

Fort Worth Independent School District
129 Leadership Academy at John T White 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

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: African American 69%, Asian less than 3%, Hispanic 25% , Two or more races 4%, and White less than 3%.

The Leadership Academy at John T. White opened its doors to serve the East side community of Fort Worth in 2011. The campus community is surrounded by apartment complexes which makes the campus highly transient. Over the last three years, the Leadership Academy at John T. White has made significant strides on student growth and achievement. The campus shifted from an F rating in 2018-2019, prior to its designation as a leadership academy within the LAN program, to a B rating for 2021-2022. As a result of leaning into to the campus blueprint focused on consistent systems and strategic curriculum decision 83% of all students met progress in Math. African American students displayed large gains at all achievement levels, including the highest level of a +13% point gain at Masters. Emergent Bilingual students also saw success in Math, with 92% reaching met progress.

John T. White is committed to the mission, vision, and values of the campus and Leadership Academy Network, this is executed by being relentless in providing aligned instruction, a safe learning environment, and providing teachers with supports to ensure student success. We are committed to serving kids with excellence, with No excuses.

Demographics Strengths

The Leadership Academy at John T. White is committed to providing students with highly qualified teachers that are committed to to teaching and learning on our campus. As a result of retaining 90% of our teaching staff our students showed magnificent gains.

- During the 2021-2022 school year students in the majority demographics on our campus showed tremendous growth:
- African American 13% gain at Masters
- African American students saw large gains in Reading scores relative to the 2020-2021 school year, with a 22%-point increase at Approaches.
- Hispanic students made great gains during the school year with 83% meeting progress in Reading.
- Second grade students achieved at high levels with almost 70% of students meeting their projected growth in Math
- Emergent Bilingual showed great gains, 92% of students meeting their progress measure

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance has consistently been below the ADA average of 97% **Root Cause:** Parent support with understanding the urgency of ensuring students are attending school regularly.

Problem Statement 2 (Prioritized): Student growth has increased tremendously; however a large percentage of students are not meeting grade level proficiency. **Root Cause:** Student learning gaps are varied and are considerably below grade level in grades 3rd-5th grade. Gaps were present pre COVID but were critically impacted due to COVID learning loss.

Problem Statement 3 (Prioritized): Parent involvement for family events and activities has increased tremendously; however engagement is low for parent conferences and events related academics. **Root Cause:** Parents don't feel empowered to take an active role in their child's education.

Problem Statement 4 (Prioritized): 63% of teachers received feedback on their teaching and 85% found the feedback to be useful in their teaching. **Root Cause:** Administrators are struggling with consistently dedicating time to classroom walk-throughs

Student Learning

Student Learning Summary

MOY MAP GROWTH READING

- Growth in Reading improved relative to last year (39% met projection > 45% in English; 59% > 63% in Spanish), though this was mostly due to Grade 4
- Grade 3 saw lower percentages for achievement; however, growth was substantially higher (+12%pts for Reading, +6% points for Math)
- Grade 3 was lower in achievement than comparison schools, but growth was substantially higher in both content areas
- Growth for Grade 5 Math saw a large decline (-27% points), with only 29% of students meeting growth projections; a similar but smaller decline was seen in Reading (-7% pts, 39% met growth)
- For both Grade 5 Reading & Math, growth and achievement were lower than in comparison to school

MOY MAP GROWTH READING

- Grade 3 saw lower percentages for achievement; however, growth was substantially higher (+12%pts for Reading, +6% points for Math)
- Grade 3 was lower in achievement than comparison schools but growth was substantially higher in both content areas
- Growth for Grade 5 Math saw a large decline (-27% points), with only 29% of students meeting growth projections; a similar but smaller decline was seen in Reading (-7% pts, 39% met growth)
- For both Grade 5 Reading & Math, growth and achievement were lower than comparison schools

EOY MAP GROWTH MATH & READING

- Kindergarten saw a +16% pt gain in math and +37% pt gain in reading in comparison to EOY 2021-2022
- 1st Grade saw a +15% pt gain in math and a +4% pt gain in reading in comparison to EOY 2021-2022
- 2nd Grade saw a +4% pt gain in math and a +34% pt gain in reading in comparison to EOY 2021-2022
- 3rd Grade saw a +36% pt increase in math and a + 23 pt gain reading in comparison to EOY 2021-2022
- Growth for 4th grade declined -17% pt in math and -14% pt decline in reading in comparison to EOY 2021-2022
- Growth in 5th grade decline -40% pt in math and -17% pt decline in reading in comparison to EOY 2021-2022

Student Learning Strengths

Most grades overall showed equal or higher percentages at Approaches and Meets on Interim 2/Benchmark 2 relative to 21-22

Growth in 3rd Grade Reading Performance from BM Assessments

Growth in 4th Grade Reading and Math performance from BM Assessments

Grades 5 has a much higher percentage predicted at Approaches than last year

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student growth is increasing however students are still performing below grade level in reading and math. **Root Cause:** Campus is highly transient and still filling in gaps from the pandemic specifically in grade 3.

Problem Statement 2 (Prioritized): Only 12% of students 3-5th grade are on meets grade level for math according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction

School Processes & Programs

School Processes & Programs Summary

The Leadership Academy at JTW 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.

The Leadership Academy at John T. White is proud of the growth of our campus culture and 90% retention rate of staff that internationally mirrors our student population. We are extremely proud of the number of male staff members we have hired to support students with having a strong male presence. Our campus has a phenomenal enrichment program called Everybody Grows which allows for a half day of student enrichment, teacher planning, data meetings, and professional development.

