

# 2024-25 District Improvement Plan

## Accountability Rating: 2023 ---

<b>District Name</b>	Farwell Independent School District
<b>Address</b>	805 Ave. G Farwell, TX 79325
<b>District ID</b>	4819110
<b>Superintendent</b>	Colby Waldrop
<b>Date of School Board Approval</b>	7/22/2024

## 2024-25 District Site-Based Committee

Name	Position	Committee Role
Nancijane Hilling	Teacher	Teacher
Eric Chadwick	Technology	Teacher
Karen Schilling	Testing coordinator	Teacher
Allison Actkinson	Teacher	Teacher
Shane Perkins	Athletic Director	Teacher
Patty Johnson	Teacher	Teacher
Cassidy Martin	Teacher	Teacher
Loree Haseloff	Counselor	Teacher
Keila Morris	Teacher	Teacher
Kim Nichols	Teacher	Teacher
Amy Barnes	Teacher	Teacher
	Parent	Parent
	Community Member	Community Member
Tanya Steinbock	Teacher	Teacher
Jana Perkins	Teacher	Teacher
Camilla Sharp	Teacher	Teacher

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## **Mission Statement**

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

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

## **Vision**

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

## **Plan Location and Revision Dates**

Farwell ISD District Improvement Plan is located on line at [www.farwellschools.org](http://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...1/25/2023...3/2/2023...11/29/2023

## 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 2022-2023 TAPR Data, our student groups consist of 0.2% African American, 52.7% Hispanic, 46.3% White, 0.0% American Indian, 0.2% Asian, 0.0% Pacific Islander, 0.7% Two or More Races, and 46.2% Economically Disadvantaged.
- English Language Learners (EL) are 16.7% (State 23.1%); Students with Disciplinary Placements (2021-22) was 0.5%, and At-Risk students are 40.5% (State 53.3%). The Class of 2022 had 100% total graduates with 14.3% (State 8.8%) of these Special Education graduates. We had 32 or 91.4% (State 82.2%) of our students graduate on the Foundation HS Program (DLA) and or 8.6% (State 13.8%) graduate on the Foundation No 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 91.4% of our students (including Special Education) graduate on the Foundation HS Program (DLA), and this is well above the state average of 82.2%. 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 46.2%.

#### 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. A reading specialist has been added to help in this area starting with the 2023-2024 school year.

### 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.
- The district accountability summary, which rates the school on four different student performance standards, student achievement, student progress, closing performance gaps and postsecondary readiness.
- The State did not give out ratings this year.

**Summary of Strengths**

What were the identified strengths?

- The strengths for Farwell ISD in student achievement for 2022-23 include the following areas:
- District-Postsecondary Readiness

Special	Education	Status--Meets	requirements
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**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 2021-22, the district attendance rate was 96.0%, lower 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
- Continue 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 111.6 total staff members.

- o 65.7 of these (58.9%) are Professional staff (State 64.1%)
- ? 61.2 (54.8%) are teachers (State 48.7%)
- ? 2.8 (2.5%) are professional support (State 10.9%)
- ? 0.8 (0.7%) are campus administrators (State 3.3%)
- ? 1.0 (0.9%) are central office (State 1.2%)
- o 25.9 of these (23.2%) are auxiliary staff (State 24.6%)
- o 20 of these (17.9%) are Educational Aides (State 11.3%).

