



Faith Family MASTER Academy Charter

Waxahachie Faith Family Academy

Campus 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

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

School Motto

“Educate, Empower, Inspire”

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate Advanced Academic performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate Advanced Academic performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate Advanced Academic performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate Advanced Academic performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- Objective #5: Educators shall cultivate in students an informed American patriotism and lead students in a close study of the founding documents of the United States and Texas. The purpose of this objective is to:
- (1) increase students' knowledge of the deepest and noblest purposes of the United States and Texas;
 - (2) enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage; and
 - (3) guide students toward understanding and productively functioning in a free enterprise society.

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

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

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

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

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

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

PLANNING AND DECISION-MAKING COMMITTEE

Name	Position	Signature
Wendy Dansby	Principal	
Lorrie Kuhn	Librarian	
Wendy Daugherty	Teacher	
Karen Sorrels	Teacher	
Trisha Flovin	Teacher	
Rae Beza	Parent	
Julia Esquivel	Parent	
Monica Kramer	District Representative	
	Community Representative	

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

2022 -2023

Data Sources Reviewed:

- Staff Needs Assessment Data
- State and Federal Accountability data
- SST Referrals
- District PEIMS reports for attendance, grades, discipline
- PBMAS, TELPAS, STAAR, ITBS, MCLASS, DIBELS
- Benchmark testing data
- Referral percentages for students in Special Education
- Teacher retention data
- Sign-in Participation of Parent and Community
- 21st Century Program Data

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	<p>Each year, years of experience for teachers increase (Not as many first year teachers)</p> <p>Good student/teacher ratio in some grades</p> <p>Most students receive free lunch</p> <p>Diverse Population</p> <p>Teacher retention > 90%</p> <p>Attendance Rate above 94%</p> <p>Identification of SPED students has increased in last year</p>	<p>Stronger support programs for increased ELL and At-Risk populations</p> <p>21st Century ACE Afterschool program</p> <p>Improve Retention/returning student retention > 96%</p> <p>Improve attendance to > 96% for students</p> <p>Continue recruitment efforts for increased enrollment to 400 students</p>	<p>Need to increase parental involvement and participation in all aspects of the learning environment</p> <p>Increase community connections</p> <p>Increase student retention > 96%</p> <p>Prepare all demographics for STAAR testing with a focus on white and Hispanic subgroups and all students for individual growth</p> <p>Increase efforts to increase G/T identification and services</p>

	<p>All students are receiving free breakfast and lunch</p> <p>Administration Leadership has been consistent in the last two years</p> <p>100% certified teachers, 52% ESL certified, and 24% have GT hours</p>	<p>Focus on needs of > 50% EB students and > 85% At-Risk students</p> <p>Continue to develop and enroll students into the Gifted and Talented (GT)</p> <p>Increase teacher ESL >75% and GT certifications >50%</p>	<p>Continue recruitment efforts for increased enrollment</p> <p>Increase student enrollment to 400</p> <p>Increase teacher ESL and GT certifications</p>
<p>Student Achievement</p>	<p>Requirement that all teachers have ESL certification</p> <p>Teachers trained in ELL procedures and strategies</p> <p>Access to data tracking tools through Eduphoria/Aware</p> <p>All teachers provide tutoring times to students before, during or after school.</p> <p>Intervention time is provided within the daily schedule and during the ACE after school program.</p>	<p>Increase the number of students reading on grade level at EOY, especially in 1st (26%) and 2nd grade (48%)</p> <p>Need to improve explicit instruction in all areas for all students</p> <p>The Accountability data shows a need to increase the number of students achieving Meets or above in Reading (46%/60%) and Math (32%/59%) for white students, and in Math for: Hispanic students (31%/40%) African American students (26%/31%) Econ Disadvantage students (29%/36%).</p> <p>In addition, the data shows the need to Close the Achieving Gaps in Math in: All students (60/89) Hispanic students (25/40) White (12/19)</p> <p>In Reading: African American students (14/23)</p>	<p>Re-evaluate efficiency of all programs</p> <p>Expand Be more intentional in differentiated instructional strategies and interventions for all subpopulations</p> <p>Need to provide more RTI support for all subpopulations</p> <p>Need to establish and use a vertical and horizontal rigorous TEK/SE based problem solving model in math</p> <p>Administrator and Teacher training on Accountability System</p> <p>Implement a K-5th Grade Math Skills program</p> <p>Implement “Know and Show” strategy for explicit instruction focus</p> <p>Use of online resources for tutoring in the ACE afterschool program</p>

