FORT WORTH ACADEMY OF FINE ARTS

FWAFA Elementary and Secondary Campus Improvement Plan 2026/2027

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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
Ledbetter, Amber	Principal
Luman, Darin	Assistant Principal
Cook, Leslie	Instructional Specialist
Searway, Crisanta	Elem/MS Counselor
Barker, Kaitlin	HS Counselor
Herrera, Debbi	English Dept Chair
Jones, Carley	Math Department Chair
Polman, Kevin	Science Dept Chair
Mueller, Karen	Social Studies Dept Chair
Kirby, Nancy	CTE/Visual Arts Dept Chair
Reinhart, Abbey	MS Lead
Wiggins, Ryan	Elem Lead

Comprehensive Needs Assessment

Demographics

Demographics Strengths

The campus serves a population of 668 students across Grades 3–12, providing educational continuity across elementary, middle, and high school grade levels.

High Graduation Retention Across All Groups: The campus maintains a 98.4% overall 4-year graduation rate, achieving 100% graduation rates across African American, White, Two or More Races, Economically Disadvantaged, Special Education (SPED), and Emergent Bilingual (EB) sub-groups.

Low At-Risk Rate: The overall campus at-risk population stands at 22%, reflecting strong student commitment to FWAFA's combined academic and fine arts curriculum.

Demographics Weaknesses

Sub-group CCMR Disparities: Significant post-secondary readiness gaps exist among specific student populations: Economically Disadvantaged students (33% CCMR), Emergent Bilingual students (33% CCMR), and students of Two or More Races (40% CCMR), compared to the campus average of 76%.

Socioeconomic Variation Across Campuses: Economic disadvantage rates vary between campuses (22.6% in Secondary vs. 8.9% in Elementary), requiring targeted resource allocation for middle and high school students.

Demographics Needs

Targeted outreach and individualized College, Career, and Military Readiness (CCMR) progress tracking for Economically Disadvantaged, Emergent Bilingual, and multiracial students starting in 10th grade.

Demographics Summary

FWAFA maintains an engaged student body with exceptional overall graduation rates across all demographic groups. However, intentional support and targeted resources are required to ensure Economically Disadvantaged, Emergent Bilingual, and other sub-groups achieve post-secondary readiness (CCMR) at rates equal to the campus average.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

Reading and Literacy Performance: 92% of all students achieve Meets Grade Level or Above on STAAR Reading/Language Arts, with 83% of Economically Disadvantaged students reaching Meets Grade Level and an 88% TELPAS progress rate for Emergent Bilingual student

Strong Overall Academic Growth: The campus earns an 83% STAAR Academic Growth score, driven by solid growth in both Reading at 82% and General Education Mathematics at 83%.

High Core Content Mastery: Student performance in Science at 76% Meets Grade Level and Social Studies at 78% Meets Grade Level remains consistently high across grade spans.

High Graduation Retention: The campus maintains a 98.4% overall 4-year graduation rate, with 100% graduation rates across African American, White, Two or More Races, Economically Disadvantaged, Special Education (SPED), and Emergent Bilingual (EB) sub-groups.

Student Achievement Weaknesses

Significant Mathematics Performance Gap: Overall STAAR Mathematics performance lags behind reading, with 51% of students reaching Meets Grade Level or Above.

Special Education Academic Disparities: Current Special Education (SPED) students experience substantial academic gaps in mathematics, with 20% achieving Meets Grade Level and an Academic Growth score of 64%.

TSI Mathematics Readiness Bottlenecks: Only 51% of graduating seniors meet TSI Mathematics college readiness standards, creating a bottleneck for overall post-secondary readiness. .

Sub-group CCMR Disparities: College, Career, and Military Readiness (CCMR) rates are lower for Economically Disadvantaged students (33%), Emergent Bilingual students (33%), and students of Two or More Races (40%) compared to the campus average (76%).

Student Achievement Needs

Daily, structured mathematics intervention during advisory periods utilizing adaptive IXL skill plans and TCMPC-aligned re-teaching.

Early TSI Mathematics diagnostics in 10th and 11th grade to identify at-risk students and provide targeted prep prior to senior year.

Individualized IEP mathematics pathways, NWEA MAP RIT growth tracking, and SPED co-teaching models to increase SPED STAAR Mathematics Meets performance from 20% to 45%.

Targeted CCMR audits and subsidized testing access for Economically Disadvantaged and Emergent Bilingual high schoolers starting in 10th grade.

Comprehensive Needs Assessment

Student Achievement Summary

Fort Worth Academy of Fine Arts demonstrates outstanding student performance in reading, literacy, core science, social studies, and overall graduation rates. However, mathematics performance, particularly for Special Education students, TSI Mathematics readiness, and post-secondary CCMR qualification for high-need student sub-groups represent the primary academic areas requiring targeted campus intervention and support.

School Culture and Climate

School Culture and Climate Strengths

Student engagement is high due to a shared commitment to fine arts training.
Physical safety procedures, threat assessments, and visitor screening protocols comply with 100% of state requirements.

School Culture and Climate Weaknesses

Students require additional direct instruction regarding digital safety, cyberbullying prevention, and healthy dating relationships.
Attendance fluctuations in specific grade levels negatively affect learning consistency.

School Culture and Climate Needs

Scheduled guidance lessons on anti-bullying, digital safety, and dating violence awareness during advisory periods.
Active promotion of a 24-hour anonymous reporting system with established administrative response timelines of under 48 hours.
Weekly attendance monitoring and incentive programs to maintain daily attendance at 96% or higher.

School Culture and Climate Summary

The school climate is supportive, creative, and safe. Expanding student instruction regarding online safety, dating violence awareness, and daily attendance will help protect student well-being and instructional time.

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

The district utilizes the Teacher Incentive Allotment to financially reward effective teachers based on student growth metrics and performance evaluations.

Novice teachers receive structured guidance and mentorship from experienced educators.

Staff Quality, Recruitment and Retention Weaknesses

Recruiting certified Core and Special Education teachers remains difficult due to regional competition.
New teachers require faster onboarding regarding core curriculum tools and pacing guides.

Staff Quality, Recruitment and Retention Needs

Substitute teacher coverage to allow mentor and mentee teachers time to observe each other in the classroom.

Additional internal leadership opportunities, such as department chairs and team leads, supported by stipends.

Staff Quality, Recruitment and Retention Summary

The campus maintains strong retention incentives through performance stipends and grant programs. Retaining effective educators requires protecting planning periods, maintaining mentorship observation time, and offering clear career advancement opportunities.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Core subjects follow a state-aligned curriculum system for instructional planning and unit pacing.
Teachers utilize state-approved learning materials for mathematics, science, social studies, and technical education.
NWEA MAP Growth assessments are administered three times per year to track individual student progress in mathematics, reading, and science.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

Applied mathematics skills taught in technical lab courses need stronger alignment with core geometry and algebra standards.
The utilization of academic intervention time during advisory blocks varies across grade levels.

Curriculum, Instruction and Assessment Needs

Joint planning time between technical education instructors and core mathematics teachers to align classroom lessons with lab work.
Structured weekly team meetings focused on analyzing student growth data from benchmark assessments.
Staff training regarding differentiated instruction methods for students of varied learning levels.

