

**Faith Family Academy Charters**

***Oak Cliff – Waxahachie***

WAXAHACHIE FAITH FAMILY ACADEMY HIGH SCHOOL

Campus Improvement Plan and

Performance Objective

October 23, 2014

Date of School Board Approval

***Legal References***

* *Each school* ***district*** *shall* have a district *improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. ( Section 11.251 of the Texas Education Code)*
* *Each school year, the principal of each school* ***campus****, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

### Mission Statement

Faith Family Academy provides a positive personal growth and learning experience for all children in a safe, caring, and structured environment. We instill an appreciation for the contributions made by others – past and present. All resources are dedicated to preparing students for life-long success by addressing physical, emotional, academic, character and social development.

### Vision Statement

*Our vision at Faith Family Academy Charter Schools is to provide an exemplary education that emphasizes positive self-esteem, high academic standards, an appreciation for the fine arts, and encourages civic responsibility. The school organizations at FFA will ultimately enable students to serve as responsible citizens in the community.*

**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 the future in the social, economic, and education 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 student 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.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state’s students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

PLANNING AND DECISION MAKING COMMITTEE

|  |  |  |
| --- | --- | --- |
| **Name** | **Position** | **Signature** |
| Pam Luttrull | Principal |  |
| Janice Varnell | District Representative |  |
| Todd Gibbons | Teacher Representative |  |
| Vanessa Lott | Teacher Representative |  |
|  | Parent Representative |  |
|  | Business and Community Representative |  |

