



Faith Family Academy Charter

Oak Cliff

Faith Family Academy Oak Cliff

Campus Improvement
and Performance Objectives

2022-2027

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)*

Purpose

Faith Family Academy is the ONE to empower and educate the whole child for lifelong success as a responsible citizen in the community.

School Motto

“Educate. Empower. Inspire.”

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 reed 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. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

Commented [1]: Texas Education code, as listed at this site: [https://statutes.capitol.texas.gov/Docs/ED/htm/ED.4.htm#:~:text=\(a\)%20The%20mission%20of%20the,of%20our%20state%20and%20nation.](https://statutes.capitol.texas.gov/Docs/ED/htm/ED.4.htm#:~:text=(a)%20The%20mission%20of%20the,of%20our%20state%20and%20nation.)

has 11 objectives. I am adding the ones past #8

Objective #5: Educators shall cultivate in students an informed American patriotism and lead students in a close study of the founding documents

of the United States and Texas. The purpose of this objective is to:

- (1) increase students' knowledge of the deepest and noblest purposes of the United States and Texas;
- (2) enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage; and
- (3) guide students toward understanding and productively functioning in a free enterprise society.

Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective #11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

PLANNING AND DECISION MAKING COMMITTEE

Name	Position	Signature
Socorro Gonzalez	ECC Principal PK-1	
E. Omar Ramos	FFA OC Principal 2-5	
Marcus Canonico	FFA OC Principal 6-8	
Douglas Dehn	FFA OC Principal 9-12	
Katrina Christopher	ECC Dean of Students / Academics PK-1	
Veronica Fulton	FFA OC Dean of Students / Academics 2-5	
Cassandra Ensley	FFA OC Dean of Academics 6-8	
Jake Smith	FFA OC Dean of Students / Academics 9-12	
Monica Kramer	District Representative	
	Community Representative	
Abby Moreno	Parent	
Ricardo Manzanera	Teacher PK-1	
Stephen Drake	Teacher 6-8	
Mattie Osborne	Teacher 2-5	
Dan Molen	Teacher 9-12	
Amelia Tomassi	Instructional Coach PK-1	
John Palmarchuk	Instructional Coach 2-5	
Tenease Courtney	Instructional Coach 6-8	
Sean Kelly	Instructional Coach 9-12	

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

2022-2023

Data Sources Reviewed:

- Teacher Input
- State and Federal Accountability data
- District PEIMS reports for attendance, grades, discipline
- Performance Based Monitoring Assessment System, Texas English Language Proficiency Assessment System, Language Measurable Annual Objectives
- Homeless population analysis
- Benchmark testing data
- Teacher retention data
- Sign-in Participation of Parent and Community at all levels

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	What were the identified strengths?	What were the identified needs?	What are the priorities for the district, including how federal and state program funds will be used?

Commented [2]: Have any of our priorities changed from the 2021-2022 school year?

<p>Demographics</p>	<p>Diverse Population</p> <p>Attendance Rate above 94%</p> <p>Highly Qualified, Certified teachers, ESL required certifications and recommended GT certified</p> <p>Strong Professional Development</p> <p>Enrollment in Oak Cliff has increased dramatically over past three years</p> <p>Low Drop-out Rate and High graduation rate</p> <p>Number of staff has been increased to accommodate student population</p> <p>Special Programs have increased due to additional need and improvement</p> <p>Identification of SPED students has increased in last three years</p> <p>All students are receiving free breakfast and lunch</p> <p>Increased experience level of campus leadership</p>	<p>Certified teachers, ESL required certifications, and recommended GT certified</p> <p>Improve attendance to > 96% for students and staff</p> <p>Focus on needs of large LEP population in Oak Cliff</p> <p>Increase enrollment to 3,000 students</p> <p>Focus on needs of > 50% LEP students and > 85% At-Risk students</p> <p>Continue to develop and enroll students into the Advanced Placement (AP) Gifted and Talented (GT), and OR programs.</p> <p>Continue to develop and enroll students to enroll into the University of Texas dual enrollment program "On Ramps". Looking for at least 10% more students enrolling into On Ramps classes and those who do each taking at least two (2) On Ramps courses per year for juniors and seniors.</p> <p>Continue to improve communication efficacy with non-English speaking parents</p>	<p>Need to increase parental involvement and participation in all aspects of the learning environment</p> <p>Increase efforts to increase G/T identification and services</p> <p>Increase SpEd and 504 identification and services</p> <p>Continue recruitment efforts for increased enrollment</p> <p>AP Classes</p> <p>Strengthen CTE Pathways and outcomes</p> <p>Increase student enrollment to over 270 per grade level</p> <p>Hire more Bilingual Aides to improve communication with non-English speaking parents and assist students in core classes</p> <p>Put systems in place to better identify students needing special services</p>
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Commented [DD3]: Is this a 2022-2023 Priority? If so, are we hiring?

		<p>Increase students in the Dual Language program</p> <p>Continue recruitment efforts for increased enrollment</p> <p>Reduce student class size in core contents</p>	
Student Achievement	<p>Requirement that all teachers have ESL certification (Teachers have a year to get it completed)</p> <p>Teachers trained in ELL procedures and strategies</p> <p>Access to data tracking tools through Eduphoria/Aware, and DMAC</p> <p>In-depth examination of SEs during PLCs</p> <p>Teachers being trained to understand data analysis through Lead4ward and TRS</p> <p>Strong Professional Development</p> <p>Increase in RHSP/DAP Graduates</p> <p>Access to data tracking tools in DMAC</p> <p>Professional development for teachers to understand how to</p>	<p>Requirement that all teachers have ESL certification (Teachers have a year to get it completed) This needs to be better enforced and followed up on.</p> <p>Teachers trained in ELL procedures and strategies</p> <p>In-depth examination of SEs during PLCs</p> <p>Intentional use of Language Development Skills in all classrooms</p> <p>Improve math and reading scores in all grade levels as well as writing in order to regain maintain our "A" district grade from prior to COVID.</p> <p>The Accountability disaggregated data shows that there is a need to increase the number of students achieving Meets and Masters performance in all subject areas. In addition, additional support and programmatic changes need to occur to improve STAAR/EOC performance in the</p>	<p>Need to improve Student Achievement in All and each of the core subjects, particularly in the area of Reading, Math, and Writing.</p> <p>The Accountability disaggregated data shows that there is a need to increase the number of students achieving Meets and Masters performance in all subject areas. In addition, additional support and programmatic changes need to occur to improve STAAR/EOC performance in the Special Education, Eco-Dis, and ethnicity sup-population. Need to add PAP and AP classes to increase Domain 1, 2, and 3.</p> <p>Need to add Response-to-Intervention services and implementation</p> <p>Continue to improve SAT scores</p> <p>Well-equipped science classrooms at all levels</p>

