Faith Family Academy

Oak Cliff – Waxahachie

District Improvement Plan
And Performance Objectives
2026 – 2031

October 28, 2026

Date of School Board Approval

Legal References

- *Each school **district** shall* have a district *improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*

- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Our Mission

Faith Family Academy educates, empowers, and inspires every child for lifelong success

Our Core Beliefs

Students First
Teamwork
Education Transcends the Classroom
Pursue Excellence
Servant Leadership

OUR PURPOSE: EDUCATE, EMPOWER, AND INSPIRE

Faith Family Academy's primary purpose is to ***educate*** students, and we are committed to giving every student an elite, quality education to ensure they are prepared and positioned for success in college, in a career, or in military service. We ***empower*** students to build the confidence of every Eagle by allowing them to believe in themselves, in who they are, and what they can achieve. Finally, we ***inspire*** students by showing them that there are future options and paths available and allowing them to dream beyond that which they know.

This focus extends to our entire community, including teachers, administrators, staff, parents, grandparents, and everyone who impacts the lives of our students. Our highest calling is to help every student become the best they can be to change the lives of their families and future generations.

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 reed 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 exemplary performance in the reading and writing of the English language.
GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4: The students in the public education system will demonstrate exemplary 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 exemplary 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
Dr. Mollie Purcell Mozley	Superintendent	
Dr. Michael Dang	Chief of Staff/Chief Academic Officer/Superintendent Pro-Tem	
Dr. Amanda Subjinski	Chief Compliance Officer	
Giselle Rivera-Franco	Chief Financial Officer	
Dr. Shirley Heitzman	Chief of Development and School Health	
Dr. Marcus Canonico	Assistant Superintendent Athletics/CTE/NJROTC/FINEARTS	
Dr. Lorie Gassert	Assistant Superintendent of Special Programs	
Tonie Garza	Assistant Superintendent of Outreach, District Initiatives, Dual Language, ESL	
Michael Gipson	Assistant Superintendent of Teaching and Learning	
Dr. Ryan Harris	Assistant Superintendent of Signature Programs	
Nora Fabela	Assistant Superintendent of Human Resources	
Monica Kramer	Executive Director for State and Federal Grants	
Ryan Catala	Assistant Superintendent of Accountability and Data Services	
Dana Langham	Executive Director, Child Find	
Tien Nguyen	Assistant Superintendent of Character Education and Student Support Services	
Nathan Jones	Director, Safety & Security/Emergency Management Coordinator	
Irene Rangel	Principal	
Tammy Rios	Principal	
Leonesea Morgan	Executive Director for Gifted & Talented/Family Engagement	
Dr. Andy Berning	Community Representative	
Jamila Thomas	Parent Representative	
Abby Moreno	Parent Representative	
Dr. Marilyn Wright	Consultant	
Dr. Bobby Parker	Community Representative	
Charles Tims	Consultant	
Karen Sorrels	Teacher	
Jimmy Butler	Teacher	

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Date Conducted: June 2, 2026

Data Sources Reviewed:

- Parent, Teacher, Student, Community Surveys
- Staff Needs Assessment Data disaggregated by all students groups and special programs
- State Accountability data (STAAR/EOCs)
- Federal Accountability data
- SST/Child Find data
- District PEIMS reports for attendance, grades, discipline
- Texas English Language Proficiency Assessment System (TELPAS)
- Annual Measurable Achievement Objectives (AMAOs)
- Dropout and School Leaver data
- Completion and Graduation data
- Homeless population analysis
- ITBS and Logramos Data
- SAT/ACT data
- Benchmark testing data
- Referral percentages for students in Special Education
- Teacher retention data
- Master Schedule with CTE classes
- Sign-in Participation of Parent and Community at all levels

Demographics

Summary of Strengths
What were the identified strengths?

The district boasts a diverse population, enriching the educational experience with various cultural perspectives. A notable improvement in attendance rates highlights the students' growing engagement, supported by a team of highly qualified and certified teachers. Our team benefits from strong professional development programs that ensure continuous growth and effective teaching strategies. The district's commitment to student retention is evident in its consistently low drop-out rate and high graduation rate. To accommodate the expanding student population, the number of staff has been increased, and special programs have been expanded to meet the additional needs of the students.

Summary of Needs
What were the identified needs?

We must continue implementing strategies to improve attendance rates while focusing on addressing the needs of our growing English Learners (EL). It is also essential to prioritize serving At-Risk students, ensuring that they receive the support necessary for success. Simultaneously, we should seek out and hire excellent, diverse staff members who reflect the rich diversity of our community.

Moreover, the development of our Advanced Placement and Signature programs must remain a priority, alongside efforts to enhance communication with non-English speaking parents. Expanding the Dual Language program is another critical step towards fostering bilingual proficiency among students. Finally, our recruitment efforts should focus on driving increased enrollment, ensuring our schools continue to thrive and grow.

Priorities
What are the priorities for the district, including how federal and state program funds will be used?

- We aim to enhance communication with non-English speaking parents, ensuring they stay informed and engaged.
- Continued efforts will be made to refine campus procedures that focus on boosting student attendance.
- Furthermore, we are committed to expanding the identification and services for Gifted and Talented (G/T) students, as well as for those requiring special education (SPED).
- Recruitment initiatives will persist to increase enrollment across the district, while strengthening Advanced Placement (AP) classes and Career and Technical Education (CTE) pathways to improve student outcomes.
- Lastly, we will offer additional mental health support services in Waxahachie and Oak Cliff, made possible through a federal mental health grant.

Student Achievement

Summary of Strengths

What were the identified strengths?

- **Relative strength in reading/ELA** – Across the district, 50 % of tests met the Approaches Grade-Level (GL) benchmark in Reading/Language Arts (RLA) and 22 % met the Meets GL standard. At the campus level, the early-childhood center (OC-ECC) had high proportions of students approaching or meeting grade level – 73 % of ELA scores were at least "Approaching" and 24 % "Meets". The Wax campus performed strongly: 74 % of students were at least "Approaching" in ELA, 37 % met grade level and 9 % performed above it.
- **High-performing student groups** –Gifted and Talented (G/T) students showed very high proficiency; 91 % reached the Approaches standard, 62 % reached Meets and 20 % reached Masters across all subjects. In ELA, 97 % of G/T students were at least approaching grade level and 76 % met it. In mathematics, 85 % of G/T students were at least approaching grade level and 51 % met it.
- **High test-completion rates** – BOY assessment data show that more than 90 % of students took full assessments across most campuses. For example, the OC-Upper campus had a 98 % completion rate with 30 % of students "Approaching," 23 % "Meets" and 13 % "Above" in ELA.
- **Incremental math improvement at some campuses** – The Wax campus had 75 % of students at least "Approaching" in math and 40 % meeting grade level. The OC-Upper campus also demonstrated stronger math performance (27 % "Approaching," 19 % "Meets" and 11 % "Above") compared with the OC-Lower campus.

Summary of Needs

What were the identified needs?

- **Overall low proficiency rates** – District-wide STAAR results show that only 48 % of tests were at the Approaches GL level across all subjects, 18 % at Meets and just 4 % at Masters. Mathematics performance is particularly low; only 43 % of math tests were at least "Approaches" and 15 % met grade level. Science and social-studies results are similar, with about 49 % of tests at Approaches and fewer than 17 % meeting grade level.
- **Performance gaps by student group** – African American and Hispanic students trail their White and Asian peers. Only 48 % of African-American tests and 47 % of Hispanic tests reached at least Approaches GL, compared with 63 % of White tests; 19 % of African-American and 17 % of Hispanic tests met grade level versus 29 % for White students. Economically disadvantaged students and English learners performed below the district average: only 44 % of current English-learner tests were at Approaches GL, 14 % met grade level and 2 % reached the Masters level. Students receiving special-education services had only 21 % of tests at Approaches and 3 % at Meets.
- **Elementary literacy and numeracy** – BOY data highlight weak performance in lower elementary grades. The OC-Lower campus had only 29 % of ELA scores at least approaching grade level, with 7 % meeting it and 2 % above; math results were similar (42 % approaching, 9 % meeting and 3 % above). The district's "last-year" BOY results indicate that ELA proficiency has declined slightly over the past year – the proportion of students meeting ELA grade level dropped from 22 % to 17 %.
- **Need to support mobile and non-continuously enrolled students** – Additional student-group data show that non-continuously enrolled and highly mobile students have lower proficiency (e.g., 46 % Approaches, 17 % Meets). These students require targeted interventions to reduce mobility-related learning gaps.

