

Farwell High School

Campus Improvement Plan

2016-2017

Accountability Rating: Met Standard



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. Farwell ISD 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.

Campus Advisory Council

Administration

Coby Norman

Parent

Faculty

Karen Schilling, Mary Southard, Holly Byrd, Kelli Schwertner, Hayley Christian

Community Member

Logan Sharp

Business

Tom Nichols

Nondiscrimination Notice

Farwell ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the *Civil Rights Act* of 1964, as amended; Title IX of the *Education Amendments* of 1972; and Section 504 of the *Rehabilitation Act* of 1973; as amended.

Every Child Succeeds Act Performance Goals

(The ECSA Act replaced the NCLB Act in the 2016-17 school year. Not all of these goals have been updated by the U.S. Department of Education as of this school year).

Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2: All limited English proficient students will become proficient in English and reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5: All students will graduate from high school.

Nine Schoolwide Components (HQ component has been dropped by ECSA)

- | | | |
|--|---|--|
| 1. CNA Comprehensive Needs Assessment | 2. RS Reform Strategy | 3. PD Professional Development |
| 4. R/R Recruitment/Retention of Certified Staff | 5. PI Parental Involvement | 6. T Transition |
| 7. TIA Teacher Involved in Assessment Decisions | 8. M Timely Assistance for Student Mastery | 9. COORD Coordination and Integration of Federal, Local, and State Programs |

Table of Contents

- Comprehensive Needs Assessment 5
 - Demographics 5
 - Student Achievement 6
 - School Culture and Climate 9
 - Staff Quality, Recruitment, and Retention 11
 - Curriculum, Instruction, and Assessment 13
 - Family and Community Involvement 15
 - School Context and Organization 17
 - Technology 20
 - Programs 21
- Comprehensive Needs Assessment Data Documentation 23
- Goals 25
 - Goal 1: Farwell High School will promote academic excellence for all students (NCLB Goal 1) 25
 - Goal 2: Farwell High School will provide a safe and orderly school environment for all students to learn and develop. (NCLB Goal 4) 35
 - Goal 3: Farwell High School will continue to foster and improve parent/community relations. (NCLB Goal 5) 44
 - Goal 4: Provide Farwell High School students with a strong, progressive, and quality education by way of a highly qualified staff..... . 37
 - Goal 5: Progressive and innovative technology will be integrated throughout the District to enhance student achievement. (NCLB Goal 1) 42
 - 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 (NCLB Goal 2)..... 43
 - 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 (NCLB, Goal 5; 10, COORD). 52
- State Compensatory 54
 - Budget for District Improvement Plan: 54
 - Personnel for District Improvement Plan: 59
- Title I 62
 - Schoolwide Program Plan 62
 - Ten Schoolwide Components 62

Comprehensive Needs Assessment

Demographics

Demographics Summary

- Based on our 2015-2016 TAPR Data, our student groups consist of 0% African American, 56.6% Hispanic, 42.8% White, 0.0% American Indian, 0.0%, Asian, 0.0% Two or More Races, and 55.9% Economically Disadvantaged.
- English Language Learners (ELL) are 4.8% (State 18.2%); Students with Disciplinary Placements (2013-2014) was 0.0%, and At-Risk students are 59.3% (State 51.2%). The Class of 2012 had 100% total graduates with 3% of these Special Education graduates. We had 29 or 87.9% (State 83.8%) of our students graduate on the Recommended HS Program and 4 or 12.2% (State 16.2%) graduate on the Minimum HS Program.

Demographics Strengths

- Our students and staff continue to be our greatest strength at Farwell High School. With the diverse student and staff population that we serve, we are proud that 87.9% of our students (including Special Education) graduate on the Recommended H.S. Program/DAP (State 83.8%) and 12.2% graduate on the Minimum H.S. Program (State 16.2%).

Demographics Needs

- With the growing and increasingly diverse student demographics, Farwell High School needs to continue to find ways to better meet the needs of all of our students that will ensure their continued success both while in school and after graduation. With a growing number of students considered ELL, we must continue to look for ways to enhance English as a second language learning.