Our Partnership with Texas Wesleyan allows for additional programming which allows us to participate in the Resident Teacher Program. This program allows for aspiring teachers to work alongside Master Teachers to learn and grow in preparation to become a full-time classroom teacher. Our Master Teacher Program not only allows for veteran teachers to support aspiring teachers but it also allows for supporting teachers on campus by modeling lessons, supporting with lesson planning and creating and implementing campus student and culture initiatives such as our “Owlett” store and teacher “Hoot Hoot” shout outs.

School Processes & Programs Strengths

The campus has a solid administrative and instructional team to support classroom learning. Curriculum is designed by 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.

Program Strengths

Instructional Coach Support

Dyslexia Program

ESSER Small Group Support

Everybody Grows

Reading Partners

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Parent hesitation to follow up with recommended services to support student trauma. **Root Cause:** Student complex trauma causes behaviors to be escalated

Problem Statement 2 (Prioritized): Consistently using a clear system for assigning classrooms for incoming students to balance the classroom achievement levels. **Root Cause:** The campus is highly transient which makes establishing a sustainable cohort of students difficult.

Problem Statement 3 (Prioritized): Campus has a high mobility rate 50% and students need to get acclimated yearly. **Root Cause:** 70% of students reside in apartments that exhibit high turnover. The campus resides in a location that borders other neighboring Districts and multiple charter schools.

Perceptions

Perceptions Summary

My supervisor, or someone at work, cares about me as a person - 85%

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

I have the materials & equipment to do my work well.- 100%

The mission/purpose of LAN makes me feel my job is important.- 81%

Overall Org Health Avg - 81%

Perceptions Strengths

My supervisor, or someone at work, cares about me as a person - 85%

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

I have the materials & equipment to do my work well.- 100%

The mission/purpose of LAN makes me feel my job is important.- 81%

Overall Org Health Avg - 81%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent participation is high during family events but it is limited for parent conferences. **Root Cause:** Parents don't feel empowered to take an active role in their child's education.

Problem Statement 2 (Prioritized): 63% of Teachers receive feedback on their teaching while 85% of teachers find feedback valuable. **Root Cause:** Administrators are not finding the time to walk classrooms and provide teachers with feedback.

Priority Problem Statements

Problem Statement 1: Student growth is increasing however students are still performing below grade level in reading and math.

Root Cause 1: Campus is highly transient and still filling in gaps from the pandemic specifically in grade 3.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 12% of students 3-5th grade are on meets grade level for math according to MOY MAP Growth

Root Cause 2: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Parent hesitation to follow up with recommended services to support student trauma.

Root Cause 3: Student complex trauma causes behaviors to be escalated

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student attendance has consistently been below the ADA average of 97%

Root Cause 4: Parent support with understanding the urgency of ensuring students are attending school regularly.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Student growth has increased tremendously; however a large percentage of students are not meeting grade level proficiency.

Root Cause 5: Student learning gaps are varied and are considerably below grade level in grades 3rd-5th grade. Gaps were present pre COVID but were critically impacted due to COVID learning loss.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Parent involvement for family events and activities has increased tremendously; however engagement is low for parent conferences and events related academics.

Root Cause 6: Parents don't feel empowered to take an active role in their child's education.

Problem Statement 6 Areas: Demographics

Problem Statement 7: 63% of teachers received feedback on their teaching and 85% found the feedback to be useful in their teaching.

Root Cause 7: Administrators are struggling with consistently dedicating time to classroom walk-throughs

Problem Statement 7 Areas: Demographics

Problem Statement 8: Consistently using a clear system for assigning classrooms for incoming students to balance the classroom achievement levels.

Root Cause 8: The campus is highly transient which makes establishing a sustainable cohort of students difficult.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Campus has a high mobility rate 50% and students need to get acclimated yearly.

Root Cause 9: 70% of students reside in apartments that exhibit high turnover. The campus resides in a location that borders other neighboring Districts and multiple charter schools.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Parent participation is high during family events but it is limited for parent conferences.

Root Cause 10: Parents don't feel empowered to take an active role in their child's education.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: 63% of Teachers receive feedback on their teaching while 85% of teachers find feedback valuable.

Root Cause 11: Administrators are not finding the time to walk classrooms and provide teachers with feedback.

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

District Goals

District Goal 1: 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.

School Performance Objective 1: By May/August 2024 , 70% of students in grades K-5 (RP, DLE, ESL) will meet or exceed their math growth measure target as measured by NWEA MAP/STAAR

High Priority

Evaluation Data Sources: NWEA MAP BOY to EOY data
4th & 5th Grade STAAR EOY Data

Strategy 1: This will be year 2 of the Literacy Model, full implementation of the Literacy Model to ensure fidelity of programming.

