

Fort Worth Independent School District
144 Leadership Academy at Mitchell Boulevard Elementary
2023-2024 Improvement Plan



Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning.

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Comprehensive Needs Assessment

Demographics

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Student Learning

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School Processes & Programs

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The Leadership Academy at Mitchell Boulevard is a part of the Leadership Academy Network. The curriculum and instruction are designed and tailored to students in the Network. Literacy and Math both have models that have been designed specifically for students in the Network. Campus Instructional Coaches work in collaboration to design Instructional Planning Calendars that outline student expectations that need to be mastered and retaught. The campus front loads professional development prior to school starting in August that is focused on best instructional practices, curriculum, and monitoring of student progress. Leadership teams work together with Master Teachers for the implementation of campus initiatives. Campus systems have been developed and established for high communication, scheduling, and support levels.

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The campus has a solid administrative and instructional team to support classroom learning. Curriculum is designed, and instructional coaches for all content areas support the growth of teachers in classrooms. Campus designs weekly assessments and tracks student learning through DOLs daily. Campus has high-performing teachers in the tested content areas who continue demonstrating growth through the coaching model. Campus utilizes the LAN Teacher Development System to improve teacher performance.

Rtqdnq o "Uvcvg o gpvu"Kfgpvkh{kpi"UejqqnRtqeguugu" ("Rtqitc o u"Pggfu

Rtqdnq o "Uvcvg o gpv"3< Discipline consists of 17% of students enrolled with referrals. A total of 126 referrals. Tqqv"Ecwug< Students coming with social emotional needs

Rtqdnq o "Uvcvg o gpv"4"*Rtkqtkvk|gf+< Student attendance at 93.2% and not the target of 95% Tqqv"Ecwug< Chronic absenteeism plays a role in absences along with mobility rate that is high

Perceptions

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My supervisor, or someone at work, cares about me as a person - 88%

I know what is expected of me at work. - 96%

I have the materials & equipment to do my work well.- 71%

The mission/purpose of LAN makes me feel my job is important.- 92%

Overall Org Health Avg - 75%

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My supervisor, or someone at work, cares about me as a person - 88%

I know what is expected of me at work. - 96%

I have the materials & equipment to do my work well.- 71%

The mission/purpose of LAN makes me feel my job is important.- 92%

Overall Org Health Avg - 75%

Rtqdn g o "Uvcvg o gpv"Kfgpvkh{kpi "Rgtegrvkqpu"Pg g fu

Rtqdn g o "Uvcvg o gpv"3*Rtkqtkvk|gf+< 46% of Teachers receive feedback on their teaching while 79% of teachers find feedback valuable. **Tqqv"Ecwug<** Administrators are not finding the time to walk classrooms and provide teachers with feedback.

Rtqdn g o "Uvcvg o gpv"4< 54% of teachers feel that professional learning is valuable to them **Tqqv"Ecwug<** Teachers do not see the connection of why the professional learning is important and how it will impact instruction

Priority Problem Statements

Rtqdnq o "Uvcvg o gpv"3: Only 14% of African American and Hispanic students are on meets grade level on math per Spring 2023 Benchmark

Tqqv"Ecwug"3: Students have large instructional gaps in math

Rtqdnq o "Uvcvg o gpv"3" Ctgc: Demographics

Rtqdnq o "Uvcvg o gpv"4: Only 20% of students are on meets grade level for reading according to MOY MAP Growth

Tqqv"Ecwug"4: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

Rtqdnq o "Uvcvg o gpv"4" Ctgc: Student Learning

Rtqdnq o "Uvcvg o gpv"5: Only 17% of students are on meets grade level for math according to MOY MAP Growth

Tqqv"Ecwug"5: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

Rtqdnq o "Uvcvg o gpv"5" Ctgc: Student Learning

Rtqdnq o "Uvcvg o gpv"6: Student attendance at 93.2% and not the target of 95%

Tqqv"Ecwug"6: Chronic absenteeism plays a role in absences along with mobility rate that is high

Rtqdnq o "Uvcvg o gpv"6" Ctgc: School Processes & Programs

Rtqdnq o "Uvcvg o gpv"7: 46% of Teachers receive feedback on their teaching while 79% of teachers find feedback valuable.

Tqqv"Ecwug"7: Administrators are not finding the time to walk classrooms and provide teachers with feedback.

Rtqdnq o "Uvcvg o gpv"7" Ctgc: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Key Data Sources:

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

- Male / Female performance, progress, and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

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- Parent surveys and/or other feedback

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- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

District Goals

College and Career Readiness - Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by August 2024.