Student Achievement

Student Achievement Summary

- Farwell High School is focused on learning and the learning process. We strive to use progressive technology and advanced instructional techniques to meet the needs of engaging our student to create successful life-long learners who are future ready. Our mission is to be committed to excellence in everything that we do here at the school and for our staff and students.
- This year, we have continued the transition to a new accountability system. A [district accountability summary](#).
- The district received 34 out of 34 system safeguards.

| 2015 | FHS | District | State |
|--------------|-----|----------|-------|
| All Subjects | 88 | 83 | 77 |
| English I | 83 | 83 | 71 |
| English II | 82 | 82 | 72 |
| Algebra I | 83 | 83 | 81 |
| Biology | 92 | 92 | 91 |

| | | | |
|--------------|----|----|----|
| U.S. History | 98 | 98 | 91 |
|--------------|----|----|----|

2015-2016

Index 1: Student Achievement

- The target score for student achievement was 60. Farwell High School received an 88.
- The TAPR report shows the STAAR/EOC measure for All Grades across the district, % at Phase in 1 Level II or above in each area tested.

Index 2: Student Progress

- The target score for student progress was 17. Farwell High School received a 36.

Index 3: Closing Performance Gaps

- The target score was 30. Farwell received a 47.

Index 4: Postsecondary Readiness

- Emphasizes the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school. This year, it is based on those meeting STAAR performance, graduation rates and the % on the recommended or advanced high school programs. The target score was 60. Farwell received a 83.
- **The 2015 TAPR report showed:**
 - Postsecondary Readiness score: 58
 - Postsecondary Indicator - College Ready Graduates: 81%
 - Class of 2014 4 yr. graduation rate: All 97.1%
 - Annual Drop-out rate 9-12 for 2013-14 is 0.0%
 - SAT/ACT students tested, 78.8% (State 66.3)
 - ACT scores, 19.8% (State 20.6%)

Student Achievement Strengths

- The strengths for Farwell High School in student achievement for 2016 include the following areas:
- We met the standard on all 4 indexes and 34 out of 34 indicators related to system safeguards.

Student Achievement Needs

- Raw data from the recent STAAR Exams show that we need work in all four core subject areas and at all levels of testing. Initially, it appears that writing and social studies are the two lowest levels followed closely by the Reading, Science and Math.
- Campus data indicates several areas needed for improvement:
 - Improve all content areas in Reading/ELA, Math, Science, and Social Studies with an intense focus in writing. All areas will focus on writing.
 - Focus on increasing the academic rigor in all areas, producing students that are fully prepared for college.
 - Develop campus-wide systems that protect instructional time.
- We will continue to improve in overall performance on all STAAR and EOC exams

School Culture and Climate

School Culture and Climate Summary

- **In 2013-14, the district attendance rate was 96.1%.**

Farwell High School 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: a) develop a staff commitment statement for each campus and the district based on the idea of achievement for all students (post in front of school); b) develop a system to promote, enhance, and allow staff collaboration with main focus on student achievement; c) review our current data and develop a system of Smart Goals for student achievement; d) make sure TEKS are aligned and functional (through using the TEAKS Resource System) in all areas as our curriculum and standards; e) develop and/or review our system of assessments and review of the data; f) develop and/or review our structured response to intervention (RtI) pyramid for each campus with Levels 1, 2, and 3 (Tiers).

School Culture and Climate Strengths

See Farwell High School Plan for Excellence.

School Culture and Climate Needs

See Farwell High School Plan for Excellence.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- The teaching staff of Farwell High School 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 weekly collaboration meetings, before-and-after school trainings, and both online and summer trainings.
- We have 25.5 total staff members.
 - 24.1 of these (91.7%) are Professional staff (State 64.5)
 - 20.2 (83.8%) are teachers
 - 1.2 (5.1%) are professional support
 - 0.7 (2.8%) are campus administrators
- Teaching staff years of experience:
 - 0% are beginning teachers (State 8.5%)
 - 33% have 1 to 5 years (State 26.1%)
 - 23.5% have 6 to 10 years (State 22.6%)
 - 29% have 11 to 20 years (State 26.9%)
 - 15.5% have over 20 years (State 16)
- Teachers' average years of experience working in Farwell High School years is 11.2 (State 11%).
- Class size averages 12.3 students per teacher, with 18.6 being the State average.
- Salary averages in the district:
 - Teachers, \$40,549 (State \$50,715)
 - Professional Support, \$58,596 (State \$59,791)
 - Campus Administration (School Leadership), \$78,097 (State \$74,292)

Staff Quality, Recruitment, and Retention Strengths

- Farwell High School has an excellent balance of veteran teacher.
- All of our paraprofessionals are highly qualified.

