

Faith Family Academy
Faith Family Academy Oak Cliff Pk-12
2017-2018 Campus Improvement Plan

Accountability Rating: Met Alternative Standard



Board Approval Date: September 21, 2017
Public Presentation Date: October 21, 2017

Mission Statement

Faith Family Academy's mission is to empower and educate the whole child for lifelong success as a responsible citizen in the community. FFA provides an exemplary education for a diverse student body by emphasizing positive self-esteem, high academic standards, an appreciation for the fine arts, and civic responsibility.

Vision

Faith Family Academy's Vision is to empower and educate every student to change the world.

Value Statement

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Waxahachie Faith Family Academy school district is a diverse and growing school district that employs certified teachers that are recruited to serve a high at-risk and/or high English Learner (EL) population. As such, Waxahachie Faith Family Academy school district has the following strengths:

- Diverse population which leaves few under represented student groups programmatically.
- Highly-Qualified and certified teaching staff
- Require all teachers to obtain ESL endorsements
- Targeted Professional Development
- Low Drop Out Rate
- Low Mobility of Students

Demographics Strengths

Waxahachie Faith Family Academy school district is a diverse and growing school district that employs certified teachers that are recruited to serve a high at-risk and/or high English Learner (EL) population. As such, Waxahachie Faith Family Academy school district has the following strengths:

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Problem Statements Identifying Demographics Needs

Problem Statement 1: Last year the attendance rate was 94.4% (versus 96.1% Region 10). Attendance rate affects student achievement, high school course credit, and school finance. **Root Cause:** Root Cause: Lack of systems to pro-actively address the context of student absenteeism. The district needs to support campuses in nurturing a climate and culture of high expectations with respect to attendance (PBIS) and to implement rigorous monitoring systems to

provide timely interventions for excessive absenteeism.

Problem Statement 2: Last year 50.4% of the student population were English Learners. **Root Cause:** Root cause: Demographic make-up of the district show increased enrollment of EL students who, as a population, require additional supports and services. The district needs to implement with fidelity differentiated bilingual and ESL programs based on student needs and to provide high quality teachers, professional development, and resources.

Problem Statement 3: Last year 80.7% of the student population were at-risk of dropping out. **Root Cause:** Root Cause: Socioeconomic and historical poor performance on statewide assessments indicate our student population comes to the district below grade level or with additional needs and services. The district needs to address at-risk student factors such as socioeconomic status and historical student achievement data in a comprehensive Response-to-Intervention (RtI) plan.

Problem Statement 4: Last year 50.4% of the student population were English Learners. **Root Cause:** Root Cause: Increasing/large population of EL students correlates to parents whose primary language is not English. The district needs to improve parental involvement and communication systems that take parent language and cultural perspectives into consideration.

Student Achievement

Student Achievement Summary

State Accountability for Accountability Data for 2017:

- **Index I** Student Achievement - Met State Target Score of 35 with score of 49 (± 2)
- **Index II** Student Progress – Exceeded State Target Scores of 8 with score of 33 (+3)
- **Index III** Closing Performance Gaps – Exceeded State Target of 13 with Score of 25 (+1)
- **Index IV** Postsecondary Readiness – Exceeded State Target of 33 with score of 100 (+0)

	TOT	N	%	STATE	DIFF
		APPROACH	APPROACH		
READING	742	1545	48%	73%	-25%
MATHEMATICS	614	1265	49%	80%	-31%
WRITING	133	359	37%	69%	-32%
SCIENCE	253	548	46%	80%	-34%
SOCIAL STUDIES	185	381	49%	80%	-31%

STAAR Data By Ethnicity By Grade Level

GRDE	TOTAL	HIS	HIS %	BLK	BLK %	WHITE	WHITE %	TOM	TOM %
PK	130	82	63%	48	37%	0	0%	0	0%
kin	155	112	72%	43	28%	0	0%	0	0%
1	151	114	75%	35	23%	0	0%	2	1%
2	165	109	66%	53	32%	2	1%	1	1%
3	189	134	71%	53	28%	2	1%	0	0%
4	173	115	66%	55	32%	3	2%	0	0%
5	141	104	74%	35	25%	1	1%	1	1%
6	180	125	69%	52	29%	2	1%	1	1%
7	205	153	75%	50	24%	2	1%	0	0%
8	195	130	67%	64	33%	0	0%	1	1%
9	185	127	69%	56	30%	1	1%	1	1%

10	127	99	78%	27	21%	1	1%	0	0%
11	116	74	64%	39	34%	1	1%	2	2%
12	92	68	74%	22	24%	2	2%	0	0%
TOTAL	2204	1546	70%	632	29%	17	1%	9	0%

STAAR Data By Populations By Grade Level

GRDE	TOTAL	ECON	ECON%	AR	AR%	SPED	SPED%	GT	GT%	EL	EL%
PK	130	129	99%	130	100%	0	0%	0	0%	56	43%
kin	155	153	99%	113	73%	6	4%	0	0%	89	57%
1	151	150	99%	142	94%	5	3%	7	5%	95	63%
2	165	160	97%	142	86%	7	4%	10	6%	93	56%
3	189	185	98%	148	78%	7	4%	5	3%	125	66%
4	173	169	98%	154	89%	9	5%	18	10%	107	62%
5	141	141	100%	134	95%	11	8%	5	4%	99	70%
6	180	175	97%	156	87%	16	9%	5	3%	99	55%
7	205	200	98%	175	85%	7	3%	3	1%	121	59%
8	195	187	96%	167	86%	11	6%	12	6%	101	52%
9	185	177	96%	160	86%	9	5%	0	0%	92	50%
10	127	122	96%	97	76%	7	6%	0	0%	73	57%
11	116	111	96%	98	84%	10	9%	0	0%	58	50%
12	92	90	98%	72	78%	10	11%	0	0%	44	48%
TOTAL	2204	2149	98%	1888	86%	115	5%	65	3%	1252	57%

STAAR Data By Populations By Grade Level

Student Achievement Strengths

Waxahachie Faith Family Academy school district is has a large number of at-risk students and designated as Alternative Education Accountability (AEA). Waxahachie Faith Family Academy school district has met and exceeded the requirements for Met Standard for 2017 Accountability. Waxahachie Faith Family Academy continues to make academic gains and benefit from the following strengths:

- **Index 1** Student Achievement - + 2 point gain
- **Index 2** Student Progress – +3 point gain
- **Index 3** Closing Performance Gaps – +1 point gain
- **Index 4** Postsecondary Readiness – Maximum points for second year

SCHOOL

- Met Accountability for Student Achievement, Student Progress, Close Performance Gaps and Postsecondary Readiness (under AEA Standard)
- All indices exceeded the state targets.