Curriculum, Instruction and Assessment Summary

The campus maintains a structured curriculum framework supported by aligned instructional materials and regular assessments. Continued progress requires using weekly collaborative planning time to convert assessment data into targeted re-teaching strategies.

Family and Community Involvement

Family and Community Involvement Strengths

Family and community attendance at fine arts performances, exhibitions, and showcases is consistently high.

Family and Community Involvement Weaknesses

Parent attendance is lower at academic workshops regarding testing, dual credit options, and student progress reports than at fine arts events.
Families of high-need student groups require more accessible guidance regarding financial aid applications and college enrollment deadlines.

Family and Community Involvement Needs

Combining academic and college planning workshops directly with fine arts showcase events to increase parent attendance.
Clear communication explaining dual credit expectations, testing schedules, and student growth reports.
Informational workshops focused on college readiness for high school families.

Family and Community Involvement Summary

Family engagement is exceptionally strong during fine arts events. The primary goal is to link academic and college planning events to arts performances so families receive comprehensive support.

School Context and Organization

School Context and Organization Strengths

The daily schedule includes a dedicated advisory period for academic intervention without removing students from fine arts classes.
Early College High School opportunities are supported by a dedicated Dual Credit Facilitator.
Teachers have protected weekly planning time built into the master schedule.

School Context and Organization Weaknesses

Balancing core academic requirements, college classes, technical labs, and fine arts rehearsals within one school day is complex.
Counselors require a single system to track each student's college and career readiness status in real time.

School Context and Organization Needs

Protecting non-instructional teacher planning periods from outside interruptions.
A shared tracking tool managed jointly by counselors, program coordinators, and dual credit facilitators.

Comprehensive Needs Assessment

School Context and Organization Summary

The organizational structure effectively supports both fine arts training and academic planning. Protecting intervention periods from non-instructional interruptions is vital to sustaining academic support.

Technology

Technology Strengths

A one-to-one student-to-device ratio is maintained across grades 3 through 12 for campus learning. Students 7-12 are able to take their device home.
Students have continuous access to digital instructional platforms for mathematics, reading, science, and technical courses.

Technology Weaknesses

Device wear and tear requires ongoing maintenance and rapid repairs, particularly for lower-income students.
Teachers require additional training on using software data dashboards to group students by skill need during short intervention periods.

Technology Needs

Technical support services that complete device repairs within 24 hours.
Practical staff training on utilizing assessment analytics to organize small-group instruction efficiently.

Technology Summary

Technology hardware and digital resources remain strong across the campus. Current priorities focus on maintaining device reliability and helping teachers use software analytics efficiently during instructional time.

FORT WORTH ACADEMY OF FINE ARTS

Goal 1. (Student Achievement) FWAFA will sustain and enhance high levels of student achievement across all core subjects and unique formalized fine arts training through strategic planning and instructional excellence. Educators with clearly defined roles and responsibilities will develop, implement, and monitor rigorous instructional practices and enrichment opportunities that ensure all students graduate college- and career-ready.

Objective 1. (CCMR Acceleration, TSI Math Mastery, ECHS & Dual Credit Expansion) Accelerate post-secondary readiness by expanding ECHS, dual credit opportunities, and providing targeted TSI Math and SAT/ACT prep to ensure all students graduate college- and career-ready.

Objective 2. (3rd–12 Mathematics & Reading Performance) Systematically monitor and accelerate student academic growth in core reading and math through tri-annual NWEA MAP assessments and adaptive IXL diagnostic skill plans during daily advisory periods.

Objective 3. (Closing the Gap in Special Education (SPED) Mathematics & Reading) Close academic achievement gaps for Special Education students in reading and math by integrating individualized IXL learning paths, NWEA progress monitoring, and co-planned inclusive classroom instruction.

Objective 4. (Science & Social Studies Conceptual Mastery via TCMPC, SAVVAS, & NWEA) Ensure strong academic achievement in science and social studies by delivering TCMPC-aligned SAVVAS core curricula and tracking student conceptual growth using tri-annual NWEA MAP Science assessments.

Objective 5. (Construction Management CTE Pathway Expansion via iCEV) Expand career technical education by delivering iCEV Construction Management coursework and establishing industry partnerships to drive student completion of OSHA and NCCER industry certifications.

Objective 6. (Closing Sub-group CCMR Gaps) Target post-secondary achievement gaps by conducting individual CCMR audits for Economically Disadvantaged, Emergent Bilingual, and multiracial students to ensure equal access to college/career pathways.

Objective 7. (Fine Arts Formalized Curriculum Alignment & Program Growth (TBC & Visual Arts)) Establish 100% formal curriculum alignment across all unique fine arts disciplines to build sequential K–12 skill progression, expand enrollment in Texas Boys Choir (TBC) and Visual Arts programs, and support student participation in regional and state extracurricular opportunities.

Goal 2. (Effective Instruction) FWAFA will ensure effective instruction in every classroom through aligned curriculum, high-quality teaching practices, and ongoing professional development. Instructional staff with clearly defined roles and responsibilities will design, deliver, and monitor engaging, data informed lessons that support academic excellence and prepare all students for college and career success.

Objective 1. (TCMPC Framework Implementation & Bluebonnet Learning Math Alignment (Target: Math Growth 83%->90%)) Strengthen instructional quality across core math classrooms by fully aligning Bluebonnet Learning materials with TCMPC pacing, utilizing NWEA MAP data in PLCs, and executing targeted SPED growth protocols.

Objective 2. (Differentiated Instruction & Inclusive Practices for SPED) Equip instructional staff to deliver effective differentiated instruction and verify accommodation fidelity though professional development and routine administrative walkthroughs.

Objective 3. (CTE & Core Math Alignment via iCEV & TCMPC Math TEKS) Ensure high-quality technical and academic instruction by co-designing applied math modules between CTE and core math faculty while supporting CTE staff with specialized industry and safety training.

Objective 4. (Professional Learning Communities in Elementary) Foster collaborative instructional planning by protecting weekly PLC time in the master schedule and utilizing TCMPC-aligned four-question agendas to analyze assessment data and plan student interventions.

Objective 5. (High-Quality Instructional Framework (TCMPC) & Resource Integration) Guarantee instructional consistency and seamless digital learning by auditing instructional software against TCMPC framework standards and maintaining 1:1 student device accessibility.

Goal 3. (Teacher Retention) FWAFA will retain and support effective educators by strategically recruiting, selecting, developing, and assigning teachers to meet student needs. Campus leadership will build teacher capacity through targeted professional development, mentorship, and a collaborative culture to ensure that all students have equitable access to high-quality instruction.

Objective 1. (Teacher Incentive Allotment (TIA) & Strategic Retention Compensation) Retain highly effective educators and reduce turnover in hard-to-staff disciplines by executing the district's TIA local designation system and allocating targeted financial retention stipends.

Objective 2. (Comprehensive Mentorship & Novice Teacher Onboarding) Support novice and new-to-campus educators by pairing them with trained mentor teachers, providing release time for peer classroom observations, and offering structured TCMPC orientation guidance.

Objective 3. (Collaborative Leadership Development & Growth Pathways) Build campus leadership capacity and promote teacher career progression by creating funded department lead roles and sponsoring teacher participation in state subject-area conferences.

