Fort Worth Independent School District

124 Leadership Academy at Maude I Logan 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 Logan enrollment consists of 309 students. The demographics consists of 59% Hispanic, 37% African American, and 3% White/Other. The attendance is 94%. Student discipline consists of 18 referrals which is 3% of students. 15% of students are enrolled in special education. About 10% of teachers are new to the campus while others have been with LAN for more years. The teacher-student ratios are 11.1. Mobility rate of 24.3%

Demographics Strengths

Diversity is present for both staff and students. Diversity is celebrated and represented across the campus. The ethnic backgrounds are consistent with the previous years and continue to increase with the Hispanic population. The At-risk numbers are consistent. The campus monitors student group data and continues accelerating student group achievement. The campus has shown evidence of student growth by student groups in both reading and math achievement. Leadership Academy at Maude I Logan is a thriving neighborhood school serving all students to the highest potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 4% of African American students are meets grade level in math according to Interim Assessment Data   **Root Cause:** Students lack foundational skills in math

Problem Statement 2 (Prioritized): 22% of African American students are meets grade level in reading according to Interim Assessment Data   **Root Cause:** Students lack foundational skills in reading

Student Learning

Student Learning Summary

MOY MAP GROWTH MATH

- Both Reading and Math saw gains in achievement relative to last year
- Growth in Math and Reading (English) was higher at all grades than comparisons
- Both Reading and Math saw a +11%pt gain at Approaches and +6% pt gain at Meets relative to last year
- Grade 5 Math was especially strong with and increase of +12% pts at Meets (from 9% to 21%) and 60% projected at Approaches; again this was almost double the percent Meets for comparisons
- Grade 4 Math saw a smaller percentage meeting growth projections, but an increase in students projected at Approaches; both were significantly higher than comparisons

MOY MAP GROWTH READING

- Both Reading and Math saw gains in achievement relative to last year
- Growth in Math and Reading (English) was higher at all grades than comparisons
- Both Reading and Math saw a +11%pt gain at Approaches and +6% pt gain at Meets relative to last year
- While Meets Grade Level for Grade 3 Reading was stagnant, it showed a large increase in students projected to reach Approaches (from 37% to 50%), a larger gain than comparisons

Student Learning Strengths

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 20% of students are on meets grade level for reading 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.

Problem Statement 2 (Prioritized): Only 18% of students 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 Maude I Logan 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.

School Processes & Programs Strengths

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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student attendance is at 94% and needs to be at the 97% rate.　**Root Cause:** Chronic Absenteeism is leading to the drop.

Problem Statement 2: High mobility rate of 24.3% which allows for instructional gaps of students　**Root Cause:** Transient population

Perceptions

Perceptions Summary

My supervisor, or someone at work, cares about me as a person - 91%

I know what is expected of me at work. - 91%

I have the materials & equipment to do my work well.- 77%

The mission/purpose of LAN makes me feel my job is important.- 64%

Overall Org Health Avg - 70%

Perceptions Strengths

My supervisor, or someone at work, cares about me as a person - 91%

I know what is expected of me at work. - 91%

I have the materials & equipment to do my work well.- 77%

The mission/purpose of LAN makes me feel my job is important.- 64%

Overall Org Health Avg - 70%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 55% of Teachers receive feedback on their teaching, while 41% of teachers find feedback valuable. **Root Cause:** Teachers are not making connections to the feedback given from admin team or value

Problem Statement 2: 36% of teachers feel that professional learning is valuable to them **Root Cause:** Teachers do not see the connection between why the professional learning is important and how it will impact instruction

Priority Problem Statements

Problem Statement 1: 4% of African American students are meets grade level in math according to Interim Assessment Data
Root Cause 1: Students lack foundational skills in math
Problem Statement 1 Areas: Demographics

Problem Statement 2: 22% of African American students are meets grade level in reading according to Interim Assessment Data
Root Cause 2: Students lack foundational skills in reading
Problem Statement 2 Areas: Demographics

Problem Statement 3: Only 20% of students are on meets grade level for reading according to MOY MAP Growth
Root Cause 3: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 18% of students are on meets grade level for math according to MOY MAP Growth
Root Cause 4: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Student attendance is at 94% and needs to be at the 97% rate.
Root Cause 5: Chronic Absenteeism is leading to the drop.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 55% of Teachers receive feedback on their teaching, while 41% of teachers find feedback valuable.
Root Cause 6: Teachers are not making connections to the feedback given from admin team or value
Problem Statement 6 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
- 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
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- Special education/non-special education population including discipline, progress and participation data

- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

District Goals

District 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.