		<p>TELPAS status shows that 8 out of 30 students are progressing.</p> <p>In-depth examination of SEs during PLCs</p> <p>Teachers being trained to understand data analysis through Lead4ward and TRS</p> <p>Professional development for teachers to understand how to disaggregate and plan with existing data</p> <p>Need to increase Response-to-Intervention services and implementation quality.</p> <p>Guided reading training for K-3rd Grade ELAR teachers</p> <p>Re-evaluate efficiency of all programs</p> <p>K-5th Grade Math Skills implementation</p> <p>Teacher training on how to fill academic gaps when students are 1-2 years behind</p> <p>Our top areas of need are increasing students achieving accomplished, meets and masters on STAAR Performance and closing the achievement gap. Increase our standard to 85% Accomplished, 60% Meets and 35% Masters</p> <p>Improve EB language acquisition</p>	<p>Increase TELPAS status to >11 out of 30 students progressing</p> <p>Need support for teachers on how to teach grade level TEKS when many students are 1-2 years behind</p> <p>Need explicit training on K-3rd Grade guided reading groups and how to teach students in reading to increase their reading ability</p> <p>Need intentional focus on 1st-2nd grades in reading, particularly in Guided Reading and Phonics</p> <p>Need to incorporate open-ended responses, along with the multiple choices</p> <p>Need focus in STAAR grades on inference</p> <p>Need math focus in number concepts and place value/alignment from K-8th grade</p> <p>Need an instructional coach</p>
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		<p>Improve explicit instruction</p> <p>Need for teachers to understand the vertically aligned curriculum</p> <p>Intervention time is built in to the schedule to support closing the gaps.</p>	
School Culture and Climate	<p>Continue to hire dedicated teachers who care about students.</p> <p>Teacher/Student relationships are growing</p> <p>Eagle Way Eagle PRIDE Eagle buck's system to promote positive culture</p> <p>Campus Improvements including pleasing curb appeal</p> <p>School spirit increasing</p> <p>Good attendance of students and staff</p> <p>Programs offered such as Robotics, National Honor Society, Debate, Broadcasting, Theater, MAKERSPACE and STEAM program</p> <p>Recognition for Perfect Attendance, Citizenship, Honor Roll Program</p>	<p>Continue to build a team-minded community with students and staff</p> <p>Continue to build respect between students and staff</p> <p>increase number of clubs and other student organizations</p> <p>Increased focus on Character Education</p> <p>Continue to improve consistent implementation of District-wide CHAMPS and PBIS program among all teachers</p> <p>More communication and alignment across grade levels</p> <p>Continue to improve programs already offered this year</p> <p>Consistent implementation of CHAMPS among classroom teachers</p> <p>Improve communication among grade level teachers</p>	<p>Continue to implement Eagle Way and Eagle PRIDE with fidelity</p> <p>Continue to building relationships with the community</p> <p>Continue to collaborate & communicate with the ACE program Site Coordinator</p> <p>Continue to strengthen girls' and boys' middle school athletic programs</p> <p>Continue to build a team-minded community</p> <p>Continue to improve programs that we offer this year</p> <p>Continue to implement CHAMPS and Character Education with fidelity</p>

	<p>Offer soccer, volleyball, basketball, cross country and rugby for 6th-8th grade students</p> <p>Field day for all grades</p> <p>21st Century Program</p> <p>CHAMPS & Character Education</p> <p>Overwhelming positive responses from Staff and Student Climate Survey</p>		
<p>Staff Quality/ Professional Development</p>	<p>Teachers dedicated to helping at-risk kids</p> <p>Highly qualified teachers, G/T and ESL certified</p> <p>100% certified teachers, 52% ESL certified, and 24% have GT hours</p> <p>Provide Coordinator of BIL/ESL to Meet with teachers to improve instruction for EBs once a month</p> <p>Additional paid days for targeted professional development prior to the beginning of school</p> <p>District-Based New Teacher training</p> <p>Professional Learning Communities for each elementary grade level</p>	<p>Need to hire Instructional Coaches to work with teachers to improve instruction in all areas</p> <p>Develop and implement strategies to retain quality teachers that care</p> <p>Continue professional development to improve instruction in reading, writing, science, social studies and math</p> <p>Utilize Instructional Coaches to embed professional development in PLCs</p> <p>Need to increase teacher certification: ESL >75% and GT certifications >50%</p> <p>Provide ongoing training and support for all staff in regards to SST, LPAC, 504, RTI, ARD and GT Identification process and services provided to students</p> <p>Continue to recruit and retain certified teachers</p>	<p>Continue to collaborate with Instructional Coaches to work with teachers to improve instruction in all areas</p> <p>Need to continue increased emphasis on 1st-2nd grade reading levels, inference in 3rd-8th grade and math focus on number concepts and place value</p> <p>Instructional Coaches will work with all teachers to improve curriculum and Instruction</p> <p>Administrators will embed professional development in classrooms and PLCs</p> <p>Train teachers in Data Analysis Protocol- Lead 4ward</p> <p>Utilize early release and full days to provide additional staff development throughout the school year</p>

	<p>Continuous Professional Development for all educators.</p> <p>Learning Walks/Instructional Rounds</p>	<p>Train teachers in Data Analysis Protocol – Lead4ward and All in Learning, ITBS/LOGRAMOS, and MCLASS</p> <p>Provide professional development on Dyslexia Screener process for Kinder/1st grade.</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 Character Education</p> <p>Ensure teachers are using strategies for English Language Learners including but not limited to ELPS</p> <p>Implement differentiated professional development to strengthen and support existing staff according to needs assessment</p> <p>Train General Education and Special Education Teachers in Co-Teaching Model</p>	<p>Continue professional development to strengthen and support existing staff including Depth of Knowledge to improve teacher understanding of rigor</p> <p>Continue training for deeper implementation of CHAMPS</p> <p>Continued professional development to better use existing technology resources</p> <p>Retain and recruit certified teachers</p> <p>Continue professional development to strengthen and support existing staff</p>
<p>Curriculum, Instruction, Assessment</p>	<p>OC Instructional Coaches provide Curriculum Guides in core subject areas</p>	<p>Hiring of an Instructional Coaches will to work with teachers to improve lesson</p>	<p>Need to hire an Instructional Coach</p> <p>Need to increase rigor in all areas for all students</p>

