

2021-2022 Implementation (Board Presentation June 28, 2022)

Updated for Mid-year review in January 2023

2021-2022 - **Our Mission** - To provide holistic education and experience for all students, while encouraging an intrinsic love for learning and service.

Our Vision - To develop holistic students who drive change in the world.

Our Values - Grit, Diversity, Resilience, Collegiality, Professionalism and our 6 Pillars of Character Development - Integrity, Accountability, Effort, Compassion, Teamwork, Respect

EFWMA Strategic Goals -

Goal 1 - To increase the learners' potential: all EFWMA educational staff must effectively implement routines, academic training, consistent observation and feedback (ESF 5.1 and 5.3, School Context and Organization, Student Achievement. TEA Strategic Plan 2, 3 & 4)

Goal 2 - To maintain a culture of collaboration, strong classroom instruction, professionalism, and best academic practices where excellence is sustained at EFWMA, educators must possess awareness of students' needs, a growth mindset, passion for teaching, room for growth, and initiative to analyze, relay, and implement data driven instruction. (ESF 5.1, 5.3, and 1.1, School context and organization, Curriculum, Instruction and Assessment. T.E. A Strategic Plan 1 & 4)

Goal 3 - To collaboratively bring together the trifecta of educators, parents, and students working towards academic success, all stakeholders must be willing to engage in sharing transparent knowledge, invest academic time to increase knowledge, and intentionally analyze and develop a plan for success . (5.1, 5.3, 1.1, Parent, Family and Community Engagement, Student Achievement. TEA Strategic Plan 1, 2, & 4)

Goal 4 - To maintain financial stewardship and sustainability, all pertinent staff must apply for grants, be good stewards of our local funds, and purposefully expend federal funding on campus needs. Staff responsible for student achievement and organizational success must be willing to invest time in creating and monitoring goals and needs for proper allocation . (ESF 5.1, 1.1, Demographics, Curriculum, Instruction, and Assessment. TEA Strategic Plan 4)

Through the Campus Needs Assessment Committee Documents and Probing Question, EFWMA has identified the following areas of focus:

- **School Context and Organization** - refers to the processes, structures, decision-making, and overall leadership aspect of the organization, including how these areas **address quality teaching and learning**.
- **Demographics** - refers to the characteristics or makeup of the school and helps us understand who **we are currently working with and how we implement strategies, initiatives, programs, and services to meet their needs**.
- **Student Achievement** - refers to annual and longitudinal reviews from varied sources of formal and informal data. **These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level**.
- **Parent, Family, and Community Engagement** - refers to how these stakeholders are **informed, invested, and involved as partners in supporting the school community to maintain high expectations and high achievement for all students**.
- **Curriculum, Instruction, and Assessment** - refers or **describes the teaching, learning, and assessment materials and resources available for a given course of study**. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

T.E.A Strategic Plan



Goal 1 - To increase the learners' potential the effective implementation of EFWMA approved trainings such as the Waterfall Method, DDI, Aggressive Monitoring, Instructional Classroom Strategies, Student Culture Processes, Tenant Instructional Standards, Love and Logic Discipline Techniques, The Leader In Me Character Process, AEL/TTESS Trainings, Data Tracking, comparison, and Disaggregation, and MTSS

HB4545 must be effectively practiced by all stakeholders. (ESF 5.1 and 5.3, School COntext and Organization, Student Achievement

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: As we leveraged through unanticipated barriers of COVID, our students were unable to keep up with academic learning during at home learning. Some students experienced challenges academically, socially and emotionally. As we returned to school students faced days of academic interruptions due to Covid and the renovation of a building. These barriers impacted the EFWMA community in different ways, such as academic achievement, lower enrollment, decrease in the budget, and more expected mandates. Not allowing a good crisis to go to waste, EFWMA community of educators went to work by understudying processes and practices that will ensure we leveraged our skills to better improve classroom instruction which will in turn increase the learners' potential. By implementing initiatives and trainings learned and adopted during these three years, EFWMA will make gains upwards of 40%+

Root Cause: The diverse economic and social backgrounds of our students with an unanticipated virus lasting a span of three years caused an achievement gap in all core subjects.

