020-21 Algebra I STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	39	3858	11	28	28	72	14	36	7	18
Hispanic/Latino	24	3831	6	25	18	75	8	33	5	21
White	15	3902	5	33	10	67	6	40	2	13
Economically Disadvantaged	24	3803	7	29	17	71	8	33	4	17
Limited English Proficient	6	3567	4	67	2	33	1	17	1	17
Special Education	6	3408	4	67	2	33	0	0	0	0

**2021-22 Algebra I STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	34	3993	7	21	27	79	15	44	8	24
Hispanic/Latino	17	3865	4	24	13	76	6	35	3	18
White	17	4121	3	18	14	82	9	53	5	29
Economically Disadvantaged	15	3931	4	27	11	73	5	33	3	20
Limited English Proficient	6	3680	2	33	4	67	1	17	0	0
Special Education	6	3411	5	83	1	17	0	0	0	0

**2022-23 Algebra I STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	43	4058	3	7	40	93	27	63	13	30
Hispanic/Latino	29	3969	3	10	26	90	16	55	8	28

White	12	4257	0	0	12	100	10	83	4	33
Economically Disadvantaged	30	3985	3	10	27	90	17	57	10	33
Limited English Proficient	9	3836	2	22	7	78	4	44	1	11
Special Education	10	3663	2	20	8	80	1	10	0	0

**Science**

**2020-21 Science STAAR Results**

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

**2021-22 Science STAAR Results**

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

**2022-23 Science STAAR Results**

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

**Biology**

**2020-21 Biology STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	47	3907	12	26	35	74	18	38	4	9



Hispanic/ Latino	28	3869	9	32	19	68	10	36	0	0
White	19	3961	3	16	16	84	8	42	4	21
Economically Disadvantaged	30	3820	9	30	21	70	10	33	0	0
Limited English Proficient	7	3420	6	86	1	14	0	0	0	0
Special Education	7	3355	6	86	1	14	0	0	0	0

### 2021-22 Biology STAAR Results

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

### 2022-23 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	46	4122	3	7	43	93	31	67	6	13
Hispanic/ Latino	30	4061	3	10	27	90	18	60	4	13
White	15	4227	0	0	15	100	12	80	2	13
Economically Disadvantaged	30	4067	3	10	27	90	18	60	4	13
Limited English Proficient	9	3711	3	33	6	67	3	33	0	0

Special Education	8	3836	2	25	6	75	2	25	1	13
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**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	
				#	%	#	%	#	%	#	%