	<p>PLC's take place weekly to support teachers and students. Weekly PLC's provided by Instructional Coaches, ESL Coordinators and Administrator.</p> <p>Third Six Weeks Assessments Common Assessments are given and aligned to the Readiness TEKS.</p> <p>IOWA, MCLASS and CLI are assessment tools used to guide instruction.</p> <p>Textbooks are aligned to the TEKS</p> <p>District and campus testing coordinators improve testing process</p> <p>Eduphoria provides means for systematic data analysis which helps in scaffolding instruction</p> <p>Implementation of CHAMPS and Character Education</p> <p>The following resources are provided: Math- Go Math Science- STEM SCOPES Reading- HMH Social Studies- Savaas PK- Three Cheers</p>	<p>plans to teach to the rigor and relevancy needed to meet state standards.</p> <p>Continued professional development in instructional strategies and methods in core subject areas</p> <p>Continue use of Stem Scopes for science instruction district provided resources for all subject areas</p> <p>Third and Sixth Six Weeks Common Assessments are given and data used for next steps</p> <p>Robotics, STEAM and Makerspace has begun to be implemented this year</p> <p>Only 43% of 2nd graders are on reading level Only 66% of 1st graders are on reading level Only 47% of 3rd graders are on reading level</p> <p>Increase 1st and 2nd grade students EOY reading on grade level</p> <p>Improve inference, context clues and vocabulary strategies in all grades</p> <p>Improve place value and number concepts in all grades Increase automaticity in math skills</p>	<p>Continued professional development in instructional strategies and methods in core subject areas</p> <p>Need to continue growing the Robotics, STEAM and Makerspace programs.</p> <p>Need to continue PLC's to look at data from assessments.</p> <p>Need to improve the reading levels of 1st-3rd grade so at least 85% are reading on grade level at the end of the school year.</p> <p>Need to increase student understanding in inference, context clues and vocabulary in all grade levels</p> <p>Need to increase Math skills place value and number concepts in all 1st-2nd grades</p> <p>Need to increase students who know their multiplication facts</p> <p>identify GT students for the Challenge Lab program using IOWA BOY scores</p> <p>Instructional Coaches to facilitate implementation of the curriculum and support instruction with embedded training in PLCs</p> <p>PLCs utilizing Lead4ward/STAAR4ward/DMAC/IOWA/CA's</p>
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	<p>Challenge Lab for students who need to be challenged</p> <p>Teachers use data to inform instruction and chart student growth.</p> <p>Six Weeks Assessments are given and aligned to the TEKS. The teachers are able to use that data to inform instruction.</p>	<p>Many students don't know their multiplication facts Increase the number of students who have their multiplication facts memorized</p> <p>Teachers use data to inform instruction and chart student growth.</p> <p>Need PD for Eduphoria and other student learning systems.</p> <p>Continue professional development to help teachers understand Depth of Knowledge to improve rigor Need better and deeper understanding of new reading TEKS</p> <p>Need improved understanding of State Accountability standards and strategies for addressing targeted improvement</p> <p>Continue professional development in instructional strategies and lesson planning</p> <p>Implementation of strong reading program</p> <p>Need to focus throughout the year on Revised reading TEKS and how they are vertically aligned from Kindergarten – 12</p> <p>Need to increase identification for G/T</p>	<p>Continue professional development to help teachers understand Depth of Knowledge to improve rigor</p> <p>Implement IOWA assessment for Kindergarten at BOY, MOY and EOY</p> <p>Need to focus throughout the year on Revised reading TEKS and how they are vertically aligned from Kindergarten – 12</p> <p>Ensure all teachers are implementing ELPS strategies and writing language objectives in addition to learning objectives</p> <p>Need to close the science gaps in non-tested grade levels to increase time for understanding student expectations</p> <p>Fully implement RTI and SST processes</p>
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		<p>Ensure all teachers are implementing ELPS strategies and writing language objectives in addition to learning objectives</p> <p>Need to close the science gaps in non-tested grade levels to increase time for understanding student expectations</p> <p>Opportunities for students to have real-life experiences outside of the classroom</p> <p>Use IOWA BOY scores to identify GT students for the Challenge Lab program</p> <p>Increase rigor in instruction and teacher questioning and assessment techniques</p> <p>Greater understanding of how the TEKS are assessed in the curriculum and on the STAAR test</p> <p>Continued professional development in instructional strategies and methods in core subject areas</p>	
<p>Family and Community Involvement</p>	<p>100% of faculty members financially support the Foundation</p> <p>Teachers communicate with parents by email, phone and Remind.</p> <p>Maintain bilingual/multilingual assistance to communicate with parents</p>	<p>Need more exposure in the community</p> <p>Need more parent partnerships</p> <p>Need more community partnerships</p> <p>Continue Parent University to build language acquisition and technology skills for parent of EB students</p>	<p>Keep website and social media up to date</p> <p>Need to increase parental involvement and participation in all aspects of the learning process and bring them further into the school culture</p> <p>Increase our enrollment by 100 students</p>