Comprehensive Needs Assessment Summary

2014 - 2016

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| **Data Sources Reviewed:**   * Parent, Teacher, Student, Community Surveys, * Staff Needs Assessment Data * State and Federal Accountability data * SST * District PEIMS reports for attendance, grades, discipline * PBMAS, TELPAS, LMAO * Dropout and School Leaver data * Completion and graduation data * Homeless population analysis * SAT/ACT data * Benchmark testing data * Referral percentages for students in Special Education * Teacher retention data * Star Chart data * Master Schedule with CATE classes * Sign-in Participation of Parent and Community | | | |
| **Area Reviewed** | **Summary of Strengths**  What were the identified strengths? | **Summary of Needs**  What were the identified needs? | **Priorities**  What are the priorities for the district, including how federal and state program funds will be used? |
| **Demographics** | Have a caring and dedicated staff  Increasing diversity  Participated in outreach to develop awareness of FFA  Increased enrollment in diverse populations | Need increased enrollment  Need to work for greater staff retention  Need to build awareness of Faith Family Academy in the community  Need to offer more dual credit opportunities  Retain Middle School students through high school | Need to build awareness of Faith Family Academy in the Community  Need to recruit additional students to build enrollment and increase diversity  Need to offer more dual credit opportunities  Retain Middle School students through high school |
| **Student Achievement** | Exceeded state targets in:   * Student Achievement, Index 1 60% (state target 55%); * Closing Performance Gaps, Index 3, 37% (state target 31%) * Postsecondary Readiness, Index 4 71% (state target 57%) * Distinction Designation in Postecondary Readiness | Need to increase Math performance for:  ALL = 58%  AA = 33%  His = 86%  White = 54%  Sped = n/a%  Econ = 83%  ELL = 100%  Need to increase Reading performance for:  ALL = 50%  AA = 50%  His = 33%  White = 62%  Sped = 40%  Econ = 54%  ELL = 33%  Need to effectively monitor student progress  Need to identify and address needs of Economically Disadvantaged students  Need for instructional practices including rigorous instruction, lesson planning, and monitoring of instruction  Need to expand differentiation strategies for all populations  Need to improve achievement in Algebra I (All-58%) and Biology (68%)on state assessments | Need to effectively monitor student progress  Need to identify and address needs of Economically Disadvantaged students  Need for instructional practices including rigorous instruction, lesson planning, and monitoring of instruction  Need to raise scores on state assessments to meet state standards and Closing the Gap  Need to better monitor students’ achievement through various means such as CBA and ITBS  Need to raise rigor of teaching to raise achievement of all students  Increase differentiation strategies for all populations  Increase challenge to retain best students |
| **School Culture and Climate** | Risk-free environment for teachers to reach out to one another as mentors and learners  New gym/cafeteria  Open door policy with to discuss school issues  Growing student population  Students willing to help one another  Positive teachers and leaders  Staff recognizes importance of social/emotional needs as well as academic needs  Child-centered  Positive teacher/parent relationships | Need for additional facilities for increased enrollment  Maintain safe and healthy school environment  Increase parental involvement | Need for additional facilities for increased enrollment  Maintain staff cohesiveness through PLCs and committees  Increase relationships with parents and community  Increase enrollment in order to offer more choices of electives, decrease number of preps for secondary teachers per day, and be able to add an AP |
| **Staff Quality/ Professional Development** | Has a family atmosphere  Students and staff feel welcome  Safe environment  Student / teacher ratio  Teachers committed to help students  Participation in recruitment fair  Staff willing to help each other  Positive attitude from top down  Good pay scale  100% Highly qualified staff  Full-time CTE added  Additional staff for ISS added  Decreased the number of preps for teachers | Need to develop more effective system for communication  Need additional staff for Content mastery  Need to increase enrollment in order to add instructional aides  Need to build a larger bank of qualified substitutes  Would like more relevant grade-level staff development  Retain quality administration  Maintain high pay scale to be competitive with surrounding districts | Need to develop more effective system for communication  Need additional staff for Content mastery  Need additional staff for ISS  Need to increase enrollment in order to add instructional aides  Need to build a larger bank of qualified substitutes  Increase implementation of differentiation strategies through staff development and instruction |
| **Curriculum, Instruction, Assessment** | Willingness to work cross-curricular  Willingness to be innovative  Desire to prepare students for post-graduation  IFDs in curriculum management tool are helpful  Curriculum scope and sequence, and assessments are helpful  Added math and English labs in 9-12  Added History Alive! to U.S. History | Campus based assessments need to align with state standards  Need for additional science equipment  Expand the differentiated instructional strategies for all sub-populations  Targeted remediation such as tutoring  SAT/ACT prep | Implement curriculum with fidelity  Implement CBA assessments as benchmarks for state assessments  Need cross-curricular STAAR tutoring class  Need for basic science equipment  Implement ITBS beginning and end of year assessments  Build Spanish materials resources |
| **Family and Community Involvement** | Participation in many community events  Community partnerships such as Rotary Club and Chambers of Commerce  PTSO meetings designed to get parents/families involved  Have bilingual staff to help parents  Fall Festival | Need more opportunities for families to be involved  Offer and promote more volunteer opportunities  Research ways the school can help parents  Work to increase involvement in PTSO  Investigate the possibility of having a fall or spring festival to involve community members as well as family members  Continue to involve community leaders through Career Day | Increase involvement in PTSO  Investigate possibility of having fall or spring festival  Implement Watch Dog program for fathers  Involve local community leaders to interact in classrooms  Increase partnerships with local community leaders  Increase involvement of staff and students in community events |
| **School Context and Organization** | Cafeteria/gym completed  Teachers that care  Region X support for new teachers  Small campus that fosters the feeling of belonging  Highly qualified teachers  ESL and CTE certified  Teachers rewarded for perfect attendance | More school activities including clubs, extracurricular activities | Implement  Plan additional activities for student participation, such as clubs and extracurricular |
| **Technology** | Each campus has one Smart Board to share which can be shared among teachers  Student computers with internet access in every classroom  Teachers are technologically literate  District has many useful programs such as Eduphoria and the HUB in place  District website  Wi – Fi available  Phone Call-out system  Telephones in classrooms  All security and administrative personnel have walkie-talkies  Classroom set of computers on cart | Increase number of Interactive whiteboards for all core classrooms  Need mounted projectors  Teachers need IPADs  More sets of COWS  Continued training for technology currently available  Digital library for student research  Student response system or software to use on laptops  Each teachers needs to have access to a scanner and a printer | Increase number of Interactive whiteboards for all core classrooms  Need to add BCIS keyboarding  Need mounted projectors  Teachers need IPADs  Implement Study Island  More sets of COWS  Continued training for technology currently available  Investigate additional digital resources for student research  Each teachers needs to have access to a scanner and a printer  Need for bell and intercom system |

**Title I, Part A**

**Schoolwide Components:**

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**CRITICAL SUCCESS FACTORS**

The following are the seven Critical Success Factors (CSFs) with defining ***milestones*** are key components of successful schools. They are included in this plan and designated in the same column with the Title I Components.

1. **Academic Performance**

Academic Performance is the foundational CSF. By focusing on ***data driven instruction*** that targets the use of ***on-going monitoring of instruction,*** schools can increase performance for all students. ***Curricular alignment, both horizontally and vertically,*** is also an essential component of this CSF.

