

2022-23 District Improvement Plan

Accountability Rating: 2021 A

District Name	Farwell Independent School District
Address	805 Ave. G Farwell, TX 79325
District ID	4819110
Superintendent	Colby Waldrop
Date of School Board Approval	4/13/2022

2022-23 District Site-Based Committee

Name	Position	Committee Role
Nancijane Hilling	Teacher	Teacher
Eric Chadwick	Teacher	Teacher
Karen Schilling	Testing coordinator	Teacher
Allison Actkinson	Teacher	Teacher
Shane Perkins	Athletic Director	Teacher
Patty Johnson	Teacher	Teacher
Steve Doolittle	Teacher	Teacher
Hayley Christian	Counselor	Teacher
Keila Morris	Teacher	Teacher
Kim Nichols	Teacher	Teacher
Amy Barnes	Teacher	Teacher
Lester Ball	Parent	Parent
Linda Hardy	Community Member	Community Member

Table of Contents

2022-23 District 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
All Student STAAR Performance Level (2019)	22
Reading.....	23
Writing	31
English I	33
English II	35
Mathematics	36
Algebra I	45
Science	46
Biology.....	48
Social Studies.....	49
U.S History.....	52
Goals and Strategies	54
Summary of Expenditures in this Plan	124
Total Allocations and Expenditures by Funding Source	124
Total Expenditures by Object Type	125
Total Expenditures by Object Type and Funding Source.....	126

Mission Statement

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

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

Vision

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

Plan Location and Revision Dates

Farwell ISD District Improvement Plan is located on line at www.farwellschools.org and in the Administration building. The plan is available in English and Spanish translation available upon request. Revision dates..2/27/2020..1/5/2021...1/6/2021...4/13/2022...6/20/2022

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 Districtes 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 District 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
Title I	\$10,419.00

Subtotal of additional federal funds included for this school: \$10,419.00

State or Local Programs	Total Expenditure
SCE	\$1,400.00
State Funds	\$25,000.00

Subtotal of state or local funds included for this school: \$26,400.00

Total of federal, state, and/or local funds for this school: \$36,819.00

Comprehensive Needs Assessment Summary

Demographics

Overall Summary

- Based on our 2019-2020 TAPR Data, our student groups consist of 0.2% African American, 53.8% Hispanic, 45.4% White, 0.0% American Indian, 0.0% Asian, 0.0% Pacific Islander, 0.5% Two or More Races, and 58.2% Economically Disadvantaged.
- English Language Learners (EL) are 17.3% (State 20.3%); Students with Disciplinary Placements (2018-2019) was 0.7%, and At-Risk students are 44.3% (State 50.6%). The Class of 2020 had 100% total graduates with 12.1% (State 7.8%) of these Special Education graduates. We had 32 or 97% (State 80.3%) of our students graduate on the Foundation HS Program (DLA) and 1 or 3.0% (State 4.3%) graduate on the Foundation Endorsement Program.

Summary of Strengths

What were the identified strengths?

- Our students and staff continue to be our greatest strength at Farwell ISD. With the diverse student and staff population that we serve, we are proud that 96.3% of our students (including Special Education) graduate on the Foundation HS Program (DLA), and this is well above the state average of 78.3%. 100% of our students graduated.

Summary of Needs

What were the identified needs?

- With the growing and increasingly diverse student demographics, Farwell ISD needs to continue to find ways to better meet the needs of all of our students that will ensure their continued success both while in school and after graduation. With a growing number of students considered EL, we must continue to look for ways to enhance English as a second language learning. Our Economically Disadvantaged population did decrease some down to 58.2%.

Priorities

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

English Language learners will be an area that will need to be stressed more in our Elementary campus.

Student Achievement

Overall Summary

- Farwell ISD is focused on learning and the learning process. We strive to use progressive technology and advanced instructional techniques to meet the needs of engaging our student to create successful life-long learners who are future ready. Our mission is to be committed to excellence in everything that we do here at the school and for our staff and students.
- This year, we have continued the transition to a new accountability system. The district accountability summary, which rates the school on four different student performance standards, student achievement, student progress, closing performance gaps and postsecondary readiness. We have transitioned to the new A-F accountability system.
- The district is rated A. Meets Requirements.

Summary of Strengths

What were the identified strengths?

- The strengths for Farwell ISD in student achievement for 2019-2020 include the following areas:
- High School earned Academic Achievement in Science.
- Junior High earned Academic Achievement in Mathematics.
- Elementary Campus earned Academic Achievement in Mathematics, Science, Top 25 percent in Comparative Academic Growth, Top 25 Percent in Closing Gaps. and Postsecondary Readiness.

Summary of Needs

What were the identified needs?

- Raw data from the recent STAAR/EOC Exams show that we need work in all four core subject areas and at all levels of testing. It appears that we continue to make improvement but are not where we want to be.
- District data indicates several areas needed for improvement:
 - o Improve all content areas in Reading/ELA, Math, Science, and Social Studies with an intense focus in writing. All areas will focus on writing.
 - o Target and improve Mathematics, Special Education, and English language learners sub groups, especially writing.
 - o We will adjust the elementary schedule to allow more time for social studies and science instruction.
- We will continue to improve in overall performance on all STAAR and EOC exams

Priorities

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

School Culture and Climate

Overall Summary

- In 2018-2019, the district attendance rate was 97%, slightly higher than the year before.

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

- Use data to show the needs of the district, the needs of our students, and why we need to be willing to change our approach.
- Determine our needs and willingness to develop our exceptional systems. Activities may include:
 - o develop a system to promote, enhance, and allow staff collaboration with main focus on student achievement;
 - o review our current data and develop a system of Goals for school culture and climate
 - o make sure TEKS are aligned and functional in all areas as our curriculum and standards;
 - o develop and/or review our system of assessments and review of the data;
 - o develop and/or review our structured response to intervention (RtI) program for each campus. While still using the Level 1, 2 and 3 Tiers, deemphasize the rigidity of the system, focusing on student needs more than their Tier level
- Begin to promote college readiness for all students
 - o develop information sheets to give the teacher information about their college to share with class;
 - o write letters to college announcing the adoption and asking for a school flag to post over door and anything else they are willing to send. Try to get them to adopt us back;
- Posters with the school mission statement were posted in all buildings during the 2015-16 school 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 District, including how federal and state program funds will be used?

Staff Quality/Professional Development

Overall Summary

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

- o Federal Highly Qualified standards have been eliminated
- o All teaching staff does not meet the 100% state certification standards. We plan to continue to only hire state certified staff when possible.

- o We will work with our current staff to insure that all of our staff are state certified by the end of each year.
- We have 101 total staff members.

- o 63.3 of these (62.3%) are Professional staff (State 63.7%)
- ? 56.6 (55.7%) are teachers (State 49.4%)
- ? 3.5 (3.5%) are professional support (State 10.2%)
- ? 1.1 (1.1%) are campus administrators (State 3.0%)
- ? 2.0 (2.0%) are central office (State 1.1%)
- o 21.7 of these (21.3%) are auxiliary staff (State 25.7%)

- o 16.6 of these (16.4%) are Educational Aides (State 10.6%).

- 76.7% of our teaching staff have Bachelors (State 73.4%); 23.3% Masters (24.3%); and 0.0% Doctorate (0.7%)

- Teaching staff years of experience:

- o 1.7% are beginning teachers (State 7.4%)
- o 12.2% have 1 to 5 years (State 27.9%)
- o 24.4% have 6 to 10 years (State 19.4%)
- o 30.4 % have 11 to 20 years (State 29.4%)
- o 31.2% have over 20 years (State 15.9%)

- Teachers' average years of experience working in Farwell ISD is 6.6 years (State 7.2%).
- Turnover rate is 19.5% compared to the state rate of 16.8%.
- Class size averages 9.9 students per teacher, with 15.1 being the State average.
- Salary averages in the district:

- o Teachers, \$52,417 (State \$57,091)
- o Professional Support, \$48,577 (State \$67,325)
- o Campus Administration (School Leadership), \$79,233 (State \$82,512)
- o Central Administration \$82,378 (State \$108,367)

Summary of Strengths

What were the identified strengths?

- Farwell ISD has an excellent balance of veteran and beginning teachers qualified staff.
- All of our paraprofessionals are state certified.
- All of our elementary teachers are ESL certified by the end of each year.
- Pay a loyalty/retention stipend
- Full time counselor, testing coordinators, and reading support teacher

Summary of Needs

What were the identified needs?

- Our average salaries are well below the region and state averages.
- Continuity and longevity are keys to success if you are to have high quality staff members. Farwell ISD must improve its turnover rate.
- A high mobility rate due to economic forces often results in a loss of staff. Being a rural school district, Farwell ISD must improve 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 (TExIS), DMAC data, the Lead Forward, and Stemscope.
- Through these venues, teachers need additional training in Instructional Delivery, RtI, GT, ESL strategies for ELPS, the new T-TESS lesson plans 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.
- We see a definite need for providing aides and teachers to go into the mainstream classroom to assist students with SPED, ESL and reading support.

Priorities

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

Curriculum, Instruction, Assessment

Overall Summary

School Improvement (SIP, Stage 1)

- The district has developed and revised the District Improvement Plan (DIP) in consultation with parents, school staff, and others through the District Site Based Decision Committee and Campus based Site Based Decision Committees. These committees meet several times through the school year and review testing data and monitor continuous school improvement.
- Some examples of activities in the district regarding Curriculum and Instruction:
 - o have continued to emphasize the use of the TEKS resource system this year and have provided training for teachers.
 - o Provides tutorials for struggling students;
 - o credit recovery;
 - o Revamped the RTI program
 - o adapted the calendar to minutes
 - o PLC meetings
 - o Provides three equivalency days for summer training
 - o ESL training for staff that need it

Summary of Strengths

What were the identified strengths?

- TEKS Resource System based upon the state's required curriculum of the Texas Essential Knowledge and Skills (TEKS) and other exemplar resources serve as the curriculum for the core content areas (K-12) of the district. Teachers are encouraged to use the TEKS Resource System and other exemplars in order to assist them in teaching at increasing levels of rigor and depth in their instruction.
- Common assessments through the TEKS Resource System and other assessments reviewed collaboratively by core teacher groups continue to develop a strong assessment program throughout the district.
- Six weeks and semester tests serve as opportunities to identify areas for struggling students that require additional student support and intervention.
- The expansion of the teacher's use of DMAC and data to drive instruction continue to improve.
- Teachers continue to work on interventions (Rtl) 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.

Summary of Needs

What were the identified needs?