	<p>Elementary Fall Festival</p> <p>Parent University offered at OC campus for all parents</p> <p>Member of Waxahachie, DeSoto and North Dallas Chambers of Commerce</p> <p>Father – Daughter Dance</p> <p>Mom and Son Game Night</p> <p>All school correspondence offered in both English and Spanish</p> <p>Cub Scouts Elementary</p> <p>Large American and Texas Flag in front of campus has cultivated a lot of positive responses from the community</p>	<p>Continue to build capacity of parents to support their student's education</p> <p>Continue to build capacity of staff to communicate with non-English speaking parents</p> <p>Continue training for security to work with parents and community</p> <p>Continue service projects for students and staff that have an impact on the surrounding community-8th graders</p> <p>Continue to be involved with state and community organizations that support the school</p> <p>Increased media coverage for on website, Facebook, etc...</p>	<p>Increase our name in the community</p> <p>Increase the number of parents who are signed up for parent portal</p> <p>Continue to build community partners</p> <p>Continue Parent University in Oak Cliff to build language acquisition and technology skills for parents of EB students</p> <p>Continue to provide translators/ interpreters to enable teachers to contact and communicate with parents throughout the day</p> <p>Continue to build capacity of staff to communicate with non-English speaking parents (Spanish classes for teachers)</p> <p>Continue service projects for students and staff that have an impact on the surrounding community</p> <p>Actively engage parents and stakeholders through planned activities and events to promote increased parental involvement and improved parental climate.</p> <p>More teacher input on development of the master schedule.</p>
<p>School Context and Organization</p>	<p>High expectations for students</p> <p>Highly qualified 100% Certified teachers</p>	<p>Maximize Instruction, minimize distractions</p>	<p>Master schedule to prioritize instruction and interventions to targeted student groups</p>

	<p>Focused on student achievement and growth</p> <p>Strong teacher-student communication</p> <p>Safe environment Students are given interventions within the school day and after school through the ACE program</p> <p>Explore 360 program</p> <p>6th-8th Grade Leadership Program</p> <p>Robotics program</p> <p>Character Development Education program</p> <p>Teachers care about success of students</p> <p>District provides time for teachers to plan together in PLCs</p>	<p>Need to develop and share Continue to share the philosophy of commitment, ownership, vision and mission that promote culture of excellence</p> <p>Need Continue to grow our Robotics program</p> <p>Need Continue to grow our Character Education program</p> <p>Continue to develop our 6th-8th Grade Leadership program</p> <p>Need to share what we offer to community more Continue to increase our presence in the community</p> <p>Need to continue to enhance student attendance and reduce truancy by monitoring and interventions.</p> <p>Need for additional instructional support to help new and returning teachers to give support to struggling students</p>	<p>Need Continue to share philosophy of commitment, ownership, vision and mission that promote culture of excellence Increase programs that we already offer</p> <p>Need for additional instructional support to help new and returning teachers to give support to struggling students</p> <p>Continue to add space to accommodate future growth</p> <p>Need Robotics Logo</p>
Technology	<p>Video/computer projectors</p> <p>Utilizing COWs to provide classroom sets of computers when needed</p> <p>Utilizing iPads in lower grades</p> <p>2 computer labs with 30 computers in each lab</p>	<p>Need to have more resources for Robotics and STEAM</p> <p>Maintain current inventory</p> <p>Paperless assessments and assignments</p> <p>Need for an adequate number of computers in classroom</p> <p>Increased Continue teacher monitoring of students' computer use</p>	<p>Need to have all technology working Need to have internet work consistently Continue to acquire and provide devices as funds are available to all classrooms Need for an adequate number of computers in classroom Need for more up to date laptops in classrooms to accommodate for the online learning</p>

	<p>A 1 MAC lab with 30 computers</p> <p>Staff is technology proficient</p> <p>Online test taking systems are used</p> <p>Technology inventory is maintained and current</p> <p>Strong infrastructure with access to high-speed internet</p> <p>Campuses have been provided with Ipads, laptops, classroom computers, projectors, and document cameras</p> <p>District provides a Webmaster and Marketing Coordinator to ensure communication with all stakeholders</p> <p>District provides an Instructional Technology Specialist</p> <p>District has provided administrative software, such as Attendance, Gradebook, Skyward, Lesson planning on-line, and Eduphoria-Aware for data management</p> <p>One IT support person on campus full-time</p> <p>Quick response time with technology support</p>	<p>Professional development for online learning</p> <p>Need Technology-based programs for RTI provided by the state</p> <p>Updated technology –some older laptops need to be replaced</p> <p>Teacher in-depth training on IOWA, MCLASS, CLI, Skyward and Eduphoria</p>	<p>Need Technology-based programs for RTI provided by the state</p> <p>Need on-going professional development for technology we already have</p> <p>Increased and integrated classroom use of technology for research and projects</p>
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	Software provided by district: IXL, Education Galaxy, STEMSCOPES, Brain Pop, Reading A to Z, and RAZ Kids		
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Title I, Part A

