

2025-26 District Improvement Plan

Accountability Rating: 2023 -2024

District Name	Farwell Independent School District
Address	805 Ave. G Farwell, TX 79325
District ID	4819110
Superintendent	Colby Waldrop
Date of School Board Approval	4/15/2025

2025-26 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 and in the Administration building. The plan is available in English and Spanish translation available upon request. Revision dates..6/20/2022...1/25/2023...3/2/2023...11/29/2023..7/22/24...2/5/25

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 Districts 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 2023-2024 TAPR Data, our student groups consist of 0.2% African American, 52.7% Hispanic, 55.4% White, 43.4% American Indian, 0.0% Asian, 0.2% Pacific Islander, 0.0% Two or More Races, 0.8% and 61.4% Economically Disadvantaged.
- English Language Learners (EL) are 15.3% (State 24.4%); Students with Disciplinary Placements (2022-23) was 0.0%, and At-Risk students are 40.0% (State 53.2%). The Class of 2023 had 100% total graduation rate.

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 100% of our students graduated. 96.4% were on the Foundation program.

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 to 61.4% up from 46.1%.

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. While our EL numbers dropped we do not expect that trend to continue.

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 2023-24 include the following areas:

Special

Education

Status--Meets

requirements

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 2022-23, the district attendance rate was 96.4%, slightly higher than the year before.

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

- Use data to show the needs of the district, the needs of our students, and why we need to be willing to change our approach.

- Determine our needs and willingness to develop our exceptional systems. Activities may include:

o develop a system to promote, enhance, and allow staff collaboration with main focus on student achievement;

o review our current data and develop a system of Goals for school culture and climate

o make sure TEKS are aligned and functional in all areas as our curriculum and standards;

o develop and/or review our system of assessments and review of the data;

o develop and/or review our structured response to intervention (RtI) program for each campus. While still using the Level 1, 2 and 3 Tiers, deemphasize the rigidity of the system, focusing on student needs more than their Tier level

- 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 111.3 total staff members.

o 72.5 of these (65.1%) are Professional staff (State 63.9%)

? 63.5 (57%) are teachers (State 48.3%)

? 5 (4.5%) are professional support (State 11.1%)

? 3 (2.7%) are campus administrators (State 3.3%)

? 1.0 (0.9%) are central office (State 1.2%)

o 22.9 of these (20.5%) are auxiliary staff (State 24.7%)

o 16 of these (14.4%) are Educational Aides (State 11.4%).

- 76.4% of our teaching staff have Bachelors (State 71.7%); 23.6% Masters (25.0%); and 0.0% Doctorate (0.8%)

- Teaching staff years of experience:

o 14.2% are beginning teachers (State 8.7%)

o 18.9% have 1 to 5 years (State 27.4%)

o 11.0% have 6 to 10 years (State 20.2%)

o 23.6 % have 11 to 20 years (State 27.1%)

o 15.8% 21-30 years (State 13.7%)

16.5% over 30 years (State 3%)

- Teachers' average years of experience working in Farwell ISD is 15.2 years (State 11.1).
- Turnover rate is 21.8% compared to the state rate of 19.1%.
- Class size averages 9.5 students per teacher, with 14.7 being the State average.
- Salary averages in the district:

o Teachers, \$53,151 (State \$62,474)

o Professional Support, \$60,103 (State \$73,783)

o Campus Administration (School Leadership), \$83,813 (State \$86,738)

o Central Administration \$116,000 (State \$116,028)

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.
- Almost all of our elementary teachers are ESL certified by the end of each year.
- Pay a loyalty/retention stipend
- Two Full time counselors, and testing coordinators on each campus.

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 (TExIS), DMAC data, the Lead Forward, and Stemscope.
- Through these venues, teachers need additional training in Instructional Delivery, RtI, GT, ESL strategies for ELPS, the new T-TESS lesson plans and 21st Century Skills.
- Math and Science teachers need additional support, intensive collaboration, and strengthened vertical alignment to improve indicators.
- Continue to use collaboration as a vehicle to enhance instruction and instruction methods that maximize student learning.
- We see a definite need for providing aides and teachers to go into the mainstream classroom to assist students with SPED, ESL and reading support.

Priorities

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

Curriculum, Instruction, Assessment

Overall Summary

School Improvement (SIP, Stage 1)

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

Summary of Strengths

What were the identified strengths?

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

Summary of Needs

What were the identified needs?

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

Priorities

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

Family and Community Involvement

Overall Summary

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

Summary of Strengths

What were the identified strengths?

- For parents, students, and community members, Farwell ISD uses the district website, campus Facebook pages, notes home, and the 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

Weekly digital newsletter and video podcast.

