2024-25 Campus Improvement Plan

Accountability Rating: Delayed

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

2024-25 Campus Site-Based Committee

Name	Position	Committee Role
Sharon Chacon	Teacher	
Cassidy Martin	Teacher	
Lakin Hise	Teacher	
Hileana Jaime	Campus Secretary	Translator
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	
MaKenzie Hettinga	Parent	
Bobbie Black	Parent	
Amanda Orozco	Parent	

Table of Contents

2024-25 Campus Site-Based Committee 2
Mission Statement 4
Vision 4
Plan Location and Revision Dates 4
State Goals and Objectives 5
The State of Texas Public Education Mission and Academic Goals 5
The State of Texas Public Education Goals 5
The State of Texas Public Education Objectives 5
TEA Commissioner's Strategic Priorities: 6
Federal, State and Local Funding Sources 7
Comprehensive Needs Assessment Summary 8
Student Performance Data 18
Enrollment 18
Attendance and Annual Dropout Rate 19
Annual and Total Graduates 21
Reading 22
English I 28
English II 28
Mathematics 29
Algebra I 34
Science 35
Biology 36
Social Studies 37
U.S History 40
Goals and Strategies 41
Summary of Expenditures in this Plan 71
Total Allocations and Expenditures by Funding Source 71
Total Expenditures by Object Type 72
Total Expenditures by Object Type and Funding Source 73

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 students both 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 availbale in English and interpretation in Spanish available upon request.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

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

The State of Texas Public Education Goals

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

The State of Texas Public Education Objectives

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

TEA Strategic Plan

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

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

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

TEA Commissioner's Strategic Priorities:

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

Enablers

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

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

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

Federal, State and Local Funding Sources

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

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

Federal Programs	Total Expenditures

Subtotal of additional federal funds included for this school: $

State or Local Programs	Total Expenditure

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

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

Comprehensive Needs Assessment Summary

Demographics

Overall Summary

- Based on our 2022-2023 TAPR Data for FJH, our student groups consist of 0.7% African American, 55.2% Hispanic, 43.4% White, 0.0% American Indian, 0.0%, Asian, .7% Two or More Races, and 58.6% Economically Disadvantaged.
- English Learners (EB) 22.1% (State 23.1%); Students with Disciplinary Placements (2021-2022) was 1.3%, and At-Risk students are 45.5% (State 53.3%), Mobility rate for 2021-2022 was 9.4 (State 16.8%). The Campus Improvement Committee met on April 17, 2024, and determined our focus by looking at data from our TAPR, current CIP, surveys of 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.

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.

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.

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 is Delayed

Student Achievement Domain

- Farwell Junior High School's Accountability is Delayed
- The 2022-2023 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 89%
o Reading 93%
o Mathematics 90%
o Science 92%
o Social Studies 73%

Summary of Strengths

What were the identified strengths?

- The strengths of Farwell Junior High in student achievement for 2022-23 include the following areas:
- Students Approaching 8th-grade Science increased from 90% to 92% in the Approach category; 56% Meets: 25% Masters

93 % of Algebra 1 students were in the Master Category
All campus targets were met in Reading

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 reading and writing to build literacy and fluency.
o Target and improve Reading, Special Education, and English bilingual subgroups in all content areas.

- We will continue to improve in overall performance on all STAAR exams and strive to have more students reach the Meets and Masters levels.

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.

School Culture and Climate

Overall Summary

- In 2022-23 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).
- 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:

o All but one of the teaching staff meets the highly qualified criteria for both state and federal standards. We plan to continue to hire highly qualified staff when possible.

The following information reflects the 2022-2023 TAPR:

- We have 17 total staff members.

15 of these (88.3%) are Professional staff (State 64.1%)
14.7 (86.3%) (State 48.7%) are teachers
0(0%) (State 10.9%) are professional support
.3(1.9%) (State 3.3%) are campus administrators
2.0 of these (11.7%) are Educational Aides (State 11.3%).

- 81.7% of our teaching staff have a Bachelor's (State 72.2%); Master's (18.3%); and 0.0% Doctorate
- Teaching staff years of experience at Farwell Junior High School:

o 4.9% are beginning teachers (State 9.7%)
o 34% have 1 to 5 years (State 26.3%)
o 18% have 6 to 10 years (State 20.5%)
o 25.9% have 11 to 20 years (State 27.2%)
o 10.4% have over 21-30 years (State 13.3%)
6.8% have over 30 years (State 2.9%)

- Class size averages 9.9 students per teacher, with 14.8 being the State average.
- Salary averages at Farwell Junior High School:

o Teachers, 50,330 (State $60,717)
o Campus Administration (School Leadership), $102,245 (State $85,167)

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 administration priority.
- Administration support for personnel is in place.

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?

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.
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

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, 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.