Strategy's Expected Result/Impact: 70% of students in grades K-5 (RP, DLE, ESL) will meet or exceed their math growth measure target as measured by NWEA MAP/STAAR

Staff Responsible for Monitoring: Teachers
Instructional Coaches
Computer Lab Teacher

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide STAAR and additional instructional resources to support with student discourse and meta-cognition and comprehension. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Instructional Coaches Leadership Team Date(s) / Timeframe: On-Going Funding Sources: Reading materials instruction - BEA (199 PIC 25) - 199-13-6329-001-129-25-313-000000 - \$1,020	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Data Analyst will disaggregate, analyze data, and create standards, maps, and assessments to support targeted interventions, re-teach, and spiraling of standards to increase reading achievement. Intended Audience: Teachers Instructional Coaches Provider / Presenter / Person Responsible: Data Analyst Administrators Date(s) / Timeframe: On-going Collaborating Departments: LAN & Campus Delivery Method: PLC's Staff Meetings Data Meetings Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-129-30-510-000000-24F10 - \$86,946	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Utilize weekly PLC's to support teachers will developing new strategies and techniques. Intended Audience: Teachers Instructional Coaches TAIII CAI Provider / Presenter / Person Responsible: Instructional Coaches Administrators Date(s) / Timeframe: On-Going Collaborating Departments: LAN & Campus Delivery Method: Professional Development Model lessons Funding Sources: Computer Lab assistant - Title I (211) - 211-11-6129-04U-129-30-510-000000-24F10 - \$29,053	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Provide PD for teachers to deliver lessons for students to improve the meta-cognitive/Critical Thinking skills to align to the rigor of grade level standards. In order to prioritize innovative and creative thinking, educators will participate in professional development at the Carnegie Learning Literacy strategies. This opportunity will introduce teachers to strategies that will help them to accelerate instruction while maintaining highly rigorous and engaging lesson activities. The will explore research-based practices, collaborate with top tier educators, and develop their teaching craft to better meet the needs of our most at-risk learners Intended Audience: Teachers Administrators Provider / Presenter / Person Responsible: Conference Staff Date(s) / Timeframe: July 2024 Collaborating Departments: Literacy Instructional Coaches Delivery Method: Professional Development	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Purchase materials and supplies to ensure every students' individual needs are met during instructional activities/lessons in the classroom Intended Audience: PK-5th Grade teachers Provider / Presenter / Person Responsible: Leadership Team/Teachers Date(s) / Timeframe: By December 2023 Delivery Method: Delivery of materials and resources to classrooms Funding Sources: Supplies - SCE (199 PIC 24) - 199-11-6399-001-129-24-313-000000- - \$5,542, Supplies (199 PIC 21) GT - Gifted & Talented (199 PIC 21) - - \$245, Supplies (PIC 23) SPED - SPED (199 PIC 23) - - \$1,358.90	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Only 12% of students 3-5th grade are on meets grade level for math according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction

District Goal 2: 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.

School Performance Objective 1: By May 2023 , 65% of students in grades K-5 will meet or exceed their math growth measure target as measured by NWEA MAP/STAAR

Evaluation Data Sources: NWEA MAP BOY to EOY data
4th & 5th Grade STAAR EOY Data





Strategy 1: Improve student math fact automoticity by building campus incentives and grade level competitions.

Strategy's Expected Result/Impact: 70% of students will master their math facts as measured by Imagine Math on-line platform and fdata tracking devices/reports.

Staff Responsible for Monitoring: Classroom Teachers

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Utilize the computer lab to support with additional intervention with technology to support math fact automaticity and math process steps skills. Intended Audience: Students Teachers Provider / Presenter / Person Responsible: Computer Lab Assistant Teachers Date(s) / Timeframe: On-Going (weekly) Collaborating Departments: LAN & Campus Delivery Method: Computer Lab is part of the rotation for CAMP	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide PD for teachers to deliver lessons for students to improve the meta-cognitive/Critical Thinking skills to align to the rigor of grade level standards. In order to prioritize innovative and creative thinking, educators will participate in professional development at the Carnegie Learning Mathematics Conference. This opportunity will introduce teachers to strategies that will help them to accelerate instruction while maintaining highly rigorous and engaging lesson activities. The will explore research-based practices, collaborate with top tier educators, and develop their teaching craft to better meet the needs of our most at-risk learners Intended Audience: Teachers Instructional Coaches Administrators Provider / Presenter / Person Responsible: Teachers Instructional Coaches Date(s) / Timeframe: On-Going Collaborating Departments: LAN & Campus Delivery Method: Professional Development	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Teachers will implement new curriculum for math that is on grade level with opportunities to spiral TEKS.

Strategy's Expected Result/Impact: Students will increase in their math proficiency and more students will reach grade level proficiency.

Staff Responsible for Monitoring: Instructional Coaches
Campus Leadership Team

Title I:

2.4, 2.6, 4.1





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Campus will continue implementing STEMSCOPES for our math curriculum and math block that will include different components for large group and small group remediation Provider / Presenter / Person Responsible: Campus Leadership Math Instructional Coach Date(s) / Timeframe: On-going (daily) Collaborating Departments: LAN & Campus Delivery Method: Instruction & Walk-Through's	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Student growth is increasing however students are still performing below grade level in reading and math. Root Cause: Campus is highly transient and still filling in gaps from the pandemic specifically in grade 3.</p> <p>Problem Statement 2: Only 12% of students 3-5th grade are on meets grade level for math according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction</p>

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase student attendance to 95% to align with ADA standards.

Evaluation Data Sources: Six Weeks ADA Report

Strategy 1: Implement campus wide attendance plan

Strategy's Expected Result/Impact: Increase student attendance by 5% to increase the campus ADA to align with ADA standards of 95% and higher.