Equity - Increase the percentage of students with a CCMR indicator from 43% to 48% by August 2024.

VGC"Rtqtvkgu<

Build a foundation of reading and math

- GUH"Ngxgtu<

Fluvtke" I qcr"4< MIDDLE YEARS MATH - Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics

Fkuvtkv" I qcn"5< EARLY LITERACY - Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Uejqqn"Rgthqt o cpeg"Qdlgevkg"3< By June of 2024, 65% of students in grades K-5 will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

Gxcnwevkqp"Fcvc"Uqwtegu< MAP

Uvtcvgi {"3< Year 2 implementation of the literacy model with automaticity ensuring instructional coach support and administrative monitoring.

Uvtcvgi {"u"Gzrgevfg" Tguwnvk o rcev< Increase in MAP and STAAR performance

Uvchh" Tgurqpukdng" hqt" Oqpkvqt kpi< Teachers, Instructional Coaches, Administration

VGC" Rtkqt kvkgu<

Build a foundation of reading and math

- GUH" Ngxgtu<

Lever 5: Effective Instruction

Rtqdn g o "Uvcvg o gpvu< Student Learning 1

Cevkqp"Uvgr"3" Fgvcknu	Tgxkgyu			
Cevkqp"Uvgr"3< Data meetings and PLCs to ensure aligned instruction is providing results and outcomes that are yielding improved results Kpvpgfgf" Cwfkppeg< Teachers and staff Rtqxifgt" "Rtgugpvt" "Rgtuqp" Tgurqpukdng< Data Analyst Fcvg*u+ "Vl o ghtc o g< Every other week throughout the school year and after each assessment Fgnkxgt {" Ogvjqf< Face to face and computer Hwpfkpi" Uqwtegu< - Title I (211) - 211-13-6119-04E-144-30-510-000000-24F10 - \$75,826	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"4" Fgvcknu	Tgxkgyu			
Cevkqp"Uvgr"4< Provide resources to allow Gifted and Talented students relevant instruction. Kpvpgfgf" Cwfkppeg< GT students Rtqxifgt" "Rtgugpvt" "Rgtuqp" Tgurqpukdng< Teachers	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

Fcyg*u+! "Vko ghtc o g< 2023-2024

Hwpfki "Uqwtegu<

Fluvtkv" I qcn"5 EARLY LITERACY - Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Uejqqn"Rgthqt o cpeg"Qdlgevixg"4 By June of 2021, 80% of students in Pre-K will meet or exceed growth target as measured by CLI Engage from EOY to BOY

Early Literacy - EARLY LITERACY - Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Early Literacy - By June of 2021, 80% of students in Kinder will meet or exceed growth target as measured by TX-KEA from EOY to BOY

TX-KEA and MAP Data

Fluvtkv" I qcn"6 Parental Involvement: By June 2024, we will increase the number of parents/guardians and outside volunteers that are actively involved with the campus by 10%

Uejqqn"Rgthqt o cpeg"Qdlgevkxg"3 Increase the number of members belonging to the campus PTO by greater than 10%.

Gxcnwcvkqp"Fcvc"Uqwtegu

Parental Involvement - By June 2024 we will increase the number of parents/guardians and outside volunteers that are actively involved with the campus by 10%

Parents and families

Box

STAKEHOLDER ASSESSMENTS, SCHOOL ACCOUNTABILITY, and EXPECTATIONS FOR OUR CHILDREN.

Provide monthly engagement meeting with parents/families to continue to educate them on the increased growth.

Reading Partners volunteer

Reading Partners

Students/Teachers

Students/Teachers

Box

community partnership to support our children

Develop partnership with various businesses for outside influence from the community to build a

- C

Connect high school to career and college

CC

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Principal/Assistant Principal, Parent Teacher Liaison

Outside business staff support students socially/emotionally as well as academically

Campus Funding Summary

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Rctgpv"Gpicigogpv							
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							Uwd/Vqvcn \$2,196.00
							Dwfi gygf"Hwpf"Uqwteg"C o qwpv \$2,196.00
							-1/"Fkhhtgpeg \$0.00
DGC"*3;;"RKE"47+							
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4	1	1	2		Snacks - parent/community to promote participation	199-61-6499-001-144-25-313-000000	\$1,581.00
							Uwd/Vqvcn \$1,581.00
							Dwfi gygf"Hwpf"Uqwteg"C o qwpv \$1,581.00
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3	1	1	2		GENERAL SUPPLIES		\$346.00
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