Staff Quality, Recruitment, and Retention Needs

- Our average salaries are well below the region and state averages, although the district has adopted a longevity bonus and increased pay for Math, Science, and foreign languages.
- Continuity and longevity are keys to success if you are to have high quality staff members. A high value is placed on retaining quality teachers.
- A high mobility rate due to economic forces often results in a loss of staff. Being a rural school, FHS relies upon Farwell High School improving its competitiveness with teacher salaries, benefits, etc. in order to attract and maintain a high quality, experienced workforce for our students.
- Needs assessment surveys, grade level and department team discussions, and teacher requests indicate a need for continued training in the TEKS Resource System, the student management system (TxEIS), the Discovery system, and Stemscope.
- Through these venues, teachers need additional training in Instructional Delivery, RtI, GT, ESL strategies for ELPS, and 21st Century Skills.
- Math and Science teachers need additional support, intensive collaboration, and strengthened vertical alignment to improve indicators.
- Continue to use collaboration as a vehicle to enhance instruction and instruction methods that maximize student learning.
- Explore splitting the curriculum director role in to two positions - one for secondary and the other for elementary to bring a sharper focus to instruction and curriculum.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

School Improvement (SIP, Stage 1)

- Under the No Child Left Behind Act of 2001, a Title I, Part A school district that has not met AYP for two or more consecutive years in the same indicator (reading, mathematics, attendance rate, or graduation rate) is subject to Title I School Improvement Requirements. Based on the 2012 testing Farwell High School is not subject to Title I School Improvement Requirements.
- The campus has developed and revised the Campus Improvement Plan (CIP) in consultation with parents, school staff, and others through the Campus Site Based Decision Committee. This committee meets several times through the school year and reviews testing data and monitors continuous school improvement.
- Some examples of activities in the campus regarding Curriculum and Instruction:
 - Employs a Student Services Coordinator to ensure at-risk students' needs are met and assists with curriculum and instruction leadership.

- Has emphasized the use of the TEKS resource system this year and has provided training for teachers.
- Provides tutorials for struggling students;
- Provides credit recovery;
- Provides more intensive and sustained professional development before school starts and throughout the year.
- Instituted a lunch tutorial program at the HS for students who have not completed their work.
- Instituted a 45-minute tutorial program before and after school and requires all students on the failure list to attend.
- Will continually improve teaching and learning through the integration of technology in the classroom.

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

Curriculum, Instruction, and Assessment Needs

- In working with teacher groups, the district needs to continue improving the 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 area teachers will plan effective, student-centered lessons. Core areas will utilize the TEKS Resource System.

Family and Community Involvement

Family and Community Involvement Summary

- Farwell High believes in engaged parental and community involvement through a strong partnership with parents.
- 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 levels of

engaged involvement will increase and parents will become our strong partners who feel welcome and participatory in the educational process for all children. This will take additional time as we develop relationships with parents and community in and outside of school.

Family and Community Involvement Strengths

- For parents, students, and community members, Farwell High School uses the district website, notes home, and the SchoolWay 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.
- We will initiate a Farwell High School Facebook page and bi-weekly newsletter that will be distributed to students, as well as at local banks and businesses.
- The Secondary Booster Clubs (Ag, Band and Athletics) are established and seeks ways for continuous improvement.
- The district actively promotes Farwell High School through the local media to increase community awareness.
- The Campus Site Based Committees meet regularly on the campuses to focus on improving instruction.
- A SHAC (School Health Advisory Council) is under the leadership of the school nurse.
- By continuing our partnership with Clovis Community College for the Dual Credit Programs, Farwell High School continues to increase community awareness of changing graduation, college/work readiness, and preparedness for all students.

Family and Community Involvement Needs

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

Technology

Technology Summary

- Farwell High School commits to encouraging all students and community members to become life-long learners. Essential to this vision is the development of the use of progressive technology that empowers teachers, students, and other adults to create learning experiences from the vast storehouse of information available both within and beyond the school building. In educating its students for the future, the 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.

