

FORT WORTH ACADEMY OF FINE ARTS

District/Campus Improvement Plan

2024/2025



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
Staub, Bethany	Elementary Instructional Specialist
Cook, Leslie	Secondary Instructional Specialist
Polman, Kevin	Science Department Chair
Mueller, Karen	Social Studies Department Chair
Hill, Jackson	Director, Singing Girls of Texas
Jaramillo, Jasmine	Dance Department Chair
Jones, Darla	Theatre Department Chair
Petta, Michelle	Visual Art Department Chair
Herrera, Debbi	Middle School Teacher
Wiggins, Ryan	Elementary Teacher
Ward, Scott	SPED Coordinator
Barker, Kaitlin	9-12 Counselor
Reese, Ciara	3-8 Counselor
Martin, Dana	Parent
Martin, Wendy	Parent

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 45% to 47% 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 06/12/24 - Pending (S)
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) 45% 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 74 to a component score of 76 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 59 to 61 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 60 to 62 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) FWAFA will provide effective instruction to all students.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will take the MAP Growth assessment in reading, language, and math 3 times a year. (Title I TA: 1,2,3,4,6) (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th)	Administration, Instructional Coach, Teacher(s), Technology Services	BOY, MOY, EOY		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) FWFA will retain 45 out of 50 teachers 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 FWFA will consistently demonstrate behaviors that reflect FWFA 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. Implement FWFA 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, FWFA Proud Artifacts
2. Recognize and celebrate students who show the desired FWFA 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
3. 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
4. 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 650 students.

30% - Hispanic

8% - 2 or more races

45% - White

16% - African American

3% - Asian

7% - Special Education

Demographics Weaknesses

We do not have an equal distribution of boys and girls. Our student body is comprised of 70% girls and 30% boys.

Demographics Needs

1. 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 650 students.

30% - Hispanic

8% - 2 or more races

Comprehensive Needs Assessment

Demographics Summary (Continued)

45% - White

16% - African American

3% - Asian

7% - Special Education

We are comprised of 30% boys and 70% girls.

Student Achievement

Student Achievement Strengths

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

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Our reading and English EOCs remain consistently high while we struggle to show improvement in math, especially in the middle grades.

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

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Tier 1 with some Tier 2 at times

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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

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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

Although we are seeing a decrease in the numbers, our data shows that our students struggle with depression, anxiety, and suicide ideation.

School Culture and Climate Needs

We need to stay abreast of the latest research and best practices regarding supporting the social-emotional needs of all students.

School Culture and Climate Summary

Although we are seeing a decrease in the numbers, our students suffer from anxiety, depression, and suicide ideation. We need to stay abreast of the latest research and training to support all students' social-emotional health.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

We use NWEA Math Growth Assessment 3 times a year to identify skill/concept gaps in order to move students at least one year or more in their learning.

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

Every academic teacher teaches at least 2 different classes with the majority teaching 3 different classes. We do not have shared planning time for teachers to work together to solve curriculum & instruction mis-alignments and do to vertical and horizontal alignment planning.

Curriculum, Instruction and Assessment Needs

We need professional development & planning time to support teachers in alignment of curriculum & instruction to the level of rigor and format of STAAR and beyond.

Curriculum, Instruction and Assessment Summary

Although we adopted the TEKS Resource System in the 2020-2021 school year and the MAP Growth Assessment, 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 1,200 views a week and the weekly Coffee with the Principal gets on average 500+ views a week. Parents have volunteer opportunities through PTSO and through clubs and organizations in our older grades. Teachers use Google Classroom and Remind 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

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

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

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.

Comprehensive Needs Assessment

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, and collaborative planning.

Technology

Technology Strengths

We became a 1 to 1 Chromebook district in grades 7-12 this year. We have a solid internet filtering system and the infrastructure has been put in place to support the number of devices that are used each day. We have not had an Internet outage in 2 school years.

Technology Weaknesses

Teachers need continued professional development on how to authentically integrate technology into instruction.

Technology Needs

We need to upgrade the desktop computers used in our CTE classes. We need to create a Chromebook replenishment plan.