School-wide 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 school-wide 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 *ongoing 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 *ongoing 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 at Faith Family MASTER Academy will demonstrate high achievement on all state assessments.							
Objective 1: By May 2023, sStudents will demonstrate reach 85% Approaches, 60% Meets, and 35% Masters on all state assessments. Our 3-8 th grade students will meet state and federal accountability standards* in every area and subpopulation measured including Special Education, Gifted and Talented, ESL, Economically Disadvantaged and all other accountability subgroups as calculated in Domain III.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components / CSFs
Identify students who do not meet minimal standards and ensure teachers are doing interventions with these students	Principal, Counselor, Teachers	Title I local	Every six weeks August 2022– June 2023	SST Rosters, RTI rosters, SPED rosters, SST schedule	SSTs completed, ARDs completed, services started before Thanksgiving.	CNA, MOY release, MOY assessments TELPAS	2, 9 / I, II, IV
Provide after-school tutoring during ACE program	Principal, teachers	Local Funds	2 Times a month August 2022– June 2023	ACE sign in sheets	Tracking students who attend	6 weeks tests	5/VII
Use comprehensive needs assessments to set priorities	CIC, Principal, parents, teachers	Local Funds	Each Semester August 2022– June 2023	CNA, surveys, updated CIP	All staff is knowledgeable about needs and CIP	Agendas and minutes of CIC and CNA, surveys, EOY evaluations TELPAS	1, 2, 6, 8 / I, II, IV
Implement a campus-wide reading focus across grade levels (PK-5)	Principal, classroom teachers, instructional coaches	State Funds Title I	August 2022– June 2023	Staff development sign-in sheets, lesson plans	Progress Monitoring, benchmark and unit assessments.	BOY, MOY and EOY Writing, TELPAS sample, STAAR Writing	2, 3, 8, 9 / I, II, III, VII

Use a data analysis protocol to study longitudinal, vertical and current assessment data, plan rigorous lessons and spiral intervention based on this data	Principal, Teachers and Instructional Coaches	State Funds Title I	Each 6 weeks period based on district assessment timeline	Documentation of protocol agendas, and sign-in sheets	Application of data findings to lesson plans, Interventions	Improved scores unit assessments, Benchmarks and STAAR IFBS -IOWA	1, 2, 8, 9 / I, II, III, IV
Team time for all core and specials teachers to monitor instructional strategies with a focus on Lead4Ward standards	Principal, Instructional Coaches Teachers	State Funds, Title I Local	Weekly August 2022– June 2023	PLC minutes Agendas Sign-in sheets Data protocols	Increase scores on 3 week assessments. Increase BOY, MOY and EOY scores Walkthroughs	STAAR, Benchmarks Improve instructional rigor IFBS -IOWA	2, 8, 9 / I, II, III, IV, VII
Elementary teachers will monitor Reading and Math Performance and provide in-class interventions whenever needed	Instructional Coaches Classroom teachers, Principals	State Funds Title I	August 2022– June 2023	Data from assessments, intervention lists and plans	Improved performance by targeted students	Improved scores on state assessments in reading and math IFBS -IOWA	2, 2, 4, 9 / I, II, IV
Provide intervention during the school day for students who need additional help to meet state standards	Principal, Instructional Coaches, Teachers	Title I IDEA-B Local Funds	August 2022– June 2023	Lesson plans, benchmarks, grades, weekly assessments	Lesson plans, weekly assessments, RTI rosters, SPED rosters	Benchmark data STAAR, TELPAS, PBMAS, BOY, MOY and EOY evaluations, IFBS IOWA	2, 8, 9 / I, II, III, IV
Identify GT students, train and use GT strategies to support all students	Principal Admin Teachers Counselors	Local funds	September 2022 – February 2023 Twice a year	GT rosters	More students identified	STAAR, IFBS IOWA , BOY, MOY and EOY evaluations	2, 3, 9, / I, II
Improve all instruction through vocabulary using a variety of strategies; standards-based centers, hands on, visualization, drawing and small group.	Teachers Instructional Coaches Principal	Local Funds Title I	August 2022– June 2023	Lesson plans, staff development sign in, Observations	Weekly assessments, PLC meetings	Benchmarks, STAAR, BOY-MOY and EOY evaluations	2, 8, 9 / I, II
Teachers will use BOY data to determine baseline for instruction	Teachers Principal Instructional Coach	Local Funds	Beginning of the Year	BOY student scores, intervention plan	Student mastery of weekly objectives, Weekly assessments	Benchmark, STAAR, BOY, MOY and EOY IFBS -IOWA	2, 8, 9 / I, II, IV

Increase and plan for more real-life learning experiences through the Explore 360 program	Teachers Principal District staff	Local Funds	August 2022– June 2023	Field Trip request forms, student responses to fieldtrips	Increase scores on social studies and science assessments	EOY evaluations in Science and Social studies	2, 9, 10 / I, V
Strategically identify students for the tutoring component of the 21 st Century Grant. Students who failed a STAAR will be targeted for this program.	Principal Teachers Counselor ACE staff	Grant	August 2022– June 2023	Attendance of students, 6 weeks tests, STAAR assessments	Increase in STAAR Scores	6 weeks tests, ITBS Tests, Benchmarks, STAAR Scores	2, 9/I, V, IV

Goal 1: Students at Faith Family MASTER Academy will demonstrate high achievement on all state assessments.