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 600 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	
All Students	543	100%	588	100%	606	100%
American Indian or Alaska Native	1	0.20%		%	0	0.00%
Asian	0	0.00%	1	0.20%	1	0.20%
Black or African American	0	0.00%		%	1	0.20%
Hispanic/Latino	310	57.10%	312	53.10%	318	52.50%
Native Hawaiian/Other Pacific	0	0.00%		%	0	0.00%
Two or More Races	2	0.40%	5	0.90%	4	0.70%
White	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

Annual Graduates						
Subgroup	2019-20		2020-21		2021-22	
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%

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

Reading

2021-22 Reading STAAR Results

2021-22 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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

2023-24 Reading STAAR Results

2023-24 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	36	1480	7	19	29	81	22	61	9	25

	4	41	1602	2	5	39	95	27	66	11	27
	5	38	1648	2	5	36	95	29	76	11	29
	6	49	1677	5	10	44	90	34	69	14	29
	7	44	1750	2	5	42	95	33	75	20	45
	8	56	1763	3	5	53	95	40	71	22	39

2021-22 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	21	1462	3	14	18	86	15	71	2	10
	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											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	18	1478	1	6	17	94	9	50	2	11
	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

2023-24 Reading STAAR Results

Student Group											
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	21	1448	5	24	16	76	13	62	3	14
	4	20	1552	1	5	19	95	10	50	2	10
	5	20	1615	2	10	18	90	11	55	6	30
	6	26	1621	5	19	21	81	12	46	3	12
	7	20	1704	1	5	19	95	14	70	7	35
	8	38	1767	1	3	37	97	29	76	14	37
American Indian or Alaska Native	3	0									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	0									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	0									
	4	0									
	5	0									
	6	1									
	7	0									
	8	0									
Black or African American	7	1									
2021-22 Reading STAAR Results											

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	17	1574	0	0	17	100	15	88	9	53
	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											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	18	1575	0	0	18	100	15	83	8	44
	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

2023-24 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	14	1532	2	14	12	86	9	64	6	43
	4	21	1650	1	5	20	95	17	81	9	43
	5	17	1686	0	0	17	100	17	100	5	29
	6	22	1739	0	0	22	100	21	95	10	45

	7	22	1798	1	5	21	95	18	82	12	55
	8	18	1755	2	11	16	89	11	61	8	44

2021-22 Reading STAAR Results

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

2021-22 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	23	1487	3	13	20	87	16	70	5	22
	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											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	19	1495	1	5	18	95	11	58	3	16
	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

2023-24 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	23	1435	7	30	16	70	14	61	3	13
	4	25	1554	2	8	23	92	12	48	4	16
	5	22	1610	2	9	20	91	13	59	4	18

	6	32	1655	4	13	28	88	19	59	7	22
	7	25	1694	2	8	23	92	16	64	8	32
	8	43	1739	3	7	40	93	28	65	13	30
2021-22 Reading STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	8	1427	3	38	5	63	5	63	0	0
	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											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	5	1506	0	0	5	100	3	60	0	0
	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
2023-24 Reading STAAR Results											
Student Group											

Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	4									
	5	6	1631	1	17	5	83	3	50	2	33
	6	2									
	7	6	1714	1	17	5	83	5	83	2	33
	8	14	1701	2	14	12	86	8	57	2	14

2021-22 Reading STAAR Results

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

2022-23 Reading STAAR Results

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

Special Education	3	6	1222	4	67	2	33	0	0	0	0
	4	8	1497	1	13	7	88	3	38	0	0
	5	3									
	6	5	1595	2	40	3	60	2	40	0	0
	7	4									
	8	9	1655	1	11	8	89	2	22	0	0

2023-24 Reading STAAR Results

Student Group											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	8	1308	4	50	4	50	3	38	0	0
	4	9	1555	1	11	8	89	5	56	1	11
	5	11	1606	1	9	10	91	5	45	3	27
	6	20	1597	4	20	16	80	7	35	1	5
	7	9	1679	1	11	8	89	6	67	2	22
	8	23	1741	2	9	21	91	16	70	7	30

English I

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

2023-24 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	53	4296	9	17	44	83	37	70	16	30
Hispanic/Latino	30	4152	7	23	23	77	18	60	5	17
White	23	4484	2	9	21	91	19	83	11	48
Economically Disadvantaged	26	4099	8	31	18	69	14	54	4	15
Limited English Proficient	7	3910	4	57	3	43	3	43	0	0
Special Education	6	3669	4	67	2	33	0	0	0	0
At_Risk	14	4015	6	43	8	57	7	50	2	14

English II

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

2023-24 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	43	4328	4	9	39	91	34	79	8	19
Hispanic/Latino	28	4262	3	11	25	89	20	71	4	14
White	14	4412	1	7	13	93	13	93	3	21

Economically Disadvantaged	29	4275	3	10	26	90	22	76	5	17
Limited English Proficient	7	3958	2	29	5	71	3	43	0	0
Special Education	6	3960	1	17	5	83	3	50	0	0
At_Risk	11	3958	3	27	8	73	5	45	0	0

Mathematics

2021-22 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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

2023-24 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	36	1485	6	17	30	83	22	61	6	17
	4	41	1603	4	10	37	90	26	63	8	20
	5	38	1722	0	0	38	100	30	79	11	29
	6	49	1799	2	4	47	96	30	61	12	24
	7	44	1871	6	14	38	86	27	61	13	30
	8	48	1900	6	13	42	88	31	65	10	21

2021-22 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	21	1462	3	14	18	86	15	71	2	10
	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 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	18	1478	1	6	17	94	9	50	2	11
	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
2023-24 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	21	1455	5	24	16	76	13	62	2	10
	4	20	1571	4	20	16	80	10	50	4	20
	5	20	1676	0	0	20	100	13	65	2	10
	6	26	1743	2	8	24	92	12	46	4	15
	7	20	1825	2	10	18	90	10	50	3	15
	8	34	1911	3	9	31	91	23	68	8	24
American Indian or Alaska Native	3	0									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	0									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	0									
	4	0									
	5	0									
	6	1									