School Performance Objective 1: By June of 2024, 70% of students in grades K-5 will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

Evaluation Data Sources: MAP Data

Strategy 1: Continued implementation of Literacy model and following with fidelity.

Strategy's Expected Result/Impact: 70% of all students will meet their EOY Reading growth goal as evidence on MAP Growth.

Staff Responsible for Monitoring: Leadership Team, Instructional Coaches, Lead Support Teachers.

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Action Step 1 Details		Reviews			
Action Step 1: Data Analyst to lead all PLCs and data meetings to provide specific action steps for teachers.		Formative			Summative
Intended Audience: K-5 Teachers		Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Campus Leadership					
Date(s) / Timeframe: On Going					
Collaborating Departments: LAN Team					
Delivery Method: Weekly PLCs and data meetings.					
Funding Sources: Salary for Data Analyst - Title I (211) - 211-13-6119-04E-124-30-510-000000-24F10 - $85,409.37					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Only 20% of students are on meets grade level for reading 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.   **Problem Statement 2**: Only 18% of students 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: 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.

School Performance Objective 1: By June of 2024, 70% of students in grades K-5 will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

Evaluation Data Sources: MAP Data

Strategy 1: Continued implementation of Math model using STEM Scopes and following with fidelity.

Strategy's Expected Result/Impact: 70% of all students will meet their EOY Math growth goal as evidence on MAP Growth.

Staff Responsible for Monitoring: Leadership Team
Instructional Coaches
Teachers

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **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: Data Analyst to lead all PLCs and data meetings to provide specific action steps for teachers.	**Formative**			**Summative**
Intended Audience: K-5 Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Campus Leadership				
Date(s) / Timeframe: On Going				
Collaborating Departments: LAN Team				
Delivery Method: Weekly PLCs and data meetings.				
0% No Progress 100% Accomplished → Continue/Modify ✘ Discontinue				

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Only 18% of students 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 3: CCMR

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

School Performance Objective 1: By June of 2024, 46% of students will be at the Meets Level in Reading and Math as measured by end of year STAAR.

    Evaluation Data Sources: STAAR Data

Strategy 1: Campus will implement new literacy curriculum that is on grade level and to focus on comprehension.

    Strategy's Expected Result/Impact: Students will increase reading levels and more students will be on grade level.

    Staff Responsible for Monitoring: Campus Leadership Team

    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction

    Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Campus will implement Scholastic Book Clubs Comprehension System for all 2-5th Grade Classrooms with materials that are on grade level and culturally relevant	**Formative**			**Summative**
Intended Audience: K-5 Teachers **Provider / Presenter / Person Responsible:** Campus Leadership Team **Date(s) / Timeframe:** On Going **Collaborating Departments:** LAN Team **Delivery Method:** Daily Instruction	**Nov**	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			

Action Step 2: Campus Librarian will purchase books of various genres and grade levels for students to encourage students to read and to practice reading comprehension at home.
   Intended Audience: Students and Reading teachers
   Provider / Presenter / Person Responsible: Campus Leadership Team Librarian
   Date(s) / Timeframe: On Going
   Collaborating Departments: LAN Team
   Delivery Method: Daily Instruction
	Formative			Summative

	Nov	Jan	Mar	June

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✖ **Discontinue**

Strategy 2: Teachers will provide on level grade level materials and resources

Strategy's Expected Result/Impact: Students will increase reading levels and more students will be on grade level in Math and Reading.

Staff Responsible for Monitoring: Campus Leadership Team

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			

Action Step 1: Classroom supplies and materials for instructional use.
   Intended Audience: Students
   Provider / Presenter / Person Responsible: Campus
	Formative			Summative

	Nov	Jan	Mar	June

Date(s) / Timeframe: On going
Collaborating Departments: LAN team and district
Delivery Method: School day

Funding Sources: Reading materials - SCE (199 PIC 24) - 199-11-6329-001-124-24-313-000000- - $2,000, Supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-124-24-313-000000- - $2,000, Supplies - BEA (199 PIC 25) - 199-11-6399-001-124-25-313-000000 - $612, Books - BEA (199 PIC 25) - 199-11-6329-001-124-25-313-000000 - $612, Supplies - Gifted & Talented (199 PIC 21) -   - $1,000, Supplies - SPED (199 PIC 23) -   - $900, Furniture - SPED (199 PIC 23) -   - $800

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 4% of African American students are meets grade level in math according to Interim Assessment Data **Root Cause**: Students lack foundational skills in math

Student Learning
Problem Statement 1: Only 20% of students are on meets grade level for reading 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.
Problem Statement 2: Only 18% of students 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
Problem Statement 1: Student attendance is at 94% and needs to be at the 97% rate. **Root Cause**: Chronic Absenteeism is leading to the drop.