Objective 4. (Collaborative School Culture & Workplace Well-Being) Enhance staff satisfaction and campus culture by establishing a monthly Teacher Advisory Committee and protecting teacher planning time from non-essential administrative tasks.

Objective 5. (Strategic Recruitment & Candidate Pipeline Development) Ensure 100% full staffing with highly qualified educators prior to the start of the school year through early job fair recruitment, university partnerships, and structured panel interviews.

Goal 4. (School Safety and Climate) FWAFA will foster a safe, nurturing, and positive school climate that reflects the FWAFA PROUD standards through aligned expectations, responsive support systems, and strong family and community partnerships, resulting in increased student well-being and engagement.

Objective 1. (Implementation of FWAFA PROUD Framework) Establish a consistent campus culture by delivering explicit bi-weekly FWAFA PROUD character lessons during advisory periods and maintaining a monthly student positive behavior recognition program.

Objective 2. (Social-Emotional & Student Support Systems) Support student well-being and reduce classroom disruptions by deploying counseling guidance groups during advisory and delivering annual staff training on trauma-informed de-escalation strategies.

Objective 3. (Physical Safety, Security Audits, and Threat Assessment) Maintain campus physical security and 100% compliance with state safety mandates by executing monthly emergency drills and enforcing mandatory single-point-of-entry screening.

Objective 4. (Post-Secondary, ECHS, & CTE Family Engagement) Strengthen school-home partnerships by hosting evening family workshops on CCMR, ECHS degree paths, and NWEA score interpretation, alongside fine arts and CTE student showcases.

Objective 5. (Student Attendance & Chronic Absenteeism Interventions) Maintain high overall student attendance and reduce chronic absenteeism through weekly attendance committee data sweeps, direct family outreach, and student recognition incentives.

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Objective 6. (Bullying Prevention, Cyberbullying Protocol, & Dating Violence Awareness) Proactively prevent bullying, cyberbullying, and dating violence through mandatory staff training, student advisory education, anonymous reporting systems, and TEC §37.0832 / §37.0831 policy compliance.

FORT WORTH ACADEMY OF FINE ARTS

Goals

1. (Student Achievement) FWAFA will sustain and enhance high levels of student achievement across all core subjects and unique formalized fine arts training through strategic planning and instructional excellence. Educators with clearly defined roles and responsibilities will develop, implement, and monitor rigorous instructional practices and enrichment opportunities that ensure all students graduate college- and career-ready.

2. (Effective Instruction) FWAFA will ensure effective instruction in every classroom through aligned curriculum, high-quality teaching practices, and ongoing professional development. Instructional staff with clearly defined roles and responsibilities will design, deliver, and monitor engaging, data informed lessons that support academic excellence and prepare all students for college and career success.

3. (Teacher Retention) FWAFA will retain and support effective educators by strategically recruiting, selecting, developing, and assigning teachers to meet student needs. Campus leadership will build teacher capacity through targeted professional development, mentorship, and a collaborative culture to ensure that all students have equitable access to high-quality instruction.

4. (School Safety and Climate) FWAFA will foster a safe, nurturing, and positive school climate that reflects the FWAFA PROUD standards through aligned expectations, responsive support systems, and strong family and community partnerships, resulting in increased student well-being and engagement.

FORT WORTH ACADEMY OF FINE ARTS

Objectives

1.1. (CCMR Acceleration, TSI Math Mastery, ECHS & Dual Credit Expansion) Accelerate post-secondary readiness by expanding ECHS, dual credit opportunities, and providing targeted TSI Math and SAT/ACT prep to ensure all students graduate college- and career-ready.

1.2. (3rd–12 Mathematics & Reading Performance) Systematically monitor and accelerate student academic growth in core reading and math through tri-annual NWEA MAP assessments and adaptive IXL diagnostic skill plans during daily advisory periods.

1.3. (Closing the Gap in Special Education (SPED) Mathematics & Reading) Close academic achievement gaps for Special Education students in reading and math by integrating individualized IXL learning paths, NWEA progress monitoring, and co-planned inclusive classroom instruction.

1.4. (Science & Social Studies Conceptual Mastery via TCMPC, SAVVAS, & NWEA) Ensure strong academic achievement in science and social studies by delivering TCMPC-aligned SAVVAS core curricula and tracking student conceptual growth using tri-annual NWEA MAP Science assessments.

1.5. (Construction Management CTE Pathway Expansion via iCEV) Expand career technical education by delivering iCEV Construction Management coursework and establishing industry partnerships to drive student completion of OSHA and NCCER industry certifications.

1.6. (Closing Sub-group CCMR Gaps) Target post-secondary achievement gaps by conducting individual CCMR audits for Economically Disadvantaged, Emergent Bilingual, and multiracial students to ensure equal access to college/career pathways.

1.7. (Fine Arts Formalized Curriculum Alignment & Program Growth (TBC & Visual Arts)) Establish 100% formal curriculum alignment across all unique fine arts disciplines to build sequential K–12 skill progression, expand enrollment in Texas Boys Choir (TBC) and Visual Arts programs, and support student participation in regional and state extracurricular opportunities.

2.1. (TCMPC Framework Implementation & Bluebonnet Learning Math Alignment (Target: Math Growth 83%->90%)) Strengthen instructional quality across core math classrooms by fully aligning Bluebonnet Learning materials with TCMPC pacing, utilizing NWEA MAP data in PLCs, and executing targeted SPED growth protocols.

2.2. (Differentiated Instruction & Inclusive Practices for SPED) Equip instructional staff to deliver effective differentiated instruction and verify accommodation fidelity though professional development and routine administrative walkthroughs.

2.3. (CTE & Core Math Alignment via iCEV & TCMPC Math TEKS) Ensure high-quality technical and academic instruction by co-designing applied math modules between CTE and core math faculty while supporting CTE staff with specialized industry and safety training.

2.4. (Professional Learning Communities in Elementary) Foster collaborative instructional planning by protecting weekly PLC time in the master schedule and utilizing TCMPC-aligned four-question agendas to analyze assessment data and plan student interventions.

2.5. (High-Quality Instructional Framework (TCMPC) & Resource Integration) Guarantee instructional consistency and seamless digital learning by auditing instructional software against TCMPC framework standards and maintaining 1:1 student device accessibility.

3.1. (Teacher Incentive Allotment (TIA) & Strategic Retention Compensation) Retain highly effective educators and reduce turnover in hard-to-staff disciplines by executing the district's TIA local designation system and allocating targeted financial retention stipends.

3.2. (Comprehensive Mentorship & Novice Teacher Onboarding) Support novice and new-to-campus educators by pairing them with trained mentor teachers, providing release time for peer classroom observations, and offering structured TCMPC orientation guidance.

FORT WORTH ACADEMY OF FINE ARTS

Objectives

3.3. (Collaborative Leadership Development & Growth Pathways) Build campus leadership capacity and promote teacher career progression by creating funded department lead roles and sponsoring teacher participation in state subject-area conferences.

3.4. (Collaborative School Culture & Workplace Well-Being) Enhance staff satisfaction and campus culture by establishing a monthly Teacher Advisory Committee and protecting teacher planning time from non-essential administrative tasks.

