



Faith Family Academy Charter

Oak Cliff – Waxahachie

District Improvement Plan
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

“Knowledge is Liberty”

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.
- 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
Mollie Purcell	Superintendent	
Amanda Subjinski	Chief Financial Office	
Dean McGuire	Chief Operating Officer of Maintenance and Operations	
Michael Dang	Chief Academic Officer	
Shirley Heitzman	Assistant Superintendent of Development	
Guillermo Miranda	Family Engagement Specialist	
Tonie Garza	Executive Director of Bilingual/ESL	
Nora Fabela	Executive Director of Teaching and Learning	
Lorie Gassert	Assistant Superintendent of Special Program	
Jose Moreno	Executive Director of Enrichment	
Dana Langham	Executive Director of Special Programs	
Gillian Smoak	Executive Director of Assessment	
Cathy Olmos	Parent	
Andy Berning	Community Member	

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

2021 - 2022

Data Sources Reviewed:

- Parent, Teacher, Student, Community Surveys
- Staff Needs Assessment Data
- State and Federal Accountability data
- SST/ChildFind data
- District PEIMS reports for attendance, grades, discipline
- Performance Based Monitoring Assessment System, Texas English Language Proficiency Assessment System, Language Measurable Annual Objectives
- 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 at all levels

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	Diverse Population Attendance Rate Improvement Highly Qualified, Certified teachers Strong Professional Development Enrollment in Oak Cliff has increased dramatically over past three years	Continue strategies to improve attendance rate Focus on needs of large LEP population in Oak Cliff and increasing LEP population in Waxahachie Serve needs of At-Risk students	Improve methods and means of communicating with non-English speaking parents Continue to improve procedures on campuses that work towards increasing attendance

	<p>Low Drop-out Rate Number of Staff has been increased to accommodate student population Special Programs have increased due to additional need</p>	<p>Continue to seek excellent staff who reflect diversity Continue to develop Advanced Placement Program Continue to improve communication efficacy with non-English speaking parents Increase Dual Language program Continue recruitment efforts for increased enrollment</p>	<p>Increase efforts to increase G/T identification and services Increase efforts to increase SpEd identification and services Continue recruitment efforts for increased enrollment AP Classes Strengthen CATE Pathways and outcomes Additional Guidance Counselor services for Waxahachie</p>
<p>Student Achievement</p>	<p>State Accountability for District (Waxahachie) data for 2019</p> <ul style="list-style-type: none"> • Overall: 92 (A) • Student Achievement: 85 (B) STAAR Performance: 74 College Career: 91 Graduation Rate: 95 • School Progress: 85 (B) Academic Growth: 85 <p>State Accountability for Campus (Faith Family MASTER Academy) data for 2019:</p> <ul style="list-style-type: none"> • Overall: 76 (C) • Student Achievement: 75 (C) STAAR Performance: 62 • School Progress: 75 (C) Academic Growth: 69 Relative Performance: 70 • Closing the Gap: 64 (C) <p>State Accountability for Campus (Oak Cliff Faith Family) data for 2019:</p> <ul style="list-style-type: none"> • Overall: 92 (A) 	<p>Need to improve Student Achievement in ALL and each of the core subjects, particularly in the area of Writing, Science, and Social Studies.</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-populations. Need to add PAP and AP classes to increase Domain 1, 2, and 3. Implementation of an AVID program is needed to provide added support for first time pre-AP and AP students. Need to increase Response-to-Intervention services and implementation quality.</p> <p>Continue to improve SAT scores Well-equipped science classrooms at all levels</p>	<p>Need to improve Student Achievement in ALL and each of the core subjects, particularly in the area of Writing, Science, and Social Studies.</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. Need to add Response-to-Intervention services and implementation Continue to improve SAT scores Well-equipped science classrooms at all levels Expand training for teachers to understand the data analysis and implications for instruction Increased use of technology to access updated textbooks (IPADS)</p>

	<ul style="list-style-type: none"> • Student Achievement: 82 (B) STAAR Performance: 73 College Career: 90 Graduation Rate: 85 • School Progress: 81 (B) Academic Growth: 81 • Closing the Gap: 61 (C) <p>In 2021, schools were not rated based on COVID- Declared State of Disaster</p> <p>Access to data tracking tools through Eduphoria/Aware, ISIP and mClass In-depth examination of SEs during PLCs Teachers being trained to understand data analysis through Lead4ward and STAAR4ward Strong Professional Development Increase in RHSP/DAP Graduates</p>	<p>Expand training for teachers to understand the data analysis protocol and apply this information to instruction Increased use of technology and technology systems for both differentiated instruction and teacher planning/productivity Need to expand MASTER program for rigorous and relevant project based learning opportunities for CCR indicators Professional development to help teachers implement research-based instructional knowledge such as backwards design, Depth of Knowledge , and differentiated instruction</p> <p>Due to COVID-19, students did not take the STAAR assessment in 2020.</p> <p>The district's STAAR scores in 2021 significantly dropped from the 2019 scores. The scores dropped in every area or they stayed the same.</p> <p>Eagle Flight School is an important part of addressing the learning loss of our students</p>	<p>Professional development to help teachers understand Depth of Knowledge</p> <p>-Addressing the learning loss of our students on both campuses</p> <p>-Cleaning of Air Ducts to ensure good circulation</p> <p>-Replace HVAC system</p> <p>-Create a Teacher Instructional Professional Development facility to ensure we are providing high quality professional development for all staff to address the learning loss of our students due to the pandemic.</p> <p>-Planning for Eagle Flight School</p> <p>-21st Century After School Program including an hour of after school tutoring and enrichment.</p> <p>-Hire Academic Deans to ensure oversight of instruction and to ensure that students are getting the most high quality teaching</p> <p>-Instructional Coaches will work with teachers to ensure that they are meeting the needs of all students academically</p>
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<p>School Culture and Climate</p>	<p>Great teaching staff and good relationships among teachers New Buildings / Campus Improvements including pleasing curb appeal Students and staff feel safe on campus School spirit increasing High sense of belonging Good attendance of students and staff Recognition for Perfect Attendance, Citizenship, Honor Roll Program Participation in UIL Spelling Bee Field day Loyal families and students Strong PTSO membership</p>	<p>Continue to embed Character Education in all classes Continue to improve implementation of District-wide CHAMPS and STOIC program among all teachers More communication across grade levels Expand clubs such as National Honor Society, Math and Science Clubs, and Science Fair to encourage students to be involved in school. Additional extra-curricular activities for Middle and Elementary schools</p>	<p>Continue to embed Character Education into every class Continue implementation of District-wide CHAMPS and STOIC program among all teachers Increase the number of classrooms to accommodate increased enrollment More communication across grade levels Investigate the possibility of more electives and extra-curricular activities to strengthen the culture</p> <p>-Ensure that we have all the supports needed for students' academics and social emotional learning.</p> <p>-Intervention Specialists will continue to meet with students and families to ensure all social emotional needs of our students are met.</p> <p>-Use Character Counts as a mechanism to teach students about the 6 pillars and focus on one pillar each 6 weeks</p> <p>-Ensure that our facilities are the cleanest they can possibly be whether that means hiring more staff or hiring a cleaning service to ensure the cleanliness of the school and all building.</p>
<p>Staff Quality/ Professional Development</p>	<p>Campus-Based teacher mentors High Teacher quality with ESL Certification required</p>	<p>Hire seven (7) Instructional Coaches (1 PreK-12 Technology, 2 for each core content at Waxahachie Campus, 2 for</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>

