White Settlement Independent School District

Fine Arts Academy at Tannahill

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 30, 2026 at 03:29 PM

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.

Value Statement

Think Big...Bears Do

Table of Contents

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 6

Student Learning 8

School Processes & Programs 10

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 19

Support Systems and Other Data 19

Goals 21

Goal 1 : Maximize student achievement through high standards across all disciplin... 22

Goal 2 : Cultivate a safe, nurturing and collaborative environment that promotes ac... 29

Goal 3 : Sustain an effective and efficient organization by utilizing a flexible, respo... 32

Goal 4 : Design professional learning opportunities that lead to effective teaching ... 34

Goal 5 : The district will recruit, develop, and retain highly qualified and effective p... 36

State Compensatory Education 37

Budget for Fine Arts Academy at Tannahill 38

Personnel for Fine Arts Academy at Tannahill 38

Funding Summary 40

Campus General Fund 41

Comprehensive Needs Assessment

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

Summary

Fine Arts Academy at Tannahill serves 435 students who reside in the City of White Settlement and a western portion of the City of Fort Worth. Our school is made up of (demographic information). We serve a diverse population across the district and our demographics reflect our community. Our faculty has diverse teaching backgrounds and experience.

Strengths

Fine Arts Academy at Tannahill is experiencing consistent growth in student population and demographics which creates opportunities for expanded programs, staffing, and resources. A more diverse student body enriches the school culture by bringing a variety of perspectives, languages, and experiences. This supports inclusivity and prepares students to thrive in a global society.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	As the campus continues to grow in size and diversity, teachers report needing additional support, training, and resources to effectively meet the needs of emerging bilingual learners and students from a variety of socio-economic backgrounds.	Emerging bilingual learners and students from varied levels of socio-economic backgrounds often require differentiated academic, behavioral, and social-emotional support.

★ = Priority

Student Learning

Summary

Although the primary instrument for determining student achievement is STAAR, WSISD and Fine Arts Academy utilize other instruments, including the Diagnostic Reading Assessment (DRA), Star Reading and Math Renaissance Assessments, CBAs, Unit Tests, STAAR aligned benchmarks, STAAR field testing and TELPAS. In addition, special education students are evaluated using a variety of assessment instruments based on individual needs (IEP). Fine Arts Academy received an A accountability rating for the 2024-2025 school year.

Strengths

RLA STAAR scores and overall reading performance continue to be a strength at Fine Arts Academy.

As a campus, 75% of our students met grade level requirements on the Reading STAAR test in 2025 which was a 4% increase from the previous school year.

Fine Arts Academy at Tannahill has a strong literacy culture with many opportunities for students to interact with a variety of texts as a whole campus, in small groups, and/or individually.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Our campus is enrolling an increasing number of students who demonstrate significant deficits in foundational reading skills. Many students require substantial reading intervention in order to develop grade-level literacy proficiency. Without targeted and systematic supports, these gaps risk widening and impacting long-term academic achievement across content areas.	The root cause of these deficits is that many incoming students have limited access to early literacy experiences and high-quality, systematic reading instruction prior to enrolling in our school.
2	While student performance in reading on state assessments has shown consistent growth, math scores remain significantly lower. This gap indicates that students are not achieving at the same level of success in mathematics as they are in literacy.	Students lack a strong foundation in number sense and early exposure to numeracy skills, which limits their ability to apply mathematical concepts, problem-solve, and demonstrate proficiency on state assessments.

★ = Priority

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.

Strengths

The professional abilities of the FAA teachers and their desire to continue to learn the most effective teaching strategies is a strength. We utilize High Quality Instructional Materials (HQMI) such as HMH and StemScopes, as well as a wide variety of supplemental research-based resources to support student academic needs. The campus Instructional Coach is a valuable resource for classroom teachers. Teachers are trained in utilizing district initiatives and feel equipped to implement these practices.

Teachers also analyze formative data, weekly in PLC, to determine student needs immediately. Through the PLC process, this data drives Tier 2 intervention planning and implementation. A set time is built into the master schedule for both interventions and extensions. In addition, dedicated time is built into the master schedule for Tier 3 intervention for both reading and math, without interfering with Tier 1 instruction.