Priorities

What are the priorities for the district, including how federal and state program funds will be used?

- Strengthen early-literacy and mathematics foundations.
- Professional development and teacher support.
- Expand enrichment and high-quality curriculum.

School Culture and Climate

Summary of Strengths

What were the identified strengths?

The school benefits from a great teaching staff and strong relationships among teachers, contributing to a positive environment. Both students and staff feel safe on campus, with school spirit and a high sense of belonging on the rise. Good attendance among students and staff reflects their commitment to the school. Signature Programs like Explore 360, ACE after school, Eagle Flight School have high participation rates and are proven to positively impact student performance. Families and students are a cornerstone of the community, and regular Parent/Family events, such as the Family First Friday, at each campus help foster strong family engagement. Nurses are working with campuses to improve mental health services for special populations.

Summary of Needs

What were the identified needs?

The school needs to continue embedding Character Education in all classes, implement the ACEs and PACEs curriculum and improve the implementation of the district-wide CHAMPS program among all teachers. There is also a need for better communication amongst staff and across grade levels to ensure cohesive learning experiences and a team mindset amongst staff. Additionally, more extra-curricular activities should be offered, particularly for middle and elementary school students, to further engage them in school life.

Priorities

What are the priorities for the district, including how federal and state program funds will be used?

- Embed Character Counts Education into every class
- Continue implementation of District-wide CHAMPS program among all teachers
- Implement a district-wide team building and collaboration professional development
- Increase electives and extra-curricular activities
- Provide mental health support to ensure all social emotional needs of our students are met.
- Coordinator for safe and healthy students, especially for secondary level students

Staff Quality/ Professional Development

Summary of Strengths

What were the identified strengths?

Campus-based academic specialists and highly qualified teaching staff are a strength of the district. Many of our staff who are working towards ESL certification. Dedicated bilingual instructional coaches supports teachers in enhancing instruction for English Language Learners (ELLs). Teachers benefit from two half days per month for targeted professional development. New teachers receive comprehensive district-based training, while core subject teachers are provided with significant support and resources.

Summary of Needs

What were the identified needs?

There is a need to maintain academic specialists to work closely with teachers and embed professional development within classrooms and Professional Learning Communities (PLCs). Increasing the number of teachers with certifications in Special Education, ESL, G/T, AVID, AP, and Dual Credit is essential to meet diverse student needs. Additionally, the district must continue efforts to recruit and retain highly qualified teachers. Training in data analysis protocols and sheltered instruction is necessary to improve instructional practices. Ongoing professional development is needed to strengthen existing staff capacity, particularly in areas such as Depth of Knowledge to enhance understanding of rigor. There is also a need for more professional development opportunities and collaboration time for elective teachers. Continued training in the deeper and more consistent implementation of CHAMPS, as well as better utilization of existing technology resources, is crucial for ongoing improvement.

Priorities

What are the priorities for the district, including how federal and state program funds will be used?

- Academic specialists will work with all teachers to address DIP needs
- Train teachers and campus leaders in Data Analysis Protocol
- Train teachers and campus leaders in Sheltered Instruction strategies to be used for all students
- Utilize early release days to provide additional staff development throughout the school year
- Continue professional development to strengthen and support existing staff including Depth of Knowledge to improve teacher understanding of rigor
- Continue training for deeper implementation of CHAMPS
- Continued professional development for campus leaders and teacher leaders to better use existing technology resources

Curriculum, Instruction, Assessment

Summary of Strengths

What were the identified strengths?

The district has implemented several key initiatives to enhance educational outcomes. Textbooks are also aligned with the TEKS to ensure consistency. The district testing coordinator is focused on improving the testing process. Training on platforms such as Eduphoria Aware and Forethought are utilized to link and track TEKS coverage in lesson plans and assessments. Additionally, the district's use of The TEKS resource system facilitates vertical alignment and instructional focus.

Summary of Needs

What were the identified needs?

There is a pressing need for professional development in various student learning systems such as Skyward, eSPED, and Elevation. To better support instruction, the district requires full-time academic specialists who can facilitate the implementation of the curriculum and provide embedded training. Teachers also need ongoing professional development to deepen their understanding of Depth of Knowledge to enhance rigor in the classroom, along with improved familiarity with the TEKS and how they are vertically aligned.

Additionally, there is a need for further support in using data management tools like Eduphoria Aware, as well as in understanding State Accountability standards and developing strategies for target improvement. Professional development on instructional strategies and lesson planning, must continue. Efforts should also focus on increasing student identification for G/T and SPED programs to challenge learners and provided specially designed instruction, and ensuring all teachers implement ELPS strategies by writing both language and learning objectives.

Priorities

What are the priorities for the district, including how federal and state program funds will be used?

- Continue professional development to help teachers understand rigor, data management tools in Eduphoria Aware, instructional strategies and lesson planning
- Need to increase identification for G/T and SPED programs to challenge students through multiple means of testing
- Ensure all teachers are implementing ELPS strategies and writing language objectives in addition to learning objectives
- Need to close the reading and math gaps in non-tested grade levels to increase time for understanding student expectations

Family and Community Involvement

Summary of Strengths

What were the identified strengths?

Faith Family Academy has a strong connection with the community, consistently planning events that foster engagement between the school and local organizations. The school partners with organizations like the Big Brother and Sisters to develop innovative programs like Teen Court. A partnership with North Texas Food Bank and the Backpack Program helps to address food insecurity. Additionally, volunteer opportunities for students are offered, allowing them to give back to the community and the Concilio helps bridge gaps with families through initiatives like the FFA Parent University. The school also partners with local organizations to provide students with glasses and eye exams.

Faith Family Academy's dedication to community involvement extends to multiple avenues of engagement. The school collaborates with Waxahachie, DeSoto, and North Dallas Chambers of Commerce. Parents are encouraged to get involved through a wide variety of activities, including "Family First Friday" and the bilingual distribution of all school correspondence in English and Spanish. The school also hosts unique events, such as "My First Prom," which partners with the senior prom to create memorable experiences for elementary students, further strengthening the sense of community within the school.

Summary of Needs

What were the identified needs?

The school must maintain bilingual and multilingual assistance to effectively communicate with parents, supported by the Family Engagement Specialist. Continuing Parent University is essential to help parents of EL students build language acquisition and technology skills, while also fostering their ability to support their children's education. Service projects for students and staff should continue to make a positive impact on the community, while also promoting pride and a sense of ownership within the school. Additionally, the school should remain engaged with state and community organizations that offer support and leverage the expertise of the Coordinator of Advanced Academics and the High School Academic Advisor to help students and families achieve their academic goals.

Priorities

What are the priorities for the district, including how federal and state program funds will be used?

- Continue to provide translators/ interpreters to enable teachers to contact and communicate with parents throughout the day
- Continue service projects for students and staff that have an impact on the surrounding community
- Actively engage parents and stakeholders through planned activities and events to promote increased parental involvement and improved parental climate
- Need to utilize mental health team to address the social and emotional needs of students to improve academics and attendance

School Context and Organization

Summary of Strengths

What were the identified strengths?

The district offers resources and professional support to ensure effective leadership across campuses. It also provides new facilities, master scheduling supports, bilingual and special education program supports, highly trained leadership staff and an executive coaching model to enhance campus operation. The district works to foster a positive learning and working environment, along with a team of highly qualified teachers. Guided by core beliefs, the district maintains a strong focus on student achievement, fostering clear communication between teachers and students in a safe environment. Teachers play a key role in student success, offering tutoring to help students excel both in class and on state assessments. Programs like the After School Program (ACE) provide additional support, while teachers are given a voice in decision-making to reflect the district's commitment to student and teacher success.