	<p>disaggregate and plan with existing data</p> <p>All teachers provide tutoring times to students before, during or after school.</p>	<p>Special Education, Eco-Dis, and ethnicity sup-populations. Need to add PAP and AP classes to increase Domain 1, 2, and 3.</p> <p>Implementation of an AVID (Advancement Via Individual Determination) program is needed to provide added support for first time pre-AP and AP students.</p> <p>Need to increase Response-to-Intervention services and implementation quality.</p> <p>Continue to improve SAT and ACT scores</p> <p>Expand training for teachers to understand the data analysis protocol and apply this information to instruction</p> <p>Data disaggregation of SE achievement on CBAs during PLCs</p> <p>Guided reading training for ELAR teachers</p> <p>Increased use of technology and technology systems for both differentiated instruction and teacher planning/productivity</p> <p>Need to expand MASTER program for rigorous and relevant project-based learning opportunities for CCR (College and Career Readiness) indicators</p>	<p>Expand training for teachers to understand the data analysis and implications for instruction</p> <p>Increased student use of technology to prepare for assessments and increase literacy skills (IPADs)</p> <p>Professional development to help teachers understand how to use data to modify instruction, incorporate Linguistic Language development skills into every lesson, and implement Tier 1 best practice instructional strategies that take into consideration all special populations.</p> <p>After School Programs with a focus on tutoring – require students to stay if they are failing a core class. Focusing on students with the greatest identified need and those enrolled in APEX credit recovery system</p> <p>Develop a clear plan/system and train staff on effective use of data</p> <p>Conduct a curriculum audit to assure that the current curriculum is vertically aligned, appropriately covers all tests SE's, integrates Language Learning Objectives, and is appropriately sequential to meet the needs of the</p>
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Commented [4]: I am not familiar with the "MASTER" program, can I get some insight to this acronym / program?

		<p>Professional development to help teachers implement research-based instructional knowledge such as backwards design, Depth of Knowledge, and differentiated instruction</p> <p>Improve math and reading scores in all grades, writing scores in 4th/7th grade and Science scores in 5th/ 8th grade</p> <p>Additional training on the process of implementing strategies to address the needs identified by the data.</p> <p>Develop a system for interpreting data and implementing interventions.</p>	students as demonstrated via assessment data.
School Culture and Climate	<p>Great teaching staff and good relationships among teachers</p> <p>New Buildings / Campus Improvements including pleasing curb appeal</p> <p>Students and staff feel safe on campus</p> <p>School spirit increasing</p> <p>High sense of belonging</p> <p>Good attendance of students and staff</p>	<p>Increase number of clubs and other student organizations</p> <p>Increased focus on Character Education</p> <p>Continue to improve consistent implementation of District-wide CHAMPS and PBIS program among all teachers</p> <p>More communication and alignment across grade levels</p> <p>Expand clubs such as National Honor Society, Math and Science Clubs, and</p>	<p>Teachers will use a systematic discipline system to address student behavior before writing referrals</p> <p>Continue to embed Character Education into every class</p> <p>Continue implementation of District-wide CHAMPS and STOIC program among all teachers</p> <p>Increase the number of classrooms to accommodate increased enrollment</p>

	<p>Recognition for Perfect Attendance, Citizenship, Honor Roll Program</p> <p>Participation in UIL Competition</p> <p>Field day</p> <p>Loyal families and students</p> <p>Strong PTSSO membership</p> <p>Strong Parent Involvement</p> <p>Community Involvement of local businesses</p> <p>21st Century Program</p> <p>CHAMPS & Character Counts</p> <p>Staff feel safe while at work</p> <p>Active Parent University Program</p> <p>Overwhelming positive responses from Staff and Student Climate Survey</p>	<p>Science Fair to encourage students to be involved in school.</p> <p>Additional extra-curricular activities for Middle and Elementary schools</p> <p>Increase number of clubs & other student organizations</p> <p>Consistent implementation of CHAMPS among classroom teachers</p> <p>Improve communication among grade level teachers</p> <p>Improve campus beautification</p>	<p>More communication across grade levels</p> <p>Investigate the possibility of more electives and extra-curricular activities to strengthen the culture</p> <p>Incorporate common grade level planning period in master schedule</p> <p>Consistent implementation of CHAMPS among all teachers</p> <p>Increase number of clubs and student led organizations, <u>and</u></p> <p>UIL 2-12 participation</p>
Staff Quality/ Professional Development	<p>Campus-Based teacher mentors</p> <p>High Teacher quality with ESL Certification required</p>	<p>Utilize Instructional Coaches to embed professional development in classrooms and PLCs</p>	<p>The seven (7) Instructional Coaches (1 PreK-12 Technology, 1 for each core content) will work with all teachers to address DIP needs.</p>

Commented [5]: Can we get some more in depth information about what UIL participation is being referenced here.

	<p>Provide Coordinator of BIL/ESL to work with teachers to improve instruction for ELLs</p> <p>Additional paid days for targeted professional development prior to the beginning of school</p> <p>Strong, supporting leadership</p> <p>District-Based New Teacher training</p> <p>Strong support for core teachers</p> <p>Strong technology training</p> <p>Professional Learning Communities for each elementary grade level or secondary core subject area</p> <p>Continuous Professional Development for all educators. Provide consistent support to meet our goals.</p> <p>District-based New Teacher training</p> <p>Learning Walks/Instructional Rounds</p>	<p>Need to increase number of teachers with Special Education, ESL, G/T, AP and Dual Credit certification</p> <p>Provide ongoing training and support for all staff in regards to SST, LPAC, 504, RTI, ARD and GT Identification process and services provided to students</p> <p>Continue to recruit and retain highly qualified teachers</p> <p>Train teachers in Data Analysis Protocol – Lead4ward and All in Learning, ITBS/LOGRAMOS, MClass</p> <p>Train general education and biliteracy teachers in Co-Teaching models</p> <p>Training on-programs such as biliteracy, data analysis for student growth in assessments such as MClass, CLI, and IOWA/ LOGRAMOS.</p> <p>Provide professional development on Dyslexia Screener process for Kinder/1st grade. Continue professional development to strengthen and support existing staff including Depth of Knowledge to improve teacher understanding of rigor</p>	<p>Administrators will embed professional development in classrooms and PLCs</p> <p>Need to increase number of teachers with AP and Dual Credit certification</p> <p>Continue to recruit and retain highly qualified teachers</p> <p>Train teachers in Data Analysis Protocol- Lead 4ward</p> <p>Train teachers in Sheltered Instruction strategies to be used for all students</p> <p>Utilize early release and full days to provide additional staff development throughout the school year</p> <p>Continue professional development to strengthen and support existing staff including Depth of Knowledge to improve teacher understanding of rigor</p> <p>Continue training for deeper implementation of CHAMPS</p> <p>Continued professional development to better use existing technology resources</p> <p>Differentiated Staff Development</p> <p>Retain and recruit highly qualified teachers</p> <p>Continue professional</p>
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Commented [7]: Can we plan for Region 10 training (In house or at Region 10 for this?)