Technology Summary

FWAFA has made huge strides in the past two school years to bring our technology up to industry standard. We need to strategically plan for the technology needs that the school will have in the next 3 to 5 years and create a technology replenishment plan.

2024 Elementary STAAR Scores - Domain 1

	# Tested	Master		Meets or higher		Approaches or higher		Did Not Meet		Component Score	Scale Score Rating
		#	%	#	%	#	%	#	%		
3rd Math	37	16	43%	24	65%	35	95%	2	5%	68 even	
Region 11			16%		43%		70%		30%	43	
Texas			15%		41%		69%		31%	42	
4th Math	57	6	11%	23	41%	43	67%	19	33%	40 -7	
Region 11			20%		44%		67%		33%	44	
Texas			21%		45%		68%		32%	45	
5th Math	55	13	24%	26	48%	42	77%	13	24%	50 -6	
Region 11			19%		48%		74%		26%	47	
Texas			19%		49%		76%		24%	48	
6th Math	77	3	4%	19	25%	50	65%	27	35%	31 -8	
Region 11			13%		38%		70%		30%	40	
Texas			13%		37%		69%		31%	40	
3rd Reading	37	20	54%	33	89%	36	97%	1	3%	80 +6	
Region 11			21%		49%		74%		26%	48	
Texas			21%		49%		75%		25%	48	
4th Reading	57	18	32%	39	69%	52	91%	5	9%	64 even	
Region 11			23%		51%		82%		18%	52	

Texas			23%		51%		82%		18%	52	
5th Reading	56	19	34%	42	75%	48	86%	8	14%	65 +1	
Region 11			29%		55%		79%		21%	54	
Texas			29%		54%		78%		22%	54	
6th Reading	77	26	34%	58	76%	72	94%	5	6%	68 +1	
Region 11			26%		56%		76%		24%	53	
Texas			25%		55%		75%		25%	52	
5th Science	55	18	33%	26	48%	41	75%	14	25%	52 -5	
Region 11			11%		37%		68%		32%	39	
Texas			11%		36%		67%		33%	38	

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	55	0	0%	6	11%	27	49%	28	51%	20 -11	
Region 11			9%		31%		53%		47%	32	
Texas			10%		32%		53%		47%	32	
8th Math	83	11	13%	42	50%	71	85%	12	14%	49 -9	
Region 11			14%		39%		68%		32%	40	
Texas			15%		40%		70%		30%	42	
Algebra I	62	14	23%	31	50%	57	92%	5	8%	55 -5	
Region 11			24%		43%		77%		23%	48	
Texas			25%		45%		79%		21%	50	
7th Reading	80	44	55%	62	78%	79	99%	1	1%	77 +4	
Region 11			29%		53%		72%		28%	51	
Texas			28%		52%		72%		28%	51	
8th Reading	80	46	58%	68	86%	79	99%	1	1%	81 -2	
Region 11			29%		54%		78%		22%	53	
Texas			28%		54%		78%		22%	53	
English I	61	40	66%	58	96%	60	98%	1	2%	87 +13	
Region 11			17%		54%		67%		33%	46	
Texas			17%		54%		67%		33%	46	
English II	55	11	20%	53	96%	54	98%	1	2%	71	

										+4	
Region 11			9%		62%		76%		24%	49	
Texas			9%		60%		75%		26%	48	
8th Social Studies	79	8	10%	28	35%	55	69%	24	30%	38 -1	
Region 11			17%		32%		58%		42%	36	
Texas			16%		31%		58%		42%	35	
U.S. History	64	36	58%	56	87%	64	100%	0	0	82 +4	
Region 11			39%		70%		95%		5%	68	
Texas			37%		69%		95%		5%	67	
8th Science	78	12	15%	34	43%	65	83%	13	17%	47 +9	
Region 11			15%		41%		67%		33%	41	
Texas			16%		42%		68%		32%	42	
Biology	62	28	45%	57	92%	62	100%	0	0	79 +2	
Region 11			19%		58%		91%		9%	56	
Texas			19%		58%		91%		9%	56	

