

# FORT WORTH ACADEMY OF FINE ARTS

## District/Campus Improvement Plan

2021/2022



Fort Worth Academy of Fine Arts  
3901 S. Hulen, Fort Worth, TX 76109  
817-924-1482

Date Reviewed:

DMAC Solutions ®

Page 1 of 34

Date Approved:

11/11/2021

# FORT WORTH ACADEMY OF FINE ARTS

## **Mission**

*Our mission is to inspire in artistically talented students a lifelong passion for learning, empowering them to achieve academic and artistic excellence.*

### Nondiscrimination Notice

FORT WORTH ACADEMY OF FINE ARTS does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# FORT WORTH ACADEMY OF FINE ARTS Site Base

Name	Position
Jackson, Jennifer	Principal
VanDyck, Kede	Assistant Principal
Cook, Leslie	English Department Chair
Polman, Kevin	Science Department Chair
Mueller, Karen	Social Studies Department Chair
Hammond, James	Math Department Chair
Hill, Jackson	Director, Children's Choir of Texas
Langford, Krista	Dance Department Chair
Davis, Lindy	Theatre Department Chair
McCartney, Laura Lee	Visual Art Department Chair
Davis, Sharon	Middle School Social Studies
Herrera, Debbi	Middle School Teacher
Wiggins, Ryan	Elementary Teacher
Mitchell, Maggie	SPED Lead Teacher
Martin, Dana	Parent

# Resources

Resource	Source
ARP ESSER III - Fund 282	Federal
CRSSA ESSER II - Fund 281	Federal
ESSER SUPP - Fund 283	Federal
IDEA, B - Fund 224	Federal
TCLAS - Fund 279	Federal
Title 1, Part A - Fund 211	Federal
Title II, Part A - Fund 255	Federal
Title IV, Part A - SSAEP - Fund 289	Federal
General Supplies - 6399	Local
Bilingual - PIC 25	State
Career & Tech - PIC 22	State
CCMR - PIC 38	State
Compensatory - PIC 24	State
Dyslexia - PIC 37	State
Early Education - PIC 36	State
EMAT	State
Special Ed - PIC 23	State

# FORT WORTH ACADEMY OF FINE ARTS

**Goal 1.** (Student Achievement) We will increase student achievement.

**Objective 1.** (Math Achievement - STAAR) Students will increase from 41% Meets Standard on the STAAR/EOC in grades 3-9 to 46% Meets Standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use TEKS Resource System to create aligned and rigorous lesson plans in math. (Title I TA: 1,2,5,6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Administration, Instructional Coach, Teacher(s)	Ongoing	(F)Title 1, Part A - Fund 211 - \$9,825	Criteria: Lesson plans, instructional planning calendars, classroom assessments
2. Math teachers will provide explicit vocabulary instruction and use word walls to teach content area vocabulary. (Title I TA: 3) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing	(L)General Supplies - 6399 - \$500	Criteria: Lesson plans, Classroom Observation and Walk-Through data, MAP Growth MOY and BOY data
3. Math teachers in grades 3-6 will utilize Mentoring Minds Think Up curriculum and Education Galaxy as an additional teaching resource. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing	(S)Compensatory - PIC 24 - \$2,950, (S)EMAT - \$3,500	Criteria: Lesson plans, Classroom Observation and Walk-Through data, MAP Growth MOY and BOY assessment data

# FORT WORTH ACADEMY OF FINE ARTS

**Goal 1.** (Student Achievement) We will increase student achievement.

**Objective 2.** (Math Achievement - MAP) 40% of students will show an increase in their math achievement as measured by MAP Growth from the BOY to the MOY and from the MOY to the EOY.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use TEKS Resource System to create aligned and rigorous lesson plans in math. (Title I TA: 1,6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing	(F)Title 1, Part A - Fund 211 - \$9,825	Criteria: Lesson plans
2. Math teachers will provide explicit vocabulary instruction and use word walls to teach content area vocabulary. (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing		Criteria: Lesson plans, Classroom Observation and Walk-Through data
3. Math teachers in grades 3-6 will utilize Mentoring Minds Think Up curriculum and Education Galaxy as an additional teaching resource. (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing	(S)Compensatory - PIC 24 - \$2,950	Criteria: Lesson plans, MAP Growth MOY and EOY assessment data, Education Galaxy usage reports

