

White Settlement Independent School District

Fine Arts Academy

2024-2025 Campus Improvement Plan



Mission Statement

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premiere education.

Vision

Developing passion to learn ... discovering purpose for tomorrow.

Motto

Think Big...Bears Do

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	6
District Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Family and Community Engagement	11
District Organization	12
Technology	13
Demographics	14
Student Learning	15
School Processes & Programs	16

Perceptions	17
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.	21
Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.	27
Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.	30
Goal 4: Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.	32
Goal 5: The district will recruit, develop, and retain highly qualified and effective personnel.	33
State Compensatory	34
Budget for Fine Arts Academy	34
Personnel for Fine Arts Academy	34
Campus Funding Summary	35

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Description of the Comprehensive Needs Assessment (CNA) process.

The description must include:

- (1) the date(s) that the CNA was reviewed and revised for the current school year,
- (2) list of stakeholders involved that includes the individuals by name and roles
(Parents may not be LEA employees in order to fill the "parent" roles on the committee; The "parent" role MUST be a non-LEA employee.),
- (3) areas examined, and
- (4) list of multiple data sources analyzed.

Demographics

Demographics Summary

The Fine Arts Academy serves 318 students who reside in the City of White Settlement and a portion of the City of Fort Worth. The Fine Arts Academy is made up of 56% White, 31% Hispanic, 3% African American, 2.5% Asian, .3% American Indian, and 6.6% two or more races. 45% of students at FAA are eligible for free or reduced lunch.

Demographics Strengths

Fine Arts Academy has a low student turnover. We serve a diverse population across the district and our demographics reflect our community. Our faculty has diverse teaching backgrounds and experience.

Demographics Needs

While we have expanded staff diversity we continue to strive to reflect our student demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of EB students enrolling at FAA continues to increase each school year. Local and State Assessments indicate that our EB students require additional intervention and support in listening, speaking, reading and writing.

Root Cause: Students who are emerging bilingual often need additional support and resources due to learning a second language.

Problem Statement 2 (Prioritized): The percentage of students who are economically disadvantaged has increased at FAA over the past 5 years. Additional literacy, numeracy, family engagement opportunities and behavior supports are required to ensure their academic achievement and SEL success.

Root Cause: Families who are economically disadvantaged often lack educational opportunities, food, clothing, transportation, and medical care.

Student Achievement

Student Achievement Summary

Fine Arts Academy uses many measures to define growth in student achievement such as student products, student engagement in discussion, and formative, summative, and state assessments.

Grade Level	Approaches	Meets	Masters
3rd	89%	71%	40%
4th	93%	68%	41%
5th	87%	67%	37%
6th	90%	73%	35%

Student Achievement Strengths

3rd-6th grade RLA STAAR scores were a strength in 2024.

- 3rd Grade - 89% Approaches, 71% Meets, 40% Masters
- 4th Grade - 93% Approaches, 68% Meets, 41% Masters
- 5th Grade - 87% Approaches, 67% Meets, 37% Masters
- 6th Grade - 90% Approaches, 73% Meets, 35% Masters

As a campus, 71% of our students met grade level requirements in reading and 39% of our students mastered grade level requirements in reading.

Student Achievement Needs

Economically disadvantaged students consistently score lower than non-economically disadvantaged students on all tests. Math 3rd grade met standard scores and 3rd - 6th grade advanced levels are an area of refinement. STAAR A passing percentages were very low for our resource students in special education. Need to identify the essential standards for each grade level in math, reading and writing and discuss weekly during PLC to plan interventions and extensions. Will evaluate professional development needs based on data. We will continue to improve the RTI through flex grouping and PLC processes with the use of our campus IC.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): State assessment data indicates a steady decline in students scoring meets and masters in math over the past 5 school years.

Root Cause: Numeracy instruction and the development of number sense has not been prioritized in Tier 1 instruction over the past 5 years.

Problem Statement 2 (Prioritized): An analysis of local and state assessment data indicates that the 2024-2025 6th grade students are underperforming in math, reading, and language arts in comparison to other grade level cohorts.