ELEM:

- GR 04 Writing Spanish increased from 31.4% to 62.2% (Approaches)
- GR 03 Math SpEd increased from 17% to 33%
- GR 04 Math Hispanic increased from 30% to 39% and ELs from 25% to 38%

MIDDLE:

- GR 08 SS increased from 15% to 26%
- GR 08 Science increased from 28% to 36%
- GR 07 Writing AA increased from 22% to 48%

HIGH:

- EOC Algebra I AA increased from 44% to 55%
- EOC US History Eco Dis 66% to 79%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Last year 48% (versus 73% Region 10) of the students approaching standard on the statewide Reading assessment. **Root Cause:** Root Cause: Need to increase the impact of first instruction in Reading and Language Arts Classes through rigor, tiered differentiation, and resources. The district needs to support campuses with a guaranteed rigorous Reading curriculum and PD support.

Problem Statement 2: Last year 49% (versus 80% Region 10) of the students approaching standard on the statewide Mathematics assessment. **Root Cause:** Root Cause: Need to increase the impact of first instruction in Math Classes through rigor, tiered differentiation, and resources. The district needs to support campuses with a guaranteed rigorous Math curriculum and PD support.

Problem Statement 3: Last year 37% (versus 69% Region 10) of the students approaching standard on the statewide Writing assessment. **Root Cause:** Root Cause: Need to increase the impact of first instruction in Language Arts Classes through rigor, tiered differentiation, and resources. The district needs to support campuses with a guaranteed rigorous Writing curriculum, PD support, and Writing Across the Content Area.

Problem Statement 4: Last year 46% (versus 80% Region 10) of the students approaching standard on the statewide Science assessment. **Root Cause:** Root Cause: Need to increase the impact of first instruction in Science Classes through rigor, tiered differentiation, and resources. The district needs to support campuses with a guaranteed rigorous Science curriculum and PD support.

Problem Statement 5: Last year 49% (versus 80% Region 10) of the students approaching standard on the statewide Social Studies assessment. **Root Cause:** Root Cause: Need to increase the impact of first instruction in Social Studies Classes through rigor, tiered differentiation, and resources. The district needs to support campuses with a guaranteed rigorous Social Studies curriculum and PD support.

School Culture and Climate

School Culture and Climate Summary

Waxahachie Faith Family Academy school district conducts a culture and climate survey each year for: students, staff, and parents. In 2016-2017, the participation rate by target audience was:

Student Survey Participation

	N	TOT	%
Oak Cliff Early Childhood	0	473	0%
Oak Cliff Lower School	452	535	84%
Oak Cliff Upper School	298	589	51%
Oak Cliff High School	7	475	1%
Waxahachie Elementary	14	236	6%
Waxahachie Middle School	21	47	45%
Waxahachie High School	1	0	*
School District	793	2355	34%

Staff Survey Participation

	N	TOT	%
Administrator - Central Administrator	7	28	25%
Oak Cliff	119	225	53%
Waxahachie	32	42	76%
School District	158	295	54%

Parent Survey Participation

Number of Parent Respondents: 69 responses collected

Waxahachie Faith Family school district self administers surveys to parents, students, and staff through Survey Monkey. The surveys are completed

anonymously through an open web url that is accessible for a specified window of time. The district communicates the survey information to participants. Results are accessible by central district administration only without any identifiers, as the survey only collects IP address signatures and time stamp.

School Culture and Climate Strengths

Waxahachie Faith Family Academy school district is has systems in place for collecting staff, student and parent perceptions and has done so consistently for ten (10) years and benefit from the following strengths:

- Survey system respects the anonymity of participants
- Comparative data between school years is available since the 2009-2010 school year
- Survey contains questions that are related between target audiences, and contains unique questions to each target audience to provide meaningful information, as well as opportunities to measure congruence of perceptions
- Overall, District climate surveys to Parents, Students, and Teachers show positive perceptions, particularly in "high sense of Belonging" and "Satisfaction".
- Using the data, the district has been able to make positive changes to the schools and facilities, including new buildings, campus curb appeal, recognition programs, and expanding UIL/A+ extracurricular participation

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- 98% of students and staff feel physically safe at school according to climate survey
- 100% staff participation in PTSO
- Increased enrollment in Parent University
- New Blended Learning Center
- Increased number of campus security monitors
- CHAMPS implementation schoolwide
- High retention rates of students from PK through Secondary
- Implementation of PBIS schoolwide to address student behavior in a respectful manner
- Pep rallies held to boost school climate and culture
- High Expectations in the area of community service

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Last year 34% of the student population submitted a survey. Last year 54% of the staff population submitted a survey. Last year 69 parents submitted a survey. Low participation rates can and has skewed climate survey results. **Root Cause:** The system used to collect perceptions sacrifices

the ability to monitor and improve participation rates for the sake of anonymity. Methods and procedures need to be adjusted to increase participation rate.

Problem Statement 2: Last Year staff and student congruency on related question shows a disconnect. The teacher survey shows consistently +10-25% more positive in like questions than student survey. **Root Cause:** The wording of survey questions are different to be more applicable to target audience; however, changes to wording of the questions affect the comparability of perception surveys.

Problem Statement 3: Last year data shows there are opportunities for growth in the area of school climate and safety, particularly in character education and safe and secure schools. **Root Cause:** Root Cause: Systems and procedures are in place for character education and safe and civil schools, but additional structures need to be in place to measure and ensure implementation with fidelity. The district needs to continue to provide professional development and training in character education and Positive Behavior Interventions and Supports (PBIS).

