

FORT WORTH ACADEMY OF FINE ARTS

District/Campus Improvement Plan

2023/2024



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

Date Reviewed:

Date Approved: 09/19/2023

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
Wallace, Kiera	Assistant Principal
Cook, Leslie	Instructional Specialist
Polman, Kevin	Science Department Chair
Mueller, Karen	Social Studies Department Chair
Hill, Jackson	Director, Children's Choir of Texas
Langford, Krista	Dance Department Chair
Heath, Lindy	Theatre Department Chair
Endres, Jennifer	Visual Art Department Chair
Herrera, Debbi	Middle School Teacher
Wiggins, Ryan	Elementary Teacher
Ward, Scott	SPED Coordinator
Martin, Dana	Parent
Barker, Kaitlin	9-12 Counselor
Reese, Ciara	3-8 Counselor

Resources

Resource	Source
ESSER SUPP - Fund 283	Federal
IDEA, B - Fund 224	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
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 a component score of 51% to 53% in grades 3-9 math/Algebra on STAAR/EOC.

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 06/07/23 - Pending (S)
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 Progress Learning 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)EMAT - \$6,500	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 meet their growth target from BOY to EOY in MAP tested subjects - grades 3-8 math & Algebra.

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 Progress Learning 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 - \$6,500	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 a component score of 71 to a component score of 73 in grades 3-8 Reading & Language Arts, English I, and English II on the STAAR/EOC assessments

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,EB) (Strategic Priorities: 2) (ESF: 4.1)	Administration, Instructional Coach, Teacher(s)	On-going	(S)Bilingual - PIC 25 - \$5,000	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 Progress Learning 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 - \$6,500	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 meet their MAP growth target from the BOY to the EOY in grades 3-8 Reading Language Arts, English I and English II.

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 - \$5,000	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 - \$250	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 the component score from 57 to 59 in grades 5, 8, and Biology on STAAR/EOC

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 the component score from 58 to 60 in grades 8 and 11 STAAR/EOC Social Studies.

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,EB,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,EB,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 1416 tutoring program using Edgenuity My Plan and Progress Learning resources as well as teacher resources for staffing. (Title I TA: 1,3,4,5,8) (Target Group: ESL,EB,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 - \$30,000	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 - \$0	Criteria: Lesson plans, Google Classrooms

FORT WORTH ACADEMY OF FINE ARTS

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

Objective 2. (Coaching and Feedback Cycle) FWAFA 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 T-TESS rubric. (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) FWFA will provide effective instruction to all students.

Objective 3. (Data-Driven Decision Making) FWFA 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		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, Progress Learning, Edgenuity My Plan, BrainPop, Generation Genius, Flocabulary, and Chromebooks (Title I TA: 1,3,4,6,8) (Target Group: All,ESL,EB,SPED,CTE,AtRisk,Dys,504) (Strategic Priorities: 2,3) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s), Technology Services	Ongoing	(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	(S)Career & Tech - PIC 22 - \$10,000	Criteria: Principal newsletter, Chromebook deployment plan, staff and student surveys

FORT WORTH ACADEMY OF FINE ARTS

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

Objective 1. (Teacher/Staff Retention) FWFAFA will retain 57 out of 72 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 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		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 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 631 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.

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

All subject areas of STAAR remain consistent and steady with a few decreases in math areas.

Student Achievement Weaknesses

Our student achievement/STAAR scores continue to be affected by the number of new to the profession teachers that we have in tested subjects.

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

Our reading and English EOCs remain consistently high while we struggle to show improvement in math.

2023 Elementary STAAR Scores - Domain 1

	# Tested	Master		Meets or higher		Approaches or higher		Did Not Meet		Component Score	Scale Score Rating
		#	%	#	%	#	%	#	%		
3rd Math	37	12	32%	29	78%	35	94%	2	5%	68 +3	92 - A
Region 11			19%		43%		71%		28%	44	72 - C
Texas			19%		44%		73%		28%	45	73 - C
4th Math	60	14	24%	27	45%	43	71%	17	29%	47 -12	75 - C
Region 11			22%		47%		69%		31%	46	74 - C
Texas			22%		47%		70%		30%	46	74 - C
5th Math	63	16	25%	36	57%	54	86%	9	14%	56 -7	85 - B
Region 11			21%		49%		78%		21%	49	77 - C
Texas			21%		50%		80%		20%	50	77 - C
6th Math	82	5	6%	26	32%	65	80%	17	21%	39 -10	67 - D
Region 11			16%		40%		76%		25%	44	72 - C
Texas			15%		38%		74%		26%	42	71 - C
Overall Domain 1 Performance Summary											
3rd Reading	37	16	43%	32	86%	35	94%	2	5%	74 -12	94 - A
Region 11			20%		51%		77%		23%	49	77 - C
Texas			20%		51%		77%		23%	49	77 - C
4th Reading	60	18	30%	44	73%	53	88%	7	12%	64 -11	91 - A
Region 11			22%		48%		78%		22%	49	77 - C