	7	0									
	8	0									
Black or African American	7	1									
2021-22 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	17	1574	0	0	17	100	15	88	9	53
	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 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	18	1575	0	0	18	100	15	83	8	44
	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
2023-24 Mathematics STAAR Results											
Student Group											

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	14	1540	1	7	13	93	9	64	4	29
	4	21	1634	0	0	21	100	16	76	4	19
	5	17	1774	0	0	17	100	16	94	8	47
	6	22	1857	0	0	22	100	17	77	7	32
	7	22	1911	3	14	19	86	16	73	9	41
	8	14	1876	3	21	11	79	8	57	2	14
2021-22 Mathematics STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	1									
	5	1									
	6	0									
	7	0									
	8	1									
2022-23 Mathematics STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	0									
	4	1									
	5	1									
	6	1									
	7	0									
	8	0									

Two or More Races	3	1									
	5	1									
	6	1									
	7	1									
2021-22 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	23	1487	3	13	20	87	16	70	5	22
	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 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	19	1495	1	5	18	95	11	58	3	16
	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
2023-24 Mathematics STAAR Results											
Student Group											

Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	23	1436	5	22	18	78	14	61	1	4
	4	25	1565	4	16	21	84	12	48	4	16
	5	22	1690	0	0	22	100	14	64	5	23
	6	32	1767	2	6	30	94	16	50	7	22
	7	25	1806	5	20	20	80	11	44	4	16
	8	39	1881	6	15	33	85	22	56	6	15
2021-22 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	8	1427	3	38	5	63	5	63	0	0
	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 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	5	1506	0	0	5	100	3	60	0	0
	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

2023-24 Mathematics STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	4									
	5	6	1675	0	0	6	100	3	50	1	17
	6	2									
	7	6	1822	1	17	5	83	3	50	1	17
	8	13	1835	3	23	10	77	5	38	1	8

2021-22 Mathematics STAAR Results

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

2022-23 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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									
Special Education	3	6	1253	3	50	3	50	1	17	0	0
	4	8	1509	2	25	6	75	3	38	0	0
	5	3									
	6	5	1680	0	0	5	100	1	20	0	0
	7	4									
	8	9	1792	4	44	5	56	3	33	0	0

2023-24 Mathematics STAAR Results

Student Group											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	8	1320	4	50	4	50	3	38	0	0
	4	9	1611	0	0	9	100	6	67	1	11
	5	11	1644	0	0	11	100	5	45	1	9
	6	20	1733	2	10	18	90	7	35	3	15
	7	9	1774	2	22	7	78	3	33	1	11
	8	22	1888	4	18	18	82	12	55	5	23

Algebra I

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

2023-24 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	45	4297	2	4	43	96	29	64	18	40
Hispanic/Latino	30	4265	1	3	29	97	19	63	10	33
White	15	4359	1	7	14	93	10	67	8	53
Economically Disadvantaged	27	4270	1	4	26	96	17	63	9	33
Limited English Proficient	6	4362	0	0	6	100	4	67	1	17
Special Education	5	3767	1	20	4	80	0	0	0	0
At_Risk	11	4258	1	9	10	91	6	55	3	27

Science

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/	5	21	3497	12	57	9	43	3	14	0	0

Latino	8	26	3925	4	15	22	85	10	38	1	4
American Indian or Alaska Native	5	0									
	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									

2023-24 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	38	3700	11	29	27	71	7	18	0	0
	8	56	4232	5	9	51	91	36	64	13	23
Hispanic/Latino	5	20	3611	8	40	12	60	2	10	0	0
	8	38	4223	3	8	35	92	24	63	7	18
White	5	17	3829	2	12	15	88	5	29	0	0
	8	18	4250	2	11	16	89	12	67	6	33
Two or More Races	5	1									
Economically Disadvantaged	5	22	3565	9	41	13	59	1	5	0	0
	8	43	4100	5	12	38	88	23	53	6	14
Limited English Proficient	5	6	3573	3	50	3	50	0	0	0	0
	8	14	3811	3	21	11	79	6	43	0	0
Special Education	5	3									
	8	9	3701	2	22	7	78	1	11	0	0

At_Risk	5	11	3565	5	45	6	55	0	0	0	0
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Biology

2021-22 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	39	4100	3	8	36	92	20	51	7	18
Hispanic/Latino	19	3941	3	16	16	84	7	37	1	5
White	20	4251	0	0	20	100	13	65	6	30
Economically Disadvantaged	14	4067	2	14	12	86	7	50	2	14
Limited English Proficient	6	3738	2	33	4	67	1	17	0	0
Special Education	6	3757	1	17	5	83	1	17	0	0

2022-23 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	46	4122	3	7	43	93	31	67	6	13
Hispanic/Latino	30	4061	3	10	27	90	18	60	4	13
White	15	4227	0	0	15	100	12	80	2	13
Economically Disadvantaged	30	4067	3	10	27	90	18	60	4	13
Limited English Proficient	9	3711	3	33	6	67	3	33	0	0
Special Education	8	3836	2	25	6	75	2	25	1	13

2023-24 Biology STAAR Results										
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Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	52	4163	3	6	49	94	34	65	11	21
Hispanic/Latino	29	4065	2	7	27	93	17	59	1	3
White	23	4288	1	4	22	96	17	74	10	43
Economically Disadvantaged	25	4053	1	4	24	96	13	52	3	12
Limited English Proficient	6	3981	1	17	5	83	3	50	0	0
Special Education	5	3746	0	0	5	100	0	0	0	0
At_Risk	13	4026	2	15	11	85	7	54	1	8