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

Priorities

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

Family and Community Involvement

Overall Summary

- Farwell ISD believes in engaged parental and community involvement through a strong partnership with parents on both the campus and district levels.
- Although Farwell covers an extremely large geographic area, most of it rural, we are working to encourage, build, and strengthen stronger ties with our parents, families, and community. Through establishing and maintaining an effective, systemic, and comprehensive system for monitoring and evaluating parental and community involvement, the district believes that engaged parents will become our strong partners who feel welcome and participatory in the educational process for all children. This will take constant attention to develop relationships with parents and community in and outside of school.

Summary of Strengths

What were the identified strengths?

- For parents, students, and community members, Farwell ISD uses the district website, campus facebook pages, notes home, and the myschoolway 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.
- Farwell Elementary also enjoys a strong partnership with the Elementary PTO.
- The Secondary 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.
- By continuing our partnership with Clovis Community College for the Dual Credit Programs, Farwell ISD continues to increase community awareness of changing graduation, college/work readiness, and preparedness for all students.
- Summer library time at the elementary and junior high has been successful.
- The annual Fall Festival is an area that can continue to improve our parental and community involvement for Farwell ISD.
- CATCH Family Night. (Coordinate and Advance to Child Health)
- Art Show/Band Concert

Summary of Needs

What were the identified needs?

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

Priorities

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

Programs

Overall Summary

- The district is a Title I, State Compensatory, and Migrant Schoolwide District;
- One of our overarching goals will always be to coordinate local, state and federal dollars and programs to serve our entire student population, including SPED, Homelessness, Migrant, Title I and At-Risk Students, to provide the best possible opportunities.
- Farwell ISD has three campuses (Farwell Elementary, Farwell Middle School, and Farwell High School) and serves approximately 550 students (PreK-12).
- The district participates in the National School Lunch Program for students who qualify for free and reduced lunch;
- Farwell ISD is a single attendance area and the equitable distribution clause among campuses does not apply;
- The district received a "Superior Achievement" FIRST Financial Rating for 2018-2019.
- The district is rated "A"
- All district campuses do have 100% State Certified Teachers but should by the end of the school year.
- STAAR/EOC scores are located in the Student Performance section of the plan;
- The district provides supplemental compensatory education services (or SCE) for at-risk students to increase academic achievement and to upgrade the entire regular education program;
- Title I, Part C Migrant Education IDR (Identification and Recruitment), PFS (Priority for Services), and MEP (Migrant Education Plan) plans are on file in the district.
- Farwell ISD also participates in a Shared Service Arrangement (SSA) with Shallowater ISD for CTE Carl Perkins Funds.
- Farwell ISD also participate in a Special Education Co-op with Friona ISD, Lazbuddie ISD and Bovina ISD to provide services for students in SPED.
- Initiatives that support student achievement include the following: TEKS Resource System; DMAC data disaggregation, common assessments with performance indicators; Response to Intervention (RtI); Reading Roundup (1st); technology integration in all classrooms; a credit recovery system; an ISS/DAEP Program; daily tutorials; and summer school.

Summary of Strengths

What were the identified strengths?

- The use of DMAC software in data evaluation of state assessments and PGPs (Personal Graduation Plans);
- Parents access to the website to check on their students' academic progress;
- Use of Smartboard technology;
- Use of the TEKS Resource System and T-TESS to guide teacher planning

Summary of Needs

What were the identified needs?

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

Priorities

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

Technology**Overall Summary**

- Farwell ISD 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 district believes that while maintaining and enhancing our current technology network is important, schools must play a part in equipping students, teachers, and the community to use all technologies efficiently. Our plan is continuously updated to keep up with the rapidly changing pace of technology in the district.
- While creating a vision for technology in our district, 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.
- We have embarked on a plan to expand the availability of technological devices for both students and teachers. The school district has a goal of increasing access to laptops by adding classrooms sets yearly when the budget allows.

Summary of Strengths

What were the identified strengths?

See separate technology plan for details.

Summary of Needs

What were the identified needs?

See separate technology plan for details.

Priorities

What are the priorities for the District, 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:

- District goals
- Campus goals
- TAPR data – longitudinal and current, including:
- Attendance data
- Dropout rate
- End-of-Course (EOC) Assessments results
- Class size data
- College Readiness Data
- Completion Rates / Graduation Rates
- PBMAS data
- The most recent STARR/EOC results
- SAT/ACT results
- Campus and/or district planning and decision making committee meeting discussions
- Campus and/or district leadership and/or department meetings
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Discipline records
- Violence and/or violence prevention 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 district staff issues including staff development, recruitment, teacher qualification/certification and personnel needs.
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- Student failure and/or retention rates
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Texas English Language Proficiency Assessment System (TELPAS) results
- Tobacco, alcohol, and other drug use data
- Texas STaR Chart
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- Response to Intervention (RtI) data
- TEA Accountability Summary
- TEA District Report Card data

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	2018-19		2019-20		2020-21	
Early Education	2	0.4%	1	0.2%	2	0.40%
Pre-Kindergarten	11	2%	19	3.5%	14	2.60%
Kindergarten	44	8%	35	6.4%	34	6.30%
Grade 1	38	6.9%	37	6.8%	34	6.30%
Grade 2	36	6.5%	37	6.8%	36	6.60%
Grade 3	47	8.5%	35	6.4%	42	7.70%
Grade 4	41	7.4%	44	8%	36	6.60%
Grade 5	49	8.9%	39	7.1%	47	8.70%
Grade 6	43	7.8%	50	9.1%	40	7.40%
Grade 7	36	6.5%	38	6.9%	42	7.70%
Grade 8	54	9.8%	40	7.3%	39	7.20%
Grade 9	37	6.7%	55	10%	43	7.90%
Grade 10	44	8%	38	6.9%	54	9.90%
Grade 11	36	6.5%	44	8%	36	6.60%
Grade 12	34	6.2%	36	6.6%	44	8.10%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2018-19		2019-20		2020-21	
All Students	552	100%	548	100%	543	100%
American Indian or Alaska Native	0	0%	0	0%	1	0.20%
Asian	1	0.2%	0	0%	0	0.00%
Black or African American	1	0.2%	1	0.2%	0	0.00%
Hispanic/Latino	288	52.2%	295	53.8%	310	57.10%
Native Hawaiian/Other Pacific	0	0%	0	0%	0	0.00%
Two or More Races	2	0.4%	3	0.5%	2	0.40%
White	260	47.1%	249	45.4%	230	42.40%
Economically Disadvantaged	323	58.5%	319	58.2%	280	41.60%
At-Risk	256	46.4%	243	44.3%	239	44.00%
English Language Learner	94	17%	95	17.3%		%
Special Education	61	11.1%	57	10.4%	22	4.10%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2017-18	2018-19	2019-20
All Students	96.7	97	99.3
Male	96.7	97	99.3
Female	96.6	97	99.2
Hispanic/Latino	96.5	97	99.3
White	97	97	99.3
Economically Disadvantaged	96.5	96.9	99.2
English Language Learner	96.6	97.6	99.4
Special Education	96.2	96.8	98.8
At-Risk	96.6	96.7	99.1

Annual Dropout Rate				
Student Group	Grade Level	2017-18	2018-19	2019-20
All Students	7-8	0	0	0
	9-12	0.7	0	0.6
Male	7-8	0	0	0
	9-12	0	0	0.9
Female	7-8	0	0	0
	9-12	1.4	0	0
Hispanic/Latino	7-8	0	0	0
	9-12	0	0	0
White	7-8	0	0	0
	9-12	0	0	1.1
Economically Disadvantaged	7-8	0	0	0
	9-12	1.1	0	0
English Language Learner	7-8	0	0	0
	9-12	0	0	0
Special Education	7-8	0	0	0
	9-12	0	0	5.3
At-Risk	7-8	0	0	0
	9-12	0	0	0

Annual and Total Graduates

Annual Graduates						
Subgroup	2017-18		2018-19		2019-20	
All Students	27	100%	33	100%	35	100%
African American	0	0%	0	0%	0	0.00%
Asian	0	0%	0	0%	0	0.00%
Hispanic	19	70.4%	18	54.5%	20	57.10%
Two or More	0	0%	0	0%	0	0.00%
American Indian	0	0%	0	0%	0	0.00%
Pacific Islander	0	0%	0	0%	0	0.00%
White	8	29.6%	15	45.5%	15	42.90%
Economically Disadvantaged	19	70.4%	13	39.4%	13	37.10%
At-Risk	9	33.3%	5	15.2%	5	14.30%
English Language Learner	1	3.7%	1	3%	2	5.70%
Special Education	2	7.4%	4	12.1%	2	5.70%

Total Graduates (All Students)						
Graduate Type	17-18		18-19		19-20	
Recommended High School Program/ Distinguished Achievement Program	0	0%	0	0%	0	0.00%
Foundation High School Program (Distinguished Levels of Achievement)	26	96.3%	32	97%	33	94.30%
Foundation High School Program (Endorsement)	0	0%	1	3%	1	2.90%
Foundation High School Program (No Endorsement)	0	0%	0	0%	1	2.90%
Minimum High School Program	1	3.7%	0	0%	0	0.00%

All Student STAAR Performance Level (2019)

2019 STAAR Performance Level % of All Students at Approaches, Meets and Masters			
Subject Tested	Performance Level	Summative Assessment	% of Assessments
			2019 Results
Reading	Approaches	STAAR	84
Reading	Meets	STAAR	44
Reading	Masters	STAAR	18
Mathematics	Approaches	STAAR	89
Mathematics	Meets	STAAR	59
Mathematics	Masters	STAAR	30
Science	Approaches	STAAR	87
Science	Meets	STAAR	49
Science	Masters	STAAR	16
Social Studies	Approaches	STAAR	82
Social Studies	Meets	STAAR	52
Social Studies	Masters	STAAR	26
Writing	Approaches	STAAR	69
Writing	Meets	STAAR	30
Writing	Masters	STAAR	12

Reading

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

2017-18 Reading STAAR Results

2017-18 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	35	1442	10	29	25	71	15	43	9	26
	4	42	1487	14	33	28	67	19	45	3	7
	5	41	1544	13	32	28	68	13	32	7	17
	6	33	1582	10	30	23	70	11	33	4	12
	7	55	1658	8	15	47	85	19	35	9	16
	8	35	1668	7	20	28	80	13	37	3	9

2018-19 Reading STAAR Results

2018-19 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	45	1466	3	7	42	93	15	33	12	27
	4	39	1549	7	18	32	82	21	54	10	26
	5	48	1559	9	19	39	81	20	42	9	19
	6	41	1556	15	37	26	63	11	27	6	15
	7	38	1676	8	21	30	79	20	53	12	32
	8	55	1671	11	20	44	80	23	42	10	18