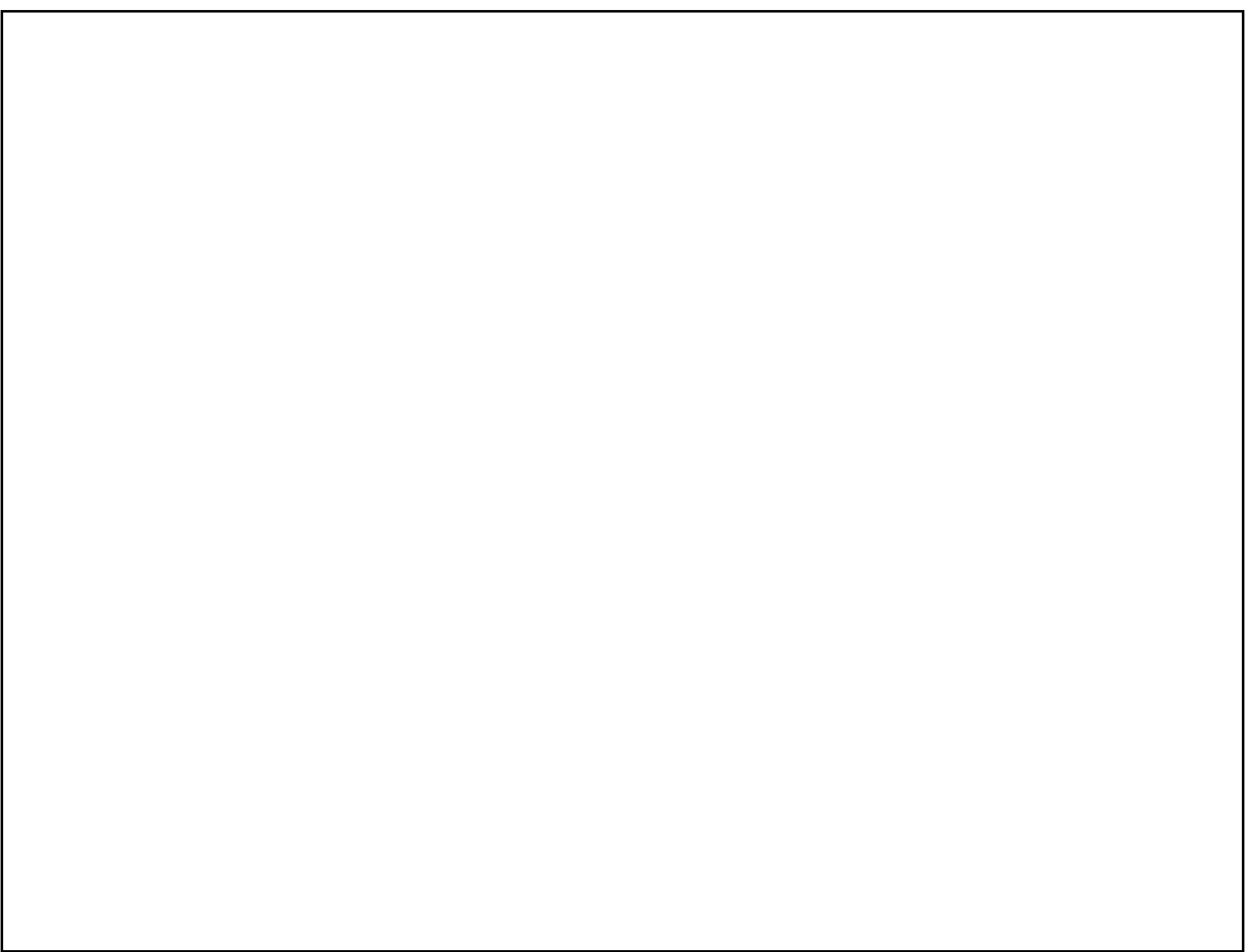
2022-23 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

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

2022-23 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	36	4267	0	0	36	100	26	72	13	36
Hispanic/Latino	18	4108	0	0	18	100	9	50	3	17
White	18	4426	0	0	18	100	17	94	10	56
Economically Disadvantaged	19	4162	0	0	19	100	11	58	5	26
Limited English Proficient	5	3931	0	0	5	100	1	20	0	0
Special Education	5	4045	0	0	5	100	1	20	1	20



## Goals and Strategies

### Goal 1: Student Achievement

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

### Performance Objective 1:

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

### Evaluation Data Source(s):

### Summative Evaluation:

STAAR/EOC/ACT/SAT results.

### Strategy/Activity 1

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

Critical Success Factor(s) CSF 1  
CSF 2

### Timeline

### Person(s) Responsible/Monitor

Principal, Student Services Coordinator, Teachers

### Strategy's Expected Result/Impact

Increased Scores on EOCs;  
Data-Driven Lesson Planning

### Reviews

Formative  
Summative



**Strategy's Expected Result/Impact**

Decrease student absences;  
Decrease student referrals;  
Increase student achievement

**Reviews**

Formative  
Summative

**Resources**

**Objective 2:**

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

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

Provide college credit opportunities through dual credit courses.