Staff Responsible for Monitoring: Family Engagement Specialist

Data Clerk

Campus Stakeholders

Title I:

2.6, 4.1, 4.2





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Celebrate attendance by six weeks by creating celebration opportunities for students. Intended Audience: Students Provider / Presenter / Person Responsible: MTSS Team Master Teachers Leadership Team Family Engagemnet Specialist Date(s) / Timeframe: On-Going (six weeks) Collaborating Departments: LAN Team & Campus Delivery Method: Celebrate every six weeks		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Strategy 2: Campus Communication to increase awareness of campus initiatives

Strategy's Expected Result/Impact: Parent informed about important initiatives and events on campus

Staff Responsible for Monitoring: Cammpus Leadership Team

Title I:
 4.1, 4.2
- TEA Priorities:
 Improve low-performing schools
- ESF Levers:
 Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Perceptions 1





Action Step 1 Details	Reviews			
Action Step 1: Create weekly posts on social meadia and send out newsletters Intended Audience: Parents Community Provider / Presenter / Person Responsible: Technology Representative Date(s) / Timeframe: On-Going Collaborating Departments: Campus Team LAN Team Delivery Method: Social Media Blackboard	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 3: Early Childhood communication to parents will increase to provide early learning support

Strategy's Expected Result/Impact: Increase engagement in primary grades
Staff Responsible for Monitoring: Campus Leadership Team

Title I:
 4.1, 4.2
- TEA Priorities:
 Improve low-performing schools
- ESF Levers:
 Lever 3: Positive School Culture

Problem Statements: Demographics 1, 3 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Pk-1 grade teachers will implement FAST TALK for daily text messages that go to parents about what students are learning that day or week Intended Audience: PK-1 Parents Provider / Presenter / Person Responsible: LAN Team Date(s) / Timeframe: On-Going Collaborating Departments: Technology Department Delivery Method: Text Messages	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance has consistently been below the ADA average of 97% Root Cause: Parent support with understanding the urgency of ensuring students are attending school regularly. Problem Statement 3: Parent involvement for family events and activities has increased tremendously; however engagement is low for parent conferences and events related academics. Root Cause: Parents don't feel empowered to take an active role in their child's education.
Student Learning
Problem Statement 1: Student growth is increasing however students are still performing below grade level in reading and math. Root Cause: Campus is highly transient and still filling in gaps from the pandemic specifically in grade 3.
Perceptions
Problem Statement 1: Parent participation is high during family events but it is limited for parent conferences. Root Cause: Parents don't feel empowered to take an active role in their child's education.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Provide culturally relevant PD opportunities for Teachers and Staff

Evaluation Data Sources: LAN Survey

Strategy 1: Provide staff with culturally responsive/ cultural training to build staff relationships to improve student outcomes.

Strategy's Expected Result/Impact: Student discipline referrals will decrease and increase teacher satisfaction

Staff Responsible for Monitoring: Leadership Team
LAN

Title I:

2.4, 2.6




- **TEA Priorities:**





Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Provide DISC Training for Staff Intended Audience: Staff Provider / Presenter / Person Responsible: Maximizing Life Date(s) / Timeframe: On-Going Collaborating Departments: Campus Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
				
Action Step 2 Details	Reviews			
Action Step 2: Training such as The Ron Clark Academy support our HOUSE system for building school cultures. Texas Library Association Conference to increase student engagement in reading and increase a competitive spirit. Intended Audience: Staff	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Ron Clark Academy and TLA Date(s) / Timeframe: On-Going Collaborating Departments: LAN Campus Delivery Method: Conference				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student growth is increasing however students are still peforming below grade level in reading and math. Root Cause: Campus is higly transient and still filing in gaps from the pandemic specifically in grade 3.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Improve School Culture and Parent Partnerships

Evaluation Data Sources: Parent Sign-In's

Strategy 1: Create a variety of partnerships with community stakeholders to communicate campus data, needs and action plans to ensure all students meet grade-level expectations.

Strategy's Expected Result/Impact: Parent participation will increase as measured by the number of parents attending events.

Staff Responsible for Monitoring: Family Engagement Specialist
Instructional Coaches
Leadership Team

Title I:

4.1, 4.2





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Contracted services Funding Sources: - Title I (211) - 211-11-6299-04E-129-30-510-000000-24F10 - \$0		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

School Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Parent participation is high during family events but it is limited for parent conferences. Root Cause: Parents don't feel empowered to take an active role in their child's education.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 0% to 60% (monthly/semester) by May 2024.

Evaluation Data Sources: Campus and district surveys

Strategy 1: Create a variety of partnerships with community stakeholders to communicate campus data, needs and action plans to ensure all students meet grade-level expectations.

Strategy's Expected Result/Impact: Including all community stakeholders in the implementation of district/campus goals will ensure that our action plans are meeting the individual needs of all students based on school data

Staff Responsible for Monitoring: Leadership Team, Family Engagement Specialist

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Family Engagement Specialists will hold parent workshops that prioritize our students' needs based on district/campus data and parent needs Intended Audience: Community Stakeholder Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: Every Month Collaborating Departments: Family and Community Resources Family and Community Outreach Delivery Method: Monthly meetings with community stakeholders Funding Sources: Supplies - Parent Engagement - 211-61-6399-04L-129-30-510-000000-24F10 - \$1,000, Snacks - Parent Engagement - 211-61-6499-04L-129-30-510-000000-24F10 - \$1,370				