Commented [6]: Any reading level assessment data for high school?

Commented [8]: Can we plan for Region 10 training house or at Region 10)

		<p>Need for professional development opportunities and collaboration time for elective teachers</p> <p>Continue training for deeper and more consistent implementation of CHAMPS and Character Counts</p> <p>Ensure teachers are using strategies for English Language Learners including but not limited to ELPS</p> <p>Continue to recruit and retain highly qualified teachers</p> <p>Implement differentiated professional development to strengthen and support existing staff according to needs assessment</p> <p>Train General Education and Special Education Teachers in Co-Teaching Model</p> <p>More training to better implement campus rules and expectation</p>	<p>development to strengthen and support existing staff</p> <p>More emphasis focused on teacher led PD in Faculty Meetings and Campus Staff Development Days</p> <p>Staff development of AVID program</p>
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Curriculum, Instruction, Assessment	Assistant Superintendent of Accountability and Instruction to work and Curriculum Consultant	Need PD for Schoology, eSPED, DMAC, Eduphoria and other student learning systems.	Seven (7) Instructional Coaches full time to facilitate implementation of the curriculum and support instruction	Commented [10]: Is this still the correct number?
	<p>Have Coordinator of Student Services to work with campuses to improve services to special populations</p> <p>Common Instructional Framework is established for the 2017-2019 year</p>	Need for Seven (7) Instructional Coaches full time to facilitate implementation of the curriculum and support instruction with embedded training in PLCs bi-weekly in 6 Core Instructional Practices	<p>with embedded training in PLCs bi-weekly in 6 Core Instructional Practices</p> <p>PLCs utilizing Lead4ward/STAA4ward/DMAC</p>	
	<p>Curriculum framework and resources from TRS are tied to the TEKS and support learning</p> <p>All teachers continue to receive the 6 Core Instructional Practices</p> <p>Curriculum monitoring is digital</p> <p>Textbooks are aligned to the TEKS</p> <p>District and campus testing coordinators improve testing process</p> <p>Eduphoria and Aware to link and track TEKS covered in lesson plans</p> <p>Curriculum management tool provides vertical alignment and instructional focus</p>	<p>PLCs utilizing Lead4ward/TRS/DMAC</p> <p>Continue professional development to help teachers understand Depth of Knowledge to improve rigor</p> <p>Need better and deeper understanding of new reading TEKS</p> <p>Need additional facilitator in using the data management tools in Eduphoria and Aware DMAC</p> <p>Need improved understanding of State Accountability standards and strategies for addressing targeted improvement</p> <p>Continue professional development in instructional strategies and lesson planning based on the Common Instructional Framework</p>	<p>Continue professional development to help teachers understand Depth of Knowledge to improve rigor</p> <p>Need better and deeper understanding of new reading TEKS</p> <p>Need greater facility in using the data management tools in Eduphoria and Aware DMAC</p> <p>Continue professional development in instructional strategies and lesson planning based on the Common Instructional Framework</p> <p>Hired coordinator for assessment will act as facilitator for implementation of assessment accommodations through ARDs and LPACs throughout the year as well as assist with the testing fidelity.</p>	Commented [9]: Not Sure IF this date needs to change or not

	<p>Eduphoria and DMAC provides means for systematic data analysis which helps in scaffolding instruction</p> <p>Staff is improving in the implementation of district curriculum</p> <p>Curriculum instruction supports and challenges students</p> <p>Curriculum monitoring is digital</p> <p>Textbook and curriculum aligned with TEKS</p> <p>Implementation of CHAMPS</p> <p>DMAC to link and track TEKS covered in lesson plans; curriculum provides vertical alignment and instructional focus</p> <p>DMAC provides means for systematic data analysis which helps in scaffolding instruction</p> <p>Teachers utilizing McGraw Hill HS Math, MS Science, and HS Science</p> <p>Teachers fully utilizing APEX, and Go Math</p>	<p>Implementation of HMH</p> <p>Need to focus throughout the year on Revised reading TEKS and how they are vertically aligned from Kindergarten – 12</p> <p>Need to increase identification for G/T and AP programs to challenge students</p> <p>Ensure all teachers are implementing ELPS strategies and writing language objectives in addition to learning objectives</p> <p>Add additional Pre-AP and AP courses as is possible</p> <p>Need to close the science gaps in non-tested grade levels to increase time for understanding student expectations</p> <p>Opportunities for students to have real-life experiences outside of the classroom</p> <p>G/T program for higher students to be challenged</p> <p>Increase rigor in instruction and teacher questioning and assessment techniques</p> <p>HMH- New resource for ELAR</p> <p>Commitment to using this data to inform instruction and intervention</p>	<p>Implement assessment for Kindergarten</p> <p>Need to focus throughout the year on Revised reading TEKS and how they are vertically aligned from Kindergarten – 12</p> <p>Need to increase identification for G/T and AP programs to challenge students</p> <p>Ensure all teachers are implementing ELPS strategies and writing language objectives in addition to learning objectives</p> <p>Add additional Pre-AP, AP, and dual courses as is possible</p> <p>Need to close the science gaps in non-tested grade levels to increase time for understanding student expectations</p> <p>Hire a Reading Specialist for the district</p> <p>Greater faithfulness in using the instructional & data management tools available through DMAC</p> <p>Commitment to using this data to inform instruction and intervention</p> <p>Greater understanding of how the TEKS are assessed in the curriculum and on the STAAR test</p>
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		<p>Greater understanding of how the TEKS are assessed in the curriculum and on the STAAR test</p> <p>Continued professional development in instructional strategies and methods in core subject areas</p>	<p>Continued professional development in instructional strategies and methods in core subject areas</p> <p>Add more student-centered activities such as stations</p> <p>Fully implement RTI MTSS and SST processes</p>
Family and Community Involvement	<p>District Coordinator of Support Initiatives and Community Engagement</p> <p>Strong and active PTSO</p> <p>100% teacher membership for PTSO</p> <p>Community Health and Wellness Fair</p> <p>Partnership with North Dallas Rotary</p> <p>Teacher grants provided by North Dallas Rotary</p> <p>OC Elementary Fall Festival</p> <p>Provide volunteer opportunities for students to give back to community</p> <p>Parent University</p>	<p>Maintain bilingual/multilingual assistance to communicate with parents</p> <p>Continue Parent University to build language acquisition and technology skills for parent of ELL students</p> <p>Continue to build capacity of parents to support their student's education</p> <p>Continue to build capacity of staff to communicate with non-English speaking parents</p> <p>Continue training for security to work with parents and community</p> <p>Continue service projects for students and staff that have an impact on the surrounding community-NJHS and other student organizations to take the lead</p>	<p>Continue Parent University in Oak Cliff to build language acquisition and technology skills for parents of ELL students</p> <p>Continue to provide translators/ interpreters to enable teachers to contact and communicate with parents throughout the day</p> <p>Continue to build capacity of staff to communicate with non-English speaking parents (Spanish classes for teachers)</p> <p>Increase parental involvement at secondary level</p> <p>Continue service projects for students and staff that have an impact on the surrounding community</p>

