

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



Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Leadership Academy at Mitchell Boulevard enrollment consists of 363 students. The demographics consists of 42% Hispanic, 55% African American, and 2% White/Other. The attendance is 93.2%. Student discipline consists of 126 referrals which is 17% of students. 20% of students are enrolled in special education. About 20% of teachers are new to the campus while others have been with LAN for more years. The teacher-student ratios are 11. The mobility rate is 26.2%

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 to accelerate achievement by student groups. The campus has shown evidence of student growth by student groups in both reading and math achievement. Leadership Academy at Mitchell Boulevard is a thriving neighborhood school serving all students to its highest potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus has seen 17% of students enrolled receive referrals. A total of 126 referrals. **Root Cause:** Students lack social and emotional support and react to challenges without the emotional tools needed

Problem Statement 2 (Prioritized): Only 14% of African American and Hispanic students are on meets grade level on math per Spring 2023 Benchmark **Root Cause:** Students have large instructional gaps in math

Student Learning

Student Learning Summary

MOY MAP GROWTH MATH

- Math showed a decline in growth, from 59% last year to 46% meeting growth this year
- Grade 4 Math showed declines in achievement and growth (-14% pts Meets, -32% pts for growth), though both remained comparable or higher to comparisons
- While Grade 5 showed declines in growth for Math, achievement showed very large gains (+14% pts Approaches, +7% pts for Meets); similarly large achievement gains were seen in Grade 5 Reading; both had achievement higher than comparison schools
- A similar pattern was seen at Grade 3 (growth declined or stagnant but with increases in achievement levels); both were “middle of the pack” among comparison schools

MOY MAP GROWTH READING

- Reading showed increases in achievement and growth, with an increase of +4% points at Meets
- While Grade 5 showed declines in growth for Math, achievement showed very large gains (+14% pts Approaches, +7% pts for Meets); similarly large achievement gains were seen in Grade 5 Reading; both had achievement higher than comparison schools
- A similar pattern was seen at Grade 3 (growth declined or stagnant but with increases in achievement levels); both were “middle of the pack” among comparison schools

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 17% 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 Mitchell Boulevard is a part of the Leadership Academy Network. The curriculum and instruction are designed and tailored to students in the Network. Literacy and Math both have models that have been designed specifically for students in the Network. Campus Instructional Coaches work in collaboration to design Instructional Planning Calendars that outline student expectations that need to be mastered and retaught. The campus front loads professional development prior to school starting in August that is focused on best instructional practices, curriculum, and monitoring of student progress. Leadership teams work together with Master Teachers for the implementation of campus initiatives. Campus systems have been developed and established for high communication, scheduling, and support levels.

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: Discipline consists of 17% of students enrolled with referrals. A total of 126 referrals. **Root Cause:** Students coming with social emotional needs

Problem Statement 2 (Prioritized): Student attendance at 93.2% and not the target of 95% **Root Cause:** Chronic absenteeism plays a role in absences along with mobility rate that is high

Perceptions

Perceptions Summary

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

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

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

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

Overall Org Health Avg - 75%

Perceptions Strengths

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

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

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

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

Overall Org Health Avg - 75%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 46% of Teachers receive feedback on their teaching while 79% of teachers find feedback valuable. **Root Cause:** Administrators are not finding the time to walk classrooms and provide teachers with feedback.

Problem Statement 2: 54% of teachers feel that professional learning is valuable to them **Root Cause:** Teachers do not see the connection of why the professional learning is important and how it will impact instruction

Priority Problem Statements

Problem Statement 1: Only 14% of African American and Hispanic students are on meets grade level on math per Spring 2023 Benchmark

Root Cause 1: Students have large instructional gaps in math

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 20% of students are on meets grade level for reading 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: Only 17% of students are on meets grade level for math 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: Student attendance at 93.2% and not the target of 95%

Root Cause 4: Chronic absenteeism plays a role in absences along with mobility rate that is high

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 46% of Teachers receive feedback on their teaching while 79% of teachers find feedback valuable.

Root Cause 5: Administrators are not finding the time to walk classrooms and provide teachers with feedback.

Problem Statement 5 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
- 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
- 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
- Accountability Distinction Designations
- 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
- 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
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

District Goals

District Goal 1: COLLEGE AND CAREER READINESS - Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by August 2024.

School Performance Objective 1: By June of 2024, 15% of students will move at each level from approaches to meets and from meets to masters as measured by end of the year STAAR.