Root Cause: Many students in this grade level cohort require a substantial amount of differentiated and scaffolded instruction in order to be successful.

Problem Statement 3: Students scoring at or above grade level expectations on district screenings has decreased between Kindergarten and Fourth Grade.

Root Cause: Teachers need additional support and training to better utilize data from district screeners to plan for instruction.

District Culture and Climate

District Culture and Climate Summary

The Fine Arts Academy staff believes that positive relationships, a healthy school climate and collaborative culture are essential components of an effective school. The faculty feels Fine Arts Academy is a positive place to work. High expectations for student achievement and school pride are valued. All teachers have high expectations for all students so they can reach their full potential. The parent survey indicated that the majority of parents are pleased with experiences at school.

District Culture and Climate Strengths

Staff agrees that FAA is a warm and inviting environment with high student expectations. We have a student-centered staff that believes that quality instruction and relationships are key to increasing student achievement. We have multiple forms of parent communication such as daily folders, Facebook, SchoolStatus, Skyward, Canvas, parent newsletters and positive parent phone calls. Additional student incentives such as B.E.A.R.S. Student Spotlight, Student of the Month, and PBIS rewards have increased student motivation. FAA staff will continue to be more consistent with behavior expectations, procedures and discipline through PBIS systems. FAA will continue to adhere to current behavior expectations through a variety of consistent and effective discipline procedures.

District Culture and Climate Needs

FAA staff will continue to be more consistent with behavior expectations, procedures and discipline. FAA continues to add behavior expectations through a variety of consistent and effective discipline procedures. According to the parent survey results communication between teachers and parents can be improved upon.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): According to survey data, FAA parents indicate they desire more information about what students are learning and how they are performing academically.

Root Cause: Parents are highly engaged in school-wide engagement activities but have few opportunities to engage in academic related activities at school.

Problem Statement 2 (Prioritized): FAA staff surveys reveal there is a need for improved Professional Learning Communities and vertical collaboration.

Root Cause: Teacher teams in grades 3-6 are departmentalized and are therefore singletons when collaborating and planning specific to their content.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

It is the intention of the FAA administration to continue to recruit and retain highly-qualified staff. We strive to provide support and encouragement to all staff as they meet the needs of every student, every day.

Staff Quality, Recruitment, and Retention Strengths

All FAA teachers are highly-qualified and staff surveys indicate that FAA has a great work environment. The administration seeks input from all staff during decision-making. Stakeholders have a growth mindset to improve as individuals and as a campus to improve student development. We have a high staff attendance rate. Current district PD, as well as the availability of our campus instructional coach, has helped in retention of staff. FAA will continue to have a focus on professional growth and continue to recognize and encourage all staff.

Staff Quality, Recruitment, and Retention Needs

FAA needs more consistency with RTI interventions system. We need to continue to find ways to encourage and recognize staff. Paraprofessionals need more appropriate training. Teachers feel there is a need for more technology assistance from TEAMS.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Fine Arts Academy staff believe that the consistent implementation of an aligned curriculum, effective instruction and progress monitoring through formative and summative assessment are the key to student growth and achievement.

Curriculum, Instruction, and Assessment Strengths

The professional abilities of the FAA teachers and their desire to continue to learn the most effective teaching strategies is a strength. We have a wide variety of services and resources to support student needs. For example, LLI Kits, Stemsopes, Thinking Maps and reading resource kits have been successful tools for instruction. The campus IC is a great resource for classroom teachers. Teachers believe in district initiatives and feel equipped to implement these. Using formative data weekly in PLC will help meet student needs immediately. Assessment data drives both intervention and extensions through the PLC process. A set time is built into the master schedule for these interventions and extensions. In addition, a set time is built into the master schedule for tier 3 intervention for both reading and math that do not interfere with Tier 1 instruction.