Summary of Needs

What were the identified needs?

The district needs to continue enhancing student attendance while reducing truancy and drop-outs through consistent monitoring and targeted interventions. Home visits by staff to students and families are also important to strengthen the connection between school and home. Ensuring consistent access to technology in classrooms is a priority, as well as expanding physical space to accommodate current and future growth. Moreover, the district should explore additional extracurricular activities that align with student interests to further engage and motivate learners.

Priorities

What are the priorities for the district, including how federal and state program funds will be used?

- Consistent technology in classrooms
- Coordinator of Attendance to work directly with parents, staff and students to educate stakeholders on state requirements, best practices and strategies
- Continue to add space to accommodate current and future growth
- Investigate additional extra-curricular activities that are requested by students
- Home Visits will continue to be made to students by staff

Technology

Summary of Strengths

What were the identified strengths?

The district boasts a strong technological infrastructure, with access to high-speed internet across all campuses. Classrooms are equipped with modern tools to enable teachers to enhance their instruction. The district allocates funds to maintain and upgrade technology, ensuring students and staff have the resources they need. A dedicated Webmaster and Director of Communication ensure effective communication with all stakeholders, while an Instructional Technology Specialist supports the integration of technology into teaching. Tools like Skyward and Eduphoria streamline operations for attendance, grades and lesson plans. Skyward serves as the central data hub for both student and business needs and is supported by a strong IT team. Vertical alignment is improved through technology, facilitating better instructional cohesion across grade levels. Additionally, the district uses data analysis protocols to support the Multi-Tiered System of Support (MTSS) for students in need.

Summary of Needs

What were the identified needs?

The district must ensure that computers are available for each student to take online tests, providing equitable access to technology. Additionally, there are extra computer labs available to support the implementation of skill-building programs in math and science across all grades. Training on integrating technology into classroom instruction will further enhance learning outcomes. The district also supports computer-based language education, giving students opportunities to develop their language skills using digital tools.

Priorities

What are the priorities for the district, including how federal and state program funds will be used?

- Computers available for each student for on-line tests
- Need to offer Computer Language courses
- Additional computer lab availability for implementation of skills programs in math and science for all grades

Goal 1: Faith Family Academy's commitment to academic quality will assure success for all students.						
Objective 1: By June 2027, Faith Family Academy will ensure 100% of daily lessons include high quality instructional material and instructional strategies proven to engage students.						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
Provide executive coaches to work side by side with principals on accountability	Superintendent, Chief Academic Officer	State Funds	August 2026- July 2027	Documentation of time on Campus with Principal	7 walkthroughs with feedback provided to teachers in Strive per week	Accountability Rating
The district provides an Assistant Superintendent of Teaching and Learning to support and guide principals	Superintendent, Assistant Superintendent of HR	State Funds Title II	August 2026- July 2027	Documentation of meetings with principals	Principal goals and achievement documentation	Principal Evaluation, Accountability Scores
Provide academic specialists to support the implementation of high-quality instructional strategies by providing embedded differentiated staff development during early release days with non-negotiable expectations and timelines for implementation	Chief Academic Officer, Assistant Superintendent of HR, Principals	State Funds Title I Title II	August 2026- July 2027	Agendas and sign-in sheets for curriculum meetings, PLCs and Grade Level Meetings	Improvement in achievement on benchmark scores, grades and RDA	Benchmark Scores, ITBS Scores,
The district will provide an Executive Director of Accountability and Testing to ensure that assessment results are correctly disaggregated and disseminated.	Superintendent, Asst. Sup of HR	State Funds SCE	After state testing results and released, benchmark results	Data disseminated to campuses and staff in a timely manner	Teacher and principal use of the data in lesson planning, tutoring plans	Benchmark results, ITBS, STAAR and EOC tests, TELPAS
Train teachers to write lesson plans which will address Depth of Knowledge and needs of individual students.	Principals, Academic Specialists, Teachers	Title I, Title II, Title III State Funds SCE	August 2026- July 2027	Professional Development agendas and sign-in sheets	Lesson Plans, PLC observations, Walk-throughs, observations	Benchmark scores, State Assessments

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Identify teachers and paraprofessionals and provide specific professional development	Principals, Human Resources Dept.	Title II Part A Title I	Beginning and end of each semester	List of highly qualified teachers and paraprofessionals	Improved instruction and student success	State assessments, students passing to next grade
Provide intervention during the school day for students who have been identified as needing additional help to meet state standards.	Principals, Teachers, General Education teachers, SPED teacher	Title I State Funds SCE	August 2026- July 2027	Interventionists' schedules and attendance logs, benchmarks, grades, tracking	6-Weeks and Semester grades, benchmark data, tracking data	Benchmark data, STAAR, EOC, TELPAS, TPRI
Provide additional after-school tutorial times for students who are at risk of failure in core subject areas	Principals, core subject teachers	ACE Program	August 2026- July 2027	Tutoring rolls and attendance logs, teacher plans	Improved 6-weeks and semester grades, fewer failures	Fewer students who fail courses and higher graduation rate
Monitor the effectiveness of instructional strategies through weekly, six-weeks, and semester assessments, walk-throughs	Principals, core subject teachers	Title I State Funds	Each 6-weeks and each semester	Lesson Plans, walkthrough observations, PLC and grade level minutes	Improved 6-weeks and semester grades	Higher passing and graduation rates
Student Profile data, maintained and accessed through systems for lesson planning and assessments	Principals, academic specialists, core subject teachers	Title I State Funds SCE	August 2026- July 2027	Profile data monitored by the principals each 6-weeks	Improved benchmark and objective scores	Individual benchmark scores, ITBS, STAAR, EOC scores
Implement state-approved dyslexia identification and treatment programs for all eligible students, ensuring interventions are evidence-based and delivered with fidelity. Provide ongoing PD to teachers on dyslexia strategies.	Executive Director of Child Find, Principals, Dyslexia Specialists	IDEA-B State Funds	August 2026- July 2027	Teacher PD agendas, intervention schedules, dyslexia service logs	100% of identified students receive services; ≥ 10% annual growth on progress monitoring assessments for dyslexia students	Progress monitoring data, STAAR Reading subgroup scores, Benchmark/ITBS

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Continue to provide opportunities for access to Professional Development regarding current assessment, evaluation, and monitoring of student performance, effective instructional practices, and current State and Federal Guidelines and practices.	Superintendent, Chief Academic Officer	State Funds IDEA B	August 2026- July 2027	Staff Development Calendars, Agendas, Sign-in Sheets, financial documentation	Increased achievement by all students on grades, STAAR, EOC, TELPAS	Benchmarks, STAAR, EOC ITBS
The district will administer ITBS to grades K - 11 to determine areas of strength and weakness for each student	Chief Academic Officer, Executive Director of Assessment, Principals, Teachers	State Funds SCE	August 2026- July 2027	Testing calendar and rosters of scores	Improved use of data by teachers to improve instruction	Benchmarks, STAAR, EOC ITBS
Train all teachers in English Language Proficiency Standards	Executive Director of Bilingual/ESL	Title III	August 2026- July 2027	Use of these standards in lesson plans, walk-throughs	Improved STAAR, EOC scores and TELPAS for LEP students	STAAR, EOC, TELPAS, PBMAS
Provide transition activities from Pre-Kindergarten to kindergarten, kindergarten to first, fifth to sixth, and 8th to 9th	Chief Academic Officer, Principals	State Funds Title I	August 2026- July 2027	Invitations, Agendas, Sign-in Sheets, calendar	Increased confidence for children and parents as evidenced by survey	Number of students returning for additional years