Problem Statement 4: Last year data shows highly effective programs that can be expanded, such as UIL and extracurricular clubs and opportunities. **Root Cause:** Root Cause: There is a need to take advantage of effective programs as opportunities to move from good to great. The district needs to continue and expand on UIL/A+ involvement and extracurricular opportunities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Demographic Information

In the 2016-17 school year, Waxahachie Faith Family Academy had 312 staff members with the following job classifications:

Professional	191.7	61.40%
Teachers	152.9	49.00%
Professional Support	26	8.30%
Campus Administration	7.1	2.30%
Central Administration	5.7	1.80%
Educational Aides	3	1.00%
Auxiliary	117.5	37.60%

Teacher Ethnicity:

	N	%
AA	32.3	10.10%
H	44	28.80%
W	74.7	48.80%
I	0.9	0.40%
AS	1	0.70%
PI	0	0.20%
T	0	0.00%

Teachers By Years of Experience:

	N	%
Beginning	47.5	31.10%
1-5 years	57.6	37.70%
6-10 Years	29.5	19.30%
11-20 Years	12.2	8.00%

Over 20
Years 6 3.90%

Staff Quality, Recruitment, and Retention Strengths

Waxahachie Faith Family Academy school district is a diverse and growing school district that employs certified teachers that are recruited to serve a high at-risk and/or high English Learner (EL) population. As such, Waxahachie Faith Family Academy school district has the following strengths:

- High-quality and High expectations (required certified teacher and required ESL endorsements)
- Growing student population correlates to growing teaching positions
- Strong partnership with Region 10 and Region 11 for professional development
- Dedicated staff to support the BIL/ESL program, Sp Ed program, and Teaching and Learning
- Campus-based teacher mentors for beginner teacher
- Additional paid contract days embed time for targeted professional development
- Professional Learning Community built into the Master Schedule for PK-8 teachers
- District mentor program for new and new to district teachers
- Partnerships with teacher certification programs such as University of Texas Tyler

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- Staff led professional development
- District led "New Teacher" training
- New Teacher Mentor position added
- All teachers at FFA are required to be fully certified by the state
- Effective employee screening

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Last year 31.1% of the teaching staff were beginning their first year and 37.7% of the teaching staff were between years 1 and 5.
Root Cause: Root Cause: High teacher attrition from the district due to preparedness and support aligned with district goals. The district needs to address teacher attrition rates by increasing quality targeted professional development, opportunities to receive on the job training, and frequency and quality of teacher observation feedback.

Problem Statement 2: The district offers courses and programs requiring hard to staff teaching staff, including Dual Credit, Advanced Placement, and Bilingual programs. **Root Cause:** Root Cause: There is an increased need for special programs and teachers to teach them. The district needs to increase

professional development and training to grow and retain current teaching force with the intent on improving quality and building capacity.

Problem Statement 3: For the 2017-2018 school year, the district hired sixty (60) new staff members to address teacher attrition and expansion of programs.

Root Cause: Root Cause: There will always be a need for continuous teacher recruitment programs. The district needs to review, revise and implement human resources recruitment calendar/plan designed using District three year trend data.

Problem Statement 4: For the 2017-2018 school year, the district hired sixty (60) new staff members to address teacher attrition and expansion of programs.

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Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Waxahachie Faith Family Academy school district offers a variety of courses including Bilingual/ESL education, Pre-AP and AP Coursework, Dual Credit classes, and Career Pathways. The district provides teachers with the following curriculum:

Math, English Language Arts, Science, and Social Studies: TEKS Resource System

Career and Technology: TX CTE Resource System

Advanced Placement: College Board

Curriculum listed above provide a scope and sequence, pacing guide (in math and ELAR), Student Objective clarifications.

The district provides **targeted and intensive teacher in-service** (additional paid days added to teacher contract).

The district provides **Instructional Coaches in Math, English Language Arts, Science (with math), and Social Studies (with ELAR)** assigned to each campus. The Instructional Coaches provide daily support to teachers in areas including: job embedded professional development, professional learning community, and curriculum resources.

The district provides **Instructional Coaches in the area of writing and instructional technology** district wide to support district technology initiatives and writing across the curriculum.

The district provides an **Executive Director over testing and information systems** to support the implementation of data driven analysis, interim and benchmark assessments, and testing coordination.

The district provides **Deans of Instruction for Elementary and Secondary levels** to implement and support professional learning communities, teacher support, and coordinate assessments.

The district provides **ESL/Bilingual Coordinators** to support the ESL/Bilingual programs such as Bi-literacy, Language Assessment, LPAC and accommodations.

Curriculum, Instruction, and Assessment Strengths

Waxahachie Faith Family Academy school district is a diverse and growing school district that employs certified teachers that are recruited to serve a high

at-risk and/or high English Learner (EL) population. As such, Waxahachie Faith Family Academy school district has the following strengths:

- Dedicated days for targeted professional development: 10 days of in-service and early release days each six weeks
- Dedicated personnel to provide flexible and nimble on-site teacher support of curriculum, instruction, and data analysis
- Dedicated personnel to support special programs and special populations

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- Established Professional Learning Communities to collaborate and create lessons, receive content specific professional development
- All teachers have access to and are trained in Eduphoria(r) to analyze data on regular basis (STAAR & District Assessments)
- Lesson plans shared on Schoology so that teachers of similar content can review (at both campuses)
- Established multi-week "Block-Out" interventions sessions based upon low SE's from previous benchmark data.
- For 2017-2018 school year, a Dean of Instruction and Instructional Specialists positions were added to boost PLC effectiveness, as well as align lesson plan development and assessments among teachers of similar contents.
- Saturday School offered Spring Semester 2017; In 2017-2018, Eagle Elite Camp increased to occur 2x per month.
- Establish "Homework Hall"
- Increased walkthrough expectations of admin staff

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There are inconsistent levels of curricular support for all coursework and subjects offered in the District. All subjects and courses need TEKS, TEKS Unpacked, Scope and Sequence, Pacing Guides, and Instructional Focus Documents. **Root Cause:** Root Cause: Insufficient instructional personnel to develop the materials for a rigorous and guaranteed curriculum. The district needs to adjust instructional personnel job descriptions and allocations to support development of critical resources.

Problem Statement 2: Inexperienced teachers represent a large portion of the teaching staff. **Root Cause:** Root Cause: Lack of teacher support, timely feedback, and/or resources increase teacher attrition. The district needs to provide more support in providing teachers with the training and materials necessary to provide quality first instruction and grow professionally.

Problem Statement 3: Inexperienced teachers represent a large portion of the teaching staff. **Root Cause:** Root Cause: New teachers carry larger and more differentiated needs and require more support. The district needs to increase new teacher mentoring systems to provide frequent and targeted support both instruction as well as operationally.

Problem Statement 4: There are inconsistent levels of curricular support for all coursework and subjects offered in the District. All subjects and courses need TEKS, TEKS Unpacked, Scope and Sequence, Pacing Guides, and Instructional Focus Documents. **Root Cause:** Root Cause: The accessibility and

user-friendliness to curriculum and curriculum documents needs improvement. The district needs to establish and maintain curriculum documents, provide timely and effective training on these systems, and monitor teacher use and feedback.

Family and Community Involvement

Family and Community Involvement Summary

Waxahachie Faith Family Academy school district holds parent and community and involvement as a priority and have personnel and organizational structures in place to focus on improving it. The district has dedicated personnel at the district level and the campus level to coordinate, monitor, and lead parent and community engagement activities.