# FORT WORTH ACADEMY OF FINE ARTS

**Goal 1.** (Student Achievement) We will increase student achievement.

**Objective 3.** (Reading Achievement - STAAR) Students will increase from 72% Meets Standard on the STAAR/EOC in grades 3-10 to 77% Meets Standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grades 3-5 will implement the Daily 5 literacy model. (Title I TA: 1,3,4,6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.3)	Administration, Instructional Coach, Teacher(s)	On-going	(S)Compensatory - PIC 24 - \$1,500	Criteria: Lesson plans, classroom walk-throughs and observation artifacts, teachers' conferring notebook
2. Reading/English teachers will increase the number of high-interest, reading-level appropriate books in their classroom libraries. (Title I TA: 1,3) (Target Group: All,ESL,LEP) (Strategic Priorities: 2) (ESF: 4.1)	Administration, Instructional Coach, Teacher(s)	On-going	(S)Bilingual - PIC 25 - \$10,643	Criteria: Classroom library inventories, student surveys
3. Grades 3-12 reading/English teachers will implement writing portfolios. (Title I TA: 3) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1)	Administration, Instructional Coach, Teacher(s)	On-going	(L)General Supplies - 6399 - \$250	Criteria: Student writing portfolios, student work and writing sample artifacts
4. Reading/English teachers in grades 3-8 will utilize Education Galaxy to close the learning gaps caused by Covid-19 learning loss. (Title I TA: 1,3) (Target Group: 3rd,4th,5th,6th,7th,8th)	Administration, Instructional Coach, Teacher(s), Technology Services	On-going	(S)EMAT - \$3,500	Criteria: Education Galaxy usage reports

# FORT WORTH ACADEMY OF FINE ARTS

**Goal 1.** (Student Achievement) We will increase student achievement.

**Objective 4.** (Reading Achievement - MAP) 40% of students will show an increase in their reading achievement as measured by MAP Growth from the BOY to the MOY and from the MOY to the EOY.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grades 3-5 will implement the Daily 5 literacy model. (Target Group: 3rd,4th,5th)	Administration, Instructional Coach, Teacher(s)	On-going	(S)Compensatory - PIC 24 - \$1,500	Criteria: Lesson plans, classroom observation and walk-throughs, teachers' conferring notebook
2. Reading/English teachers will increase the number of high-interest, reading-level appropriate books in their classroom libraries. (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	On-going	(S)Bilingual - PIC 25 - \$10,643	Criteria: Classroom library inventory, student surveys
3. Grades 3-12 reading/English teachers will implement writing portfolios. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing	(L)General Supplies - 6399 - \$500	Criteria: Student writing portfolios, student work samples and artifacts from writing portfolios



# FORT WORTH ACADEMY OF FINE ARTS

**Goal 1.** (Student Achievement) We will increase student achievement.

**Objective 5.** (Science Achievement - STAAR) Students will increase from 57% Meets Standard on the STAAR/EOC in grades 5, 8, and Biology to 62% Meets Standard

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use TEKS Resource System to create aligned and rigorous lesson plans in science. (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 1) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing	(F)Title 1, Part A - Fund 211 - \$9,825	Criteria: Lesson plans, classroom walk-throughs and observation, classroom assessments
2. Science teachers will provide explicit vocabulary instruction and use word walls to teach content area vocabulary. (Title I TA: 3) (Target Group: All) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing		Criteria: Lesson plans, classroom walk-through and observation data

# FORT WORTH ACADEMY OF FINE ARTS

**Goal 1.** (Student Achievement) We will increase student achievement.

**Objective 6.** (Social Studies Achievement - STAAR) Students will increase from 65% Meets Standard on the STAAR/EOC in grades 8 and 11 to 70% Meets Standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use TEKS Resource System to create aligned and rigorous lesson plans in social studies. (Title I TA: 3) (Target Group: All) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing	(F)Title 1, Part A - Fund 211 - \$9,825	Criteria: Lesson plans, classroom walk-throughs and observations
2. Social Studies teachers will provide explicit vocabulary instruction, use word walls to teach content area vocabulary, and teach strategies for responding to data-based questions (DBQs). (Title I TA: 3) (Target Group: All) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing		Criteria: Lesson plans, Classroom observation and walk-throughs

# FORT WORTH ACADEMY OF FINE ARTS

**Goal 2.** (Effective Instruction) FWAFA will provide effective instruction to all students.

**Objective 1.** (Decrease the number of Tier 2 and Tier 3 students) FWAFA will decrease the number of Tier 2 and Tier 3 students from the 1st six weeks to the 6th six weeks as measured by MAP Growth EOY and BOY results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use data from MAP growth to match instructional resources to close students' learning gaps. (Title I TA: 1,2,3,4,6,8) (Target Group: All,ESL,LEP,SPED,AtRisk,504) (Strategic Priorities: 2,3) (ESF: 4.1,5.3,5.4)	Administration, Instructional Coach, Teacher(s), Technology Services	Ongoing	(F)CRSSA ESSER II - Fund 281 - \$13,000	Criteria: Lesson plans; intervention plans
2. Teachers will implement school-wide literacy strategies such as explicit vocabulary instruction and word walls as well as writing across the curriculum (dance reflections, artist statements, etc.) (Title I TA: 1,3,6) (Target Group: All,ESL,LEP,SPED,AtRisk,Dys,504) (Strategic Priorities: 2,3) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing		Criteria: Lesson plans, classroom walk-throughs and observation artifacts
3. FWAFA will implement HB 4545 tutoring program using Edgenuity My Plan and Education Galaxy resources as well as teacher resources for staffing. (Title I TA: 1,3,4,5,8) (Target Group: ESL,LEP,SPED,AtRisk,Dys,504) (Strategic Priorities: 2,3) (ESF: 1.2,4.1,5.3,5.4)	Administration, Instructional Coach, Teacher(s), Technology Services	Ongoing	(S)Compensatory - PIC 24 - \$70,000, (S)EMAT - \$3,500	Criteria: Tutoring Rosters, Student Sign-Ins, Tutoring Time Logs, usage reports from Edgenuity, MAP Growth Assessment Data MOY and EOY
4. Teachers will use school-wide Tier 1 Good First Instruction instructional strategies such as posting objective and agenda on the board and utilizing Google Classroom for organizing class materials and assignments. (Title I TA: 1,4,6) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing	(L)General Supplies - 6399 - \$4,000	Criteria: Lesson plans, Google Classrooms