Technology Strengths

See separate technology plan for details.

Technology Needs

See separate technology plan for details.

Programs

Programs Summary

- The campus is a Title I, State Compensatory, and Migrant School-wide institution;
- The campus participates in the National School Lunch Program for students who qualify for free and reduced lunch;
- The campus is rated "Met Standards."
- TAKS/EOC scores are located in the Student Performance section of the plan;
- The campus 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.
- Farwell High School also participates in a Shared Service Arrangement (SSA) with Shallowater ISD for CTE Carl Perkins Funds.
- Initiatives that support student achievement include the following: TEKS Resource System; 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.

Programs 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 Promethean technology;
- Utilize COWs for students' access to the WiFi and Internet usage.

Programs 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;
- Provide student and staff access to Wifi and Internet more freely to enhance teaching and learning.
- Provide Microsoft Office for staff to use at home to improve lesson design and instruction.

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
- AYP data
- PBMAS data
- The most recent STAAR/EOC results and accountability status
- SAT/ACT results
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Discipline records
- 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
- Campus leadership and/or department meetings
- Student failure and/or retention rates
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Texas English Language Proficiency Assessment System (TELPAS) results
- Tobacco, alcohol, and other drug use data
- Texas STaR Chart
- NCLB Report Card data
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- Response to Intervention (RtI) data
- TEA Accountability Summary

Goals

Goal 1: Farwell High School will promote academic excellence for all students. (NCLB 1)

Performance Objective 1: Farwell High School’s curriculum, instruction and assessment will be aligned across the campus.

Summative Evaluation: STAAR/EOC results.

| Strategy Description | Fund Source | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|-------------|---|---|-------------------|-----|-----|-----|
| | | | | Sept | Dec | Mar | May |
| 1.1.1: Implement curriculum teams to develop strategies to improve instruction and differentiate instruction for struggling learners (TIA,RS) | | Student Service Coordinator, Counselor, Principal | Minutes, benchmarks, progress tracker reports | X | X | X | X |
| 1.1.2: Classroom instruction will be improved by implementing meaningful classroom management strategies (RS, PD) | Local | Principal | Walk through data, PDAS, reduced discipline referrals | X | X | X | X |
| (1.3) Utilize TEKSRESOURCE system to better align instructional planning and teaching/learning strategies | Local | Principal Curriculum Dir. Teachers | Lesson Plan Development/Verification | X | X | X | X |
| (1.4) Research/Presentations/Debates regarding historical facts, events, cause and effect of the curriculum in the History TEKS | Local | Principal Curriculum Dir. Teachers | Mastery of the History TEKS/Curriculum as evidenced by the results from teacher developed exams, benchmark exams, STAAR practice exams and the STAAR exam | | X | X | X |

Goal 1: Farwell High School will promote academic excellence for all students. (NCLB 1)

Performance Objective 2: Farwell High School 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. (2, RS)

| Strategy Description | Fund Source | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|-------------------|--|--|-------------------|-----|-----|-----|
| | | | | Sept | Dec | Mar | May |
| 1.2.1: Administer STAAR Released tests, and STAAR EOC benchmark exams to all STAAR EOC testing students in all core areas (TIA) | Local | Math, Science, Social Studies, and ELA teachers; SSC | Mastering Released, Benchmark, and Practice tests; STAAR EOC results Daily Lesson Plans | | X | X | |
| 1.2.2: Provide accelerated Instruction for students in RtI, STAAR classes, learning lab and tutorials (M,RS) | C&I | Student Service Coordinator, Counselor, Principal | Student assessment data, progress report and report cards. | X | X | X | X |
| 1.2.3: Administer EOC Benchmark exams to all STAAR EOC testing students. | Local, State Comp | SSC, EOC Area Teachers | Benchmark results, EOC results, lesson plans | | X | X | |
| 1.2.4: Provide Learning Labs for At-risk students, Hispanic, and economically disadvantaged students to receive additional instruction during the regular school day (M) | C&i | SSC, Principal Teachers | Progress Reports Report cards STAAR EOC results Higher Grades across the board | X | X | X | X |