- 71.9% of our teaching staff have Bachelors (State 72.2%); 17.2% Masters (25.0%); and 0.0% Doctorate (0.8%)

- Teaching staff years of experience:

- o 1.6% are beginning teachers (State 9.7%)
- o 19.6% have 1 to 5 years (State 26.3%)
- o 18.0% have 6 to 10 years (State 20.5%)
- o 33.1 % have 11 to 20 years (State 27.2%)
- o 19.5% 21-30 years (State 13.3%)
- 8.2% over 30 years (State 2.9%)

- Teachers' average years of experience working in Farwell ISD is 6.5 years (State 6.9%).
- Turnover rate is 18.1% compared to the state rate of 21.4%.
- Class size averages 9.9 students per teacher, with 14.8 being the State average.
- Salary averages in the district:

- o Teachers, \$53,053 (State \$60,717)
- o Professional Support, \$49,560 (State \$72,022)
- o Campus Administration (School Leadership), \$102,245 (State \$85,167)
- o Central Administration \$108,000 (State \$112,702)

### 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
- Two Full time counselors, 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 wants to continue 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 (TEiS), 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 (RtI) and are working hard to bridge the achievement gap for all students. This common language and increasing awareness of the academic needs of our students continues to grow and to strengthen.

### 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 EZ connect 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 South Plains 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 parent notes, school messaging systems, and encouraging more phone calls, , 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 602 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 2021-2022.
- The district is rated "B"
- All district campuses do not have 100% State Certified Teachers but should by the end of the school year. Farwell ISD is a District of Innovation school district.
- 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 ESC 16 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 Smart television 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 STAAR Chart
- STAAR, STAAR Spanish, 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	2020-21		2021-22		2022-23	
Early Education	2	0.40%	2	0.30%	3	0.50%
Pre-Kindergarten	14	2.60%	28	4.80%	20	3.30%
Kindergarten	34	6.30%	55	9.40%	49	8.10%
Grade 1	34	6.30%	38	6.50%	53	8.70%
Grade 2	36	6.60%	38	6.50%	36	5.90%
Grade 3	42	7.70%	38	6.50%	37	6.10%
Grade 4	36	6.60%	45	7.70%	40	6.60%
Grade 5	47	8.70%	37	6.30%	45	7.40%
Grade 6	40	7.40%	52	8.80%	42	6.90%
Grade 7	42	7.70%	46	7.80%	55	9.10%
Grade 8	39	7.20%	41	7.00%	48	7.90%
Grade 9	43	7.90%	35	6.00%	46	7.60%
Grade 10	54	9.90%	42	7.10%	37	6.10%
Grade 11	36	6.60%	57	9.70%	39	6.40%
Grade 12	44	8.10%	34	5.80%	56	9.20%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2020-21		2021-22		2022-23	
<b>All Students</b>	543	100%	588	100%	606	100%
<b>American Indian or Alaska Native</b>	1	0.20%		%	0	0.00%
<b>Asian</b>	0	0.00%	1	0.20%	1	0.20%
<b>Black or African American</b>	0	0.00%		%	1	0.20%
<b>Hispanic/Latino</b>	310	57.10%	312	53.10%	318	52.50%
<b>Native Hawaiian/Other Pacific</b>	0	0.00%		%	0	0.00%
<b>Two or More Races</b>	2	0.40%	5	0.90%	4	0.70%
<b>White</b>	230	42.40%	270	45.90%	282	46.50%
Economically Disadvantaged	280	41.60%	290	49.30%	339	55.90%
At-Risk	239	44.00%	242	41.20%	244	40.30%
Special Education	22	4.10%	16	2.70%	18	3.00%

### Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2019-20	2020-21	2021-22
All Students	99.3	96.2	96
Male	99.3	96.4	95.8
Female	99.2	95.9	96.1
Hispanic/Latino	99.3	96	95.9
White	99.3	96.4	96
Economically Disadvantaged	99.2	96.2	96
English Language Learner	99.4	96.4	96.5
Special Education	98.8	95.9	95.2
At-Risk	99.1	95.8	95.9

Annual Dropout Rate				
Student Group	Grade Level	2019-20	2020-21	2021-22
All Students	7-8	0		0
	9-12	0.6		0.6
Male	7-8	0		0
	9-12	0.9		1
Female	7-8	0		0
	9-12	0		0
Hispanic/Latino	7-8	0		0
	9-12	0		0
White	7-8	0		0
	9-12	1.1		1.1
Economically Disadvantaged	7-8	0		0
	9-12	0		0
English Language Learner	7-8	0		0
	9-12	0		0
Special Education	7-8	0		0
	9-12	5.3		4
At-Risk	7-8	0		0
	9-12	0		0