Evaluation Data Sources: STAAR

Strategy 1: Teachers will participate in professional development to enhance understanding and increase abilities to address student performance gaps

Strategy's Expected Result/Impact: Increased student performance on EOY assessments

Staff Responsible for Monitoring: Teachers





TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Action Step 1 Details	Reviews			
<p>Action Step 1: Students will use hands on materials, STAAR prep materials, and paper to provide opportunities for students to practice and provide understanding of concepts.</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Teachers, Instructional Coaches, Lead Support Teachers</p> <p>Date(s) / Timeframe: 2023-2024</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-144-30-510-000000-24F10 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Campus Leadership Team will participate in professional development to further enhance abilities to drive high performing teachers and strong campus climate and culture.

Strategy's Expected Result/Impact: increased skillset in Campus Leadership Team





Staff Responsible for Monitoring: Principal

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus Leadership Team attends professional development to continue to develop leadership abilities and strategies.</p> <p>Intended Audience: Building staff, parents/guardians, and students</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: 2023-2024</p> <p>Funding Sources: - Title I (211) - 211-23-6411-04E-144-30-510-000000-24F10 - \$15,360.55</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Along with Campus Leadership Team, teachers attend professional development to continue to build and develop skillsets and practices.</p> <p>Intended Audience: students, parent/guardians</p> <p>Provider / Presenter / Person Responsible: Teachers, Instructional Coaches</p> <p>Date(s) / Timeframe: 2023-2024</p> <p>Collaborating Departments: none</p> <p>Delivery Method: none</p> <p>Funding Sources: - Title I (211) - 211-13-6411-04E-144-30-510-000000-24F10 - \$500</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>				

District Goal 1: COLLEGE AND CAREER READINESS - Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by August 2024.





School Performance Objective 2: Teachers and students will use appropriate, relative resources to allow them to reach all students, Tier 1-3, to increase student outcomes in all core content areas.

Evaluation Data Sources: STAAR

Strategy 1: Purchase materials and resources to allow teachers to effectively reach all students at Tier 1 -3

Strategy's Expected Result/Impact: Increased student performance in outcomes on STAAR.

Staff Responsible for Monitoring: Campus Leadership Team

Action Step 1 Details	Reviews			
Action Step 1: Purchase materials and/or resources to allow Teachers to work with all students, Tier 1-3 Intended Audience: teachers, students Date(s) / Timeframe: 2023-2024 school year Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-144-24-313-000000- - \$5,253	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Purchase instructional resources to improve special education student outcomes in all core areas. Intended Audience: Special Education students Provider / Presenter / Person Responsible: Campus Leadership, Special Education students Date(s) / Timeframe: 2023-2024 Funding Sources: - SPED (199 PIC 23) - - \$5,087	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 2: MIDDLE YEARS 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, 75% of students in grades K-5th will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

Evaluation Data Sources: MAP DATA

Strategy 1: Teachers will continue to implement use of Stemscores with fidelity while receiving instructional support from coaches and administration.

Strategy's Expected Result/Impact: Increased scores in MAP and STAAR





Staff Responsible for Monitoring: Administration, Instructional Coaches, Lead Support Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers teach concepts through Stemscores using mathematics manipulatives, programs, and materials including paper to reinforce abstract math concepts</p> <p>Intended Audience: K-5 students</p> <p>Provider / Presenter / Person Responsible: Administration, Instructional Coaches, Teachers</p> <p>Date(s) / Timeframe: As need throughout the year</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-144-30-510-000000-24F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Goal 3: 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, 65% 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

Strategy 1: Year 2 implementation of the literacy model with automaticity ensuring instructional coach support and administrative monitoring.

Strategy's Expected Result/Impact: Increase in MAP and STAAR performance

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction


Problem Statements: Student Learning 1


Action Step 1 Details	Reviews			
<p>Action Step 1: Data meetings and PLCs to ensure aligned instruction is providing results and outcomes that are yielding improved results</p> <p>Intended Audience: Teachers and staff</p> <p>Provider / Presenter / Person Responsible: Data Analyst</p> <p>Date(s) / Timeframe: Every other week throughout the school year and after each assessment</p> <p>Delivery Method: Face to face and computer</p> <p>Funding Sources: - Title I (211) - 211-13-6119-04E-144-30-510-000000-24F10 - \$75,826</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide resources to allow Gifted and Talented students relevant instruction.</p> <p>Intended Audience: GT students</p> <p>Provider / Presenter / Person Responsible: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: 2023-2024

Funding Sources: - Gifted & Talented (199 PIC 21) - - \$346

 No Progress

 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.