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Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	Assistant Superintendent of Teaching and Learning, Principals	Title II Part A Title I State Funds	August 2026- July 2027	Schedule of professional development, agendas, sign-in sheets	Professional Development evaluations	Evidence of implementation by Instructional Coaches
Increase student achievement by providing additional classrooms designed for research-based best practices in instructions (such as 21st Century Learning objectives)	Chief Academic Officer, Principals	State Funds Title I Title III 21st Century	August 2026- July 2027	Increase student assessment scores	Student profile data sheets and improvement in assessment scores	Increase in student achievement on state assessments
Provide effective mentoring and ongoing support strategies for first year teachers (Classroom management, effective instructional strategies, content specific training.)	Chief Academic Officer, Assistant Superintendent of Teaching and Learning, Principals	State Funds Title I Title II PartA Title III	August 2026- July 2027	PLC minutes T-Tess	PLC Agendas Evidence of incorporation of strategies in lesson planning, observations. T-TESS	Principals walk-throughs and T-TESS observations
Conduct Professional Learning Communities (PLC's) for all elementary teachers weekly led by instructional leaders with embedded staff development on lesson planning and data/interventions	Principals, Academic Specialists	State Funds Title I Title II Part A Title III SCE	August 2026- July 2027	Master Schedule PLC Agendas, Sign-in sheets	Improved communication/ implementation of best practices among teachers, Evidence of incorporation of strategies in lesson planning, observations T-TESS	Increased student success on state assessments and course completion

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Continue to implement training on District-wide Classroom Management: CHAMPS	Chief Academic Officer, Principals	State Funds/ USDE School-Based Mental Health Grant	August 2026-July 2027	Schedule of trainings, Agendas, Sign-in Sheets	Evidence of implementation in classroom and school-wide management	Increased success on state assessments, Common Assessments, and benchmarks
Utilize computer-based assessment reports on various software programs to collect and disaggregate data to improve instruction in all areas.	Exec. Director of Accountability and Assessment, Principal, teachers	Title IV State Funds SCE	August 2026-July 2027	Data charts in data binders, tutoring lists and RTI schedules	Differentiated instruction seen in Walk throughs and lesson plans	Increased success on state assessments Common Assessments, and benchmarks
Implement evidence-based early childhood program, Reggio Emilia, in the OC Early Childhood Center and Waxahachie Early Childhood Program	Chief Academic Officer, Principals	State Funds	August 2026-July 2027	Schedule of training, sign in sheets	Evidence of integration in classrooms and lesson plans	Increased success on state assessments, Common Assessments, and benchmarks
Actively recruit certified teacher professionals and paraprofessionals	Principals, Human Resources	Title I Title II Part A State Funds	August 2026-July 2027	Website, Billboards, Region X Job Fairs Newspapers Human Resource Records	100 % of core academic classes taught by certified teachers	Highly Qualified Teacher Compliance report to TEA

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Objective 1: By June 2027, Faith Family Academy will ensure 100% of daily lessons include high quality instructional material and instructional strategies proven to engage students.						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
Implement a comprehensive dropout prevention and recovery plan, including early warning systems (attendance, grades, behavior), targeted tutoring during the school day, expanded credit recovery opportunities, and home visits for at-risk students. Partner with counselors to provide individual graduation plans for all secondary students.	Executive Director of Student Wellness, Principals, Coordinator of Attendance	State Compensatory Education (SCE), Title I, State Funds	August 2026-July 2027	Intervention logs, credit recovery enrollment records, counselor graduation plans, home visit documentation	Reduce dropout rate to ≤1% and increase cohort graduation rate to ≥99%. 100% of identified at-risk students assigned an intervention plan within 10 days of identification	PEIMS dropout/leaver codes, graduation rates, credit recovery completion data, STAAR/EOC results
Provide district-wide training for all staff in trauma-informed practices and grief-informed care. Integrate strategies into classroom management, counseling, and intervention systems. Establish campus-level support teams to respond to students experiencing trauma or grief, and track referrals to ensure timely support.	Executive Director of Student Wellness, Principals, Counselors, Campus Trauma/Behavior Teams	USDE School-Based Mental Health Grant, State Funds	August 2026-July 2027	Training agendas, sign-in sheets, counselor logs, intervention team record	100% of staff trained; ≥10% reduction in discipline referrals for Tier II/III students; ≥15% increase in student survey results on school climate/connectedness	Climate survey data, PEIMS discipline reports, counselor referral logs
Implement a district-wide comprehensive counseling program through MTSS and Student Wellness teams. Provide academic, social-emotional, and college/career supports for all students, including tiered interventions, goal-setting, and family engagement. Ensure every student has a documented personal graduation/college and career plan by grade 9	Executive Director of Student Wellness, MTSS Coordinators, Principals	State Funds, Title I, Title IV, SCE	August 2026-July 2027	MTSS intervention logs, Student Wellness plans, graduation plan documentation	100% of students have an active academic/career plan; ≥15% reduction in Tier II/III referrals; increase CCMR indicators by 5% annually	MTSS tracking system, CCMR accountability data, PEIMS records
Implement Bluebonnet Learning in participating grades and content areas through the LASO Cycle 4 LIFT grant. Provide professional learning, lesson internalization, collaborative	Assistant Superintendent of Teaching and Learning, Principals	LASO Cycle 4 LIFT grant funds	August 2026-July 2027	Implementation plan; provider service records; training agendas and attendance; PLC records; lesson	Increased consistency in implementation of Bluebonnet Learning; improved student mastery of	Formative: PLC reviews, walkthroughs, student work, and unit assessments. Summative: end-of-year assessments and applicable STAAR/EOC results.

planning, and ongoing coaching to strengthen teachers' delivery of rigorous, grade-level instruction. Monitor implementation and student progress to identify and address instructional needs.				internalization documents; classroom walkthrough data	grade-level standards and growth from baseline, disaggregated by student group	
Support the recruitment, development, and retention of highly effective teachers through participation in the Teacher Incentive Allotment. Complete applicable local designation system development, approval, implementation, and reporting activities; communicate eligibility and designation criteria; train appraisers; and use teacher observation and student growth data to support reliable designation decisions. Administer allotment funds according to the district's approved spending plan and applicable requirements.	Superintendent; Assistant Superintendent of Human Resources; Chief Academic Officer; Assistant Superintendent of Accountability and Data Services; Chief Financial Officer; Principals; designated TIA Lead	Teacher Incentive Allotment funds, as received; state/local funds for approved system activities; appraisal and student growth tools; Region 10 Support	August 2026–July 2027; applicable TEA application, data submission, and compensation deadlines	TIA application and approval records; local designation criteria; staff communications; appraiser training and calibration records; observation and student growth data; spending plan and payroll documentation	Improved retention of effective teachers; stronger instructional practice; increased student growth; eligible teachers earning designations following required approval and validation	Formative: review of appraisal consistency, student growth data, and implementation milestones. Summative: designation results, teacher retention, student growth outcomes, and annual spending review.
Expand the district's Additional Days School Year Planning and Execution Program (ADSY PEP) to serve students in grades 6, 7, and 8. Design and implement a high-quality summer learning program that combines targeted reading and mathematics instruction with engaging enrichment activities to address unfinished learning, reduce summer learning loss, and strengthen readiness for the next grade level. Provide staff training, family outreach, and ongoing monitoring of attendance, instructional quality, and student progress	Assistant Superintendent of Teaching and Learning; designated ADSY Program Lead; Principals; Executive Director for State and Federal Grants	ADSY PEP Grades 6–8 Expansion grant funds; ADSY formula funding for eligible attendance; TEA-approved technical assistance provider; instructional materials and assessment tools	Planning during 2026–2027; initial summer implementation in 2027; refinement and continued implementation in summer 2028, consistent with the approved grant schedule	Approved program plan and calendar; student recruitment and enrollment records; staff training agendas and attendance; instructional and enrichment schedules; lesson plans; daily student attendance; technical assistance records	Approved program plan and calendar; student recruitment and enrollment records; staff training agendas and attendance; instructional and enrichment schedules; lesson plans; daily student attendance; technical assistance records	Formative: weekly attendance reviews, classroom observations, student work, and progress monitoring. Summative: pre/post-assessment comparisons, participation and completion rates, and review of subsequent school-year assessment results.