Objective 2: By May 2023, at least 50% of students will demonstrate Meets or above ~~reach 85% Approaches, 60% Meets, and 35% Masters~~ on all state assessments, including African American, Hispanic, White and Economically Disadvantaged. Our 3-8th grade students 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 as calculated in Domain III.~~

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components / CSFs
Identify students who do not meet minimal standards and ensure teachers are doing interventions with these students	Principal, Counselor, Teachers	Title I local	Every six weeks August 2022– June 2023	SST Rosters, RTI rosters, SPED rosters, SST schedule	SSTs completed, ARDs completed, services started before Thanksgiving.	CNA, MOY release, MOY assessments TELPAS	2, 9 / I, II, IV
Provide after-school tutoring during ACE program	Principal, teachers	Local Funds	2 Times a month August 2022– June 2023	ACE sign in sheets	Tracking students who attend	6 weeks tests	5/VII
Use comprehensive needs assessments to set priorities	CIC, Principal, parents, teachers	Local Funds	Each Semester August 2022– June 2023	CNA, surveys, updated CIP	All staff is knowledgeable about needs and CIP	Agendas and minutes of CIC and CNA, surveys, EOY evaluations TELPAS	1, 2, 6, 8 / I, II, IV

Implement a campus-wide reading focus across grade levels (PK-5)	Principal, classroom teachers, instructional coaches	State Funds Title I	August 2022– June 2023	Staff development sign-in sheets, lesson plans	Progress Monitoring, benchmark and unit assessments.	BOY, MOY and EOY Writing, TELPAS sample, STAAR Writing	2, 3, 8, 9 / I, II, III, VII
Use a data analysis protocol to study longitudinal, vertical and current assessment data, plan rigorous lessons and spiral intervention based on this data	Principal, Teachers and Instructional Coaches	State Funds Title I	Each 6 weeks period based on district assessment timeline	Documentation of protocol agendas, and sign-in sheets	Application of data findings to lesson plans, Interventions	Improved scores, unit assessments, Benchmarks and STAAR ITBS-IOWA	1, 2, 8, 9 / I, II, III, IV
Team time for all core and specials teachers to monitor instructional strategies with a focus on Lead4Ward standards	Principal, Instructional Coaches Teachers	State Funds, Title I Local	Weekly August 2022– June 2023	PLC minutes Agendas Sign-in sheets Data protocols	Increase scores on 3 week assessments. Increase BOY, MOY and EOY scores Walkthroughs	STAAR, Benchmarks Improve instructional rigor ITBS-IOWA	2, 8, 9 / I, II, III, IV, VII
Elementary teachers will monitor Reading and Math Performance and provide in-class interventions whenever needed	Instructional Coaches Classroom teachers, Principals	State Funds Title I	August 2022– June 2023	Data from assessments, intervention lists and plans	Improved performance by targeted students	Improved scores on state assessments in reading and math ITBS-IOWA	2, 2, 4, 9 / I, II, IV
Provide intervention during the school day for students who need additional help to meet state standards	Principal, Instructional Coaches, Teachers	Title I IDEA-B Local Funds	August 2022– June 2023	Lesson plans, benchmarks, grades, weekly assessments	Lesson plans, weekly assessments, RTI rosters, SPED rosters	Benchmark data STAAR, TELPAS, PBMAS, BOY, MOY and EOY evaluations, ITBS IOWA	2, 8, 9 / I, II, III, IV
Identify GT students, train and use GT strategies to support all students	Principal Admin Teachers Counselors	Local funds	September 2022 – February 2023 Twice a year	GT rosters	More students identified	STAAR, ITBS, BOY, MOY and EOY evaluations IOWA	2, 3, 9, / I, II
Improve all instruction through vocabulary using a variety of strategies; standards-based centers, hands on, visualization, drawing and small group.	Teachers Instructional Coaches Principal	Local Funds Title I	August 2022– June 2023	Lesson plans, staff development sign in, Observations	Weekly assessments, PLC meetings	Benchmarks, STAAR, BOY-MOY and EOY evaluations	2, 8, 9 / I, II

Teachers will use BOY data to determine baseline for instruction	Teachers Principal Instructional Coach	Local Funds	Beginning of the Year	BOY student scores, intervention plan	Student mastery of weekly objectives, Weekly assessments	Benchmark, STAAR, BOY, MOY and EOY ITBS	2, 8, 9 / I, II, IV
Increase and plan for more real-life learning experiences through the Explore 360 program	Teachers Principal District staff	Local Funds	August 2022– June 2023	Field Trip request forms, student responses to fieldtrips	Increase scores on social studies and science assessments	EOY evaluations in Science and Social studies	2, 9, 10 / I, V
Strategically identify students for the tutoring component of the 21 st Century Grant. Students who failed a STAAR will be targeted for this program.	Principal Teachers Counselor ACE staff	Grant	August 2022– June 2023	Attendance of students, 6 weeks tests, STAAR assessments	Increase in STAAR Scores	6 weeks tests, ITBS Tests, Benchmarks, STAAR Scores	2, 9/I, V, IV

Goal 1: Students at Faith Family MASTER Academy will demonstrate high achievement on all state assessments.