# FORT WORTH ACADEMY OF FINE ARTS

**Goal 2.** (Effective Instruction) FWFA will provide effective instruction to all students.

**Objective 2.** (Coaching and Feedback Cycle) FWFA will implement a coaching and feedback cycle where Tier 1 teachers receive 2 walk-through and coaching conferences a year and Tier 2 and Tier 3 teachers receive 4 walk-through and coaching conferences a year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrators will calendar walk-throughs at the beginning of each six weeks. (Title I TA: 2,5,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,2.1,5.1,5.2)	Administration	On-going		Criteria: Outlook calendar, teacher observation feedback forms
2. The Instructional Coach and Administrators will keep a teacher feedback tracker and update it after each feedback conference. (Title I TA: 2,5,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,2.1,5.1,5.2)	Administration, Instructional Coach	On-going		Criteria: Teacher feedback tracker
3. Provide professional development to teachers on the TCAA Walk-Through Observation form (Title I TA: 5,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,2.1,5.2)	Principal	Ongoing		Criteria: Professional Development Artifacts and Agendas
4. Create Teacher/Learner Profiles (Title I TA: 2,5,6) (Target Group: All)	Administration			

# FORT WORTH ACADEMY OF FINE ARTS

**Goal 2.** (Effective Instruction) FWAFA will provide effective instruction to all students.

**Objective 3.** (Data-Driven Decision Making) FWAFA will use MAP Growth assessment data to make instructional decisions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will take the MAP Growth assessment in reading, language, and math 3 times a year. (Title I TA: 1,2,3,4,6) (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th)	Administration, Instructional Coach, Teacher(s), Technology Services	BOY, MOY, EOY	(F)CRSSA ESSER II - Fund 281 - \$13,000	Criteria: MAP Growth Assessment data at BOY, MOY, and EOY
2. The MTSS Team will meet every 3 weeks to review student data on the student data trackers. Students who need targeted assistance will be referred to the Student Support Team. (Title I TA: 2,4) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.3,3.4,5.3,5.4)	504 Coordinator, Administration, Counselors, Instructional Coach, SPED Lead Teacher, Teacher(s)	Ongoing		Criteria: Elementary and MS/HS Student Progress Trackers, artifacts from meetings, SST referrals

# FORT WORTH ACADEMY OF FINE ARTS

**Goal 2.** (Effective Instruction) FWAFA will provide effective instruction to all students.

**Objective 4.** (Increase Technology Access) FWAFA will increase students' access to technology devices and educational instructional resources through increased number of devices, improved wireless access, and improved computer lab resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement blended learning across the curriculum using Google Classroom, Education Galaxy, Brightfish, Edgenuity My Plan, BrainPop, Generation Genius, Flocabulary, and Chromebooks (Title I TA: 1,3,4,6,8) (Target Group: All,ESL,LEP,SPED,CTE,AtRisk,Dys,504) (Strategic Priorities: 2,3) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s), Technology Services	Ongoing	(F)ESSER SUPP - Fund 283 - \$13,000, (S)Compensatory - PIC 24 - \$2,000, (S)EMAT - \$8,000	Criteria: Usage reports, lesson plans, Chromebook COW Checkout spreadsheet
2. Implement a 1 to 1 Chromebook program for all students. (Title I TA: 1,4,6,8) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s), Technology Services	2hd Semester	(F)ESSER SUPP - Fund 283 - \$194,452	Criteria: Principal newsletter, Chromebook deployment plan, staff and student surveys
3. Provide district-issued laptops to all instructional staff (Title I TA: 1,8) (Strategic Priorities: 1,2,3) (ESF: 2.1,4.1,5.1,5.3)	Administration, Instructional Coach, Technology Services	2nd semester	(F)ESSER SUPP - Fund 283 - \$100,000	Criteria: Laptop deployment plan