Texas			21%		47%		78%		22%	49	77 - C
5th Reading	65	19	29%	44	67%	62	95%	3	5%	64 +1	91 - A
Region 11			29%		57%		81%		19%	56	85 - B
Texas			28%		56%		81%		19%	55	83 - B
6th Reading	86	28	33%	63	74%	80	94%	6	7%	67 +4	92 - A
Region 11			22%		52%		76%		24%	50	77 - C
Texas			22%		51%		75%		25%	49	77 - C
5th Science	65	22	34%	39	60%	56	76%	9	14%	57 -5	86 - B
Region 11			16%		36%		66%		35%	39	67 - D
Texas			15%		34%		64%		36%	38	65 - D

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

	# Tested	Masters		Meets or higher		Approaches or higher		Did Not Meet		Component Score	Scale Score Rating
		#	%	#	%	#	%	#	%		
7th Math	63	1	2%	13	21%	44	70%	19	30%	31 +/-0	56 - F
Region 11			10%		35%		61%		38%	35	60 - D
Texas			10%		35%		61%		39%	35	60 - D
8th Math	83	21	25%	50	60%	73	88%	10	12%	58 +11	88 - B
Region 11			17%		44%		74%		26%	45	73 - C
Texas			16%		44%		74%		26%	45	73 - C
Algebra I	60	18	30%	34	57%	56	93%	4	7%	60 +4	90 - A
Region 11			24%		45%		77%		23%	49	77 - C
Texas			24%		45%		78%		22%	49	77 - C
7th Reading	86	40	47%	65	76%	83	97%	3	3%	73 -9	93 - A
Region 11			27%		54%		77%		23%	53	80 - B
Texas			26%		52%		76%		24%	51	78 - C
8th Reading	82	50	61%	75	91%	80	98%	2	2%	83 +6	96 - A
Region 11			27%		55%		82%		18%	55	83 - B
Texas			27%		56%		82%		18%	55	83 - B
English I	51	15	29%	48	94%	50	98%	1	2%	74 +4	94 - A
Region 11			15%		56%		72%		28%	48	76 - C
Texas			14%		54%		70%		29%	46	74 - C
English II	55	10	18%	47	85%	54	98%	1	2%	67	92 - A

										-11	
Region 11			9%		58%		75%		25%	47	75 - C
Texas			9%		56%		74%		26%	46	74 - C
8th Social Studies	84	6	7%	30	36%	63	75%	21	25%	39 +6	67 - D
Region 11			16%		32%		61%		39%	36	62 - D
Texas			16%		32%		61%		39%	36	62 - D
U.S. History	60	28	47%	52	87%	60	100%	0	0	78 -4	95 - A
Region 11			41%		73%		95%		5%	70	93 - A
Texas			39%		71%		95%		5%	68	92 - A
8th Science	82	6	7%	25	30%	63	76%	19	23%	38 +1	65 - D
Region 11			16%		45%		73%		28%	45	73 - C
Texas			16%		45%		73%		28%	45	73 - C
Biology	51	21	41%	46	91%	51	100%	0	0	77 +2	94 - A
Region 11			23%		59%		91%		11%	58	88 - B
Texas			22%		57%		89%		11%	56	85 - B

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

Component Score Calculation

$$\frac{\% \text{ of Tests Scoring Approaches Grade Level or Above on STAAR or Level II Satisfactory or Above on STAAR Alt 2} + \% \text{ of Tests Scoring Meets Grade Level or Above on STAAR or Level II Satisfactory or Above on STAAR Alt 2} + \% \text{ of Tests Scoring Masters Grade Level on STAAR or Level III Accomplished on STAAR Alt 2}}{3}$$

Summary

Component Score Comparison by Subject

	Math	Reading	Science	Social Studies
21-22	52	74	58	58
22-23	51 - C	71 - A	57 - B	59 - B

In the 21-22 school year, the overall component score for Texas was 48. The overall component score for FWFA in the 22-23 school year is a 60 - scale score 90-A.

Take-Aways

Overall, our component score decreased from the 21-22 school year to the 22-23 school year. By subject, our component score decreased in 9 areas and increased in 11 areas.

FWFA faced challenges with implementing a new math curriculum, supporting 6 teachers who were either new to the profession or new to STAAR in STAAR-tested subjects.

