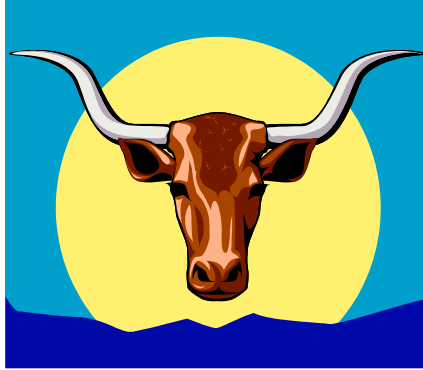


FARWELL HIGH SCHOOL



Farwell Independent School District

2016-2017

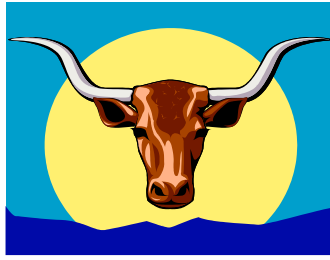
MISSION STATEMENT

Farwell ISD's mission 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.

PARENT INVOLVEMENT POLICY PARENT INVOLVEMENT COMPACT





FARWELL HIGH SCHOOL
Home of the Steers and Lady Blue

ALL STUDENTS AT FHS ARE TITLE I STUDENTS
ALL TEACHERS ARE TITLE I TEACHERS

What is Title I

Title I is a federal assistance designed to meet the needs of ALL students at FHS.

What is the Law?

The purpose of Title I is to enhance opportunities for students to meet and maintain grade level skills (TEKS Texas Essential Knowledge Skills). The most recent law that affects Title I is No Child Left Behind (Public Law 107-110). The law requires:

- That school districts have a written policy regarding parental involvement.
- That parents be involved in the design, operation and evaluation of Title I.
- That parents be consulted about home/school activities and be trained to help their children.
- That whenever possible, activities should be presented in the language spoken by the majority of the Title I parents.

FHS Title I
Parental Involvement

The purpose of parental involvement is to promote a school/home partnership that will help all students on any campus succeed. Our goal is to provide opportunity training and information for parents that will help them assume a more meaningful role in improving student achievement and increase effectiveness when participating in the planning and evaluation of Title I programs.

Parent Communication Log

- School/Home Logs
- Stateline Tribune
- School Calendar
- Parent Portal
- Marquis at Security State Bank
- FHS web page
- Progress Reports
- SchoolWay – Text
- Newsletter “The Blue Beat”

Build the school's and parents' capacity for strong parental involvement.

How Achieved: The school solicits parent input through a variety of means. Parents are encouraged to contact their child's campus and to be actively involved in the instructional process. Progress reports, compact conferences with teachers, newspaper articles, and the district website promote open communication and encourage parental participation.

Farwell High School
801 Ave G, P.O. Box F
Farwell, TX 79325
(806) 481-3351

Farwell High School Directory

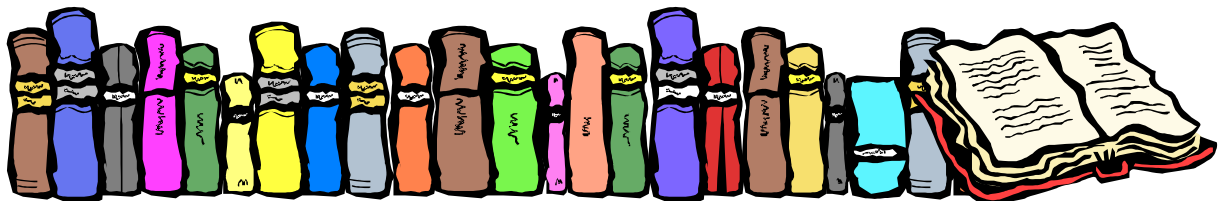
Superintendent – Kelly Lusk
Principal – Coby Norman

Counselor – Hayley Christian
Secretary – Sheryl Christian

Christy Barksdale	Spanish
Holly Byrd	Science
Karen Schilling	District Testing Cord.
Crystal Chadwick	Para Professional
Eric Chadwick	Math
Sid Morris	Vocational Agriculture
Mary Southard	English
Destiny Banister	Art
Sean Riley	History/Coach
Christina Galvan	Para Professional
Cindy Lopez	Science
Danny Brittain	Gov./Coach
Shane Perkins	English/Coach
James Graves	Vocational Agriculture