Curriculum, Instruction, and Assessment Needs

We need to raise data awareness of K-2 teachers and look to catch students as early as possible for interventions. We need to continue to reinforce quality Tier I & Tier 2 instruction through reading and math workshop and Fundamental Five. Master schedule has been changed to include No New Teach Time. We will monitor and track data to monitor consistency and efficiency. We will seek training and support through the implementation of the new RTI district process. Teachers feel a curriculum for music, art and PE would be beneficial.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Many students at FAA demonstrate a deficit in number sense and problem solving ability. Teachers will need additional support in addressing our campus problem of practice of implementing school-wide strategies to support numeracy, problem solving, and fact fluency.

Root Cause: Students are low in basic math facts and number sense which impacts their problem solving abilities, especially as they progress into more challenging math curriculum.

Family and Community Engagement

Family and Community Engagement Summary

Parents at the Fine Arts Academy serve in a variety of ways including Campus Planning Committee, PTO and a Parent Advisory Committee. They assist with school-wide activities including Book Fair, reading challenges, PTO Reflections, Trunk or Treat, Nutcracker and Spring musicals.

Family and Community Engagement Strengths

FAA has involved parents/staff and a strong relationship with our PTO. We communicate with parents in a variety of ways including weekly and monthly newsletters, SchoolStatus and Canvas. Parents have the opportunity to volunteer at school events and collaborate with staff to support literacy initiatives at FAA.

Family and Community Engagement Needs

Parent Survey data suggests the need for increasing parent involvement and communication with things such as curriculum nights and parent resources both on-line and print.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: According to survey data, FAA parents indicate they desire more information about what students are learning and how they are performing academically.

Root Cause: Parents are highly engaged in school-wide engagement activities but have few opportunities to engage in academic related activities at school.

District Organization

District Organization Summary

We continually strive to improve organization, systems and processes with clear expectations and procedures. We believe that our staff must work together to consistently follow these expectations in order to effectively communicate with parents, students and one another.

District Organization Strengths

Grade level teachers have a common planning time. Students have a daily fine arts class with certified music, drama, band and dance teachers. The master schedule has a built in Tier 2 and Tier 3 intervention time to meet students' needs. Teachers meet weekly for PLC and use data to ensure high levels of learning for all. The master schedule has been designed for small group intervention and an additional daily teacher planning time.

District Organization Needs

We need to continue to monitor and adjust to ensure No New Teach Time is used efficiently and effectively. FAA needs to maximize time for each staff member to have the most efficient schedule to support student needs and to maximize student learning.

Problem Statements Identifying District Organization Needs

Problem Statement 1: Teachers benefit from collaborating with other grade levels but do not have dedicated time within the school day to meet as vertical PLCs.

Root Cause: Grade 3-6 teachers are "singletons" and do not have a department to plan with.

Technology

Technology Summary

Our district has spent the past few years providing our campuses with iPads, laptops, SmartBoards and technical support. We believe that this technology movement in education is vital in keeping up with the way students learn today. We must see the use of technology beyond school organization and management. It must be used in a variety of ways for student instruction and enhance lessons.

Technology Strengths

Teachers are using district issued technology on a daily basis for formative assessments, guided practice and student created products. We have iPad carts in each 1st grade classroom and laptops for every student in grades 2-6. All classrooms are equipped with a SMART board and teacher laptop. Staff are supported by campus administrators and provided with staff development and tech support as needed. Teachers are using technology to communicate with parents.

Technology Needs

We need staff development on ways to use ipads instructionally. FAA teachers will work toward purposeful use of technology for enhance instruction.

Demographics

Demographics Summary

The Fine Arts Academy serves 318 students who reside in the City of White Settlement and a portion of the City of Fort Worth. The Fine Arts Academy is made up of 56% White, 31% Hispanic, 3% African American, 2.5% Asian, .3% American Indian, and 6.6% two or more races. 45% of students at FAA are eligible for free or reduced lunch. Fine Arts Academy has a low student turnover. We serve a diverse population across the district and our demographics reflect our community. Our faculty has diverse teaching backgrounds and experience.

Student Learning

Student Learning Summary

Fine Arts Academy uses many measures to define growth in student achievement such as student products, student engagement in discussion, and formative, summative, and state assessments.