# FORT WORTH ACADEMY OF FINE ARTS

**Goal 3.** (Retain High-Quality Teachers) We will retain high quality teachers.

**Objective 1.** (Teacher/Staff Retention) FWFA will retain 57 out of 64 teachers and staff through increased communication, professional development and a positive staff and student culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a mentoring program for new teachers and just-in-time mentoring/coaching from the Instructional Coach to all teachers. (Title I TA: 3,5,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration, Instructional Coach, Teacher(s)	Ongoing		Criteria: Agendas from Mentor/Mentee meetings and events
2. Provide opportunities for teachers to present professional development to their peers. (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Principal, Teacher(s)	Ongoing		Criteria: Agendas and surveys from professional development
3. Provide avenues for teachers to take on leadership roles within the school such as Instructional Leadership Team, Fine Arts Chairs, and Blended Learning Team. (Title I TA: 5,6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2.1)	Principal, Teacher(s)	Ongoing	(S)Compensatory - PIC 24 - \$4,800	Criteria: Meeting Agendas, Artifacts from committee work
4. Identify innovative funding sources to compensate teachers for extra duties such as club, organization, and class sponsorship; ensemble directorship (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 2.1)	TCAA Administration	Ongoing		Criteria: Meeting minutes, stipend artifacts

# FORT WORTH ACADEMY OF FINE ARTS

**Goal 4.** (Safe Environment) We will maintain a safe and nurturing environment for students.

**Objective 1.** Students at FWAFA will consistently demonstrate behaviors that reflect FWAFA PROUD and a safe, nurturing, and positive school climate as assessed by a variety of measurement tools such as a discipline, attendance, and student/staff/parent surveys. The desired outcome is a 5% reduction in discipline referrals and student suspensions, a decline in tardy rates, decrease in study bullying behaviors, and an increase in student attendance and school connectedness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. FWAFA MS/HS will implement Purpose Prep, a social emotional curriculum, during a 30-minute advisory period starting the 2nd semester; FWAFA elementary will implement Purpose Prep during 15 minute morning or afternoon meeting sessions daily starting the 2nd semester. (Title I TA: 1,3) (Target Group: All) (ESF: 3.1,3.2,3.3)	Administration, Counselors, Instructional Coach, Teacher(s), Technology Services	2nd Semester	(F)CRSSA ESSER II - Fund 281 - \$13,000	Criteria: Scope and sequence of topics for grades 3-12; professional development agendas; staff and student surveys
2. Implement FWAFA Proud acronym to overtly teach student's desired behaviors and to set school-wide standards for behavior. (Title I TA: 3,4) (Target Group: All) (ESF: 3.1,3.2)	Administration, Counselors, Teacher(s)	Ongoing	(L)General Supplies - 6399 - \$300	Criteria: Student discipline referrals, FWAFA Proud Artifacts
3. Recognize and celebrate students who show the desired FWAFA PROUD behaviors and/or are high achieving through lunch time performances, STAAR awards, and End-of-Year award assemblies. (Title I TA: 2,7) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,3.2,3.4)	Administration, Counselors, Instructional Coach, Teacher(s)	Each six weeks; EOY	(L)General Supplies - 6399 - \$1,000	Criteria: Assembly artifacts
4. Implement Covid-19 Safety Plan, Process Map, and Synchronous Learning Plan (Title I TA: 1,2,4) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,2.1,3.3)	Administration, Counselors, Instructional Coach, Nurse, TCAA Administration, Teacher(s)	Ongoing		Criteria: Online Student spreadsheet, Contact Tracing Logs, End-of-Six Weeks grades for quarantine students
5. Implement responsive classroom strategies such as overtly teaching desired behaviors and goal setting as well as implement restorative strategies such as restorative conversations at the administration level of discipline offenses. (Title I TA: 3) (Target Group: All,AtRisk) (ESF: 3.1,3.2,3.3,3.4)	Administration, Counselors, Teacher(s)	Ongoing		Criteria: Discipline referrals; Notes from Restorative Conversation meetings
6. Implement TRIBES for building classroom	Administration, Instructional	Ongoing		Criteria: Lesson plan artifacts,



# FORT WORTH ACADEMY OF FINE ARTS

**Goal 4.** (Safe Environment) We will maintain a safe and nurturing environment for students.

**Objective 1.** Students at FWAFA will consistently demonstrate behaviors that reflect FWAFA PROUD and a safe, nurturing, and positive school climate as assessed by a variety of measurement tools such as a discipline, attendance, and student/staff/parent surveys. The desired outcome is a 5% reduction in discipline referrals and student suspensions, a decline in tardy rates, decrease in study bullying behaviors, and an increase in student attendance and school connectedness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
community, increasing classroom climate, and use with community circles. (Title I TA: 4,6) (Target Group: All) (ESF: 3.2)	Coach, Teacher(s)			classroom walk-through data
7. Engage families and community with a weekly school newsletter, weekly Coffee with the Principal, performances and social events throughout the year including PTSO Donuts with Grown-Ups, APEX Fun Run, Ice Cream socials, etc. (Title I TA: 4,7) (Target Group: All) (ESF: 3.1,3.4)	Administration, Counselors, Instructional Coach, Teacher(s)	On-going	(L)General Supplies - 6399 - \$60	Criteria: School newsletter, Coffee Talk videos on FB, performance/event videos/artifacts, social media advertisements

# FORT WORTH ACADEMY OF FINE ARTS

**Goal 5.** (Financial Integrity) We will maintain financial efficiency and integrity.

**Objective 1.** FWAFA will renew educational resources that 70% of teachers utilize over the course of the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administration will utilize usage reports at the end of the year to determine renewal of educational resource decisions. (Title I TA: 1,2,4) (Target Group: All)	Administration, Instructional Coach	End of Year		Criteria: Usage reports from online instructional resources



# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Fort Worth Academy of Fine Arts is an open-enrollment charter school serving 659 students. We have third through twelfth grade. Ethnic distribution for our elementary school is 21% African American, 16% Hispanic, and 46% White. Ethnic distribution for our middle school and high school is 13% African American, 24% Hispanic, and 57% White. 8% of the total student population is at-risk. Our enrollment remains consistent and is growing over last school year.