Our master schedule includes: common planning time for grade level teachers, daily physical education and fine arts class with certified music, drama, band, PE and dance teachers, built in Tier 2 and Tier 3 intervention time, and additional teacher planning time to prepare for intervention and extensions.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	As the student population continues to grow, there is an increasing need for improved systems to support Tier 2 and Tier 3 interventions. While systems of support are in place, they must be adapted to meet the needs of additional students.	The increase in student enrollment has led to a higher number of students requiring targeted interventions.

★ = Priority

Perceptions

Summary

Historically, parents at Fine Arts Academy are highly involved with the programs offered at our school. They serve in a variety of ways including Campus Planning Committee, PTO and a Parent Advisory Committee. They also assist with school-wide activities including Games with Grandparents, Book Fair, Valentines Dance, Read Across America Week, Trunk or Treat, and Fine Arts Showcase.

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.

Strengths

Fine Arts Academy at Tannahill has highly involved parents/staff and a strong relationship with our PTO. We communicate with parents in a variety of ways including weekly and monthly newsletters, ParentSquare and social media outlets such as Facebook and Instagram. Parents have the opportunity to volunteer at school events and collaborate with staff to support literacy and art 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, ParentSquare, 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.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	While parents at Fine Arts Academy are highly engaged in school programs and events, survey data indicates there are still opportunities to strengthen partnerships between families and staff to further support student learning and achievement.	Parent engagement has historically centered on committees and school-wide events, with fewer opportunities designed to connect families directly to student learning and academic growth.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	The increase in team size requires a higher level of teacher leadership to effectively guide collaboration, facilitate decision-making, and ensure that the collective work of the team remains aligned to student learning goals.	As our campus continues to grow, the expansion of some departments from two teachers to six has shifted the dynamics within professional learning teams.
2	While student performance in reading on state assessments has shown consistent growth, math scores remain significantly lower. This gap indicates that students are not achieving at the same level of success in mathematics as they are in literacy.	Students lack a strong foundation in number sense and early exposure to numeracy skills, which limits their ability to apply mathematical concepts, problem-solve, and demonstrate proficiency on state assessments.
3	As the student population continues to grow, there is an increasing need for improved systems to support Tier 2 and Tier 3 interventions. While systems of support are in place, they must be adapted to meet the needs of additional students.	The increase in student enrollment has led to a higher number of students requiring targeted interventions.
4	With the addition of approximately 50 new students, Fine Arts Academy at Tannahill has welcomed a significant number of new teachers. These updates to staffing creates a need for intentional support and training to ensure new staff are fully integrated into campus expectations and contribute to maintaining the positive school culture already established.	The changes in staffing have resulted in many new teachers who are still becoming familiar with campus systems, instructional practices, and cultural norms, leading to a greater need for structured onboarding, mentoring, and professional development.
5	While Fine Arts Academy celebrates diversity and fosters an inclusive environment for students and staff, systems and staff capacity need strengthening to ensure equitable access, participation, and support for students with disabilities, economically disadvantaged students, and culturally diverse families.	High focus groups such as emerging bilingual learners, students with IEPs and students from varied levels of socio-economic backgrounds often require differentiated academic, behavioral, and social-emotional support.

6 ★

Our campus is enrolling an increasing number of students who demonstrate significant deficits in foundational reading skills. Many students require substantial reading intervention in order to develop grade-level literacy proficiency. Without targeted and systematic supports, these gaps risk widening and impacting long-term academic achievement across content areas.

The root cause of these deficits is that many incoming students have limited access to early literacy experiences and high-quality, systematic reading instruction prior to enrolling in our school.

7 ★

While staff are committed to using HQIM and implementing the district's collective commitments, continued work is needed to ensure consistent implementation, alignment, and instructional impact across all classrooms and grade levels.

Staff have embraced HQIM and the district's collective commitments, but continued opportunities for collaboration, calibration, coaching, and shared accountability are needed to build consistency in implementation and strengthen the connection between instructional practices and student outcomes.

8 ★

Survey data indicates that FAA parents want more consistent communication about what students are learning and how they are performing academically.

While parents are highly engaged in school-wide events and activities, there are limited opportunities for them to participate in or receive information about academic learning and student progress.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **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 ☑ High Priority

Establish and maintain a robust accountability system by consistently implementing TTESS walkthroughs and evaluations, conducting monthly instructional rounds, and utilizing PLC meetings to monitor and support high-quality instruction.