Embedded literacy skills integrated in fine arts classes continue to bolster our reading scores along with good first reading and writing instruction in E/RLA classes. Math, science, and social studies continue to be areas of opportunity in middle school.

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. 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 topics 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. 9 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 two years ago.

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 PTSO 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 PTSO 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.

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

Teachers need professional development and support on communicating over the phone or in person with parents.

Comprehensive Needs Assessment

Family and Community Involvement Summary

Although FWAFA 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

FWAFA 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. Currently, every elementary academic class has it's own set of Chromebooks. We also provide students with a Chromebook if they do not have one.

Technology Weaknesses

Despite our best efforts, we are far from being a 1 to 1 device campus in grades 5-12. At the end of this year, 250 Chromebooks will be out of date and need to be replaced.

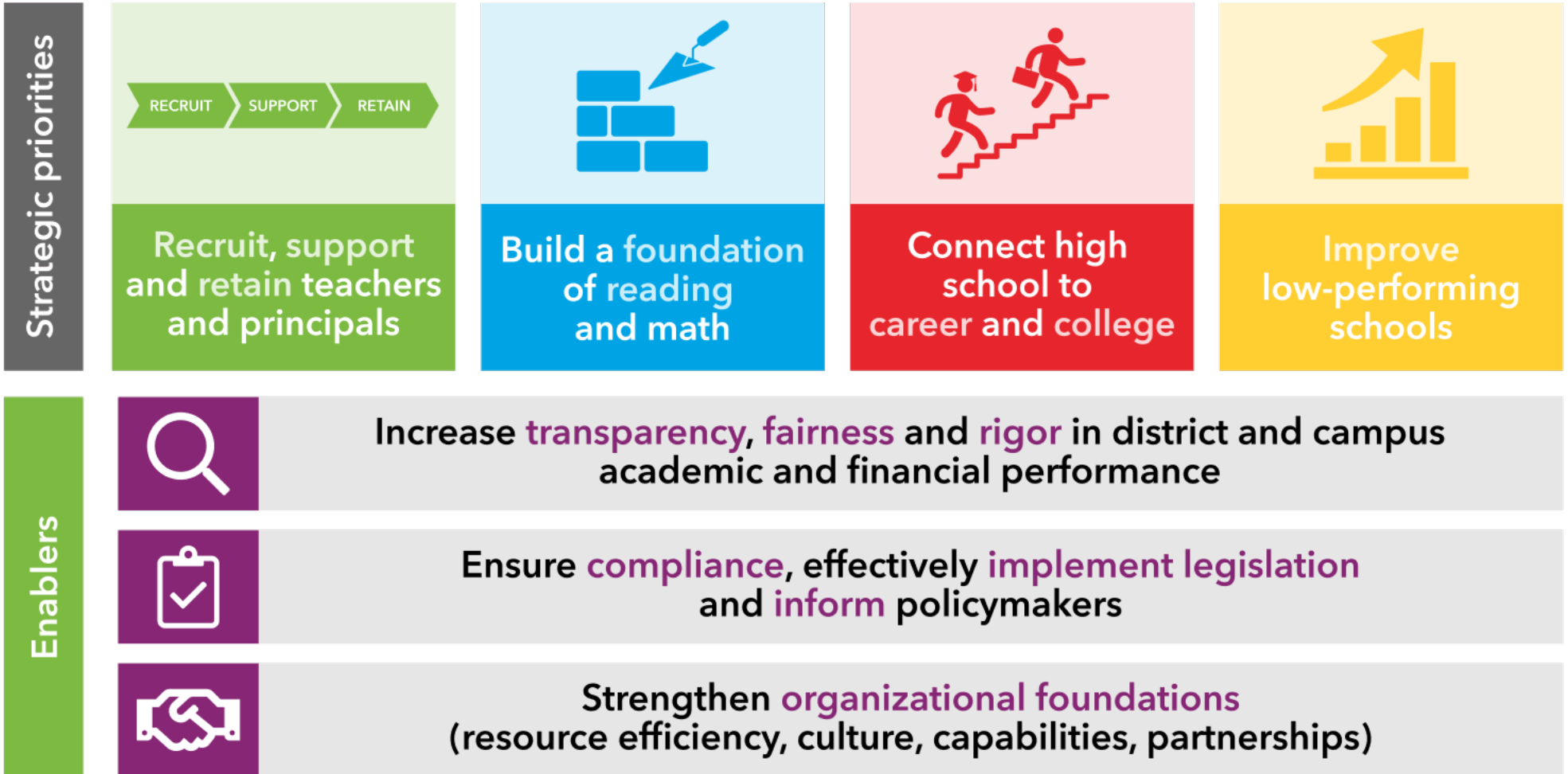
Technology Needs

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

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>*