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal, Student Services Coordinator, Counselor

**Strategy's Expected Result/Impact**

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

**Reviews**

Formative

**Summative**

**Resources**

**Strategy/Activity 2**

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

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal, Student Services Coordinator, Counselor

**Strategy's Expected Result/Impact**

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

**Reviews**

**Formative**  
**Summative**

**Resources**

**Strategy/Activity 3**

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

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal; Counselor; CTE Teachers

**Strategy's Expected Result/Impact**

Increase the number of students completing a CTE sequence;



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

**Reviews**

**Formative**  
**Summative**

**Resources**

**Strategy/Activity 4**

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

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal; Counselor; Teachers

**Strategy's Expected Result/Impact**

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

**Reviews**

**Formative**  
**Summative**

**Resources**

**Strategy/Activity 5**

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

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

**CSF 6**

**Timeline**

**Person(s) Responsible/Monitor**

Principal, Counselor; Student Services Coordinator

**Strategy's Expected Result/Impact**

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

**Reviews**

**Formative**  
**Summative**

**Resources**

**Objective 3:**

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

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

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

**CSF 1**

**Critical Success Factor(s)**

**CSF 2**

**CSF 6**

**Timeline**

**Person(s) Responsible/Monitor**

Principal; Student Services Coordinator; Teachers

**Strategy's Expected Result/Impact**

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

**Reviews**

**Formative**  
**Summative**

**Resources**

**Strategy/Activity 2**

Utilize language programs and instructional strategies for Emergent Bilingual students.

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal; ESL Coordinator; Teachers

**Strategy's Expected Result/Impact**

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

**Reviews**

**Formative**  
**Summative**

**Resources**

### Strategy/Activity 3

Utilize differentiate instructional strategies.

Critical Success Factor(s) CSF 1  
CSF 2  
CSF 3  
CSF 6

#### Timeline

#### Person(s) Responsible/Monitor

Principal

#### Strategy's Expected Result/Impact

Increased STAAR EOC scores for all student sub-populations;

#### Reviews

Formative  
Summative

#### Resources

### Strategy/Activity 4

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

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

#### Timeline

#### Person(s) Responsible/Monitor

Principal; Teachers

#### Strategy's Expected Result/Impact

Increased STAAR EOC scores;  
Improved student achievement in the classroom

**Reviews**

**Formative**  
**Summative**

**Resources**

**Strategy/Activity 5**

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

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal; Student Services Coordinator; Counselor

**Strategy's Expected Result/Impact**

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

**Reviews**

**Formative**  
**Summative**

**Resources**

**Objective 5:**

Student performance on the STAAR EOC will increase by 5% or maintain at least 95% in all content areas, sub-population groups, and mastery levels.

English 1 EOC  
84% --> 89% Approaches  
64% --> 69% Meets  
13% --> 18% Masters

Biology EOC  
93% --> 98% Approaches  
67% --> 72% Meets  
13% --> 18% Masters

Algebra 1 EOC  
91% --> 96% Approaches  
60% --> 65% Meets  
29% --> 34% Masters

English 2 EOC  
81% --> 86% Approaches  
60% --> 65% Meets  
10% --> 15% Masters

US History EOC  
100% -> 100% Approaches  
72% --> 77% Meets  
36% --> 41% Masters