1. **Use of Quality Data to Drive Instruction**

Use of Quality Data to Drive Instruction emphasizes ***data disaggregation training*** and ***on-going communication of data*** to improve student learning outcomes. A focus of this CSF is ***utilizing data to drive decisions.***

1. **Leadership Effectiveness**

Leadership Effectiveness targets the need on the campus to exercise ***operational flexibility*** and the ***effective use of data and resources.*** Providing ***job-embedded professional development*** to build capacity of campus leaders is a vital part of this CSF.

1. **Increased Learning Time**

Increased Learning Time necessitates ***flexible scheduling*** that allows time for additional instructional minutes, enrichment activities and ***staff-collaborative planning time.*** This CSF also confirms, as a requisite, an ***instructionally focused calendar.***

1. **Family and Community Engagement**

Family and Community Engagement calls for ***increased opportunities for input*** from parents and the community, as well as the necessity for ***effective communication*** and ***access to community services.***

1. **School Climate**

School Climate recognizes ***increased attendance*** and ***reduced discipline referrals*** as indicators of a positive and welcoming environment. ***Increased attendance in extracurricular activities*** is another sign that your students feel supported by an affirming school climate.

1. **Teacher Quality**

Teacher Quality focuses on the need to ***recruit and retain effective teachers*** while also supporting current staff with ***job-embedded professional development.*** A ***locally developed appraisal and evaluation system*** informs personnel decisions in order to ensure quality teaching and learning.