	<p>Community involvement with North Texas Food Backpack program in Oak Cliff</p> <p>Partnership with The Senior Source for “foster grandparents”</p> <p>Partnership with Mountain View College for instructors to teach ESL classes in FFA Parent University</p> <p>Vision Van for eye exams and glasses</p> <p>Dallas Association for the Blind providing glasses One Community/One Child Grant from TEA providing stipends for parents for Saturday sessions of Parent University</p> <p>Member of Waxahachie, DeSoto and North Dallas Chambers of Commerce</p> <p>Multitude of activities for parents to be involved in school</p> <p>Father – Daughter Dance</p> <p>All school correspondence offered in both English and Spanish</p> <p>Cub Scouts Elementary</p>	<p>Continue to build pride and sense of ownership of the school itself</p> <p>Continue to be involved with state and community organizations that support the school</p> <p>Maintain strong teacher support for PTSO</p> <p>Increased media coverage for PTSO meetings and other meetings/events on website, Facebook, etc...</p> <p>Improving use and updating of parent portal</p>	<p>Actively engage parents and stakeholders through planned activities and events to promote increased parental involvement and improved parental climate.</p> <p>Implement clubs and organizations for example: Dad’s Clubs, Student mentor with local businesses and local law enforcement like DARE</p> <p>Continue to build capacity of staff to communicate with bilingual/multilingual parents and community – More Bilingual Aides at the Secondary Level</p> <p>Increase the number of committees on campus to allow teacher voice – attendance, discipline, etc.</p> <p>More teacher input on development of the master schedule.</p>
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<p>School Context and Organization</p>	<p>District provides an Executive Director of Educational Leadership</p> <p>Strong district support by providing new facilities, staff, and materials</p> <p>Highly Qualified teachers</p> <p>Purpose focused on student achievement</p> <p>Strong teacher-student communication</p> <p>Safe environment as perceived by staff and students</p> <p>Tutoring from all teachers for students to be successful in classes and on state assessments</p> <p>Teachers have a voice in decision making</p> <p>Teachers care about success of students</p> <p>District provides time for teachers to plan together in PLCs</p> <p>Teachers with perfect attendance are rewarded</p>	<p>Need to continue to enhance student attendance and reduce truancy and drop-outs by monitoring and interventions.</p> <p>Need for additional instructional support to help new and returning teachers to give support to struggling students</p> <p>Consistent technology in classrooms</p> <p>Investigate additional extra-curricular activities that are requested by students</p>	<p>Coordinator of Attendance/Truancy will work directly with parents, staff, and students to improve attendance by educating stakeholders on state requirements and best practices and strategies.</p> <p>Need for additional instructional support to help new and returning teachers to give support to struggling students</p> <p>Consistent technology in classrooms</p> <p>Continue to add space to accommodate current and future growth</p> <p>Investigate additional extra-curricular activities that are requested by students</p> <p>Strengthen On-Ramp, NNDCC, JROTC, TAFE, Interact</p>

<p>Technology</p>	<p>Strong infrastructure with access to high-speed internet</p> <p>Campuses have been provided with I-pads, laptops, classroom computers, projectors, and document cameras</p> <p>District has provided adequate budget for technology</p> <p>District provides a Webmaster and Marketing Coordinator to ensure communication with all stakeholders</p> <p>District provides an Instructional Technology Specialist</p> <p>District has provided administrative software, such as Attendance, Gradebook, Schoology, Lesson planning on-line, and Eduphoria-Aware for data management</p> <p>Strong IT support</p> <p>Increased vertical alignment available through provided technology sources assessments</p> <p>Technology-based programs for RTI provided by the state</p>	<p>Computers available for each student for on-line tests</p> <p>Additional computer lab availability for implementation of skills programs in math and science for all grades</p> <p>Training on iPads and iPad integration in the classroom</p> <p>Computer Language Education</p> <p>Have Maker-Space available for all grade levels including K-2</p> <p>Teacher laptops or iPads for instructional and planning use</p> <p>Improved response time with technology support</p> <p>More training on the technology we already have</p> <p>Computers available for each student for on-line tests</p> <p>Updated technology –some older laptops need to be replaced</p> <p>Teacher in-depth training on DMAC</p> <p>Access to higher speed internet</p>	<p>Computers available for each student for on-line tests</p> <p>Need to offer Computer Language courses</p> <p>Additional computer lab availability for implementation of skills programs in math and science for all grades</p> <p>1 to 1 Technology for all students and staff</p> <p>Maker Space available for grade levels including K-2</p> <p>Need on-going professional development for technology we already have</p> <p>Increased and integrated classroom use of technology for research and projects</p> <p>Continued implementation of technology which has been provided to improve instruction</p>
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Commented [11]: Where are we at on this?

	<p>Access to laptops, classroom computers, projectors</p> <p>District has provided adequate budget for technology</p> <p>Administrative software such as attendance, gradebook, lesson plans online and DMAC and Aware for data management</p>		
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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 literacy 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.

I. 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.

II. 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*.

III. 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.

IV. 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*.

V. 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*.

VI. 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.

VII. 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 Oak Cliff Faith Family Academy will demonstrate Meets and Masters in all areas of state and federal accountability to encourage and challenge students to reach their full educational potential.