2020-21 Reading STAAR Results

2020-21 Reading STAAR Results											
Student Group											

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

2017-18 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	19	1386	8	42	11	58	4	21	2	11
	4	23	1459	10	43	13	57	8	35	1	4
	5	21	1509	11	52	10	48	4	19	3	14
	6	20	1580	6	30	14	70	7	35	2	10
	7	24	1609	6	25	18	75	5	21	2	8
	8	19	1632	7	37	12	63	5	26	1	5

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	28	1443	2	7	26	93	6	21	6	21
	4	20	1494	6	30	14	70	6	30	2	10
	5	23	1532	7	30	16	70	9	39	2	9
	6	20	1519	9	45	11	55	3	15	3	15

	7	21	1658	4	19	17	81	12	57	7	33
	8	22	1610	8	36	14	64	6	27	2	9

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	23	1463	3	13	20	87
	4	18	1508	4	22	14	78	6	33	3	17
	5	31	1591	6	19	25	81	16	52	9	29
	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
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									

	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									

2017-18 Reading STAAR Results

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

	3	16	1509	2	13	14	88	11	69	7	44
	4	19	1520	4	21	15	79	11	58	2	11
	5	20	1582	2	10	18	90	9	45	4	20
	6	13	1584	4	31	9	69	4	31	2	15
	7	31	1696	2	6	29	94	14	45	7	23
	8	16	1711	0	0	16	100	8	50	2	13

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	17	1503	1	6	16	94
4	19	1607	1		5	18	95	15	79	8	42
5	25	1584	2		8	23	92	11	44	7	28
6	21	1591	6		29	15	71	8	38	3	14
7	17	1697	4		24	13	76	8	47	5	29
8	33	1712	3		9	30	91	17	52	8	24

2020-21 Reading STAAR Results

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

Two or More Races	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Two or More Races	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Two or More Races	3	0									
	4	1									
	5	0									
	6	0									
	7	0									
	8	0									

2017-18 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	21	1388	9	43	12	57
	4	26	1481	9	35	17	65	11	42	2	8
	5	24	1490	11	46	13	54	4	17	1	4
	6	23	1554	9	39	14	61	5	22	2	9
	7	29	1605	7	24	22	76	6	21	1	3

	8	17	1606	7	41	10	59	2	12	0	0
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2018-19 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
		3	32	1448	3	9	29	91	9	28	7
	4	20	1517	4	20	16	80	7	35	3	15
	5	31	1540	7	23	24	77	11	35	4	13
	6	20	1532	7	35	13	65	5	25	2	10
	7	25	1640	7	28	18	72	11	44	7	28
	8	27	1605	9	33	18	67	5	19	0	0

2020-21 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
		3	21	1460	4	19	17	81	8	38	6
	4	18	1495	5	28	13	72	6	33	3	17
	5	34	1593	7	21	27	79	18	53	11	32
	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

2017-18 Reading STAAR Results

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

	3	6	1397	2	33	4	67	1	17	1	17
	4	8	1414	5	63	3	38	1	13	1	13
	5	11	1450	8	73	3	27	1	9	0	0
	6	3									
	7	8	1593	3	38	5	63	1	13	0	0
	8	8	1535	6	75	2	25	0	0	0	0

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	12	1415	2	17	10	83
4	6	1555	1		17	5	83	3	50	2	33
5	9	1453	7		78	2	22	1	11	1	11
6	7	1472	4		57	3	43	0	0	0	0
7	4										
8	8	1560	5		63	3	38	0	0	0	0

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	11	1471	2	18	9	82
4	5	1538	0		0	5	100	2	40	1	20
5	12	1556	4		33	8	67	6	50	2	17
6	8	1560	2		25	6	75	4	50	1	13
7	8	1552	5		63	3	38	1	13	1	13
8	4										

Special Education	3	2									
	4	4									
	5	3									
	6	5	1446	5	100	0	0	0	0	0	0
	7	5	1503	4	80	1	20	0	0	0	0
	8	3									
Special Education	3	6	1420	1	17	5	83	2	33	1	17
	4	1									
	5	3									
	6	2									
	7	6	1509	6	100	0	0	0	0	0	0
	8	6	1531	4	67	2	33	0	0	0	0
Special Education	3	4									
	4	2									
	5	6	1418	4	67	2	33	0	0	0	0
	6	3									
	7	8	1549	5	63	3	38	1	13	0	0
	8	3									

Writing

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

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	42	3531	20	48	22	52	8	19	1	2
	7	55	3833	15	27	40	73	22	40	4	7

Hispanic/ Latino	4	23	3411	14	61	9	39	4	17	0	0
	7	24	3630	8	33	16	67	6	25	0	0
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	0									
	7	0									
White	4	19	3678	6	32	13	68	4	21	1	5
	7	31	3990	7	23	24	77	16	52	4	13
Two or More Races	4	0									
	7	0									
Economically Disadvantaged	4	26	3462	14	54	12	46	4	15	0	0
	7	29	3629	11	38	18	62	8	28	0	0
Limited English Proficient	4	8	3152	7	88	1	13	0	0	0	0
	7	8	3441	4	50	4	50	1	13	0	0
Special Education	4	4									
	7	5	3202	4	80	1	20	0	0	0	0

2018-19 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	39	3562	17	44	22	56	5	13	1	3
	7	38	3915	9	24	29	76	15	39	8	21
Hispanic/ Latino	4	20	3370	14	70	6	30	2	10	0	0
	7	21	3899	5	24	16	76	9	43	3	14
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	0									
	7	0									
White	4	19	3764	3	16	16	84	3	16	1	5
	7	17	3935	4	24	13	76	6	35	5	29
Two or More Races	4	0									

	7	0									
Economically Disadvantaged	4	20	3477	11	55	9	45	3	15	0	0
	7	25	3770	8	32	17	68	8	32	3	12
Limited English Proficient	4	6	3481	4	67	2	33	1	17	0	0
	7	4									
Special Education	4	1									
	7	6	3110	5	83	1	17	0	0	0	0

2020-21 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	35	3912	7	20	28	80	15	43	5	14
	7	44	3812	15	34	29	66	16	36	4	9
Hispanic/Latino	4	18	3790	5	28	13	72	6	33	1	6
	7	26	3628	11	42	15	58	7	27	0	0
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	0									
	7	0									
White	4	16	4019	2	13	14	88	8	50	4	25
	7	18	4077	4	22	14	78	9	50	4	22
Two or More Races	4	1									
	7	0									
Economically Disadvantaged	4	18	3682	5	28	13	72	4	22	0	0
	7	29	3618	14	48	15	52	8	28	0	0
Limited English Proficient	4	5	3812	1	20	4	80	2	40	0	0
	7	8	3219	7	88	1	13	0	0	0	0
Special Education	4	2									
	7	8	3234	7	88	1	13	0	0	0	0

English I

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

2017-18 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	50	3960	14	28	36	72	24	48	0	0
Hispanic/Latino	26	3870	10	38	16	62	8	31	0	0
White	23	4069	4	17	19	83	16	70	0	0
Economically Disadvantaged	35	3903	12	34	23	66	13	37	0	0
Limited English Proficient	6	3686	4	67	2	33	1	17	0	0
Special Education	9	3733	4	44	5	56	2	22	0	0

2018-19 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	44	4055	12	27	32	73	23	52	5	11
Hispanic/Latino	24	3935	8	33	16	67	9	38	2	8
White	20	4199	4	20	16	80	14	70	3	15
Economically Disadvantaged	22	3849	7	32	15	68	7	32	0	0
Limited English Proficient	8	3487	4	50	4	50	1	13	0	0
Special Education	5	3499	5	100	0	0	0	0	0	0

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

All Students	48	3921	18	38	30	63	19	40	1	2
Hispanic/ Latino	28	3863	11	39	17	61	11	39	0	0
White	20	4003	7	35	13	65	8	40	1	5
Economically Disadvantaged	28	3828	11	39	17	61	10	36	0	0
Limited English Proficient	7	3379	6	86	1	14	0	0	0	0
Special Education	8	3531	8	100	0	0	0	0	0	0

English II

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

2017-18 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	44	4267	8	18	36	82	33	75	8	18
Hispanic/ Latino	25	4170	6	24	19	76	18	72	3	12
White	19	4396	2	11	17	89	15	79	5	26
Economically Disadvantaged	27	4198	6	22	21	78	19	70	4	15
Special Education	6	3429	5	83	1	17	0	0	0	0

2018-19 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	44	4007	10	23	34	77	18	41	0	0
Hispanic/ Latino	24	3956	5	21	19	79	7	29	0	0
White	19	4090	4	21	15	79	11	58	0	0

Economically Disadvantaged	28	4000	4	14	24	86	10	36	0	0
Limited English Proficient	5	3873	3	60	2	40	1	20	0	0
Special Education	7	3688	5	71	2	29	1	14	0	0

2020-21 English II STAAR Results

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

Mathematics

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

2017-18 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	35	1497	5	14	30	86	18	51	9	26
	4	42	1530	12	29	30	71	13	31	9	21
	5	41	1679	1	2	40	98	31	76	16	39
	6	33	1649	4	12	29	88	16	48	5	15
	7	55	1674	11	20	44	80	24	44	9	16

	8	35	1735	8	23	27	77	20	57	7	20
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2018-19 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	45	1525	8	18	37	82	23	51	12	27
4	39	1639	4	10	35	90	23	59	16	41	
5	48	1677	4	8	44	92	32	67	19	40	
6	41	1657	4	10	37	90	22	54	8	20	
7	38	1701	5	13	33	87	22	58	8	21	
8	48	1722	9	19	39	81	29	60	7	15	

2020-21 Mathematics STAAR Results

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

2017-18 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
3	19	1447	3	16	16	84	6	32	3	16	

	4	23	1514	8	35	15	65	7	30	5	22
	5	21	1661	0	0	21	100	14	67	6	29
	6	20	1650	2	10	18	90	10	50	3	15
	7	24	1608	10	42	14	58	6	25	1	4
	8	19	1677	7	37	12	63	9	47	2	11

2018-19 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	28	1484	5	18	23	82
4	20	1576	2		10	18	90	7	35	3	15
5	23	1650	3		13	20	87	12	52	8	35
6	20	1618	4		20	16	80	8	40	2	10
7	21	1702	2		10	19	90	13	62	4	19
8	22	1681	7		32	15	68	8	36	2	9

2020-21 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	23	1476	4	17	19	83
4	18	1644	2		11	16	89	12	67	8	44
5	31	1720	1		3	30	97	23	74	14	45
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
American Indian or Alaska Native	3	0									
	4	0									