3.5. (Strategic Recruitment & Candidate Pipeline Development) Ensure 100% full staffing with highly qualified educators prior to the start of the school year through early job fair recruitment, university partnerships, and structured panel interviews.

4.1. (Implementation of FWAFA PROUD Framework) Establish a consistent campus culture by delivering explicit bi-weekly FWAFA PROUD character lessons during advisory periods and maintaining a monthly student positive behavior recognition program.

4.2. (Social-Emotional & Student Support Systems) Support student well-being and reduce classroom disruptions by deploying counseling guidance groups during advisory and delivering annual staff training on trauma-informed de-escalation strategies.

4.3. (Physical Safety, Security Audits, and Threat Assessment) Maintain campus physical security and 100% compliance with state safety mandates by executing monthly emergency drills and enforcing mandatory single-point-of-entry screening.

4.4. (Post-Secondary, ECHS, & CTE Family Engagement) Strengthen school-home partnerships by hosting evening family workshops on CCMR, ECHS degree paths, and NWEA score interpretation, alongside fine arts and CTE student showcases.

4.5. (Student Attendance & Chronic Absenteeism Interventions) Maintain high overall student attendance and reduce chronic absenteeism through weekly attendance committee data sweeps, direct family outreach, and student recognition incentives.

4.6. (Bullying Prevention, Cyberbullying Protocol, & Dating Violence Awareness) Proactively prevent bullying, cyberbullying, and dating violence through mandatory staff training, student advisory education, anonymous reporting systems, and TEC §37.0832 / §37.0831 policy compliance.

FORT WORTH ACADEMY OF FINE ARTS

Goal 1. (Student Achievement) FWAFA will sustain and enhance high levels of student achievement across all core subjects and unique formalized fine arts training through strategic planning and instructional excellence. Educators with clearly defined roles and responsibilities will develop, implement, and monitor rigorous instructional practices and enrichment opportunities that ensure all students graduate college- and career-ready.

Objective 1. (CCMR Acceleration, TSI Math Mastery, ECHS & Dual Credit Expansion) Accelerate post-secondary readiness by expanding ECHS, dual credit opportunities, and providing targeted TSI Math and SAT/ACT prep to ensure all students graduate college- and career-ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement structured TSI Math prep modules and step-by-step college application guidance during upper-level advisory blocks, using diagnostic software to target individual student skill gaps prior to administration dates. (Title I TA: 1,9) (Target Group: 10th,11th,12th) (Strategic Priorities: 3)	Administration, Counselors, Instructional Coach, Teacher(s)	Weekly, Aug-May	(S)CCMR - PIC 38 - $2,500, (S)Compensatory - PIC 24	Criteria: TSI Math pass rate increase, SAT/ACT score growth reports, CCMR master tracker audits. 10/19/26 - Some Progress 10/19/26 - On Track
2. Assign a dedicated LASSO Grant-funded Dual Credit Facilitator to monitor daily academic standing, track college course assignment completion, and coordinate academic support between FWAFA and higher-education partners. (Title I TA: 4,8) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Administration, Counselors, Instructional Coach	Daily, Aug-May	(L)General Supplies - 6399	Criteria: Dual credit course completion rates (grade C or higher), college transcript audits, LASSO grant milestone compliance reports. 10/19/26 - On Track

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Objective 2. (3rd–12 Mathematics & Reading Performance) Systematically monitor and accelerate student academic growth in core reading and math through tri-annual NWEA MAP assessments and adaptive IXL diagnostic skill plans during daily advisory periods.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer NWEA MAP Growth assessments three times per year in Math and Reading to measure individual student RIT growth, project STAAR performance, and inform instructional adjustments aligned with TCMPC unit pacing. (Title I TA: 2,3) (Target Group: All,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2)	Administration, Instructional Coach, Teacher(s)	BOY, MOY, EOY	(L)General Supplies - 6399 - $11,000	Criteria: NWEA MAP RIT score growth metrics, Projected STAAR Proficiency Reports. 10/19/26 - On Track
2. Utilize IXL real-time diagnostic skill plans during daily campus intervention blocks, assigning targeted skill practice in math and reading to address individual learning gaps and accelerate grade-level mastery. (Title I TA: 9,10) (Target Group: All,AtRisk,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2)	Administration, Counselors, Instructional Coach, Teacher(s)	2x per week 30 min	(L)General Supplies - 6399 - $15,000, (S)Compensatory - PIC 24	Criteria: IXL Diagnostic Real-Time Analytics (Level growth), small-group intervention log audits. 10/19/26 - On Track

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Objective 3. (Closing the Gap in Special Education (SPED) Mathematics & Reading) Close academic achievement gaps for Special Education students in reading and math by integrating individualized IXL learning paths, NWEA progress monitoring, and co-planned inclusive classroom instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build custom IXL skill plans directly mapped to SPED students' IEP goals, providing daily scaffolded practice during intervention time and tracking growth via NWEA MAP RIT scores. (Title I TA: 1,3) (Target Group: SPED,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2)	Administration, Instructional Coach, SPED Lead Teacher, Teacher(s)	Daily during intervention	(F)IDEA, B - Fund 224	Criteria: SPED Math Academic Growth Score increase on STAAR from 64% to 80%. 10/19/26 - Some Progress 10/19/26 - On Track
2. Establish weekly co-planning sessions between SPED and general education teachers using TCMPC Instructional Focus Documents to embed accommodations and differentiated strategies directly into daily core lessons. (Title I TA: 4,10) (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2)	Administration, Instructional Coach, SPED Lead Teacher, Teacher(s)	Bi-weekly	(F)IDEA, B - Fund 224, (S)Special Ed - PIC 23	Criteria: Co-planning lesson plans, administrative walkthrough logs, STAAR SPED performance gap reports. 10/19/26 - Some Progress 10/19/26 - On Track

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Objective 4. (Science & Social Studies Conceptual Mastery via TCMPC, SAVVAS, & NWEA) Ensure strong academic achievement in science and social studies by delivering TCMPC-aligned SAVVAS core curricula and tracking student conceptual growth using tri-annual NWEA MAP Science assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Deliver TEKS-aligned instruction using SAVVAS Science and Social Studies curricula structured around the TCMPC Year-at-a-Glance, ensuring complete scope and sequence coverage across all grade spans. (Title I TA: 3,9) (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th) (Strategic Priorities: 4)	Instructional Coach, Teacher(s)	Daily	(L)General Supplies - 6399, (S)EMAT - $35,000	Criteria: CMPC Unit Assessment & SAVVAS mastery rates, semester course pass rates. 10/19/26 - On Track
2. Administer NWEA MAP Science assessments tri-annually to evaluate conceptual understanding, identify weak TEKS clusters, and deliver targeted remediation prior to end-of-course state assessments. (Title I TA: 1,2) (Target Group: All) (Strategic Priorities: 4)	Administration, Instructional Coach, Teacher(s)	BOY, MOY, EOY	(L)General Supplies - 6399	Criteria: NWEA MAP Science RIT score growth, STAAR Science/Biology EOC pass rates. 10/19/26 - On Track