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;iIntervention; 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:

- Campus goals
- TAPR data – longitudinal and current, including:
- Attendance data
- Class size data
- College Readiness Data
- The most recent STARR results and accountability status
- Campus and/or district planning and decision-making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Discipline records
- Student surveys and/or feedback
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Comprehensive Curriculum Analysis
- Evaluation of all special programs, including At-Risk, Homeless, Special Education, Migrant, ESL, 504, Dyslexia, G/T and CATE
- Analysis of current policies
- Evaluation of campus staff issues including staff development, recruitment, teacher qualification/certification and personnel needs.
- State and/or federal planning requirements
- Campus leadership and/or department meetings
- Student failure and/or retention rates
- HB1416 Student data
- Prior year(s) campus and/or district improvement plans
- Texas English Language Proficiency Assessment System (TELPAS) results
- Tobacco, alcohol, and other drug use data
- ESSA Report Card data
- STAAR, STAAR Spanish, STAAR Alternate testing requirements
- TEA Accountability Summary

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	40	33.10%	52	37.40%	42	29.00%
Grade 7	42	34.70%	46	33.10%	55	37.90%
Grade 8	39	32.20%	41	29.50%	48	33.10%
Grade 9	0	0.00%		%	0	0.00%
Grade 10	0	0.00%		%	0	0.00%
Grade 11	0	0.00%		%	0	0.00%
Grade 12	0	0.00%		%	0	0.00%

Enrollment by Ethnicity and Subgroups						
Ethnicity	**2020-21**		**2021-22**		**2022-23**	
All Students	121	100%	139	100%	145	100%
American Indian or Alaska Native	0	0.00%		%	0	0.00%
Asian	0	0.00%		%	0	0.00%
Black or African American	0	0.00%		%	1	0.70%
Hispanic/Latino	69	57.00%	84	60.40%	80	55.20%
Native Hawaiian/Other Pacific	0	0.00%		%	0	0.00%
Two or More Races	1	0.80%	2	1.40%	1	0.70%
White	51	42.10%	53	38.10%	63	43.40%
Economically Disadvantaged	69	57.00%	74	53.20%	85	58.60%
At-Risk	65	53.70%	73	52.50%	66	45.50%
Special Education	8	%	3	2.20%	4	2.80%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	**2019-20**	**2020-21**	**2021-22**
All Students	99.5	96.7	96.5
Male	99.4	96.8	96.6
Female	99.6	96.6	96.5
Hispanic/Latino	99.6	96.5	97
White	99.3	97	95.9
Economically Disadvantaged	99.5	96.7	97
English Language Learner	99.6	96.8	97.5
Special Education	99.6	95.9	95.4
At-Risk	99.5	96.5	96.6

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

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

Reading

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
All Students	6	40	1604	10	25	30	75	16	40	9	23
	7	44	1647	11	25	33	75	18	41	10	23
	8	36	1703	3	8	33	92	19	53	9	25

2021-22 Reading STAAR Results

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

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

2020-21 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	6	23	1534	9	39	14	61	5	22	1	4
	7	26	1629	7	27	19	73	8	31	4	15
	8	17	1657	3	18	14	82	5	29	2	12

2021-22 Reading STAAR Results

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

2022-23 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	6	1									
	7	0									

	8	0									

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
White	6	17	1698	1	6	16	94	11	65	8	47
	7	18	1673	4	22	14	78	10	56	6	33
	8	19	1744	0	0	19	100	14	74	7	37

2021-22 Reading STAAR Results

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

2021-22 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Two or More Races	6	0									
	7	0									
	8	1									

2022-23 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Two or More Races	6	1									
	7	0									
	8	0									

2020-21 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	6	19	1545	7	37	12	63	5	26	1	5
	7	29	1616	9	31	20	69	7	24	5	17
	8	21	1656	3	14	18	86	9	43	1	5

2021-22 Reading STAAR Results

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

2020-21 Reading STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	8	1560	2	25	6	75	4	50	1	13
	7	8	1552	5	63	3	38	1	13	1	13
	8	4									

2021-22 Reading 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 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	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

2020-21 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	6	3									
	7	8	1549	5	63	3	38	1	13	0	0
	8	3									

2021-22 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	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											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	6	4									
	7	9	1580	4	44	5	56	2	22	0	0

	8	4									

2021-22 Reading STAAR Results

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

English I

2020-21 English I STAAR Results

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

2021-22 English I STAAR Results

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

2022-23 English I STAAR Results

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

English II

2020-21 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

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	
			#	%	#	%	#	%	#	%

Mathematics

2020-21 Mathematics STAAR Results												
Student Group												
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
				#	%	#	%	#	%	#	%	
All Students	6	40	1701	5	13	35	88	23	58	17	43	
	7	44	1657	12	27	32	73	18	41	6	14	
	8	32	1723	3	9	29	91	21	66	3	9	