	<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>Professional Development video-taped and available to new hires so that all teachers receive training on programs or strategies for which they will be responsible</p>	<p>Upper and Lower Grades each at Oak Cliff Campus) to work with teachers</p> <p>Utilize Instructional Coaches to embed professional development in classrooms and PLCs</p> <p>Need to increase number of teachers with Special Education, ESL, G/T, 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>Continue professional development to strengthen and support existing staff including Depth of Knowledge to improve teacher understanding of rigor</p> <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 STOIC</p> <p>Continued professional development to better use existing technology resources</p>	<p>Utilize Instructional Coaches to 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 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 and STOIC</p> <p>Continued professional development to better use existing technology resources</p>
<p>Curriculum, Instruction, Assessment</p>	<p>Assistant Superintendent of Accountability and Instruction to work and Curriculum Consultant</p> <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 2017–2021 year</p>	<p>Need PD for Schoology, eSPED, elevation, and other student learning systems.</p> <p>Need for Six (6) 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> <p>PLCs utilizing Lead4ward/STAAR4ward</p>	<p>Six (6) 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> <p>PLCs utilizing Lead4ward/STAAR4ward</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>Eduphoria and Aware provides means for systematic data analysis which helps in scaffolding instruction</p>	<p>Continue professional development to help teachers understand Depth of Knowledge to improve rigor</p> <p>Need better and deeper understanding of new math TEKS</p> <p>Need additional facilitator in using the data management tools in Eduphoria and Aware</p> <p>Need improved understanding of State Accountability standards and strategies for addressing target improvement</p> <p>Continue professional development in instructional strategies and lesson planning based on the Common Instructional Framework</p> <p>Implement assessment for Kindergarten</p> <p>Need to focus throughout the year on Revised Mathematics TEKS and how they are vertically aligned from Kindergarten – Algebra I</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>Continue professional development to help teachers understand Depth of Knowledge to improve rigor</p> <p>Need better and deeper understanding of new math TEKS</p> <p>Need greater facility in using the data management tools in Eduphoria and Aware</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. We are offering zoom for ARDs and LPACs for parents as an option.</p> <p>Implement assessment for Kindergarten</p> <p>Need to focus throughout the year on Revised Mathematics TEKS and how they are vertically aligned from Kindergarten – Algebra I</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>
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<p>Family and Community Involvement</p>	<p>District Coordinator of Support Initiatives and Community Engagement Strong and active PTSO 100% teacher membership for PTSO Community Health and Wellness Fair Partnership with North Dallas Rotary Teacher grants provided by North Dallas Rotary Waxahachie Fall Festival Provide volunteer opportunities for students to give back to community Parent Step-Ahead Program Community involvement with North Texas Food Backpack program in Oak Cliff Partnership with The Senior Source for “foster grandparents” Partnership with Mountain View College for instructors to teach ESL classes in FFA Parent University Vision Van for eye exams and glasses Dallas Association for the Blind providing glasses One Community/One Child Grant from TEA providing stipends for parents for Saturday sessions of Parent University Member of Waxahachie, DeSoto and North Dallas Chambers of Commerce Multitude of activities for parents to be involved in school Father – Daughter Dance All school correspondence offered in both English and Spanish</p>	<p>Need to maintain bilingual/multilingual assistance to communicate with parents Continue Parent University to build language acquisition and technology skills for parent of ELL students Continue to build capacity of parents to support their students education Continue to build capacity of staff to communicate with non-English speaking parents Continue training for security to work with parents and community Continue service projects for students and staff that have an impact on the surrounding community Continue to build pride and sense of ownership of the school itself Continue to be involved with state and community organizations that support the school Maintain strong teacher support for PTSO Need Social Worker to support students and families to attain academic goals.</p>	<p>Continue Parent University in Oak Cliff to build language acquisition and technology skills for parents of ELL students Continue to provide translators/ interpreters to enable teachers to contact and communicate with parents throughout the day Continue to build capacity of staff to communicate with non-English speaking parents (Spanish classes for teachers) Increase parental involvement at secondary level Continue service projects for students and staff that have an impact on the surrounding community Actively engage parents and stakeholders through planned activities and events to promote increased parental involvement and improved parental climate. Need to utilize social worker to address the social and emotional needs of students to improve academics and attendance.</p>
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<p>School Context and Organization</p>	<p>District provides an Executive Director of Educational Leadership Strong district support by providing new facilities, staff and materials Highly Qualified teachers Purpose focused on student achievement Strong teacher-student communication Safe environment as perceived by staff and students Tutoring from all teachers for students to be successful in classes and on state assessments Teachers have a voice in decision making Teachers care about success of students District provides time for teachers to plan together in PLCs 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. <i>Due to COVID there has been a big push to do home visits for all students. We want families to know that we are here for them and that it is safe to attend school.</i> Need for additional instructional support to help new and returning teachers to give support to struggling students Consistent technology in classrooms Continue to add space to accommodate current and future growth 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. Need for additional instructional support to help new and returning teachers to give support to struggling students Consistent technology in classrooms Continue to add space to accommodate current and future growth Investigate additional extra-curricular activities that are requested by students <i>Home Visits were made to all students by staff to ensure that students knew we are back in person and want them to attend school in person.</i></p>
<p>Technology</p>	<p>Strong infrastructure with access to high speed internet Campuses have been provided with SmartBoards, laptops, classroom computers and projectors, and Elmos District has provided adequate budget for technology District provides a Webmaster and Marketing Coordinator to ensure communication with all stakeholders District provides an Instructional Technology Specialist District has provided administrative software, such as Attendance,</p>	<p>Computers available for each student for on-line tests Additional computer lab availability for implementation of skills programs in math and science for all grades Training on iPads and iPad integration in the classroom Computer Language Education</p>	<p>Computers available for each student for on-line tests Need to offer Computer Language courses Additional computer lab availability for implementation of skills programs in math and science for all grades <i>Allowed students to check out technology and hotspots to ensure all students had access to technology in order for them to be able to continue their education</i></p>

	<p>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>		
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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 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.

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 Waxahachie 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 1: By May 2021, 100% of all students will meet standard on all portions of the state assessment. The District will meet state and federal accountability standards* in every area and sub-population measured, including Special Education, Gifted and Talented, Bilingual/ESL, CTE 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
Conduct a Comprehensive Needs Assessment	District Administration, Campus Committees	State Funds, Title I	April 2021 – June 2022	Committee Reports, Teacher, Parent, Student Surveys Admini Agendas Accountability Reports	Data Analysis Reports TAIS Documents	Comprehensive Needs Assessment for 2109-19	1 / I, II
Utilize results of Comprehensive Needs Assessments to set priorities for the educational program of the District	District Improvement Committee	State Funds Title I Title II	June 2021 – September 2022	Summary of Comprehensive Needs Assessment and Priorities	Priority Lists District Improvement Plan for 2017–2021	Agendas and Minutes 2017-18 TAPR and NCLB Report	1 / I, II,III
Provide executive coaches to work side by side with principals on all accountability and programs for schools in School Improvement	Superintendent Assistant Sup of School Leadership	State Funds Title I	August 2021 – July 2022	Documentation of Liaison’s time on Campus with PSP and principal	Improvement in accountability ratings =/> Met Standard	TAPR and NCLB Report Cards	2, 9, 10 / I, II, III
The District provides an Assistant Superintendent of School Leadership to support and guide principals	Superintendent Chief Financial Officer	State Funds	August 2021 – July 2022	Documentation of meetings with principals	Principal goals and achievement documentation	Principal Evaluation Accountability Scores	2, 4 / II, III
Assistant Superintendent of Accountability and Instruction will oversee development of the district curriculum and implementation of instructional strategies	Superintendent Chief Financial Officer	State Funds Title I Title II Title III IDEA B	August 2021 - July 2022	Agendas and sign-in sheets for curriculum meetings, PLCs and Grade Level Meetings	Improvement in achievement on benchmark scores, grades and TAPR and NCLB reports	Benchmark Scores, TAPR and NCLB Report Cards	2, 8, 9 / I, II, III