Objective 1: By May 2023, students will approach, meet, and master the standard on all portions of the state assessment at 85%/60%/35% respectively. The Oak Cliff Campus will meet state and federal accountability standards in every area and sub-population measured, including Special Education, Gifted and Talented, Bilingual/ESL, Economically Disadvantaged and all other accountability sub-groups.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Identify students who do not meet minimal standards by using SST process and train for RTI intervention in the general classroom	Principal, Counselor, Teachers, Special Education Dept.	Title I Local Funds	August 2022– June 2023 Weekly	SST Rosters, RTI rosters, SPED rosters, SST schedule	SSTs completed, ARDs completed, services started by Fall 2019.	BOY, MOY, EOY assessments ITBS/LOGRAMOS; DIBELS/IDEL; MClass/HMH/DRA CIRCLE	2, 9 / I, II, IV
Develop and utilize a districtwide writing process across grade levels	Asst. Supt of C&I Principal, PK-2 Bilingual Coordinator	State Funds Title I	August 2022– June 2023 Twice a year	Rubrics, staff development sign-in sheets, lesson plans	Progress Monitoring, writing assessments.	BOY, MOY and EOY Writing sample	2, 3, 8, 9 / I, II, III, VII

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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/ CSFs
	classroom teachers,						
PLC time for all core teachers to analyze data, create action plans, and monitor/reflect upon instructional strategies	Principal, Teachers	State Funds, Title I Local	August 2022– June 2023 Weekly	PLC minutes Agendas Sign-in sheets Data protocols	Increase scores on weekly assessments. Increase BOY, MOY and EOY scores Walkthroughs	Improved scores on reading and math ITBS/LOGRAMOS; DIBELS/IDEL; MClass, CIRCLE	2, 8, 9 / I, II, III, IV, VII
Teachers will monitor reading and math performance and provide in-class interventions as needed	Classroom teachers, Principal	State Funds Title I	August 2022– June 2023	Data from assessments,	Improved performance by targeted students	Improved scores on reading and math	2, 2, 4, 9 / I, II, IV

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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/ CSFs
			Daily	intervention lists and plans		ITBS/LOGRAMOS; DIBELS/IDEL; MClass, CIRCLE	
Collaboratively align instruction to biliteracy and updated standards through weekly planning sessions	Principal, PK-2 Biliteracy Coordinator, Teachers	Local Funds Title I	August 2022 – June 2023 Weekly	6 weeks at a glance, YAG, lesson plans, TRS, FrogStreet	Instruction, Walkthroughs, weekly assessments	BOY, MOY, EOY Data ITBS/LOGRAMOS; DIBELS/IDEL; MClass, CIRCLE	7, 8 / 1

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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/ CSFs
Improve math instruction through vocabulary using a variety of strategies; standards-based centers, hands on, visualization, drawing, total physical response, and small group.	Teachers Principal PK-2 Biliteracy Coordinator Math Elem. Instructional Specialist	Local Funds Title I	August 2022– June 2023 Daily	Lesson plans, staff development sign in, Walk-troughs Observations	Weekly assessments, PLC meetings	MClass Circle	2, 8, 9 / I, II
Increase and plan for more real-life learning experiences; arboretum, Perot museum, zoo	Teachers Principals	Local Funds PTSO Funds	August 2022 - June 2023 Monthly	Field Trip request forms, student responses to field trips	Increase scores on social studies and science assessments	EOY evaluations in Science and Social studies	2, 9, 10 / I, V

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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/ CSFs
Professional biliteracy curriculum mapping support	Asst. Supt of C&I Principal PK-2 Biliteracy Coordinator	Biliteracy Program Specialists	January 2022- June 2023 Weekly	Curriculum maps; lesson plans	Increase scores in all content areas	ITBS/LOGRAMOS; DIBELS/IDEL; MClass, CIRCLE	
Hire Reading Specialist for Grades 1 st – 3 rd to support low reading levels	Asst. Supt of C&I Principal	Title 1 Title III	October 2022 - May 2023 Once a year	Recruitment; interviews	Increase scores in all content areas due to instructional support	ITBS/LOGRAMOS; DIBELS/IDEL; MClass, CIRCLE	

Commented [12]: For Objective 1 above, do we want to keep the goal as 85%/60%/35% or do we want to split the difference between these numbers and our 2021-2022 results?

Goal 1: Students in Oak Cliff Faith Family Academy will demonstrate Meets and Masters in all areas of state and federal accountability to encourage and challenge students to reach their full educational potential.

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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/ CSFs
Provide additional before and/or after-school enrichment for students who are at risk of failure in core subject areas through the 21st Century Grant ACE program.	Administration, teachers, YMCA	State Funds Title ISCE Title I SIP	September 2022 - June 2023 Daily	Attendance sheets	Improved scores on DCA	Increase in STAAR performance	

Goal 1: Students in Oak Cliff Faith Family Academy will demonstrate Advanced Academic performance in all areas of state and federal accountability to encourage and challenge students to reach their full educational potential.

Objective 2: By May 2023, 100% of identified **Emerging Bilingual** students will improve English Proficiency in Listening, Speaking, Reading, and Writing.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Train all teachers in English Language Proficiency Standards	Teachers Principal PK-2 Biliteracy Coordinator	Title III Local Funds	August 2022 – June 2023 Twice a year	Lesson plans walkthroughs PD Sign-In	Objective posted, students are speaking and writing	TELPAS, WMLS	2,8, 9 / I, II, IV, VI
Teachers will teach academic vocabulary in Spanish and English using biliteracy strategies to improve language development in both languages	Teachers Principal PK-2 Biliteracy Coordinator	Title I Title III Local Funds	August 2022 – June 2023 Daily	Lesson Plans Classroom displays Word walls ASL	Students speaking, reading and writing academic vocabulary	TELPAS, WMLS	2, 3, 4, 5, 8 / I, II
PK-2 teachers will be trained in biliteracy and most teachers will participate in the program.	PK-2 Teachers Principal	Title 1 Title III	August 2022 - June 2023	Dual Teams Lesson Plans	Students will speak in Spanish and English with	WMLS, TELPAS, ITBS/LOGRAMOS,	2,3,8

Goal 1: Students in Oak Cliff Faith Family Academy will demonstrate Advanced Academic performance in all areas of state and federal accountability to encourage and challenge students to reach their full educational potential.