2022-2023: EFWMA invested in curriculum and training to ensure we implement best research practices. These resources have been vetted by TEA. We invested in chromebooks, tablets and other tech resources for students and teachers to make learning easy and fun. We invested in parent engagement resources, fastalk, home visits, social emotional and resource platforms to help our staff reach out to parents. Our wrap around services are scheduled and structured to support learning gaps and raise achievement scores.

Strategy Description	Monitor	Expected Result	Months of Progress Check	Reviews - Formative/Summative
Implement and follow through with fidelity EFWMA practices and procedures as it relates to: Waterfall Method, DDI, Aggressive Monitoring, Instructional Classroom Strategies, Student Culture Processes, Tenant Instructional Standards, Love and Logic Discipline Techniques, The Leader In Me Character Process, AEL/TTESS Trainings,	Instructional Coaches SEL Coordinator Interventionists/Support Staff Teachers District Admin Campus Admin	100% of all EFWMA Students will make academic and or behavior progress. A 40%+ increase in students scores	Baseline August-September 2022 = 35% Dec/Jan 2022 = 55% April - = 75% Dec and May = All progress Monitoring Meetings and Teacher Support Meetings will be successfully completed	Waiting on MAP scores analysis

Data Tracking, comparison, and Disaggregation, and MTSS HB4545,				
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Goal 2 - To maintain a culture of collaboration, strong classroom instruction, professionalism, and best academic practices where excellence is sustained at EFWMA, educators must possess awareness of students' needs, a growth mindset, passion for teaching, room for growth, and initiative to analyze, relay, and implement data driven instruction. (ESF 5.1, 5.3, and 1.1, School context and organization, Curriculum, Instruction and Assessment. T.E. A Strategic Plan 1 & 4)

Problem Statement 2: Five years EFWMA embarked on redesigning and refining who we are and where we wanted to go. This led us on a journey in which we earned a “D” in 2018-2019. Three years later, wading through COVID and a school flood, EFWMA embarked on identifying areas of growth and gaps. We identified the following: data tracking, scope and sequence of instruction, instructional continuity and rigor in the classroom, clear expectations of duties and responsibilities, alignment of resources and rigor of assessment, being data driven, etc.. Since these findings, we’ve seized the opportunity to address, train, implement, analyze, vet and streamline our findings to ensure growth and success.

Root Cause: As we redefine and identify gaps there was not a collaborative mindset to buy into the vision, mission, and goals outlined for the school. The tension and shaky foundation of processes needing to be tightened with new TEA mandates led to an uncompromising state of school affairs. EFWMA invested in team building exercises through Academic audits, mentor training, academic training, observations and feedback, data driven instruction and school culture & climate training and audit. Currently, EFWMA has a cohesive team, working collaboratively on our identified areas of focus. Those areas of focus are: Strong classroom instruction, meaningful PD’s, an increase in parent engagement, and a positive climate and culture.

Strategy Description	Monitor	Expected Result	Months of Progress Check	Reviews - Formative/Summative
Ensuring and acknowledging the bigger picture of accountability to students first . Curriculum is linked to TEKS and aligned to the Scope and Sequence which are aligned to students	Instructional Coaches SEL Coordinator Interventionists Campus Admin	100% of all EFWMA Teachers and Instructional Staff will make professional growth on the evaluation tool. A 40%+ increase in grade level and departmental goals	Baseline August-September 2022 = 35% Dec/Jan 2022 = 55% April - = 75% Dec and May = All progress Monitoring Meetings will be successfully completed	

instructional learning needs.			This strategy will be continued	
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Goal 3 - To collaboratively bring together the trifecta of educators, parents, and the student working towards each child's success all parties must be willing to engage in sharing transparent knowledge, invest time, and clearly analyze and develop a plan for success . (5.1, 5.3, 1.1, Parent, Family and Community Engagement, Student Achievement. TEA Strategic Plan 1, 2, & 4)