Evaluation Data Source: TTESS feedback, instructional round pattern data, PLC agendas

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.

Strategy's Expected Result/Impact: Increase in student scores on weekly formative assessments as well as district and state assessments.

Staff Responsible for Monitoring: Administration, classroom teachers

Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	December	February	April

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	The increase in team size requires a higher level of teacher leadership to effectively guide collaboration, facilitate decision-making, and ensure that the collective work of the team remains aligned to student learning goals.	As our campus continues to grow, the expansion of some departments from two teachers to six has shifted the dynamics within professional learning teams.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	While staff are committed to using HQIM and implementing the district's collective commitments, continued work is needed to ensure consistent implementation, alignment, and instructional impact across all classrooms and grade levels.	Staff have embraced HQIM and the district's collective commitments, but continued opportunities for collaboration, calibration, coaching, and shared accountability are needed to build consistency in implementation and strengthen the connection between instructional practices and student outcomes.

Performance Objective 2 ☑ High Priority

100% of students in 1st-2nd grade will show one year's growth on the district diagnostic assessments in both math and reading.

Evaluation Data Source: diagnostic assessments including I-Ready and Dibels

Strategy 1

All students in 1st and 2nd grade will receive daily small group reading instruction. In addition, students significantly below grade level will receive additional tier 3 intervention.

Strategy's Expected Result/Impact: We expect all students to make at least one year's growth in reading.

Staff Responsible for Monitoring: Administration, teachers, intervention support staff

Problem Statements: School Organization 1

Formative Reviews

October	December	February	April

Performance Objective 2 Problem Statements Identifying School Organization

	Problem Statement	Root Cause
1	As the student population continues to grow, there is an increasing need for improved systems to support Tier 2 and Tier 3 interventions. While systems of support are in place, they must be adapted to meet the needs of additional students.	The increase in student enrollment has led to a higher number of students requiring targeted interventions.

Performance Objective 3 ☑ High Priority

All classrooms will implement district instructional standards and programs that improve literacy and numeracy skills and offer opportunities for students to engage in these skills as a school community.

Evaluation Data Source: STAAR results in RLA and Math, diagnostic assessments including DRA, Math Running Record, and iReady

Strategy 1

Teachers will receive ongoing professional development regarding the district instructional standards to improve Tier 1 instruction in both math and reading.

Strategy's Expected Result/Impact: Students will show at least one year's worth of progress in the area of math.

Staff Responsible for Monitoring: teachers, instructional leaders

Problem Statements: Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	December	February	April

Strategy 2

Staff members will promote and celebrate literacy through a variety of school-wide programs and initiatives including FAA Reads, One School One Book, Birthday books, Classroom Book A Day, read alouds, Reading Challenges, Book Talks, etc.

Strategy's Expected Result/Impact: Students will show at least one year's growth in reading.

Staff Responsible for Monitoring: teachers, instructional coach, administrators

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	December	February	April

Strategy 3

Staff members will promote and celebrate numeracy through a variety of school-wide programs including Family Math night, math talks on the announcement, math challenges, interactive math walls, etc.

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

October	December	February	April

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	While Fine Arts Academy celebrates diversity and fosters an inclusive environment for students and staff, systems and staff capacity need strengthening to ensure equitable access, participation, and support for students with disabilities, economically disadvantaged students, and culturally diverse families.	High focus groups such as emerging bilingual learners, students with IEPs and students from varied levels of socio-economic backgrounds often require differentiated academic, behavioral, and social-emotional support.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	While staff are committed to using HQIM and implementing the district's collective commitments, continued work is needed to ensure consistent implementation, alignment, and instructional impact across all classrooms and grade levels.	Staff have embraced HQIM and the district's collective commitments, but continued opportunities for collaboration, calibration, coaching, and shared accountability are needed to build consistency in implementation and strengthen the connection between instructional practices and student outcomes.

Performance Objective 4 ☑ High Priority

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%.

Evaluation Data Source: STAAR results in RLA and Math

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.

Strategy's Expected Result/Impact: Two percent increase in reading and math STAAR scores.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Student Achievement 1, 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

October	December	February	April

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.