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Objective 5. (Construction Management CTE Pathway Expansion via iCEV) Expand career technical education by delivering iCEV Construction Management coursework and establishing industry partnerships to drive student completion of OSHA and NCCER industry certifications.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Deliver hands-on and digital Construction Management coursework via iCEV, preparing students to sit for and earn state-approved Industry-Based Certifications (Title I TA: 8,9) (Target Group: CTE,8th,9th,10th,11th,12th) (Strategic Priorities: 4)	Administration, Counselors, Teacher(s)	Daily Instruction	(S)Career & Tech - PIC 22 - $10,000	Criteria: Evaluation: iCEV lesson completion data, student IBC earn rates (OSHA/NCCER). 10/19/26 - On Track
2. Partner with local construction industry leaders and an active Advisory Board to provide students with industry mentorship, guest speakers, site visits, and practical internship opportunities. (Title I TA: 7,8) (Target Group: CTE,8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Administration, Counselors, Instructional Coach, TCAA Administration, Teacher(s)	Quarterly	(S)Career & Tech - PIC 22	Criteria: Active advisory board roster, guest speaker logs, student internship placement logs. 10/19/26 - Some Progress

FORT WORTH ACADEMY OF FINE ARTS

Goal 1. (Student Achievement) FWAFA will sustain and enhance high levels of student achievement across all core subjects and unique formalized fine arts training through strategic planning and instructional excellence. Educators with clearly defined roles and responsibilities will develop, implement, and monitor rigorous instructional practices and enrichment opportunities that ensure all students graduate college- and career-ready.

Objective 6. (Closing Sub-group CCMR Gaps) Target post-secondary achievement gaps by conducting individual CCMR audits for Economically Disadvantaged, Emergent Bilingual, and multiracial students to ensure equal access to college/career pathways.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct individual CCMR progress audits for every upper-level student in target sub-groups to identify missing indicators and assign personalized TSI prep, dual credit enrollment, or IBC coursework. (Title I TA: 1,2) (Target Group: All,ECD,EB,SPED,CTE) (Strategic Priorities: 3)	Administration, Counselors	Once per semester	(S)Career & Tech - PIC 22, (S)Compensatory - PIC 24	Criteria: Quarterly CCMR progress dashboard updates, TSI retake pass rates, IBC completion numbers. 10/19/26 - On Track

FORT WORTH ACADEMY OF FINE ARTS

Goal 1. (Student Achievement) FWAFA will sustain and enhance high levels of student achievement across all core subjects and unique formalized fine arts training through strategic planning and instructional excellence. Educators with clearly defined roles and responsibilities will develop, implement, and monitor rigorous instructional practices and enrichment opportunities that ensure all students graduate college- and career-ready.

Objective 7. (Fine Arts Formalized Curriculum Alignment & Program Growth (TBC & Visual Arts)) Establish 100% formal curriculum alignment across all unique fine arts disciplines to build sequential K–12 skill progression, expand enrollment in Texas Boys Choir (TBC) and Visual Arts programs, and support student participation in regional and state extracurricular opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct department-wide vertical alignment sessions to develop and document a formalized, TEKS-aligned scope and sequence for every fine arts discipline (Music/Choral, Visual Arts, Dance, Theatre), ensuring seamless skill progression from 3rd through 12th grade. (Title I TA: 2,3) (Target Group: All,GT) (Strategic Priorities: 4)	Administration, Instructional Coach, Teacher(s)	Monthly	(L)General Supplies - 6399 - $2,000	Criteria: Completed scope and sequence documents for 100% of fine arts courses, administrative curriculum audit checklists. 10/19/26 - On Track 10/19/26 - Some Progress
2. Execute a strategic recruitment campaign across upper elementary grade bands and through TeSA, expanding audition opportunities and preparedness to grow TBC student enrollment and retention. (Title I TA: 7,8) (Target Group: All,GT) (Strategic Priorities: 3)	Administration, Teacher(s)	Spring Semester	(L)General Supplies - 6399	Criteria: TBC enrollment count increase (Target: +25% net growth), performance attendance rosters, regional contest participation rates. 10/19/26 - Some Progress
3. Expand the Visual Arts program by establishing dedicated AP/Advanced Art portfolio tracks, integrating digital art technology platforms, and increasing student submissions to VASE (Visual Art Scholastic Event) and local gallery exhibitions. (Title I TA: 1,9) (Target Group: All,GT) (Strategic Priorities: 3)	Administration, Teacher(s)	Monthly	(L)General Supplies - 6399 - $2,000	Criteria: Visual Arts course enrollment growth (Target: +20% net growth), VASE contest rating scores, student portfolio completion trackers. 10/19/26 - On Track 10/19/26 - Some Progress

FORT WORTH ACADEMY OF FINE ARTS

Goal 2. (Effective Instruction) FWAFA will ensure effective instruction in every classroom through aligned curriculum, high-quality teaching practices, and ongoing professional development. Instructional staff with clearly defined roles and responsibilities will design, deliver, and monitor engaging, data informed lessons that support academic excellence and prepare all students for college and career success.

Objective 1. (TCMPC Framework Implementation & Bluebonnet Learning Math Alignment (Target: Math Growth 83%->90%)) Strengthen instructional quality across core math classrooms by fully aligning Bluebonnet Learning materials with TCMPC pacing, utilizing NWEA MAP data in PLCs, and executing targeted SPED growth protocols.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement SBOE-approved Bluebonnet Learning math materials aligned to the TCMPC Year-at-a-Glance, using hands-on manipulatives and structured problem-solving routines to build foundational math skills. (Title I TA: 3,9) (Target Group: All) (Strategic Priorities: 2)	Administration, Instructional Coach, Teacher(s)	Daily Core Instruction	(S)EMAT - $12,000	Criteria: Bluebonnet unit check-ins, administrative walkthrough rubrics. 10/19/26 - On Track
2. Convene dedicated data-analysis sessions following each NWEA MAP assessment window to evaluate student growth, re-align instructional pacing, and build targeted IXL skill plans for struggling learners. (Title I TA: 2,6) (Target Group: All)	Administration, Instructional Coach, Teacher(s)	BOY, MOY, EOY	(L)General Supplies - 6399	Criteria: Completed NWEA data analysis forms, student re-teaching rosters, IXL skill assignments. 10/19/26 - Some Progress
3. Design and execute targeted Tier 2 small-group math re-teaching protocols during advisory blocks for students showing low growth scores on NWEA MAP diagnostics. (Title I TA: 1,10) (Target Group: EB,SPED,AtRisk) (Strategic Priorities: 2)	Instructional Coach, Teacher(s)	Bi-Weekly Monitoring	(S)Compensatory - PIC 24 - $1,500, (S)Special Ed - PIC 23	Criteria: SPED Math Academic Growth Score increase on STAAR from 64% to 80%. 10/19/26 - Some Progress

FORT WORTH ACADEMY OF FINE ARTS

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Objective 2. (Differentiated Instruction & Inclusive Practices for SPED) Equip instructional staff to deliver effective differentiated instruction and verify accommodation fidelity though professional development and routine administrative walkthroughs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Deliver job-embedded professional development on leveraging TCMPC Instructional Focus Documents and how to scaffold core content for SPED and low-performing students. (Title I TA: 3,6) (Target Group: SPED,AtRisk) (Strategic Priorities: 2)			(S)Special Ed - PIC 23 - $1,500	Criteria: Walkthrough data measuring observable strategies and accommodation fidelity. 10/19/26 - Some Progress
2. Conduct bi-weekly administrative walkthroughs focused specifically on verifying the active implementation of required IEP accommodations and digital accessibility features in core classrooms. (Title I TA: 1,4) (Target Group: SPED) (Strategic Priorities: 4)	Administration	Bi-Weekly	(S)Special Ed - PIC 23	Criteria: Walkthrough logs, formal teacher feedback provided within 48 hours. 10/19/26 - On Track

FORT WORTH ACADEMY OF FINE ARTS

Goal 2. (Effective Instruction) FWAFA will ensure effective instruction in every classroom through aligned curriculum, high-quality teaching practices, and ongoing professional development. Instructional staff with clearly defined roles and responsibilities will design, deliver, and monitor engaging, data informed lessons that support academic excellence and prepare all students for college and career success.