Problem Statement 3: Parent involvement is apparent but not at a level to increase student achievement. The disruption of Covid further affected the momentum of outreach to parents becoming involved in the formative journey of their child. Parent harassment and lude behavior sometimes causes teacher apprehension to engage in parent-teacher conferences. Sometimes lack of capacity or training causes them to deflect or shy away from transparent and honest conversations that can help build a bridge to support family engagement and student progress. Covid and school violence has also been a huge factor in allowing parents to have an open door policy. This further exacerbates the problem to increase engagement

Root Cause: A few factors leading back to partnership building and training has left our educators shying away from confrontations with parents or unable to develop partnership with them. This form of fear does not allow transparent and honest conversations to support student progress. A widespread pandemic has discouraged family engagement in school.

2022-2023 - EFWMA has invested in F.A.C.E, created a class parent panel, created a SBDM panel that consists of parents, business partners, and community members. Each of these panels are involved in reviewing EFWMA School Policies and giving feedback. They are informed about budget spending, and are involved in creating procedures. Teachers will continue to receive training through online platforms and other professional development to strengthen parents partnership.

Strategy Description	Monitor	Expected Result	Months of Progress Check	Reviews - Formative/Summative
Building a receptive community through FACE, Home Visits, Fast Talk App, and SEL activities will support the goal and desire to increase the	Instructional Coaches SEL Coordinator FACE Lead	60% of all EFWMA Staff will engage with the school through attendance in school events, surveys, conferences, and communication through the communication App. A 40%+ increase in each grade level	Baseline August-September 2022 = 20% Dec/Jan 2022 = 40% April - = 60% Dec and May = All perception surveys will be successfully completed and will	98% of EFWMA staff attended school events. 75% of EFWMA attended community events for recruitment and community partnerships. ___% of teachers are satisfied with _____

trifecta of collaborative partnership to support students		parent engagement and partnerships	show an increase in parent involvement.	____% of parents are satisfied with ---- __% of parents are dissatisfied with—
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Goal 4 - To maintain financial stewardship and sustainability through grants, local funds, and federal funding, all staff responsible for students and organization success must be willing to invest time in developing and tracking goals to identify need for proper allocation . (ESF 5.1, 1.1, Demographics, Curriculum, Instruction, and Assessment. TEA Strategic Plan 4)

Problem Statement 4: Without Proper planning we can't prevent poor allocation of funding.

Root Cause: There was a gap in understanding Charter school finance codes and appropriating realized revenue to properly identified gaps. This led to mis-coding and over or under allocation of funding.

2022-2023: The district staff has immersed themselves in financial training from Region 11, TASBO and veteran mentors in school finance. EFWMA does not only work with Region 11, we also call on Mr. Zhu to check our financials especially before our financial audit and TEA submission. We've found this to be best practices for checks and balances.

Strategy Description	Monitor	Expected Result	Months of Progress Check	Reviews - Formative/Summative
Building a budget in Ascender with the appropriate charter school codes matched to the right allocation will support materials, resources, and trainings.	Instructional Coaches District Admin/Staff Campus Admin	85% of EFWMA State, Federal and Local Funding to be created using the Ascender Budget Platform. 85% of all line items by Function Codes will be coded correctly A 90%+ increase in expensing the approved budget by the end of the financial statement in August.	Baseline August 2022 = 85 % Dec/Jan 2022 allocation of expenditures = 50% April - = 80% July - August = 90%+ August = All expenditures should total 90% for each function	EFWMA finished the year with an A grade for our financial audit. 90% of our funds met the allocated threshold for time and effort and pic codes. 100% of district staff involved in finance are trained.

