# Faith Family MASTER Academy

Faith Family Academy

Campus Improvement Plan

And Performance

Objectives 2026-2031

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Date of School Board Approval

October 28, 2026

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.
Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6: The state's students will demonstrate Advanced Academic performance in the comparison to national and international standards.
Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

# PLANNING AND DECISION-MAKING COMMITTEE

| Name | Position | Signature |
|---|---|---|
| Tammy Rios | Principal | |
| Karen Sorrels | Teacher | |
| Karen Gonzalez | Teacher | |
| Teresa Arcivar | Teacher | |
| Esmeralda Salas | Special Education | |
| Mrs. Hart | Teacher | |
| Mrs. Marilla | Teacher | |
| Olivia Hays | Teacher | |
| Jessica Jolley | Teacher | |
| Parent/Community Representative | Parent / Community | |

## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

**2026 - 2027**

**Data Sources Reviewed:**
**• July 31, 2026 Campus Needs Assessment collaborative forms**
**• 2025 TEA Accountability and STAAR data**
**• IOWA/ITBS, mCLASS/CLI, IMPACT and campus assessment data**
**• MTSS/RTI, SPED, EB and intervention data**
**• PEIMS attendance, discipline, enrollment and mobility reports**
**• PLC artifacts, lesson plans, walkthroughs and T-TESS evidence**
**• Family/community engagement and technology access data**

| **Area Reviewed** | **Summary of Strengths**<br>What were the identified strengths? | **Summary of Needs**<br>What were the identified needs? | **Priorities**<br>What are the priorities for the district, including how federal and state program funds will be used? |
|---|---|---|---|
| **Demographics** | • Diverse student body; bilingual staff and leadership; ACE; fine arts; free meal supports; family events; safe learning environment. | • 2026 TEA comparison data show 98.6% economically disadvantaged, 30.1% mobility, 14.8% special education and 10.8% EB. Mobility and subgroup needs require consistent supports and belonging structures. | • Protect access to grade-level instruction; strengthen SPED/EB/at-risk supports; improve retention and community connections; use mentoring and family engagement to support belonging.<br>• |
| **Student Achievement** | • RLA is a relative strength; staff use PLCs, Bluebonnet, intervention/tutoring and multiple assessment sources. | • 2025 accountability: Overall 63/D; Student Achievement 55/F; School Progress 60/D; Closing the Gaps 70/C. Mathematics and Meets/Masters performance are urgent needs; subgroup gaps remain. | • Increase Approaches, Meets and Masters in grades 3–6; prioritize mathematics, written response, grade-level rigor, academic growth and targeted intervention; monitor every subgroup each data cycle. |

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| **School Culture and Climate** | • Safety protocols; strong teacher-student relationships; fine arts engagement; family traditions; commitment to students. | • Staffing transitions, morale, consistent expectations, parent partnership and student engagement need continued attention. | • Maintain safe, predictable routines; strengthen recognition, student voice, staff collaboration, parent volunteering and campus-wide belonging. |
| **Staff Quality/ Professional Development** | • Staff demonstrate commitment to students and willingness to collaborate through PLCs and coaching. | • Vacancies and recent staffing changes require strong onboarding, retention and targeted coaching. Walkthroughs show need for stronger rigor, pacing, active monitoring, CFUs, small groups and feedback. | • Recruit/retain effective teachers; provide job-embedded coaching tied to T-TESS Domain 2 and Bluebonnet implementation; monitor transfer of PD into classroom practice. |
| **Curriculum, Instruction, Assessment** | • Weekly PLCs; Bluebonnet ELAR/Math; tutoring; lesson internalization structures; multiple assessment tools. | • Need greater consistency in grade-level rigor, pacing, lesson internalization, exemplars, active monitoring, data-driven grouping and intervention. Math is the highest academic priority. | • Monday Look Back and Wednesday Look Forward PLCs; TEKS-based data analysis; Bluebonnet internalization; daily CFUs/exit tickets; targeted small groups; STAAR-aligned constructed response and problem solving.<br>• |
| **Family and Community Involvement** | • Family First activities, annual traditions, Seesaw communication, student celebrations and staff commitment to families. | • CNA feedback requests more opportunities for parents to celebrate student accomplishments, volunteer, attend programs and provide grade-level input. Community visibility should increase. | • Publish a family engagement calendar; expand volunteer pathways, awards/assemblies, career/family events and two-way bilingual communication; build community partnerships and enrollment outreach. |