Action Step 2 Details	Reviews			
Action Step 2: Contracted Services Intended Audience: Community Provider / Presenter / Person Responsible: Campus Funding Sources: Transfer funds - Title I (211) - 211-11-6299-04E-129-30-510-000000-24F10 - \$0	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Misc. Community Services Funding Sources: - Parent Engagement - 211-61-6299-04L-129-30-510-000000-24F10 - \$0	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Parent participation is high during family events but it is limited for parent conferences. Root Cause: Parents don't feel empowered to take an active role in their child's education.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Data Analyst	Data Analyst	211-13-6119-04E-129-30-510-000000-24F10	\$86,946.00
1	1	1	3	Computer Lab assistant	Computer Lab Assistant	211-11-6129-04U-129-30-510-000000-24F10	\$29,053.00
4	2	1	1		Contracted instructional services	211-11-6299-04E-129-30-510-000000-24F10	\$0.00
4	3	1	2	Transfer funds	Contracted instructional services	211-11-6299-04E-129-30-510-000000-24F10	\$0.00
Sub-Total							\$115,999.00
Budgeted Fund Source Amount							\$115,999.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	5	Supplies	Supplies and materials for instructional use	199-11-6399-001-129-24-313-000000-	\$5,542.00
Sub-Total							\$5,542.00
Budgeted Fund Source Amount							\$5,542.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	Supplies	Supplies and materials for parental involvement	211-61-6399-04L-129-30-510-000000-24F10	\$1,000.00
4	3	1	1	Snacks	Snacks for Parents to promote participation	211-61-6499-04L-129-30-510-000000-24F10	\$1,370.00
4	3	1	3		Misc Contracted Services for parental involvement	211-61-6299-04L-129-30-510-000000-24F10	\$0.00
Sub-Total							\$2,370.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$2,370.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Reading materials instruction	Reading materials - professional development	199-13-6329-001-129-25-313-000000	\$1,020.00
Sub-Total							\$1,020.00
Budgeted Fund Source Amount							\$1,020.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	5	Supplies (199 PIC 21) GT	OTHER READING MATERIALS		\$245.00
Sub-Total							\$245.00
Budgeted Fund Source Amount							\$245.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	5	Supplies (PIC 23) SPED	OTHER READING MATERIALS		\$1,358.90
Sub-Total							\$1,358.90
Budgeted Fund Source Amount							\$1,358.90
+/- Difference							\$0.00
Grand Total Budgeted							\$126,534.90
Grand Total Spent							\$126,534.90
+/- Difference							\$0.00

Addendums



**Title 1 Public Meeting at The Leadership Academy at John T. White
September 28, 2023**

**Junta publica/ Título 1 de La Academia de Liderazgo en John T. White
28 de septiembre, 2023**

Principal: Dr. Marion Mouton

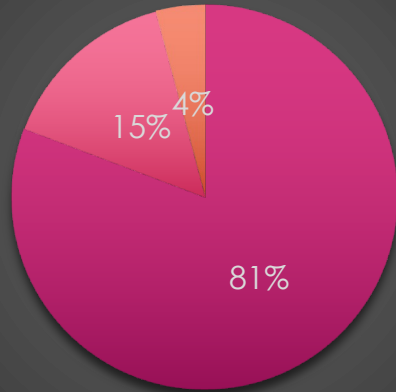
What's happening at JTW?

¿Qué está pasando en JTW?

Our Nest Nuestro nido



Demographics



■ African American ■ Hispanic ■ white ■

Vision Visión

THE LEADERSHIP ACADEMY AT JOHN T.
WHITE WILL ACCELERATE STUDENT
ACHIEVEMENT THROUGH SERVICE AND A
RELENTLESS PURSUIT OF EXCELLENCE.



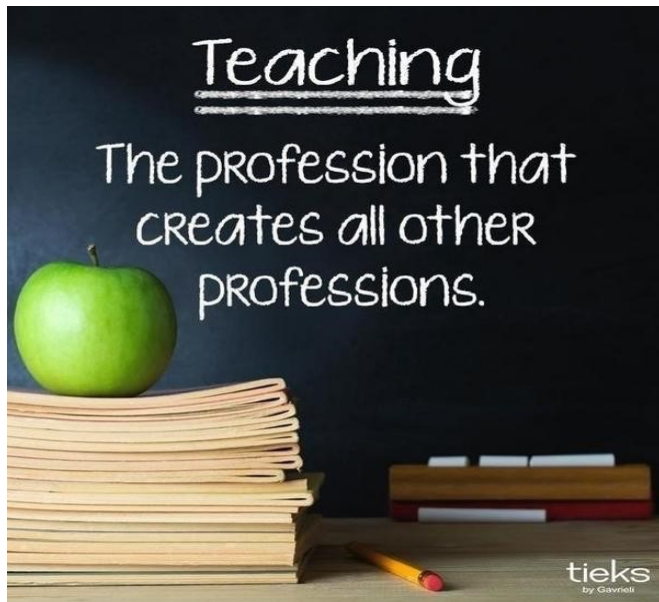
Future Leaders Líderes del futuro



Title 1 Budget Allocations

Presupuesto de fondos de Título 1

Instructional Personal - salaries
Personal instruccional - sueldos



School supplies
Útiles instruccionales

- Journals/ cuadernos
- Classroom supplies / útiles para el salón
- Copy paper/ papel para hacer copias

Instructional resources
Recursos instruccionales

Purchase of items for the following curriculum / Compra de materiales para los currículos:

- Literacy/ Lectura
- Math/ Matemáticas
- Science/ Ciencias
- Writing/ Escritura

Associations and school programs

Asociaciones y programas de la escuela

- ▶ **Association with Texas Wesleyan 1882/ Asociación con Texas Wesleyan 1882**
- ▶ Two Instructional Specialists: Math & Science and Literacy/ Dos especialistas de instrucción: Matematicas & ciencias y lectura
- ▶ Resident teacher program in collaboration with Texas Wesleyan/ Programa de residentes en colaboración con Texas Wesleyan
- ▶ LLI Intervention/ Intervención de LLI
- ▶ ESSER Teachers/ Maestros de ESSR
- ▶ Programs and incentives for PreK – 5th grade/ Programas incentivos de PK-5º grado
- ▶ HOUSE System for students in 3rd – 5th grade/ Sistema de HOUSE para estudiantes en 3º a 5º grado
- ▶ Monthly Care Calendar for the staff/ Calendario de cuidado para el personal (Mensual)
- ▶ Hospitality Committee/ Comité de hospitalidad
- ▶ PTA

Campus Priorities/ Prioridades



Lever 4.1

Curriculum and assessments aligned to the TEKS with a year long scope and sequence/

Currículo y examenes alineada a los TEKS con una secuencia de un año entero.