Goal 1: Farwell High School will promote academic excellence for all students. (NCLB 1)

Performance Objective 3: Farwell High School will provide appropriate services for students eligible to special programs including but not limited to: At-Risk, LEP/Bilingual, Dyslexia, Homeless, 504, Head Start and G/T.

| Strategy Description | Fund Source | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|----------------------|-------------|----------------------------------|------------------------------------|-------------------|-----|-----|-----|
| | | | | Sept | Dec | Mar | May |

| | | | | | | | |
|--|----------------|---|---|---|---|---|---|
| 1.3.1: Provide STAAR/EOC Prep classes for Math, Science, SS, and ELA for 9 th -12 th grade at-risk, minority, and economically-disadvantaged students who scored near or below 2016 STAAR EOC standards (M) | C&I | H.S. Principal; Core Teachers; Student Services Coordinator (SSC) | Common Assessment Data State Test Results Progress reports, Report card grades, Mastery of Math & STAAR/EOC, Benchmark objective mastery tests | X | X | X | X |
| 1.3.2: Staff development activities for identifying, intervention, assessing needs, planning, modifying, tutor/ remediate, and serving At-risk students. (CNA, RS, PD, TIA) | C&I | Campus principal; Sp. Ed teacher; Diagnostician; Student Services Coordinator | Increased student performance, fewer dropouts, improved STAAR EOC scores, fewer student retentions, higher attendance and graduation rates, Staff development records and certificates | X | X | X | X |
| 1.3.3: Provide Dyslexia related services | Local | Dyslexia and 504 Coordinators | Progress Tracker Reports, 504 Annual meetings | X | X | X | X |
| 1.3.4: : Attend CAP training and develop a plan for special education program that fulfills state requirements (IEP's, referrals, etc) | SpEd, Local | Campus principal Sp. Ed teacher Diagnostician | Improved instruction, ARDS, Reduced DAS risk levels, Referral plan, certificates, sign-in sheets | X | | | |

| Strategy Description | Fund Source | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------------------|---|---|-------------------|-----|-----|-----|
| | | | | Sept | Dec | Mar | May |
| 1.3.5: Coordination and communication between regular Ed. teachers and Sp. Ed teachers in instructing Sp. Ed. students with IEP's | SpEd, Local | H.S. teachers; Sp. Ed. Teacher; Principal | ARD meeting attendance, classroom IEP documentation, ARD minutes | X | X | X | X |
| 1.3.6: Provide homeless related services | | Counselor, SSC | 100% graduation with high school diploma, Homeless Services Records | X | X | X | X |
| 1.3.7 Provide pregnancy related services that includes medical monitoring and CEHI | Local | Counselor, SSC | 100% graduation rate with high school diploma, PRS records | X | X | X | X |
| 1.3.8: Provide Dyslexia related services | Local | 504 Coordinator; SSC; Dyslexia Coordinator | 100% graduation rate, RtI reports, Progress Tracker Reports | X | X | X | X |
| 1.3.9: Provide Foster Care related services | | Counselor, SSC | 100% graduation with high school diploma, Homeless Services Records | | | | |
| 1.3.10: Offer credit recovery classes during the school day, before school and after school. (M) | SCE | Student Service Coordinator, Counselor, Principal | | X | X | X | X |
| 1.3.11: ESL pullout & in-class instruction for LEP students using modifications set forth by LPAC. | ELL, Migrant, Local | ESL Teacher; Principal; Counselor; SSC | Teacher schedules, Improved RPTE scores, increased English fluency/comprehension, STAAR EOC results | X | X | X | X |

Goal 2: Farwell High School will provide a safe and orderly school environment for all students to learn and develop. (NCLB Goal 4)

Performance Objective 1: Farwell High School expectations for appropriate student behavior will be clearly communicated to all students and parents.