Objective 3. (CTE & Core Math Alignment via iCEV & TCMPC Math TEKS) Ensure high-quality technical and academic instruction by co-designing applied math modules between CTE and core math faculty while supporting CTE staff with specialized industry and safety training.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Facilitate collaborative planning between CTE and core math teachers to map Bluebonnet geometry and algebra skills directly into iCEV construction lab modules (e.g., scale measurement, material estimations). (Title I TA: 3,4) (Target Group: CTE) (Strategic Priorities: 3)	Administration, Instructional Coach, Teacher(s)	Semester Planning	(S)Career & Tech - PIC 22	Criteria: Jointly developed lesson plans containing cross-mapped TEKS, practical lab math performance scores. 10/19/26 - Some Progress
2. Provide specialized professional development and industry certification training for CTE instructors to maintain current expertise in construction safety regulations and modern software tools. (Title I TA: 5,6) (Target Group: CTE) (Strategic Priorities: 3)	Administration, Teacher(s)	Yearly	(S)Career & Tech - PIC 22 - $1,200	Criteria: Teacher safety train-the-trainer certifications, software proficiency credentials. 10/19/26 - Some Progress

FORT WORTH ACADEMY OF FINE ARTS

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Objective 4. (Professional Learning Communities in Elementary) Foster collaborative instructional planning by protecting weekly PLC time in the master schedule and utilizing TCMPC-aligned four-question agendas to analyze assessment data and plan student interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Protect dedicated, non-negotiable bi-weekly PLC meeting time in the master schedule for core departments and grade-level teams to collaborate on curriculum and data analysis. (Title I TA: 2,4) (Target Group: All) (Strategic Priorities: 1)	Administration, Instructional Coach	Bi-Weekly	(L)General Supplies - 6399	Criteria: PLC master schedule, agendas, sign-in sheets. 10/19/26 - Significant Progress
2. Structure all PLC meetings around the four essential PLC questions, using TCMPC performance tasks and NWEA/IXL analytics to identify students requiring intervention or enrichment. (Title I TA: 2,3) (Target Group: All) (Strategic Priorities: 2)	Administration, Instructional Coach, Teacher(s)	Bi-Weekly Meetings	(L)General Supplies - 6399	Criteria: Completed agenda artifacts, student re-teaching rosters based on data. 10/19/26 - Some Progress

FORT WORTH ACADEMY OF FINE ARTS

Goal 2. (Effective Instruction) FWAFA will ensure effective instruction in every classroom through aligned curriculum, high-quality teaching practices, and ongoing professional development. Instructional staff with clearly defined roles and responsibilities will design, deliver, and monitor engaging, data informed lessons that support academic excellence and prepare all students for college and career success.

Objective 5. (High-Quality Instructional Framework (TCMPC) & Resource Integration) Guarantee instructional consistency and seamless digital learning by auditing instructional software against TCMPC framework standards and maintaining 1:1 student device accessibility.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a comprehensive annual evaluation of all physical and digital instructional resources to verify complete alignment with TCMPC scope and sequence and state TEKS requirements. (Title I TA: 8,9) (Target Group: All) (Strategic Priorities: 2)	Administration, Technology Services	April-June	(L)General Supplies - 6399	Criteria: Completed department / PLC meeting agendas, student re-teaching rosters based on data. 10/19/26 - Some Progress
2. Maintain a reliable 1:1 student device program with technical support to ensure seamless daily access to IXL, NWEA MAP assessments, SAVVAS digital components, and dual-credit portals. (Title I TA: 1,8) (Target Group: All) (Strategic Priorities: 2)	Administration, Teacher(s), Technology Services	Daily Instruction	(S)EMAT - $15,000	Criteria: Help desk resolution times, 1:1 device assignments 10/19/26 - On Track

FORT WORTH ACADEMY OF FINE ARTS

Goal 3. (Teacher Retention) FWAFA will retain and support effective educators by strategically recruiting, selecting, developing, and assigning teachers to meet student needs. Campus leadership will build teacher capacity through targeted professional development, mentorship, and a collaborative culture to ensure that all students have equitable access to high-quality instruction.

Objective 1. (Teacher Incentive Allotment (TIA) & Strategic Retention Compensation) Retain highly effective educators and reduce turnover in hard-to-staff disciplines by executing the district's TIA local designation system and allocating targeted financial retention stipends.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Execute the district's TIA local designation system using T-TESS appraisal data, pre and post test data, and NWEA MAP student growth measures to award designations and merit payouts. (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1)	Administration, TCAA Administration	Yearly		Criteria: Number of teachers earning TIA designations, T-tess data, TIA payout distribution logs. 10/19/26 - On Track

FORT WORTH ACADEMY OF FINE ARTS

Goal 3. (Teacher Retention) FWAFA will retain and support effective educators by strategically recruiting, selecting, developing, and assigning teachers to meet student needs. Campus leadership will build teacher capacity through targeted professional development, mentorship, and a collaborative culture to ensure that all students have equitable access to high-quality instruction.

Objective 2. (Comprehensive Mentorship & Novice Teacher Onboarding) Support novice and new-to-campus educators by pairing them with trained mentor teachers, providing release time for peer classroom observations, and offering structured TCMPC orientation guidance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Pair every new and novice teacher with an experienced, highly effective veteran mentor teacher in their grade band or subject area to provide instructional guidance and operational support. New to teaching teachers (0-2 years) will be paired with a mentor that is part of the Region 11 Mentor Training Cohort. (Title I TA: 5,6) (Target Group: All) (Strategic Priorities: 1)	Administration, Instructional Coach	All Year	(F)Title II, Part A - Fund 255, (L)General Supplies - 6399 - $10,000	Criteria: Mentor-mentee matching logs, mid-year mentorship feedback surveys. 10/19/26 - Significant Progress
2. Provide substitute coverage to grant mentor and mentee teachers bi-monthly release time to observe each other's classrooms, perform debriefs, and refine TCMPC lesson alignment. (Title I TA: 3,6) (Target Group: All) (Strategic Priorities: 1)	Administration	All Year	(F)Title II, Part A - Fund 255, (L)General Supplies - 6399 - $1,000	Criteria: Observation debrief forms, post-observation reflection logs. 10/19/26 - Some Progress