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|---|---|---|---|
| **School Context and Organization** | • High expectations; safe environment; intervention during the school day; Explore 360; fine arts; leadership focus on instruction. | • Need consistent systems despite staffing shortages: testing, intervention, attendance, lesson planning, behavior expectations and instructional monitoring. | • Protect instructional time; clarify ownership of systems; use weekly monitoring trackers; strengthen attendance, discipline, intervention and testing implementation. |
| **Technology** | • Computer labs/devices and digital platforms support instruction, assessment and family communication. | • Device reliability, equitable access, student monitoring and staff proficiency across required platforms are inconsistent. | • Maintain device inventory/repair process; ensure testing readiness; train staff on Skyward, Forethought/Strive, Seesaw and assessment platforms; use technology for data analysis, differentiation and student products. |

**Goal 1: Faith Family's commitment to academic quality will assure success for all students.**

**Objective 1: By May 2027, Faith Family MASTER Academy will improve STAAR achievement and growth from the 2026 baseline, with emphasis on mathematics, Meets/Masters performance, and closing gaps for SPED, EB, economically disadvantaged, at-risk, and mobile students.**

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I SW Components / CSFs |
|---|---|---|---|---|---|---|---|
| Identify students below grade-level/state standards using STAAR, BOY and current assessment data; assign targeted intervention and progress monitoring. | Principal, Teachers, SPED/Intervention Staff | Title I; IDEA-B; Local | August 2026 – July 2027 | Intervention rosters; data trackers; service schedules | Targeted students demonstrate growth each cycle | Unit/benchmark, mCLASS/CLI, IOWA, STAAR | 2, 9 / I, II, IV |
| Provide targeted tutoring/ACE support for students below Approaches and students with persistent skill gaps. | Principal, Teachers, ACE Staff | ACE; State/Local Funds | August 2026 – July 2027 | Tutoring rosters; attendance; skill plans | Improved mastery for participating students | Unit/benchmark and STAAR data | 5 / IV, VII |
| Use the annual CNA and quarterly CIP review cycle to set priorities and adjust resources based on current evidence. | CIC, Principal, Parents, Teachers | Local Funds | Quarterly, 2026–2027 | CNA/CIP agendas; minutes; surveys | Actions adjusted based on evidence | Quarterly CIP review; EOY evaluation | 1, 2, 6, 8 / I, II, IV |
| Implement a campus-wide literacy focus PK–6 emphasizing grade-level comprehension, vocabulary, fluency, text evidence and constructed response. | Principal, Teachers, Instructional Support | Title I; State Funds | August 2026 – July 2027 | Lesson plans; student writing; walkthroughs | Improved reading/writing mastery and rigor | mCLASS/CLI, unit/benchmark, STAAR RLA | 2, 3, 8, 9 / I, II, III, VII |
| Use Monday Look Back PLCs to analyze TEKS, student work, exit tickets, Bluebonnet assessments and subgroup data; plan reteach/intervention from findings. | Principal, Teachers | Title I; State Funds | Weekly | PLC agendas; data trackers; student work | Faster response to misconceptions and gaps | Weekly/unit/benchmark/STAAR | 1, 2, 8, 9 / I, II, III, IV |
| Use Wednesday Look Forward PLCs to internalize upcoming Bluebonnet lessons, rehearse exemplars/CFUs, anticipate misconceptions and plan small groups. | Principal, Teachers | Title I; Local | Weekly | Internalization notes; exemplars; PLC agendas | Stronger lesson readiness, pacing and rigor | Walkthrough trends; unit/benchmark data | 2, 8, 9 / I, II, III, IV, VII |