| Strategy Description | Fund Source | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|-------------|---|---|-------------------|-----|-----|-----|
| | | | | Sept | Dec | Mar | May |
| 2.1.1: FHS will establish an expectation of excellence in everything we do involving teaching, learning, professionalism and student behavior. (RS) | C&I | HS Principal, CIP Team, AD, Band Director, Teachers | Walk through data, PDAS, student discipline data, overall campus culture and climate, assessment data | X | X | X | X |
| 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. (RS) | | Principal | Soft data measurement through surveys, discipline data | X | X | X | X |
| 2.1.3: Red Ribbon Week to promote drug and alcohol abstinence including Drug Assembly and other drug awareness activities for 9-12 students | Local | Counselor, Student Council | Student participation, sign-up sheets, drug awareness activities, Student Surveys Reduction in substance abuse | | X | | X |
| 2.1.4: Provide staff development for addressing the needs of students for: suicide prevention, conflict resolution, violence prevention, and dropout reduction | Local | Campus Principal; School Counselor | Attendance records, Discipline reports, Session evaluations | X | X | X | X |
| 2.1.5: Classroom instruction will be improved by implementing meaningful classroom management strategies (RS, PD) | Local | Principal | Walk though data, PDAS, reduced discipline referrals | X | X | X | X |

| Strategy Description | Fund Source | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|-------------|----------------------------------|--|-------------------|-----|-----|-----|
| | | | | Sept | Dec | Mar | May |
| 2.1.6: Consistent discipline strategies will be implemented using an escalating consequence system | | Principal | Discipline data | X | X | X | X |
| 2.1.7: 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, eliminating students' cell phone usage, and only allowing students out of class for emergencies. (RS) | | Principal | Walk through data, PDAS, assessment data | X | X | X | X |

Goal 2: Farwell High School will provide a safe and orderly school environment for all students to learn and develop. (NCLB Goal 4)

Performance Objective 2: The campus will develop programs and strategies to effectively respond to emergency situations.

| Strategy Description | Fund Source | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|-------------|--|---|-------------------|-----|-----|-----|
| | | | | Sept | Dec | Mar | May |
| 2.2.1: Training update for Farwell High School Emergency Activation Plan including: Tornado/fire, lockdown, emergency evacuation | Local | Crisis Mgt team; PCSS; and all H.S. staff; Parmer County. Coop | Update training, Documented counseling sessions | X | | | |
| 2.2.2: Perform fire and emergency weather drills periodically. | NA | Principal and all staff | Efficient evacuation to designated locations | X | X | X | X |

Goal 3: Farwell High School will continue to foster and improve parent/community relations. (NCLB Goal 5)

Performance Objective 1: A variety of communication techniques will be utilized to keep parents and community members informed about school programs and activities.

| Strategy Description | Fund Source | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|-------------|--|---|-------------------|-----|-----|-----|
| | | | | Sept | Dec | Mar | May |
| 3.1.1: Provide bilingual staff at the high school campus to translate for Spanish speaking parents (PI) | Local, TI | Bilingual Staff members | Increased parent involvement | X | X | X | X |
| 3.1.2: Provide interpreter for all ESL/Sp. Ed meetings (PI) | Local, TI | Bilingual Staff | Increased parental attendance and involvement in LPAC/Sp. Ed meetings/programs | X | X | X | X |
| 3.1.3 Early release days to allow parents to pick up students' report card and visit with teachers concerning student needs. (PI) | | High School staff | Increased parental involvement Parent sign-in report card sheet, documented parent/teacher conferences | X | | X | |
| 3.1.4: Open House and Parent meetings to share info pertinent to their child's school activities and future education (PI, T) | Local, TI | Campus Secretary; Counselor; Principal | Parent sign-in sheets Increased parental involvement; Increased college enrollment | X | | | |
| 3.1.5: Issue student progress reports to communicate to parents their child's progress & areas of concern. Extend invitation to visit with the parent. (PI) | Local | High School staff | Parent/teacher conferences, phone calls, Increased parent participation and increase in student performance | X | X | X | X |

Goal 3: Farwell High School will continue to foster and improve parent/community relations. (NCLB Goal 5)

Performance Objective 2: The number and diversity of parent and community member participation in volunteer activities, site-based decision committees and parent/teacher organizations will increase.

| Strategy Description | Fund Source | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|-------------|----------------------------------|---|-------------------|-----|-----|-----|
| | | | | Sept | Dec | Mar | May |
| 3.2.1: Promote parent/community involvement through: Rotary Student of the Month, Pep Rallies, FFA Activities, Parent/Teacher Conferences, Awards Assemblies, Band/Athletics, UIL | | Principal Teachers Coaches | Increased parental/community involvement in schools activities | X | X | X | X |
| 3.2.2: Invite parents and community members to participate in school volunteer work, substituting, guest-speaking, and serving on school committees. (PI) | C&I | High School Principal | Increased parental/community involvement in needs assessment, decision making, instruction, and school promotion. Participation logs | X | X | X | X |

