

Fort Worth Independent School District
129 Leadership Academy at John T White Elementary
2021-2022 Campus 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

Needs Assessment Overview

Priority 1

Problem Statement 1 (Prioritized): a large percentage of K-5th grade students did not meet the MAP-Reading projected growth measure.

Root Cause

Low percentage of students attending in person instruction from teachers along with limited home parental support.

Demographics

Demographics Summary

The Leadership Academy at John T. White is located in the East quadrant of FWISD. The campus demographics for our student population is comprised of the following: 71% African American 0.9 % Asian 22.6% Hispanic 0.4% American Indian 0.2% Pacific Islander 2.2% White

The Leadership Academy at John T. White opened it's door to serve the Eastside community of Fort Worth in 2011. The campus community is surrounded by lots of apartment complex's which makes the campus highly transient. The experienced experienced gains but over the course of several years the campus sonctinued to not meet state standars. As a result of the decline the campus went through a restructuring of staff, programming, and funding sources in 2018. As a result of this shift the campus was able to come out of IR status in a three year period. In 2019 the campus returned to yr. 1 of IR status and strategic plaining and system changes occurred to ensure that the campus would fine tune areas of need fro returning the campus to B status.

Demographics Strengths

- Smaller class sizes in grades K-5 classroom intervention and targeted student instructional needs.
- The use of Restorative Practices and explicit plans for supporting the social and emotional needs of students.
- One to one technology for students
- Low Teacher Turn over rate

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem Statement 1 (Prioritized): a large percentage of K-5th grade students did not meet the MAP-Reading projected growth measure. **Root Cause:** Low percentage of students attending in person instruction from teachers along with limited home parental support.

Problem Statement 2: Problem Statement 2 (Prioritized): Overall 2021-2022 campus attendance rate for the fall semester averaged 90% which is below the previous years average. **Root Cause:** Due to Covid -19 pandemic and CDC regulations, the traditional back to school process was modified to a hybrid model of instruction. The unstainability of both instructucional structures was unstable and caused instructional stress on teaching and learning; there by affecting student and teacher attendance.

Student Learning

Student Learning Summary

During the 2020-2021 school year The Leadership Academy at John T. White encountered many obstacles. Obstacles faced with the hybrid teaching model, quarantines, and highly mobile students in terms of being virtual and in person. Campus staff readily embraced changes with their model of teaching, providing support for at home learners, and lesson planning to accommodate both instructional models. All students were provided technology and hot spots to support in accessing and continuing the learning process. As a result of the many shifts students in grades K-5 showed areas of limited growth in reading and math as measured by NWEA MAP, and STAAR.

Student Learning Strengths

92% of PK students (English and Spanish) were on Track as measured by CLI Engage

94 % of Kindergarten DLE students were on Track as measured by TX-KEA

80% of 3-5 DLE Students met their Projected growth as measured by NWEA MAP

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 31% of Students in grades 3-5 met their EOY projected growth in reading as measured by NWEA MAP **Root Cause:** Teachers did not have the necessary training/materials to deliver instruction in hybrid model where attendance and learning models consistently changed throughout the school year.

Problem Statement 2: Students in grades 3 and 4 scored in the range of 20%-26% on STAAR Math **Root Cause:** Teachers did not have the necessary training/materials to deliver instruction in hybrid model where attendance and learning models consistently changed throughout the school year.

School Processes & Programs

School Processes & Programs Summary

The Leadership Academy at John T. White has multiple systems and structures in place for recruitment of staff as well as we use a three Tier model for teachers to ensure success. The following are processes and programs utilized on our campus:

Classroom Environment/Planning/Instruction -Three tier support model used to provide coaching and support

Friday Enrichment Friday (Student Enrichment and Teacher Planning)

Bamberick Model for Data Meetings

Backwards planning model & Lesson Plan Feedback Protocol

FW After School Program

School Processes & Programs Strengths

Friday Enrichment which is utilized for student enrichment activities and teacher planning

Instructional Coaches for RP and DLE

Backwards Planning Protocol

Home Visit Project

FWAS Program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a lack of parent engagement in the school community both during COVID as well as prior to COVID **Root Cause:** The Leadership Academy at John T. White students mostly live in the apartment complex areas and building a community base is very difficult in a highly transit area.

Perceptions

Perceptions Summary

An analysis of the Spring Panorama Survey identifies that our campus has strengths in the areas of :

Feedback and Coaching

Orgaizational Health

Perceptions Strengths

An analysis of the Spring Panorama Survey identifies that our campus has strengths in the areas of:

Professional Development opportunities for teachers who in the Accomplished and Distinguished ranges of TTESS

School Climate (Initiative and colleague support)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: When initiatives are presented the level of by-in and support is directly aligned to campus culture and student learning. **Root Cause:** Creating open communication and transparency creates a hesitation with teacher by-in.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Goals

Goal 1: 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.