2021-22 Mathematics STAAR Results
Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	6	53	1699	7	13	46	87	34	64	16	30
	7	47	1718	6	13	41	87	26	55	16	34
	8	38	1752	2	5	36	95	27	71	10	26

2022-23 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	6	40	1819	2	5	38	95	27	68	11	28
	7	56	1833	7	13	49	88	33	59	12	21
	8	33	1866	6	18	27	82	18	55	7	21

2020-21 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	6	23	1637	3	13	20	87	10	43	6	26
	7	26	1633	9	35	17	65	8	31	2	8
	8	16	1670	3	19	13	81	8	50	0	0

2021-22 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	6	37	1687	5	14	32	86	23	62	9	24
	7	25	1645	5	20	20	80	10	40	4	16
	8	25	1722	2	8	23	92	16	64	4	16

2022-23 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Hispanic/ Latino	6	16	1767	1	6	15	94	9	56	2	13
	7	37	1819	5	14	32	86	19	51	7	19
	8	23	1839	6	26	17	74	11	48	3	13
Black or African American	6	1									
	7	0									
	8	0									

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
White	6	17	1786	2	12	15	88	13	76	11	65
	7	18	1690	3	17	15	83	10	56	4	22
	8	16	1775	0	0	16	100	13	81	3	19

2021-22 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
White	6	16	1729	2	13	14	88	11	69	7	44
	7	22	1801	1	5	21	95	16	73	12	55
	8	12	1813	0	0	12	100	10	83	6	50

2022-23 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
White	6	22	1861	0	0	22	100	17	77	8	36
	7	19	1862	2	11	17	89	14	74	5	26
	8	10	1927	0	0	10	100	7	70	4	40
Two or More Races	6	0									
	7	0									
	8	1									
Two or More Races	6	1									
	7	0									
	8	0									

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Economically Disadvantaged	6	19	1668	2	11	17	89	10	53	7	37
	7	29	1637	10	34	19	66	10	34	2	7
	8	20	1701	3	15	17	85	11	55	1	5

2021-22 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Economically Disadvantaged	6	31	1693	5	16	26	84	20	65	7	23
	7	19	1677	3	16	16	84	8	42	5	26
	8	24	1725	2	8	22	92	15	63	5	21

2022-23 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Economically Disadvantaged	6	20	1752	2	10	18	90	10	50	2	10
	7	38	1818	6	16	32	84	19	50	8	21
	8	21	1828	6	29	15	71	8	38	2	10
Limited English Proficient	6	8	1673	1	13	7	88	5	63	4	50
	7	8	1573	5	63	3	38	1	13	0	0
	8	4									

2021-22 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Limited English Proficient	6	17	1665	4	24	13	76	9	53	3	18
	7	10	1673	1	10	9	90	4	40	3	30
	8	8	1689	1	13	7	88	4	50	1	13

2022-23 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Limited English Proficient	6	5	1787	0	0	5	100	3	60	1	20
	7	16	1782	4	25	12	75	8	50	2	13
	8	7	1859	1	14	6	86	5	71	1	14
Special Education	6	3									

	7	8	1575	6	75	2	25	1	13	1	13
	8	3									
Special Education	6	8	1566	4	50	4	50	3	38	0	0
	7	4									
	8	6	1631	1	17	5	83	1	17	0	0
Special Education	6	4									
	7	9	1669	5	56	4	44	0	0	0	0
	8	4									

2021-22 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
At-Risk	6	28	1648	6	21	22	79	14	50	4	14
	7	27	1644	5	19	22	81	9	33	5	19

Algebra I

2020-21 Algebra I STAAR Results

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

2021-22 Algebra I STAAR Results

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

Science

2020-21 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	36	3925	6	17	30	83	15	42	5	14
	8	17	3792	4	24	13	76	3	18	2	12
	8	0									
	8	0									
	8	19	4044	2	11	17	89	12	63	3	16
	8	0									
	8	20	3863	4	20	16	80	6	30	2	10
	8	4									
	8	3									

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									

Biology

2020-21 Biology STAAR Results

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

2021-22 Biology STAAR Results

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

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

Social Studies

2020-21 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	35	3815	8	23	27	77	11	31	4	11
Hispanic/ Latino	8	17	3661	7	41	10	59	3	18	1	6
American Indian or Alaska Native	8	0									
Black or African American	8	0									
White	8	18	3960	1	6	17	94	8	44	3	17
Two or More Races	8	0									
Economically Disadvantaged	8	20	3752	7	35	13	65	6	30	1	5
Limited English Proficient	8	4									
Special Education	8	3									

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	8	9	3653	2	22	7	78	2	22	1	11

Proficient											
Special Education	8	4									

U.S History

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

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

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

Goals and Strategies

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

Performance Objective 1:
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

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 and a field trip at the end fo the school year.

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

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