Social Studies

2021-22 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	43	3872	12	28	31	72	19	44	7	16
Hispanic/Latino	8	27	3786	11	41	16	59	10	37	4	15
American Indian or Alaska Native	8	0									
Black or African American	8	0									
White	8	15	4001	1	7	14	93	8	53	2	13
Two or More Races	8	1									
Economically Disadvantaged	8	26	3780	10	38	16	62	9	35	4	15
Limited English Proficient	8	8	3367	6	75	2	25	0	0	0	0
Special Education	8	7	3649	5	71	2	29	2	29	2	29

2022-23 Social Studies STAAR Results

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

2023-24 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	56	3791	16	29	40	71	20	36	9	16
Hispanic/Latino	8	38	3760	11	29	27	71	12	32	5	13
White	8	18	3857	5	28	13	72	8	44	4	22
Economically Disadvantaged	8	43	3707	15	35	28	65	13	30	5	12
Limited English Proficient	8	14	3476	8	57	6	43	1	7	0	0
Special Education	8	9	3422	6	67	3	33	1	11	0	0

U.S History

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

2023-24 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

All Students	43	4271	0	0	43	100	30	70	14	33
Hispanic/ Latino	28	4206	0	0	28	100	17	61	8	29
White	14	4360	0	0	14	100	12	86	5	36
Economically Disadvantaged	29	4177	0	0	29	100	18	62	7	24
Limited English Proficient	7	3891	0	0	7	100	2	29	0	0
Special Education	6	4086	0	0	6	100	2	33	2	33
At_Risk	11	3909	0	0	11	100	3	27	0	0

Goals and Strategies

Goal 1:

Farwell ISD will promote academic excellence for all students.

Performance Objective 1:

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

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

1.1: Utilize the AR program for Elementary grades 1-5. Think Up Reading for grades 1-5. Think up Math for 3-5. Eurika Math for K-2. Weekly Reader for Elementary Social Studies. Summitt Math for K-12
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
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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 I-Ready. Mine Play for 5th and 6th Math.
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. K-5 WINN time for enrichment. (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: I-ready 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. JH offers at-home online remediation for students below Approaches.
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, 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

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 though 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