FORT WORTH ACADEMY OF FINE ARTS

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Objective 3. (Collaborative Leadership Development & Growth Pathways) Build campus leadership capacity and promote teacher career progression by creating funded department lead roles and sponsoring teacher participation in state subject-area conferences.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish defined teacher-leadership roles (Department Chairs, MS/ Elem Leads) with associated stipends to build internal administrative capacity and provide career growth opportunities. (Title I TA: 5,6) (Target Group: All) (Strategic Priorities: 1)	Administration, TCAA Administration	BOY	(F)Title II, Part A - Fund 255 - $20,000	Criteria: Leadership job descriptions, teacher leadership survey feedback. 10/19/26 - Significant Progress
2. Sponsor teacher participation in specialized external training, ESC Region 11 workshops, and subject-area conferences aligned with campus goals. (Title I TA: 3,6) (Target Group: EB,SPED,GT,CTE) (Strategic Priorities: 1)	Administration, TCAA Administration	Yearly	(S)Career & Tech - PIC 22 - $1,500, (S)Compensatory - PIC 24 - $1,500, (S)Special Ed - PIC 23 - $1,500	Criteria: Conference completion certificates, campus turnaround PD presentation materials. 10/19/26 - Some Progress

FORT WORTH ACADEMY OF FINE ARTS

Goal 3. (Teacher Retention) FWAFA will retain and support effective educators by strategically recruiting, selecting, developing, and assigning teachers to meet student needs. Campus leadership will build teacher capacity through targeted professional development, mentorship, and a collaborative culture to ensure that all students have equitable access to high-quality instruction.

Objective 4. (Collaborative School Culture & Workplace Well-Being) Enhance staff satisfaction and campus culture by establishing a monthly Teacher Advisory Committee and protecting teacher planning time from non-essential administrative tasks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold monthly collaborative meetings between campus administration and elected teacher representatives to proactively identify operational challenges and address workplace culture concerns. (Title I TA: 2,4) (Target Group: All) (Strategic Priorities: 1)	Administration, Counselors, Instructional Coach, Teacher(s)	Monthly	(L)General Supplies - 6399	Criteria: Meeting agendas/action items, bi-annual staff survey satisfaction scores. 10/19/26 - Some Progress
2. Protect teacher non-instructional planning periods by streamlining routine administrative requirements, limiting non-essential meetings, and reducing classroom interruptions. (Title I TA: 2,4) (Target Group: All) (Strategic Priorities: 1)	Administration	Monthly Review	(L)General Supplies - 6399	Criteria: Time-audit surveys, protection of non-instructional planning periods. 10/19/26 - Some Progress

FORT WORTH ACADEMY OF FINE ARTS

Goal 3. (Teacher Retention) FWAFA will retain and support effective educators by strategically recruiting, selecting, developing, and assigning teachers to meet student needs. Campus leadership will build teacher capacity through targeted professional development, mentorship, and a collaborative culture to ensure that all students have equitable access to high-quality instruction.

Objective 5. (Strategic Recruitment & Candidate Pipeline Development) Ensure 100% full staffing with highly qualified educators prior to the start of the school year through early job fair recruitment, university partnerships, and structured panel interviews.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with regional university teacher preparation programs, ESC 11 job fairs, and CTE industry networks to recruit certified candidates early in the hiring season. (Title I TA: 5,8) (Target Group: All) (Strategic Priorities: 1)	Administration, TCAA Administration	March-June	(L)General Supplies - 6399	Criteria: Date of 100% staffing completion, candidate qualification audit logs. 10/19/26 - Some Progress
2. Utilize structured panel interviews featuring department chairs and peer teachers to evaluate instructional competency, cultural fit, and commitment to fine arts integration. (Title I TA: 2,5) (Target Group: All) (Strategic Priorities: 1)	Administration, Instructional Coach, Teacher(s)	Spring/Summer	(L)General Supplies - 6399	Criteria: Standardized panel evaluation rubrics, onboarding retention rates. 10/19/26 - Some Progress

FORT WORTH ACADEMY OF FINE ARTS

Goal 4. (School Safety and Climate) FWAFA will foster a safe, nurturing, and positive school climate that reflects the FWAFA PROUD standards through aligned expectations, responsive support systems, and strong family and community partnerships, resulting in increased student well-being and engagement.

Objective 1. (Implementation of FWAFA PROUD Framework) Establish a consistent campus culture by delivering explicit bi-weekly FWAFA PROUD character lessons during advisory periods and maintaining a monthly student positive behavior recognition program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teach explicit character and behavioral expectation lessons reflecting FWAFA PROUD values during advisory periods at the beginning of each semester and reinforce them bi-weekly. (Title I TA: 3,4) (Target Group: All) (Strategic Priorities: 4)	Counselors, Teacher(s)	Bi-Weekly During Advisory	(L)General Supplies - 6399	Criteria: Advisory lesson logs, student character trait recognition rosters. 10/19/26 - Some Progress
2. Maintain a campus-wide positive behavior recognition system celebrating students who consistently demonstrate FWAFA PROUD expectations through monthly awards and public recognition. (Title I TA: 1,7) (Target Group: All) (Strategic Priorities: 4)	Administration, Counselors, Teacher(s)	Monthly	(L)General Supplies - 6399, (S)Compensatory - PIC 24 - $2,000	Criteria: Monthly reward distribution logs, student climate survey feedback. 10/19/26 - Some Progress

FORT WORTH ACADEMY OF FINE ARTS

Goal 4. (School Safety and Climate) FWAFA will foster a safe, nurturing, and positive school climate that reflects the FWAFA PROUD standards through aligned expectations, responsive support systems, and strong family and community partnerships, resulting in increased student well-being and engagement.

Objective 2. (Social-Emotional & Student Support Systems) Support student well-being and reduce classroom disruptions by deploying counseling guidance groups during advisory and delivering annual staff training on trauma-informed de-escalation strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselor will conduct targeted small-group guidance modules during advisory windows, focusing on self-regulation, stress management, and positive peer interaction. (Title I TA: 1,4) (Target Group: AtRisk) (Strategic Priorities: 4)	Administration, Counselors	Monthly	(L)General Supplies - 6399, (S)Compensatory - PIC 24	Criteria: Counselor group logs, reduction in discipline referrals during core class time. 10/19/26 - Some Progress
2. Provide annual staff training on trauma-informed instruction and classroom de-escalation strategies, ensuring specialized support for SPED and vulnerable students. (Title I TA: 4,6) (Target Group: All,SPED,AtRisk) (Strategic Priorities: 4)		Yearly	(L)General Supplies - 6399 - $1,000	Criteria: PD completion records, decrease in crisis intervention 10/19/26 - On Track

FORT WORTH ACADEMY OF FINE ARTS

Goal 4. (School Safety and Climate) FWAFA will foster a safe, nurturing, and positive school climate that reflects the FWAFA PROUD standards through aligned expectations, responsive support systems, and strong family and community partnerships, resulting in increased student well-being and engagement.