	5	0										
	6	0										
	7	0										
	8	0										
American Indian or Alaska Native	3	0										
	4	0										
	5	0										
	6	0										
	7	0										
	8	0										
American Indian or Alaska Native	3	0										
	4	0										
	5	0										
	6	0										
	7	0										
	8	0										
Black or African American	3	0										
	4	0										
	5	0										
	6	0										
	7	0										
	8	0										
Black or African American	3	0										
	4	0										
	5	0										
	6	0										
	7	0										
	8	0										

Black or African American	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									

2017-18 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	16	1557	2	13	14	88
4	19	1549	4		21	15	79	6	32	4	21
5	20	1698	1		5	19	95	17	85	10	50
6	13	1647	2		15	11	85	6	46	2	15
7	31	1724	1		3	30	97	18	58	8	26
8	16	1803	1		6	15	94	11	69	5	31

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	17	1593	3	18	14	82
4	19	1706	2		11	17	89	16	84	13	68
5	25	1701	1		4	24	96	20	80	11	44
6	21	1695	0		0	21	100	14	67	6	29
7	17	1699	3		18	14	82	9	53	4	24
8	26	1756	2		8	24	92	21	81	5	19

2020-21 Mathematics STAAR Results

2020-21 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	18	1573	1	6	17	94	16	89	8	44
	4	16	1732	1	6	15	94	15	94	13	81
	5	18	1743	0	0	18	100	13	72	9	50
	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
Two or More Races	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Two or More Races	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Two or More Races	3	0									
	4	1									
	5	0									
	6	0									
	7	0									

8

0

2017-18 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	21	1447	4	19	17	81
	4	26	1516	8	31	18	69	8	31	5	19
	5	24	1644	1	4	23	96	15	63	7	29
	6	23	1636	4	17	19	83	11	48	3	13
	7	29	1612	10	34	19	66	9	31	1	3
	8	17	1650	6	35	11	65	6	35	1	6

2018-19 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	32	1496	6	19	26	81
	4	20	1604	1	5	19	95	10	50	5	25
	5	31	1658	3	10	28	90	18	58	10	32
	6	20	1631	2	10	18	90	8	40	2	10
	7	25	1680	5	20	20	80	13	52	4	16
	8	27	1687	7	26	20	74	12	44	2	7

2020-21 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	21	1480	5	24	16	76

	4	18	1638	3	17	15	83	11	61	9	50
	5	34	1725	1	3	33	97	25	74	17	50
	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

2017-18 Mathematics STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	6	1470	1	17	5	83
4	8	1483	3		38	5	63	2	25	1	13
5	11	1625	0		0	11	100	6	55	1	9
6	3										
7	8	1594	4		50	4	50	1	13	0	0
8	8	1603	5		63	3	38	3	38	0	0

2018-19 Mathematics STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	12	1479	1	8	11	92
4	6	1656	0		0	6	100	4	67	2	33
5	9	1577	1		11	8	89	3	33	1	11
6	7	1564	3		43	4	57	2	29	0	0
7	4										
8	8	1657	2		25	6	75	2	25	1	13

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	11	1527	1	9	10	91
	4	5	1723	0	0	5	100	4	80	4	80
	5	12	1685	0	0	12	100	9	75	3	25
	6	8	1673	1	13	7	88	5	63	4	50
	7	8	1573	5	63	3	38	1	13	0	0
	8	4									
Special Education	3	2									
	4	4									
	5	3									
	6	5	1545	3	60	2	40	1	20	0	0
	7	5	1554	3	60	2	40	0	0	0	0
	8	3									
Special Education	3	6	1410	3	50	3	50	1	17	1	17
	4	1									
	5	3									
	6	2									
	7	6	1571	4	67	2	33	1	17	0	0
	8	6	1653	2	33	4	67	2	33	0	0
Special Education	3	4									
	4	2									
	5	6	1580	1	17	5	83	1	17	0	0
	6	3									
	7	8	1575	6	75	2	25	1	13	1	13
	8	3									

Algebra I

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

2017-18 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	44	3893	7	16	37	84	19	43	4	9
Hispanic/Latino	25	3869	4	16	21	84	10	40	2	8
White	18	3950	2	11	16	89	9	50	2	11
Economically Disadvantaged	33	3884	5	15	28	85	13	39	4	12
Special Education	8	3767	3	38	5	63	2	25	0	0

2018-19 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	47	4209	5	11	42	89	28	60	18	38
Hispanic/Latino	20	3954	3	15	17	85	9	45	3	15
White	26	4431	2	8	24	92	19	73	15	58
Economically Disadvantaged	18	3875	3	17	15	83	7	39	2	11
Limited English Proficient	8	3850	2	25	6	75	3	38	1	13
Special Education	5	3644	1	20	4	80	0	0	0	0

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

All Students	43	3952	11	26	32	74	18	42	11	26
Hispanic/ Latino	25	3890	6	24	19	76	9	36	6	24
White	18	4039	5	28	13	72	9	50	5	28
Economically Disadvantaged	25	3838	7	28	18	72	9	36	5	20
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

Science

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

2017-18 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	41	3931	8	20	33	80	15	37	8	20
	8	35	3913	9	26	26	74	14	40	5	14
Hispanic/ Latino	5	21	3752	7	33	14	67	4	19	3	14
	8	19	3720	9	47	10	53	4	21	1	5
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	0									
	8	0									
White	5	20	4118	1	5	19	95	11	55	5	25
	8	16	4143	0	0	16	100	10	63	4	25
Two or More Races	5	0									
	8	0									
Economically Disadvantaged	5	24	3791	7	29	17	71	7	29	2	8
	8	17	3662	8	47	9	53	5	29	0	0
Limited English Proficient	5	11	3631	4	36	7	64	0	0	0	0
	8	8	3513	5	63	3	38	2	25	0	0

Special Education	5	3									
	8	3									

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	48	3997	9	19	39	81	26	54	12	25
	8	55	3842	8	15	47	85	18	33	3	5
Hispanic/Latino	5	23	3875	7	30	16	70	10	43	4	17
	8	22	3675	5	23	17	77	3	14	1	5
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	0									
	8	0									
White	5	25	4110	2	8	23	92	16	64	8	32
	8	33	3953	3	9	30	91	15	45	2	6
Two or More Races	5	0									
	8	0									
Economically Disadvantaged	5	31	3915	7	23	24	77	13	42	6	19
	8	29	3698	6	21	23	79	5	17	1	3
Limited English Proficient	5	9	3567	5	56	4	44	1	11	0	0
	8	3									
Special Education	5	3									
	8	6	3552	1	17	5	83	0	0	0	0

2020-21 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	49	4027	8	16	41	84	28	57	13	27
	8	36	3925	6	17	30	83	15	42	5	14

Hispanic/ Latino	5	32	3951	6	19	26	81	17	53	6	19
	8	17	3792	4	24	13	76	3	18	2	12
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	0									
	8	0									
White	5	17	4170	2	12	15	88	11	65	7	41
	8	19	4044	2	11	17	89	12	63	3	16
Two or More Races	5	0									
	8	0									
Economically Disadvantaged	5	35	3917	8	23	27	77	17	49	7	20
	8	20	3863	4	20	16	80	6	30	2	10
Limited English Proficient	5	12	3918	3	25	9	75	7	58	1	8
	8	4									
Special Education	5	6	3196	6	100	0	0	0	0	0	0
	8	3									

Biology

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

2017-18 Biology STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	
All Students	48	4009	6	13	42	88	25	52	4	8	
Hispanic/ Latino	25	3937	2	8	23	92	12	48	0	0	
White	22	4120	3	14	19	86	13	59	4	18	
Economically Disadvantaged	34	3976	4	12	30	88	17	50	2	6	
Special Education	8	3636	4	50	4	50	1	13	0	0	

2018-19 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	39	4188	4	10	35	90	26	67	8	21
Hispanic/Latino	18	4041	3	17	15	83	11	61	2	11
White	20	4367	0	0	20	100	15	75	6	30
Economically Disadvantaged	19	3939	3	16	16	84	10	53	0	0
Limited English Proficient	6	3822	2	33	4	67	4	67	0	0
Special Education	6	3504	3	50	3	50	0	0	0	0

2020-21 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	47	3907	12	26	35	74	18	38	4	9
Hispanic/Latino	28	3869	9	32	19	68	10	36	0	0
White	19	3961	3	16	16	84	8	42	4	21
Economically Disadvantaged	30	3820	9	30	21	70	10	33	0	0
Limited English Proficient	7	3420	6	86	1	14	0	0	0	0
Special Education	7	3355	6	86	1	14	0	0	0	0

Social Studies

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

2017-18 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters
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				#	%	#	%	#	%	#	%
All Students	8	35	3697	14	40	21	60	10	29	4	11
Hispanic/ Latino	8	19	3484	12	63	7	37	2	11	1	5
American Indian or Alaska Native	8	0									
Black or African American	8	0									
White	8	16	3950	2	13	14	88	8	50	3	19
Two or More Races	8	0									
Economically Disadvantaged	8	17	3447	12	71	5	29	2	12	0	0
Limited English Proficient	8	8	3270	7	88	1	13	0	0	0	0
Special Education	8	3									

2018-19 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	55	3725	19	35	36	65	17	31	9	16
Hispanic/ Latino	8	22	3455	13	59	9	41	4	18	2	9
American Indian or Alaska Native	8	0									
Black or African American	8	0									
White	8	33	3906	6	18	27	82	13	39	7	21
Two or More Races	8	0									
Economically Disadvantaged	8	29	3502	16	55	13	45	6	21	2	7
Limited English Proficient	8	3									
Special Education	8	6	3510	4	67	2	33	1	17	0	0

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									

U.S History

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

2017-18 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	39	4619	1	3	38	97	35	90	27	69
Hispanic/Latino	22	4552	1	5	21	95	19	86	15	68
White	17	4705	0	0	17	100	16	94	12	71
Economically Disadvantaged	23	4564	1	4	22	96	20	87	16	70

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	44	4323	1	2	43	98	33	75	16	36
Hispanic/Latino	24	4249	1	4	23	96	18	75	6	25
White	19	4454	0	0	19	100	15	79	10	53
Economically Disadvantaged	29	4270	1	3	28	97	21	72	8	28
Special Education	7	3827	1	14	6	86	2	29	0	0

2020-21 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	52	4476	3	6	49	94	40	77	29	56
Hispanic/	21	4093	3	14	18	86	10	48	7	33

Latino										
White	30	4719	0	0	30	100	29	97	21	70
Economically Disadvantaged	19	4307	2	11	17	89	12	63	10	53
Limited English Proficient	6	3944	1	17	5	83	2	33	1	17
Special Education	5	3565	2	40	3	60	0	0	0	0

Goals and Strategies

Goal 1:

Farwell ISD will promote academic excellence for all students.