- **Campus Leadership:** Campus administrators create a calendar of parent and community involvement activities including: Open House, Meet the Teacher, Donuts with Dads/Muffins for Moms.
- **District Community and Parent Involvement:** Designated personnel actively seeks community partnerships, extra-district funds (grants, awards), and targeted communications and branding (website, public relations documents) such as Drive Casa partnership to reward Perfect Attendance, educational foundations, and public relations consultants.
- **PTSO Parent Engagement:** Transition and support campus administrators in planning PTSO meetings and events. Provide assistance to meet campus improvement goals for parent involvement in metrics such as: attendance to school functions, participation in parent training sessions, staff participation in PTSO.
- **District Special Programs:** The district offers informational and parent education programs in accordance to District initiatives and State compliance. This includes such topics as health and wellness and UIL.
- **Departmental Programs:** Departments such as athletics, fine arts, etc. provide opportunities for students, parents, and community members to support their programs by being spectators, volunteers, or other capacity to add value and appreciation of student programs

Communication to students, parents, and community members takes into account being inclusive of native language and preferred method of communication. In addition, events are calendared and made public to communicate events in a timely manner.

The district administers a survey directed to parents and community stakeholders to receive feedback of their perceptions for improvement.

Family and Community Involvement Strengths

Waxahachie Faith Family Academy school district has embedded personnel and structures at all levels of district organization with the goal of increased parent and community environment. In addition, prioritizing stakeholder involvement based on district needs has produced the following positive results:

- **Attendance Rate:** Partnership with Drive Casa is a successful partnership that rewards secondary students at the Oak Cliff campus by donating a new car. This partnership has been confirmed for the next five (5) years. As a result, the campus showed a 2-3% increase in attendance at the targeted grade levels.
- **Student Retention:** Parent Involvement opportunities such as Donuts with Dads and Muffins for Moms, Science and Math Night, and parent conference nights improved enrollment at the Waxahachie campus as well as student participation in Eagle Elite Camps.

- **Student Achievement:** A critical component t the campus and district improvement plan is timely and effective Response-to-Intervention programs. Programs such as the Eagle Elite Camps (Saturday Tutorials) and Spring Break Camps require students to receive remediation and support outside the regular school day. Student participation require parent buy-in that Principal lead communication and events can afford. The participation rate at Saturday schools were in the hundreds each week.

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- PTSO Meetings held once per month
- Increased attendance rate at 2nd annual Math & Science Night
- All parent meetings are held with the aid of an interpreter
- All school correspondence is sent home in both Spanich & English
- Established partnership with Drive Casa
- Continued partnerships with: Dallas North Rotary, Mountain View College & North Texas Food Bank
- Over 40 students awarded with Presidential Volunteer Service Award at the Weekend of Honor (Summer 2017).
- Annual Health & Wellness Fair continures to draw a large crowd
- Held first Fine Arts Showcase, incorporating Theater Arts, Dance, Choir, and Art.
- Parenting Classes will begin Fall 2017
- Interact club routinely volunteers in the community by completing service projects. Three members serve as the Governor and Assistant Govenor of the DFW Interact Clubs.
- Established NJHS and NHS organizations continue to recognize students with high academics and citizenship.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: The district needs to maintain bilingual/multilingual assistance to communicate with parents and increase parental involvement in academics, extra-curricular activities, and decision making. **Root Cause:** Root Cause: Diverse student populations and respective parent population offers challenges in the areas of communication, and involvement due to native language barriers.

Problem Statement 2: The district needs to maintain and expand on current parent educational opportunities to build language acquisition and technology skills of all parents. **Root Cause:** Root Cause: Diverse student populations and respective parent population offers challenges in the areas of communication, and involvement due to native language barriers. Further, generational and educational level of parents may create a disconnect between desire and ability to support student academic performance.

Problem Statement 3: The capacity of the staff to communicate with non-English speaking parents needs to be improved. **Root Cause:** Root Cause: The district needs to continue to train faculty and staff on EL cultural and linguistic needs, while increasing teacher retention rates to build capacity.

Problem Statement 4: The district needs to expand its partnerships with the community and parents to provide extended opportunities for students. **Root Cause:** Root Cause: The district needs to increase the exposure of its brand and vision to the surrounding community in which it serves. The district needs to continue to build pride and sense of ownership in students and increase participation in community service projects that impact the community.

School Context and Organization

School Context and Organization Strengths

- Overwhelming positive feeling about the school from parents and students on the school climate survey
- Teachers create their own 3 week assessments
- Newly created position of Executive Principal - Division of campus leadership by ELEM, MIDDLE & HIGH
- Established Weekly Calendar to communicate events to staff

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Several teachers have three or more preps **Root Cause:** Master schedule not based upon course requests; minimal staff input on creation of master schedule

Problem Statement 2: No established committee for teacher leaders to share input to admin/central admin.

Technology

Technology Summary

Waxahachie Faith Family Academy school district is committed to the education of all students in a 21st Century learning environment and seeks to effectively use technology to improve productivity, increase learning, and to better communicate with parents and the community. This requires a commitment to staff development and the recognition that the path to new skills is ongoing and ever changing. As a learning organization committed to the success of every student, every day, the district's technology department strives to maintain the highest possible standards in hardware, software, and network capability for our staff and students. We currently provide hardware, software, and network resources to staff and students on every campus with multiple vectors for both hardware and software support. Our goal is to continue providing cutting-edge resources to support the highest levels of student engagement and profound learning.

Technology Strengths

Waxahachie Faith Family Academy school districts has devoted resources and an organizational structure to prioritize the district's technology plan. With devoted personnel, external consultants, and student/stakeholder input, the district has been able to:

- establish an intentional repertoire of instructional software
- provide an instructional technology coach for technology integration in the classroom
- implement technology-assisted communication platforms such as Schoology and parent portal
- established technology access infrastructure in the form of Computers-on-wheels, iPad carts, and computer labs

CAMPUS

- Smartboards in most tested-content classrooms
- Increase usage of both laptop & iPad carts
- Increased bandwidth for wifi connections
- Added Schoology(r) accounts for all staff to better communicate and share educational planning and celebrations

Problem Statements Identifying Technology Needs

Problem Statement 1: An increase in devices is needed to increase the student to device ratio for both instruction and online testing. **Root Cause:** Root

Cause: Current district technology infrastructure needs to be updated due to wear and changes in system standards (i.e. laptops, iPads, WiFi Networks, software)

Problem Statement 2: An increase in devices is needed to increase the student to device ratio for both instruction and online testing **Root Cause:** Root Cause: Changes in statewide testing has placed a burden on school districts to have more students test online with more user interface requirements (headphones, microphones).