Implement AP Computer Science Principles through the 2026–2028 grant to expand students' access to advanced coursework and computer science career pathways. Provide teacher professional development, approved instructional resources, and student recruitment and advising. Monitor student participation, course completion, and AP assessment outcomes to improve program effectiveness.	Assistant Superintendent overseeing CTE; Director of Advanced Academics; High School Principal; AP CSP Teacher; Executive Director for State and Federal Grants	2026–2028 Advanced Placement Computer Science Principles grant funds; approved curriculum and technology resources; teacher professional development	Planning, training, and course implementation during the approved 2026–2028 grant period, consistent with the awarded program schedule	Teacher training records; course approval documentation; master schedule; student recruitment materials; enrollment rosters; lesson plans; grant expenditure records	Expanded access to computer science coursework; successful course completion; demonstrated growth in computational thinking and programming skills; student participation and success on the AP CSP assessment	Formative: enrollment reviews, classroom observations, student projects, and course assessments. Summative: course completion rates, AP exam participation and scores, and progress toward approved grant targets.
Continue implementing the Texas Afterschool Centers on Education (ACE) program through the Nita M. Lowey 21st Century Community Learning Centers, Cycle 12, Year 4 grant. Provide targeted academic support aligned with classroom instruction, student interest-based enrichment, college and career readiness activities, and family educational opportunities during approved afterschool and summer programming. Monitor participation and student progress to strengthen program quality and address identified needs.	ACE Project Director; ACE Site Coordinators; Family Engagement Specialist; Principals; participating teachers; Executive Director for State and Federal Grants	Nita M. Lowey 21st Century Community Learning Centers, Cycle 12, Year 4 grant funds; approved instructional and enrichment resources; community partnerships	2026–2027 school year and summer programming, within the approved Year 4 grant period	Program schedules; student enrollment and attendance records; academic and enrichment lesson plans; staff training records; family activity agendas and attendance; required program reports	Progress toward approved student and family participation targets; improved academic performance, school-day attendance, and student engagement among participating students	Formative: regular review of participation, student progress, and program observations. Summative: annual evaluation of academic outcomes, school-day attendance, family participation, and progress toward approved grant performance targets.
Implement the PREP Mentorship Program with 16 participating teachers. Provide training, coaching, and ongoing support for beginning teachers, with a new mentor teacher support position to coordinate the program.	Assistant Superintendent of Human Resources Mentor Teacher Support, Principals, Mentor Teachers	PREP Mentor Allotment State Funds LASO Cycle 4	August 2026–July 2027	Roster of 16 participating teachers; mentor assignments; support position job description; training completion records; mentoring schedules and logs; observation and feedback records	Improved beginning teacher effectiveness and retention.	Formative: mentoring logs, teacher feedback, classroom observations, and progress toward professional growth goals. Summative: training and mentoring completion, teacher retention, appraisal growth, and student progress.

Goal 1: Faith Family Academy's commitment to academic quality will assure success for all students.						
Objective 2: By June 2027, Faith Family Academy will ensure that 100% of curriculum units align with state standards and national norms for grade level rigor.						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
The district will provide training to teachers and monitor instruction for EB students at the secondary level.	Superintendent, Executive Director of Bilingual/ESL Programs	State Funds	August 2026-July 2027	Agendas, Sign-in Sheets, tracking of Bilingual Students	Lesson Plans, Improved instruction	Classroom Walk throughs, 6-Weeks and Semester Grades, STAAR, EOC, TELPAS, PBMAS
The district will provide LPAC support for teachers in serving EB students	Superintendent, Executive Director of Bilingual/ESL Programs	State Funds Title III	August 2026-July 2027	Calendar of activities and meetings with teachers,	Improved Lesson plans for ESL teachers	Classroom Walk throughs, grades, STAAR, EOC, TELPAS
The district will provide sheltered instruction for EB students in core subject areas	All core teachers, Principals, Executive Director of Bilingual/ESL Programs	State funds SCE	August 2026-July 2027	Classroom Walk throughs, lesson plans	Improved instruction for LEP students in core subjects	Improved 6-Weeks and semester grades, benchmarks, STAAR, EOC, TELPAS
The district will provide paraprofessionals to promote success of all EL students	Superintendent, Asst. Sup of Outreach and District Initiatives	State funds SCE	August 2026-July 2027	Log of Coordinator of Support Initiatives	Sign-in Sheets at parent activities	Increased success of EL students on benchmarks, STAAR, EOC, TELPAS

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Objective 2: By June 2027, Faith Family Academy will ensure that 100% of curriculum units align with state standards and national norms for grade level rigor.						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
Implement ELPS in all classes with EB students	All teachers with EL students, Principals, Executive Director of Bilingual/ESL	State Funds Title III	August 2026-July 2027	Lesson Plans, Classroom Walk throughs by principals and Bilingual Consultant	Improved proficient scores on TELPAS, STAAR, EOC, WMLS	Benchmarks. TELPAS, STAAR, EOC
Monitor progress of EB students on TELPAS	Principals, teachers, Executive Director of Bilingual/ESL	State Funds Title III SCE	August 2026-July 2027	Progress monitoring tracking	Improved success of EL students	% of students who scored proficient on TELPAS reports
Provide after school tutoring for students who are not meeting state standards	Principals, teachers, Site Coordinator, Family Engagement Specialist, Director of Enrichment and GT	State Funds 21st Century ACE program	August 2026-July 2027	Tutoring schedules and lists	Improved success of all students on state assessments	Benchmarks, STAAR, EOC, TELPAS, ITBS
Provide curriculum and instruction for students in DAEP (Disciplinary alternative education program)	Superintendent, Chief Academic Officer, Principals	State Funds Title I USDE School-Based Mental Health grant	August 2026-July 2027	Reduced expulsion rate, lesson plans	Improved success of all students on state assessments	Benchmarks, STAAR, EOC, TELPAS,ITBS

Goal 1: Faith Family Academy's commitment to academic quality will assure success for all students.						
Objective 3: By June 2027, Faith Family Academy will ensure 100% of students master College and Career Readiness skills.						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
Creation and implementation of career courses such as Fashion Design, Robotics, Floral Design, Fire Academy	Superintendent, Chief Academic Officer, Principals, CTE teachers	Title I Perkins State Funds	August 2026- July 2027	Lesson Plans, walk-throughs, observations	Survey of student interest in classes, increase in certifications	Teacher scores rubrics, STAAR, EOC, TELPAS, Benchmarks
Offer Honors Math and English classes in 6, 7, 8th grades in the Middle School	Principals, core subject teachers	State Funds	August 2026- July 2027	Master Schedule	Number of students taking honors classes	Improved progress scores on STAAR
Monitor progress of SPED students in CTE courses	Assistant Superintendent of CTE, Assistant Superintendent of Special Programs, Principals, teachers	State Funds Perkins SCE	August 2026- July 2027	Progress monitoring tracking	Improved success of SPED students	Increased enrollment and passing rates of special populations in CTE course
Offer Pre-AP, AP, On-Ramps, and Dual Credit classes	Chief Academic Officer, Executive Principal, Director of Advanced Academics	State Funds	August 2026- July 2027	Master Schedule	Number of students in AP English III, PAP Geometry, American History	Improved College Readiness, Increase in students scoring Advanced Academic

Goal 1: Faith Family Academy's commitment to academic quality will assure success for all students.						
Objective 3: By June 2027, Faith Family Academy will ensure 100% of students master College and Career Readiness skills.						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
Develop college and career center to encourage students to stay in school and be successful and implement parent FAFSA night	Transition teachers, High School teachers, Principals,	Computer, printer, college brochures and information, FAFSA applications and information	August 2026- July 2027	Sign-in use of computer and printer for college applications, applications for assistance	Number of students going on to college	All students graduating
Provide career education to assist students in developing knowledge, skills, and competencies necessary for various career opportunities	Principals, Designated teachers	Carl Perkins State Funds	August 2026- July 2027	Sign-in sheets, Agendas for meetings, CTE Courses	August 2026- July 2027	All students graduating
The NJROTC will continue to grow in enrollment and participation and provide leadership development opportunities.	Principal, Lead of NJOTC	State Funds	August 2026- July 2027	Number of students enrolled in NJORTC	Increased enrollment in NJROTC courses	Improved competition results
Provide all secondary students, teachers, and parents with information on higher education opportunities, including admission requirements, FAFSA and state aid programs (TEXAS Grant, Teach for Texas), and informed curriculum choices aligned to postsecondary readiness. Host annual College Night, FAFSA workshops, and classroom advisories on course selection and graduation pathways.	Executive Director of Student Wellness, MTSS Coordinators, Principals, Academic Advisor	State Funds, Title I, Title IV, Perkins, Local College Partnerships		Agendas, sign-in sheets, FAFSA night flyers, distribution of state aid info, curriculum guide advisories	≥90% of seniors complete FAFSA/TASFA; 100% of students and families receive higher education info annually; ≥10% increase in dual credit/AP enrollment	FAFSA/TASFA submission rates, CCMR accountability indicators, Master schedule review