Goal 1: Students in Waxahachie 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 1: By May 2021, 100% of all students will meet standard on all portions of the state assessment. The District will meet state and federal accountability standards* in every area and sub-population measured, including Special Education, Gifted and Talented, Bilingual/ESL, CTE 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
The district will provide an Executive Director of Accountability and Testing to ensure that assessment results are correctly disaggregated and disseminated	Superintendent Chief Financial Officer	State Funds SCE	After state testing results and released, benchmark results, and CBAs	Data disseminated to campuses and staff in a timely manner	Teacher and principal use of the data in lesson planning, tutoring plans	Benchmark results, ITBS, STAAR and EOC tests, , TELPAS, PBMAS, LMAO	2, 8, 9 / I, II
The district will provide a Data Analyst to facilitate collection, disaggregation, and disseminating of data to campuses and teachers to support teaching and learning	Superintendent, Asst Sup of Accountability and Instruction	State Funds SCE	After state testing results and released, benchmark results, and CBAs	Data disseminated to campuses and staff in a timely manner	Teacher and principal use of data in lesson planning, tutoring plans,	Benchmark results, ITBS, STAAR and EOC tests, , TELPAS, PBMAS, LMAO	2, 8, 9 / I, II
The district will provide a Directors of Assessment to facilitate the proper implementation, documentation, and reporting of assessment accommodations throughout the year. In addition, they will facilitate the disseminating of data to campuses and teachers to support teaching and learning in ARDs, LPACs, and PLCs.	Superintendent, Asst Sup of Accountability and Instruction, Ex. Director of Accountability and Assessment	State Funds SCE	After state testing results and released, benchmark results, and CBAs	Data disseminated to campuses and staff in a timely manner	Teacher and principal use of the data in lesson planning, tutoring plans	Benchmark results, ITBS, STAAR and EOC tests, , TELPAS, PBMAS, LMAO	2, 8, 9 / I, II

Goal 1: Students in Waxahachie 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 1: By May 2021, 100% of all students will meet standard on all portions of the state assessment. The District will meet state and federal accountability standards* in every area and sub-population measured, including Special Education, Gifted and Talented, Bilingual/ESL, CTE 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
Provide seven (7) Instructional Coaches (1 Pre-K-12 Technology, and 2 content specialist the four core contents for Waxahachie campus, Upper Grades in the Oak Cliff Campus, and Lower Grades of the Oak Cliff Campus) to provide embedded Staff development during PLCs, teacher mentoring, model lessons, and student interventions.	Asst Sup of School Leadership, Asst Sup of Accountability and Instruction, Asst Sup of Special Programs, Executive Principal	State Funds, Title I Title II Part A	August 2021 – June 2022	PLC Agendas with topics taught	Teacher use of strategies in weekly plans; Time and Effort Documentation; Common Assessment Results	Increased scores on state and local assessments	2, 3, 4, 8 / I, II, III, IV, VII
Train teachers on a District Data Analysis Protocol Lead4ward	Asst Sup of Accountability and Instruction, Ex. Director of Accountability and Assessment, Instructional Coaches	State Funds Title II Part A Title IV	August 2021 – June 2022	Agendas and Sign-in sheets of trainings	Use of Lead4ward data in planning PLC agendas	Increased scores on state assessments	2, 3, 4, 8 / I, II, III, IV, VII
Train teachers to write lesson plans which will address Depth of Knowledge and need of individual students	Director of Teaching and Learning, Principals, Teachers	Title I, Title II, Title III State Funds SCE	August 2021 – June 2022	Professional Development agendas and sign-in sheets	Lesson Plans, PLC observations, Walk-throughs, formal observations	Benchmark scores, State Assessments	2, 3, 8, 9/ I, II, III, VI
Improve instruction in all core areas to raise rigor for all students by using DOK and student	Director of Teaching and Learning, Principals,	Title I, Title II Title III Title I SIP	August 2021 – June 2022	DOK training agendas and data	Use of data to determine individual needs	Benchmark scores, State Assessments,	2, 8, 9/I, II, III

Goal 1: Students in Waxahachie 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 1: By May 2021, 100% of all students will meet standard on all portions of the state assessment. The District will meet state and federal accountability standards* in every area and sub-population measured, including Special Education, Gifted and Talented, Bilingual/ESL, CTE 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
achievement data to determine individual needs on specific SE's	Instructional Coaches, Teachers	IDEA-B State Funds State Comp Ed			in classroom, lesson plans, Walk-throughs	CBAs	
Utilize Coordinator of Student Services to work with teachers who serve students in special populations to improve services to them	Superintendent, Asst Sup of Special Programs	State Funds, State Comp Ed	August 2021 – June 2022	Logs and Agendas for Coordinator of Student Services	Walk throughs, Lesson Plans Formal observations	Scores on CBAs, state and Local assessments	2, 9/I, II, III, VII
Use Sheltered Instruction strategies which have been proven to help all students	Director of Teaching and Learning, Principals, Teachers	Title I, III, State Funds	August 2021 – June 2022	Professional Development agendas, and sign-in sheets	Walk-throughs, Lesson Plans, formal observations	Benchmark scores, State Assessments, CBAs	2, 9/I, II, III, VII
Offer Honors Math and English classes in 6, 7, 8 th grades in the Middle School	Asst Sup of School Leadership, Asst Sup of Accountability and Instruction, Asst Sup of Special Programs, Executive Principal	State Funds	August 2021 – June 2022	Master Schedule	Number of students taking honors classes	Improved progress scores on STAAR	2, 3 / I
Offer Pre-AP English I, and Pre-AP English II, and Pre-AP Algebra I in the High School	Asst Sup of School Leadership, Asst Sup of Accountability and Instruction, Asst Sup of Special Programs, Executive Principal	State Funds	August 2021 – June 2022	Master Schedule	Number of students taking advanced classes	Improved progress scores on STAAR	2, 3 / I