Objective 2: By May 2023, 100% of identified **Emerging Bilingual** students will improve English Proficiency in Listening, Speaking, Reading, and Writing.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
	PK-2 Biliteracy Coordinator		Twice a year	Staff Development Agendas PLC agendas	equal fluency. Students will begin reading and writing in both languages.	DIBELS/IDEL; CIRCLE	
Use balanced literacy as a foundation in the biliteracy program and continue to provide PD in this area to help support teacher instruction	Asst. Supt of C&I Teachers Principal PK-2 Biliteracy Coordinator	Title I Title III	Daily August 2022 – June 2023 Weekly	Components of balanced literacy in lesson plans; Walkthroughs; Region 10 PD transcripts	Improved reading and writing skills for all students	WMLS, TELPAS, ITBS/LOGRAMOS, DIBELS/IDEL; CIRCLE	2, 8, 9 / I

Goal 1: Students in Oak Cliff Faith Family Academy will demonstrate Meets and Masters performance in all areas of state and federal accountability to encourage and challenge students to reach their full educational potential.

Objective 3: By May **2023**, Oak Cliff Faith Family Academy will recruit and retain effective teachers while also supporting current staff with job-embedded professional development.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Actively recruit highly qualified teacher professionals, and paraprofessionals	Principals, Human Resources, Bilingual Director	Website, Billboards, Job Fairs Newspapers Title II State Funds Teacher referrals	June 2022 – June 2023 Spring-Summer	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 / VII
Provide monetary incentive to teachers who have perfect attendance for the year.	Superintendent and school board	Local Funds	Beginning of each following year	Number of teachers how	Better preparation for	Number of teachers	3, 5 / VII

Goal 1: Students in Oak Cliff Faith Family Academy will demonstrate Meets and Masters performance in all areas of state and federal accountability to encourage and challenge students to reach their full educational potential.

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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/ CSFs
				maintain perfect attendance	assessments for students	receiving compensation	
Provide Mentors and Master Teachers who can serve as role models to new or struggling teachers throughout the year	Principals PK-2 New Teacher Program Coordinator	Title I, Part A Title II, Part A	August 2022 – June 2023 Yearly	List of Mentor teachers , list of Master teachers and those assigned to them	Lesson Plans Less than 30% of teachers are new	Walk through and observations	5 / III, VII
Continue new teacher program and provide resources/training to assigned mentors to use to help in observing and supporting other teachers.	Principals, teachers	Title I, Part A Title II, Part A	August 2022 – June 2023 Weekly	Written program and monitoring notes of the program	Teacher retention use of structure walkthroughs	Walk through and observations	5 / III, VII
Provide opportunities for team building activities	Principal Counselor	Local Funds	August 2022 - June 2023	Faculty Meeting Agendas	Positive Teacher interactions	Teacher Survey CNA	5 / III, VII

Goal 1: Students in Oak Cliff Faith Family Academy will demonstrate Meets and Masters performance in all areas of state and federal accountability to encourage and challenge students to reach their full educational potential.

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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/ CSFs
			Monthly				
Create a positive climate and culture on campus where teachers feel appreciated(incentives)	Principal Counselor Teachers	Local Funds PTSO Funds	August 2022 - June 2023 Monthly	Teacher incentives, fellowship, celebrations	Positive teacher/staff interactions; increase in student achievement	Teacher Survey	5 / III, VII
Provide highly qualified full day Pre-K initiatives	Principal, PK-2 Intervention Specialists Teachers	Title III, Part A	August 2022 - June 2023 Daily	Full day PK in operation	Higher rate of attendance for PK students	Circle scores will be in the green and blue at the EOY	5 / III, VII

Goal 1: Students in Oak Cliff Faith Family Academy will demonstrate Meets and Masters in all areas of state and federal accountability to encourage and challenge students to reach their full educational potential.

Objective 4: The Oak Cliff Campus will implement and use technology to increase the effectiveness of student learning, instructional technology, staff development and administration.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components CSFs
Provide ongoing training for teachers in how to effectively integrate the use of technology in hardware and software	Instructional Technology Specialist, Director of Teaching and Learning, Principals	Title I Title II SCE Local Funds	July 2022 – June 2023 Twice a Month	Trainings agendas, Sign-in sheets, professional development plans	Increased use of technology, lesson plans, Walkthroughs, student products	Teacher feedback	2, 3, 4 / I
Improve use of technology-based resources; Eduphoria, Gradebook, IStation, iPad Apps, DMAC, IXL, APEX, Education Galaxy	Instructional Technology Specialist, Teachers	State Funds Title I SCE	August 2022 – June 2023 Weekly	PD Agendas, Sign-in sheets, PLC minutes, Lesson Plans	Teachers using technology to evaluate and	Teacher feedback	2, 4, 10 / I

Commented [13]: Can we add a goal to budget for technology (Laptops or chrome books) for the teachers?

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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 CSFs
	Director of Teaching and Learning, Principals Technology Team				plan, teachers meet deadlines		
Utilize assessment reports generated by various data software programs to collect and disaggregate data to improve instruction in all areas	Teachers, Dir. of Teach./Learn. Instructional Specialists, Coordinator of Assessment	State Funds Title I	August 2022 – June 2023 Weekly	Data in binders, PLC discussions, lesson plans	Reteaching, Targeted instruction	DIBELS/IDEL; Mclass; Circle	3, 4, 8, 9 / I, II
Transport various data reports into our district data program Eduphoria/AWARE to be able to analyze data and be intentional	Assessment Dept. Asst. Supt. Of C&I	State Funds Title I	October 2022 – June 2023 Weekly	Targeted and specific data reports including heat mapping	Reteaching, Targeted instruction	ITBS/LOGRAMOS; DIBELS/IDEL; MClass,	

Goal 1: Students in Oak Cliff Faith Family Academy will demonstrate Meets and Masters in all areas of state and federal accountability to encourage and challenge students to reach their full educational potential.