Performance Objective 1: By June of 2021, 75% of students in grades K-5th will meet or exceed literacy growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

Targeted or ESF High Priority

Evaluation Data Sources: MAP Growth Adaptive Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Leveled Literacy Intervention Systems to support with gaps created as a result of COVID-19 school closure and virtual learning</p> <p>Strategy's Expected Result/Impact: 80% of students will show growth from BOY to EOY in reading levels</p> <p>Staff Responsible for Monitoring: Leadership Team Master Teachers Instructional Coaches Shakerra Williams</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - Title I (211) - 211-11-6129-04U-129-30-510-000000-22F10 - \$26,101, - Title I (211) - 211-13-6119-04E-129-30-510-000000-22F10 - \$76,541</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All teacher literacy lesson plans submitted will demonstrate that teachers are following the TRS scope and sequence with fidelity utilizing all the components. All teachers will participate in the weekly half day trainings based on scope and sequence and curricular resources that is being led by Master Teachers and Instructional Coaches.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will be utilizing TRS with fidelity and instructional monitoring systems will be established including PLCs that focus on lesson planning and curriculum alignment. All members of the leadership team will have specific schedules for monitoring lesson plan alignment and fidelity of curriculum.</p> <p>Staff Responsible for Monitoring: Leadership Team Teachers Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: - Title I (211) - 211-11-6329-04E-129-30-510-000000-22F10 - \$7,000, - Title I (211) - 211-12-6329-04E-129-30-510-000000-22F10 - \$5,000, - Title I (211) - 211-11-6396-04E-129-30-510-000000-22F10 - \$2,500, - Title I (211) - 211-11-6399-04E-129-30-510-000000-22F10 - \$15,418</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Literacy Lesson Plan Review by Instructional Coaches and Master Teachers to ensure alignment before it goes live to teachers. They will review Instructional Planning Calendars, DOL creation, and alignment. This will be done in conjunction with the LAN six week assessments</p> <p>Strategy's Expected Result/Impact: The established monitoring practices will lead to a 80-90% of students increasing mastery on DOL's, quick checks, and assessments as evidence of the shift in practices. The monitoring practices will be aligned to focus on the work being done in PLC's, data meetings, and evidence of walkthroughs feedback and coaching</p> <p>Staff Responsible for Monitoring: Leadership Team Master Teachers IC's</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: - Title I (211) - 211-11-6112-0PD-129-30-510-000000-22F10 - \$2,380, - Title I (211) - 211-23-6499-04E-129-30-510-000000-22F10 - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: 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.

Performance Objective 2: Increase the number of K-5 (RP &DLE) students who meet or exceed the growth target as measured by MAP

Targeted or ESF High Priority

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Supply resources and materials to support with interventions for special populations Strategy's Expected Result/Impact: Increase student growth as evidenced on assessments Funding Sources: Supply resources and materials for intervention and accelerated learning - SCE (199 PIC 24) - 199-11-6399-001-129-24-313-000000- - \$3,588	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Early Math





Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: By May of 2020, 70% of students in grades K-5th will meet or exceed math growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR
NWEA MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: All teacher math lesson plans submitted will demonstrate that teachers are following TRS and STEMSCOPE scope and sequence with fidelity utilizing all the components. All teachers will participate in the weekly half day planning sessions which will be led by Master Teachers and Instructional Coaches.</p> <p>Strategy's Expected Result/Impact: 90 % of teachers will be utilizing TRS with fidelity and instructional monitoring systems will be established including PLC/Data Meetings during Friday planning which will focus on lesson planning and curriculum alignment. All ICs and admin will have a monitoring schedule to support with giving timely feedback on instructional practices and data.</p> <p>Staff Responsible for Monitoring: Admin Instructional Coaches Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Math data meetings will be held bi-weekly following the DDI Model to review assessments and schedule reteaches. All data meetings will be calendared along with dates for submitting student work.</p> <p>Strategy's Expected Result/Impact: 80% of teachers will begin using the practice of using DOL assessments and tracking data. 100% of students will track their data and goals.</p> <p>Staff Responsible for Monitoring: Admin IC's Data Analyst</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Math Lesson Plan Review by Instructional Coaches and Master Teachers to ensure alignment before it goes live to teachers. They will review Instructional Planning Calendars, DOL creation, and alignment. This will be done in conjunction with the LAN six week assessments</p> <p>Strategy's Expected Result/Impact: The established monitoring practices will lead to a 80-90% of students increasing mastery on DOL's, quick checks, and assessments as evidence of the shift in practices. The monitoring practices will be aligned to focus on the work being done in PLC's, data meetings, and evidence of walkthroughs feedback and coaching</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Master Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide Incentives for students for meeting and exceeding goals and targets</p> <p>Strategy's Expected Result/Impact: Students achievement will increase on assessments</p> <p>Staff Responsible for Monitoring: Instructional Team Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 2: By May of 2020, 75 % of students in grades 3-5th will meet or exceed the Approaches standard as measured by STAAR

Targeted or ESF High Priority

Evaluation Data Sources: STAAR





Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: By May 2020, 12% of students will score at the Masters Level in Reading as measured by STAAR