| **Goal 1:** Students in Waxahachie Faith Family Academy High School will demonstrate advanced academic performance in all areas of state and federal accountability to encourage and challenge students to reach their full educational potential. | | | | | | | |
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| **Objective 1:** By May 2016, 100% of all students will pass all portions of the state assessment. Waxahachie Faith Family Academy High School will meet state and federal accountability standards in every area and sub-population measured, with an emphasis on Special Education, Gifted and Talented, Economically Disadvantaged, ELL, CTE and all other accountability sub-groups. | | | | | | | |
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| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative** | **Title I**  **SW Components/ Related CSFs** |
| Conduct a Comprehensive Needs Assessment | District Administration, Campus Committees  Educational Consultant | Local funds, Title I | April 2014 – June 2016 | Committee Reports, Teacher, Parent, Student Surveys | List of perceived needs for the campus by administration, teachers, students, parents | Comprehensive Needs Assessment for 2014 | 1 / I, II |
| Utilize results of Comprehensive Needs Assessments and District Improvement Plan to develop the Campus Improvement Plan | Campus Improve-ment Committee | Local Funds | June 2014 – September 2016 | Summary of Comprehensive Needs Assessment and established Priorities | Campus Improvement Plan for 2014-2016 | Agendas and Minutes of District Committee, 2014 TAPR and NCLB Report Cards | 1 /I, II, III |
| District Director of Teaching and Learning will oversee implementation of TRS Curriculum and improvement of instructional strategies | Superintendent  District Director of Teaching and Learning | Local funds | August 2014 - July 2016 | Agendas and sign-in sheets for curriculum meetings, Grade Level Meetings | Improvement in achievement as shown on benchmark scores, grades and TAPR and NCLB report cards | Benchmark Scores, TAPR and NCLB Report Cards | 2, 8, 9 / I |
| Create a campus curriculum implementation committee to work with Director of Teaching and Learning | Principal  Teachers  Director of Teaching and Learning | Local Funds | August 2014 – July 2016 | List of committee members, calendar of meetings, agendas | Improvement in implementing TRS Curriculum | Improved scores on state assessments | 2, 8, 9 / I, II, III |
| Improve instruction in all core areas to raise rigor and relevance for all students by using student achievement data to determine individual needs on specific SE’s | Director of Teaching and Learning,  Curriculum team,  Principals, Teachers | Title I, Local funds | August 2014- June 2016 | Data binders, lists of individual student profiles and data | Use of data to determine individual needs in classroom, lesson plans, walk-throughs | Benchmark scores, State Assessments, CBAs | 2, 8, 9 / III, VII |
| Use Sheltered Instruction strategies which have been proven to help all students | Director of Teaching and Learning, Principals, Teachers | Title I, III, local funds | August 2014 – June 2016 | Professional Development agendas and sign-in sheets | Walk-throughs, Lesson Plans, formal observations | Benchmark scores, State Assessments, CBAs | 2, 9/I, II, III, VII |
| Train teachers to write lesson plans which will address Depth of Knowledge and needs of individual students | Director of Teaching and Learning, Principals, Teachers | Title I, Title II, local funds | August 2014 – June 2016 | Professional Development agendas and sign-in sheets | 100% of teachers will implement re-designed lesson plan, 10% increase of highly engaged students above baseline from previous Quarter, PLC observations, Walk-throughs, formal observations | Benchmark scores, State Assessments, CBAs | 2, 3, 8, 9 /VII |
| Fully implement a monitoring system for student progress and interventions with fidelity | Principal, teachers | Title I, Local funds | September 2014 - 2014 | Data kept by principal and teachers on student progress and interventions | Academic Performance will increase, effective instructional practices will increase, data used to identify students in need of intervention | Increased scores on state assessments | 1, 2, 8, 9/I, II, III |
| Provide tutorial times for student who are at risk of failure in core subject areas | Principal, core subject teachers | Title I, Local funds | August 2014 - June 2016 | Tutorial schedules and roles | Attendance logs, daily assessments | Benchmark scores, State Assessments | 2, 9 / I, II, III, IV |
| Provide professional development on instructional methodology to increase the mastery of the TEKS. | Principal, Director of Teaching and Learning, Math/Science Coordinator | Dedicated staff development time,  Local Funds  Title I  Title II Part A | August 2014 – July 2016 | Staff Development Agendas, Sign-in Sheets | Lesson plans, walk-through data, instruction based on benchmarks, TRS and state assessment data | Benchmark data, TAPR and NCLB Report Card | 2, 3, 4, 5, 8, 9/I, II |
| Investigate the possibility of hiring an interventionist to work during the school day with students who have been identified as needing additional help to meet state standards. | Principal, Teachers, SPED/intervention teacher | Local Funds, Title I | August 2014 – June 2016 | Tutorial Schedules, logs, benchmarks, grades, tracking | 6-Weeks and Semester grades, benchmark data, tracking data | Benchmark data, STAAR, EOC, PBMAS, individual scores | 2, 8, 9 / II, IV |
| Monitor the effectiveness of instructional strategies through six-weeks and semester assessments | Principals, core subject teachers, Director of Teaching and Learning | Title I  Local Funds | Each 6-weeks and semester September 2014 through April 2016 | Grade level minutes, tracking sheets | Improved 6-weeks and semester grades | Higher passing and graduation rates | 2 /II |
| Teachers in Waxahachie Faith Family Academy will be able to access student data including assessment information using Eduphoria and other sources. | Principal, subject teachers | Title I  Local Funds | October 2014 – June 2016 | Tracking data monitored 6-weeks | Improved benchmark and objective scores | Individual benchmark scores, STAAR, EOC | 1, 2, 8, 9 / II |
| Continue to provide opportunities for access to Professional Development in regard to current assessment, evaluation, and monitoring of student performance, effective instructional practices, and current State and Federal Guidelines and practices. | Superintendent, Assistant Superintendent, Directors, Coordinators, Principal, Consultants teachers | Title I, Local funds  Title III Part A | August 2014 – July 2016 | Staff Development Calendars, Agendas, Sign-in Sheets, financial documentation | Increased achievement by all students on grades, STAAR, EOC, PBMAS, | Benchmarks, STAAR, EOC, | 2, 4, 6, 8, 10 / VII |
| Benchmark and common assessments will be administered and data will be utilized to plan instruction. | Principals, Core subject teachers, Director of Teaching and Learning | Title I Local funds | September 2014 – July 2016 | Benchmark and assessment results and summaries | Increased scores | Benchmarks, STAAR, EOC, TAKS scores | 2, 9 / I, II |
| Provide and monitor accommodations and modifications for Special Education students | All teachers  Principal  Counselor | IDEA B, Local funds | August 2014 – June 2016 | Teachers in maintaining modification sheets , Lesson plans | Increased success of Special Education Students on assessments | Passing rate for special education students on state assessments | 2, 8, 9, 10 / I |
| Implement tutoring program for science with strong math component required for students who are at risk of meeting the minimum state standards in science | Principal, math and science teachers | Local funds  Title I | August 2014 – June 2016 | Tutoring schedule and student roles | Daily assessments | Benchmarks, state assessments | 2, 8, 9 / I, IV |
| Campus Vertical Teams will set goals for achievement in each core subject area as well as goals for individual students | Principal, Vertical Teams | Local Funds | August 2014 – June 2016 | Meeting schedules, agendas, and minutes | Increased motivation for students to improve academic performance | 6-Weeks and Semester tests, Benchmark tests, state assessments | 2, 8. 9 / I, III |
| Increase number of students participating in Dual Credit courses as offered by Navarro College | Counselor,  Principals | Local Funds | August 2014 – June 2016 | Students requesting Dual Credit Courses | Students enrolled in Dual Credit Courses | Increased Credit at graduation | 2, 8, 9 / I, IV |