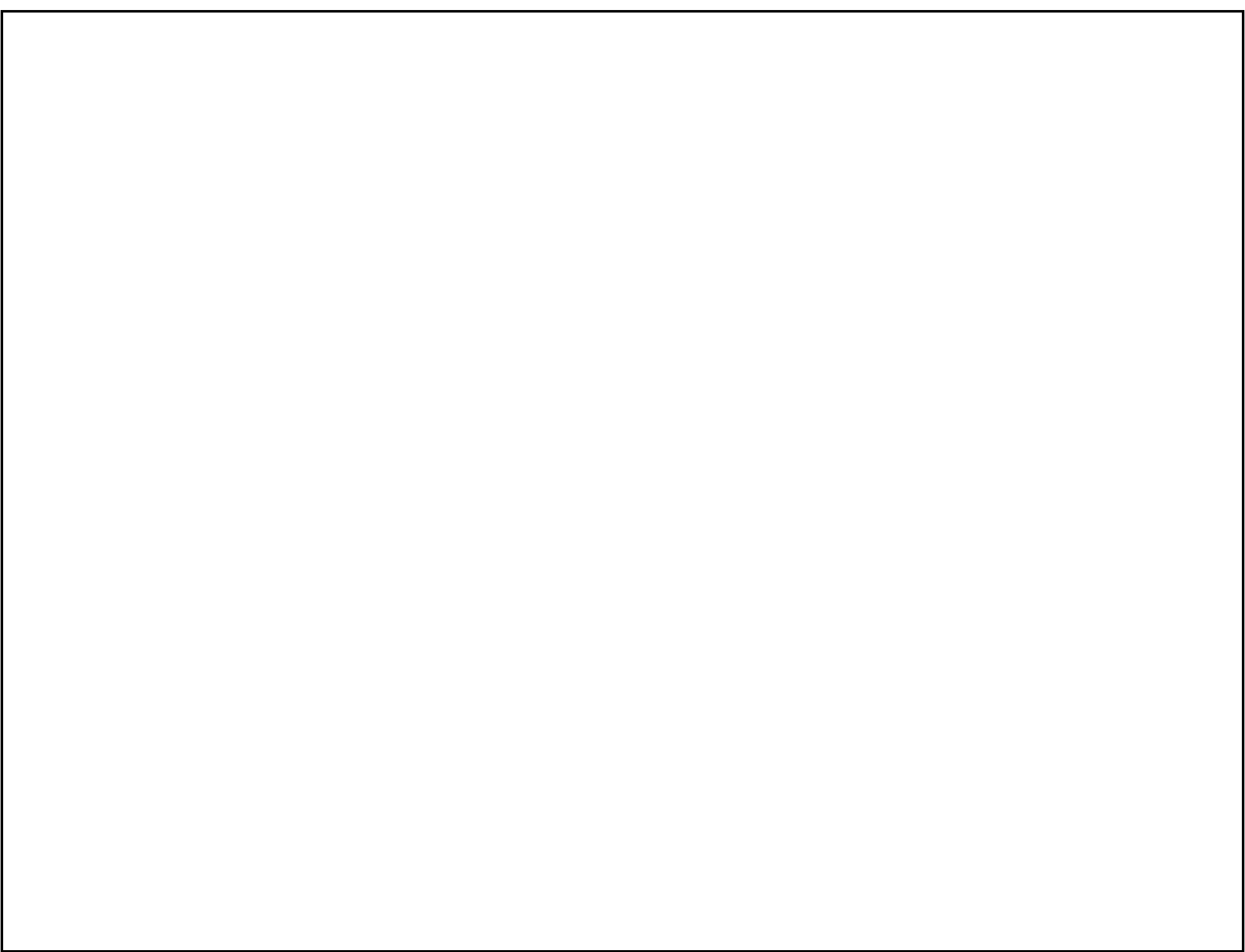
Reviews

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. Bi-Lilingual answering services.
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

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 day 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. Digital newsletter in JH and HS has a newsletter online.

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, 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

All staff took Mental Health training.

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. Chromebooks for students use.
2.5

Timeline

Person(s) Responsible/Monitor

H.S. Principal Math Teachers

Strategy's Expected Result/Impact

Math STAAR EOC scores

Reviews

Formative
Summative

Resources

Source

Local Funds

Strategy/Activity 2

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

Timeline

Person(s) Responsible/Monitor

District Technology Coordinator –
All staff

Strategy's Expected Result/Impact

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

Reviews

Formative
Summative

Resources

Source	PTA Funds
--------	-----------

Strategy/Activity 3

1.3: A variety of technology will be used to enhance instruction including but not limited to Interactive TV"S, 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 RtI, 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 was presented orally 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: Student of the 6 Weeks for all three campuses.

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
DISTRICT AND CAMPUS IMPROVEMENT PLAN
13 DESCRIPTIONS

Description 1:

Applies to all Title 1, Part A LEAs

How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- Identifying students who may be at risk for academic failure;
- Providing additional educational assistance to individual students who the LEA or school determines need help in meeting the challenging State academic standards; and
- Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Farwell ISD is dedicated to ensuring that all children receive a high-quality education and to closing the achievement gap. We focus on student performance data to identify areas of concern and implement our Talent Plan, which addresses these issues by providing targeted professional development for educators. This ensures that our teachers are equipped with the necessary strategies and vertically and horizontally aligned to promote academic success for all students.

Description 2:

Applies to all Title 1, Part A LEAs

The LEA Plan shall describe how the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [Section 1112(b)(2)]

Farwell ISD will conduct a comprehensive analysis of teacher assignment data to identify patterns in teaching effectiveness across different student demographics, examining student performance alongside teacher qualifications. Targeted professional development will be provided, focusing on high-need areas and culturally responsive teaching, including mentorship programs. To attract qualified educators, we are implementing the Teacher Incentive Allotment and will create positive teaching environments.

A monitoring system will be established to track teacher assignments and student outcomes, ensuring transparency and accountability. Additionally, we will engage with parents and community stakeholders to gather input on perceived disparities and collaborate on solutions. Through these efforts, our district aims to ensure all students have access to qualified and effective teachers, promoting equitable educational opportunities.

Descriptions 3:

Applies to all Title 1, Part A LEAs with schools identified for school improvement under section 111(d)(1) and (2)

The LEA Plan shall include how the LEA will carry out its School Improvement activities and responsibilities if any campuses within the LEA are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement and/or Additional Targeted Support. [Section 1112(b)(3)]

This plan will detail Farwell ISD's approach to effectively carry out the required School Improvement activities and responsibilities, ensuring that all identified campuses receive the necessary assistance to enhance their performance.

Key Components of Support:

1. **Assessment and Identification:** Regular evaluations to identify campuses needing support.
2. **Tailored Interventions:** Customized strategies based on the specific needs of each campus.
3. **Resource Allocation:** Provision of appropriate resources, including personnel and funding, to facilitate improvement efforts.
4. **Monitoring Progress:** Continuous tracking of the effectiveness of implemented strategies.
5. **Stakeholder Engagement:** Involvement of teachers, parents, and community members in the improvement process.

This thorough strategy, combined with the Targeted Improvement Plan Guidance document, will guarantee that all designated campuses obtain the essential support needed for substantial improvement.

Description 4:

Applies to all Title 1, Part A LEAs

The LEA Plan shall include the measure of poverty that will be used to select school attendance areas.

- Children eligible for free and/or reduced-price lunches under the National School Lunch Act; [Note: The Community Eligibility Provision is a method of qualifying students for the National School Lunch Program and can be used to establish a campus's low-income percentage.] [Section 1112(b)(4)]

Description 5:

Applies to all Title 1, Part A LEAs

The LEA Plan shall describe the nature of the programs to be conducted under Schoolwide and Targeted Assistance programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs. [Section 1112(b)(5)]

This does not apply to Farwell ISD because this area does not have any of these facilities or programs.

Description 6:

Applies to all Title 1, Part A LEAs

The LEA Plan shall describe the services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act. [Section 1112(b)(6)]

Farwell ISD's plan will outline the homeless related and foster care services provided by the school counselors to support the enrollment, attendance, and overall success of homeless children and youth.