Andrew Eudy	Math/Coach
Nancijane Goodwin	English
Alyson Actkinson	Librarian
Kelli Schwertner	History/Yearbook
Crystal Carrasco	Math
	Content Mastery/SPED
Bill Shelly	Band
Wendy Schilling	Business Education
Eddie Smith	Coach/PE
Traci Read	Coach
Katy Hester	Technology Education
Martina Vasquez	Custodian
Alison Broughton	Para Professional/SPED

Web Page – www.farwellschools.org



Supplemental Programs

1. Special Education Services
 - Speech
 - Physical Therapy
 - Occupational Therapy
 - Content Mastery
 - Life Skills
 - Vocational Adjustment Coordinators
2. Extended Day Program
3. Library
4. STAAR intervention:(computer/teachers)
5. ESL (English as a second language)
6. Social Skills Training
7. Plato
8. Drug & Alcohol Prevention
9. UIL
10. Gifted and Talented
11. Health Services
 - Vision/Hearing Screens
 - Immunization Clinics
12. Concurrent College Classes
13. Honors Classes



Extra Things That Make FHS Special

1. Networked classroom with computers
2. Team teaching/planning
3. Special Events
4. Student Council
5. Cheerleading Squad
6. Newsletters
7. College Day Visits
8. National Honor Society
9. Communication Class
 - Interviews of school & community members
10. Debate Squad
11. Student Artist of the Month
12. ACT/SAT preparation
13. High School Band
14. Access to Registered Nurse
15. School Web Page
16. One Act Play
17. Art Show
18. Art Trip
19. Career Cruising
20. PLATO (Credit Recovery)
21. Career Prep
22. FFA Leadership & Career Development events
23. FFA District/Area Officers
24. Honor Roll
25. Student of the Month



The Farwell Independent School District realizes the importance of teamwork between our teachers and our parents. We appreciate your interest and your support. Working together will strengthen the programs responsible for helping all students achieve their fullest potential.

1. Special Programs/Activities
2. Migrant\Title I Meetings
3. District Improvement Committee
4. Campus Improvement Committee
5. University Days
6. Parent Teacher Conferences
7. Field Trips
8. Class Parents
9. Award Assemblies
10. Parent Portal
11. Honors/Sports Banquet
12. Athletic/Band/FFA
Booster Club
13. School Dances
14. Texas Public Week
15. Athletic Events
16. Class Dinners
17. Parent Meeting Nights

PARENT INVOLVEMENT OPPORTUNITIES

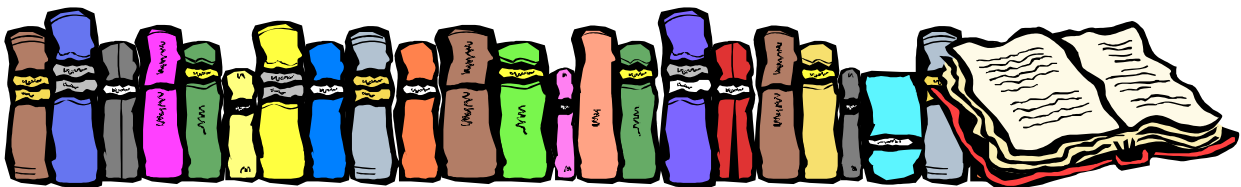
TEXAS ESSENTIAL KNOWLEDGE & SKILLS

Everyday our world becomes more complex and demanding. To succeed beyond high school, students must be better prepared than at any time in the history of our state. Our expectations for our students and our schools are higher than they have ever been. To meet these expectations, the State Board of Education has adopted a new curriculum for all Texas schools – the Texas Essential Knowledge and Skills (TEKS). These learning standards will help ensure that all students meet the challenges ahead of us as we move into the next century.

- Each student must become a more effective reader.
- Each student needs to develop a stronger understanding of science concepts, especially in biology, chemistry and physics.
- Each student will have to know and apply more complex mathematics.
- Each student must master social studies skills and content necessary to be a responsible adult citizen.
- Each student must master a wider range of technology.