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Objective 1: By May 2021, 100% of all students will meet standard on all portions of the state assessment. The District will meet state and federal accountability standards* in every area and sub-population measured, including Special Education, Gifted and Talented, Bilingual/ESL, CTE 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
Add AP English III in the 2017–2021 school year, and Pre-AP Geometry, and Pre-AP American History in the 2016 – 2017 school year	Asst Sup of School Leadership, Asst Sup of Accountability and Instruction, Asst Sup of Special Programs, Executive Principal	State Funds SCE	August 2021 – June 2022	Master Schedule	Number of students in AP English III, PAP Geometry, American History	Improved College Readiness, Increase in students scoring Advanced Academic Perf. on EOCs	2, 3 / I
Provide intervention during the school day for students who have been identified as needing additional help to meet state standards.	Principals, RTI Teachers, General Education teachers, SPED teacher	Title I IDEA-B State Funds SCE	August 2021 – June 2022	Interventionists' schedules and attendance logs, benchmarks, grades, tracking	6-Weeks and Semester grades, benchmark data, tracking data	Benchmark data, STAAR, EOC, TELPAS, TPRI, PBMAS, individual scores	2, 8, 9 / I, II, III, IV
Provide additional before and/or after-school tutorial times for students who are at risk of failure in core subject areas	Principals, core subject teachers	State Funds Title I SCE Title I SIP	August 2021 – June 2022	Tutoring rolls and attendance logs, teacher plans	Improved 6-weeks and semester grades, fewer failures	Fewer students who fail courses and higher graduation rate	2, 9 / I, II, III, IV
Monitor the effectiveness of instructional strategies through six-weeks and semester assessments, walk-throughs	Principals, core subject teachers, Director of Teaching and Learning	Title I State Funds	Each 6-weeks and semester	Lesson Plans, walkthrough observations, PLC and grade level minutes	Improved 6-weeks and semester grades	Higher passing and graduation rates	2 / I, II, III
Student Profile data, maintained and accessed through Eduphoria and Schoology will be utilized in lesson planning and assessments	Principals, Director of Teaching and Learning, Instructional Coaches, core subject teachers	Title I State Funds SCE	August 2021 – June 2022	Profile data monitored by the principals and Dir. of Teaching and Learning, each 6-weeks	Improved benchmark and objective scores	Individual benchmark scores, ITBS, STAAR, EOC scores	1, 2, 8, 9 / I, II

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Objective 1: By May 2021, 100% of all students will meet standard on all portions of the state assessment. The District will meet state and federal accountability standards* in every area and sub-population measured, including Special Education, Gifted and Talented, Bilingual/ESL, CTE 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
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, CFO, COO, Asst Sup of School Leadership, Asst Sup of Accountability and Instruction, Asst Sup of Special Programs, Executive Principal, Executive Principal	State Funds Title I Title I SIP IDEA B Title II Part A Title III	August 2021 – June 2022	Staff Development Calendars, Agendas, Sign-in Sheets, financial documentation	Increased achievement by all students on grades, STAAR, EOC, TELPAS, PBMAS, , LMAO	Benchmarks, STAAR, EOC ITBS	2, 4, 6, 8, 10 / I, II, III
The district will administer ITBS to grades K - 10 to determine areas of strength and weakness for each student	Executive Director of Accountability and Assessment, Executive Principal, Principals, Teachers	State Funds SCE	September 2021, January and May 2022	Testing calendar and rosters of scores	Improved use of data by teachers to improve instruction	Benchmarks, STAAR, EOC ITBS	2, 3, 4, 8, 9 / I, II, III, VII
Benchmark and common assessments will be administered and data will be utilized to plan instruction.	Principals, Core subject teachers, Asst Sup of Accountability and Instruction, Director of Teaching and Learning, Instructional Coaches	Title I Title II State Funds Title III	September 2021 – July 2022	Benchmark and assessment results and summaries	Increased scores	Benchmarks, STAAR, EOC scores, TELPAS results, ITBS	2, 9 / I, II, III

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Objective 1: By May 2021, 100% of all students will meet standard on all portions of the state assessment. The District will meet state and federal accountability standards* in every area and sub-population measured, including Special Education, Gifted and Talented, Bilingual/ESL, CTE 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
Train all teachers in English Language Proficiency Standards	Bilingual Consultant, Coordinator of BIL/ESL	Title I Title II Part A Title III	August 2021 – July 2022	Use of these standards in lesson plans, walk-throughs	Improved STAAR, EOC scores and TELPAS for LEP students	STAAR, EOC, , TELPAS, PBMAS	2, 4, 8, 9 / I, II, III, VII
Provide transition activities from Pre-Kindergarten to Kindergarten and from Kindergarten to 1 st Grade	Director of Early Childhood, Principals, Counselors, PK and K teachers, Elementary principal and 1 st grade teachers	State Funds Title I	April 2021 – August 2022, and April 2021 – August 2022	Invitations, Agendas, Sign-in Sheets, calendar	Increased confidence for children and parents as evidenced by survey	Number of students returning for additional years	2, 6, 7, 9, 10 / VI
Increase student achievement by providing additional classrooms designed for research-based best practices in instructions (such as 21 st Century Learning objectives)	COO	State Funds	August 2021 – June 2022	Plans approved by City Planning Commission	Buildings in place, classrooms in use	Increase in student achievement on state assessments	2, 9 / VI

Goal 1: Students in Waxahachie 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 2109, 100 % of identified limited English proficient students will become proficient or better in English in reading and math and pass the reading and math portions of the state assessment.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
The district will provide a Bilingual Consultant to train teachers and monitor instruction for ELL students.	Superintendent, Bilingual Consultant	Title III	August 2021 – June 2022	Agendas, Sign-in Sheets, tracking of Bilingual Students	Lesson Plans, Improved instruction	Classroom Walk throughs, 6-Weeks and Semester Grades, STAAR, EOC, TELPAS , PBMAS	2, 3, 4, 5, 7, 8, 9, 10 / I, II, III, VII
The district will provide a full time Coordinator of BIL/ESL to support teachers in serving ELL students	Superintendent Bilingual Consultant	State Funds SCE	August 2021 – June 2022	Calendar of activities and meetings with teachers,	Improved Lesson plans for ESL teachers, CBAs	Classroom Walk throughs, grades, STAAR, EOC, TELPAS, PBMAS	3, 4, 8, 9 / I, II, III, VII
The district will provide sheltered instruction for ELL students in core subject areas	All core teachers, Principals, Bilingual Consultant	State funds SCE	August 2021 – June 2022	Classroom Walk throughs, lesson plans	Improved instruction for LEP students in core subjects	Improved 6-Weeks and semester grades, benchmarks, STAAR, EOC, TELPAS , PBMAS	2, 3, 4, 5, 8, 9, 10 / I, II
The district will provide a Coordinator of Support Initiatives and an additional paraprofessional to promote success of all ELL students	Superintendent, Coordinator of Support Initiatives	Title I	August 2021 – June 2022	Log of Coordinator of Support Initiatives	Sign-in Sheets at parent activities	Increased success of ELL students on benchmarks, STAAR, EOC, TELPAS , PBMAS	2, 6, 7, 9, 10 / V, VI
The district will provide high quality instruction in ESL with highly qualified teachers during the school day	Principal, Teachers, Bilingual Consultant, BIL/ESL Coordinator	Title I Title II Part A Title III SCE State Funds	August 2021 – June 2022	Lesson plans, classroom Walk throughs	Improved 6-weeks and semester grades	STAAR, EOC, TELPAS scores ITBS, PBMAS	2 / VI, VII

Goal 1: Students in Waxahachie 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 2109, 100 % of identified limited English proficient students will become proficient or better in English in reading and math and pass the reading and math portions of the state assessment.