**Annual and Total Graduates**

<b>Annual Graduates</b>						
<b>Subgroup</b>	<b>2019-20</b>		<b>2020-21</b>		<b>2021-22</b>	
All Students	35	100%	41	100%	35	100%
African American	0	0.00%		%	0	0.00%
Asian	0	0.00%		%	0	0.00%
Hispanic	20	57.10%	22	53.70%	15	42.90%
Two or More	0	0.00%	1	2.40%	0	0.00%
American Indian	0	0.00%		%	0	0.00%
Pacific Islander	0	0.00%		%	0	0.00%
White	15	42.90%	18	43.90%	20	57.10%
Economically Disadvantaged	13	37.10%	20	48.80%	10	28.60%
At-Risk	5	14.30%	12	29.30%	13	37.10%
English Language Learner	2	5.70%	2	4.90%	4	11.40%
Special Education	2	5.70%	7	17.10%	5	14.30%

<b>Total Graduates (All Students)</b>						
<b>Graduate Type</b>	<b>19-20</b>		<b>20-21</b>		<b>21-22</b>	
<b>Recommended High School Program/ Distinguished Achievement Program</b>	0	0.00%		%	0	0.00%
<b>Foundation High School Program (Distinguished Levels of Achievement)</b>	33	94.30%	36	87.80%	32	91.40%
<b>Foundation High School Program (Endorsement)</b>	1	2.90%	2	4.90%	0	0.00%
<b>Foundation High School Program (No Endorsement)</b>	1	2.90%	3	7.30%	3	8.60%
<b>Minimum High School Program</b>	0	0.00%		%	0	%

## Reading

### 2020-21 Reading STAAR Results

2020-21 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	41	1504	4	10	37	90	23	56	15	37
	4	35	1568	6	17	29	83	20	57	13	37
	5	49	1617	8	16	41	84	28	57	17	35
	6	40	1604	10	25	30	75	16	40	9	23
	7	44	1647	11	25	33	75	18	41	10	23
	8	36	1703	3	8	33	92	19	53	9	25

### 2021-22 Reading STAAR Results

2021-22 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	39	1512	3	8	36	92	31	79	11	28
	5	38	1681	3	8	35	92	30	79	19	50
	6	53	1655	6	11	47	89	31	58	19	36
	7	47	1755	4	9	43	91	29	62	25	53
	8	43	1760	2	5	41	95	32	74	22	51

### 2022-23 Reading STAAR Results

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

	3	36	1527	1	3	35	97	24	67	10	28
	4	40	1560	4	10	36	90	22	55	7	18
	5	43	1621	2	5	41	95	24	56	10	23
	6	40	1671	4	10	36	90	23	58	12	30
	7	56	1731	4	7	52	93	43	77	20	36
	8	48	1780	2	4	46	96	37	77	20	42

**2020-21 Reading STAAR Results**

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

**2021-22 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	21	1462	3	14	18	86
5	16	1629	2		13	14	88	11	69	6	38
6	37	1641	5		14	32	86	20	54	10	27
7	25	1690	4		16	21	84	13	52	10	40
8	27	1726	2		7	25	93	18	67	11	41

**2022-23 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	18	1478	1	6	17	94
4	21	1529	3		14	18	86	9	43	2	10
5	21	1576	2		10	19	90	8	38	2	10
6	16	1630	2		13	14	88	7	44	2	13
7	37	1716	3		8	34	92	28	76	13	35
8	26	1743	2		8	24	92	18	69	6	23

Black or African American	3	0									
	4	0									
	5	0									
	6	1									
	7	0									
	8	0									