Targeted or ESF High Priority

Evaluation Data Sources: STAAR
NWEA MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Leadership will establish clear systems for lesson planning, schedules, student data tracking, and classroom evidence chart.</p> <p>Strategy's Expected Result/Impact: 100% of teacher lesson plans submitted will include instructional practices (gradual release), aligned student activities, success criteria, and aligned assessments (DOL's). Instructional Coaches and Admin will provide feedback focused on alignment, rigor, and student engagement activities.</p> <p>Staff Responsible for Monitoring: Leadership Team Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize Enrichment Friday planning time to build effective aligned lessons using the backwards planning model.</p> <p>Strategy's Expected Result/Impact: 100% of teacher lesson plans submitted will include instructional practices (gradual release), aligned student activities, success criteria, and aligned assessments (DOL's). Instructional Coaches and Admin will provide feedback focused on alignment, rigor, and student engagement activities.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Master Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: By May 2020, 75 % of students in grades 3-5th will meet or exceed the Approaches standard as measured by STAAR

Targeted or ESF High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Instructional Coaches, Data Analyst, and Master Teachers to prepare aligned assessments for grades K-5 in reading, math, writing, and science. Assessment data will be monitored with All in Learning, DOKL Trackers, bi-weekly assessments (2-5), six weeks assessments, and Benchmarks.</p> <p>Strategy's Expected Result/Impact: Improve student achievement across all content areas and grades by creating aligned assessments to monitor campus targets.</p> <p>Staff Responsible for Monitoring: Admin Instructional Coaches Data Analyst Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: LAN Growth Walks will be conducted every six weeks to gather data on evidence of established best practices as identified by the TIP, CIP, and campus initiatives.</p> <p>Strategy's Expected Result/Impact: 90% of teachers will begin using the best practices as evident in the classrooms and walk-through data</p> <p>Staff Responsible for Monitoring: Admin Instructional Coaches Teachers LAN Network Instructional Staff</p> <p>ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to learning environments that support curriculum and are safe, supportive and culturally responsive .

Performance Objective 1: Increase the number of family events hosted by the campus and use all outlet to communicate events

Targeted or ESF High Priority

Evaluation Data Sources: Parent Sign In
 Social Media Postings
 Blackboard Call outs
 Parent Newsletter Flyer

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and promote family events</p> <p>Strategy's Expected Result/Impact: Events will create a sense of community and increase parent involvement</p> <p>Staff Responsible for Monitoring: Leadership Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I (211) - 211-61-6399-04L-129-30-510-000000-22F10 - \$1,620, - Title I (211) - 211-61-6499-04L-129-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase opportunities for students to attend district and campus level designed fieldtrips to increase academic achievements and support with real world learning experiences.</p> <p>Strategy's Expected Result/Impact: Fieldtrips will support students with applying learning and making connections outside of the classroom environment.</p> <p>Staff Responsible for Monitoring: Secretary Administrators Classroom Teachers Teacher Assistants</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to learning environments that support curriculum and are safe, supportive and culturally responsive .

Performance Objective 2: Increase the number of Parent Smore Newsletter from three to five per school year.

Targeted or ESF High Priority

Evaluation Data Sources: Smore Newsletter (BOY, Thanksgiving, Winter Break, Spring Break, STAAR, EOY)

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and send out parent newsletters to create awareness of academics and campus culture events</p> <p>Strategy's Expected Result/Impact: Create parent newsletters with important information will keep families abreast of all the campus evensts,</p> <p>Staff Responsible for Monitoring: Leadership IC's Master Teachers Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Computer Lab Assistant	211-11-6129-04U-129-30-510-000000-22F10	\$26,101.00
1	1	1		Data Analyst	211-13-6119-04E-129-30-510-000000-22F10	\$76,541.00
1	1	2		Reading materials for classroom use	211-11-6329-04E-129-30-510-000000-22F10	\$7,000.00
1	1	2		Reading materials for library use	211-12-6329-04E-129-30-510-000000-22F10	\$5,000.00
1	1	2		Technology for instructional use	211-11-6396-04E-129-30-510-000000-22F10	\$2,500.00
1	1	2		Supplies and materials for instructional use	211-11-6399-04E-129-30-510-000000-22F10	\$15,418.00
1	1	3		Subs for professional development	211-11-6112-0PD-129-30-510-000000-22F10	\$2,380.00
1	1	3		Virtual registration for Principal and Assistant Principal (PD)	211-23-6499-04E-129-30-510-000000-22F10	\$12,000.00
4	1	1		Supplies and materials for parental involvement	211-61-6399-04L-129-30-510-000000-22F10	\$1,620.00
4	1	1		Snacks for parents to promote participation	211-61-6499-04L-129-30-510-000000-22F10	\$1,000.00
Sub-Total						\$149,560.00
Budgeted Fund Source Amount						\$149,560.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1	Supply resouces and mterials for intervention and accelerated learning	Supplies and materials for instructional use	199-11-6399-001-129-24-313-000000-	\$3,588.00
Sub-Total						\$3,588.00
Budgeted Fund Source Amount						\$3,588.00
+/- Difference						\$0.00
Grand Total						\$153,148.00

Addendums