Strategy's Expected Result/Impact: Tier 1 instruction will be aligned with district best practices and expectations.

Staff Responsible for Monitoring: administrators, instructional coach

Problem Statements: Demographics 1 - School Culture and Climate 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	December	February	April

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	While Fine Arts Academy celebrates diversity and fosters an inclusive environment for students and staff, systems and staff capacity need strengthening to ensure equitable access, participation, and support for students with disabilities, economically disadvantaged students, and culturally diverse families.	High focus groups such as emerging bilingual learners, students with IEPs and students from varied levels of socio-economic backgrounds often require differentiated academic, behavioral, and social-emotional support.

Performance Objective 4 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our campus is enrolling an increasing number of students who demonstrate significant deficits in foundational reading skills. Many students require substantial reading intervention in order to develop grade-level literacy proficiency. Without targeted and systematic supports, these gaps risk widening and impacting long-term academic achievement across content areas.	The root cause of these deficits is that many incoming students have limited access to early literacy experiences and high-quality, systematic reading instruction prior to enrolling in our school.
2	While student performance in reading on state assessments has shown consistent growth, math scores remain significantly lower. This gap indicates that students are not achieving at the same level of success in mathematics as they are in literacy.	Students lack a strong foundation in number sense and early exposure to numeracy skills, which limits their ability to apply mathematical concepts, problem-solve, and demonstrate proficiency on state assessments.

Performance Objective 4 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	The increase in team size requires a higher level of teacher leadership to effectively guide collaboration, facilitate decision-making, and ensure that the collective work of the team remains aligned to student learning goals.	As our campus continues to grow, the expansion of some departments from two teachers to six has shifted the dynamics within professional learning teams.

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 Source: Parent and staff survey and discipline referral data

Strategy 1

Consistently implement PBIS systems focusing on behavior expectations in common areas such as hallways, cafeteria, restrooms, etc. Teach and model for students the Core 4 Behavior Standards.

Strategy's Expected Result/Impact: Students following behavior expectations in the common areas.

Staff Responsible for Monitoring: All staff

Problem Statements: Demographics 1

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

October	December	February	April

Strategy 2

Students will be recognized in a variety of ways to increase positive school culture:
-Stellar Student Spotlight (Core 4)
-Student's of the Month
-Use of PBIS rewards point systems and school/classroom point stores
-Student Leadership Committee

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.

Staff Responsible for Monitoring: All staff

Problem Statements: Demographics 1

Funding Sources: Rewards Campus General Fund, $500

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

October	December	February	April

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	While Fine Arts Academy celebrates diversity and fosters an inclusive environment for students and staff, systems and staff capacity need strengthening to ensure equitable access, participation, and support for students with disabilities, economically disadvantaged students, and culturally diverse families.	High focus groups such as emerging bilingual learners, students with IEPs and students from varied levels of socio-economic backgrounds often require differentiated academic, behavioral, and social-emotional support.

Performance Objective 2 ☑ High Priority

Organize opportunities for parent and family involvement using Title 1 Parent Engagement funds and increased communication to parents.

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.

Strategy's Expected Result/Impact: Increased family involvement and working together as school community should result in improved academic success of students.

Staff Responsible for Monitoring: Administration

Problem Statements: Family and Community Engagement 1

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

October	December	February	April

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Survey data indicates that FAA parents want more consistent communication about what students are learning and how they are performing academically.	While parents are highly engaged in school-wide events and activities, there are limited opportunities for them to participate in or receive information about academic learning and student progress.

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 2026-2027 school year.

Evaluation Data Source: Staff and parent surveys, safety audit

Strategy 1 ☑ Additional Targeted Support Strategy

Continuous evaluation of staff assignments and schedules will determine the most effective use for each person to meet student needs.

Strategy's Expected Result/Impact: Staff survey; student achievement

Staff Responsible for Monitoring: Administration

Problem Statements: Staff Quality, Recruitment, and Retention 1

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

October	December	February	April

Strategy 2 ☑ Additional Targeted Support Strategy

Use weekly PLC meetings to monitor data, plan interventions and extensions for Tier 2 intervention.