Grade Level	Approaches	Meets	Masters
3rd	89%	71%	40%
4th	93%	68%	41%
5th	87%	67%	37%
6th	90%	73%	35%

Student Learning Strengths

3rd-6th grade RLA STAAR scores were a strength in 2024.

As a campus, 71% of our students met grade level requirements in reading and 39% of our students mastered grade level requirements in reading.

School Processes & Programs

School Processes & Programs Summary

The Fine Arts Academy staff believe that the consistent implementation of an aligned curriculum, effective instruction and progress monitoring through formative and summative assessment are the key to student growth and achievement. We continually strive to improve organization, systems and processes with clear expectations and procedures. We believe that our staff must work together to consistently follow these expectations in order to effectively communicate with parents, students and one another.

School Processes & Programs Strengths

The professional abilities of the FAA teachers and their desire to continue to learn the most effective teaching strategies is a strength. We have a wide variety of services and resources to support student needs. For example, LLI Kits, Stemsopes, Thinking Maps and reading resource kits have been successful tools for instruction. The campus IC is a great resource for classroom teachers. Teachers believe in district initiatives and feel equipped to implement these. Using formative data weekly in PLC will help meet student needs immediately. Assessment data drives both intervention and extensions through the PLC process. A set time is built into the master schedule for these interventions and extensions. In addition, a set time is built into the master schedule for tier 3 intervention for both reading and math that do not interfere with Tier 1 instruction.

Grade level teachers have a common planning time. Students have a daily fine arts class with certified music, drama, band and dance teachers. The master schedule has a built in Tier 2 and Tier 3 intervention time to meet students' needs. Teachers meet weekly for PLC and use data to ensure high levels of learning for all. The master schedule has been designed for small group intervention and an additional daily teacher planning time.

Perceptions

Perceptions Summary

Parents at the Fine Arts Academy serve in a variety of ways including Campus Planning Committee, PTO and a Parent Advisory Committee. They assist with school-wide activities including Book Fair, reading challenges, PTO Reflections, Trunk or Treat, Nutcracker and Spring musicals.

The Fine Arts Academy staff believes that positive relationships, a healthy school climate and collaborative culture are essential components of an effective school. The faculty feels Fine Arts Academy is a positive place to work. High expectations for student achievement and school pride are valued. All teachers have high expectations for all students so they can reach their full potential. The parent survey indicated that the majority of parents are pleased with experiences at school.

Perceptions Strengths

FAA has involved parents/staff and a strong relationship with our PTO. We communicate with parents in a variety of ways including weekly and monthly newsletters, SchoolStatus and Canvas. Parents have the opportunity to volunteer at school events and collaborate with staff to support literacy initiatives at FAA.

Staff agrees that FAA is a warm and inviting environment with high student expectations. We have a student-centered staff that believes that quality instruction and relationships are key to increasing student achievement. We have multiple forms of parent communication such as daily folders, Facebook, SchoolStatus, Skyward, Canvas, parent newsletters and positive parent phone calls. Additional student incentives such as B.E.A.R.S. Student Spotlight, Student of the Month, and PBIS rewards have increased student motivation. FAA staff will continue to be more consistent with behavior expectations, procedures and discipline through PBIS systems. FAA will continue to adhere to current behavior expectations through a variety of consistent and effective discipline procedures.

Priority Problem Statements

Problem Statement 1: State assessment data indicates a steady decline in students scoring meets and masters in math over the past 5 school years.

Root Cause 1: Numeracy instruction and the development of number sense has not been prioritized in Tier 1 instruction over the past 5 years.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: FAA staff surveys reveal there is a need for improved Professional Learning Communities and vertical collaboration.

Root Cause 2: Teacher teams in grades 3-6 are departmentalized and are therefore singletons when collaborating and planning specific to their content.

Problem Statement 2 Areas: District Culture and Climate

Problem Statement 3: The percentage of students who are economically disadvantaged has increased at FAA over the past 5 years. Additional literacy, numeracy, family engagement opportunities and behavior supports are required to ensure their academic achievement and SEL success.