Key Components of the Plan:

1. **Enrollment Support:**
 - Simplified enrollment processes to reduce barriers for homeless students.
 - Immediate access to school services upon enrollment.
2. **Attendance Monitoring:**
 - Regular tracking of attendance to identify students at risk of dropping out.
3. **Academic Support:**
 - Tutoring and mentoring programs tailored to the needs of homeless students.
 - Access to educational resources such as school supplies and technology.
4. **Counseling and Social Services:**
 - Providing mental health support and counseling services.
 - Connecting families with local resources for housing and basic needs.
5. **Collaboration with Local Agencies:**
 - Partnering with community organizations to enhance support services.
 - Coordinating with shelters and housing programs to provide comprehensive assistance.

Description 7:

Applies to all Title 1, Part A LEAs

The LEA Plan shall include the strategies the LEA will use to implement effective parent and family engagement. [Section 1112(b)(7)]

Farwell ISD is committed to effective communication with parents in both English and Spanish. At the beginning of each academic year, the district organizes a Title I meeting at every campus to equip parents with essential information and support for student registration. Additionally, each campus hosts a variety of events designed to foster parent and family engagement, such as: meet the teacher, UIL, Catch Night, School Orientation, SHAC, PTO, Award Ceremonies, Field Day, Fall Festival, Veterans Program, and music performances. The district further enhances this partnership by conducting parent conferences several times throughout the year, ensuring that families remain actively involved in their children's education.

Description 8:

Applies to all Title 1, Part A LEAs reserving Title 1, Part A funds for preschool programs.

If applicable, the LEA Plan shall describe how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. [Section 1112(b)(8)]

To support this transition, Farwell ISD conducts a kindergarten walk for incoming students, allowing them to familiarize themselves with the elementary school environment. Additionally, we host a registration event to assist parents in enrolling their children and navigating the transition from early childhood education to elementary school. These efforts aim to ensure a seamless experience for both students and their families.

Description 9:

Applies to all Title 1, Part A LEAs with at least 1 Targeted Assistance Campus

If an LEA has schools operating a Targeted Assistance program, the LEA Plan shall include the criteria that teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, will use to identify the eligible children most in need of services under Title I, Part A. [Section 1112(b)(9)]

This does not apply to Farwell ISD.

Description 10:

Applies to all Title 1, Part A LEAs with at least 1 secondary school.

If an LEA has middle school and/or high school grades, the LEA Plan shall describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including...[Section 1112(b)(9)]

- coordination with institutions of higher education, employers, and other local partners; and
- increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Farwell ISD proudly hosts College and Career Day, inviting all 8th graders to participate. During their career class, the counselor will work with each 8th grader to develop a personalized graduation plan.

In partnership with South Plains College as our dual credit institution, we provide students with essential resources and information regarding postsecondary options. Our commitment to collaborating with colleges enhances students' access to higher education resources.

We aim to expand opportunities for early college programs and dual credit enrollment courses, allowing students to earn college credit while still in high school. Additionally, we will implement career counseling initiatives and a career preparation course to assist students in identifying their interests and skills, guiding them toward suitable educational and career paths.

Description 11:

Applies to all Title 1, Part A LEAs

The LEA Plan shall include how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. [Section 1112(b)(11)]

Farwell ISD conducts an analysis to identify campuses with high rates of disciplinary actions by disaggregating data as needed. To equip educators with the necessary tools for effective classroom management, we will offer training on restorative practices, conflict resolution, and culturally responsive teaching as well as a new teacher mentorship program. Additionally, a discipline rubric and/or escalating consequences system is used to support consistent and fair discipline across all campuses.

Farwell ISD enhances support services such as counseling, mentoring, and conflict mediation to address underlying issues that may lead to disciplinary actions. Additionally, we will foster collaboration with families and community organizations to create a support network for students, emphasizing the importance of a positive school climate. By implementing these strategies, we aim to create a more supportive and effective educational environment.

Description 12:

Applies to all Title 1, Part A LEAs Part A Leas operating CTE programs.

If applicable, the LEA Plan shall include how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] –

- Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Farwell ISD's College and Career Day aims to inspire and inform students about various pathways to success in higher education and the workforce. This event showcases the diverse opportunities available through our Career and Technical Education (CTE) programs, which equip students with essential academic and technical skills as well as academic credit. By participating in career preparation courses, students gain hands-on experience and knowledge that prepare them for their future careers.

We emphasize the importance of multiple pathways, ensuring that every student can explore options that align with their interests and ambitions. This comprehensive approach not only promotes college readiness but also builds a strong foundation for successful careers, making our school an institution of opportunity and growth.

Description 13:

Applies to all Title 1,

Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] –

- Assist schools in identifying and serving gifted and talented students; and
- Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Local funds will be used when needing library resources and normal school testing will be done to identify gifted and talented students.

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.

Equity Plan Update

The latest update on our equity plan reveals that teacher observations indicate educators are successfully implementing a majority of instructional strategies. However, there are specific areas that require further attention to enhance their implementation and effectively contribute to closing our equity gap. Notably, a greater emphasis on cooperative learning strategies and the integration of real-life experiences have been identified as key areas for improvement. These strategies will help connect academic learning with students' everyday lives.

To address these critical components, we will provide targeted professional development opportunities aimed at equipping teachers with essential skills. This professional development will be scheduled before the conclusion of the school year, ensuring a structured approach to advancing our efforts in addressing the equity gap within our district. Through these initiatives, we are committed to fostering an inclusive educational environment that supports all students.