Performance Objective 1:

Curriculum, instruction and assessment will be aligned across the district.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

1.1: Utilize the Accelerated Reader program for Elementary grades 1-5. Mentoring minds for grades 6-8.
School wide element 2.5

Timeline

Person(s) Responsible/Monitor

Principal
Teachers
Library Assistant

Strategy's Expected Result/Impact

Book Circulation, AR Annual Student Reports, STAAR Reading Results

Reviews

Formative
Summative

Resources

Source

Local Funds

Budget Reference

None Specified

Strategy/Activity 2

1.2: Planning, instruction, and assessments will be collaborative and consistent among grade level staff members to ensure vertical alignment.
2.5

Timeline

Person(s) Responsible/Monitor

Principal

Teachers

Strategy's Expected Result/Impact

Lesson plans, assessment data, walkthroughs

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 3

1.3: Administer benchmark exams, one in the fall semester and one in the spring semester to test all students in the core areas (8)
2.5

Timeline

Person(s) Responsible/Monitor

Principal
Testing Coords.
Teachers

Strategy's Expected Result/Impact

Mastering benchmark exams and practice test

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 4

1.4: Elementary teachers will provide instruction in the five critical elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. (8)
2.5

Timeline

Person(s) Responsible/Monitor

Teachers
Literacy Committee
RR teacher

Strategy's Expected Result/Impact

Walk-throughs, Teacher Evaluations, Lesson Plans

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 5

1.5: MAPS testing will be used at the elementary in grades K-2 in reading areas. Grades K-8 will be assessed with MAPS testing. The program is provided for all students in kindergarten through 8th grade.

2.5

Timeline

Person(s) Responsible/Monitor

Teachers
RR teacher
Curriculum Dir.

Strategy's Expected Result/Impact

TPRI Reports, Unit Assessment Data, STAAR Data

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 6

1.6: Teachers will instruct the state curriculum (TEKS) and will continue to improve their level of proficiency in the instruction of those standards. (3)
School Wide element 2.5.

Timeline

Person(s) Responsible/Monitor

Principal

Teachers
Curriculum Dir

Strategy's Expected Result/Impact

Teacher Evaluations, Student Performance on Assessments/STAAR

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 7

1.7: Guided reading and literacy support will be provided for children working below level in reading at the elementary and Junior High Level. (8)
School wide element 2.5,2.6.

Timeline

Person(s) Responsible/Monitor

Teachers
RR Teacher

Strategy's Expected Result/Impact

Progress Monitoring Data, Lesson Plans

Reviews

Formative
Summative

Resources

Strategy/Activity 8

1.8 The TEKS Resource System Year-At-A-Glance (YAG) documents will be followed and lessons will be developed to accommodate the pre-determined time line.
School wide element 2.5.

Timeline

Person(s) Responsible/Monitor

Principal
Teachers
Curriculum Dir.

Strategy's Expected Result/Impact

Teacher Evaluations, Student Performance on Assessments/STAAR

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 9

1.9: Teachers will administer a minimum of two Assessments per six weeks in grades 1-8. (7)
School wide element 2.5.

Timeline

Person(s) Responsible/Monitor

Principal/Teacher

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Strategy/Activity 10

1.10: Use of the TEKS Resource System will be emphasized across the district. (3)
School wide element 2.5.

Timeline

Person(s) Responsible/Monitor

Principal
Teachers
Curriculum Dir.

Strategy's Expected Result/Impact

Increased student performance based on various assessment results

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 attaining proficiency or better on state exams and improving STAAR/EOC scores in all core areas for all students.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

2.1: Provide STAAR/ EOC Acceleration classes for 9th -12th grade at-risk, Hispanic, and economically-disadvantaged students who scored near or below the previous year EOC standards on any assessment (8)
School wide element 2.4,2.5,2.6.

Timeline

Person(s) Responsible/Monitor

H.S. Principal Math & English Teachers
St. Serv. Coord.

Strategy's Expected Result/Impact

Progress reports; Report card grades;
Mastery of Math & STAAR EOC objectives
Benchmark objective mastery tests, STAAR EOC results

Reviews

Formative
Summative

Resources

Strategy/Activity 2

2.2: Provide Learning Labs for At-risk students and economically disadvantaged students to receive additional instruction during the regular school day in grades 9-12 (8)
School wide element 2.4,2.5,2.6.

Timeline

Person(s) Responsible/Monitor

Student Services Coordinator; H.S. Principal

Strategy's Expected Result/Impact

Progress Reports
Report cards, STAAR EOC results, Higher Grades across the board

Reviews

Formative
Summative

Resources

Strategy/Activity 3

2.3: Administer STAAR Released tests, and STAAR EOC benchmark exams to all STAAR EOC testing students in all core areas in high school. (7)
School wide 2.5

Timeline

Person(s) Responsible/Monitor

Math, Science, Social Studies, and ELA teachers; SSC

Strategy's Expected Result/Impact

Mastering Released, Benchmark, and Practice tests; STAAR EOC results
Daily Lesson Plans

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 4

2.4: Disaggregate the previous year STAAR/EOC scores by Core Curriculum Departments to identify target areas and formulate strategies to address those areas before the first day of school. (7)
School wide 2.5,2.6

Timeline

Person(s) Responsible/Monitor

Campus Principals; SSC, Curr. Dir
All staff in STAAR EOC testing areas

Strategy's Expected Result/Impact

Common Assessment Data
State Test Results
Progress reports, Report card grades,
Mastery STAAR/EOC,
Benchmark objective mastery tests

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 5

2.5 Teachers will continue to implement TEKS, ELPS, and Pre-Kindergarten state standards and will improve their proficiency in the instruction of those standards (7)
School wide 2.5

Timeline

Person(s) Responsible/Monitor

Principal
Teachers

Strategy's Expected Result/Impact

STAAR, Unit Assessments, Lesson Plans

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 6

2.6: Provide Reading Lab courses at the junior high to build skills of students performing below grade level.
School wide 2.5,2.6

Timeline

Person(s) Responsible/Monitor

Principal
Reading and Sped Teachers

Strategy's Expected Result/Impact

3 weeks and 6 weeks grades, failure rates, decreased retention rates

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 7

2.7: Farwell ISD will fully implement the RTI Three Tier Model to provide appropriate instruction and intervention for all students. (3)
School wide element 2.5

Timeline

Person(s) Responsible/Monitor

All teachers
RTI Committee
Interventionists

Strategy's Expected Result/Impact

SST/RTI Notes, Formative Assessment, Unit Assessment Data, STAAR Data, Tutorials.

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 8

2.8: Teachers will use data from formative and summative assessments to guide/design instruction. Teachers will differentiate student groups based on students' needs. (7)
School wide element 2.5

Timeline

Person(s) Responsible/Monitor

Principal

Teachers
Interventionists

Strategy's Expected Result/Impact

Lesson Plans, Unit Assessment Data, STAAR Data

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 9

2.9: Extended Day tutorials for at Risk Students. Before and after school tutorials for struggling students. Summer school for students at risk of failure or those who failed a STAAR test. School wide element 2.4,2.5,2.6

Timeline

Person(s) Responsible/Monitor

Principal
Teachers

Strategy's Expected Result/Impact

Improved Core class Grades, STAAR Results

Reviews

Formative
Summative

Resources

Source

Local Funds

Amount

1400

Source

SCE

Description

ESSER III funds will also be use for the summer of 22. If ESSER III funds remain will be used again in 23.

Strategy/Activity 10

2.10: Disaggregate the Benchmark scores by Core Curriculum Departments to identify target areas and formulate strategies to address those areas during the two work days established on the school calendar. (7)
school wide element 2.5

Timeline

Person(s) Responsible/Monitor

Campus Principal; SSC; All staff in testing areas

Strategy's Expected Result/Impact

Common Assessment Data
State Test Results
Mastery STAAR/EOC,
Benchmark objective mastery tests

Reviews

Formative
Summative

Resources

Source

Local Funds

Objective 3:

Farwell ISD will provide appropriate services for students belonging to special programs including, but not limited to: At-Risk, LEP/ESL/Bilingual, Dyslexia, Homeless, 504, Head Start, GT and Pre-Kindergarten.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

3.1: Provide homeless related and Foster Care services (9)
School wide element 2.4

Timeline

Person(s) Responsible/Monitor

Counselor, SSC

Strategy's Expected Result/Impact

100% graduation with high school diploma, Homeless Services Records

Reviews

Formative
Summative

Resources

Amount

25

Source

Title I

Source

Local Funds

Strategy/Activity 2

3.2: Provide pregnancy related services that includes medical monitoring and CEHI (9)
School wide element 2.4

Timeline

Person(s) Responsible/Monitor

Counselor, SSC, School Nurse

Strategy's Expected Result/Impact

100% graduation rate with high school diploma, PRS records

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 3

3.3: The district will offer a Gifted and Talented Program, which includes at G/T teacher for 1-5 grades, for all qualifying students that will provide them with a continuum of learning experiences that lead to advanced level products and/or performances.
School wide element 2.4,2.5

Timeline

Person(s) Responsible/Monitor

Principals
Teachers
G/T Coor & Teach
Counselor

Strategy's Expected Result/Impact

GT Coordinator, GT Teacher Schedule, GT State Guidelines

Reviews

Formative
Summative

Resources

Source

G/T

Strategy/Activity 4

3.4: Accommodations, modifications, and intervention plans will be implemented and monitored to meet the learning needs of special populations. (9)
School wide element 2.4,2.5

Timeline

Person(s) Responsible/Monitor

Principal
Teachers
Interventionists
Counselor
Testing Coor.

Strategy's Expected Result/Impact

Assessment Data, Walkthroughs, Lesson Plans

Reviews

Formative
Summative

Resources

Source

SpEd

Strategy/Activity 5

3.5: The district will identify students with dyslexia or related disorders and provide appropriate instructional services with assistance from district personnel. (9)
Dyslexia Treatment Program.
School wide element 2.4,2.5

Timeline

Person(s) Responsible/Monitor

Principal
Teachers

Dyslexia teacher
Dyslexia Committee
Counselor

Strategy's Expected Result/Impact

Dyslexia Therapist Schedule, Assessment Data
MTA Dyslexia Program

Reviews

Formative
Summative

Resources

Strategy/Activity 6

3.6: The English Language Learner program will be provided for all qualifying students. They will receive services both in the classroom and in an intervention and/or specialized services setting as needed and set forth by their LPAC. They will take the TELPAS assessment as designated by the state. (9)
School wide element 2.4,2.5

Timeline

Person(s) Responsible/Monitor

Principal
ESL Coord.
Teachers

Strategy's Expected Result/Impact

Assessment Data, TELPAS Data, EL Progress Measure

Reviews

Formative
Summative

Resources

Source

ELL

Strategy/Activity 7

3.7: Provide a quality Migrant Education Program that includes: Annual recruitment, verification, identification, and services that include but are not limited to summer school for eligible migrant students.
School wide element 2.4,2.5

Timeline

Person(s) Responsible/Monitor

Migrant Coordinator

Strategy's Expected Result/Impact

Migrant roster

Reviews

Formative
Summative

Resources

Source

Migrant

Strategy/Activity 8

3.8: Provide a comprehensive, developmentally appropriate Head Start program for eligible 3 and 4 year old students. A Pre-Kindergarten program will be started in the 21-22 school year. (9)
School wide element 2.4,2.5

Timeline

Person(s) Responsible/Monitor

Region 16
Principal
HS Liason

Teacher

Strategy's Expected Result/Impact

Head Start Roster, Walkthroughs, Head Start Assessments, Pre-Kindergarten roster and walkthroughs

Reviews

Formative
Summative

Resources

Source

Migrant

Description

Local funds will used for the Pre-kindergarten program.