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	Bilingual Consultant, Teachers	Title II Part A Title III Title I	August 2021 – June 2022	Lesson plans, classroom walk-throughs	Improved English Proficiency of ELL students	STAAR, EOC, TELPAS , PBMAS	2, 4, 8, 9 / VI, VII
Provide before and after school tutoring for identified ELL students who are not meeting state standards	Principals, teachers	Title I State Funds Title I SIP	August 2021 – June 2022	Tutoring schedules and lists	Improved success of ELL students on state assessments	Benchmarks, STAAR, EOC, TELPAS, WMLS, PBMAS	2, 8 9 / I, II, IV
Implement ELPS in all classes with ELL students	All teachers with ELL students, Principals, Bilingual Consultant	State Funds Title II Part A Title III	Daily August 2021 – June 2022	Lesson Plans, Classroom Walk throughs by principals and Bilingual Consultant	Improved proficient scores on TELPAS, STAAR, EOC, WMLS	Benchmarks. TELPAS, STAAR, EOC, PBMAS	2, 9 / I, II
Monitor instruction in ELL classes	Bilingual consultant, Coordinator of BIL/ESL Principals	State Funds Title I Title II Part A Title III SCE	August 2021 – June 2022	Lesson plans check, Walk throughs by principals and Bilingual Consultant and BIL/ESL Coordin.	Improved instruction utilizing training received to support ELLS students	Benchmarks, TELPAS, STAAR, EOC, WMLS, ITBS, PBMAS	2, 4, 9 / I, II, VII
Monitor progress of ELL students on TELPAS	Principals, teachers, Bilingual consultant Bilingual Coordinator	State Funds Title III SCE	August 2021 – June 2022	Progress monitoring tracking	Improved success of ELL students	% of students who scored proficient on TELPAS reports, WMLS, PBMAS	2, 9 / I, II

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Objective 2: By May 2109, 100 % of identified limited English proficient students will become proficient or better in English in reading and math and pass the reading and math portions of the state assessment.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Provide student dictionaries and materials to support ELL students in core subject areas for direct instruction of dictionary usage skills throughout the year, across content areas.	Principal, Bilingual Consultant	Title III	August 2021 – June 2022	Evidence of materials, use in lesson plans	Success of ELL students in Walk throughs	Improved ELL scores on state assessments, PBMAS	2, 9, 10 / I, IV, VI

Goal 1: Students in Waxahachie 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 3: The district will provide a well-balanced and appropriate curriculum to all students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Develop and implement Common Instructional Framework in all core content areas and grade levels	Principals, Asst Sup of School Leadership, Asst Sup of Accountability and Instruction, Asst Sup of Special Programs	State Funds Title II Part A Title I	August 2021 – June 2022	Use of district curriculum and lesson plan template in lesson plans	Walk throughs	Improved success of students on 6-weeks, semester grades, STAAR, EOC, Benchmarks	2, 4, 9 / I
Train all teachers on the District Common Instructional Framework with 6 Instructional Practices focusing on Writing and Questioning for 2017–2021 years, well as Lead4ward and STAAR4ward	Asst Sup of Accountability and Instruction, Asst Sup of Special Programs, Director of Teaching and Learning, Principals, Instructional Coaches	State Funds Title II Title I Title I SIP	August 2021 – June 2022	Agendas and Sign-in Sheets for PLCs	Use of the instructional practices in lesson plans and classroom walk throughs	Improved engagement of students and increased scores on state and local assessments	2, 4, 9 / I
Maintain student profile data including assessment information format established by the principals and Asst Sup of Accountability and Instruction	Principals, Core subject teachers, Director of Teaching and Learning	Title I State Funds	August 2021 – June 2022	Data in Eduphoria and discussion on PLC and grade level agendas	Ongoing collection and analysis of data used to plan instruction	Reduced failure rate, improved success on state assessments, Benchmarks	2, 8, 9 / I, II, III
Utilize StemScopes curriculum to improve achievement in science	Principals, teachers	Title I State Funds IMA	September 2021 – July 2022	Stemscopes addressed lesson plans	Walk Throughs StemScope Reports	Improvement in science on	2, 8, 9 / I, II, III

Goal 1: Students in Waxahachie 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 3: The district will provide a well-balanced and appropriate curriculum to all students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
						assessments, Benchmarks	
Implement Empowering Writers for writing instruction and Jane Shaffer for reading instruction	Asst Sup of Accountability and Instruction, Director of Teaching and Learning, Consultant teachers	Title II, Part A Title I	July 2021 – July 2022	Lesson Plans, walk-throughs, observations	Samples of student writing	Teacher scores rubrics, STAAR, EOC, TELPAS, Benchmarks	2, 4, 8, 9 / I, II, III

Goal 1: Students in Waxahachie 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 4: The district 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
Continue to provide training in use of StemScopes with visual and hands on activities for science	Asst Sup of Accountability and Instruction, Director of Teaching and Learning, Principals	Title II Part A IMA	August 2021 – June 2022	Lesson Plans, walk-throughs, observations	More effective and efficient use of StemScopes in classroom	Science CBAs / STAAR and EOC	2, 3, 4 / I, II, III, VII
Provide ongoing training for teachers in how to effectively integrate the use of technology	Asst Sup of Accountability and Instruction, Director of Teaching and Learning, Instructional Coaches, Principals	Title II Part B Title I	August 2021 – June 2022	Trainings listed on website, Agendas, Sign-in sheets	Increased use of technology improved instruction, and student interest	Improved use of technology by students, increased success on EOC tests, etc.	2, 3, 4 / III, VII
Improve effective use of technology-based resources such as Aware/Eduphoria, Istation, Schoology, Think Through Math for students and staff	Asst Sup of Accountability and Instruction, Director of Teaching and Learning, Instructional Technology Coach	State Funds Title I IMA	August 2021 – June 2022	Student participation and projects, research,	Think through Math Reports	Star chart, Increased graduation eligibility	2, 4, 10 / I, II, VII
Utilize assessment reports generated by various data software programs to collect and	Principals, Teachers, Asst Sup of	State Funds Title I Title I SIP	August 2021 – June 2022	Data in Eduphoria, discussion of	Use of data analysis findings to improve	Improved scored on STAAR, EOC,	3, 4, 8, 9 / II,

Goal 1: Students in Waxahachie 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 4: The district 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
disaggregate data to improve instruction in all areas	Accountability and Instruction, Director of Teaching and Learning, Instructional Coaches			data in PLCs, lesson plans	instruction as seen in walk-throughs	TELPAS, Benchmarks	
Implement ParaEducator training modules for all paraprofessionals working in classrooms	Principals, Asst Sup of Accountability and Instruction, Director of Teaching and Learning,	Title II Part A SCE funds	August 2021 – June 2022	Names of paraprofessionals enrolled in the program	Number of modules completed by paraprofessional	Improved student achievement on all assessments	10, IV

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.

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.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SWComponents / CSFs
Utilize Instructional Technology Specialist to work with teachers in classrooms and PLCs to improve use of technology and integration into instruction	Superintendent Asst Sup of Accountability and Instruction, Director of Teaching and Learning,	Title I SCE	August 2021 – June 2022	Log of Ins. Tech. Spec. working with teachers	Lesson Plans, walk-throughs, Observations	Improved engagement of students, Higher achievement on assessments	2, 3, 4, 9 / I, III, IV, VII
Actively recruit highly qualified teacher professionals and paraprofessionals	Principals, Human Resources, Bilingual Consultant	Title I Title II Part A State Funds	August 2021 – June 2022	Website, Billboards, Region X Job Fairs Newspapers 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
Develop and implement HQ strategies/activities (i.e. job descriptions) to maintain HQ staff	Principals, Human Resources	Title I Title II Part A	August 2021 – June 2022	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 / VII
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers	Principals, Human Resources Department	State Funds	August 2021 – June 2022	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 / VII

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.