Goal 1: Faith Family Academy's commitment to academic quality will assure success for all students.						
Objective 4: By June 2027, at least 90% of staff, students, and paraprofessionals will demonstrate effective use of technology and digital tools						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
Implement media literacy for students and the training for cybersecurity for staff, students, and parents	Technology Consultant, Assistant Superintendent of Curriculum & Technology	Title I Part A IMA	August 2026-July 2027	Lesson Plans, walk-throughs, observations	More effective and efficient use of Stem Scopes in classroom	Science CBAs / STAAR and EOC
Provide ongoing technology training for teachers in how to effectively integrate the use of technology in instruction including AI (magic school).	Assistant Superintendent of Curriculum & Technology, Technology Specialist, Career Exploration Teacher	State Funds Title IV	August 2026-July 2027	Completion of training sessions, (sign-in sheets)	Evidence of integrated technology in classroom lesson plans, walkthrough and T-TESS observations	Increased success of students on state assessments Common Assessments, and benchmarks
Improve effective use of technology-based resources such as Aware/Eduphoria, Amplify and IXL	Executive Director of Assessment and Accountability, academic specialists	State Funds Title I IMA Title IV	August 2026-July 2027	Student participation and projects, research	Use of data analysis findings to improve instruction as seen in walk-throughs	Improved scored on STAAR, EOC, TELPAS, Benchmarks
Utilize assessment reports generated by various data software programs to collect and disaggregate data to improve instruction in all areas	Principals, Asst Sup of AEO, Director of Accountability, Instructional Coaches	State Funds Title I Title IV	August 2026-July 2027	Data in Eduphoria, discussion of data in PLCs, lesson plans	Use of data analysis findings to improve instruction as seen in walk-throughs	Improved scored on STAAR, EOC, TELPAS, Benchmarks
Implement Para Educator training modules for all paraprofessionals working in classrooms	Principals, Teachers	SCE funds	August 2026-July 2027	Names of paraprofessionals enrolled in the program	Number of modules completed by paraprofessional	Improved student achievement on all assessments

Goal 2: Faith Family Academy will promote student development outside the classroom.						
Objective 1: By June 2027, Faith Family Academy will increase student participation in athletics, visual and performing arts, leadership development, and extracurricular programs by at least 15%						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
Develop a comprehensive roster of student participation in extracurricular activities, with every student participating in at least one extracurricular activity	Assistant Superintendent of Outdoor Programs, Extracurriculars, Principals	State Funds	August 2026- July 2027	Comprehensive list of students involved	List of students and activities	Increase in numbers in extracurricular activities
The District will offer athletic programs that include the elementary and secondary levels	Assistant Superintendent of Athletics Principals	State Funds	August 2026- July 2027	Schedule of games, tournaments	Student participation on State and National levels	Students will develop body and mind strengthening, teamwork
The District will establish a Student Leadership program to provide leadership development opportunities and aid in recruitment	Chief Academic Officer, Principals	State Funds	August 2026- July 2027	Create a process of application	Student participation	Students will participate in program, and it will become sustainable
The District will expand the visual and performing arts programs and compete at the national level	Assistant Superintendent of Extracurriculars, Principals	State Funds	August 2026- July 2027	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

Goal 2: Faith Family Academy will promote student development outside the classroom.						
Objective 1: By June 2027, Faith Family Academy will increase student participation in athletics, visual and performing arts, leadership development, and extracurricular programs by at least 15%						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
The district will develop and expand the EXPLORE360 program to develop students' academic, cultural, socio-emotional, leadership, and outdoor learning skills to ensure participation of 95% of students.	Chief of Staff, Assistant Superintendent of Special Programs, Chief of Staff	State Funds Texas Parks & Wildlife CO-OP Grant FFEF Additional funds	August 2026- July 2027	Implementation of the EXPLORE360 program for all grade levels EXPLORE360 Classroom Bulletin Boards EXPLORE360 Pre/Post Classroom Lessons Trip Rosters Training Agendas/Sign-in Sheets	Increased participation rates in the EXPLORE360 program Increased attendance/engagement	Increased attendance rates Increased academic achievement
The District will provide leadership training to all students through Naviance, Explore360, NJROTC, and community service hours for graduation	Assistant Superintendent of Signature Programs, Academic Advisor	State Funds	August 2026- July 2027	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.

Goal 3: Faith Family Academy will create a learning environment that is safe, drug free, and conducive to the health and wellness of students.						
Objective 1: By June 2027, Faith Family Academy will ensure 100% of teachers implement student-centered strategies that meet students' academic, behavioral, socio-emotional/mental, and physical health needs.						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
The District will implement a comprehensive Multi-Tiered System of Support in order to effectively address the academic, behavioral, socio-emotional/mental health, and physical needs of all students.	Chief of Staff, Executive Director of Student Wellness, Chief of Development and Health Services, Asst. Supt. of Special Programs, Executive Director of Dual Language, Bilingual, and ESL, School Health Staff, SPED Principals	USDE School-Based Mental Health Grant	August 2026- July 2027	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
Continue CHARACTER COUNTS! as a district-wide character education program (Tier 1)	Chief of Staff, Executive Director of Student Wellness, Asst. Supt. of Special Programs, Executive Director of Student Wellness, All teachers	State Funds	August 2026- July 2027	Schedule of student community service activities, sponsors, and student participants	Decreased disciplinary referrals, Character Pillars displayed	Student initiated service projects, numbers of students voluntarily doing community service
Embed character education concepts into every class (Tier 1).	Executive Director of Student Wellness, Principals, all teachers,	State Funds	August 2026- July 2027	Master Schedule	Lesson Plans, counselor character ed. Presentations	Decreased Referrals

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Objective 1: By June 2027, Faith Family Academy will ensure 100% of teachers implement student-centered strategies that meet students' academic, behavioral, socio-emotional/mental, and physical health needs.						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
Implement district-wide suicide prevention programs aligned with TEA guidance, including annual staff training, student awareness education, and a parent/guardian notification protocol when risk is identified	Executive Director of Student Wellness	State Funds	Ongoing, with annual training and monitoring (Aug 2026 – Jul 2027	Training agendas and sign-in sheet, documented parent notifications when interventions occur, student referral logs	100% of staff trained annually. 100% of identified students receive immediate intervention and parent notification. ≥10% reduction in repeat suicide ideation referrals compared to prior year.	Staff training evaluations. MTSS reports. PEIMS discipline/mental health codes.
Implement district-wide Conflict Resolution/Violence Prevention Programs that teach students de-escalation, peer mediation, and positive communication skills. Provide annual staff training on classroom-level conflict resolution practices and embed lessons into Character Education and SEL programming.	Executive Director of Student Wellness, Counselors, Principals, Teachers	USDE State Funds	Aug 2026 – Jul 2027	Training agendas, SEL lesson plans, student mediation logs	100% of staff trained; 100% of students participate in at least one structured conflict resolution lesson/activity per semester 10% reduction in discipline referrals related to fighting	Discipline data review every 6 weeks End-of-year PEIMS discipline reports