Objective 4:

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

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

4.1: Farwell ISD Special Education Department will identify and serve students qualifying for Special Education services. Accommodations, modifications, and intervention plans will be implemented and monitored to meet the learning needs of students with disabilities. (9)
School wide element 2.4,2.5,2.6

Timeline

Person(s) Responsible/Monitor

Principal
Teachers
SPED Staff

ARD Committees

Strategy's Expected Result/Impact

ARD Meeting Notes, SST/RTI Notes

Reviews

Formative
Summative

Resources

Source

SpEd

Strategy/Activity 2

4.2: Coordination and communication between regular Ed. teachers and Sp. Ed teachers in instructing Sp. Ed. students with IEP's (9)
School wide element 2.4,2.5

Timeline

Person(s) Responsible/Monitor

H.S. teachers; Sp. Ed. Teacher; Principal

Strategy's Expected Result/Impact

ARD meeting attendance, classroom IEP documentation, ARD minutes

Reviews

Formative
Summative

Resources

Source

Local Funds

Source

SpEd

Strategy/Activity 3

4.3: Utilize appropriate measures in the RTI process to ensure that a student does not have a language deficiency before referring for SPED services
School wide element 2.4,2.5,2.6

Timeline

Person(s) Responsible/Monitor

RTI coordinator

Strategy's Expected Result/Impact

Consistency in SPED referrals

Reviews

Formative
Summative

Resources

Source

Local Funds

Goal 2:

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

Performance Objective 1:

Expectations for appropriate student behavior will be clearly communicated to all students and parents.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

1.1: Farwell ISD will establish an expectation of excellence in everything we do involving teaching, learning, professionalism and student behavior. (3)

Timeline

Person(s) Responsible/Monitor

Principals and Teachers

Strategy's Expected Result/Impact

Walk through data, Teacher self-evaluations, student discipline data, overall campus culture and climate, assessment data

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 2

1.2: Students will be monitored at all times by teachers in the hallway, lunch duty personnel, and activity sponsors. Staff will seek out opportunities to interact with students, thus establishing a positive school climate.

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Soft data measurement through surveys, discipline data. Capturing Kids Hearts (6-8)

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 3

1:3: Instructional time will be valued and protected by reducing classroom disruptions during the first 20 minutes, pulling students out of class for activities less often, reducing students' cell phone usage, and only allowing students out of class for emergencies.

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Walk through data, Teacher evaluations, assessment data

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 4

1:4 The school will provide transportation to out of town students on approved bus routes when possible.

Timeline

Person(s) Responsible/Monitor

Transportation/ Superintendent

Strategy's Expected Result/Impact

Bus route data. Interlocal agreements

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 5

1.5: Classroom instruction will be improved by implementing meaningful classroom management strategies and more mentoring to support new teachers. (3)
School wide element 2.5

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Walk through data, T-TESS, reduced discipline referrals

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 6

1.6: Consistent discipline strategies will be implemented using an escalating consequence system.

Timeline

Person(s) Responsible/Monitor

Discipline date

Strategy's Expected Result/Impact

Discipline date

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 7

1.7: Provide incentives for perfect attendance including: semester test exemption, perfect attendance awards

Timeline

Person(s) Responsible/Monitor

Principal
Secretary

Strategy's Expected Result/Impact

Daily Attendance records, ADA, Student Assessment performance

Reviews

**Formative
Summative**

Resources

Source

Local Funds

Strategy/Activity 8

1.8: Enforce the Student Code of Conduct

Timeline

Person(s) Responsible/Monitor

Principals
Teachers/Paras

Strategy's Expected Result/Impact

Discipline Data, Student Parent Compact

Reviews

**Formative
Summative**

Resources

Source

Local Funds

Strategy/Activity 9

1.9: Red Ribbon Week to promote drug and alcohol abstinence including Drug Assembly and other drug awareness activities for students (9) Assemblies to bring awareness to vaping, and depression.

Timeline

Person(s) Responsible/Monitor

Counselor, school nurse, and principal

Strategy's Expected Result/Impact

Student participation, sign-up sheets, drug awareness activities, Student Surveys
Reduction in substance abuse

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 10

1.10: Provide staff development for addressing the needs of students for: suicide prevention, conflict resolution, violence prevention, and dropout reduction (3)

Timeline

Person(s) Responsible/Monitor

Campus Principal;
School Counselor

Strategy's Expected Result/Impact

Attendance records,
Discipline reports,
Session evaluations
Edu-Hero online training

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 11

1.11: Farwell ISD will maintain a Positive Behavior Intervention Support System to include intervention and support in the areas of conflict resolution, bullying, harassment, dating violence, and suicide.
2.5

Timeline

Person(s) Responsible/Monitor

Principal
Counselor
Teachers

Strategy's Expected Result/Impact

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

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 12

1.12: Discipline procedures will be followed to ensure consistent handling of discipline issues.

Timeline

Person(s) Responsible/Monitor

Principal
Counselor
Staff

Strategy's Expected Result/Impact

Discipline Procedures, Office Referrals, Behavior Intervention Plans

Reviews

**Formative
Summative**

Resources

Source

Local Funds

Strategy/Activity 13

1.13: Guidance Lessons will be taught to all students in the elementary to encourage good decisions (Bullying and Character).
2.5

Timeline

Person(s) Responsible/Monitor

Principal
Counselor
Teachers

Strategy's Expected Result/Impact

Lesson Plans, Steer Code

Reviews

**Formative
Summative**

Resources

Source

Local Funds

Objective 2:

The district will develop programs and strategies to effectively respond to emergency situations.

Evaluation Data Source(s):

Summative Evaluation:

Evaluation of emergency protocols and procedures

Strategy/Activity 1

2.1: Staff Development – Farwell ISD Emergency Operations Plan including: Tornado/fire, lockdown, emergency evacuation, and Intruder.

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Staff Attendance Sheet

Reviews

Formative
Summative

Resources

Source

Local Funds

Amount

25000

Source

State Funds

Description

School Safety and Security Grant- Security systems for HeadStart and PE buildings

Strategy/Activity 2

2.2: Maintain a District Crisis Response plan to effectively respond to emergency situations. There will also be three meetings a year with the Security and Safety Committee

Timeline

Person(s) Responsible/Monitor

Principal
Counselor
Staff
CIP Committee

Strategy's Expected Result/Impact

District wide Crisis Plan

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 3

2.3: The campuses will participate in drills to practice fire, tornado, and lockdown procedures. Emergency drills will be organized before the school year starts, Principals will do monthly door checks to see if they remain secure.

Timeline

Person(s) Responsible/Monitor

Principal
Staff

Strategy's Expected Result/Impact

Campus Calendar, Observation by administration

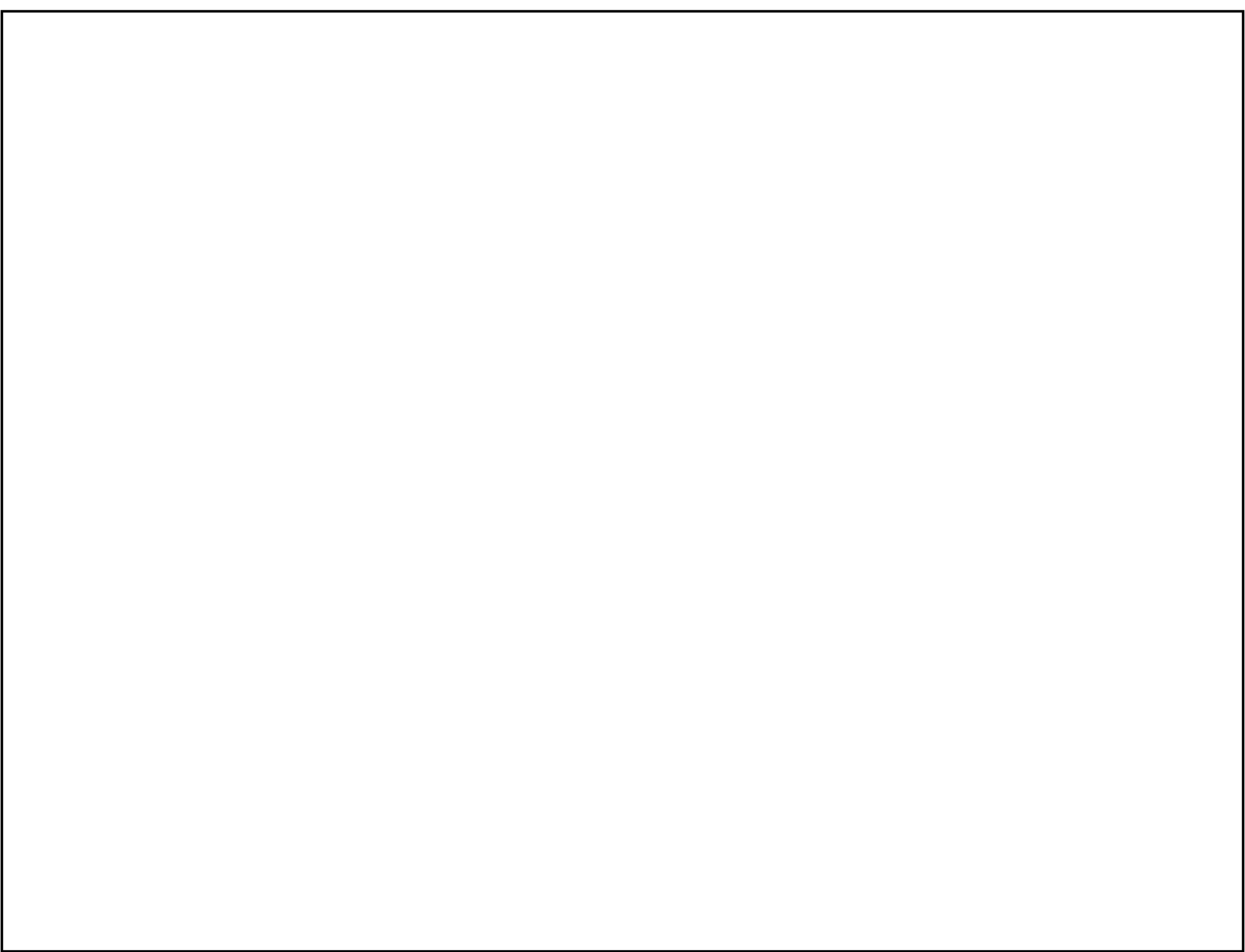
Reviews

Formative
Summative

Resources

Source

Local Funds



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: Provide bilingual staff/interpreters at the campuses to translate for Spanish speaking parents (5)

Timeline

Person(s) Responsible/Monitor

Bilingual Staff members

Strategy's Expected Result/Impact

Increased parent involvement

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 2

1.2: Title 1 Parent Meetings offered at flexible times and dates.(5)
School wide element 3.2

[Redacted]

Timeline

Person(s) Responsible/Monitor

Principal
Teachers

Strategy's Expected Result/Impact

Parent Sign-In Sheets

Reviews

Formative
Summative

Resources

Source

Local Funds

Description

Title 1 funds will also be used.