- Scope and Sequence aligned to the IPC/ Calendario y secuencia alineada con los IPC
- Scope and Sequence/ IPC updated in response to specific campus needs based on data/ Calendario y secuencia actualizada para incorporar los estándares que hicieron falta de la primavera.

Lever 5.1

Lesson plans created using objectives and formative assessments/

Planes de lecciones conducidos usando objetivos y evaluaciones formativas diarias.

- Planning sessions focused on created formal and informal assessments and backwards planning/ Sesiones de planear lecciones están enfocadas en crear evaluaciones y planear al revés con el final en mente.
- Daily intervention time for opportunities to reteach content/ Tiempo de intervención diariamente para oportunidades de enseñar materia de nuevo.

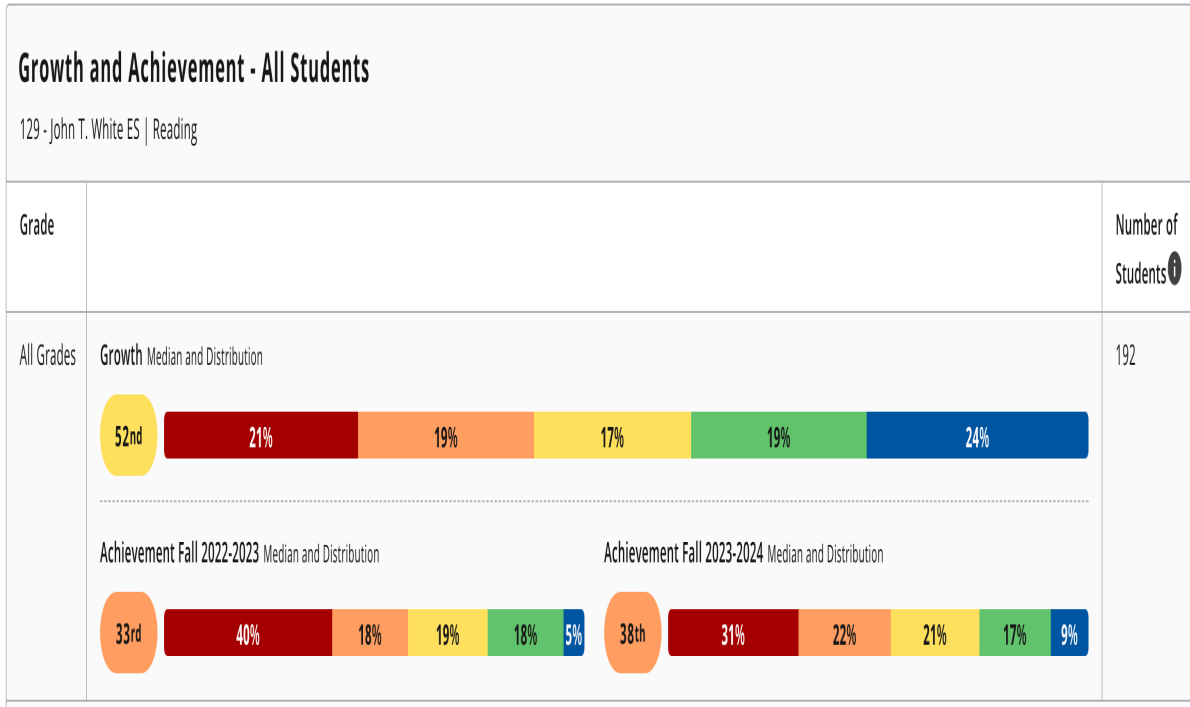
Lever 5.3

Data driven instruction/ Instrucción basada en datos

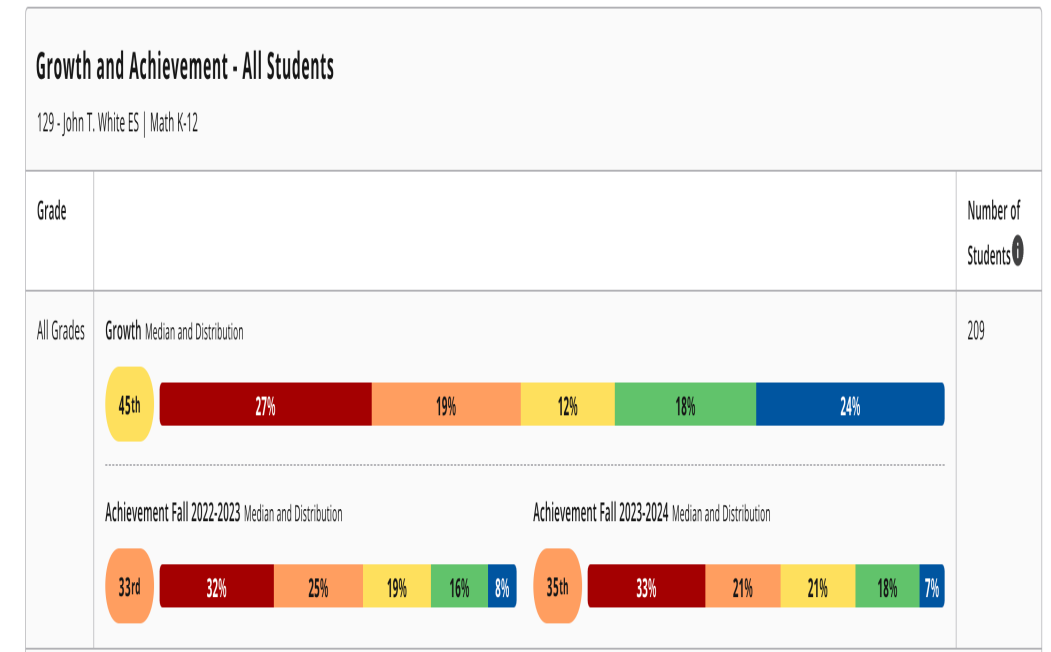
- Data meetings using the Bambrick Model – Data Driven Instruction (DDI) / Juntas de datos usando el modelo de Bambrick model-Data Driven Instruction (DDI)
- Reinforcement areas are identified/ Se identifican áreas para fortalecer
- Reteach opportunities are planned/ Se practica como se puede volver a enseñar la materia
- Re – teach & re – assess/ Enseñar de nuevo, evaluar de nuevo

MAP Data

129 - John T. White ES



129 - John T. White ES



End of Year Goals for Leadership Academy at John T. White

Metas finales para La Academia de Liderago en John T. White para el año escolar 2023 - 2024

Goals for the school

Metas para la escuela

- ▶ **70%** Growth for all students as measured through CLI Engage-(PK)/CIRCLE-(K)/NWEA MAP (1st – 5th grade)
- ▶ Crecimiento de **70%** para todos los estudiantes de PK-5 como es medido por CLI Engage-(PK)/CIRCLE-(K)/NWEA MAP (1st-5th)

Questions & Suggestions

Preguntas y sugerencias



Open House Agenda September 28, 2023

Time	Activity
5:30 – 5:45	Opening/ Intro of staff members
5:45	Release teachers to their classrooms
5:45 – 6:00	Music Program
6:00 – 6:15	Meeting in the gym: <ul style="list-style-type: none">○ Title 1 Meeting○ Bus Incidents○ Attendance○ Other important/ campus information○ Announce tables in the foyer for them to visit: Reading Partners, YMCA, PTA, Food Pantry
6:15	Release families to the classrooms

Timestamp	Email Address	Parent Name Nombre de padre	Student Name Nombre de estudiante	Homeroom Teacher Maestro/a