Objective 3: By May 2023, at least 40% ~~100%~~ of identified limited English proficient students will show progress on TELPAS status. ~~become proficient or better in English in reading and math and will score Approaches and above on state assessments.~~

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	District Staff Teachers Principals	Title III Local Funds	August 2022– June 2023	Lesson plans walkthroughs	Objective posted, students are speaking and writing	TELPAS, WMLS	2,8, 9 / I, II, IV, VI
Teachers will teach academic vocabulary using visuals word walls, flip books, TPR and vocabulary lists to improve language development in English acquisition.	Teachers Principals	Title I Title III Local Funds	August 2022– June 2023	Lesson Plans Classroom displays Word walls	Students speaking and writing academic vocabulary	TELPAS, STAAR BOY, MOY and EOY evaluations ITBS	2, 3, 4, 5, 8 / I, II
Use Read aloud to develop vocabulary through gestures, acting out, examples, visuals	Teachers Principals Instructional Coaches	Title I Title III	August 2022– June 2023	Read Aloud in Lesson Plans Walkthroughs	Improved vocabulary and listening comprehension	BOY, MOY and EOY evaluations ITBS	2, 8, 9 / I

Goal 1: Students at Faith Family MASTER Academy will demonstrate high achievement on all state assessments.							
Objective 3: By May 2023, at least 40% 100% of identified limited English proficient students will show progress on TELPAS status. become proficient or better in English in reading and math and will score Approaches and above on state assessments.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components / CSFs
ESL Training provided to teachers so that ALL core teachers will be ESL certified.	Admin Principal Teachers	Title III	May 2023	Sign in sheets and training	Teachers passing the ESL certification test	Teachers will pass the ESL certification test	2, 8,9/I

Goal 1: Students at Faith Family MASTER Academy will demonstrate high achievement on all state assessments.							
Objective 4: The teachers at Faith Family MASTER Academy will use technology to increase the effectiveness of student learning, instructional management and staff development.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Provide ongoing training for teachers in how to effectively integrate the use of technology in hardware and software	Asst. Superintendent of Curriculum and Instruction Principal	Title I Title II SCE Local Funds	August 2022– June 2023	Trainings agendas, Sign-in sheets, professional development plans	Increased use of technology, lesson plans, Walkthroughs, student products	I station report IXL DMAC	2, 3, 4 / I
Improve use of technology-based resources; Eduphoria, DMAC, gradebook, Schoology, online textbooks and evaluation tools	Asst. Superintendent of Curriculum and Instruction Principal	State Funds Title I SCE	August 2022– June 2023	PD Agendas, Sign-in sheets, PLC minutes, Lesson Plans	Teachers using technology to evaluate and plan, teachers meet deadlines	Six Weeks data, grades and attendance	2, 4, 10 / I
Utilize assessment reports generated by various data software programs to collect and	Asst. Superintendent	State Funds Title I	August 2022– June 2023	Data binders, PLC discussions, lesson plans	Re-teaching, Targeted instruction	Weekly assessments,	3, 4, 8, 9 / I, II

Goal 1: Students at Faith Family MASTER Academy will demonstrate high achievement on all state assessments.

Objective 4: The teachers at Faith Family MASTER Academy will use technology to increase the effectiveness of student learning, instructional management and staff development.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SWComponents/ CSFs
disaggregate data to improve instruction in all areas	of Curriculum and Instruction Principal					Unit assessments,	

Goal 2: At Faith Family MASTER Academy 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Actively recruit highly qualified teacher professionals, and paraprofessionals	Principal, Human Resources	Website, Billboards, Job Fairs Newspapers Title II State Funds	February 2022- July 2023	Human Resource Records	100 % of core academic classes taught by HQ teachers 100% of paraprofessionals meet NCLB requirements	Highly Qualified Teacher Compliance report to TEA	5 / VII
Provide monetary incentive to teachers who have perfect attendance for the year.	Superintendent and school board	Local Funds	Beginning of each following year	Number of teachers who maintain perfect attendance	Better preparation for assessments for students	Number of teachers receiving compensation	3, 5 / VII
Provide Mentor Teachers who can serve as role models to new or struggling teachers	Principal Human Resources	State Funds Title I	August 2022– June 2023	List of Mentor teachers and those assigned to them	Lesson Plans Less than 30% of teachers are new	Walk through and observations, CAN survey	5 / III, VII
Develop a program (structure) for mentors to use to help in observing and supporting other teachers.	Mentor Coordinator Human Resources	State Funds Title I, Part A Title II, Part A	August 2022– June 2023	Written program and monitoring notes of the program	Teacher retention use of structure walkthroughs	CNA and observations	5 / III, VII
Provide highly qualified full day Pre-K initiatives	Principal, PK-2 Intervention Specialists Teachers	Title III, Part A	August 2022– June 2023	Full day PK in operation	Higher rate of attendance for PK students	Circle scores will be in the green and blue at the EOY	5 / III, VII
Provide Social Workers/Intervention Specialists to support At Risk/Economically Disadvantaged students.	Executive Director of Special Programs, Intervention Specialists, Principals	Title I, Part A	August 2022– June 2023	Increase in attendance of students coded ED	Positive culture and climate	Student Attendance Increase in STAAR Scores	2, 10/VI