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.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SWComponents / CSFs
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 / VI
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, Principals, Director of Teaching and Learning, Human Resources	Title II Part A State funds Title III IDEA B	August 2021 – June 2022	Professional Organizations and research, TEA updates, attendance at professional organizations,	Professional development offered to teachers and administration sign-in, agendas	Evidence of practices put in place by administrators and teachers	3, 4,5 / II, III, VII

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.

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 Professional Development on Common Instructional Framework which includes these 6 core practices: Writing, Questioning, Collaborative Group, Accountable Talk, Scaffolding, and Literacy Groups, with focus for 2017-18 on Writing and Questioning	Asst Sup of Accountability and Instruction, Director of Teaching and Learning Instructional Coaches	Title II A State Funds Title I	August 2021 – June 2022	Calendar of training sessions, Agendas, Sign-in Sheets	Evidence of implementing writing and questioning in classroom walk throughs and lesson plans	Increase in student performance on CBAs and on state assessments	2, 3, 4, 9/I, II, III, VII
Provide Professional Development on Empowering Writers and on Jane Shaffer to support to teachers in teaching writing and reading	Asst Sup of Accountability and Instruction, Director of Teaching and Learning Consultant, Principals	Title II Part A	August 2021 – June 2022	Agendas of training and sign-in sheets	Use of process in classroom instruction, samples of student writing	ELA CBAs / STAAR, EOC, TELPAS,	2, 3, 4 / I, II, III, VII
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	Principals, Asst Sup of Accountability and Instruction, Director of Teaching and Learning Instructional Coaches,	Title II Part A Title I Title I SIP State Funds	August 2021 – June 2022	Schedule of professional development, agendas, sign-in sheets	Professional Development evaluations	Evidence of implementation by principals Ex. Director of Teaching and Learning, Instructional Coaches	3, 4 / VII

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.

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
Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development	Principals, Human Resources Dept.	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.)	Principals, Asst Sup of Accountability and Instruction, Director of Teaching and Learning Instructional Coaches,	State Funds Title I Title II Part A SCE Title III IDEA B	Weekly August 2021 – June 2022	PLC minutes T-Tess	PLC Agendas Evidence of incorporation of strategies in lesson planning, observations. T-TESS	Principals walk-throughs and T-TESS observations	3, 4, 5 / VII
Conduct Professional Learning Communities (PLC's) for all teachers weekly led by instructional leaders with imbedded staff development on lesson planning and data/interventions	Teachers, Principals, Asst Sup of Accountability and Instruction, Director of Teaching and Learning Instructional Coaches,	State Funds Title I Title II Part A Title III SCE IDEA B	August 2021 – June 2022 Lesson planning on 1 st and 3 rd weeks, data/intervention sessions 2 nd /4 th weeks	Master Schedule PLC Agendas and district list of topics to be covered, Sign-in sheets T-	Improved communication/ implementation of best practices among teachers, Evidence of incorporation of strategies in lesson planning, observations.T-TESS	Increased student success on state assessments and course completion	3, 4 / IV, VII
Continue on-going professional development focusing on Teaching with Rigor (DOK) and Lead4Ward	Principals Consultants	Title II Title III Title I	August 2021 – June 2022	Calendar of trainings,	Use of strategies listed in lesson	Increased student success	2, 3, 4, / VII

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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
	Asst Sup of Accountability and Instruction, Director of Teaching and Learning Instructional Coaches	State Funds		Agendas, Sign-in Sheets	plans, observations		
Continue to implement training on District-wide Classroom Management: CHAMPS, STOIC and book study on Teach Like a Champion 2.0 to support new teachers and returning teachers	Asst Sup of Accountability and Instruction, Director of Teaching and Learning, Instructional Coaches	Title II Title I	August 2021 – June 2022	Schedule of trainings, Agendas, Sign-in Sheets	Evidence of implementation in classroom and school-wide management	Increased success on state assessments, Common Assessments, and benchmarks	2, 3, 4, 9 / VII
Provide training for all teachers on vocabulary building and language/literacy	Principal, Asst Sup of Accountability and Instruction, Director of Teaching and Learning, Bilingual consultant	Title I Title II Part A Title III State Funds	August 2021 – June 2022	Completion of training sessions (sign-in sheets)	Evidence of implementation of strategies in classroom Walk throughs and T-TESS observations	Increased success on state assessments Common Assessments, and benchmarks	2, 3, 4, 9 / VII
Provide content specific training to all core teachers	Principals, Asst Sup of Accountability	Title II Part A Title I State Funds	August 2021 – June 2022	Completion of training sessions	Evidence of classroom implementation	Increased success on state assessments	2, 3, 4 / VII

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.

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
	and Instruction, Director of Teaching and Learning, Instructional Coaches	Title III		(sign-in sheets) and agendas	of strategies in walkthrough observations and T-TESS	Common Assessments, and benchmarks	
Provide ongoing technology training for teachers in how to effectively integrate the use of technology in instruction	Principals, Asst Sup of Accountability and Instruction, Director of Teaching and Learning, Instructional Technology Coach	Title II Part A State Funds Title I	August 2021 – June 2022	Completion of training sessions, (sign-in- sheets)	Evidence of integrated technology in classroom lesson plans, walkthrough and T-TESS observations	Increased success of students on state assessments Common Assessments, and benchmarks	2, 3, 4 / VII
Utilize computer-based assessment reports on various software programs to collect and disaggregate data to improve instruction in all areas.	Asst Sup of Accountability and Instruction, Director of Teaching and Learning, Ex. Director of Accountability and Assessment, Principal, teachers	Title I State Funds SCE	Weekly August 2021 – June 2022	Data charts in data binders, tutoring lists and RTI schedules	Differentiated instruction seen in Walk throughs and lesson plans	Increased success on state assessments Common Assessments, and benchmarks	3, 4, 8, 9 / II, IV, VII

Goal 3: All students in Waxahachie 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 2016 – **2109** school years.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ Reed CSFs
Continue district-wide character education program to include services to the community	Asst Sup of School leadership, Asst Sup of Special Programs,	Teacher Sponsors for student community services, Title I, State Funds	August 2021 – June 2022	Schedule of student community service activities, sponsors, and	Decreased referrals, Character pillars displayed	Student initiated service projects, numbers of students voluntarily doing	2, 9, 10 / VI

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Objective 1: Discipline Referrals will be reduced by 10% with no TAOD incidents during the 2016 – 2109 school years.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ Reed CSFs
	Counselor, All teachers,			student participants		community service	
Embed character education concepts into every class	Asst Sup of School leadership, Asst Sup of Special Programs, Counselor, all teachers, , Principals	State Funds Title I	August 2021 – June 2022	Master Schedule	Lesson Plans, counselor character ed. Presentations	Decreased Referrals	9, 10 / VI
Continue to strengthen the district-wide discipline plan – CHAMPS by continued training of staff	Asst Sup of School leadership, Asst Sup of Special Programs, Principals, , teachers, CHAMPS trainer	State Funds Title I	August 2021 – June 2022	Training agendas and sign-in sheets for CHAMPS	Students adherence to CHAMPS	PEIMS 425 Report	2, 10 / VI
Implement bullying prevention initiative for staff	Asst Sup of School leadership, Asst Sup of Special Programs, Principals, Counselor	State Funds Title I	Monitor number of incidents reported at the end of each semester	Bully Prevention Training Agenda and Sign-in Sheets, student crisis forms	Reduction in the number of bullying incidents and office referrals	PEIMS 425 Report	2, 10 / VI
Monitor student and staff adherence to campus/district policies (uniforms, appropriate behavior, emergency procedures, etc.)	Asst Sup of School leadership, Asst Sup of Special Programs, Principals, Counselor, ,	State Funds	August 2017 – July 2016	Enforcement of uniform/dress policies, knowledge of emergency	Visible compliance, smooth implementation of emergency procedures	Decrease in uniform referrals, no problems in carrying out emergency procedures	10 / VI