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Objective 1: By June 2027, Faith Family Academy will ensure 100% of teachers implement student-centered strategies that meet students' academic, behavioral, socio-emotional/mental, and physical health needs.						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
Continue to strengthen the district-wide discipline plan – CHAMPS by continued training of staff (Tier 1)	Chief of Staff, Chief Operations Officer, Executive Director of Student Wellness, Principals, teachers, CHAMPS trainer	State Funds Title I	August 2026- July 2027	Training agendas and sign-in sheets for CHAMPS	Student adherence to CHAMPS	PEIMS 425 Report
Utilize system to identify and monitor all students to determine as early as possible any students who are at-risk for failure or dropping out (Tier 2).	Director of Wellness Coordinator of Advanced Academics Principals, Teachers	State Funds Title I SCE	Monitored at end of each semester for courses completed August 2026- July 2027	List of students making up credits by reenrolling in that course or in correspondence course	Record of completed courses	Reduction of students who need to recover credits, all students graduating
Track attendance and work with teachers and students to improve attendance. (Tier 1)	Superintendent Chief Operations Officer, Principals and Deans	SCE	August 2026- July 2027	Log for Coordinator of Attendance and Truancy	Improved Attendance, Home Visits	Improved academic success of all students
To improve educational services for homeless children and youth by assisting them in meeting social and academic challenges	Coordinator of Community Engagement and Support Initiatives, Parents	Title I Funds State Funds	August 2026- July 2027	Homeless students will be identified by the McKinney Vento designee and each student will be monitored	Increased cooperation between parents and school	Students will be kept on track to graduate
Monitor student and staff adherence to campus/district policies (uniforms, appropriate behavior, etc.) (Tier 1).	Chief Operations Officer, Discipline Deans, Principals, all teachers and staff	State Funds	August 2026- July 2027	Enforcement of uniform/dress policies, knowledge of district policies and procedures by students and staff	Visible compliance, smooth implementation of district policies and procedures	Decrease in disciplinary referrals, no problems in following district policies and procedures

Goal 3: Faith Family Academy will create a learning environment that is safe, drug free, and conducive to the health and wellness of students.						
Objective 1: By June 2027, Faith Family Academy will ensure 100% of teachers implement student-centered strategies that meet students' academic, behavioral, socio-emotional/mental, and physical health needs.						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
Each campus will train and utilize non-violent Crisis Intervention Teams	Chief of Staff, Executive Director of Student Wellness, Director of Security/Emergency Management Coordinator, Principals	State Funds	August 2026- July 2027	Training agenda and certification of team members	Use of team in crisis situation	No injuries to students or staff in a crisis situation
Each campus will train and utilize cross-functional Behavioral Threat Assessment/Safe and Supportive Schools Team (BTAT/SSST). (Tier 2).	Chief of Staff, Chief of Compliance, Chief of Development/Student Health, Executive Director of Student Wellness, Director of Security/Emergency Management Coordinator, BTAT/SSST Teams.	State Funds TxSSC Resources and Trainings	August 2026- July 2027	Training agenda and certification of team members, Agendas and Sign-ins, TEA Safe & Supportive School Team/Threat Assessments Annual Report	Improved use of threat assessment procedures and safe and supportive case management services to increase supports provided to high-needs students.	Decreased threats to self or others through increased early identification and student supports provided through case management system.
The district will train staff on trauma-informed learning and psychological first aid. (Tier 1).	Chief of Staff, Executive Director of Student Wellness, BTAT/SSST Teams.	State Funds	August 2026- July 2027	Training Sign in Sheets, Agendas from Training	Teachers are using the training when needed	Decreased behavioral referrals
The district and campuses will implement bullying prevention protocols, provide training to staff, and utilize student leadership in order to address school needs in culture and climate.	Director of Student Wellness, Principals	State Funds USDE School-Based Mental Health Grant	August 2026- July 2027	Reports monitored at the end of each semester	Agenda, sign in sheets, student crisis forms	Reduction in number of bullying incidents and office referrals, PEIMS 425 report

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Objective 1: By June 2027, Faith Family Academy will ensure 100% of teachers implement student-centered strategies that meet students' academic, behavioral, socio-emotional/mental, and physical health needs.						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
Dating Violence is defined under the Student Code of Conduct and any reported acts of Dating Violence shall be addressed and handled pursuant the FFA Student Handbook and Student Code of Conduct.	Director of Student Wellness, Principals	State Funds	August 2026- July 2027	Handbook	Reduction in number of bullying incidents and office referrals, PEIMS 425 report	Decreased instances of dating violence
"Fraternities, sororities, secret societies and gangs" is defined under the Student Code of Conduct and Student Handbook any reported acts of gang activity shall be addressed and handled pursuant the FFA Student Handbook and Student Code of Conduct.	Director of Student Wellness, Principals	State Funds	August 2026- July 2027	Handbook	Reduction in number of bullying incidents and office referrals,	Decreased instances of gang activity
School Health Services will support student physical health by providing daily care for student health issues, ensuring annual student health screenings are conducted in a timely manner, and ensuring compliance with state immunization requirements.	Chief of Development and School Health, Asst. Supt. Of Special Programs, School Health Staff	State Funds	August 2026- July 2027	School Health Office Visits Reports School Health Screenings Reports Immunization Compliance Reports Individual Health Plans (IHPs) =	Evidence of implementing strategies that support students for physical health, Increased student health and wellness to support learning, e. g. vision and hearing, increased Individual Health Plans (IHPs) Developed	Decreased School Health Office Visits for Acute Care Improved care for students with chronic health issues to increase time in class

Implement a district-wide comprehensive counseling program through MTSS and Student Wellness teams. Provide academic, social-emotional, and college/career supports for all students, including tiered interventions, goal-setting, and family engagement. Ensure every student has a documented personal graduation/college and career plan by grade 9	Executive Director of Student Wellness, MTSS Coordinators, Principals	State Funds, Title I, Title IV, SCE		MTSS intervention logs, Student Wellness plans, graduation plan documentation	100% of students have an active academic/career plan; ≥15% reduction in Tier II/III referrals; increase CCMR indicators by 5% annually	MTSS tracking system, CCMR accountability data, PEIMS records

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Objective 1: By June 2027, Faith Family Academy will ensure 100% of teachers implement student-centered strategies that meet students' academic, behavioral, socio-emotional/mental, and physical health needs.						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
Implement and annually update the district policy addressing sexual abuse and other maltreatment of children (TEC §38.0041). Provide mandatory training for all staff on recognizing, preventing, and reporting abuse. Conduct age-appropriate student awareness programs and distribute information to parents on warning signs, reporting procedures, and available resources	Superintendent, Chief Compliance Officer, Executive Director of Student Wellness, Campus Administrators	State Funds, Title IV, TEA Training Modules, Local Child Advocacy Center Partnership	Aug 2026 – Jul 2027	Training agendas, sign-in sheets, parent communication logs, student program schedules	100% staff complete annual training; 100% of parents receive policy information; ≥90% of students in grades 6–12 participate in awareness sessions	Training completion records, PEIMS incident reports, parent survey results
Adopt and implement the district-wide Trauma-Informed Care Policy in compliance with TEC §38.036. Provide training for all staff on trauma-informed practices, integrate these practices into MTSS and Student Wellness interventions, and ensure families are informed of available supports. Establish data protocols to monitor students identified for trauma-related interventions	Superintendent, Executive Director of Student Wellness, MTSS Coordinators, Principals	USDE School-Based Mental Health Grant, State Funds	Aug 2026 – Jul 2027	Board-approved policy, staff training logs, MTSS records, parent communication	100% of staff trained annually; ≥90% of identified students receive Tier II/III trauma-informed interventions within 10 instructional days; ≥10% reduction in repeated discipline referrals	Training completion data, PEIMS discipline reports, MTSS intervention logs