Problem Statement 3: The district needs to continue to build an infrastructure that supports 21st Century Readiness in all FFA classrooms. **Root Cause:** Problem Statement 2: An increase in devices is needed to increase the student to device ratio for both instruction and online testing. Root Cause 2: Root Cause: Changes in statewide testing has placed a burden on school districts to have more students test online with more user interface requirements (headphones, microphones). Problem Statement 3: The district needs to continue to build an inf

Problem Statement 4: The district needs to continue to build an infrastructure that supports 21st Century Readiness in all FFA classrooms. **Root Cause:** Root Cause: The district needs to develop resources integrated into the curriculum at grade and content area levels to enrich and engage students for personalized learning.

Problem Statement 5: The district needs to continue to build an infrastructure that supports 21st Century Readiness in all FFA classrooms. **Root Cause:** Root Cause: The district needs to explore and implement emerging technologies which enhance cognitive engagement and learning for all students including: ELL, GT, CTE, SPED, Eco Dis, At-risk, Dyslexia, PreK-12, and 504 .

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Faith Family Academy of Oak Cliff will ensure that all students are taught by 100% highly qualified and certified staff.

Performance Objective 1: By start of 2018 school year, 90% of teaching staff will be retained.

Evaluation Data Source(s) 1: St. Gonzalez Work Schedule; BOY Teacher Roster

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Mentors provided to all first year teachers.</p>	3.0, 4.0, 5.0	St. Gonzalez Administrators	Higher retention rate among first year teachers				
<p>Critical Success Factors CSF 7</p> <p>2) Continuously and actively recruit highly qualified teachers and paraprofessionals.</p>	3.0, 5.0	Ward Administrators	<p>All classes will be taught by highly qualified staff</p> <p>Reduction in number of MOE's</p>				
<p>Critical Success Factors CSF 6</p> <p>3) Gratitude Plan to celebrate staff throughout the school year</p>	5.0	Ward Administrators	<p>Improvement of climate among teachers</p> <p>Increase number of staff retained from 2017-2018 school year</p>				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>4) Reduce the number of "preps" for each teacher and elementary class sizes as well as involving staff in the creation of the master schedule.</p>	2.0, 8.0	Ward Administrators Counselors	<p>No core teacher will have more than two "preps".</p> <p>Elementary class sizes will not exceed 30 students.</p> <p>Increased "ownership" and understanding by teachers of the master schedule and its creation process.</p>				
<p>5) 5) Continue to roll up bi-literacy instruction for all students PK-1 and two way dual language classes in grades 2-7.</p>		Bi-lingual department Administrators Teacher Leaders	<p>All students will converse, read, write fluently in 2 languages as measured by subject assessments and tests in both languages.</p> <p>TELPAS scores will increase by one level each year.</p>				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress









= Discontinue

Goal 1: Faith Family Academy of Oak Cliff will ensure that all students are taught by 100% highly qualified and certified staff.

Performance Objective 2: Throughout the school year, 100% of professional development provided to staff will be aligned to professional duties.

Evaluation Data Source(s) 2: Faculty Meeting Agendas; Campus Staff Development Agendas; PLC Agendas; T-TESS Evaluations

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Identify teacher leaders to contribute to campus-wide professional development based upon data gathered in walk-throughs</p>	1.0, 2.0, 3.0, 4.0	Administrators	<p>Increase in quality lesson planning</p> <p>Improved T-TESS appraisals</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Face-to-Face conversations and coaching sessions with struggling teachers</p>	3.0, 4.0	Administrators Wherry Horne Prange James Kern Torres	<p>Reduce the number of teachers on an "MOE".</p> <p>Data gathered from classroom walk-throughs will show fewer issues in Domain II and III</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Learning-Walks/Observations</p>	3.0, 4.0	Instructional Coaches Deans Administrators	<p>Teachers will observe the "best practices" occurring in the classrooms of their colleagues and create a plan for implementing practices in their own lessons.</p> <p>Teachers will be able to reflect on their own teacher practices and learn ways to improve their instruction.</p>				
<p>Critical Success Factors CSF 3</p> <p>4) Deans and Instructional Coaches will attend professional development throughout the year in order to effectively deliver coaching sessions with struggling teachers.</p>	4.0	Wherry Horne Prange James Kern Torres	<p>Teachers will improve instruction and classroom management based upon coaching sessions, classroom observations and feedback.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 2: Faith Family Academy will provide opportunities and request for families to become partners in their child's education.

Performance Objective 1: At the conclusion of the 2017-2018 school year, the average student attendance rate will be at least 98% for the year campus-wide.

Evaluation Data Source(s) 1: Attendance Bulletin Board Data; Attendance Reports

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Recognize student with perfect attendance each six weeks</p> <p>ELEM - Awards MIDDLE - Awards HIGH - Drive Casa Car Giveaway</p>	2.0, 9.0	Administrators	<p>Increase and maintain a 98% attendance rate each week.</p> <p>Bulletin boards will reflect the weekly 98% or higher student attendance average by grade level.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) Attendance letters will be mailed home for students after 3rd, 6th and 9th absences.</p>	2.0, 6.0	Administrators PEIMS Office Simmons	<p>Decrease the number of students with "chronic" attendance issues.</p> <p>Decrease the number of high school students losing credits for classes due solely to attendance</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) GRIT Club</p>	2.0, 6.0, 9.0	Administrators	<p>Increase number of students in the GRIT Club each six-weeks</p> <p>Increase in student grades and attendance</p> <p>Decrease number of student referrals</p>				
<p>Critical Success Factors CSF 5</p> <p>4) Increase number of parents enrolled and utilizing the Parent Portal</p>	2.0, 6.0	PEIMS Administrators	<p>Real-Time and immediate parent awareness of student absences and academics</p> <p>Increase in the amount of communication between parents and teachers with regard to student academic performance and attendance</p>				

<p align="center">Critical Success Factors CSF 4</p> <p>5) Tracking Student Tardies: - Random Tardy Lock-Outs - Purchase a tardy tracking system</p>	2.0	Administrators	<p>Reduce the number of students tardy to class each period</p> <p>Show a decrease in administratively placed detention for tardies</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Faith Family Academy will provide opportunities and request for families to become partners in their child's education.

Performance Objective 2: During the 2017-2018 school year, create opportunities each month for parents to become involved/appreciated at school (other than PTSSO meetings).