| **Goal 1:** Students in Waxahachie Faith Family Academy High School will demonstrate advanced academic performance in all areas of state and federal accountability to encourage and challenge students to reach their full educational potential. | | | | | | | |
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| **Objective 2:** The Waxahachie Faith Family Academy High School will provide a well-balanced and appropriate curriculum to all students. | | | | | | | |
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| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative** | **Title I**  **SW Components/**  **Related CSFs** |
| Implement TRS Curriculum in all core content areas and grade levels | Principal,  District Director of Teaching and Learning, teachers | Local funds, Title II Part A, Title I | August 2014 – July 2016 | Use of TRS curriculum in lesson plans | Walkthroughs | Improved success of students on 6-weeks, semester grades, STAAR | 2, 4, 9 / I, |
| Director of Teaching and Learning will oversee implementation of TRS curriculum and assessments | Director of Teaching and Learning | Local Funds | August 2014 – June 2016 | Lesson Plans, TRS assessments | Scores on TRS assessments | Improved success of students on 6-weeks exams, state assessments | 2, 8, 9 / I, III |
| Maintain student profile data including assessment information in format established by the principals | Principals, Core subject teachers, | Title I  Local Funds | August 2014 – July 2016 | Teacher curriculum binders | Ongoing collection and analysis of data used to plan instruction | Reduced failure rate, improved success on state assessments | 2, 8, 9 / I, II |
| Provide on-going training in TRS curriculum | Principal,  Region X TRS specialists | Region X trainers and state TRS trainers, Title I, Title II Part A | August 2014 – July 2016 | Sign-in sheets w/agendas from training, Vertical teams | Evidence of training in lesson plans and in walkthroughs | Improved Benchmark results, STAAR, EOC, TAKS,TELPAS | 3, 4 / I, VII |
| Provide right-on-time training in curriculum and instruction through Professional Learning Communities, side- by-side teaching, observations, and conferencing | District Curriculum Dir., Math-Science Coordinator, Educational consultants | Title II Part A  Title I  Local Funds | August 2014 – July 2016 | Agendas and sign-in sheets, training logs | Improved instruction, utilization of curriculum | Improved scores on state assessments | 3, 4 / I, VII |

| **Goal 1:** Students in Waxahachie Faith Family Academy High School will demonstrate advanced academic performance in all areas of state and federal accountability to encourage and challenge students to reach their full educational potential | | | | | | | |
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| **Objective 3:** Waxahachie Faith Family Academy High School will implement and use technology to increase the effectiveness of student learning, instructional management, staff development and administration. | | | | | | | |
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| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative** | **Title I**  **SW Components/**  **Related CSFs** |
| Provide ongoing training for teachers in how to effectively integrate the use of technology in instruction | District Educational Technology Coordinator, Director of Teaching and Learning,  Principal | Title II Part B | July 2014 – July 2016 | Trainings listed on website, Agendas, Sign-in sheets | Increased use of technology provided by the district, improved instruction, and interest by students | Improved use of technology by students, increased success on End of Course tests, etc. | 2, 3, 4 / I, II |
| Improve effective use of technology-based resources for students and staff | Educational Technology Director, Director of Teaching and Learning, Principals | Title II Part D | August 2014 – July 2016 | Student participation and projects, research, credit recovery | Evidence of projects, credits recovered, research | Increased graduation eligibility; STAR Chart | 2, 4, 10 / I |
| Utilize assessment reports generated in Eduphoria programs to collect and disaggregate data to improve instruction in all areas | Teachers, Director of Teaching and Learning, Principals Educational Consultants | Title I  Title II Part D | August 2014 – July 2016 | Data in binders, discussion of data in Vertical Team meetings, lesson plans | Use of data analysis findings to improve instruction | Improved scores on STAAR, EOC, TAKS, TELPAS | 3, 4, 8, 9 / I, II |
| Students will use teacher-directed/approved Internet sites as well as computer software to enhance and extend their knowledge in curriculum areas | District Educational Technology Coordinator, all teachers | Title I, Local Funds  IDEA B,  Carl Perkins | August 2014 – June 2016 | Lesson plans | Student products, assessments | Benchmark and state assessments | 2, 9 / I |
| Students will investigate post-secondary education including community colleges and technology schools | All teachers, Counselors, | Title II Part A  Carl Perkins | August 2014- June 2016 | Student log-ins for computers | College applications FAFSA papers | Increased post-secondary education by FFA students | 2, 8, 9 / I, VI |