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

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

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal; EOC Teachers

**Strategy's Expected Result/Impact**

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

**Reviews**

**Formative  
Summative**

**Resources**

**Strategy/Activity 2**

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

<b>Critical Success Factor(s)</b>	<b>CSF 2</b>
	<b>CSF 3</b>
	<b>CSF 7</b>

**Timeline**

**Person(s) Responsible/Monitor**

Principal; EOC Teachers

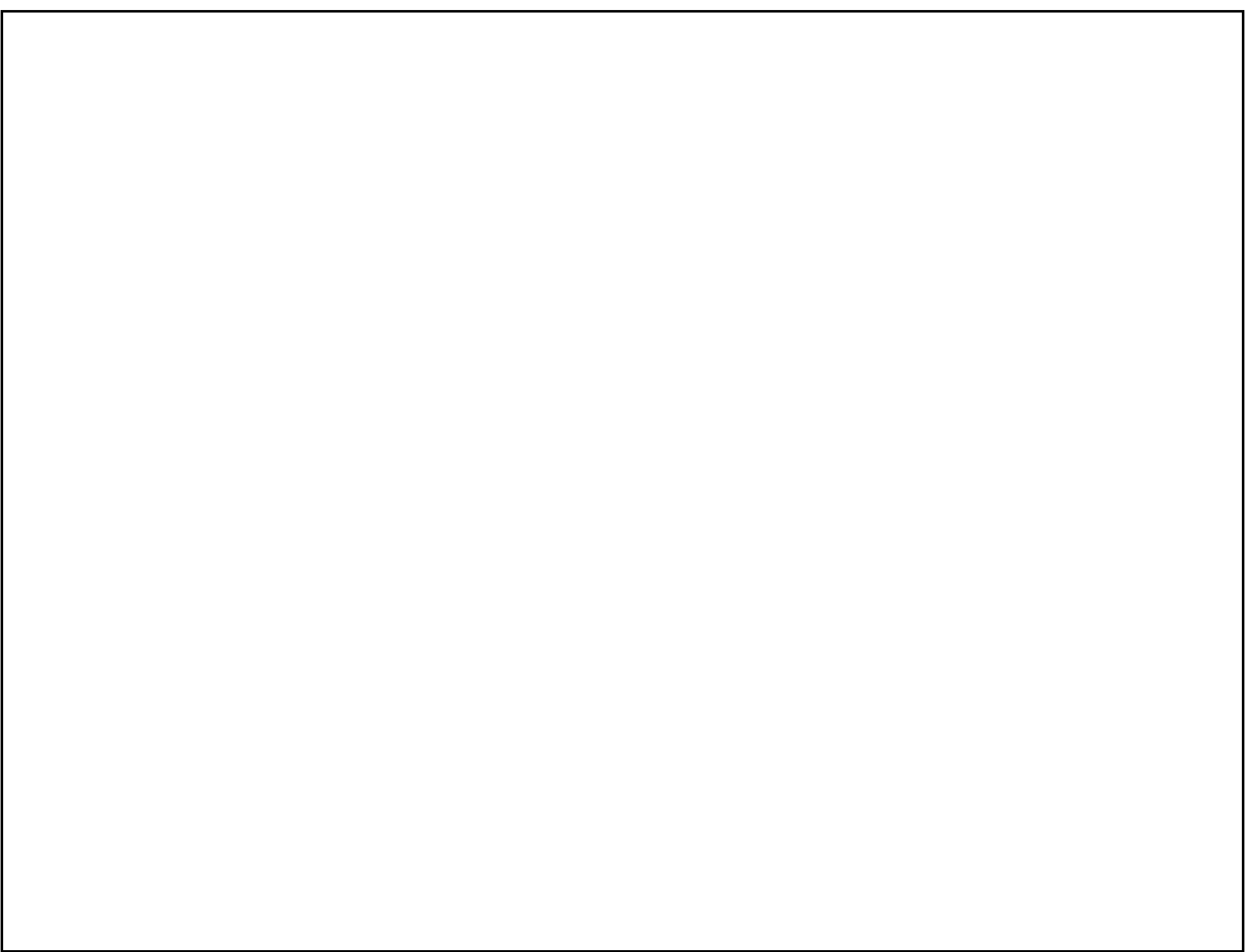
**Strategy's Expected Result/Impact**

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

**Reviews**

**Formative  
Summative**

**Resources**







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

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal; All Staff

**Strategy's Expected Result/Impact**

Visitor Sign-In/-Out Log

**Reviews**

Formative  
Summative

**Resources**

**Objective 2:**

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

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal, Counselor, Student Council

**Strategy's Expected Result/Impact**

Random Drug Testing;  
Drug Dogs;  
Red Ribbon Week

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 2**

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

**Timeline**

**Person(s) Responsible/Monitor**

All Staff

**Strategy's Expected Result/Impact**

Incidents of abuse and maltreatment documentation follow board policies.

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 3**

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal; Counselor

**Strategy's Expected Result/Impact**

Certificates of completion and sign-in sheets

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 4**

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal; Counselor; teachers

**Strategy's Expected Result/Impact**

Discipline Reports

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 5**

Students will be taught bullying awareness and bullying prevention strategies.