Goal 4: Provide Farwell High School students with a strong, progressive, and quality education by way of a highly qualified staff. (NCLB Goal 3)

Performance Objective 1: Farwell High School faculty and staff will be provided the opportunity to attend a variety of staff development/training activities.

| Strategy Description | Fund Source | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|-------------|--|--|-------------------|-----|-----|-----|
| | | | | Sept | Dec | Mar | May |
| 4.1.1: Plan professional development activities based upon campus needs determined by TAPR reports, ever changing STAAR EOC and special programs' needs. (CNA, RS, PD, TIA) | C&I | All staff members, Campus Improvement Team | Certificates of completion, Sign-in sheets, Increased student performance, higher STAAR EOC scores in core areas, increased effectiveness of special programs, higher graduation rates | X | X | X | X |
| 4.1.2: Contract with Region 16 ESC for staff development activities and send participants to relevant trainings, such as STAAR EOC centered professional development activities. (CNA, RS, PD, TIA) | C&I | Superintendent; All staff members | Increased student performance STAAR EOC scores with more students scoring college-ready, Paid contract, staff development certificates, decreased student failures | X | X | X | X |
| 4.1.3: Keep classroom teachers updated on 6 hour G/T certification requirements | Local, G/T | G/T Coordinator | All classroom teachers' certificates | X | | | |
| 4.1.4: Staff Development training to learn and implement instructional strategies and appropriate modifications for ESL students | Local | High School Principal School Teachers | Teacher training certificates Improved RPTE scores, Advanced English Speakers /Exit ESL program, STAAR EOC results | X | X | X | X |

| | | | | | | | |
|--|---------------|---|--|---|--|--|--|
| 4.1.5: Ensure updated training in G/T strategies for all high school teachers | G/T, Local | H.S. Principal; G/T Coordinator; H. S. Teachers | Teacher Sign-In Sheets, ACT/SAT scores G/T Program evaluation | X | | | |
|--|---------------|---|--|---|--|--|--|

Goal 5: Progressive and innovative technology will be integrated throughout the District to enhance student achievement. (NCLB Goal 1)

| Strategy Description | Fund Source | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|-------------|---|---|-------------------|-----|-----|-----|
| | | | | Sept | Dec | Mar | May |
| 5.1: Utilize Promethean Boards to promote student engagement, improve instructional design, and promote technology usage | Local | Teachers | Student assessment data, walk-through data | X | X | X | X |
| 5.2: Utilize DMAC Mobile Technology for Classroom Walk-Through's | Local | Principal | Increased student performance based on various assessment results | X | X | X | X |
| 5.3: Provide Technology Instruction activities (PD) | Local | District Technology Coordinator – All staff | Current technology applications in the classroom, increased student technological proficiency, Sign-in sheets | X | X | X | X |
| 5.4: Provide graphing calculators for all math students to use in class and take home. | Local | H.S. Principal Math Teachers | Math STAAR EOC scores | X | X | X | X |

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. (NCLB Goal 2)

| Strategy Description | Fund Source | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|-------------|--|--|-------------------|-----|-----|-----|
| | | | | Sept | Dec | Mar | May |
| 6.1: Monitor student attendance and communication of attendance and progress to parents and students through phone conversations, letters to parents and personal conferences | Local | Principal Teachers Campus Improvement Team (CIT) | Increased student performance based on various assessment results Teacher documentation of parent contact | X | X | X | X |
| 6.2: Progress report schedules developed and given to parents during our registration and Title I parent meeting | Local | Principal | Documentation of such event and teacher documentation of parent contact at the end of each progress report time. | X | X | X | X |
| 6.3: Staff tutorial schedule created and presented to parents during registration and Title I parent meeting | Local | Principal Teachers | Documentation of such event Student sign-in sheets for tutorials | X | X | X | X |
| 6.4: Provide incentives for perfect attendance | Local | Principal | Attendance Reports, Accountability Ratings, Distinctions | | X | X | X |