9/28/2023 17:12:17	cedriceugenehunt@gmail.com	Cedric Hunt	Carson Hunt	Hearne
9/28/2023 17:25:32	emanuel.parra08@gmail.com	Emanuel Parra	Rodrigo Parra	Mendez
9/28/2023 17:26:19	julieaguilar223@gmail.com	Susana Garcia	Ethan Aguilar	Brown
9/28/2023 17:26:21	darraisom@gmail.com	Darra Isom	Dylan Isom	Leonard
9/28/2023 17:26:36	meoshayoung16@gmail.com	Meosha Young	Elizabet Flores	Mosley
9/28/2023 17:26:46	ashleyjenkins03@gmail.com	Ashley jenkins	Robert jackson	Walls
9/28/2023 17:26:46	villanuevaclaudia2710@gmail.com	Claudia Villanueva	Michael plata	Mendez
9/28/2023 17:27:01	gris092591@gmail.com	Ana Gomez	Michael Gomez	Johnson
9/28/2023 17:27:03	msmiller.lm@gmail.com	Linda Miller	N/a	Walls
9/28/2023 17:27:04	raewhitley126@gmail.com	Whitley Green	Lailah Jefferson	Ware
9/28/2023 17:27:06	sydneigreen97@gmail.com	Sydnei Green	Elizabet Flores	Mosley
9/28/2023 17:27:17	mariealex221@gmail.com	Alexandria davidson	Dylan isom	Leonard
9/28/2023 17:27:20	deyii43@gmail.com	Deyaneira	Anaia gonzalez	Mendez
9/28/2023 17:27:26	ashleyjenkins03@gmail.com	Ashley jenkins	Lauryn williams	Hickson
9/28/2023 17:27:33	yaneishasmith@gmail.com	Yaneisha smith	Terrion Smith-Hogan	Poole
9/28/2023 17:27:42	gris092591@gmail.com	Ana Gomez	Esmeralda Gomez	Mendez
9/28/2023 17:27:49	ashleyjenkins03@gmail.com	Ashley jenkins	Leah williams	Fobbs
9/28/2023 17:27:56	eze98baeza@gmail.com	Esmeralda Baeza	Mason & Vincent renteria	Fitzhugh
9/28/2023 17:28:00	gandaran201204@gmail.com	Nancy gandara	Juan cheves	Morales
9/28/2023 17:28:02	gris092591@gmail.com	Ana Gomez	Giselle Gomez	Vargas
9/28/2023 17:28:04	yaneishasmith@gmail.com	Yaneisha Smith	Ny'Veah Smith-Whiting	Fitzhugh
9/28/2023 17:28:05	michaelcarrbanks@gmail.com	Michael Carr Banks	Michaela Elizabeth Banks	Branch
9/28/2023 17:28:15	wwilliams1815@gmail.com	Woodrina Williams	Ti-Juan Campbell Washin	Dowell
9/28/2023 17:28:18	maydelm46@gmail.com	Maydel Martinez	Luz Garcia Giego Garcia	Mendez
9/28/2023 17:28:29	deyii43@gmail.com	Deyaneira	Bayron gonzalez	Morales
9/28/2023 17:28:32	roxannaerazo1308@gmail.com	Roxanna erazo	Amee erazo	Cortina
9/28/2023 17:28:33	gris092591@gmail.com	Ana Gomez	Valeria Gomez	Morales
9/28/2023 17:28:33	yaneishasmith@gmail.com	Terrance Hogan	Terrion Smith-Hogan	Poole
9/28/2023 17:28:51	keeker2012@gmail.com	Kyana	Dahlia Kilson	Hearne
9/28/2023 17:29:11	escalanteruth11@gmail.com	Ruth Escalante	William Enriquez	Mendez