**Timeline**

**Person(s) Responsible/Monitor**

Principal, Counselor

**Strategy's Expected Result/Impact**

Sign-In Sheets;  
Agendas;  
Documentation of Activities

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 6**

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal

**Strategy's Expected Result/Impact**

Reduction of discipline referrals

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 7**

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

**Timeline**

**Person(s) Responsible/Monitor**

All Staff

**Strategy's Expected Result/Impact**

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

**Reviews**

Formative  
Summative

Resources

**Strategy/Activity 8**

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

**Timeline**

**Person(s) Responsible/Monitor**

All Staff

**Strategy's Expected Result/Impact**

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

**Reviews**

Formative  
Summative

Resources

**Goal 3: Parent and Family Engagement**

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

**Performance Objective 1:**

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

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

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

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

**Timeline**

**Person(s) Responsible/Monitor**

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

**Strategy's Expected Result/Impact**

Increased parent involvement;  
Student Registration;  
Annual Title 1 Meeting

**Reviews**

**Formative**  
**Summative**

**Resources**

Source

Title I

**Strategy/Activity 2**

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

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

**Timeline**

**Person(s) Responsible/Monitor**

All Staff

**Strategy's Expected Result/Impact**

Parent Portal;  
Parent Conferences

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 3**

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

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

**Timeline**

**Person(s) Responsible/Monitor**



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

**Strategy's Expected Result/Impact**

Increased Community Participation;  
Documentation of Activities

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 4**

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

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal, Title I Coordinator

**Strategy's Expected Result/Impact**

Increased Parent Involvement

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 5**

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

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal, Secretary

**Strategy's Expected Result/Impact**

Sign-Up Requests

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 6**

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

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

**Timeline**

**Person(s) Responsible/Monitor**

All Staff

**Strategy's Expected Result/Impact**

Continued communication and recognition of students

**Reviews**

Formative  
Summative

**Resources**

## Strategy/Activity 7

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

**Critical Success Factor(s)** CSF 4  
CSF 5

### Timeline

### Person(s) Responsible/Monitor

Principal

### Strategy's Expected Result/Impact

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

### Reviews

Formative  
Summative

### Resources

**Goal 4: Staff Quality and Professional Development**

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

**Performance Objective 1:**

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

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

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

	<b>CSF 1</b>
<b>Critical Success Factor(s)</b>	<b>CSF 4</b>
	<b>CSF 7</b>

**Timeline**

**Person(s) Responsible/Monitor**

Principal, Teachers

**Strategy's Expected Result/Impact**

Increase in teaching and learning;  
Increase in student achievement

**Reviews**

**Formative**  
**Summative**

**Resources**

**Strategy/Activity 2**

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

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal, Site-Based Decision Making Committee

**Strategy's Expected Result/Impact**

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

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 3**

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

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal

**Strategy's Expected Result/Impact**

Recruit highly-qualified staff

**Reviews**

Formative  
Summative

**Resources**

**Strategy/Activity 4**

Orientation will be conducted for all new staff.

Critical Success Factor(s)      CSF 3  
   CSF 7

**Timeline**

**Person(s) Responsible/Monitor**

Principal

**Strategy's Expected Result/Impact**

Sign-In Sheets;  
Agendas

**Reviews**

Formative  
Summative

**Resources**

**Goal 5: Technology**

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

**Performance Objective 1:**

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

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Strategy/Activity 1**

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

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

**Timeline**

**Person(s) Responsible/Monitor**

Principal, Technology, Classroom Teachers

**Strategy's Expected Result/Impact**

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

**Reviews**

**Formative**  
**Summative**

**Resources**

**Goal :6**

**Performance Objective 1:**

**Evaluation Data Source(s):**

**Summative Evaluation:**



**Goal 7:**

**Performance Objective 1:**

**Evaluation Data Source(s):**

**Summative Evaluation:**

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

**Allocations by Funding Source**

**Funding Source**

**Amount**

**Balance**

**Expenditures by Funding Source**

**Funding Source**

**Amount**

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

**Budget Reference**

**Amount**

**Summary of Expenditures in this Plan**

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

**Budget Reference**

**Funding Source**

**Amount**