Goal 3: Faith Family Academy will create a learning environment that is safe, drug free, and conducive to the health and wellness of students.						
Objective 2: By June 2027, Faith Family Academy will ensure 100% of students will engage in a wellness program to build students' knowledge and skills that promote good health, nutrition, and a physically-active lifestyle throughout their life.						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
The SHAC (Student Health Advisory Committee) will plan and implement activities that promote good health through the school year.	SHAC	Activity funds State Funds	4 times per year August 2026- July 2027	SHAC agendas, minutes and sign-in sheets,	List of activities and participants	District Health and wellness programming, fitness program, nutrition program
Physical Education classes will be taught by a certified physical education teacher to ensure quality of the program	Human Resources, Physical Education Teacher	State Funds	August 2026- July 2027	Master Schedule, Human Resource Records	Lesson Plans, Walk throughs	Individual assessments, Fitness Grams
Physical Education classes will include competency in movement, motor skills, fitness goals, safety practices, and social development leading to a physically-active life.	Physical Education teachers, and coaches Principals	State Funds	August 2026- July 2027	Master Schedule, Lesson Plans	Walk throughs, individual grades on report cards	Fitness Grams

Goal 3: Faith Family Academy will create a learning environment that is safe, drug free, and conducive to the health and wellness of students.						
Objective 3: By June 2027, Faith Family Academy will create a safe and effective learning environment through invested and engaged leadership teams, diversity of environment, and strong parent and community outreach and engagement.						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
The District will provide internship program for inspiring leaders and further develop university partnerships	Superintendent, Chief of Staff, Asst. Sup of School Leadership	State Funds	August 2026- July 2027	Agendas and sign-in	Staff taking on leadership roles	Increased number of staff taking on leadership responsibilities
Increase opportunities and involvement for students and staff in community service	Principals, Class and club sponsors	Students Staff	August 2026- July 2027	List of opportunities for students and for staff	Number students and staff documented in performing community service	Number of hours donated by students and staff for community service projects
Provide leadership development training for all staff through "What about the "What Drives Winning"	Chief Academic Officer	Title II State Funds	August 2026- July 2027	Agendas Sign-In Sheets	Flipped Learning Exit Tickets	Improved Teacher Attendance Rate
Conduct a Title I Parent-School Compact meeting and formulate a compact for FFA	Coordinator of Community Engagement and Support Initiatives, Parents	Title I Funds State Funds	August 2026- July 2027	Completion of compact	Increased cooperation between parents and school	Number of students graduating high school
Campuses will develop and host parent involvement activities every month focused on specific grade levels *i.e.* Family First Friday, Literacy Night, Math & Science Night, etc.	Communications Dept, Principals, Teachers, ACE site coordinators	State Funds Title I 21st Century ACE	August 2026- July 2027	Agendas and sign-in	More parent participation, increased parent understanding and support for academics	Improved grades and success on state assessments

Goal 3: Faith Family Academy will create a learning environment that is safe, drug free, and conducive to the health and wellness of students.						
Objective 3: By June 2027, Faith Family Academy will create a safe and effective learning environment through invested and engaged leadership teams, diversity of environment, and strong parent and community outreach and engagement.						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
Parent involvement activity every month focused on parents of 21ST Century ACE Afterschool Program participants.	Communications Dept, Principals, Teachers, ACE site coordinators	Title I 21st Century ACE	August 2026- July 2027	Agendas and sign-in	More parent participation, increased parent understanding and support for academics	Improved grades and success on state assessments
Provide information to students, teachers, and parents about higher education for admissions requirements and financial aid, through college night and visits to and from various colleges, and participate in Virtual College Fairs and Concilio partnership	Director, Advanced Academics, Director of Wellness, Principals, Academic Advisor	Time during the scheduled day, transportation Title I State Funds SCE 21st Century	August 2026- July 2027	Schedule of colleges visiting and visited, agendas, sign-in sheets	Number of students and parents participating	Applications to colleges, FAFSA completed by students and sent in Concilio sign in sheets Parent Univ. sign ins

Goal 4: Faith Family Academy will ensure a safe and secure organization.						
Objective 1: By June 2027, the district will ensure that 100% of campuses meet state safety, security, and facility standards						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
The district and campuses will develop and implement a Multi-Hazard Emergency Operations Plan (EOP) and Campus Emergency Plans that utilize the National Incident Management System (NIMS), Incident Command System (ICS), Standard Response and Reunification Protocols (SRP), and comply with all national, state, and local safety & security requirements	Chief Compliance Officer, Director of Security/Emergency Management Coordinator, Chief Operations Officer	TxSSC School Safety Center TxSSC Trainings	August 2026-July 2027	District Safety & Security Committee Meetings Agendas & Sign-In Safety & Security Audits/Annual Hazards Analysis Training Logs TxSSC EOP Certification/Approval.	Increased preparedness for critical safety situations	Improved emergency/crisis prevention, mitigation, preparedness, response, and recovery on campuses and in the district.
The District will ensure that security officers, are exclusively responsible for the safety and security of the campus and no duties related to behavior or administrative duties.	Director of Security/Emergency Management Coordinator	State funds	August 2026-July 2027	Job descriptions (see appendix)	Visible compliance, smooth implementation of emergency procedures	Increased security measures on campus
The district provides a Guardian Program	Executive Director of Security, Director of Security/Emergency Management Coordinator	State funds	August 2026-July 2027	Training Logs Drill/Exercise Logs	Increased safety in critical situations	Increased security measures on campus

Goal 4: Faith Family Academy will ensure a safe and secure organization.						
Objective 1: By June 2027, the district will ensure that 100% of campuses meet state safety, security, and facility standards						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
School Security and Safety: Add keyless entry access control systems, bullet-resistant white boards, panic alarm buttons, handheld radios to improve communication, and additional security measures.	Chief Operations Officer, Chief Technology Officer, Chief Compliance Officer, Director of Security/Emergency Management Coordinator	State funds FEMA/Texas Office of the Governor Non-profit Security Grants	August 2026-July 2027	Agendas and sign-in	Visible compliance, smooth implementation of emergency procedures	Increased security measures on campus
The district will develop and utilize a Cybersecurity Critical Response Plan, provide cybersecurity training to all staff, parents, and students, and supported by cybersecurity technology teams that will intensely monitor the district's cybersecurity in compliance with national, state, and local requirements.	Superintendent, Chief Technology Officer/Cybersecurity Coordinator, Chief Operations Officer, Director of Security/Emergency Management	State Funds	August 2026-July 2027	Emergency Operations Plan Cybersecurity Annex & Cybersecurity Critical Response Plan Training logs and sign-in sheets Multi factor authentication for all employees	Decreased cyber attacks	Improved prevention, mitigation, preparedness, response, and recovery to potential cybersecurity attacks Decrease in cyber security breaches

Goal 4: Faith Family Academy will ensure a safe and secure organization.						
Objective 1: By June 2027, the district will ensure that 100% of campuses meet state safety, security, and facility standards						
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**
Conduct at least one annual public meeting with the District-Level Planning and Decision-Making Committee after receipt of the Annual District Performance Report to review district performance objectives and gather stakeholder feedback. Ensure meeting is advertised and open to the public.	Superintendent, Chief of Staff, Chief Compliance Officer, Director of Community Engagement	State Funds, District Communication Channels	Annually, within 90 days of receiving the Annual District Performance Report	Meeting agenda, sign-in sheets, public notice, minutes documenting review and input	100% compliance with TEC §11.252(e); at least 2 stakeholder recommendations documented and reviewed annually	Meeting records, district performance report, board follow-up
Utilize the 2026–2028 State Facilities Incentive Grant to support approved facilities. Coordinate facilities planning, monitor approved activities and expenditures, and evaluate progress toward the facilities outcomes identified in the approved grant application.	Superintendent, Chief of Compliance, Chief Financial Officer, Executive Director for State and Federal Grants	2026–2028 State Facilities Incentive Grant; approved facilities budget; district facilities and finance staff	During the approved 2026–2028 grant period; quarterly progress reviews and annual DIP updates	Approved facilities plan and budget; applicable contracts, leases, invoices, and payment records; project status reports; reimbursement documentation; annual facilities training records	Approved facilities milestones achieved; instructional space supported or improved as specified in the grant; progress toward approved student capacity and access targets	Formative: quarterly review of expenditures, milestones, and facility use. Summative: completion of approved activities and comparison of final facilities outcomes with grant targets.