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| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I SW Components / CSFs |
|---|---|---|---|---|---|---|---|
| Monitor reading and mathematics performance through daily CFUs, exit tickets and active monitoring; provide immediate in-class reteach. | Teachers, Principal | Title I | Daily | Student work; trackers; walkthroughs | Higher daily objective mastery | Weekly/unit/benchmark/STAAR | 2, 4, 9 / I, II, IV |
| Provide protected intervention during the school day using current skill data; adjust groups at least every 3–4 weeks. | Principal, Teachers, SPED/Intervention Staff | Title I; IDEA-B; Local | August 2026 – July 2027 | Intervention plans; group rosters; progress monitoring | Accelerated growth for below-level students | BOY/MOY/EOY, benchmark, STAAR | 2, 8, 9 / I, II, III, IV |
| Identify GT students and provide extension, advanced questioning and enrichment while maintaining grade-level acceleration for all learners. | Principal, Teachers | Local Funds | 2026–2027 | GT rosters; lesson evidence | Increased advanced performance | Unit/benchmark/ STAAR Meets/Masters | 2, 3, 9 / I, II |
| Strengthen mathematics instruction in number sense, place value, computation, representations, discourse and multi-step problem solving; vertically align prerequisite skills K–6. | Math Teachers, Principal, Instructional Support | Title I; Local | August 2026 – July 2027 | Lesson plans; manipulatives; student work; walkthroughs | Mathematics performance increases from baseline | Bluebonnet assessments, benchmarks, STAAR Math | 2, 8, 9 / I, II |
| Use BOY data to establish student baselines, individual goals and intervention/tiering plans; revisit at each assessment window. | Teachers, Principal | Local Funds | BOY/MOY/EOY | Student goals; data trackers; intervention plans | Students meet or exceed expected growth | IOWA/mCLASS/ CLI/benchmarks/ STAAR | 2, 8, 9 / I, II, IV |
| Use Explore 360, fine arts and authentic learning experiences to strengthen engagement, background knowledge and application in science/social studies. | Teachers, Principal, District Staff | Local Funds | 2026–2027 | Participation/field trip records; student products | Improved engagement and content application | Unit/EOY science/social studies data | 2, 9, 10 / I, V |
| Strategically identify ACE/tutoring students using current data, prioritizing students below | Principal, Teachers, ACE Staff | 21st Century ACE | 2026–2027 | Attendance; skill plans; progress monitoring | Targeted students improve performance | Benchmarks, STAAR, IOWA | 2, 9 / I, IV, V |

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| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative** | **Title I SW Components / CSFs** |
| Approaches and those needing accelerated instruction. | | | | | | | |

| Goal 1: Faith Family's commitment to academic quality will assure success for all students. | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Objective 2: By May 2027, Faith Family MASTER Academy will recruit and retain effective teachers and improve instructional practice through job-embedded professional development, coaching, PLCs and frequent feedback.** | | | | | | | |
| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative** | **Title I SW Components/ CSFs** |
| Provide job-embedded professional development tied to campus walkthrough trends: rigor, pacing, active monitoring, CFUs, small groups and feedback. | Title I; Title II; Region 10 | August 2026 – July 2027 | PD agendas; coaching notes; walkthroughs | 3, 4 / III, VII | Walkthroughs, Lesson Plans and professional development evaluations | Unit Assessments, Teacher Survey and CNA | 3, 4 / III, VII |
| Onboard new teachers in Bluebonnet, TEKS alignment, lesson internalization, assessment systems, campus routines and family communication. | Title I; Title II; State Funds | At hire + ongoing | Onboarding checklists; training agendas | 3, 4 / VII | Improved instruction and student success | Teacher evaluations | 3, 4 / VII |
| Provide differentiated coaching and growth plans based on teacher tier, T-TESS evidence and student | Title I; Title II | Weekly/biweekly | Coaching plans; Strive feedback; observation notes | 2, 3, 4, 5, 8 / I, II, IV, VI | Lesson Plans, Walkthroughs, Observations | Unit Assessments and observations | 2, 3, 4, 5, 8 / I, II, IV, VI |

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|---|---|---|---|---|---|---|---|
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| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative** | **Title I SW Components/ CSFs** |
| outcomes; include modeling, observation and follow-up. | | | | | | | |
| Principal; Teachers; Instructional Support | Title II; Title III; Title I | 2026–2027 | More rigorous student discourse and writing | TELPAS; benchmarks; STAAR | 3, 4 / III, VII | Walkthroughs, Benchmarks and DCA's ITBS | 3, 4 / III, VII |

| Goal 1: Faith Family's commitment to academic quality will assure success for all students. | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Objective 3: By May 2027, identified Emergent Bilingual students will demonstrate measurable growth in listening, speaking, reading and writing and improved performance in grade-level content.** | | | | | | | |
| **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 2025 – July 2026 | Lesson plans walkthroughs | Objective posted, students are speaking and writing | TELPAS | 2,8, 9 / I, II, IV, VI |