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: By June 2024, 90% of students will respond favorably on survey that they feel safe, supported, and valued at their campus.

   Evaluation Data Sources: Campus Student Survey

Strategy 1: Social Emotional Learning will be an area of focus in the 2023-2024 school year in order to prioritize student mental health as it impacts academic performance. Professional learning will assist staff in learning about research-based methodologies that will help them to make trauma-informed decisions. Additionally, professional learning will equip educators with evidence-based interventions to address social development and help our most at-risk students experience success in school.

   Strategy's Expected Result/Impact: Increased learning capacity from students experiencing trauma as measured by quantitative and qualitative assessments.

   Staff Responsible for Monitoring: Campus Leadership Team
Intervention Specialist
Counselor

   Title I:
4.1, 4.2
 - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

   Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Parent engagement activities to teach parents about how to help their students at home with social emotional and academic activities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Parents and families **Provider / Presenter / Person Responsible:** Parent Liaison **Date(s) / Timeframe:** On Going **Collaborating Departments:** LAN Team and district **Delivery Method:** Evenings **Funding Sources:** Refreshments will be provided for all parent meetings by Parent Liaison. - Parent Engagement - 211-61-6499-04L-124-30-510-000000-24F10 - $1,812				

Action Step 2 Details	Reviews			
Action Step 2: Students will participate in field trips throughout the school year.	Formative			Summative
Intended Audience: Students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: School				
Date(s) / Timeframe: On going				
Collaborating Departments: LAN and school district				
Delivery Method: School day				
Funding Sources: Field trips - SCE (199 PIC 24) - 199-11-6412-001-124-24-313-000000- - $1,000, Field trips - SPED (199 PIC 23) - - $1,469				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 4% of African American students are meets grade level in math according to Interim Assessment Data **Root Cause**: Students lack foundational skills in math

Campus Funding Summary

Title I (211)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Salary for Data Analyst	Data Analyst	211-13-6119-04E-124-30-510-000000-24F10	$85,409.37
						Sub-Total	$85,409.37
						Budgeted Fund Source Amount	$85,409.37
						+/- Difference	$0.00

SCE (199 PIC 24)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Supplies and materials	Supplies and materials for instructional use	199-11-6399-001-124-24-313-000000-	$2,000.00
3	1	2	1	Reading materials	Reading materials for classroom use	199-11-6329-001-124-24-313-000000-	$2,000.00
4	1	1	2	Field trips	Transportation costs for students	199-11-6412-001-124-24-313-000000-	$1,000.00
						Sub-Total	$5,000.00
						Budgeted Fund Source Amount	$5,000.00
						+/- Difference	$0.00

Parent Engagement

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Refreshments will be provided for all parent meetings by Parent Liaison.	Snacks for Parents to promote participation	211-61-6499-04L-124-30-510-000000-24F10	$1,812.00
						Sub-Total	$1,812.00
						Budgeted Fund Source Amount	$1,812.00
						+/- Difference	$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Books	Reading materials - instruction	199-11-6329-001-124-25-313-000000	$612.00
3	1	2	1	Supplies	Supplies and materials - instruction	199-11-6399-001-124-25-313-000000	$612.00
						Sub-Total	$1,224.00
						Budgeted Fund Source Amount	$1,224.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Supplies	GENERAL SUPPLIES		$1,000.00
						Sub-Total	$1,000.00
						Budgeted Fund Source Amount	$1,000.00
						+/- Difference	$0.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Supplies	GENERAL SUPPLIES		$900.00
3	1	2	1	Furniture	FURN&EQUIP < 5,000		$800.00
4	1	1	2	Field trips	TRAVEL - STUDENT		$1,469.00
						Sub-Total	$3,169.00
						Budgeted Fund Source Amount	$3,169.00
						+/- Difference	$0.00
						Grand Total Budgeted	$97,614.37
						Grand Total Spent	$97,614.37
						+/- Difference	$0.00