Evaluation Data Source(s) 2: Sign-In Sheets; Student Failure Rates

Summative Evaluation 2:







Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Parent Invitation sessions	6.0	PTSSO	Increase parent involvement/volunteerism on campus Increase communication with parents				
Critical Success Factors CSF 5 2) Designated "Parent Conference" days built into school calendar	6.0	Administrators Teacher Leaders	Increase communication with parents Increase number of parents signed-up and utilizing "Parent Portal"				
Critical Success Factors CSF 5 3) Parent Classes/Parent University	6.0	PTSSO	Increase parent communication with teachers and administrators				
Critical Success Factors CSF 1 CSF 5 CSF 6 4) Math & Science Night	1.0, 6.0, 9.0	Administrators James, Torres Miranda	Increase parental knowledge of what/how their child is learning in math and science classes Increase students awareness in how math and science are used in various careers through hosting local businesses Increase student confidence in areas of math and science				

Goal 3: All students at Faith Family Academy will be educated in a learning environment that is safe and conducive to learning.

Performance Objective 1: Decrease student referrals by 10% from the 2016-2017 school year.

Evaluation Data Source(s) 1: ISS/OSS Data Reports; PEIMS Data

Summative Evaluation 1:


Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Implement PBIS in grade levels 02-12.</p>		Administrators	<p>Decrease in incident referrals across all three tiers.</p> <p>CHAMPS strategies will be utilized in all classrooms across the campus.</p> <p>GRIT Club membership will increase throughout the year.</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Staff will be provided with Bullying training, and groups will be created for identified students in order to resolve disputes and concerns regarding bullying.</p>	2.0, 10.0	Associate Principals, Assistant Principals & Counselors	<p>Staff will have better understanding and ability to diffuse cases of bullying.</p> <p>Reduce time out of class for behavior concerns related to bullying</p> <p>Reduce the number of bullying complaints</p> <p>Improve student perception of school climate</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Implement common CHAMPS protocol in all classrooms and common areas.</p>	2.0, 4.0	Administrators	<p>Increase the amount of time teachers spend on instruction while decreasing the amount of time needed to address discipline issues in class</p> <p>Increase student engagement in lessons.</p>				
<p>Critical Success Factors CSF 6</p> <p>4) Recognize students with good character/improved character at periodic awards ceremonies or bulletin board displays</p>	8.0	Administrators Counselors	<p>Decrease in student misbehavior</p> <p>Celebrate the students who continuously make good choices</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: All students will graduate career and/or college-ready.

Performance Objective 1: Increase number of upperclassmen who apply and are accepted to a college, university or trade school by 10%.

Evaluation Data Source(s) 1: Counselor Schedules; FAFSA Completion Rates; TSI Testing Rates; ACT/SAT Participation & Performance Data

Summative Evaluation 1:







Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Require all students to complete FAFSA application	2.0	Counselors Administrators	Increase number of student college applications				
Critical Success Factors CSF 5	2.0, 6.0	Counselors Administrators PTSO Office	Increase parent understanding and support of application process				
2) Hold parent nights to assist parents in the process of completing FAFSA applications			Increase number of college applications completed by seniors				
3) College Tours/Visits	9.0	Counselors	Increase student awareness of college expectations.				
							

Goal 4: All students will graduate career and/or college-ready.

Performance Objective 2: Increase the number of students enrolled in Advanced Placement or Pre-Advanced Placement classes by 10% as compared to the previous year.

Evaluation Data Source(s) 2: Class Rosters; Master Schedule; Advanced Scores on EOCs; AP Exam Results

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Increase identification of Gifted and Talented students</p>	2.0	Counselors Administrators	<p>Increase under-represented students in AP and PAP classes.</p> <p>Continue to identify students in Kindergarten thru grade 5 and provide challenging instruction.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Differentiate classroom instruction between "on-level" and PAP classes.</p>	4.0, 8.0	Administrators Horne James, Prange	<p>Higher level of rigor in PAP and AP classrooms.</p> <p>AP classes are clearly aligned with AP standards</p> <p>Teachers submit and have approved an AP syllabus by the CollegeBoard</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers of Pre-AP and AP courses will be identified before the end of the previous school year and will attend CollegeBoard Summer Institutes and/or workshops throughout the year.</p>	3.0	Administration Horne	<p>Syllabus and lesson plans will be aligned with CollegeBoard standards</p> <p>Number of student receiving a 3 or higher on AP exams will increase</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 4: All students will graduate career and/or college-ready.

Performance Objective 3: Increase the number of students receiving a score of three or higher on Advanced Placement Exams by 10%.

Evaluation Data Source(s) 3: Tutorial Rosters; Saturday School Rosters; AP Exam Results

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Designated AP tutoring sessions	2.0, 9.0	Administrators Horne	Improve student participation on AP exams. Improve student confidence on AP exams.				
Critical Success Factors CSF 1 CSF 7 2) Designated professional development for teachers of AP classes	3.0, 4.0	Ward Horne	Increase the rigor of classroom instruction in AP classes				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







Goal 4: All students will graduate career and/or college-ready.

Performance Objective 4: Increase the number of students by 15% who are enrolled in CTE courses and will graduate career ready by completing certification exams.

Evaluation Data Source(s) 4: Master Schedule; TEA Accountability Report

Summative Evaluation 4:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Track student progress towards certifications	2.0, 8.0, 9.0	Administrators Counselors	Students graduate ready to enter the workforce.				
Critical Success Factors CSF 1 CSF 6 CSF 7 2) Film Festival	2.0, 6.0, 8.0, 9.0	Administrators	Quality submission to the annual film festival Students showcase knowledge learned through class and after school club Increase in number of students who develop an interest in filmmaking and technology related to the cinematic process				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 5: The District Average Years of experience for teachers is 4.6 years (State: 10.9) The district turnover rate for teachers is 55.2 (State 16.5). The percentage of teacher turnover rate will decrease from 55.2 to 33. This would result in a corresponding increase of Average Teacher years of experience for teachers from 4.6 to 5.5 in 2018.

Performance Objective 1: The percentage of teacher turnover rate will decrease from 55.2 to 33. This would result in a corresponding increase of Average Teacher years of experience for teachers from 4.6 to 5.5 in 2018.

Evaluation Data Source(s) 1: 2018 TAPR Report
 TXEIS Human Resources Reports
 Human Resources Quarterly Reports

Summative Evaluation 1: Exceeded Performance Objective

Goal 6: Students at Faith Family Academy of Oak Cliff will be challenged and encouraged to demonstrate at least "meets" grade level standard on all state mandated grade level and content area exams according to the 2018 state accountability standards.

Performance Objective 1: At least 15% of students who scored at the "approaches" level on the 2017 STAAR Math and Reading tests will score at or above the "meets" level on the 2018 STAAR Math and Reading tests.