Timestamp	Email Address	Parent Name Nombre de padre	Student Name Nombre de estudiante	Homeroom Teacher Maestro/a
9/28/2023 17:29:14	roxannaerazo1308@gmail.com	Roxanna erazo	Abel erazo	Vargas
9/28/2023 17:29:21	hicee222@gmail.com	Justice traylor	Aneeyah minor	Ware
9/28/2023 17:29:30	shamekathomas622@gmail.com	Shameka Thomas	KenDaidrian Carraway	Glass
9/28/2023 17:29:59	ladyaustin47@gmail.com	Donna Austin	Michaela Elizabeth Bank	Branch
9/28/2023 17:30:42	teddiepegues357@gmail.com	Teddie Pegues	Denise Pegues	Leonard
9/28/2023 17:30:45	brekitty915@gmail.com	Brenda Gonzalez	Jubilee Chavez	Ware
9/28/2023 17:30:45	ashraines92@gmail.com	Ashley Raines	Charlotte Perez	Hearne
9/28/2023 17:30:47	keonsw98@gmail.com	Keon	Ernest Barefield Jr	Glass
9/28/2023 17:30:54	edwardsjanessa@gmail.com	Janessa	Khaylen gilliespie	Odle
9/28/2023 17:31:02	nahomy8010@gmail.com	Sandra Estrada	Violetta Euceda	Cortina
9/28/2023 17:31:05	abstraktfbgm@gmail.com	Timothy Fisher	Skylar Fisher	Hearne
9/28/2023 17:31:05	riosyose0526@gmail.com	Paola Pérez	Joseline Perez	Cortina
9/28/2023 17:31:12	ashraines92@gmail.com	Nathan Perez	Charlotte Perez	Hearne
9/28/2023 17:31:18	jssanders537@gmail.com	Jasmine sanders	Amari adams	Mosley
9/28/2023 17:31:28	keonsw98@gmail.com	Keon Walker	Lacey Smith	Duncan
9/28/2023 17:31:50	aslyfigueroa59@gmail.com	Asly figueroa	Stayci meza	Mendez
9/28/2023 17:32:09	lopezsuazoanadeysi585@gmail.com	Casa villa	jeremy y Danna canales	Ortiz
9/28/2023 17:32:16	benidemoise09@gmail.com	Ghislain Mpala Pary	Glory & Herman Mampy	Poole
9/28/2023 17:32:21	boys2014.rc@gmail.com	RayTonyia Cheatham	A'mir Cheatham	Leonard
9/28/2023 17:33:44	lopezsuazoanadeysi585@gmail.com	Ana deysi lopez	Danna y jeremy	Ortiz
9/28/2023 17:35:42	nathan.perez.23.np@gmail.com	Nathan Perez	Charlotte Perez	Hearne
9/28/2023 17:36:04	oarthur1966@gmail.com	Arthur Oliver	Kamren Oliver	Glass
9/28/2023 17:36:16	duncanminae0874@gmail.com	Kenneth & Mina Woods	Naomi Johnson	Mosley
9/28/2023 17:37:42	unikayoung@gmail.com	Joshua and Unika Young	Joshua Young Jr	Mosley
9/28/2023 17:38:21	unikayoung@gmail.com	Joshua and Unika Young	Joshalynn Young	Ware
9/28/2023 17:41:27	abstraktfbgm@gmail.com	Timothy Fisher	Aiden Allen-West	Hickson
9/28/2023 17:42:38	slimred227@gmail.com	Leanna & Rashad Pendle	Augustina Pendleton	Glass
9/28/2023 17:51:09	vanessacaldera27@gmail.com	Vanessa	Charlotte	Ortiz
9/28/2023 17:52:18	adrival1902@gmail.com	Yamila Pavon	Rodrigo Pavon	Mendez
9/28/2023 17:53:36	rgc0605@gmail.com	Evelyn	Jelianne	Johnson

Join us for the
Leadership Academy at John T. White's
Open House and Title 1 Meeting

Musical Performance by 2nd Grade students

Come see the great things happening in your child's
classroom and in the school!

Thursday, September 28, 2023
5:30 - 7:00



Únase con nosotros para
Open House y junta de Título 1 en
La Academia de Liderazgo en John T. White.

Presentación música de parte de 2º grado.

!Venga a ver las cosas grandes pasando en el salón de su
hijo/a y en la escuela!

Jueves, 28 de septiembre, 2023
5:30 - 7:00