| **Goal 2:** In Waxahachie Faith Family Academy High School, 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained. | | | | | | | |
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| **Objective 1:** 100% of core academic classes will be taught by high qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements, and 100% highly qualified staff will be maintained. | | | | | | | |
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| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative** | **Title I**  **Schoolwide Components**  **(Code by #)** |
| Actively recruit highly qualified teacher professionals, and paraprofessionals | Principal, Human Resources, Bilingual Consultant | Website, billboards, Region X job fairs, Newspapers  Title I  Title II Part A | June 2014– July 2016 | Human Resource Records | 100 % of core academic classes taught by HQ teachers 100% of paraprofessionals meet NCLB requirements | Highly Qualified Teacher Compliance report to TEA | 5 |
| Develop and implement HQ strategies/activities (*i.e.* job descriptions) to maintain HQ staff | Principal,  Human Resources | Title I  Title II Part A | June 2014 – July 2016 | Job Descriptions, Spread Sheet of staff and qualifications | 100% core academic classes taught by HQ teachers , 100% paraprofessionals meet NCLB requirements | Highly Qualified Teacher Compliance report to TEA | 3, 4, 5 |
| Ensure that low income and minority students are NOT taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers | Principal,  Human Resources Department | Local funds | August 2014 – July 2016 | Master Schedules for each campus | 100% of core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements | Highly Qualified Teacher Compliance report to TEA | 3, 4, 5, 9 |
| Provide monetary incentive to teachers who have perfect attendance for the year. | Superintendent and school board | Local Funds, | Beginning of the following year | Number of teachers how maintain perfect attendance | Better preparation for assessments for students | Number of teachers receiving compensation | 3, 5 |
| The district will keep abreast of the development of creative techniques in instruction, assessment, evaluation, and administration to select and share with campuses when appropriate. | Superintendent, Principal,  Director of Teaching and Learning,  Human Resources | Professional Organizations and research, TEA updates  Title II Part A | August 2014 – July 2016 | Attendance at professional organizations, TEA updates, research | Professional development offered to teachers and administration sign-in, agendas | Evidence of practices put in place by administrator and teachers | August 2014 – July 2016 |
| District will provide monetary reimbursement for additional certification tests which the district requests a teacher to take and pass | Superintendent and CFO | Local Funds | Following receipt of passing test results from the state | Certifications awarded based on passing test results | Teachers remain highly qualified for courses they teach | 100% of teachers are highly qualified for what they teach | 3, 5 |

| **Goal 2:** In Waxahachie Faith Family Academy, 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained. | | | | | | | |
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| **Objective 2:** 100% of teacher and 100% of paraprofessionals with instructional duties will receive high quality professional development. | | | | | | | |
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| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative** | **Title I**  **SW Components/**  **Related CSFs** |
| Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals | Principal, Director of Teaching and Learning, Math/ Science Consultant, Educational Consultant | Region X ESC,  Title II Part A  Title I | August 2014 – July 2016 | Schedule of professional development, agendas, sign-in sheets | Professional Development evaluations | Evidence of implementation by principals and teachers | 3, 4 / VII |
| Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development | Principal, Human Resources Dept. | Region X,  Title II Part A  Title I | Beginning and end of each semester | List of highly qualified teachers and paraprofessionals | Improved instruction and student success | State assessments, students passing to next grade | 3, 4 / VII |
| Provide effective mentoring and ongoing support strategies for first year teachers (Classroom management, effective instructional strategies, content specific training.) | Principal, Director of Teaching and Learning, Math/Science Consultant, Educational Consultant, Reg. X mentors | Staff time for mentor, Region X mentors  Local Funds  Title I  Title II Part A | Weekly August 2014 – July 2016 | List of first year teachers and mentors | Logs of mentors and teachers, PLC Agendas | Principals walk-throughs and PDAS observations | 3, 4, 5 VII |
| Provide content specific training to all core teachers | Principal, Director of Teaching and Learning, Math/Science Coordinator, Educational consultant | Title I  Title II Part A | August 2014 – July 2016 | Completion of training sessions (sign-in sheets) and agendas | Evidence of classroom implementation of strategies in walkthrough observations and PDAS | Increased success on state assessments | 2, 3, 4 / VII |
| Improve effective use of technology-based resources for students and staff | District Educational Technology Director, Principal | Title I  Title II Part A  Local Funds | August 2014 – July 2016 | Training documentation (sign-in sheets and agendas) student projects and credit recovery grade, Star Chart | Increased use of technology by staff and students, improved products by staff and students | Increased success of students on state assessments | 2, 4, 10 / VII |

