

Fort Worth Independent School District
045 Leadership Academy at Forest Oak 7th And 8th Grade
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 Summary

The Leadership Academy at Forest Oak 7/8 enrollment consists of 768 students. The demographics consists of 63% Hispanic, 30% African American, and 3% White/Other. The attendance is 89.1%. Student discipline consists of 451 referrals which is 36% of students. 12% 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 15.6

Demographics Strengths

Student Learning Summary

In MOY MAP 2023 Math:

- Grade 8 showed a large decline from last year in both achievement and growth (from 66% Approaches to 39% Approaches)
- Grade 7 Math had an increase in percent projected at Approaches (from 45% to 51%), though a smaller percentage met their growth projection
- Though there was a decrease in growth from last year, LAFO had higher growth than comparison campuses for all grades and contents
- Math, in particular, saw a decrease in achievement relative to MOY last year
 - 55% App > 45% App
15% Meets > 8% Meets

In MOY MAP 2023 Reading:

- All grade levels saw at least some increase in percent of students meeting growth projections relative to last year, with an especially large gain at Grade 7 (+13% points)
- LAFO was among the top percentage in District performance for MAP Growth
- In Reading, achievement stayed relatively similar, but growth improved overall (+11% pts); growth at Grade 7 went from 35% last year to 48% this year
- Again, however, Grade 8 showed a decrease in achievement (though growth improved)

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 10% 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 Summary

The Leadership Academy at Forest Oak 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): Discipline consists of 36% of students enrolled with referrals. A total of 451 referrals. **Root Cause:** Campus does not have systems to be proactive with student behavior. Campus systems lack during transitions.

Problem Statement 2: Teacher retention at this campus has been a challenge. Only 65% of teachers have been retained. **Root Cause:** Teachers feel overwhelmed by student behavior and lack of safety systems.

Perceptions Summary

Staff surveys indicate

My supervisor, or someone at work, cares about me as a person - 97%

I know what is expected of me at work. - 100%

I have the materials & equipment to do my work well.- 79%

The mission/purpose of LAN makes me feel my job is important.- 82%

Priority Problem Statements

Problem Statement 1: 45% of Teachers receive feedback on their teaching while 73% of teachers find feedback valuable.

Root Cause 1: Administrators are not finding the time to walk classrooms and provide teachers with feedback.

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)
- 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
STAAR released test questlHB3 R

- 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

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources 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, 60% of students in grades 7th and 8th will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Growth

Strategy 1: Continue year 2 literacy model implementation with fidelity.

Strategy's Expected Result/Impact: This will ensure all students are receiving daily Tier I instruction.

Staff Responsible for Monitoring: Dean of Literacy Instruction

Title I:

2.6

- **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

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Campus will hold weekly PLCs and Data Meetings ran by the data analyst. Intended Audience: 7th & 8th Grade Teachers Provider / Presenter / Person Responsible: Data Analyst	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: 2023-2024 / Weekly

Collaborating Departments: ELA Department

Delivery Method: PLCs & Data Meetings

Funding Sources: Data Analyst - Title I (211)

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, 50% of students in grades 7th-8th will meet or exceed growth target as measured by MAP Growth

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, 25% of students will be at the Masters Level in Reading as measured by end of year STAAR.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR

Strategy 1: Implementation of new literacy model for 7th & 8th. Continue tier 1 English I instruction.

Strategy's Expected Result/Impact: Students growth in MAP will reflect a correlation of meets and masters as compared to STAAR.

Staff Responsible for Monitoring: Dean of Instruction / Instructional Coach / Lead Support Teachers

Title I:

2.6

- **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

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews
<p>Action Step 1: Campus will hold weekly PLCs lead by Instructional Title I teacher.</p> <p>Intended Audience: 7th & 8th Grade Teachers</p> <p>Provider / Presenter / Person Responsible: Data Analyst</p> <p>Date(s) / Timeframe:</p>	

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

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 the number of social media followers will increase by 10% as measured by the number of school facebook and instagram page followers.

High Priority

HB3 District Goal

Evaluation Data Sources: Facebook and Instagram

Strategy 1: Increase communication with the families using Blackboard and social media.

Strategy's Expected Result/Impact: Increase the number of parents attending school events

Staff Responsible for Monitoring: Campus Leadership Team and Family Engagement Specialist

Title I:

4.2



- **TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
<p>Action Step 1: Send out weekly newsletter to families highlighting students, mentoring programs at the school, counselor's corner, and upcoming parental events.</p> <p>Intended Audience: Parents / guardians and families</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team and Family Engagement Specialist</p> <p>Date(s) / Timeframe: 2023-2024 School Year</p> <p>Collaborating Departments: LAN Team / Campus Team</p> <p>Delivery Method: On Campus</p> <p>Funding Sources: Materials and supplies - Parent Engagement - 211-61-6399-04L-045-30-510-000000-24F10 - \$2,334, Snacks for parental engagement - Parent Engagement - 211-61-6499-04L-045-30-510-000000-24F10 - \$2,334 , Materials and Supplies (Instructional Use) - Title I (211) - 211-11-6399-04N-045-30-510-000000-24F10 - \$7,705</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress </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	Data Analyst	Data Analyst	211-13-6119-04N-045-30-510-000000-24F10	\$85,300.00
2	1	1	1	Instructional Coach	Instructional Coach	211-13-6119-04N-045-30-510-000000-24F10	\$67,000.00
3	1	1	1	Data Analyst			

Addendums

Title I: Parent-Student-Teacher Compact of Shared Responsibilities

The Leadership Academy

SCHOOL MISSION: Our mission is to prepare all students to become astute leaders who are college, career, and workforce ready.

Responsabilidades compartidas

Escuela Primaria De Forest Oak

El propósito de la Escuela Primaria de Forest Oak es la de preparar y

The Leadership Academy at Forest Oak Parent Involvement Policy

requirements. The policy was developed and agreed upon jointly with parents, community members and school staff. These materials will be disseminated to parents at regular parent meetings (PTA), Site-Based Decision Making (SBDM) team meetings, Family Nights, and/or parent/teacher conferences. These

Programs and the School Community

The Leadership Academy at Forest Oak will build the parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following activities:

- *Parent Training*
- *Family Nights*
- *Parent Teacher conferences*
- *Parental access to the school library and other resources such as websites, parent organizations, etc.*

The school will, with the assistance of the district, provide assistance to the parents of students served by the school in understanding topics such as the following:

- *The State's academic content standards*
- *The State's student academic achievement standards*
- *The State and local academic assessments including alternate assessments*
- *The requirements of Title I*
- *How to monitor their child's progress*
- *How to work with educators*