Evaluation Data Source(s) 1: STAAR results; District Assessments

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Establish PLCs with a focus on quality lesson planning and data analysis</p>	2.0, 8.0, 9.0	Horne, Prange, James Wherry, Torres, Kern	<p>Common lesson plans and assessments that are aligned with the TEKS for each content</p> <p>During PLC, the teachers will collaborate and reflect upon lessons delivered and demonstrated student success.</p> <p>After each common assessment has been taken, teachers will analyze the data to create a plan for student intervention.</p>				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Refer struggling learners to SST/Initiate RtI process</p>	<p>2.0, 7.0, 9.0</p>	<p>Counselors Administrators</p>	<p>The SST/RtI process will reduce the number of academic failures by providing the identified students with the appropriate services .</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Saturday School and Blockouts</p>	<p>2.0, 3.0, 8.0, 9.0</p>	<p>Horne Wherry Prange James Kern Torres</p>	<p>Students will demonstrate an increase in overall student mastery on district created (STAAR aligned) 3 and 6 week assessments.</p> <p>Intervention lessons will be based upon common and district assessment data and aligned with the TEKS.</p> <p>Saturday school students are strategically selected based upon classroom and common assessment data.</p> <p>Student groupings for Blockouts will be determined based upon classroom and common assessment data.</p>				







 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 6: Students at Faith Family Academy of Oak Cliff will be challenged and encouraged to demonstrate at least "meets" grade level standard on all state mandated grade level and content area exams according to the 2018 state accountability standards.

Performance Objective 2: 10% of "English Learners" will exit the ESL Program by the end of the 2017-2018 school year.

Evaluation Data Source(s) 2: Lesson Plans; Common Assessments; Master Schedule, TELPAS Results, STAAR Reading test results

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Professional Development based upon sheltered instruction strategies will be integrated into lesson plans and classroom instruction.</p>	2.0, 4.0, 9.0	Martin, Lopez, LPAC Chairs Administrators Horne, Wherry	<p>Increase number of students scoring "Advanced High" and exiting designation as an "English Learner".</p> <p>Lesson Plans will incorporate sheltered instruction strategies delivered in professional development.</p>				
2) Ensure that "EL" students are receiving all assigned designated supports in class.		Martin, Lopez Deans Administrators	Students are expected to use designated supports in class regularly.				
3) Designated Bilingual Paraprofessionals are assigned to classes with "EL" students to give needed support and ensure administration of designated supports 2-12.	2.0, 9.0	Administrators Martin, Lopez	<p>Increased "EL" understanding of content</p> <p>Better teacher understanding of needs of "EL" students and how to best address the needs</p>				
4) Continue to roll up bi-literacy instruction for all students PK-1 and two way dual language classes in grades 2-7.		Bi-lingual Department Administrators Lead teachers	<p>Fluency in conversation, reading and writing in all subjects in two languages as measured by district and state assessments.</p> <p>Increase TELPAS levels by one each year.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 7: District Reading STAAR performance rate: 45% approaches (4% masters). Lowest sub-population: EL. District Reading STAAR performance rate: 45% approaches (4% masters). Lowest sub-population: EL. There is a need to increase reading instructional quality and targeted RtI activities and in turn student performance in Reading.

Performance Objective 1: District Reading STAAR performance rate: 45% approaches (4% masters). Lowest sub-population: EL. District Reading STAAR performance rate: 45% approaches (4% masters). Lowest sub-population: EL. There is a need to increase reading instructional quality and targeted RtI activities and in turn student performance in Reading. District Mathematics performance rate: 55% approaches (5% Masters). Lowest sub-population: AA. The percentage of District Mathematics performance rate will increase 55% to 65% approaches and 5% to 10% Masters.

Evaluation Data Source(s) 1: 2018 Accountability Ratings
 Interim Assessments
 District Benchmarks

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) High Quality Reading Instruction: Supplement district instructional program with increased opportunities of data informed decision making including 1. development of formative assessments (iStation, common assessments, STAAR question banks), 2. allocated time for data analysis with PLCs and data analysis protocols, 3. two teacher facilitators for instructional support, and 4. increased frequency of teacher observations and feedback.</p>	1.0	Assistant Superintendent of Compliance and Instruction Executive Director of Testing and Information Systems Principals Instructional Coaches	Increase student achievement, student progress, and student mastery in Reading.				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) 2) High Quality Reading Instruction: Supplement district instructional materials to support targeted sub population: EL such as bilingual reading materials, support technology, and language acquisition professional development.</p>	1.0	<p>Assistant Superintendent of Compliance and Instruction Executive Director of Testing and Information Systems Principals Instructional Coaches</p>	<p>Increase student achievement, student progress, and student mastery in Reading.</p>				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) System Safeguard Strategy PBMAS Equity Plan Critical Success Factors CSF 1, CSF 2, CSF 4, CSF 7</p> <p>3) Targeted RtI Activities Reading and Math: Supplement district instructional program by providing additional RtI opportunities (Inside School Time Tiered Support, After-school remediation and tutorials, extra instructional day remediation and tutorials to address continuous progress of all students and increased performance on state assessments. Such as: Eagle Elite Camps and Boot Camps. Edit Remove</p>	1.0, 2.0	<p>Assistant Superintendents Principals Instructional Coaches</p>	<p>Increase student achievement, student progress, and student mastery in Reading and Mathematics.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: District Reading STAAR performance rate: 45% approaches (4% masters). Lowest sub-population: EL. District Reading STAAR performance rate: 45% approaches (4% masters). Lowest sub-population: EL. There is a need to increase reading instructional quality and targeted RtI activities and in turn student performance in Reading.

Performance Objective 2: Campus {Student Achievement} 65% of all students will receive an "Approaches" level of performance for state assessment. The campus will meet state and federal accountability standards* in every area and subpopulation measured including Special Education, Gifted and Talented, Bilingual/ESL and all other accountability subgroups.