### Demographics Weaknesses

We do not have an equal distribution of boys and girls. Our student body is comprised of 80% girls and 20% boys.

### Demographics Needs

1. Coordination of planning for instruction and budgeting expenditures for students who have suffered learning loss during the pandemic.
2. Learning opportunities and supplemental instructional materials to address achievement data, learning loss, and individual student needs.

### Demographics Summary

Fort Worth Academy of Fine Arts is an open-enrollment charter school serving 659 students. We have third through twelfth grade. Ethnic distribution for our elementary school is 21% African American, 16% Hispanic, and 46% White. Ethnic distribution for our middle school and high school is 13% African American, 24% Hispanic, and 57% White. 8% of the total student population is at-risk. Our enrollment remains consistent and is growing over last school year. Our needs include coordination of planning for instruction and budgeting expenditures for students who have suffered learning loss during the pandemic and increasing learning opportunities and supplemental instructional materials to address achievement data, learning loss, and individual student needs.

## Student Achievement

### Student Achievement Strengths

# Comprehensive Needs Assessment

The area of reading English Language Arts showed the least learning loss from the impact of Covid-19.

## **Student Achievement Weaknesses**

The areas of math, science, and social studies showed the most learning loss from the impact of Covid-19.

## **Student Achievement Needs**

We need to assess where students are and identify the gaps in their learning. Then using that data, teachers need to make informed decisions about whether to spiral the missed concept back in through Tier 1 instruction, lengthen a grade-level units to include the missed concepts, or provide differentiated instruction by pulling small groups of students and provide targeted instruction.

## **Student Achievement Summary**

Due to the learning losses associated with Covid-19, our state assessment results fell from an A in Domain 1 to a B.

## Fort Worth Academy of Fine Arts Elementary STAAR Scores - Domain 1

Red indicates lower than 90% in meets performance level and higher than 10% in did not meet standard performance level.

	# Tested	Master		Meets or higher		Approaches or higher		Did Not Meet		Component Score	Rating
		#	%	#	%	#	%	#	%		
<b>Masters - Meets - Approaches</b>											
3rd Math 88% - 75% - 50%	48	8	17	22	46	42	88	6	13	50	B
4th Math 82% - 71% - 50%	53	13	25	23	43	44	83	9	17	50	B
5th Math 83% - 69% - 47%	73	30	41	46	63	60	82	13	18	62	A
6th Math 79% - 61% - 39%	81	10	12	29	36	58	72	23	28	40	C
3rd Reading 85% - 74% - 53%	47	24	51	37	79	44	94	3	6	75	A
4th Reading 86% - 75% - 56%	53	17	32	33	62	47	89	6	11	61	A
5th Reading 84% - 76% - 55%	73	36	49	47	64	68	93	5	7	69	A
6th Reading 88% - 78% - 58%	80	23	29	40	50	68	85	12	15	55	B
4th Writing 84% - 72% - 56%	52	13	25	25	48	45	87	7	13	53	B
5th Science 89% - 78% - 58%	73	23	32	41	56	63	86	10	14	58	B

2019 and 2021 Component Score Comparison

2019 Component Score and Rating	2021 Component Score and Rating
65 - A	57 - B

2019 Accountability Component Score Cut Points

A	B	C	D	F
60	48	40	35	0-34

Fort Worth Academy of Fine Arts Middle and High School STAAR Scores - Domain 1

	# Tested	Master		Meets or higher		Approaches or higher		Did Not Meet		Component Score	Rating
		#	%	#	%	#	%	#	%		
7th Math 80% - 63% - 40%	52	3	6	8	15	27	52	25	48	24	F
8th Math 86% - 64% - 45%	70	6	9	32	46	53	76	17	24	44	C
Algebra I 76% - 61% - 37%	66	13	20	26	39	57	86	9	14	48	B
7th Reading 86% - 76% - 57%	85	29	34	58	68	76	89	9	11	64	A
8th Reading 86% - 75% - 57%	60	26	43	48	80	59	98	1	2	74	A
English I 87% - 66% - 56%	58	15	26	43	74	51	88	7	12	63	A
English II 90% - 66% - 57%	39	15	38	37	95	39	100	0	0	78	A
7th Writing 83% - 70% - 54%	86	11	13	38	44	75	87	11	13	48	B
8th Social Studies 82% - 70% - 50%	61	7	11	23	38	46	75	15	25	44	C
U.S. History 78% - 62% - 43%	47	30	64	43	91	47	100	0	0	78	A
8th Science 81% - 69% - 52%	61	7	11	28	46	46	75	15	25	44	C
Biology 84% - 62% - 40%	59	9	15	41	69	54	92	5	8	59	B