**2020-21 Reading STAAR Results**

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

**2021-22 Reading STAAR Results**



Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	17	1574	0	0	17	100
5	21	1711	1		5	20	95	18	86	12	57
6	16	1689	1		6	15	94	11	69	9	56
7	22	1830	0		0	22	100	16	73	15	68
8	15	1803	0		0	15	100	13	87	10	67

**2022-23 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	18	1575	0	0	18	100
4	18	1590	1		6	17	94	12	67	4	22
5	21	1661	0		0	21	100	15	71	7	33
6	22	1700	1		5	21	95	15	68	9	41
7	19	1759	1		5	18	95	15	79	7	37
8	22	1824	0		0	22	100	19	86	14	64

**2020-21 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Two or More Races	3	0					
4	1										
5	0										
6	0										

	7	0									
	8	0									

**2021-22 Reading STAAR Results**

Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	1									
5	1										
6	0										
7	0										
8	1										

**2022-23 Reading STAAR Results**

Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	0									
4	1										
5	1										
6	1										
7	0										
8	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	29
	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

**2021-22 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	23	1487	3	13	20	87
5	17	1642	2		12	15	88	12	71	8	47
6	31	1643	4		13	27	87	18	58	9	29
7	19	1717	2		11	17	89	12	63	9	47
8	26	1731	2		8	24	92	16	62	10	38

**2022-23 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	19	1495	1	5	18	95
4	24	1539	3		13	21	88	12	50	3	13
5	21	1582	1		5	20	95	8	38	2	10
6	20	1618	3		15	17	85	8	40	2	10
7	38	1711	4		11	34	89	28	74	12	32
8	26	1737	2		8	24	92	17	65	6	23

**2020-21 Reading STAAR Results**

Student Group	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										

**2021-22 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	8	1427	3	38	5	63
5	5	1659	0		0	5	100	3	60	3	60
6	17	1604	3		18	14	82	6	35	3	18
7	10	1714	1		10	9	90	6	60	5	50
8	8	1624	2		25	6	75	2	25	0	0

**2022-23 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	5	1506	0	0	5	100
4	7	1533	1		14	6	86	3	43	1	14
5	10	1596	0		0	10	100	5	50	1	10
6	5	1667	0		0	5	100	2	40	1	20

	7	16	1672	3	19	13	81	10	63	3	19
	8	9	1782	1	11	8	89	7	78	4	44

**2020-21 Reading STAAR Results**

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	4									
4	2										
5	6	1418	4	67	2	33	0	0	0	0	0
6	3										
7	8	1549	5	63	3	38	1	13	0	0	0
8	3										

**2021-22 Reading STAAR Results**

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	4									
5	2										
6	8	1497	3	38	5	63	1	13	0	0	0
7	4										
8	7	1661	1	14	6	86	2	29	2	29	29

**2022-23 Reading STAAR Results**

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

	3	7	1400	1	14	6	86	0	0	0	0
	4	5	1462	2	40	3	60	1	20	0	0
	5	4									
	6	4									
	7	9	1580	4	44	5	56	2	22	0	0
	8	4									

English I

2020-21 English I STAAR Results

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

2021-22 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	42	3997	13	31	29	69	20	48	3	7
Hispanic/Latino	22	3867	9	41	13	59	6	27	1	5
White	20	4140	4	20	16	80	14	70	2	10

Economically Disadvantaged	19	3887	6	32	13	68	7	37	0	0
Limited English Proficient	8	3655	5	63	3	38	1	13	0	0
Special Education	8	3510	7	88	1	13	0	0	0	0

**2022-23 English I STAAR Results**

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

**English II**

**2020-21 English II STAAR Results**

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

**2021-22 English II STAAR Results**

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

**2022-23 English II STAAR Results**

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

**Mathematics**

**2020-21 Mathematics STAAR Results**

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

**2021-22 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	39	1534	4	10	35	90
5	38	1769	0		0	38	100	33	87	24	63
6	53	1699	7		13	46	87	34	64	16	30
7	47	1718	6		13	41	87	26	55	16	34
8	38	1752	2		5	36	95	27	71	10	26