**Goal 1: Faith Family's commitment to academic quality will assure success for all students.**

**Objective 3: By May 2027, identified Emergent Bilingual students will demonstrate measurable growth in listening, speaking, reading and writing and improved performance in grade-level content.**

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I SW Components / CSFs |
|---|---|---|---|---|---|---|---|
| Teachers will teach academic vocabulary using visuals word walls, flip books, TPR and vocabulary lists to improve language development in English acquisition. | Teachers<br>Principals | Title I<br>Title III<br>Local Funds | August 2025 – July 2026 | Lesson Plans<br>Classroom displays<br>Word walls | Students speaking and writing academic vocabulary | TELPAS, STAAR BOY, MOY and EOY evaluations<br>ITBS | 2, 3, 4, 5, 8 / I, II |
| Use Read aloud to develop vocabulary through gestures, acting out, examples, visuals | Teachers<br>Principals<br>Instructional Coaches | Title I<br>Title III | August 2025 – July 2026 | Read Aloud in Lesson Plans<br>Walkthroughs | Improved vocabulary and listening comprehension | BOY, MOY and EOY evaluations<br>ITBS | 2, 8, 9 / I |
| ESL Training provided to teachers so that ALL core teachers will be ESL certified. | Admin<br>Principal<br>Teachers | Title III | August 2025 – July 2026 | Sign in sheets and training | Teachers passing the ESL certification test | Teachers will pass the ESL certification test | 2, 8,9/I |

**Goal 1: Faith Family's commitment to academic quality will assure success for all students.**

**Objective 4: The district will provide innovative and next generation technology access and use for all students.**
Objective 4: By May 2027, the campus will provide reliable technology access and consistent use of digital systems for instruction, assessment, data analysis and family communication.

| 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 | Technology team<br>Principal | Title I<br>Title II<br>SCE<br>Local Funds | August 2025 – July 2026 | Training agendas, Sign-in sheets, professional | Increased use of technology, lesson plans, | ITBS report<br>IXL<br>DMAC | 2, 3, 4 / I |

**Goal 1: Faith Family's commitment to academic quality will assure success for all students.**

**Objective 4: The district will provide innovative and next generation technology access and use for all students.**

Objective 4: By May 2027, the campus will provide reliable technology access and consistent use of digital systems for instruction, assessment, data analysis and family communication.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I SW Components/ CSFs |
|---|---|---|---|---|---|---|---|
| | | | | development plans | Walkthroughs, student products | | |
| Provide training and support for effective use of instructional hardware/software and required campus platforms. | Technology Team; Principal | Title I; Title II; Local | August 2026 – July 2027 | Training agendas; work orders; platform use | Reduced downtime and stronger instructional use | Walkthroughs; platform reports; assessment readiness | 2, 3, 4 / I |
| Use Skyward, Forethought/Strive, Seesaw and online curriculum/assessment tools consistently for planning, feedback, grades and family communication. | Technology Team; Principal; Teachers | State; Title I; Local | August 2026 – July 2027 | PLC minutes; lesson plans; communication records | More timely data use and communication | Grades; attendance; platform completion | 2, 4, 10 / I |

**Goal 1: Faith Family's commitment to academic quality will assure success for all students.**

**Objective 5: Faith Family MASTER Academy will recruit, onboard and retain qualified core-content teachers and paraprofessionals while stabilizing staffing in all grade levels.**