## 2019 and 2021 Component Score Comparison

2019 Component Score and Rating	2021 Component Score and Rating
65 - A	57 - B

### 2019 Accountability Component Score Cut Points

A	B	C	D
60	48	40	35

## Performance Level Descriptors

**MASTERS GRADE LEVEL** - Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Tier 1

**MEETS GRADE LEVEL** - Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Tier 1 with some Tier 2 at times

**APPROACHES GRADE LEVEL** - Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention.

Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

Tier 2

**DID NOT MEET GRADE LEVEL** - Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

Tier 3

## FWAFA Elementary 2019 and 2021 Comparison at the Meets Performance Level

Subject	2019 State %	2019 Campus %	2021 Campus %
3rd Math <small>2019 - 75% ; 2021 - 75%</small>	49	54	46
4th Math <small>2019 - 71%; 2021 - 71%</small>	48	40	43
5th Math <small>2019 - 72%; 2021 - 69%</small>	58	54	63
6th Math <small>2019 - 61%; 2021 - 61%</small>	47	71	36
3rd Reading <small>2019 - 76%; 2021 - 74%</small>	45	77	79
4th Reading <small>2019 - 75%; 2021 - 75%</small>	44	57	62
5th Reading <small>2019 - 76%; 2021 - 76%</small>	54	81	64
6th Reading <small>2019 - 78%; 2021 - 78%</small>	37	65	50
4th Writing <small>2019 - 72%; 2021 - 72%</small>	35	54	48
5th Science <small>2019 - 78%; 2021 - 78%</small>	49	81	56

\*Increase in 4 out of 10 subject areas; 2 of the subjects had a decrease in the performance level standard from 2019 to 2021.

\*\*Decrease in 6 out of 10 subject areas; all of the subjects had the same performance level standard from 2019 to 2021.

FWAFA Middle and High School 2019 and 2021 Comparison at the Meets  
Performance Level

<b>Subject</b>	<b>2019 State %</b>	<b>2019 Campus %</b>	<b>2021 Campus %</b>
7th Math <small>2019 - 63%; 2021 - 63%</small>	43	47	15
8th Math <small>2019 - 64%; 2021 - 64%</small>	57	71	46
Algebra I <small>2019 - 61%; 2021 - 61%</small>	61	73	39
7th Reading <small>2019 - 74%; 2021 - 76%</small>	49	72	68
8th Reading <small>2019 - 75%; 2021 - 75%</small>	55	88	46
English I <small>2019 - 66%; 2021 - 66%</small>	50	87	74
English II <small>2021 - 69%; 2021 - 66%</small>	49	87	95
7th Writing <small>2019 - 72%; 2021 - 70%</small>	42	67	44
8th Social Studies <small>2019 - 70%; 2021 - 70%</small>	37	44	38
U.S. History <small>2019 - 63%; 2021 - 62%</small>	73	89	91
8th Science <small>2019 - 71%; 2021 - 69%</small>	51	54	46
Biology <small>2019 - 60%; 2021 - 62%</small>	62	81	69

\*Increase in 2 out of 12 subject areas; both subjects had a decrease in the performance level standard.

\*\*Decrease in 10 out of 12 subject areas; 2 of the subjects had an increase in the performance level standard while 2 of the subjects had a decrease in the performance standard and the other 8 remained the same.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

FWAFA has an active student body that is engaged in a variety of events and performances throughout the year both connected to the performing arts and extra-curricular clubs and organizations. Students report that they like coming to school because of the arts.

### School Culture and Climate Weaknesses

Data shows that our students struggle with depression, anxiety, suicide ideation, and bipolar disorder. 33% of students in grades 3-12 have a diagnosed mood disorder. Last year, 54% of 12th graders had a diagnosed mood disorder. We also have reports of cyber bullying through social media platforms such as snapchat, TikTok, and Instagram.

### School Culture and Climate Needs

We need a comprehensive Positive Behavior Intervention Program coupled with a robust social-emotional learning curriculum. The program needs to cover a variety of stops from self-regulating feelings and emotions as well as college and career readiness action steps.

### School Culture and Climate Summary

Although the majority of students at FWAFA are well-behaved and engaged in the school, there is a large percentage of students who struggle with behavior and mood disorders. We must provide a safe, nurturing environment where students are taught self-regulation strategies to be successful.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

There is a core group of FWAFA teachers who have been at the school for 5+ years who are effective at both student achievement and student culture. They serve on the Instructional Leadership Team and help to make school-wide decisions that impact all stakeholders.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Weaknesses

Since 2017, there has been high (over 30%) staff turnover each year. 15% of our teachers are new to the profession teachers. Some of our teachers are not state certified.

## Staff Quality, Recruitment and Retention Needs

With the high turnover rate and number of new to the profession teachers, we need a strong on-boarding process to both the curriculum and instruction facets of the school as well as the culture of the school. We also need an instructional coach who will support teachers in their implementation of data-driven decision making, TEKS Resource System, and technology integration. We also need a strong mentoring system that provides colleague-level support throughout the year. Lastly, the organization is in dire need of raising the salaries so that we are a competitive place to work among other school districts and charters and a salary scale so that there is equity among teachers with similar years of experience and duties.