**2022-23 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	36	1478	4	11	32	89
4	40	1623	4		10	36	90	32	80	11	28
5	43	1711	0		0	43	100	31	72	12	28
6	40	1819	2		5	38	95	27	68	11	28
7	56	1833	7		13	49	88	33	59	12	21
8	33	1866	6		18	27	82	18	55	7	21

**2020-21 Mathematics STAAR Results**

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

**2021-22 Mathematics STAAR Results**

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	21	1482	3	14	18	86
	5	16	1712	0	0	16	100	12	75	7	44
	6	37	1687	5	14	32	86	23	62	9	24
	7	25	1645	5	20	20	80	10	40	4	16
	8	25	1722	2	8	23	92	16	64	4	16

**2022-23 Mathematics STAAR Results**

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	18	1431	4	22	14	78
	4	21	1570	3	14	18	86	14	67	3	14
	5	21	1659	0	0	21	100	13	62	3	14
	6	16	1767	1	6	15	94	9	56	2	13
	7	37	1819	5	14	32	86	19	51	7	19

8	23	1839	6	26	17	74	11	48	3	13
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**2022-23 Mathematics STAAR Results**

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	0					
4	0										
5	0										
6	1										
7	0										
8	0										

**2020-21 Mathematics STAAR Results**

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	18	1573	1	6	17	94
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

**2021-22 Mathematics STAAR Results**

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	17	1594	1	6	16	94

	5	21	1803	0	0	21	100	20	95	16	76
	6	16	1729	2	13	14	88	11	69	7	44
	7	22	1801	1	5	21	95	16	73	12	55
	8	12	1813	0	0	12	100	10	83	6	50

**2022-23 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	18	1525	0	0	18	100
4	18	1683	1		6	17	94	17	94	8	44
5	21	1756	0		0	21	100	17	81	8	38
6	22	1861	0		0	22	100	17	77	8	36
7	19	1862	2		11	17	89	14	74	5	26
8	10	1927	0		0	10	100	7	70	4	40

**2020-21 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Two or More Races	3	0					
4	1										
5	0										
6	0										
7	0										
8	0										

**2021-22 Mathematics STAAR Results**

Student Group
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Two or More Races	3	1					
	5	1									
	6	0									
	7	0									
	8	1									

**2022-23 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Two or More Races	3	0									
	4	1									
	5	1									
	6	1									
	7	0									
	8	0									

**2020-21 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	21	1480	5	24	16	76	9	43	4	19
	4	18	1638	3	17	15	83	11	61	9	50
	5	34	1725	1	3	33	97	25	74	17	50
	6	19	1668	2	11	17	89	10	53	7	37
	7	29	1637	10	34	19	66	10	34	2	7
	8	20	1701	3	15	17	85	11	55	1	5

**2021-22 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	23	1498	4	17	19	83
5	17	1729	0		0	17	100	13	76	10	59
6	31	1693	5		16	26	84	20	65	7	23
7	19	1677	3		16	16	84	8	42	5	26
8	24	1725	2		8	22	92	15	63	5	21

**2022-23 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	19	1444	4	21	15	79
4	24	1600	3		13	21	88	17	71	6	25
5	21	1660	0		0	21	100	12	57	3	14
6	20	1752	2		10	18	90	10	50	2	10
7	38	1818	6		16	32	84	19	50	8	21
8	21	1828	6		29	15	71	8	38	2	10

**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									

**2021-22 Mathematics STAAR Results**

<b>Student Group</b>											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	8	1487	2	25	6	75	5	63	2	25
5	5	1796	0	0	5	100	5	100	4	80	
6	17	1665	4	24	13	76	9	53	3	18	
7	10	1673	1	10	9	90	4	40	3	30	
8	8	1689	1	13	7	88	4	50	1	13	