Strategy/Activity 3

1.3: Early release days to allow parents to pick up students' report card and visit with teachers concerning student needs. (5)

Timeline

Person(s) Responsible/Monitor

staff

Strategy's Expected Result/Impact

Increased parental involvement
Parent sign-in report card sheet, documented parent/teacher conferences

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 4

1.4: Meet the Teacher and Parent meetings to share info pertinent to their child's school activities and future education (5)

Timeline

Person(s) Responsible/Monitor

staff; Counselor; Principal

Strategy's Expected Result/Impact

Parent sign-in sheets
Increased parental involvement; Increased college enrollment

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 5

1.5: Issue student progress reports to communicate to parents their child's progress & areas of concern. Extend invitation to visit with the parent. (5)

Timeline

Person(s) Responsible/Monitor

staff

Strategy's Expected Result/Impact

Parent/teacher conferences, phone calls, Increased parent participation and increase in student performance

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 6

1.6: Teachers will update their gradebook weekly allowing parents to monitor their child's progress online. (5)

Timeline

Person(s) Responsible/Monitor

Teachers

Strategy's Expected Result/Impact

Gradebook Checks

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 7

1.7: Teachers will provide communication to parents/guardians through student planners, newsletters, and web pages. (5)

Timeline

Person(s) Responsible/Monitor

Principal
Teachers

Strategy's Expected Result/Impact

Copies of communication and surveys

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 8

1.8: Daily/Weekly Folders will be sent home each week at the elementary to communicate academic progress and behavior. (5)

Timeline

Person(s) Responsible/Monitor

Principal
Teachers
Office Staff

Strategy's Expected Result/Impact

Thursday Folders and surveys

Reviews

**Formative
Summative**

Resources

Source

Local Funds

Strategy/Activity 9

1.9 Provide parent and Family Engagement Policy, School Compact, and other key letters to parents in English and Spanish

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Copies in office

Reviews

**Formative
Summative**

June

Formative review.

Yearly

Resources

Source

Local Funds

Strategy/Activity 10

1.10 School library is available during the school day and during the Summer on Tuesdays and Thursday mornings.

Timeline

Person(s) Responsible/Monitor

Campus principal

Strategy's Expected Result/Impact

AR, number of books checked out.

Reviews

**Formative
Summative**

June
Ongoing

Resources

Source

Local Funds

Strategy/Activity 11

1.11 School material/handouts can be translated into Spanish upon request.

Timeline

Person(s) Responsible/Monitor

Campus Secretary

Strategy's Expected Result/Impact

As requested

Reviews

**Formative
Summative**

June
As requested

Resources

Source

Local Funds

Objective 2:

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

Evaluation Data Source(s):

Summative Evaluation:

Increased number of volunteers.

Strategy/Activity 1

2.1: Develop multiple opportunities for parents and community members to be trained, attend, participate and be involved in school programs and activities. Examples include: Meet the Teacher, UIL, CATCH Night, School Orientation, Lunch Bunch, Parent Conferences, SHAC, Book Fair, PTO, Awards Ceremonies, Field Day, Fall Festival, Veterans Program, and music performances. (5)

Timeline

Person(s) Responsible/Monitor

Principal
All Staff

Strategy's Expected Result/Impact

Sign in Sheets, Event calendar

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 2

2.2: Farwell ISD will partner with PTO, at the Elementary level, to provide a wide range of opportunities for parent volunteers. Also, parents can participate in Class dinners and Organizational fundraisers. (5)

Timeline

Person(s) Responsible/Monitor

Principal
Teachers
Parents

Strategy's Expected Result/Impact

Sign in Sheets, Event Calendar

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 3

2.3: Invite parents/community members to participate in school volunteer work, substituting, guest-speaking, and serving on school committees. (5)

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Increased parental/community involvement in needs assessment, decision making, instruction, and school promotion.
Participation logs

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 4

2.4: Promote parent/community involvement through: Rotary Club, Class Parents, Banquets, Senior Parent Night, Transition Orientation, Class Dinners, Pep Rallies, Graduation, FFA Activities, School Committees, Parent/Teacher conferences, Awards Assemblies, Extra-curricular activities, National Honor Society, ARDS, LPAC

Timeline

Person(s) Responsible/Monitor

Principal
Sponsors

Strategy's Expected Result/Impact

Increased parental/community involvement in school functions.
Participation logs

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 5

2.5: Site –Base decision making committees involve parents in the development/revision of campus and district improvement plans and parent and family engagement policies including distribution to parents.
School wide element 2.1,3.1

Timeline

Person(s) Responsible/Monitor

Administration

Strategy's Expected Result/Impact

Sign in sheets

Reviews

Formative
Summative

Resources

Source

Local Funds

Goal 4:

Provide Farwell ISD students with a strong, progressive, and quality education by way of a Certified teachers and paraprofessionals.

Performance Objective 1:

Farwell ISD administration will ensure that all students will be taught by highly qualified teachers and paraprofessionals as mandated by state and federal mandates.

Evaluation Data Source(s):

Summative Evaluation:

End of year evaluations, staff certificates, contract recommendations

Strategy/Activity 1

- 4.1: Perform criminal background checks and fingerprint analysis on all employees.
- 4.2: Recruitment, retention and training of teachers and staff to ensure that all faculty and staff meet the requirements of "Certified" under state certification requirements. (3, 4)

Timeline

Person(s) Responsible/Monitor

Principal
Superintendent

Strategy's Expected Result/Impact

Criminal background reports
Teacher/Aide Certificates, Principal Attestation of Highly Qualified Staff

Reviews

Formative
Summative

Resources

Source

Local Funds

Description

ESSER III funds used for 21-22 and 22-23 school years for additional teachers.

Strategy/Activity 2

4.3: Teacher/Para-professional training for non- Certified teachers utilizing the ESC-16, local Universities, and local resources (tuition free) to assist them in receiving their certificates.(3)

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Highly qualified teachers lists,
Completion certificates

Reviews

Formative
Summative

Resources

Source

Local Funds

Objective 2:

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

Evaluation Data Source(s):

Summative Evaluation:

End of year evaluations, staff certificates, contract recommendations.

Strategy/Activity 1

2.1: Staff development activities for identifying, intervention, assessing needs, planning, modifying, tutor/remediate, and serving student needs through disaggregated student data. (3)
School wide element 2.4,2.5,2.6

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

Amount

4933

Source

Title I

Description

Instructional Support Contract with Region 16

Strategy/Activity 2

2.2: Provide research-based staff development for faculty and staff as determined by the Campus Advisory Team. Staff development will focus on classroom management, technology, curriculum & instruction, curriculum, assessment, Special Education/IDEA changes and requirements, and school safety. (3)
School wide element 2.4,2.5,2.6

Timeline

Person(s) Responsible/Monitor

Admin
Staff
SBC

Strategy's Expected Result/Impact

Certificates, application of training

Reviews

Formative
Summative

Resources

Strategy/Activity 3

2.3: Professional development specifically designed to meet the needs of faculty and staff at Farwell ISD to include but not limited to classroom management, technology, TEKS resource system, instruction and assessment. (3)
School wide element 2.5

Timeline

Person(s) Responsible/Monitor

Admin
Staff

Strategy's Expected Result/Impact

Student assessment results, teacher input, TSR

Reviews

Formative
Summative

Resources

Strategy/Activity 4

2.4: Continue to train teachers to use DMAC, Lead Forward, and TEKS resource system. (3, 7)
School wide element 2.5

Timeline

Person(s) Responsible/Monitor

Admin
Staff

Strategy's Expected Result/Impact

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

Reviews

Formative
Summative

Resources

Strategy/Activity 5

2.5: Update training of all teachers and new staff on the use of the district web page. (5)

2.6: Ongoing research-based professional
development in Intervention Training,
Professional Learning Community enhancement

and data disaggregation (3)
School wide element 2.5

Timeline

Person(s) Responsible/Monitor

Teachers
Admin
Campus Principals

Strategy's Expected Result/Impact

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

Reviews

Formative
Summative

Resources

Strategy/Activity 6

2.7: Plan professional development activities based upon campus needs determined by TAPR reports, ever changing STAAR EOC and special programs' needs. (3)

School wide element 2.4,2.5

2.9: Contract with Region 16 ESC for staff development activities and send participants to relevant trainings, such as STAAR EOC centered professional development activities. (3)

School wide element 2.5

Timeline

Person(s) Responsible/Monitor

Superintendent; All staff members

Strategy's Expected Result/Impact

Certificates of completion,
Sign-in sheets, Increased student performance, higher STAAR EOC scores in core areas, increased effectiveness of special programs, higher graduation rates

Increased student performance STAAR EOC scores with more students scoring college-ready, Paid contract, staff development certificates, decreased student failures

Reviews

Formative
Summative

Resources

Strategy/Activity 7

2.10: Attend CAP training and develop a plan for special education program that fulfills state requirements (IEP's, referrals, etc) (3)
School wide element 2.4,2.5

2.11: All classroom teachers (K-5) will be ESL certified.
School wide element 2.4,2.5

Timeline

Person(s) Responsible/Monitor

Sp. Ed teacher
Diagnostician
Campus principal
Superintendent

Strategy's Expected Result/Impact

Improved instruction, ARDS,
Reduced DAS risk levels, Referral plan, certificates, sign-in sheets
ESL certificates

Reviews

**Formative
Summative**

Resources

Strategy/Activity 8

2.12: Provide research-based staff development for faculty and staff. (3)
School wide element 2.5

2.13: Provide Migrant Education Training that includes four areas of focus: Migrant Services Coordination, Early Childhood Education, Parent Involvement and Recruitment, and Graduation Enhancement
School wide element 2.4

Timeline

Person(s) Responsible/Monitor

local Principal
Curr. Dir.
District Admin.
Migrant Coordinator

Strategy's Expected Result/Impact

Certificates, Sign-in Sheets
Migrant roster

Reviews

**Formative
Summative**

Resources

Strategy/Activity 9

2.14: Developing a campus-wide professional development plan based upon needs identified through disaggregated student data. (3, 7)
School wide element 2.5

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

Objective 3:

2.15 Maintain compliance with federal and state grants requirements

Evaluation Data Source(s):

TEA Compliance Reports

Summative Evaluation:

Strategy/Activity 1

Consult with Region 16 specialist to maintain compliance with federal and state requirements.