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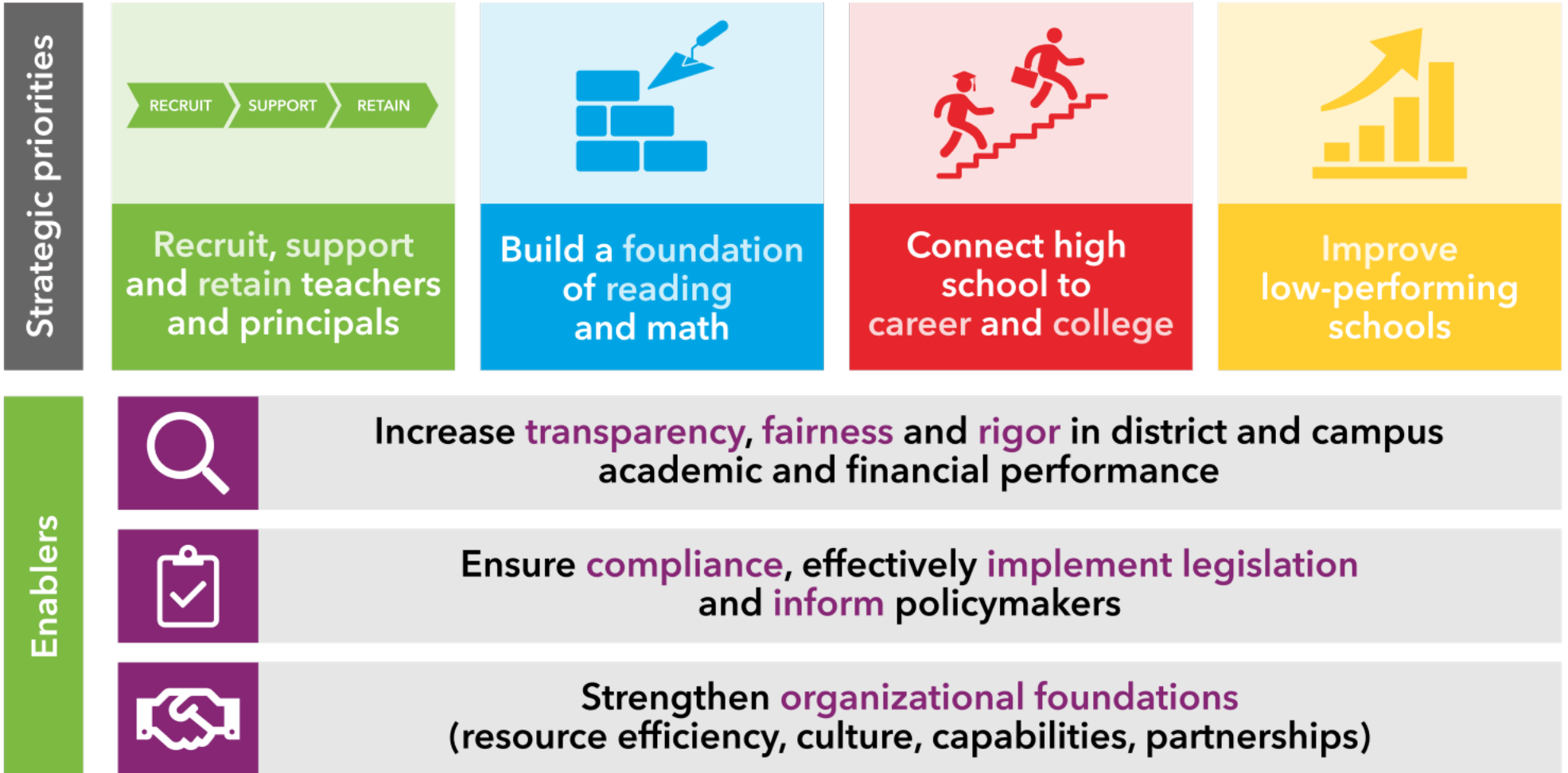
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Every child, prepared for success in college, a career or the military.



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

Resources

Resource	Source
No rows defined.	