**2022-23 Mathematics STAAR Results**

<b>Student Group</b>											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	5	1459	0	0	5	100	2	40	1	20
4	7	1592	0	0	7	100	4	57	2	29	
5	10	1677	0	0	10	100	7	70	2	20	
6	5	1787	0	0	5	100	3	60	1	20	
7	16	1782	4	25	12	75	8	50	2	13	
8	7	1859	1	14	6	86	5	71	1	14	

**2020-21 Mathematics STAAR Results**

<b>Student Group</b>											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	3	4									
	4	2									
	5	6	1580	1	17	5	83	1	17	0	0
	6	3									
	7	8	1575	6	75	2	25	1	13	1	13
	8	3									

**2021-22 Mathematics STAAR Results**

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	4									
5	2										
6	8	1566	4	50	4	50	3	38	0	0	
7	4										
8	6	1631	1	17	5	83	1	17	0	0	

**2022-23 Mathematics STAAR Results**

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	7	1373	3	43	4	57	2	29	0	0
4	5	1541	1	20	4	80	3	60	0	0	
5	4										
6	4										
7	9	1669	5	56	4	44	0	0	0	0	
8	4										

**Algebra I**



**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

**2021-22 Algebra I STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	39	4101	7	18	32	82	20	51	13	33
Hispanic/Latino	19	3990	4	21	15	79	8	42	5	26
White	20	4207	3	15	17	85	12	60	8	40
Economically Disadvantaged	17	4062	4	24	13	76	7	41	5	29
Limited English Proficient	6	3680	2	33	4	67	1	17	0	0
Special Education	7	3634	5	71	2	29	1	14	1	14

**2022-23 Algebra I STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	58	4270	3	5	55	95	42	72	27	47

Hispanic/ Latino	32	4028	3	9	29	91	19	59	10	31
White	24	4605	0	0	24	100	22	92	16	67
Economically Disadvantaged	35	4091	3	9	32	91	22	63	14	40
Limited English Proficient	11	4020	2	18	9	82	6	55	3	27
Special Education	10	3663	2	20	8	80	1	10	0	0

**Science**

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

**2021-22 Science STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	38	4074	5	13	33	87	22	58	9	24
	8	43	4004	5	12	38	88	22	51	6	14
Hispanic/Latino	5	16	3859	3	19	13	81	6	38	1	6
	8	27	3922	5	19	22	81	13	48	2	7
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	0									
	8	0									
White	5	21	4217	2	10	19	90	15	71	7	33
	8	15	4118	0	0	15	100	8	53	3	20
Two or More Races	5	1									
	8	1									
Economically Disadvantaged	5	17	3932	4	24	13	76	8	47	2	12
	8	26	3892	5	19	21	81	11	42	2	8
Limited English Proficient	5	5	3984	1	20	4	80	3	60	0	0
	8	8	3659	3	38	5	63	1	13	0	0
Special Education	5	2									
	8	7	3793	2	29	5	71	2	29	1	14

**2022-23 Science STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	43	3775	15	35	28	65	18	42	5	12
	8	48	4192	4	8	44	92	26	54	12	25
Hispanic/Latino	5	21	3497	12	57	9	43	3	14	0	0
	8	26	3925	4	15	22	85	10	38	1	4
American Indian or	5	0									

Alaska Native	8	0									
Black or African American	5	0									
	8	0									
White	5	21	4032	3	14	18	86	14	67	5	24
	8	22	4507	0	0	22	100	16	73	11	50
Two or More Races	5	1									
	8	0									
Economically Disadvantaged	5	21	3500	12	57	9	43	4	19	0	0
	8	26	3982	3	12	23	88	10	38	3	12
Limited English Proficient	5	10	3575	5	50	5	50	2	20	0	0
	8	9	4009	0	0	9	100	3	33	1	11
Special Education	5	4									
	8	4									