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Objective 1: Discipline Referrals will be reduced by 10% with no TAOD incidents during the 2016 – **2109** school years.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ Reed CSFs
	Director of Maintenance & Operations, all teachers /staff			procedures by students/ staff			
Each campus will train and utilize a non-violent crisis intervention team	Asst Sup of School leadership, Asst Sup of Special Programs, Non-Violent intervention trainer, teachers	State Funds Title II Part A	August 2021 – June 2022	Training agenda and certification of team members	Use of team in crisis situation	No injuries to students or staff in a crisis situation	9, 10 / VI

Goal 3: All students in Waxahachie 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 Waxahachie 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 through the school year.	Assistant Superintendent, Principals, SHAC campus committees	Activity funds State Funds	4 times per year August 2021 – June 2022	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 teachers to ensure quality of the program	Human Resources, Physical Education Teacher	State Funds	August 2021 – June 2022	Master Schedule, Human Resource Records	Lesson Plans, Walk throughs	Individual assessments, Fitness Grams	2, 8 / VI
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 6-weeks period August 2021 – June 2022	Master Schedule, Lesson Plans	Walk throughs, individual grades on report cards	Fitness Grams	2, 8 / VI
Participate in “Play 60” program to increase physical activity for all students	Principals, Coaches, P.E. teachers, parents	Provided by Play 60 program	August 2021 – June 2022	Students participating	Individual student activities logged through year	Increased physical fitness for FFA students	2, 6, 10 / V, VI

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

Objective 1: By May 2109, 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
Coordinator of Attendance and Truancy will work with teachers students to improve attendance	Superintendent Asst Sup of School Leadership	SCE	August 2021 – June 2022	Log for Coordinator of Attendance and Truancy	Improved Attendance	Improved academic success of all students	2, 9, 10/ IV
Monitor all students to determine as early as possible any students who are at-risk for failure or dropping out	Principals, Teachers, Counselors	State Funds Title I SCE	Monitored at end of each semester for courses completed August 2021 – June 2022	List of students making up credits by reenrolling in that course or in correspondence course	Record of completed courses	Reduction of students who need to recover credits, All students graduating	2, 9, 10 / IV
Provide career education to assist students in developing knowledge, skills, and competencies necessary for various career opportunities	Principals Counselors. Designated teachers	Carl Perkins State Funds	August 2021 – June 2022	Sign-in sheets, Agendas for meetings, CTE Courses	Number of students participating in career education activities	All students graduating	2, 6, 7, 9 / V
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, and participate in Virtual College Fairs	Principals, Counselors	Time during the scheduled day, transportation Title I State Funds SCE	August 2021 – June 2022	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 / V

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

Objective 1: By May 2109, 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
Develop college and career center to encourage students to stay in school and be successful and implement parent FAFSA night	Counselor Transition teachers, High School teachers, Principals,	Computer, printer, college brochures and information, FAFSA applications and information	August 2021 – June 2022	Sign-in use of computer and printer for college applications, applications for assistance	Number of students going on to college	All students graduating	2, 6, 7, 9, 10 / V
Maintain strict adherence to procedures to track all students enrolled who withdraw from FFA prior to graduation	Principals, Counselors, PEIMS Clerks, Registrars	State Funds	August 2021 – June 2022	Records of students who withdrew and where they went	Reports reflecting enrollment, withdrawals, and follow-up information	Reduction of drop-outs	2, 9 / II
Provide pregnancy-related services to identified students (including, but not limited to, counseling and academic support)	Principals, Counselors, district homebound teacher	State Funds	August 2021 – June 2022	Student records of homebound students due to pregnancy, counselor logs	Number of students who were pregnant finishing high school	All students graduating from high school, reduction of drop-outs	2, 9, 10 / V, VI
Provide incentives for student perfect attendance	Superintendent, Principals, Counselors, Parent Liaison	PEIMS data on attendance, State Funds, PTSO funds	Each 6-weeks and each semester August 2021 – June 2022	Lists of perfect attendance students each 6-weeks	Bulletin boards in halls, certificates and announcements	Number of students with perfect attendance, all students graduating from high school	2, 5, 9 / VI

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

Objective 1: By May 2109, 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
District will provide a Coordinator of Support Initiatives and Community Engagement	Superintendent, Dir. and Support Initiatives and Community Engagement	State Funds Title I	August 2021 – June 2022	Documentation of interaction with Community Organizations, PTSO	Increased support from community and parental involvement	Improved recognition in community and number of parents involved	6. 10 / V
Provide state assessment results to parents in a language they can understand	Principals, Ex. Director of Accountability and Assessment, Parent Liaison	Individual Assessment reports from state, State Funds SCE	Within 10 days of receipt of reports from state	Translations of letters and information into Spanish, Agendas and sign-in sheets	Parent logs showing receipt of assessment reports, teacher log of reports sent home	More parent participation and acknowledgement of understanding of state assessments	2, 6, 9 / V
Have a parent involvement activity every month while school is in session (at least one meeting per core content area focused on STAAR, EOC awareness, <i>i.e.</i> Family Math night)	Parent Liaison, Principals, Teachers	PTSO Funds Title I	Monthly, August 2021 – June 2022	Agendas and sign-in slips for each PTSO meeting	More parent participation, increased parent understanding and support for academics	Improved grades and success on state assessments	6 / V

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

Objective 1: By May 2109, 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
Conduct parent/student awareness session on college and/or career awareness	Counselors, Parent Liaison, teachers Coordinator of Support Initiatives	PTSO Funds State Funds Title I	August 2021 – June 2022	Sign-in sheets and agendas	Increased awareness and support of students’ attending college or trade schools	Number of students attending college and trade schools, all students graduating from high school	6 / V
Collaborate with Mountain View Community College to implement Parent University course for parents	Coordinator of Support Initiatives, Mountain View Staff, Principal	Title I State Funds PTSO Funds	August 2021 – June 2022	Sign-In sheets, Certificates of Completion for parents, paid invoices for Mountain View	Increased parent participation and involvement in activities in the District	Number of parents participating and returning to participate	6 / V
Provide parents with information about the opportunity for secondary students to receive dual credit for some courses offered at the high school level	Principals, Counselor	Title I State Funds	August 2021 – June 2022	Brochures, PTSO agendas	Students enrolled in dual credit classes	Dual credit awarded to students	2, 6 / VI, V
Conduct a Title I Parent-School Compact meeting and formulate a compact for FFA	Coordinator of Community Engagement and Support Initiatives, Parents	Title I Funds State Funds	August 2021	Completion of compact	Increased cooperation between parents and school	Number of students graduating high school	6, 2 / V

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Objective 1: By May 2109, 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
Increase opportunities and involvement for students and staff in community service	Principals, Counselors, Class and club sponsors	Students Staff	August 2021 – June 2022	List of opportunities for students and for staff	Number students and staff documented in performing community service	Number of hours donated by students and staff for community service projects	6, 10 / V
Implement the “WatchDog” program for dads to be involved in all schools	Coordinator of Support Initiatives Parents	Local Funds	August 2021 – June 2022	Number of dads trained in the Watch Dog program	Number of dads participating though out the year	Increased sense of security for students and staff	6 / V
Implement Parent Step-Ahead program	Coordinator of Support Initiatives Parents	Title I	August 2021 – June 2022	Number of parents signed up for Parent Step Ahead classes	Parents participating in the Parent Step Ahead program	Increased achievement of all students	6 / V

Goal 6: Waxahachie Faith Family Academy will execute the ESSER plans with fidelity.

