

Fort Worth Independent School District
064 Leadership Academy at Forest Oak 6th 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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 - 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. 12
 - District Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. 14
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Comprehensive Needs Assessment

Enrollment

The Leadership Academy at Forest Oak 6 enrollment consists of 321 students. The demographics consists of 60% Hispanic, 33% African American, and 3% White/Other. The attendance is 92.7%. Student discipline consists of 145 referrals which is 22% of students. 13% of students are enrolled in special education. About 30% of teachers are new to the campus while others have been with LAN for more years. The teacher-student ratios are 13.7

Diversity

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

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The Leadership Academy at Forest Oak 6 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.

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My supervisor, or someone at work, cares about me as a person - 100%

I know what is expected of me at work. - 85%

I have the materials & equipment to do my work well.- 56%

Priority Problem Statements

Rtqdnq o "Uvcvg o gpv"3: Campus has seen 22% of students enrolled receive referrals. A total of 145 referrals.

Tqqv"Ecwug"3: Students lack social and emotional support and react to challenges without the emotional tools needed

Rtqdnq o "Uvcvg o gpv"3" Ctgc: Demographics

Rtqdnq o "Uvcvg o gpv"4: Only 10% of African American students are on meets grade level on math per Spring 2023

Tqqv"Ecwug"4: Students have large instructional gaps in math

Rtqdnq o "Uvcvg o gpv"4" Ctgc: Demographics

Rtqdnq o "Uvcvg o gpv"5: Only 15% of students are on meets grade level for reading according to MOY MAP Growth

Tqqv"Ecwug"5: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

Rtqdnq o "Uvcvg o gpv"5" Ctgc: Student Learning





Rtqdnq o "Uvcvg o gpv"6: Discipline consists of 22% of students enrolled with referrals. A total of 145 referrals.

Tqqv"Ecwug"6:

District Goals

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| Cevkqp"Uvgr"4"Fgvcknu | Tgxkg y u | | | |
|--|-------------|-----|-----|--------------|
| <p>Cevkqp"Uvgr"4< All teacher's lesson plans will be submitted and will include writing and/or reading, instructional practices, activities, and assessments that will be aligned with the rigor of the standard.</p> <p>Kpvgp fgf"Cwfkppeg< Teachers / TA's / Tutors</p> <p>Rtqxkfgt"l"Rtgugpvgt"l"Rgtuqp"Tgurqpukdng< Campus Leadership Team</p> <p>Fcvg*u+"l"Vko ghtc o g< August 2024 - May 2025</p> <p>Eqmedqtckpi"Fgrctv o gpvu< LAN Team</p> <p>Fgnkxgt{"Ogvjqf< On Campus</p> <p>Hwpfkpi"Uqwtegu< General Supplies - CTE (199 PIC 22) - - \$1,912, Tutors - SCE (199 PIC 24) - 199-32-6127-001-064-24-273-000000- - \$4,913, Extra Duty for Teachers / TA's - Title I (211) - 211-13-6411-04N-064-30-510-000000-24F10 - \$34,337.58</p> | Hqt o cvkxg | | | Uw o o cvkxg |
| | Pqx | Lcp | Oct | Lwpg |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

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| <p>Rtqdnq o "Uvcvg o gpv"4: Only 10% of African American students are on meets grade level on math per Spring 2023 Tqqv"Ecwug: Students have large instructional gaps in math</p> |
| |
| <p>Rtqdnq o "Uvcvg o gpv"3: Only 15% of students are on meets grade level for reading according to MOY MAP Growth Tqqv"Ecwug: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.</p> |

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Uvtcvgi {u"Gzrgevfg" Tguwnvk o rcev< 100% of teacher lesson plans will include differentiation to meet the needs of high-performing students and push our Tier 3 students.

Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Campus Leadership Team

Vkvg"K<

2.4

- VGC"Rtkqtkvku<

Build a foundation of reading and math

- GUH"Ngxgtu<

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

Rtqdn g o "Uvcvg o gpvu< Perceptions 1

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Findings: 63% of Teachers receive feedback on their teaching, while 96% of teachers find feedback valuable. **Challenge:** Administrators are not finding the time to walk classrooms and provide teachers with feedback.

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qp"vjg"ec o rwu0

Jki j "Rtkqtkv{

Gxcnwcvkqp"Fevc"Uqwtegu< Qualtrics

kpetgcug"eq o o wpkecvkqp"ykvj"vjg"hc o knkgu"wukpi "Dncemdqctf"cpf"uqekcn" o gfkcl

Uvtcvgi {}u"Gzrgevfg" Tguwnvk o rcev< Increase the number of parents attending school events

Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Campus Leadership Team and Family Engagement Specialist

Vkvg"K<

4.2

- VGC"Rtkqtkvkgu<

Improve low-performing schools

- GUH"Ngxgtu<

Lever 3: Positive School Culture

Rtqdhg o "Uvcvgo gpvu< Demographics 1 - School Processes & Programs 1

Cevkqp"Uvgr"3" Fgvcknu

Tgxkg y u

Cevkqp"Uvgr"3< Send out a weekly newsletter to families highlighting students, mentoring programs at the school, counselor's corner, and upcoming events.

Kpvpgfgf" Cwfkpeg<

Campus Funding Summary

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I khvgf" ("Vcngpvgf"*3; ;"RKE"43+

| Fkvtkev I qcn | Uejqqn Rgthqt o cpeg Qdlgevkg | Uvtcvgi { | Cevkqp Uvgr | Tguqwtegu" Pggfgf | Fguetkrvkqp | Ceeqwpv Eqfg | C o qwpv |
|--|-------------------------------------|-----------|----------------|-------------------|------------------|-----------------|----------|
| 2 | 1 | 1 | 1 | Manipulatives | GENERAL SUPPLIES | | \$614.00 |
| Uwd/Vqvcn | | | | | | | \$614.00 |
| Dwfigvgf" Hwpf" Uqwtg" C o qwpv | | | | | | | |

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*