2024-2025

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, low income).

Region 16 Migrant SSA



Region 16 Migrant SSA



Migrant Section for DIP
2024-2025

2024-2025 Region 16 Migrant SSA Member District Migrant Education Plan

GOAL: Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet

OBJECTIVE: All identified Migrant students will receive services according to high priority.

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
PS3101 Title I, Part C ESSA Consolidated Federal Grant Application								
ID&R: Conduct ID&R activities as outlined in the ID&R plan in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> and in the ID&R plan, and ensure a strong system of quality control is in place. (PS3103 Pt. 2)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, TX-NGS Records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____ _____ _____ _____	Accomplished? _____ Yes _____ No _____	_____ _____ _____ _____
NGS: Beginning July 1 through June 30, encode all required data into the Texas New Generation System (TX-NGS) and conduct all required activities, as outlined in <i>The Texas Data Management Requirements Manual for TX-NGS & MSIX</i> . (PS3103 Pt.2)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	TX-NGS Reports and records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____ _____ _____ _____	Accomplished? _____ Yes _____ No _____	_____ _____ _____ _____
Comprehensive Needs Assessment: Identify the unique educational and educationally-related needs of the children in the LEA through a Local Needs Assessment. (PS3103 Pt.2)	ESC MEP Coordinator, LNAC	LNA Tooldit	September 1 through August 30	LNA Surveys, Student Profile, LNA-SDP Alignment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____ _____ _____ _____	Accomplished? _____ Yes _____ No _____	_____ _____ _____ _____
SDP: Implement the required strategies outlined in the Texas Service Delivery Plan and be accountable for achieving the Measurable Program Outcomes. (PS3103 Pt. 2)	ESC MEP Coordinator, Migrant Coordinator, Administrator,	Texas SDP	July 1 through June 30	updated MEP DIP, documentation of strategies implemented--Student Performance Log, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____ _____ _____ _____	Accomplished? _____ Yes _____ No _____	_____ _____ _____ _____
Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. (PS3103 Pt.2)	Migrant Coordinator, Migrant Counselor		July 1 through June 30; May 1 through September 1	Student Performance Log, MSIX Move notifications, TMIP referral documentation, letter/email/ phone call log to receiving states' summer migrant program staff	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____ _____ _____ _____	Accomplished? _____ Yes _____ No _____	_____ _____ _____ _____
Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	Reg 16 SSA MEP funds	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____ _____ _____ _____	Accomplished? _____ Yes _____ No _____	_____ _____ _____ _____
ESSA Provisions and Assurances								
Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. (ESSA P&A 3a)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____ _____ _____ _____	Accomplished? _____ Yes _____ No _____	_____ _____ _____ _____
Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from TX-NGS. (ESSA P&A 3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS: Partial Credit Report, Not-on-time for Graduation Report, Student Graduation Plan, Recommended Courses, Supplemental Program Services report; Student Performance Log; course credit consolidation and proper course placement	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____ _____ _____ _____	Accomplished? _____ Yes _____ No _____	_____ _____ _____ _____
Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. (ESSA P&A 3gi)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____ _____ _____ _____	Accomplished? _____ Yes _____ No _____	_____ _____ _____ _____
Provide supportive services for out of school youth. (ESSA P&A 3gii)	Migrant Coordinator, Migrant Counselor		July 1 through June 30	OSY Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____ _____ _____ _____	Accomplished? _____ Yes _____ No _____	_____ _____ _____ _____
Preschool Children: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, A Bright Beginning, Head Start, or other early childhood programs.) (ESSA P&A 8)	Migrant Coordinator, Administrator		Within first 60 days of school year after entering school	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, TX-NGS record	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____ _____ _____ _____	Accomplished? _____ Yes _____ No _____	_____ _____ _____ _____
PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. (ESSA P&A 9A)	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____ _____ _____ _____	Accomplished? _____ Yes _____ No _____	_____ _____ _____ _____
Migrant Parent Advisory Council: Establish a SSA-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents from the respective districts in the SSA, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (ESSA P&A 1-2)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____ _____ _____ _____	Accomplished? _____ Yes _____ No _____	_____ _____ _____ _____