Objective 4: The Oak Cliff Campus will implement and use technology to increase the effectiveness of student learning, instructional technology, staff development and administration.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components CSFs
	Principal					CIRCLE	

Goal 2: In Oak Cliff Faith Family Academy, 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by high qualified teachers, 100% of paraprofessionals with instructional duties will meet ESSA requirements, and 100% highly qualified staff will be maintained.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components / CSFs
Actively recruit highly qualified teacher professionals, and paraprofessionals	Principal, Human Resources	Website, Billboards, Job Fairs, Newspapers, Title II State Funds	June 2022-2023 Summer-Spring	Human Resource Record	100 % of core academic classes taught by HQ teachers 100% of paraprofessionals meet NCLB requirements	Highly Qualified Teacher Compliance report to TEA	5 / VII
Provide monetary incentive to teachers who have perfect attendance for the year.	Superintendent and school board	Local Funds	Beginning of each following year	Number of teachers who maintain perfect attendance	Better preparation for assessments for students	Number of teachers receiving compensation	3, 5 / III, VII
Provide Mentor Teachers who can serve as role models to new or struggling teachers	Principal	State Funds	August 2022- June 2023	List of Mentor teachers and	Lesson Plans	Walk through and observations, CAN survey	5 / III, VII

Goal 2: In Oak Cliff Faith Family Academy, 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by high qualified teachers, 100% of paraprofessionals with instructional duties will meet ESSA requirements, and 100% highly qualified staff will be maintained.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components / CSFs
	Human Resources	Title I	Beginning of the Year	those assigned to them	Less than 30% of teachers are new		
Develop a program (structure) for mentors to use to help in observing and supporting other teachers.	Mentor Coordinator	State Funds	August 2022 – June 2023 Beginning of the year/Monthly visits	Written program and monitoring notes of the program	Teacher retention use of structure	CNA and observations	5 / III, VII
	Human Resources						

Goal 2: In Oak Cliff Faith Family Academy, 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 2: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	Director of Teaching and Learning, Instructional Specialists, Principal	Region X ESC Title II Part A Title I Biliteracy Program	August 2022 – June 2023 Twice a month	Schedule of professional development, agendas, sign-in sheets	Walkthroughs, Lesson Plans and professional development evaluations	BOY, MOY, EOY Assessment Student Data	3, 4 / III, VII
Conduct Professional Learning Communities weekly focusing on scientifically researched instructional strategies and data analysis	Teachers, Principals, Director of Teaching and Learning, Instructional Specialists	State Funds Title I Title II	August 1, 2022 – June 2023 Weekly	Master Schedule PLC minutes and Sign-in Sheets	Walkthroughs, Lesson Plans	Walkthroughs, Student Performance of Formative and Summative Assessments	3, 4 / III, VII

Goal 2: In Oak Cliff Faith Family Academy, 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 2: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Continue partnerships with neighboring districts to receive targeted PD for teachers	Asst. Supt. Of C&I PK-2 Biliteracy Coordinator Principal	Biliteracy Program	August 2022 – June 2023 Monthly	Schedule of professional development, agendas, sign-in sheets	Walkthroughs, Lesson Plans and professional development evaluations	BOY, MOY, EOY Assessment Student Data	3,4/III, VII

Goal 3: All students in Oak Cliff Faith Family Academy will be educated in a learning environment that is safe, drug free, and conducive to good health and well-being.

Objective 1: Discipline Referrals will be reduced by 10% with no TAOD incidents during the **2023 – 2023** school year.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ Reed CSFs
Enhance and expand campus-wide character education program	Counselor, All teachers	Character Counts materials, State Funds	August 2022 – June 2023 Monthly	Character Lesson Plans	Student interaction, positive school climate	Decreased referrals, EOY surveys	2, 9, 10 / V
Provide staff development for all staff to understand and implement the CHAMPS program in depth	Principals, teachers, students	Title IV, Part A	August 2022 and January 2023 Monthly	Training materials, Agendas and sign-in sheets for CHAMPS training	Uniform implementation of the CHAMPS program by all staff	Decreased class disruptions, behavior problems	2, 9, 10 / III, VI
Continue recognizing students of character monthly	Teachers Counselor	State Funds	Monitored at end of each Month September 2022 – May 2023	Lists of students	Student interaction, positive school climate	EOY survey	2, 10 / VI

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Objective 1: Discipline Referrals will be reduced by 10% with no TAOD incidents during the **2023 – 2023** school year.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ Reed CSFs
Implement a campus wide Character Counts program to instill school pride through student incentives	Principals, teachers, students	Local Funds PTSO Funds	August 2022 and January 2023 Monthly	Decrease in student referrals	Student interaction, positive school climate; incentives	EOY survey	2, 10 / VI
Implement a positive office referral system to provide students opportunities to visit the office for good behavior	Principals, teachers, students	Local Funds PTSO Funds	August 2022 and January 2023 Weekly	Decrease in student referrals	Student interaction, positive school climate; incentives	EOY survey	2, 10 / VI
Provide Social Workers/Intervention Specialists to support At Risk/Economically Disadvantaged students.	Executive Director of Special Programs, Intervention Specialists, Principals	Title I, Part A	August 2022 - August 2023 Daily	Increase in attendance of students coded ED	Positive culture and climate	Student Attendance Increase in STAAR Scores	2, 10/VI

Commented [14]: How did this work on campus last year? What were the systems in place?

Goal 3: All students in Oak Cliff Faith Family Academy will be educated in a learning environment that is safe, drug free, and conducive to good health and well-being.

Objective 2: All students in Oak Cliff Faith Family Academy will acquire knowledge and skills to promote good health and a physically-active lifestyle throughout their life span.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
The SHAC (Student Health Advisory Committee) will plan and implement activities that promote good health for students and staff throughout the school year.	SHAC	Activity funds State Funds	4 times per year August 2022 – June 2023	SHAC agendas, minutes and sign-in sheets,	List of activities and participants	Fitness Friday program, outlining fitness program, nutrition program	2, 9, 10 / VI
Physical Education classes will be taught by a certified physical education teacher to ensure quality of the program	Human Resources, Physical Education Teacher	State Funds	August 2022 – June 2023 Daily	Master Schedule, Human Resource Records	Lesson Plans, Walkthroughs	Individual assessments, Fitness Grams	2, 8 / VI

Goal 3: All students in Oak Cliff Faith Family Academy will be educated in a learning environment that is safe, drug free, and conducive to good health and well-being.

Objective 2: All students in Oak Cliff Faith Family Academy will acquire knowledge and skills to promote good health and a physically-active lifestyle throughout their life span.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Physical Education classes will include competency in movement, motor skills, fitness goals, safety practices, and social development leading to a physically-active lifetime	Physical Education teachers, and coaches Principals	State Funds	Every 6weeks period August 2022 – June 2023	Master Schedule, Lesson Plans	Walkthroughs, individual grades on report cards	Fitness Grams	2, 8 / VI
Provide Red Ribbon Activities for a week to promote drug free lifestyle	Counselors	Local Activity Funds	October 2022 Yearly	Flier Note home Email	List of activities; student participation		
Continue implementing the Healthy Zones grant	Healthy Zones Committee	Healthy Zones Grant	August 2022 - May 2023 Weekly	Yearly Checklist; Online Submissions; monthly newsletter	Teacher, parent, student participation	Fitness Grams	

Commented [15]: Is this still correct?