Timeline

Person(s) Responsible/Monitor

Superintendent, Region 16 Education Specialist

Strategy's Expected Result/Impact

Compliance reports submitted to TEA within specified timeframes

Reviews

Formative
Summative

Resources

Amount

5461

Source

Title I

Description

Federal Programs Contract with Region 16

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:

Technology Plan

Strategy/Activity 1

1.1: Provide graphing calculators for all math students to use in class and take home.
2.5

Timeline

Person(s) Responsible/Monitor

H.S. Principal Math Teachers

Strategy's Expected Result/Impact

Math STAAR EOC scores

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 2

1.2: Will integrate the Technology TEKS into core instruction activities to support teaching of state standards.
School wide element 2.5

Timeline

Person(s) Responsible/Monitor

District Technology Coordinator –
All staff

Strategy's Expected Result/Impact

Current technology applications in the classroom, increased student technological proficiency, Sign-in sheets

Reviews

Formative
Summative

Resources

Source

PTA Funds

Strategy/Activity 3

1.3: A variety of technology will be used to enhance instruction including but not limited to Interactive TV'S, IPADS, desktops, laptops, devices and response systems to promote student engagement, improve instructional design, and promote technology usage.
School wide element 2.5

Timeline

Person(s) Responsible/Monitor

Teachers

Strategy's Expected Result/Impact

Student assessment data, walk-through data

Reviews

Formative
Summative

Resources

Source

Local Funds

Description

ESSER II and ESSER III funds used to purchase interactive TV's and computers, and update internet access.

Strategy/Activity 4

1.4: Utilize Computers on Wheels (COWS) in the classroom for online simulated labs, virtual tours, and classroom projects (8)
School wide element 2.5

Timeline

Person(s) Responsible/Monitor

Teachers; librarian; technology director

Strategy's Expected Result/Impact

Lesson Plans, student work, assessment data

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 5

1.5: Utilize DMAC Mobile Technology for T-TESS 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 6

1.6: Gradebook and TxEIS will be used for attendance, grades, and discipline referrals.

Timeline

Person(s) Responsible/Monitor

Teachers
Admin
Secretary

Strategy's Expected Result/Impact

Administration will check gradebooks
Administration and Secretary will document using TxEIS

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 7

1.7: Teachers will be trained to use DMAC to disaggregate data so that time and effort can be focused on the understanding of the data and the use of data to drive instruction.

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

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 (ECSA Goal 2)

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

STAAR/EOC results.

Strategy/Activity 1

6.1: Attendance will be closely monitored and students will be referred to the attendance committee before becoming in danger of not receiving course credit for being present less than 90% of the days the course is taught.

Timeline

Person(s) Responsible/Monitor

Principal
Secretary

Strategy's Expected Result/Impact

Attendance rate, committee notes

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 2

6.2: Monitor student attendance through phone calls, personal contacts, and letters to students and their parents

Timeline

Person(s) Responsible/Monitor

Principal
Secretary

Strategy's Expected Result/Impact

Daily Attendance records, ADA, Student Assessment performance, Parent contact documentation

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 3

6.3: Offer credit recovery classes during the school day, before school and after school at the high school (8)

Timeline

Person(s) Responsible/Monitor

Student Service Coordinator, Counselor, Principal

Strategy's Expected Result/Impact

PLATO

Reviews

Formative
Summative

Resources

Source

Comp. Ed.

Strategy/Activity 4

6.4: Provide accelerated Instruction for students in Rtl, STAAR classes, learning lab and tutorials (8)

Timeline

Person(s) Responsible/Monitor

Student Service Coordinator, Counselor, Principal

Strategy's Expected Result/Impact

Student assessment data, progress report and report cards.

Reviews

Formative
Summative

Resources

Source

Local Funds

Source

Comp. Ed.

Strategy/Activity 5

6.5 Provide useful information and guidance for students pursuing admission to a higher level of education.

Timeline

Person(s) Responsible/Monitor

Counselor, Principal

Strategy's Expected Result/Impact

Class meetings, handouts, college visits

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 6

6.6 Provide individualized accelerated educational classes via online programs such as placement tests and UT CLEP tests

Timeline

Person(s) Responsible/Monitor

Counselor, Principal

Strategy's Expected Result/Impact

Exit/placement tests, FHS online classes during the day

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 7

6.7: Progress report schedules developed and given to parents during our registration and Title I parent meeting (5)

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

Strategy/Activity 8

6.8: Staff tutorial schedule created and presented to parents during registration and Title I parent meeting (5)

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

Strategy/Activity 9

6.9: Teachers and administration will monitor attendance using the Character Kids program at the elementary.

Timeline

Person(s) Responsible/Monitor

All Staff

Strategy's Expected Result/Impact

CHAMPS eligibility

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 10

6.10: School personnel will actively monitor student attendance through phone calls, personal contacts, and letters to students and parents

Timeline

Person(s) Responsible/Monitor

Admin
Office Staff
Teachers

Strategy's Expected Result/Impact

Attendance verification
PEIMS/TSDS

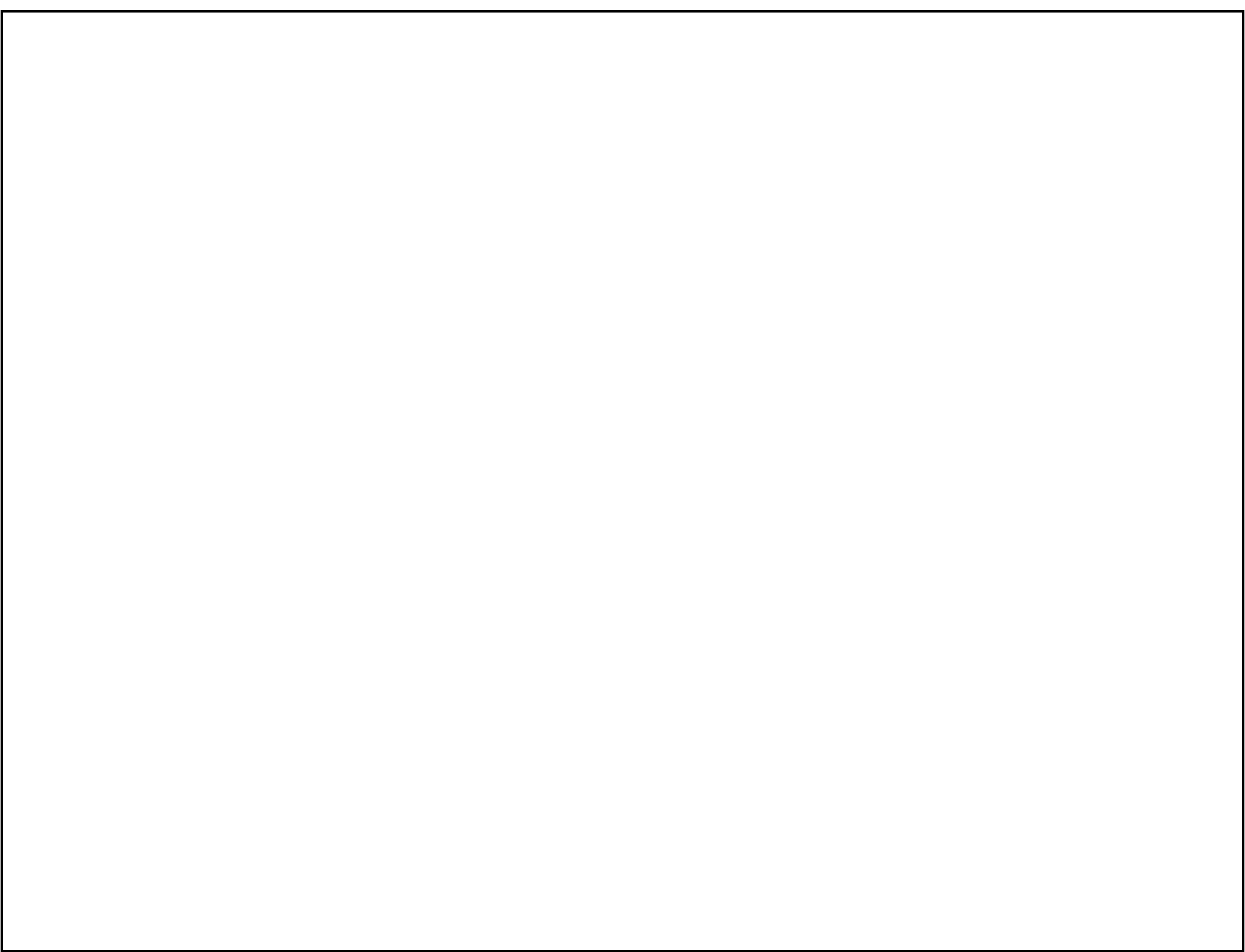
Reviews

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

1.1: School plant operations will be efficient (1)

Timeline

Person(s) Responsible/Monitor

Superintendent
Transportation and Maintenance Director

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 2

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

Timeline

Person(s) Responsible/Monitor

Maintenance Director

Strategy's Expected Result/Impact

Log of Work orders completed

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 3

1.3: Transportation Requests will be delivered to the transportation director through e-mail or by hand delivery and must be signed by the Campus Principal and/or the A.D.

Timeline

Person(s) Responsible/Monitor

Transportation Director

Strategy's Expected Result/Impact

Log of Work orders completed

Reviews

Formative
Summative

Resources

Source

Local Funds

Goal 8:

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Goal 9:

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

SCE	1,400.00
State Funds	25,000.00
Title I	10,419.00

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
	SCE	1,400.00
	State Funds	25,000.00
	Title I	10,419.00