2024-2025 Region 16 Migrant SSA Member District Migrant Education Plan

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Service Delivery Plan Goals 1-4								
Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during the regular and summer terms. <i>*Supplemental Instruction--Statewide student assessment/content tutorials during the regular school day. Extended-Day statewide student assessment/content tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (SDP 1-1, PS3103 Pt. 4)</i>	Migrant Specialist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	September 1 through July 30	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics. (SDP 1-2, PS3103 Pt. 4)	Migrant Specialist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide		July 1 through June 30	Student Performance Log, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8. (SDP 1-3, PS3103 Pt. 4)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	TX-NGS summer enrollment/wd record and Supplemental Program Services report, Attendance records, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services. (SDP 2-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	TX-NGS enrollment records	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Provide the TEA approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based). (SDP 2-2, PS3103 Pt. 4)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnings inventories, TX-NGS enrollment records, TX-NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options. (SDP 3-1)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, Student transcript, TX-NGS Supplemental Program Services report and Credit Reports	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students. (SDP 3-2, PS3103 Pt. 4) <i>*Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)</i>	Migrant Specialist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2021, June 2022	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Coordinate/provide post-secondary and high school equivalency program information to secondary-aged migratory students and parents. (SDP 3-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, WTAMU CAMP, WTAMU Admissions, AC Admissions	MEP funds	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, PSPG document, handouts, sign-in	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Coordinate/provide services to OSY based on identified needs. (SDP 3-4)	Migrant Counselor, Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Coordinate/provide support services during the regular term and summer that address the identified needs of migratory students. (PS3103 Pt. 4,SDP 4-1) <i>*Identified Needs for Academic and Nonacademic Support Services--School Supplies, Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations.</i>	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Migrant Counselor, R16 Educational Specialist	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, laptop/calculator check-out form, medical requests	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Coordinate/provide training for parents to empower them to access and use resources/ services to address the identified needs of their child. (SDP 4-2) <i>*Identified Needs for Support Services to encourage participation and attendance--Child Care, Transportation to and from parent meeting, Light snack/meal (dependent upon meeting length and time).</i>	ESC MEP Coordinator, Migrant Specialist, Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, notices/agenda/handouts/sign-in sheets/minutes for trainings	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Educate MEP/LEA staff on the unique needs of migratory students to ensure student success. (SDP 4-3)	Migrant Coordinator, Administrator		July 1 through June 30	handouts, emails, sign-in	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Collaborate to educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled. (SDP 4-4)	Migrant Coordinator, Administrator, Federal Programs Director		July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students. (SDP 4-5)	Migrant Coordinator, Administrator, Counselor, Migrant Specialist, Teacher, Educational Aide	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, sign-in, training certificate	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<i>Other: Snacks and Meals for migrant students participating in off campus migrant activities-- When students participate in SSA sponsored activities that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g. STAAR Burst, etc.)</i>	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, TX-NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The LEA is responsible for incorporating all Migrant Education Program (MEP) activities/services/plans and guidelines into a migrant –specific section of the District Improvement Plan (DIP) and updating it on a yearly basis. The activities listed in this section are required for all Title I, Part C programs in Texas. **You must maintain documentation of these activities for auditing and monitoring purposes.**

Region 16 Migrant SSA



Priority for Services Action Plan

Region 16 Migrant SSA



Identification and Recruitment of Migrant Students 2024-2025

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		Aug
						Nov	Mar	June		
A. District identified Recruiters and Eligibility Reviewers will complete on-line Identification and Recruitment (ID&R) training offered by the state MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
B. District identified Recruiters and Eligibility Reviewers will participate in follow-up Identification and Recruitment (ID&R) training offered by ESC 16 MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	After completion of the state MEP's on-line ID&R training.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, Regional ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		Aug
						Nov	Mar	June		
A. Meet with all district ID&R staff (eligibility reviewers, recruiters and clerks) to brainstorm and plan recruitment strategies to include in ID&R Plan.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, staff assignments, calendar	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
B. Finalize all forms, documents and logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	MEP administrators, recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, handouts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
C. Make recruiter assignments, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar, TEA Agricultural Map	staff assignments, contact log, list of local farmers/agribusiness contacts, utility contacts, social services contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
D. Conduct ID&R for Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration, etc. Targeting both enrollees and non-enrollees (ages 0-21). Complete ECOE/COEs as needed. Share copies of ECOE/COEs with appropriate entities.	MEP recruiters	Throughout the year. Make initial outreach efforts by Sept. 30	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, COEs, Supplemental Documentation Form, completed family surveys	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
E. Conduct Annual Initial Contact for Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new ECOEs/COEs as needed. Share copies of ECOEs/COEs with appropriate entities.	MEP recruiters	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, Family COE Report, COEs, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
F. Recruiter completes ECOE/COE and accompanying Supplemental Documentation Form for all families with new QADs. Submit completed ECOE/COE and Supplemental Documentation Form to eligibility reviewer for review.	MEP recruiters	Within 3 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOE/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
G. Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	MEP eligibility reviewers	Within 5 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Copies of ECOEs/COEs, Supplemental Documentation Form, Eligibility Reviewer signature	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
H. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	MEP recruiters	Sept 1-Nov 1 ~~~~~ Also for 2-yr-olds turning 3, after 3rd birthday.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Residency Verification entry made on all ECOEs/COEs, contact log, Residency Verification entry on NGS	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
I. Coordinate with Region 16 Out of School Youth Recruiter to identify OSY within the LEA's boundaries.	MEP recruiters	Throughout the year.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOEs/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review	
						Nov	Mar	June	Aug
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No ____ ____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No ____ ____

OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.

Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review			Summative Review	
						Nov	Mar	June	Aug
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities approved by the state MEP.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No ____ ____

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review	
						Nov	Mar	June	Aug
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No ____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
B. Forward ECOEs/COEs with more than one required comment to ESC for review. Follow protocol for ECOEs/COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Eligibility reviewers, MEP administrators, and ESC MEP contact when appropriate	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children	ECOE/COEs, Supplemental Documentation forms, contact logs	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	As needed throughout the year	Texas Manual for ID&R of Migrant Children, ESC staff	email/phone contact log of communication between ESC and district contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File ECOEs/COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	All MEP staff	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOE/COEs, Supplemental Documentation forms	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instruction set forth by TEA.	ESC, MEP staff	January-June	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOE/COEs, Supplemental Documentation forms, Eligibility Validation forms, contact log of re-interviews	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
OBJECTIVE VI Region 16 MEP SSA member districts will evaluate their MEP.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____