Objective 1: Waxahachie Faith Family Academy will use ESSER funds to ensure the safe return to in-person instruction and continuity of services including those that have already returned to in-person instruction.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Complying with CDC we will improve ventilation by providing maintenance and upgrade of HVAC Systems, UV filtration systems, and duct cleaning to ensure clean air for our students.	Chief of Schools, Director of Maintenance and Operations	ESSER Funds	Summer 2021-Summer 2024	Installation and maintenance	Cleaner air for our students	Maintenance Logs	10, VI
Purchase supplies for sanitation in order to maintain healthy facilities	Director of Custodial Services	ESSER Funds	Summer 2021-Summer 2024	Maintenance Documentation	Clean facilities	Maintenance Logs	10, VI
Create Outdoor learning spaces/classrooms as options for staff to provide new experiences and opportunities for outdoor learning experiences	Chief Academic Officer, Campus Principals, Executive Director of Enrichment	ESSER Funds	Summer 2021-Summer 2024	Sign-in sheets for utilizing outdoor learning spaces/classrooms, lesson plans from activities, student presentations and reflections of experiences	We will see students making progress as will be evident in Benchmark and STAAR scores.	Student progress data	10, IV, VI
Remodeling the Performance Arts Classroom	Chief of Schools, Chief Academic Officer, Director of Maintenance and Operations	ESSER Funds	Summer 2021-Summer 2024	Completion of the remodel and the space being utilized	Students will be using the spaces.	Maintenance Logs	10, IV, VI
Supplanted monthly payroll for Instruction (11), School Health (33), Security (52), and Cleaning Techs (51) to offset the reduction of state funding.	Chief Financial Officer, Payroll/Business Office, Superintendent	ESSER Funds	July 2021-August 2021	General Ledger Documents	Increase in reimbursable expense from ESSER	General Ledger Documents	10,VI

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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
Ensuring supplies and technology are readily available for student/staff access at home in the event that we have another long-term closure	Chief Academic Officer, Technology Consultants	ESSER III Funds	Summer 2021-Summer 2024	Inventory Logs	We will be able to show a smooth transition to remote learning if necessary.	Technology service log	10, I, II, IV, VI
Remodeling the gym to create more classroom spaces	Chief of Schools, Chief Academic Officer, Director of Maintenance and Operations	ESSER III Funds	Summer 2021-Summer 2022	Completion of the remodel and students utilizing the space	Students will be using the spaces.	Maintenance Logs	10, IV, VI

Goal 6: Waxahachie Faith Family Academy will execute the ESSER plans with fidelity.

Objective 2: Waxahachie Faith Family Academy will use ESSER funds to address the learning loss needs of our students due to the pandemic.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Provide classroom instruction during summer months (Eagle Flight School) to address the needs of our students	Chief Academic Officer, Campus Principals, Executive Director of Enrichment	ESSER II and III	Summer 2021-Summer 2024	Sign-in sheets, lesson plans from activities, receipts of supplies used	We will see students making progress as will be evident in Benchmark and STAAR scores.	Student progress data tracking forms	2, 9, 10, I, II, IV, VII, IX

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Objective 2: Waxahachie Faith Family Academy will use ESSER funds to address the learning loss needs of our students due to the pandemic.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Incentivize staff whom are and get vaccinated for COVID 19 as well as returning staff who have aided in the development of processes to address learning loss of our students during the pandemic	Superintendent, Assistant Superintendent of Human Resources	ESSER II Funds	Fall 2021	Returning staff will receive a stipend upon returning to the new school year.	Increased Staff Retention	Staff Retention Rate	10, VII, I, II, V
Intervention Specialists/ Social Workers will address the social/emotional needs of our students and families.	Chief Academic Officer, Assistant Superintendent of Special Programs	ESSER Funds	Summer 2021- Summer 2024	Documentation of meetings, providing resources, and parent call logs	Students and parents will receive the needed resources that are determined.	Number of students/families served by Intervention Specialists	10, VI, V
New Positions created (Instructional Coaches and Deans to directly address the learning loss of our students due to the pandemic	Assistant Superintendent of Human Resources, Chief Academic Officer, Assistant Superintendent of Special Programs, Campus Principals	ESSER Funds	Summer 2021-2024	New FTEs are created and positions are hired	Students will have access to resources and student progress will be noted.	Student progress data	10, I,III, IV, VI
Remodeling of new property to create a Teacher Instructional Professional Development facility to align with an intensive professional development plan for all instructional staff to address	Chief of Schools, Chief Academic Officer, Director of Maintenance and Operations	ESSER Funds	Summer 2021- Spring 2022	Completion of the remodel and the space being utilized	Staff using the facility for professional development	Student progress data	2, 9, 10, I, II, IV, VII, IX

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Objective 2: Waxahachie Faith Family Academy will use ESSER funds to address the learning loss needs of our students due to the pandemic.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I SW Components/CSFs
learning loss caused by the pandemic							
Complying with CDC we will improve ventilation by providing maintenance and upgrade of HVAC Systems, UV filtration systems, and duct cleaning to ensure clean air for our students.	Chief Operation Officer, Director of Maintenance and Operations	ESSER Grants	Summer 2021-2023	Installation and maintenance	Cleaner air for our students	Maintenance logs	Prevention & Mitigation/COVID 19
Create Outdoor learning spaces/classrooms as options for staff to provide new experiences and opportunities for outdoor learning experiences	Chief Academic Officer, Campus Principals, Executive Director of Enrichment	ESSER Grants	Summer 2021-Summer 2023	Sign-in Sheets for utilizing outdoor learning spaces/classroom , lesson plans, student presentations and reflections of experiences	We will see students making progress as will be evident by Benchmark and STAAR scores.	Student Progress data	Learning Loss/Prevention & Mitigation
Supplanted monthly payroll for Instruction (11), School Health (33), Security (52), and Cleaning Techs (51) to offset the reduction of state funding.	Chief Financial Officer Payroll/Business Office Superintendent	ESSER Grants	Summer 2021-Summer 2024	General Ledger Documents	Increase in reimbursable expense from ESSER	General Ledger Documents	Prevention & Mitigation
Obtain cleaning services for our buildings because of the lack of Cleaning Tech Applicants	Chief Financial Officer	ESSER Grants	Summer 2021-Summer 2024	Cleaning service cleaning buildings nightly	Buildings are cleaned and less	General Ledger Documents	Prevention & Mitiga

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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 Maintenance and Operation			and ensuring the highest of quality of products are being used	employees are getting sick		