Strategy's Expected Result/Impact: effective use of WIN time (Tier 2); increased student achievement

Staff Responsible for Monitoring: Administration, Instructional Coach

Problem Statements: School Culture and Climate 1

Formative Reviews

October	December	February	April

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	The increase in team size requires a higher level of teacher leadership to effectively guide collaboration, facilitate decision-making, and ensure that the collective work of the team remains aligned to student learning goals.	As our campus continues to grow, the expansion of some departments from two teachers to six has shifted the dynamics within professional learning teams.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	With the addition of approximately 50 new students, Fine Arts Academy at Tannahill has welcomed a significant number of new teachers. These updates to staffing creates a need for intentional support and training to ensure new staff are fully integrated into campus expectations and contribute to maintaining the positive school culture already established.	The changes in staffing have resulted in many new teachers who are still becoming familiar with campus systems, instructional practices, and cultural norms, leading to a greater need for structured onboarding, mentoring, and professional development.

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 continuous improvement plan goals and district collective committments.

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

Strategy 1 ☑ Additional Targeted Support Strategy

Administrators will use classroom observations and learning walks to monitor implementation of district instructional standards and collect evidence of student learning. Professional development opportunities will be designed based on outcomes of classroom visits.

Strategy's Expected Result/Impact: PLC discussion; T-TESS observations show evidence of district initiatives being implemented effectively and consistently; student achievement

Staff Responsible for Monitoring: Instructional coach and administration

Problem Statements: Curriculum, Instruction, and Assessment 1

Formative Reviews

October	December	February	April

Strategy 2

Utilize staff strengths to lead professional development on campus.

Strategy's Expected Result/Impact: Teacher feedback; student achievement

Staff Responsible for Monitoring: Administration, Instructional Coach

Problem Statements: Curriculum, Instruction, and Assessment 1

Formative Reviews

October	December	February	April

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	While staff are committed to using HQIM and implementing the district's collective commitments, continued work is needed to ensure consistent implementation, alignment, and instructional impact across all classrooms and grade levels.	Staff have embraced HQIM and the district's collective commitments, but continued opportunities for collaboration, calibration, coaching, and shared accountability are needed to build consistency in implementation and strengthen the connection between instructional practices and student outcomes.

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 Source: Teacher certifications

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

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

October	December	February	April

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	With the addition of approximately 50 new students, Fine Arts Academy at Tannahill has welcomed a significant number of new teachers. These updates to staffing creates a need for intentional support and training to ensure new staff are fully integrated into campus expectations and contribute to maintaining the positive school culture already established.	The changes in staffing have resulted in many new teachers who are still becoming familiar with campus systems, instructional practices, and cultural norms, leading to a greater need for structured onboarding, mentoring, and professional development.

State Compensatory Education

State Compensatory

Budget for Fine Arts Academy at Tannahill

Total SCE Funds: $265,582.00

Total FTEs Funded by SCE: 4.51

Brief Description of SCE Services and/or Programs

Personnel for Fine Arts Academy at Tannahill

Name	Position	FTE
Angela Pearre	Teacher	0.13
Ashlee Hamilton	Teacher	0.4
Bonnie McNiel	Teacher	0.13
Caitlin Goodin	Teacher	0.13
Casandra Duran	Teacher	0.13
Celeste Johnson	Teacher	0.25
Courtney Lasater	Teacher	0.5
Dara Miller	Teacher	0.13
Elizabeth Ingram	Teacher	0.13
Elizabeth Krueger	Teacher	0.13
Gisselle Montes	Teacher	0.13
Haley Belew	Teacher	0.13
Jennifer Rollins	Teacher	0.13
Jessica Pupalaikis	Teacher	0.13
Katelyn Hadley	Teacher	0.13
Kelli McCoy	Instructional Coach	0.5
Lisa Brannon	Teacher	0.13
Lisa Collett	Teacher	0.13
Macey Wicks	Teacher	0.13
Melissa Koehnlein	Teacher	0.13

Michelle Moore	Teacher	0.13
Mollie Molinar	Teacher	0.13
Morgan Livingston	Teacher	0.13
Rebecca Hardin	Teacher	0.13
Tiffany Harris	Teacher	0.13
Tiffany Wester	Teacher	0.13

Funding Summary

Funding Summary

Campus General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Rewards	--	$500.00
				Sub-Total	$500.00