Root Cause 3: Families who are economically disadvantaged often lack educational opportunities, food, clothing, transportation, and medical care.

Problem Statement 3 Areas: Demographics

Problem Statement 4: An analysis of local and state assessment data indicates that the 2024-2025 6th grade students are underperforming in math, reading, and language arts in comparison to other grade level cohorts.

Root Cause 4: Many students in this grade level cohort require a substantial amount of differentiated and scaffolded instruction in order to be successful.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: According to survey data, FAA parents indicate they desire more information about what students are learning and how they are performing academically.

Root Cause 5: Parents are highly engaged in school-wide engagement activities but have few opportunities to engage in academic related activities at school.

Problem Statement 5 Areas: District Culture and Climate

Problem Statement 6: Many students at FAA demonstrate a deficit in number sense and problem solving ability. Teachers will need additional support in addressing our campus problem of practice of implementing school-wide strategies to support numeracy, problem solving, and fact fluency.

Root Cause 6: Students are low in basic math facts and number sense which impacts their problem solving abilities, especially as they progress into more challenging math curriculum.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

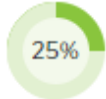


- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data


Goals


Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.


Performance Objective 1: 100% of FAA students grades 3-6 will approach the grade level standard on the STAAR, 75% will meet grade level standard, at least 50% will master grade level standard.


Evaluation Data Sources: STAAR Results in Reading, Math, Writing and Science

Strategy 1 Details	Reviews			
<p>Strategy 1: Effectively use PLC time to chart progress and goals so this data can be used to plan effective interventions and extensions. Keep track of student progress student by student, not just by approaches, meets and masters numbers.</p> <p>Strategy's Expected Result/Impact: Increase in student scores on weekly formative assessments as well as district and state assessments.</p> <p>Staff Responsible for Monitoring: Administration, classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue








Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 2: An analysis of local and state assessment data indicates that the 2024-2025 6th grade students are underperforming in math, reading, and language arts in comparison to other grade level cohorts. Root Cause: Many students in this grade level cohort require a substantial amount of differentiated and scaffolded instruction in order to be successful.</p>

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 2: 100% of students in K-2 will show one year's growth on the district diagnostic assessments in both math and reading.

Evaluation Data Sources: diagnostic assessments including DRA, STAR Math and Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: All students reading below grade level will receive guided reading daily. In addition, students significantly below will receive additional pull out time.</p> <p>Strategy's Expected Result/Impact: We expect all students to make at least one year's growth in reading.</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				











Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: The percentage of students who are economically disadvantaged has increased at FAA over the past 5 years. Additional literacy, numeracy, family engagement opportunities and behavior supports are required to ensure their academic achievement and SEL success. Root Cause: Families who are economically disadvantaged often lack educational opportunities, food, clothing, transportation, and medical care.</p>

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 3: All classrooms will implement campus initiatives and programs that improve literacy and numeracy skills and offer opportunities for students to engage in these skills as a school community.

Evaluation Data Sources: STAAR results in RLA and Math, diagnostic assessments including DRA, Math Running Record, and STAR Renaissance

Strategy 1 Details	Reviews			
<p>Strategy 1: Using instructional strategies learned during staff development, teachers will promote productive struggle and develop numeracy skills in math.</p> <p>Strategy's Expected Result/Impact: Students will show at least one year's worth of progress in the area of math.</p> <p>Staff Responsible for Monitoring: teachers, instructional coach, administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff members will promote and celebrate literacy through a variety of school-wide programs and initiatives including reading contests, One School One Book, Birthday books, etc.</p> <p>Strategy's Expected Result/Impact: Students will show at least one year's growth in reading.</p> <p>Staff Responsible for Monitoring: teachers, instructional coach, administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: The percentage of students who are economically disadvantaged has increased at FAA over the past 5 years. Additional literacy, numeracy, family engagement opportunities and behavior supports are required to ensure their academic achievement and SEL success. **Root Cause:** Families who are economically disadvantaged often lack educational opportunities, food, clothing, transportation, and medical care.