**Biology**

**2020-21 Biology STAAR Results**

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

**2021-22 Biology STAAR Results**

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

### 2022-23 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	46	4122	3	7	43	93	31	67	6	13
Hispanic/ Latino	30	4061	3	10	27	90	18	60	4	13
White	15	4227	0	0	15	100	12	80	2	13
Economically Disadvantaged	30	4067	3	10	27	90	18	60	4	13
Limited English Proficient	9	3711	3	33	6	67	3	33	0	0
Special Education	8	3836	2	25	6	75	2	25	1	13

### Social Studies

#### 2020-21 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	35	3815	8	23	27	77	11	31	4	11
Hispanic/ Latino	8	17	3661	7	41	10	59	3	18	1	6

American Indian or Alaska Native	8	0									
Black or African American	8	0									
White	8	18	3960	1	6	17	94	8	44	3	17
Two or More Races	8	0									
Economically Disadvantaged	8	20	3752	7	35	13	65	6	30	1	5
Limited English Proficient	8	4									
Special Education	8	3									

**2021-22 Social Studies STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	43	3872	12	28	31	72	19	44	7	16
Hispanic/Latino	8	27	3786	11	41	16	59	10	37	4	15
American Indian or Alaska Native	8	0									
Black or African American	8	0									
White	8	15	4001	1	7	14	93	8	53	2	13
Two or More Races	8	1									
Economically Disadvantaged	8	26	3780	10	38	16	62	9	35	4	15
Limited English Proficient	8	8	3367	6	75	2	25	0	0	0	0
Special Education	8	7	3649	5	71	2	29	2	29	2	29

**2022-23 Social Studies STAAR Results**

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

## U.S History

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/Latino	21	4093	3	14	18	86	10	48	7	33
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

2021-22 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	41	4339	2	5	39	95	29	71	20	49
Hispanic/Latino	21	4229	2	10	19	90	14	67	7	33
White	20	4456	0	0	20	100	15	75	13	65
Economically Disadvantaged	20	4211	1	5	19	95	13	65	7	35
Special Education	7	3664	2	29	5	71	1	14	0	0

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



All Students	36	4267	0	0	36	100	26	72	13	36
Hispanic/ Latino	18	4108	0	0	18	100	9	50	3	17
White	18	4426	0	0	18	100	17	94	10	56
Economically Disadvantaged	19	4162	0	0	19	100	11	58	5	26
Limited English Proficient	5	3931	0	0	5	100	1	20	0	0
Special Education	5	4045	0	0	5	100	1	20	1	20

## Goals and Strategies

### Goal 1:

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 Book Taco 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: I-Ready testing will be used at the elementary in grades K-5 in reading areas. Grades K-8 will be assessed with Reading Plus.  
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 Classroom curriculum (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 1-12. (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 PK-5 class curriculum YAG will be used. TEKS resource system will be used for 6-12. (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 3rd -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 classes 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: Reading plus will be used for elementary and Mind Play and Moby Max will be use for 6-8 curriculum for those that do not pass STAAR.  
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 1-8 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 EBL 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: 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 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 mental health.

**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 wide EOP 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 weekly 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