| **Goal 3:** All students in Waxahachie Faith Family Academy High School will be educated in a learning environment that is safe, drug free, and conducive to good health and well-being. | | | | | | | |
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| **Objective 1:** Discipline Referrals will be reduced by 10% with no TAOD incidents during the 2014 – 2016 school years. | | | | | | | |
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| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative** | **Title I**  **SW Components/**  **Related CSFs** |
| Enhance and expand guidance education program to include, drug and alcohol resistance and refusal skills, and personal safety, membership and belonging | Counselor,  All teachers | Counselor , Title I, Local Funds | August 2014 – July 2016 | Character Lesson Plans, schedule of student community service activities | Decreased referrals | Student initiated service projects, numbers of students voluntarily doing community service | 2, 9, 10 / VI |
| Ensure the nurse is available at all times throughout the school day | Principal,  School Nurse | Local Funds | August 2014 – July 2016 | Nurse Schedule | Appropriate personnel available during lunch and during the day | Appropriate intervention during emergencies, medication distribution | 8, 9 / VI |
| Implement bullying prevention initiative for staff | Principals, Counselor | Local Funds | Monitor number of incidents reported at the end of each semester | Bully Prevention Training Agenda and Sign-in Sheets | Reduction in the number of bullying incidents and office referrals | PEIMS 425 Report | 2, 10 VI |
| Provide training to prevent date-based sexual violence to students in secondary schools | Counselor | Local funds | August 2014 – October 2014 | Agenda, Sign-In Sheets | Student Survey | No date-based sexual violence reported | 10 |
| Utilize Waxahachie Police Department to present assembly to promote safety and non-violence | Counselor, Principals,  Police Officers | Local funds | August 2014 – June 2016 | Commitment of Officers to come | Schedule of Assembly | Participation in Assembly | 10 |

| **Goal 4:** All students in Waxahachie Faith Family Academy High School will graduate from high school. | | | | | | | | |
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| **Objective 1:** By May 2016, a dropout rate of less than 1% for all students and all student groups will be maintained, and a completion rate of 100% will be achieved. | | | | | | | | |
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| **Strategies and Action Steps** | | **Person(s) Responsible** | **Resources** | **Timelines** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative** | **Title I**  **SW Components/**  **Related CSFs** |
| Provide career education to assist students in developing knowledge, skills, and competencies necessary for various career opportunities | | Principal, Counselor. Designated teachers | Carl Perkins,  Local funds | August 2014 – June 2016 | Sign-in sheets, Agendas for meetings, career education courses | Number of students participating in career education activities | All students graduating | 2, 6, 7, 9 / I, VI |
| Provide information to students, teachers and parents about higher education for admissions, requirements and, financial aid, through college night and visits to and from various colleges | | Principal, Counselors | Time during the scheduled day, transportation  Title I  Local Funds | August 2014- June 2016 | Schedule of colleges visiting and visited, agendas, sign-in sheets | Number of students and parents participating | Applications to colleges, FAFSA completed by students and sent in | 2, 6, 8, 9 / I, V, VI |
| Provide pregnancy related services for identified students including, but not limited to counseling and academic support. | | Counselor, High School teachers, Principals | Counselor, Teachers  Local Funds | August 2014- June 2016 | Designation of home bound teacher, counseling time | Students served | All students graduating | 2, 9, 10 / V, VI |
| Students will participate in College night to learn about various colleges presenting | Counselor, High School teachers,  Principals | Local Funds | August 2014 – June 2016 | Invitations to colleges to participate | List of colleges participating | Sign-in Sheets of students participating | 2, 8, 9 / V, VI |
| Plan a Career Week with Business and Professional people visiting classes and conducting practice interviews with the students | Counselor,  High School teachers, Principals, Business and Professional People from the community | Local Funds | Second Semester 2014 and 2014 | Schedule of classes and Business Professional people participating | Number of students listed to interview | Survey of Business and Professional People and students to determine effectiveness of program | 2, 8, 9 / V, VI |
| Provide incentives for student perfect attendance | Superintendent, Principal, teachers and PEIMS clerk | Local Funds | Each 6-Weeks period and each semester | PEIMS data on attendance each 6-weeks and semester | Increasing amount of students who have perfect attendance | All students graduating | 2, 9. 10 , I, VI |
| Each class will plan events and fundraisers to promote school spirit | Class Officers and Sponsors | Local Funds | August 2014 – June 2016 | Calendar of events planned | Documentation of events occurred | Monies collected and documentation of participation | 2, 9, 10 / VI |
| Maintain strict adherence to procedures to track all students enrolled who withdraw from FFA prior to graduation | Principal, Counselor, PEIMS Clerk, Registrar | Local funds  Title I | Monthly August 2014 – June 2016 | Records of students who withdrew and where they went | Reports reflecting withdrawals, and follow-up information | Reduction of drop-outs | 2, 9 / VI |