District Goal 3: 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 2: By June of 2021, 80% of students in Pre-K will meet or exceed growth target as measured by CLI Engage from EOY to BOY

Evaluation Data Sources: CLI Engage

District Goal 3: 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 3: By June of 2021, 80% of students in Kinder will meet or exceed growth target as measured by TX-KEA from EOY to BOY

Evaluation Data Sources: TX-KEA and MAP Data

District Goal 4: Parental Involvement: By June 2024, we will increase the number of parents/guardians and outside volunteers that are actively involved with the campus by 10%

School Performance Objective 1: Increase the number of members belonging to the campus PTO by greater than 10%.

Evaluation Data Sources: PTO membership log

Strategy 1: PTO and administration will host Monthly Campus Chats with the Principal and/or various representatives from the campus to develop communication and rapport with our families.

Strategy's Expected Result/Impact: Increase the enrollment of PTO and parent volunteers





Staff Responsible for Monitoring: Parent Liaison, Campus Administration

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Host PTO events, nights, and chats etc. Intended Audience: Parent/guardians Provider / Presenter / Person Responsible: Parent Liaison/ Lead Support Teachers Date(s) / Timeframe: 2023-2024 school year Funding Sources: - Parent Engagement - 211-61-6399-04L-144-30-510-000000-24F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Increase involvement with bilingual student and families on campus to increase involvement in student learning. Intended Audience: Bilingual families Provider / Presenter / Person Responsible: Campus Leadership, Counselor, Intervention Specialist, Family Engagement Specialist Date(s) / Timeframe: 2023-2024 Funding Sources: - BEA (199 PIC 25) - 199-61-6499-001-144-25-313-000000 - \$1,581</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Goal 4: Parental Involvement: By June 2024, we will increase the number of parents/guardians and outside volunteers that are actively involved with the campus by 10%

School Performance Objective 2: Increase the number of volunteers by 10% on the campus to support students in both social/emotional and academic growth.

Evaluation Data Sources: Reading Partners volunteer

Strategy 1: Communicate with neighborhood businesses and outside companies to encourage business/school relationships

Strategy's Expected Result/Impact: Outside business staff support students socially/emotionally as well as academically





Staff Responsible for Monitoring: Principal/Assistant Principal , Parent Teacher Liaison

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: Develop partnership with various businesses for outside influence from the community to build a community partnership to support our children</p> <p>Intended Audience: Students/Teachers</p> <p>Provider / Presenter / Person Responsible: Administration/ Parent Liaison</p> <p>Date(s) / Timeframe: 2023-2024</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide monthly engagement meeting with parents/families to continue to educate them on the increased stakes of state assessments, school accountability, and expectations for our children.</p> <p>Intended Audience: Parents and families</p> <p>Provider / Presenter / Person Responsible: Campus Leadership</p> <p>Date(s) / Timeframe: 2023-2024</p> <p>Funding Sources: - Parent Engagement - 211-61-6499-04L-144-30-510-000000-24F10 - \$1,696</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Supplies and materials for instructional use	211-11-6399-04E-144-30-510-000000-24F10	\$6,000.00
1	1	2	1		Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-144-30-510-000000-24F10	\$15,360.55
1	1	2	2		Travel for Teachers and Data Analysts (PD)	211-13-6411-04E-144-30-510-000000-24F10	\$500.00
2	1	1	1		Supplies and materials for instructional use	211-11-6399-04E-144-30-510-000000-24F10	\$10,000.00
3	1	1	1		Data Analyst	211-13-6119-04E-144-30-510-000000-24F10	\$75,826.00
Sub-Total							\$107,686.55
Budgeted Fund Source Amount							\$107,686.55
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		Supplies and materials for instructional use	199-11-6399-001-144-24-313-000000-	\$5,253.00
Sub-Total							\$5,253.00
Budgeted Fund Source Amount							\$5,253.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1		Supplies and materials for parental involvement	211-61-6399-04L-144-30-510-000000-24F10	\$500.00
4	2	1	2		Snacks for Parents to promote participation	211-61-6499-04L-144-30-510-000000-24F10	\$1,696.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$2,196.00
Budgeted Fund Source Amount							\$2,196.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2		Snacks - parent/community to promote participation	199-61-6499-001-144-25-313-000000	\$1,581.00
Sub-Total							\$1,581.00
Budgeted Fund Source Amount							\$1,581.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2		GENERAL SUPPLIES		\$346.00
Sub-Total							\$346.00
Budgeted Fund Source Amount							\$346.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2		GENERAL SUPPLIES		\$5,087.00
Sub-Total							\$5,087.00
Budgeted Fund Source Amount							\$5,087.00
+/- Difference							\$0.00
Grand Total Budgeted							\$122,149.55
Grand Total Spent							\$122,149.55

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						+/- Difference	\$0.00