The Texas Essential Knowledge and skills identify what Texas students should know and be able to do at every grade and in every course in the foundation and enrichment areas as they move successfully through our public schools.

The following information summarizes the TEKS at your child's grade level. If you would like to see all the TEKS that your child will learn, ask a teacher or principal to show you a copy; or order the TEKS from the Texas Education Agency; or, see <http://www.tea.state.tx.us/resources/curric.html>



STUDENT ASSESSMENT CALENDAR

ACT Test dates: September 10, 2016
October 22, 2016
December 10, 2016
February 11, 2017
April 8, 2017
June 10, 2017

Go to www.actstudent.org to register

SAT Test Dates: October 1, 2016
November 5, 2016
December 3, 2016
January 22, 2017
March 11, 2017
May 6, 2017
June 3, 2017

Go to www.collegeboard.com to register

2016-2017 STAAR TESTING

Please visit the following site for updated testing schedule.

www.tea.state.tx.us

Follow links under Calendar - Testing

GRADUATION REQUIREMENTS

For Students Entering High School Prior 2016-2017

Farwell High School graduation requires completion of 26 credits for the Recommended Plan and 26 credits for the Distinguished Plan; for each semester passed a student is awarded 1/2 credit. All Farwell High School students are required to enroll in at least 5 classes.

Students have 3 programs to choose from regarding graduation – the Minimum High School Program, the Recommended High School Program, and the Distinguished Achievement Program. Students are also required to pass the Exit Level TAKS test which they take the first time in the spring of their 11th grade year. Subject areas included on the test are Language Arts, Math, Science, and Social Studies.

Minimum High School Program

English/Language Arts	4 credits
Mathematics (Alg. 1 & Geometry)	3 credits
Science	2 credits
Social Studies	3.5 credits
Economics	.5 credit
Academic Elective	1 credit
Physical Education	1 credits
Speech	.5 credit
Technology Applications	1 credit
Fine Arts	1 credit
Electives	4.5 credits

TOTAL 22 credits

Recommended High School Program

English/Language Arts	4 credits
Mathematics (Alg. I, II, & Geometry)	4 credits
Science	4 credits
Social Studies	3.5 credits
Economics	.5 credit
Foreign Language	2 credits
Physical Education	1 credits
Speech	.5 credit
Fine Arts	1 credit
Technology Applications	1 credit
Electives	4.5 credits

*Must choose one of three options
for additional components

TOTAL 26 credits

Distinguished Achievement Program

English/Language Arts	4 credits
Mathematics (Alg.I, II, & Geometry)	4 credits
Science	4 credits
Social Studies	3.5 credits
Economics	.5 credit
Foreign Language	3 credits
Physical Education	1 credit
Speech	.5 credit
Fine Arts	1 credit
Technology Applications	1 credit
Electives	5.5 credits

*Must choose one of three options
for additional components

*Must meet any combination of
four advanced measures

TOTAL 26 credits



**Graduation Requirements Students Entering
High School 2015-2016**

TOTAL 28.0

ENDORSEMENT PLAN

<u>SUBJECT AREA</u>	<u>CREDIT</u>
English	4.0
Mathematics	4.0
Science	4.0
Social Studies	2.5
Economics	0.5
Other Languages	2.0
Physical Education	1.0
Speech	0.5
Technology Applications	1.0
Fine Arts	1.0
Electives	5.5
TOTAL	26.0

The purpose of the DAP is to recognize students who have performed at a level clearly beyond that expected of high school students. The DAP requires that students to complete the stipulated 26 credits (which includes 3 years of a second language) and also successfully complete any combination of four advanced measures. A description of the advanced measures is listed below.