Goal 3: All students in Oak Cliff Faith Family Academy will be educated in a learning environment that is safe, drug free, and conducive to good health and well-being.

Objective 2: All students in Oak Cliff Faith Family Academy will acquire knowledge and skills to promote good health and a physically-active lifestyle throughout their life span.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Fundraisers to provide students with more opportunities to support specials' programs	Students, Parents, Teachers, Principal	Local Funds	2022-2023 Twice a year (Fall/Spring)	Profit Purchase Order	Student participation; positive parent, student, teacher partnership	Opportunity for all students to wear field day t-shirts	

Goal 3: All students in Oak Cliff Faith Family Academy will be educated in a learning environment that is safe, drug free, and conducive to good health and well-being.

Objective 3: Oak Cliff Faith Family Academy will follow the Traumatic Injury Response Protocol to meet the obligations of HB-496.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ Reed CSFs
Bleeding Control Stations will be placed in the defibrillator boxes currently located in easily accessible areas of each campus. Stations must include medical supplies as required in HB-496	Principals School Health Department	Title IV	August 2022 – June 2023 Once a year	The stations are in place in the defibrillator boxes	We will have them if we need them in case of an emergency	Inspection of each station will occur.	2, 9, 10 / V
Purchase 25 Public Treatment Kits (PTK's)	Principals School Health Department	Title IV	August 2022 and June 2023 Once a year	Having the Kits available	We will have the kits if and when we need them	The kits are received and put in the proper place	2, 9, 10 / III, VI

Commented [16]: If this was completed in 2021-2022, would we be purchasing more in 2022-2023, or would there be other resources to purchase for this year?

Goal 3: All students in Oak Cliff Faith Family Academy will be educated in a learning environment that is safe, drug free, and conducive to good health and well-being.

Objective 3: Oak Cliff Faith Family Academy will follow the Traumatic Injury Response Protocol to meet the obligations of HB-496.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ Reed CSFs
School health department will provide training approved by TEA (HB-496, (F-H)) on using Bleeding Control Station in the event of a traumatic injury involving severe blood loss.	Principals School Health Department	Title IV	August 2022- June 2023 Twice a year	Training Agenda, Sign-In Sheets	All staff will know their role in the plan and how to use the Bleeding Control Station during a crisis.	All staff will be trained and know how to use the	2, 10 / VI

Commented [17]: Is this training for students, staff, both?

Goal 4: All students in Oak Cliff Faith Family Academy will graduate from high school.

Objective 1: By May 2023, a dropout rate of less than 1% for all students and all student groups will be maintained, and a completion rate of at least 97% will be achieved.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Maintain consistent communication with parents concerning attendance and tardies through automated call system, notes, calls home, parent conferences; parent meetings (breakfast with principal; Muffins w/mom; Donuts w/dad)	Principal, Deans , Teachers	State Funds Local Funds	August 2022 – June 2023 Weekly	Call System setup, Documentation of notes and conferences; sign in sheets for parent events	Increased parent involvement and commitment to attendance and punctuality	Increased attendance and passing grades	2, 6, 9 / V, VI
Provide incentives for students' perfect attendance	Superintendent, Principals, Counselors, Parent Liaison Teachers	PEIMS data on attendance, State Funds, PTSO funds	Each 6-weeks and each semester 2022-2023	Lists of perfect attendance students each 6weeks, Award Ceremony each 6 weeks, bulletin boards, EOY activities	Fewer daily tardies, Increase attendance daily rate	Six weeks attendance reports, more students with perfect attendance	2, 5, 9 / VI

Goal 4: All students in Oak Cliff Faith Family Academy will graduate from high school.

Objective 2: Oak Cliff Faith Family Academy will increase enrollment completion rate of students 4-year graduation plan with CTE endorsements and distinctions in career and college readiness indicators.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Review and keep up-to-date current CATE programs with curriculum and equipment to meet the standards of the career/job industry.	Assistant Superintendent of Accountability and Instruction Principal Teachers	Perkins Title I	August 2022 – June 2023 Weekly	Equipment purchased and used Curriculum	Students receiving credit for CATE programs	Attendance of students in CATE programs Students receiving credit for CATE programs	2, 6, 9 / V, VI
Expand career pathways to provide students more opportunities to engage in an endorsement that is high interest and correlated to success in the real-world job market.	Assistant Superintendent of Accountability and Instruction, Principal CTE Teachers	Perkins	August 2022-2023 Twice a year	Offering more job shadowing/internships for students	Students continuing to follow the path in postsecondary	Number of students who attend a postsecondary program	2, 5, 9 / VI

Goal 4: All students in Oak Cliff Faith Family Academy will graduate from high school.

Objective 2: Oak Cliff Faith Family Academy will increase enrollment completion rate of students 4-year graduation plan with CTE endorsements and distinctions in career and college readiness indicators.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Expand on innovative learning experiences related to science, technology, engineering, arts, and mathematics at all levels (PK-12)	Assistant Superintendent of Accountability and Instruction, Principal, CTE Teachers, Math & Science Teachers	Perkins	August 2022-2023 Twice a year	Offering more learning experiences to students, Guest speakers Field Trips	Students choosing a path related to science technology, engineering, arts or math	Field trips, Partnerships with Businesses	2, 5, 9 / VI

Goal 5: Parents and Community will be partners in the education of students in Oak Cliff Faith Family Academy.

Objective 1: By May 2023, 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.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Have a parent involvement activity every month and student performance	Principals and Teachers	PTSO Funds Title I	Monthly, August 2022 – June 2023	Agendas and sign-in slips for each PTSO meeting	More parent participation	EOY survey	6 / V
Increase parent volunteer hours by having a parent center for them to help support campus needs	Principals, Teachers, and parents	Local funds	August 2022-May 2023 Weekly	Log of volunteer hours	Parents on campus; reading to students, 100 th day, field day, etc.	Hours of service increase	6 / V

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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/ CSFs
Continue Parent University course for parents to promote English and Spanish language acquisition	Coordinator of Support Initiatives, Staff, Principal	Title I State Funds PTSO Funds	September 2022- May 2023 Weekly	Enrollment rosters, attendance rates	Parent enrollment	Completion rates	6 / V
Promote fundraisers to help support campus initiatives	Principals, Teachers, and parents	Local funds	August 2022-May 2023 Twice a year	Profit Purchase Order	Student participation; positive parent, student, teacher partnership	Increase in student activities such as field trips, carnivals, on site visits from educational programs, etc.	6 / V