## Staff Quality, Recruitment and Retention Summary

Systemic upgrades such as a salary scale and increased pay for teachers is needed to retain the highest quality teachers that we can and attract teachers to FWAFA. Staffing is one of the greatest challenges of the school.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Strengths

FWAFA adopted TEKS Resource System last school year.

## Curriculum, Instruction and Assessment Weaknesses

Although we adopted the TEKS Resource System in the 2020-2021 school year, our STAAR scores continue to show that there is misalignment with our curriculum and the state standards because students are earning approaches instead of meets and masters.

## Curriculum, Instruction and Assessment Needs

# Comprehensive Needs Assessment

We need time for professional development in using TEKS Resource System to create an Instructional Planning Calendar, in understanding the Instructional Focus Document, and for teachers to understand how each standard is assessed using the resources provided in the system. We need teacher buy-in to make changes to their existing curriculum. We also need a data tool such as MAP Assessment to identify where our students are and identify the gaps in their knowledge. In our elementary reading, we need to provide authentic literacy experiences and move away from the basal reader. We need to differentiate instruction throughout the school. Teachers need to have an understanding of how to do that. Teachers also need to understand how to identify learning resources that are aligned to the standards and choose resources that in the same format and level of rigor as STAAR.

## Curriculum, Instruction and Assessment Summary

Although we adopted the TEKS Resource System in the 2020-2021 school year, the area of curriculum and instruction continues to be a high need area as scores show that our curriculum is out of alignment with the state standards in many areas.

## Family and Community Involvement

### Family and Community Involvement Strengths

FWAFA has strong family and community involvement in the form of an active PTSSO and parent/community engagement through our performances throughout the year. Data shows that the weekly Principal Newsletter on average gets 800 views a week and the weekly Coffee with the Principal gets on average 300 views a week. Parents have volunteer opportunities through PTSSO and through clubs and organizations in our older grades. Teachers use Google Classroom and JupiterEd to communicate on a regular basis with parents. The majority of parents and students have a Parent Portal account to check grades and attendance. Surveys were used throughout the year to gain parent input on Covid-19 procedures.

### Family and Community Involvement Weaknesses

Teachers predominantly use email instead of making a phone call home to notify parents of behavior and/or academic concerns. This is often not the best method as parents sometimes react negatively to the situation and the situation goes unresolved.

### Family and Community Involvement Needs

FWAFA needs phone lines in each teacher's room so that teachers can easily make phone calls home when an issue arises.

# Comprehensive Needs Assessment

## Family and Community Involvement Summary

Although FWFA has excellent parent/community engagement in the form of PTSO and performances, a need for better communication between teachers and parent/care givers exists when it comes to correcting academic and/or behavioral concerns in the classroom.

## School Context and Organization

### School Context and Organization Strengths

The school has an extended school day so that there is adequate time for both arts and academics. The middle school and high school are on a modified block schedule so classes are typically 101 minutes long. The elementary school academic schedule consists of classes that are at least 75 minutes each day. Students in elementary school go to 3 fine arts classes a day and middle and high school students spend approximately half of their day engaged in the fine arts.

We have an Instructional Leadership Team that consists of Academic Department Chairs, Fine Arts Chairs, and elementary and middle school representatives. This group is a major stakeholder in the school decision making processes including comprising the Site-Based Decision Making Team. We also have various committees such as the Health and Safety Committee that is comprised of teachers who make decisions in these areas.

### School Context and Organization Weaknesses

Because of our small size and the wide range of grade levels from 3rd to 12th grade, our master schedule does not allow for shared planning time to have Professional Learning Communities by content area or grade level.

### School Context and Organization Needs

We need to spend the half-days at the end of each six weeks and budget for pull-out days for academic teachers on professional development that would support data-driven decision making, updating Instructional Planning Calendars, and collaborative planning with vertical teams.

### School Context and Organization Summary

FWFA has a strong Instructional Leadership Team comprised of various stakeholders throughout the school to lead and make decisions about the school. We need to continue to create opportunities for job-embedded professional development where teachers are engaged in the work of data-driven decision making, instructional planning calendars,

# Comprehensive Needs Assessment

## School Context and Organization Summary (Continued)

and collaborative planning.

## Technology

### Technology Strengths

During the 2020-2021 school year, major upgrades were made to the wireless access system and server switches. We also went from 30 laptops/Chromebooks in the 2019-2020 school year to almost 200 Chromebooks and 6 carts with wireless hubs on each cart. We implemented Google Classroom with fidelity across the school and became a Google Suite organization. We deployed 330 Google Classrooms after one week of professional development. We also implemented BrightFish and Education Galaxy in the lower grades. Teachers are using Google form, docs, and slides to increase student engagement.