A Student may earn a distinguished level of achievement by successfully completing: four credits in mathematics, which must include Algebra 11, four

**DISTINGUISHED ACHIEVEMENT
PLAN**

Credit Requirements are same as for Recommended Plan except as noted:

Other Languages	3.0
Electives	2.5

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- English I, II, III, IV required
- Algebra I & II, Geometry, PreCal or Stats required
- Biology required, two courses from Integrated Phys/Chem. Chemistry, Physics
- World Geography, World History, US History, US Government required
- Level I and II of same language required
- Fall Band may be substituted for PE
- Three years of band will equal the 1.5 credits of PE
- Speech: Professional Communications required
- Dollars and Sense
- BCIS I or BCIS II, Desk Top Design will meet Tech. applications credit

- Level I, II, III of the same language required
- Must complete **4 ADVANCED MEASURES**

1. at least 1250 on the SAT; or earning a composite score on the ACT examination of 28(excluding the writing sub score)
2. Dual Credit/College Courses: At least 12 hours of college academic

ENDORSEMENT PLAN

<u>SUBJECT AREA</u>	<u>CREDIT</u>
English	4.0
Mathematics	4.0
Science	4.0
Social Studies	2.5
Economics	0.5
Other Languages	2.0
Physical Education	1.0
Speech	0.5
Technology Applications	1.0
Fine Arts	1.0
Electives	5.5
TOTAL	26.0

- English I, II, III, IV required
- Algebra I & II, Geometry, PreCal or Stats required
- Biology required, two courses from Integrated Phys/Chem. Chemistry, Physics
- World Geography, World History, US History, US Government required
- Level I and II of same language required
- Fall Band may be substituted for PE
- Three years of band will equal the 1.5 credits of PE
- Speech: Professional Communications required
- Dollars and Sense
- BCIS I or BCIS II, Desk Top Design will meet Tech. applications credit

DISTINGUISHED ACHIEVEMENT PLAN

Credit Requirements are same as for Recommended Plan except as noted:

Other Languages	3.0
Electives	2.5
TOTAL	26.0
 Advanced Measures	 4

- Level I, II, III of the same language required
- Must complete **4 ADVANCED MEASURES**

The purpose of the DAP is to recognize students who have performed at a level clearly beyond that expected of high school students. The DAP requires that students to complete the stipulated 26 credits (which includes 3 years of a second language) and also successfully complete any combination of four advanced measures. A description of the advanced measures is listed below.

1. A Student may earn a distinguished level of achievement by successfully completing: four credits in mathematics, which must include Algebra 11, four credits in science, and the curriculum requirements for at least one endorsement.
2. Test Data: for outstanding performance on the SAT, or the ACT. Earning a combined critical reading and mathematics score of at least 1250 on the SAT; or earning a composite score on the ACT examination of 28(excluding the writing sub score)
3. Dual Credit/College Courses: At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum.

Farwell High School

Parent-School Compact

2016-2017

Effective schools are a result of families and school staff working together for each child's success in school. A learning compact is an agreement among groups towards that goal. This is your invitation to be involved in a partnership with your child's school.

Parent/Guardian Responsibilities:

I want my child to achieve; therefore, I will:

1. See that my child gets food and adequate sleep.
2. See that my child attends school regularly and on time.
3. Support school staff in maintaining discipline.
4. Set aside a specific time and place for homework and review it regularly.
5. Read with my child and let my child see me read regularly.
6. Recognize that school must be a top priority, with outside activities and employment being secondary.

Parent/ Guardian/Caring Adult's Signature / Date

Student Responsibilities

I understand the importance of working to the best of my ability; therefore, I will strive to do the following:

1. Attend school regularly.
2. Be prepared for school with completed assignments.
3. Work cooperatively with my classmates, teachers and school personnel.
4. Respect myself, my school, and other people.

Student's Signature/ Date

Teacher Responsibilities

I want my students to achieve; therefore, I will strive to do the following:

1. Communicate regularly about student progress, including positive aspects.
2. Provide high quality instruction in a knowledgeable learning environment.
3. Provide varied learning opportunities for all students.
4. Hold high expectations for all students, believing all students can learn.
5. Make the classroom and myself accessible to all parents, encouraging them to visit the school.
6. Provide information about the Farwell High School curriculum.
7. Require students to use available class time for productive learning activities.
8. Actively support and enforce all guidelines stated in the student and faculty handbooks or those mandated by the administration.

Teacher's Signature/ Date

Principal Responsibilities

I support this compact; therefore, I will strive to do the following:

1. Provide an environment that allows for positive communication among the teacher, parent and student.
2. Encourage teachers to regularly provide TEKS based curriculum in the classroom supported by appropriate homework.
3. Provide an open door policy for teachers and parents.
4. Encourage students to their full potential in character development and academic achievement.

Principal's Signature/ Date