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I SW Components/ CSFs |
|---|---|---|---|---|---|---|---|
| Actively recruit certified teacher professionals, and paraprofessionals | Principal, Human Resources | Website, Billboards, Job Fairs Title II State Funds | August 2025 – July 2026 | Human Resource Records | 100 % of core academic classes taught by HQ teachers 100% of paraprofessionals | Years of service, certification | 5 / VII |
| Provide Mentor Teachers who can serve as role models to new or struggling teachers | Principal Human Resources | State Funds Title I | August 2025 – July 2026 | 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 2025 – July 2026 | Written program and monitoring notes of the program | Teacher retention use of structure walkthroughs | Observations | 5 / III, VII |
| Provide highly qualified full day Pre-K initiatives, Develop PK3 program using the Reggio Emilia inspired classroom format | Principal, Academic Specialists Teachers | Title III, Part A | August 2025 – July 2026 | 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 emotional, and mental support for all students and monitor At Risk/Economically Disadvantaged students | Director of Student Wellness, Principals | Title I, Part A Mental Health Grant | August 2025 – July 2026 | Increase in attendance | Positive culture and climate | Student Attendance Increase in STAAR Scores | 2, 10/VI |

**Goal 2: Faith Family Academy will promote student development outside the classroom.**

**Objective 1: Faith Family will provide high-quality visual and performing arts, physical education, leadership development and experiential learning opportunities that develop the whole child and strengthen engagement.**

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I SW Components/ CSFs |
|---|---|---|---|---|---|---|---|
| Comprehensive health support system that addresses physical, emotional, and mental health of all students | Assistant Superintendent of Development and Health Services, nurses, Principals | Title II A<br>State Funds<br>Title I<br>School Based Health | August 2025 – July 2026 | Calendar of training sessions, Agendas, Sign-in Sheets | Evidence of implementing strategies that support students across all aspects of health | Check ins with students documented in all in learning, Decrease in referrals for mental health through tiered support | 2, 3, 4, 9/I, II, III, VII |
| Campus will offer athletic programs that are on the elementary and secondary levels | Principals, Staff | State Funds | August 2025 – July 2026 | Schedule of games, tournaments | Student participation on State and National levels | Students will develop body and mind strengthening, team work | 2, 3, 4, 9/I, II, III, VII |
| Campus will provide leadership training to all students through Naviance, Explore360, NJROTC | Principals, Staff | State Funds<br>USDE funds<br>TX parks and wildlife | August 2025 – July 2026 | Implementation of Programs, Field trips, participation in competitions | Students will learn about nature, military and career readiness. | Students will be able to make career decisions, help others and be College ready. | 2, 3, 4, 9/I, II, III, VII |
| Expand visual and performing arts programs and compete at the national level | Executive Director of Extracurricular, Principals. Fine Arts leads, staff | State Funds | August 2025 – July 2026 | Implementation of various programs for all grade levels | Student will have exposure to participate on State and National level competitions | Students will have opportunity to discover their talents and work towards the area of study | 2, 3, 4, 9/I, II, III, VII |
| Increase and plan for more real-life learning experiences; arboretum, Perot museum, zoo, Explore360, and cultural trips | Teachers<br>Principals | USDE<br>TX Parks and wildlife | August 2025 – July 2026 | Field Trip request forms, student responses to field trips | Increase scores on social studies and science assessments | EOY evaluations, Surveys | 2, 9, 10 / I, V |

**Goal 3: Faith Family will promote and assure a positive campus culture.**

**Objective 1: Faith Family MASTER Academy will strengthen a safe, positive campus culture through consistent expectations, student recognition, staff collaboration, family engagement and community outreach.**

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I SW Components/ Related CSFs |
|---|---|---|---|---|---|---|---|
| Provide family engagement activities throughout the year, including Family First, student awards/celebrations, fine arts programs, family nights and campus traditions. | Principal; Teachers; Fine Arts | Title I | August 2026 – July 2027 | Calendars; flyers; sign-ins | Increased family participation | Participation data; EOY survey | 6 / V |
| Create parent volunteer opportunities and invite grade-level input into family/community activities. | Principal; Teachers; Office | Local/Title I | Quarterly | Volunteer roster; feedback forms | Broader family representation and participation | Volunteer/attendance data | 6 / V |
| Increase community partnerships and outreach through local businesses, churches, realtors, community events and student referral efforts. | Principal; Staff | Local Funds | 2026–2027 | Outreach logs; flyers; partner list | Greater community visibility and enrollment interest | Enrollment/referral/partner data | 6 / V |
| Monitor attendance weekly; initiate teacher contact and campus intervention for emerging absence/tardy patterns. | Principal; Teachers; Office | Local Funds | Weekly | Attendance/contact logs; meetings | Improved attendance and reduced chronic absence | PEIMS/Skyward attendance | 6 / V |
| Implement bullying and prevention protocol and utilize student leadership in order to address school needs n culture and climate | Principal Teacher | Mental Health grant | August 2025 – July 2026 | Lessons, sign in sheets | Decrease in bullying incidents | Reduction in number of bullying incidents in PEIMS report | 2,10/VI |
| Provide health support system that addresses physical, emotional and mental health of all students | Principal, Teachers | Mental Health Grant<br>Title I | August 2025 – July 2026 | Calendar of training sessions, Agendas, Sign-in Sheets | Evidence of implementing strategies | Check ins with students documented in all in learning, Decrease in referrals | 2, 3, 4, 9/I, II, III, VII |
| Provide State assessment results to parents in a language they can understand | Principal | Individual Assessment | August 2025 – July 2026 | Website mailing logs | Documentation of phone calls and | EOY Survey | 2, 6, 9 / V |