### Technology Weaknesses

Despite our best efforts, we are far from being a 1 to 1 device campus in grades 5-12. Although we made major improvements to the wireless access throughout the building, we still have reports of slow or spotty internet service. Because of our lack of devices, we had to spread out testing days out over 24 school days. This was a disruption to the instruction that was happening in the school because classes had to be re-assigned to different rooms and often times different teachers. In addition, we need a full-time instructional technology support that can be easily reached and communicated with. We need a workable solution for placing a help-desk ticket and getting information on when the issue will be resolved and from an administrator standpoint, how much the issue will cost to resolve. We need an easier to use inventory system and student device check out process. Our faculty and staff need updated technology as well. Most use very old desktops. Our faculty does not have access to laptops.

### Technology Needs

FWAFA needs a dedicated Technology Committee that has the release time to put together a technology strategic plan for the next five years and create a budget to support the plan. The Committee also needs to create a Technology Handbook patterned after Lake Worth ISD to set expectations and processes around technology use. Surveys need to be created to get input from teachers and students about internet access to get real data around the issue as well as analyze user reports from our various web-based educational resources.

### Technology Summary

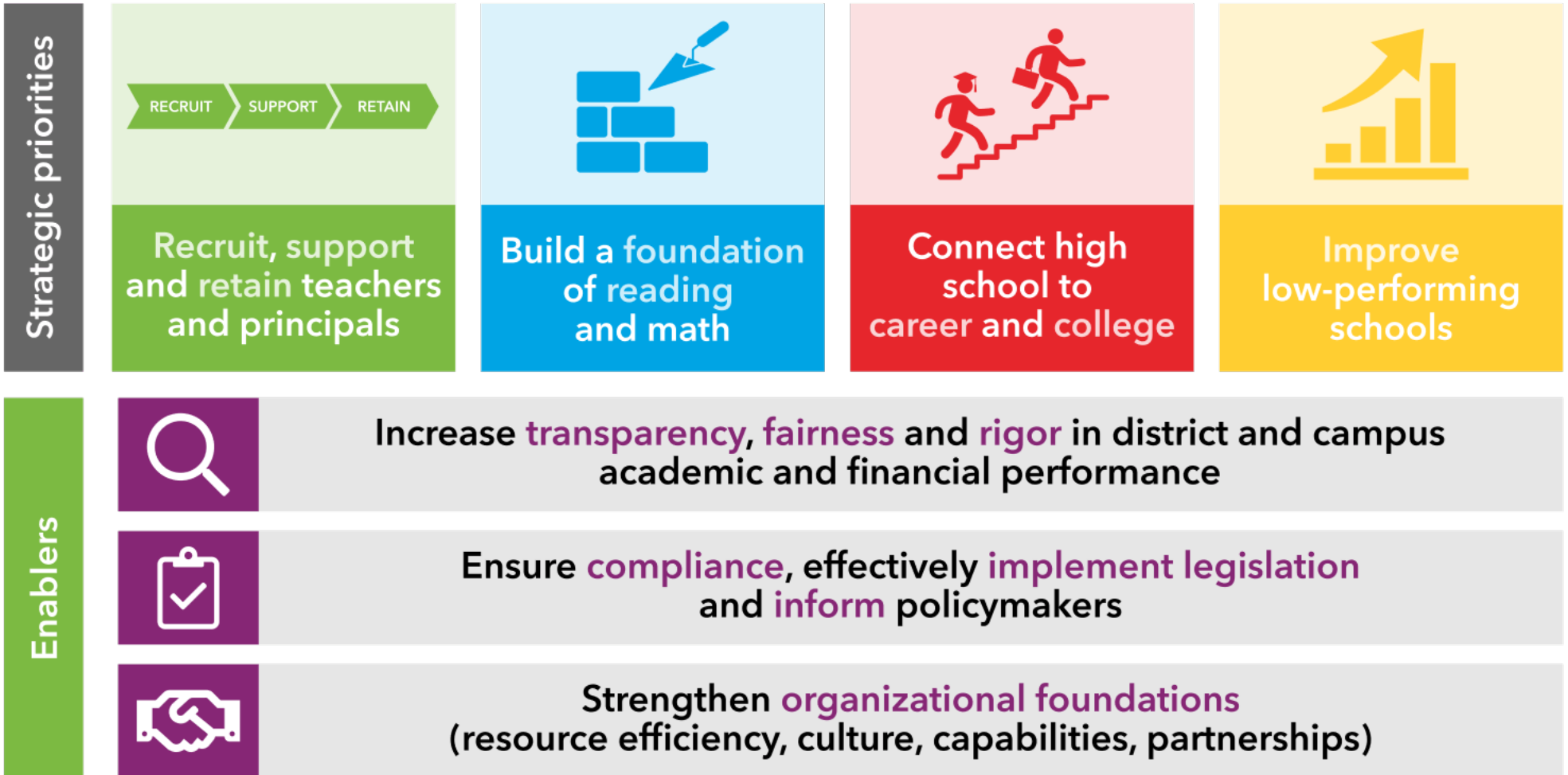


# Comprehensive Needs Assessment

## Technology Summary (Continued)

FWAFA is behind the times and less competitive in the area of technology due to our lack of infrastructure, devices, and personnel resources.

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*