Goal 2: At Faith Family MASTER 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 teacher and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ CSFs
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	Principal Instructional Coaches	Region X ESC Title II Part A Title I	August 2022– June 2023	Schedule of professional development, agendas, sign-in sheets	Walkthroughs, Lesson Plans and professional development evaluations	Unit Assessments, Teacher Survey and CNA	3, 4 / III, VII
Provide training for new teachers on effective planning using state standards focusing on Math and Reading	Principal Instructional Coaches	State Funds Title I Title II	August 2022– June 2023	Training Agendas and Sign-In Sheets	Improved instruction and student success	Teacher evaluations	3, 4 / VII
Provide mentoring and support strategies for first year teachers and teachers in need of assistance	Principal Instructional Coaches	State Funds Title I Title II	August 2022– June 2023	Written documentation of mentor/master teacher program use	Lesson Plans, Walkthroughs, Observations	Unit Assessments and observations	2, 3, 4, 5, 8 / I, II, IV, VI
Provide training for all teachers on vocabulary building and language/literacy	Principal Instructional Coaches	Title II Title III State Funds Title I	August 2023	Completion of training sessions (sign-in sheets)	Evidence of implementation of strategies in classroom Walkthroughs and observations	Walkthroughs, Benchmarks and DCA's ITBS	3, 4 / III, VII

Goal 3: Community members will be partners in the education of students at Faith Family MASTER Academy.

Objective 1: Increase participation and partnership with community members.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ Related CSFs
Have parent involvement activities throughout the year (PTSO meetings, Donuts with Dad, Muffins with Moms, Father Daughter Dance, Mother Son Dance, Game night, Fall Festival)	Principal and Teachers	PTSO Funds Title I	August 2022– May 2023	Agendas and sign-in slips	More parent participation	EOY survey	6 / V
Increase in participation in Cub Scouts	Principal Director of Community Engagement	Fundraisers	August 2022- May 2023	Meetings	Students participating	Sign in Sheets	6/V
Increase of community members on campus	Principal Teachers	Local Funds	August 2022- May 2023	The amount of community members on campus	Community Involvement	Community attendance on campus	6/ V
Increase in participating in community activities	Principal Teachers	Local Funds	August 2022- May 2023	Sign in Sheets, flyers	Community Involvement	Community Involvement documentation	6/V
Home Visits for students	Principal Counselor Teachers Instructional Coach	Local Funds	August 2022- May 2023	Documentation of the Visits	Increased rate of attendance	Attendance Rates Increased Enrollment	6/V

Goal 3: Community members will be partners in the education of students at Faith Family MASTER Academy.

Objective 2: Communicate with all parents and community members in an effective manner that increases school support.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I SW Components/ Related CSFs
Provide State assessment results to parents in a language they can understand	Principal	Individual Assessment reports from state, State Funds	Within 10 days of receipt of reports from state	Website mailing logs	Documentation of phone calls and parent/teacher conferences	EOY Survey	2, 6, 9 / V
Continue support for parent access to online communication and resources at home	Teachers, Principals, Parents	Local Funds	August 2022- May 2023	Website, social media, newsletters, Parent portal	Parent use of sites	Increase use of technology	6, 2 / V
Conduct a Title I Parent-School Compact meeting and formulate a compact for FFA	Principal	PTSO Funds Title I Funds	September Once a year	Parents Sign in sheet	Increase cooperation	Parent Conference, grades	6, 2 / V
Recruiting Committee Brochure Created specifically for Faith Family MASTER Academy Increased word of mouth	Principal Instructional Coach Teachers	Local Funds	August 2022- May 2023	Increased enrollment	Increased enrollment	Enrollment Numbers	6, 2/V
Open House Recruiting Event Community events	Principal Teachers	Local Funds	August 2022- May 2023	Sign in Sheets Increased Enrollment	Increased Enrollment	Enrollment Numbers	6, 2V
Sustain Cub Scouts for grades K-5	Teacher Principal	Funds	August 2022- May 2023	Meetings	Increased parent support and participation	Increase Enrollment/Parent Engagement	6, 2V
Jump Rope for Heart	Principal PE Teacher	Funds	February Once a year	Donations collected	Raising \$ for American Heart Association	Raising \$ for American Heart Association	6, 2V
Increase participation in community events	Principal Teachers District Staff	Local Funds	August 2022- May 2023	Increased Enrollment	Increased enrollment	Enrollment Numbers	6, 2/V