Curriculum, Instruction, and Assessment







Problem Statement 1: Many students at FAA demonstrate a deficit in number sense and problem solving ability. Teachers will need additional support in addressing our campus problem of practice of implementing school-wide strategies to support numeracy, problem solving, and fact fluency. **Root Cause:** Students are low in basic math facts and number sense which impacts their problem solving abilities, especially as they progress into more challenging math curriculum.

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.


Performance Objective 4: 100% of Tier 1, 2, and 3 instructional strategies will directly align to identified district best practices and board outcome goals of increasing the percentage of students scoring meets or above on STAAR Reading and Math by 2%.


High Priority

Evaluation Data Sources: STAAR results in RLA and Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administrators will ensure Tier 1, 2, and 3 instructional strategies are aligned with district best practices by providing professional development and monitoring through instructional rounds.</p> <p>Strategy's Expected Result/Impact: Two percent increase in reading and math STAAR scores.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: District Culture and Climate 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers teams will meet in Professional Learning Communities (PLCs) in order to ensure Tier 1 instruction and tasks are aligned to learning targets.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will be aligned with district best practices and expectations.</p> <p>Staff Responsible for Monitoring: administrators, instructional coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: District Culture and Climate 2</p> <p>Funding Sources: PLC at Work Training (Solution Tree) - Title I Funds - \$5,103, PLC at Work Training (Solution Tree) - Campus General Fund - \$729</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:







School Culture and Climate








Problem Statement 2: FAA staff surveys reveal there is a need for improved Professional Learning Communities and vertical collaboration. **Root Cause:** Teacher teams in grades 3-6 are departmentalized and are therefore singletons when collaborating and planning specific to their content.

Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.

Performance Objective 1: The Fine Arts Academy Staff will strive to foster a safe, nurturing and collaborative environment 100% of the time.

Evaluation Data Sources: Parent and staff survey and discipline referral data

Strategy 1 Details	Reviews			
<p>Strategy 1: Consistently implement PBIS systems focusing on behavior expectations in common areas such as hallways, cafeteria, restrooms, etc.</p> <p>Strategy's Expected Result/Impact: Students following behavior expectations in the common areas.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be recognized in a variety of ways to increase positive school culture:</p> <ul style="list-style-type: none"> -B.E.A.R.S. Spotlight Students -Student's of the Month -Use of PBIS rewards point systems and school/classroom point stores -Student Leadership Committee <p>Strategy's Expected Result/Impact: Increase number of students being recognized at FAA, increase positive communication with parents which will have a positive impact on parent/teacher/staff relationships.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Rewards - Campus General Fund - \$500</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The master schedule allows for 30 minutes each day for FAA reads. In addition, 1st grade will implement Classroom Book a Day. In 2nd-6th grade, students will implement various reading challenges with opportunities for students to respond to their reading.</p> <p>Strategy's Expected Result/Impact: Increased student engagement in reading, positively impact campus culture by focus on campus literacy, increased involvement by parents in our campus literacy focus, increase in number of students reading above grade level.</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: The percentage of students who are economically disadvantaged has increased at FAA over the past 5 years. Additional literacy, numeracy, family engagement opportunities and behavior supports are required to ensure their academic achievement and SEL success. Root Cause: Families who are economically disadvantaged often lack educational opportunities, food, clothing, transportation, and medical care.</p>

Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.

Performance Objective 2: Organize opportunities for parent and family involvement using Title I Parent Engagement funds and increased communication to parents.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Intentionally plan activities that will engage parents and grandparents, providing them with more information about their children both academically and socially and collaborate together as a school family with parents.</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: District Culture and Climate 1</p> <p>Funding Sources: Grandparent's Day Games from Walmart - Title I Funds - \$265.81, One School One Book (Read to Them) - Title I Funds - \$2,178.30</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: According to survey data, FAA parents indicate they desire more information about what students are learning and how they are performing academically.</p> <p>Root Cause: Parents are highly engaged in school-wide engagement activities but have few opportunities to engage in academic related activities at school.</p>

Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

Performance Objective 1: 100% of operational management and organizational needs identified in the Campus Needs Assessment will be addressed during the 2024-2025 school year.