Evaluation Data Source(s) 2: Common Interim Assessments

Benchmark Assessments







Course Grade Reports

2018 STAAR Assessment Results

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) [Response-to-Intervention]: Identify students who do not meet minimal standards by using SST process and train for RtI intervention in the general classroom.</p>	1.0	Principal, Counselor, Teachers Special Education	Increase student achievement, student progress, and student mastery in All STAAR Assessments.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) [Writing]: Campus will develop and utilize a districtwide writing process across grade levels (K-5).</p>	1.0	Principal, classroom teachers, instructional coaches	Increase student achievement, student progress, and student mastery in Writing STAAR Assessments.				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) [Data Analysis]: Campus will establish and utilize a data analysis protocol to study longitudinal, vertical and current assessment data, plan rigorous lessons and spiral intervention based on this data.</p>	1.0	Principals, Assistant Principal, Teachers and Instructional coaches	Improved scores unit assessments, benchmark assessments STAAR ITBS/Logramos				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) [Professional Learning Communities]: PLC time for all core and specials teachers to monitor instructional strategies with a focus on Lead4Ward standards, and SLOs</p>	1.0, 2.0, 3.0, 4.0, 7.0	Principals, Assistant Principal, Teachers and Instructional coaches	Improved scores unit assessments, benchmark assessments STAAR ITBS/Logramos				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) [Instructional Support]: Provide Master Teacher support to improve instruction.</p>		Curriculum and Instruction Instructional Coaches Master Teachers Principals	Improved performance Narrowing the Achievement gap between targeted student groups				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>6) [Studen Support Services]: Provide social and academic intervention during the school day for students who need additional help to meet state standards</p>	1.0	Principals Counselors Social Worker Instructional Coaches Teachers	Improved student culture and climate Improved Attendance Improved Student Achievement on assessments and course performance				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>7) [Advanced Academics]: Provide support to gifted students to increase their achievement through timely identification and teacher training and supports.</p>	1.0	Student Support Services Principal Teachers	Increased student performance at master level on STAAR Assessments Increased enrollment in pre-AP and AP courses Increased student participation in Advanced Placement Exams Increased student performance in Advanced Placement Exams.				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>8) [English Learners]: Update and align instruction to bi-literacy and up-dated standards in lesson design and course instructional documents.</p>	1.0	Curriculum and Instruction Instructional Coaches Master Teachers Principals	Improved performance Narrowing the Achievement gap between targeted student groups				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>9) [Data Analysis]: Campus will administer and use Beginning-of-Year and End-of-Year assessments, including ITBS and Logramos, Istation, and MClass to monitor student progress and growth in Reading and Mathematics (as well as language proficiency in Elementary).</p>	1.0	Accountability and Information Systems Teachers Principals Instructional Specialists	Improved performance Narrowing the Achievement gap between targeted student groups				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>10) [Instructional Support]: Increase and plan for more real life learning experiences such as field trips (arboretum, Perot museum, zoo), STREAM/STEM activities, and Maker space.</p>	1.0	Curriculum and Instruction Teachers Principals	Improved performance Narrowing the Achievement gap between targeted student groups				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>11) [English Learners]: Train all teachers in instructional support of EL students, including English Language Proficiency Standards, Research-based Sheltered Instructional strategies, Designated Supports, and TELPAS/Exit requirements.</p>		Student Support Services Curriculum and Instruction Assessment Teachers Principals ESL/BE Coordinators	Improved performance Narrowing the Achievement gap between targeted student groups				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 8: Percentage of College-Ready Graduates: English language Arts (50%) Mathematics (33%) Both (33%). Average SAT score: ELAR (888) Math (448). Percentage of College-Ready Graduates will increase by 5% in all TAPR indicators.

Performance Objective 1: Percentage of College-Ready Graduates will increase by 5% in all TAPR indicators.

Evaluation Data Source(s) 1: 2018 TAPR Report

TxEIS Grade Reporting

District Data Reports

Summative Evaluation 1:

Goal 9: Percentage of Advanced Course/Dual Credit Course Completion: Any Subject: 11.0. AP/IB Results: 10.2% 3+ score. Percentage of Advanced Course/Dual Credit Course Completion will increase by 10%.

Goal 10: Percentage of students in CTE Coherent Sequence: 78.6%. Need to increase student participation in advanced CTE courses. Percentage of students in CTE Coherent Sequence will increase from 78.6% to 80%.

Performance Objective 1: Percentage of students in CTE Coherent Sequence will increase from 78.6% to 80%.

Evaluation Data Source(s) 1: 2018 TAPR Report

TxEIS Grade Reporting

District Data Reports

Summative Evaluation 1:

System Safeguard Strategies

Goal	Objective	Strategy	Description
7	1	1	High Quality Reading Instruction: Supplement district instructional program with increased opportunities of data informed decision making including 1. development of formative assessments (iStation, common assessments, STAAR question banks), 2. allocated time for data analysis with PLCs and data analysis protocols, 3. two teacher facilitators for instructional support, and 4. increased frequency of teacher observations and feedback.
7	1	2	2) High Quality Reading Instruction: Supplement district instructional materials to support targeted sub population: EL such as bilingual reading materials, support technology, and language acquisition professional development.
7	1	3	System Safeguard Strategy PBMAS Equity Plan Critical Success Factors CSF 1, CSF 2, CSF 4, CSF 7 3) Targeted RtI Activities Reading and Math: Supplement district instructional program by providing additional RtI opportunities (Inside School Time Tiered Support, After-school remediation and tutorials, extra instructional day remediation and tutorials to address continuous progress of all students and increased performance on state assessments. Such as: Eagle Elite Camps and Boot Camps. Edit Remove
7	2	1	[Response-to-Intervention]: Identify students who do not meet minimal standards by using SST process and train for RtI intervention in the general classroom.
7	2	2	[Writing]: Campus will develop and utilize a districtwide writing process across grade levels (K-5).
7	2	3	[Data Analysis]: Campus will establish and utilize a data analysis protocol to study longitudinal, vertical and current assessment data, plan rigorous lessons and spiral intervention based on this data.
7	2	4	[Professional Learning Communities]: PLC time for all core and specials teachers to monitor instructional strategies with a focus on Lead4Ward standards, and SLOs
7	2	5	[Instructional Support]: Provide Master Teacher support to improve instruction.
7	2	6	[Student Support Services]: Provide social and academic intervention during the school day for students who need additional help to meet state standards
7	2	8	[English Learners]: Update and align instruction to bi-literacy and up-dated standards in lesson design and course instructional documents.
7	2	9	[Data Analysis]: Campus will administer and use Beginning-of-Year and End-of-Year assessments, including ITBS and Logramos, Istation, and MClass to monitor student progress and growth in Reading and Mathematics (as well as language proficiency in Elementary).
7	2	10	[Instructional Support]: Increase and plan for more real life learning experiences such as field trips (arboretum, Perot museum, zoo), STREAM/STEM activities, and Maker space.

Goal	Objective	Strategy	Description
7	2	11	[English Learners]: Train all teachers in instructional support of EL students, including English Language Proficiency Standards, Research-based Sheltered Instructional strategies, Designated Supports, and TELPAS/Exit requirements.