Objective 3. (Physical Safety, Security Audits, and Threat Assessment) Maintain campus physical security and 100% compliance with state safety mandates by executing monthly emergency drills and enforcing mandatory single-point-of-entry screening.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Execute all state-required emergency safety drills (fire, lockdown, severe weather, shelter-in-place) on schedule, conducting post-drill debriefs with the campus safety committee. (Title I TA: 2,8) (Target Group: All) (Strategic Priorities: 4)	Administration	Monthly	(F)Title IV, Part A - SSAEP - Fund 289, (L)General Supplies - 6399	Criteria: Sentinel logs, debrief notes 10/19/26 - On Track
2. Enforce strict single-point-of-entry procedures and mandatory visitor screening via School Checkin technology to ensure physical security across all school facilities. (Title I TA: 1,8) (Target Group: All) (Strategic Priorities: 4)	Administration	Daily	(F)Title IV, Part A - SSAEP - Fund 289, (L)General Supplies - 6399	Criteria: Visitor screening logs, semester physical security site checks. 10/19/26 - On Track
3. Station a dedicated, commissioned armed security officer on campus during regular operating hours to provide active threat deterrence, facility security patrols, emergency response leadership, and daily perimeter security checks. (Title I TA: 1,8) (Target Group: All) (Strategic Priorities: 4)	Administration, TCAA Administration	Daily	(F)Title IV, Part A - SSAEP - Fund 289 - $60,000	Criteria: Daily security log audits, active threat response exercise reports, Texas School Safety Center (TxSSC) audit verification.

FORT WORTH ACADEMY OF FINE ARTS

Goal 4. (School Safety and Climate) FWAFA will foster a safe, nurturing, and positive school climate that reflects the FWAFA PROUD standards through aligned expectations, responsive support systems, and strong family and community partnerships, resulting in increased student well-being and engagement.

Objective 4. (Post-Secondary, ECHS, & CTE Family Engagement) Strengthen school-home partnerships by hosting evening family workshops on CCMR, ECHS degree paths, and NWEA score interpretation, alongside fine arts and CTE student showcases.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host evening family workshops explaining ECHS degree options, TSI/SAT readiness standards, FAFSA/TASFA application procedures, and how to interpret NWEA MAP student growth reports. (Title I TA: 7,8) (Target Group: All) (Strategic Priorities: 3)	Administration, Counselors	Each Semester	(L)General Supplies - 6399, (S)CCMR - PIC 38, (S)Compensatory - PIC 24	Criteria: Family attendance rosters. 10/19/26 - Some Progress

FORT WORTH ACADEMY OF FINE ARTS

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Objective 5. (Student Attendance & Chronic Absenteeism Interventions) Maintain high overall student attendance and reduce chronic absenteeism through weekly attendance committee data sweeps, direct family outreach, and student recognition incentives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor student attendance records weekly through a dedicated campus committee, conducting immediate family outreach for students demonstrating chronic absenteeism patterns. (Title I TA: 1,7) (Target Group: AtRisk) (Strategic Priorities: 4)	Administration, Counselors	Weekly	(L)General Supplies - 6399, (S)Compensatory - PIC 24	Criteria: ADA reports, attendance contract resolution rates. (Saturday School attendance) 10/19/26 - Some Progress
2. Implement six-week homeroom/ advisory student attendance incentives to promote consistent daily attendance and build positive campus habits. (Title I TA: 1,7) (Target Group: All) (Strategic Priorities: 4)	Administration, Counselors	Each 6 weeks	(S)Compensatory - PIC 24 - $1,000	Criteria: 6 weeks attendance per grade span 10/19/26 - Some Progress

FORT WORTH ACADEMY OF FINE ARTS

Goal 4. (School Safety and Climate) FWAFA will foster a safe, nurturing, and positive school climate that reflects the FWAFA PROUD standards through aligned expectations, responsive support systems, and strong family and community partnerships, resulting in increased student well-being and engagement.

Objective 6. (Bullying Prevention, Cyberbullying Protocol, & Dating Violence Awareness) Proactively prevent bullying, cyberbullying, and dating violence through mandatory staff training, student advisory education, anonymous reporting systems, and TEC §37.0832 / §37.0831 policy compliance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Deliver age-appropriate guidance modules during advisory periods focusing on identifying bullying behaviors, digital citizenship/cyberbullying prevention, healthy relationship dynamics, and reporting procedures. (Title I TA: 3,7) (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 4)	Administration, Counselors, Teacher(s)	Fall and Spring advisory	(L)General Supplies - 6399	Criteria: Guidance lesson logs, pre/post student awareness survey data. 10/19/26 - Some Progress
2. Maintain and promote a 24/7 anonymous bullying/threat reporting portal (Anonymous Alerts), ensuring all reported incidents of bullying or dating violence are investigated by campus administration within 24–48 hours. (Title I TA: 1,8) (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 4)	Administration	Daily	(F)Title IV, Part A - SSAEP - Fund 289, (L)General Supplies - 6399	Criteria: Incident investigation completion logs, quarterly anonymous reporting portal usage audits. 10/19/26 - On Track
3. Provide mandatory annual professional development for all campus personnel on recognizing signs of bullying, cyberbullying, dating violence, child abuse, and required reporting timelines. (Title I TA: 5,6) (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 4)	Administration, TCAA Administration	Beginning of Year	(L)General Supplies - 6399	Criteria: 100% staff training completion certificates. Region 11 Transcripts. 10/19/26 - On Track

Expenditures

Resource	Source	Strategy	Amount
Career & Tech - PIC 22	State	1.5.1, 1.5.2, 1.6.1, 2.3.1, 2.3.2, 3.3.2	$12,700
CCMR - PIC 38	State	1.1.1, 4.4.1	$2,500
Compensatory - PIC 24	State	1.1.1, 1.2.2, 1.6.1, 2.1.3, 3.3.2, 4.1.2, 4.2.1, 4.4.1, 4.5.1, 4.5.2	$6,000
EMAT	State	1.4.1, 2.1.1, 2.5.2	$62,000
General Supplies - 6399	Local	1.1.2, 1.2.1, 1.2.2, 1.4.1, 1.4.2, 1.7.1, 1.7.2, 1.7.3, 2.1.2, 2.4.1, 2.4.2, 2.5.1, 3.2.1, 3.2.2, 3.4.1, 3.4.2, 3.5.1, 3.5.2, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.4.1, 4.5.1, 4.6.1, 4.6.2, 4.6.3	$42,000
IDEA, B - Fund 224	Federal	1.3.1, 1.3.2	
Special Ed - PIC 23	State	1.3.2, 2.1.3, 2.2.1, 2.2.2, 3.3.2	$3,000
Title II, Part A - Fund 255	Federal	3.2.1, 3.2.2, 3.3.1	$20,000
Title IV, Part A - SSAEP - Fund 289	Federal	4.3.1, 4.3.2, 4.3.3, 4.6.2	$60,000
9 Resource(s)			**Total: $208,200**

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

Strategic priorities



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college

Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

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

Resources

Resource	Source
IDEA, B - Fund 224	Federal
Title II, Part A - Fund 255	Federal
Title IV, Part A - SSAEP - Fund 289	Federal
General Supplies - 6399	Local
Career & Tech - PIC 22	State
CCMR - PIC 38	State
Compensatory - PIC 24	State
EMAT	State
Special Ed - PIC 23	State