Evaluation Data Sources: Staff and parent surveys, safety audit

Strategy 1 Details	Reviews			
<p>Strategy 1: Continuous evaluation of staff assignments and schedules will determine the most effective use for each person to meet student needs.</p> <p>Strategy's Expected Result/Impact: Staff survey; student achievement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Use weekly PLC meetings to monitor data, plan interventions and extensions for Tier 2 intervention.</p> <p>Strategy's Expected Result/Impact: effective use of WIN time (Tier 2); increased student achievement</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: District Culture and Climate 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: The percentage of students who are economically disadvantaged has increased at FAA over the past 5 years. Additional literacy, numeracy, family engagement opportunities and behavior supports are required to ensure their academic achievement and SEL success. **Root Cause:** Families who are economically disadvantaged often lack educational opportunities, food, clothing, transportation, and medical care.











School Culture and Climate

Problem Statement 2: FAA staff surveys reveal there is a need for improved Professional Learning Communities and vertical collaboration. **Root Cause:** Teacher teams in grades 3-6 are departmentalized and are therefore singletons when collaborating and planning specific to their content.

Goal 4: Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.

Performance Objective 1: 100% of staff development will be linked to the FAA campus plan, campus problem of practice and district goals.

Evaluation Data Sources: Staff survey, T-TESS, Instructional Rounds, Classroom observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Use classroom observations & campus instructional walk-throughs to monitor implementation of district and campus initiatives and student learning. They will also be used for PD opportunities for teachers.</p> <p>Strategy's Expected Result/Impact: PLC discussion; T-TESS observations show evidence of district initiatives being implemented effectively and consistently; student achievement</p> <p>Staff Responsible for Monitoring: Instructional coach and administration</p> <p>Title I: 2.4 - Additional Targeted Support Strategy</p> <p>Problem Statements: District Culture and Climate 2</p> <p>Funding Sources: Professional Development - Campus General Fund - \$1,000</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize staff strengths to lead professional development on campus.</p> <p>Strategy's Expected Result/Impact: Teacher feedback; student achievement</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: District Culture and Climate 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				








Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 2: FAA staff surveys reveal there is a need for improved Professional Learning Communities and vertical collaboration. Root Cause: Teacher teams in grades 3-6 are departmentalized and are therefore singletons when collaborating and planning specific to their content.</p>

Goal 5: The district will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: 100% of FAA staff will be highly qualified and ESL certified.

Evaluation Data Sources: Teacher certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the eschools system as well as a teacher panel to identify qualified applicants. Strategy's Expected Result/Impact: 100% of FAA teachers are highly qualified and ESL certified. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4 Problem Statements: District Culture and Climate 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 2: FAA staff surveys reveal there is a need for improved Professional Learning Communities and vertical collaboration. Root Cause: Teacher teams in grades 3-6 are departmentalized and are therefore singletons when collaborating and planning specific to their content.</p>

State Compensatory

Budget for Fine Arts Academy

Total SCE Funds: \$186,440.00

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

--

Personnel for Fine Arts Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Celeste Johnson	Teacher	0.25
Colleen Snyder	Teacher	0.5
Courtney Lasater	Teacher	0.5
Jennifer Horn	Teaching Assistant	0.25
Kelli McCoy	Instructional Coach	1

Campus Funding Summary

Campus General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	PLC at Work Training (Solution Tree)		\$729.00
2	1	2	Rewards		\$500.00
4	1	1	Professional Development		\$1,000.00
Sub-Total					\$2,229.00
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	PLC at Work Training (Solution Tree)		\$5,103.00
2	2	1	Grandparent's Day Games from Walmart		\$265.81
2	2	1	One School One Book (Read to Them)		\$2,178.30
Sub-Total					\$7,547.11