| **Goal 5:** Parents and Community will be partners in the education of students in Waxahachie Faith Family Academy. | | | | | | | |
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| **Objective 1:** By May 2016, at least 90% of all students’ parents, and/or family members will participate in at least one school sponsored activity for/with their children, and business and community members will participate with Faith Family Academy in partnership in education activities. | | | | | | | |
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| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative** | **Title I**  **SW Components/**  **Related CSFs** |
| Follow-up conferences will be held each six-weeks throughout the school year for parents and teachers to discuss students’ report cards and progress | Principals, Teachers,  Parents | Local funds  Conference time | October 2014 – June -2016 | Parent Contact Logs, Notes home, | Increase in parental attendance at conferences | Improved parent support, improved student grades and scores | 2, 6, 8, 9 /I, V |
| Back-to-school Orientation will be held at the start of each year for students to meet their teacher and parents given important information | Parent Liaison, Principals, Teachers | Local funds | August 2014 and August 2014 | Agendas and sign-in slips | Number of students and parents attending orientation | Calm and organized beginning of school | 6/ V |
| Continue to increase use of technology resources to enhance communication with parents and community, including the campus website | Principal,  All campus staff  District Educational Technology Coordinator | Local funds  Title I | August 2014 – June 2016 | Information on website, increased use of other digital resources | Parents accessing school information from technology resources | Informed Parents and Community members | 6 / V |
| Provide numerous opportunities for parents to be involved in school activities, such as Meet the Teacher Night, Open House, ESL for parents, community-based instruction, and Engagement Night for Math/Science | Principals  Teachers | Local Funds | August 2014 – June 2016 | Schedule of activities | Sign-in Sheets and agendas for various activities | Number of parents participating throughout the year | 6 / V |

| **Goal 6:** Waxahachie Faith Family Academy High School will improve student attendance and prompt arrival. | | | | | | | |
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| **Objective 1:** At least 97% of the student population will arrive at school on time and remain at school until dismissal. | | | | | | | |
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| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative** | **Title I**  **SW Components/**  **Related CSFs** |
| Other incentives and recognition to students for (1) percentage rates of attendance and (2) perfect attendance | Principal, Teachers,  Parents | Local funds  Attendance records | August 2014 – June 2016 | Attendance data each six-weeks | Increase in attendance rates | 97% attendance rate for year | 2, 8, 9 / VI |
| Communicate with parents regarding their child’s tardies and absences by phone and notes sent home | Principal, Teachers | Local funds | August 2014 - August 2016 | Teacher and principal Phone and mail logs. And emails | Increase in number of students who are in attendance and on time | Improved attendance | 6 / V. VI |
| Work with Ellis County Justice of the Peace to file truancy on students with absences that exceed the court allotted limits | Principal, Registrar | Local funds | August 2014 –June 2016 | Truancy Paperwork with Ellis County Court | Increase in number of students who are in attendance and on time | Improved attendance | 6 / I, V |