**Goal 3: Faith Family will promote and assure a positive campus culture.**

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| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I SW Components/ Related CSFs |
|---|---|---|---|---|---|---|---|
| | | reports from state, State Funds | | | parent/teacher conferences | | |
| Continued support for parent access to online communication and resources at home | Teachers, Principals, Parents | Local Funds | August 2025 – July 2026 | Website, newsletters, Parent portal | Parent use of sites | Increase use of technology | 6, 2 / V |
| Implement Future Eagle recruiting/referral outreach with student, staff and community participation. | Principal; Teachers | Local Funds | Fall/Spring 2026–2027 | Referral forms; outreach logs | Increased qualified referrals/enrollment interest | Enrollment and referral numbers | 6, 2 / V |
| Host open house, family engagement and recruitment events that showcase academics, fine arts and student accomplishments. | Principal; Teachers; Fine Arts | Local Funds | 2026–2027 | Sign-ins; event materials | Increased family/community participation | Enrollment and event attendance | 6, 2 / V |
| Provide transition from PK to Kinder and 5th to 6th | Principal Teachers | Local | August 2026 – July 2027 | Sign in sheets | Ensure students are ready for next grade | Agenda and Sign in | 1,7/V |
| Implement consistent campus expectations for student IDs, hallway behavior, transitions, arrival/dismissal and instructional time. | Principal; Teachers; Staff | State/Local | August 2026 – July 2027 | Duty plans; walkthroughs; behavior documentation | Fewer disruptions and stronger instructional time | Discipline, attendance and walkthrough data | 6, 2 / VI |

| Goal 3: Faith Family will promote and assure a positive campus and district. | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Objective 2: Faith Family Academy Waxahachie will follow the Traumatic Injury Response Protocol to meet the obligations of HB-496.** | | | | | | | |
| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative** | **Title I SW Components/ CSFs** |
| School health department will provide training approved by TEA (HB-496, (F-H)) on using Bleeding Control Station in the event of a traumatic injury involving severe blood loss. | Principals School Health Department | Title IV | August 2026 – July 2027 | Training Agenda, Sign-In Sheets | All staff will know their role in the plan and how to use the Bleeding Control Station during a crisis. | All staff will be trained and know how to use the | 2, 10 / VI |
| Purchase 25 public treatment kits | Principals School Health | Title IV | August 2026 – July 2027 | Kits available | Kits will be accessible when needed | Kits will be accessible when needed | 2,9,10/VI |

**Goal 4: Faith Family will ensure that organizational structure is sound.**

**Objective 1: Parental involvement, safe and secure facilities, reliable operational systems and community partnerships will support a learning environment focused on student achievement.**

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I SW Components/ CSFs |
|---|---|---|---|---|---|---|---|
| Increase opportunities for students and staff to participate in community service, mentoring and campus/community outreach. | Principal; Teachers; Sponsors | Local/Community Resources | August 2026 – July 2027 | Opportunity list; participation records | Increased student/staff community engagement | Participation/hours documented | 6, 10 / V |
| Conduct required Title I family engagement/Parent-School Compact activities and gather family input for campus improvement priorities. | Principal; Family/Community Support; Parents | Title I; State Funds | 2026–2027 | Compact; meeting agendas; sign-ins | Stronger home-school partnership | Family participation and survey data | 6, 2 / V |