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 (NCLB, Goal 5; 10, COORD).

| Strategy Description | Fund Source | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|----------------------------------|---|------------------------------------|-------------------|-----|-----|-----|
| | | | | Sept | Dec | Mar | May |
| 7.1: Technology, Transportation, Maintenance and custodial needs will be addressed through the work request process, ensuring the optimal operation of support services to meet instructional needs. | Local, State Trans, HS allotment | Directors of Trans/Maint, Tech, Principal | Completed work orders | | | X | X |
| 7.2: Purchases will be managed through the TxEIS system and approved at proper steps. | All | Principal, Band/Ath Directors, | Requisition tracking program | | | | |

Title I

Schoolwide Program Plan

Our campus's Schoolwide Program Plan began with a lengthy Comprehensive Needs Assessment [*Section 1114(b)(2)(B) of Title I of ESEA*] to update our existing schoolwide program and to revise our plan. Critical to developing our schoolwide program, the Comprehensive Needs Assessment of our campus Profile revealed the priority areas for required focus, suggested benchmarks for the plan's evaluation, and linked all aspects of the schoolwide program's implementation. The academic information about all students in the district, including economically disadvantaged students; students from major and ethnic groups; students with disabilities; limited English proficient students; homeless; and migrant students, helped personnel to identify needs within our district where efforts should be concentrated for the school year.

The five steps that the district undertook throughout this process included:

1. Establishing the schoolwide planning team of our CIT;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources; and
5. Analyzing our data.

Throughout the planning process, personnel identified student needs and interventions to address these needs; assessed the effectiveness of those interventions; and made revisions as needed. The planning of the CIT was used as an organizational strategy to guide our program development, implementation, and evaluation. This systemic planning provided structure for school improvement and logical ways for school staff to think about the changes that need to be made in the district initially and throughout the life of our schoolwide program.

State Compensatory

| <u>Name</u> | <u>Campus</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|---------------|----------------------------------|----------------|------------|
| Karen Schilling | District | At-Risk Teacher/Coordinator | SCE | .875 |
| Danny Brittain | High School | HS Tutorials | SCE | .0625 |
| Holly Byrd | High School | HS Tutorials | SCE | .0625 |
| Crystal Carrasco | High School | HS Tutorials/EOC Teacher (1 sem) | SCE | .1875 |
| Eric Chadwick | High School | HS Tutorials | SCE | .0625 |
| Andrew Eudy | High School | HS Tutorials/EOC Teacher | SCE | .0625 |
| Nancijane Goodwin | High School | HS Tutorials/EOC Teacher (1 sem) | SCE | .1875 |
| Cynthia Lopez | High School | HS Tutorials | SCE | .0625 |
| Danny Perkins | High School | HS Tutorials | SCE | .0625 |
| Sean Riley | High School | HS Tutorials | SCE | .0625 |
| Kelli Schwertner | High School | HS Tutorials/EOC Teacher | SCE | .1875 |
| Mary Southard | High School | HS Tutorials | SCE | .0625 |

Budget for Campus Improvement Plan:

| Account Function | Account Object | Budget |
|----------------------|--|---------------------|
| 11-Instruction | 6119 At-Risk Coordinatior, Reading Intervention Teacher, Summer School | \$83,215.08 |
| | 6141 Medicare | \$1,634.78 |
| | 6142 Insurance | \$8155.60 |
| | 6143 Workers Comp | \$787.79 |
| | 6144 TRS On behalf | \$6,079.38 |
| | 6146 TRS Retirement | \$1,865.60 |
| | 6149 Employee Benefits | \$10.34 |
| 34-Transportation | 6129 Salaries | \$0 |
| | 6100 Subtotal | \$101,148.57 |
| 21-Leadership | 6239 Contract, ESC | \$0 |
| | 6200 Subtotal | \$0 |
| 11-Instruction | 6399 Supplies, Istation, Fountas Pinnell kits, testing | \$0 |
| | 6300 Subtotal | \$0 |
| 13-Staff Development | 6411 Travel | \$0 |
| | 6400 Subtotal | \$0 |
| | <i>Program Intent 30 Total</i> | \$101,148.57 |