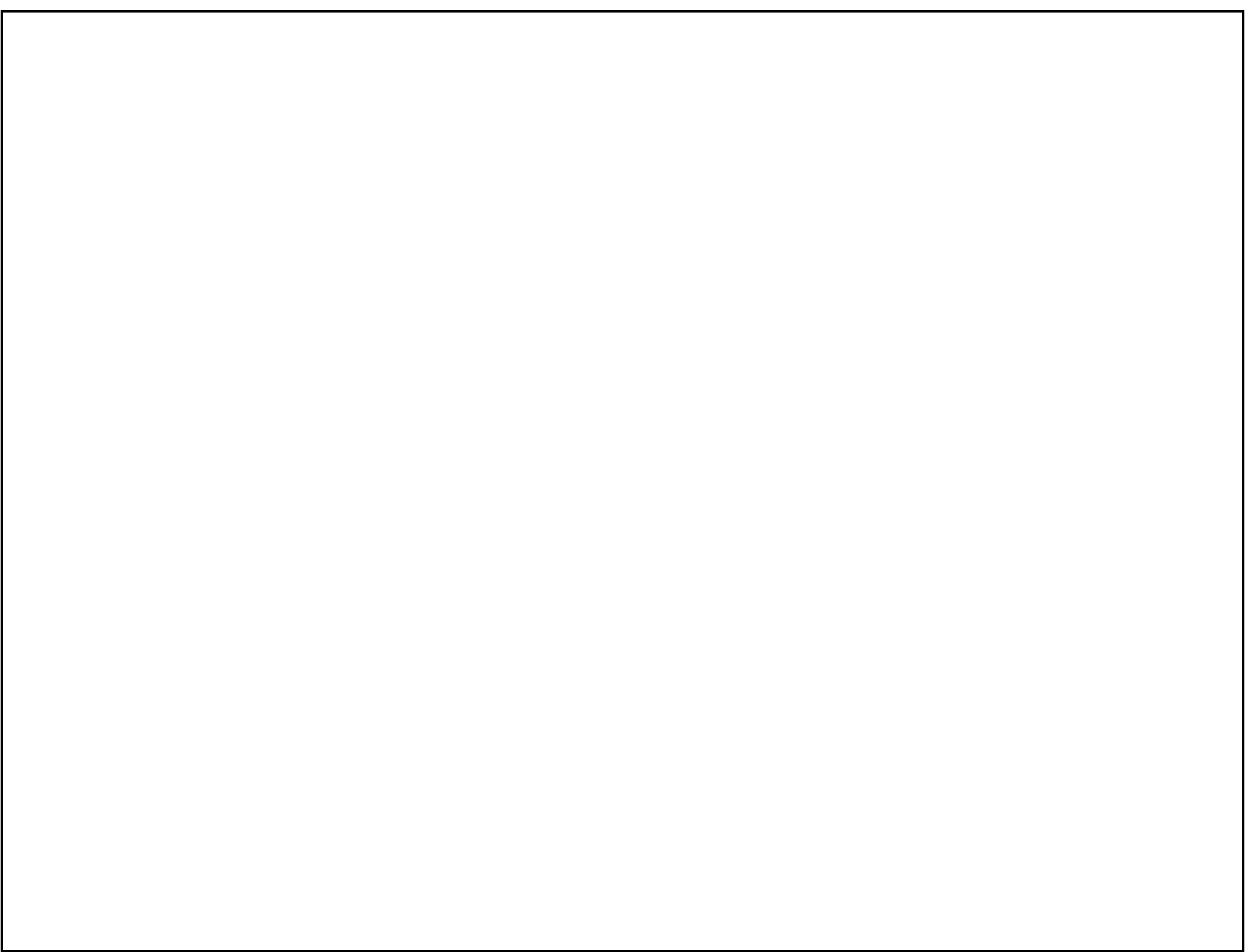
**Reviews**

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. Weekly student podcasts.

**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: Provide at least one 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  
Former teachers/retired teachers help administer tests.

**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  
Academic UIL. Promote collaboration of teachers in DMAC.

**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, and 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 folders, newsletters, gradebook and school website. (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 Elementary 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 but are not limited to: Meet the Teacher, UIL, CATCH Night, School Orientation, 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: 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:  
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 Handle With Care (HWC) 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-12) 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



[Redacted]

**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, tablets, 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 based 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 Acender 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, attendance officer, 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**

**Reviews**

Formative  
Summative

**Resources**

Source

Local Funds

**Strategy/Activity 10**

6.10: School attendance officer and principal will actively monitor student attendance.

**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 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 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

## **Farwell ISD Equity Plan Statement**

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

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

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