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.

Vcdng"qh"Eqpvgpvu

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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
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Comprehensive Needs Assessment

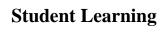
Demographics

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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

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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



School Processes & Programs

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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.

Perceptions

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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

Rtqdng 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

Rtqdng o "Uvcvg o gpv"3"Ctgcu: Demographics

Rtqdig 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

Rtqdng o "Uvcvg o gpv"4"Ctgcu: Demographics

Rtqdig 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.

Rtqdng o "Uvcvg o gpv"5"Ctgcu: Student Learning

Rtqdng 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		Tgx	kg y u	
Cevkqp"Uvgr"4< All teacher's lesson plans will be submitted and will include writing and/or reading, instructional practices,		Hqt o cvkxg		Uw o o cvkxg
activities, and assessments that will be aligned with the rigor of the standard.	Pqx	Lcp	Oct	Lwpg
Kpvgpfgf"Cwfkgpeg< Teachers / TA's / Tutors	•	1		1
Rtqxkfgt"1"Rtgugpvgt"1"Rgtuqp"Tgurqpukdng< Campus Leadership Team				
Fcvg*u+"1"Vk o ghtc o g< August 2024 - May 2025				
Eqmcdqtcvkpi"Fgrctv o gpvu< LAN Team				
Fgnkxgt {"Ogvjqf< On Campus				
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				
No Progress Accomplished — Continue/Modify	X Discon	tinue		

Rtqdng 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

Rtqdng 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.

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JD5"Fkuvtkev" I qcn

Gxcnwcvkqp"Fcvc"Uqwtegu< STAAR

Cnn"tgcfkpi"cpf"ocvj"vgcejgtu"yknn"oggv"fckn{"kp"RNEu"vq"rncp."oqfgn."cpf"fgxgnqr"cnkipgf"nguuqp"rncpu"cpf"cuuguuogpvu0

Uvtcvgi {)u"Gzrgevgf"TguwnvlK 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

Vkvng"K<

2.4

- VGC"Rtkqtkvkgu<

Build a foundation of reading and math

- GUH"Ngxgtu<

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

Rtqdng o "Uvcvg o gpvu< Perceptions 1

Pion M

Cevkqp"Uvgr"3"Fgvcknu

Rtqdng o "Uvcvg o gpv"3: 63% of Teachers receive feedback on their teaching, while 96% of teachers find feedback valuable. Tqqv"Ecwug: Administrators are not finding the time to walk classrooms and provide teachers with feedback.

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Kpetgcug"eq o o wpkecvkqp" y kv j "v j g"hc o knkgu"wukp i "Dncemdqctf"cpf"uqekcn" o g fkc0

Uvtcvgi {)u"Gzrgevgf"TguwnvlK o rcev< Increase the number of parents attending school events

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

Vkvng"K<

4.2

- VGC"Rtkqtkvkgu<

Improve low-performing schools

- GUH"Ngxgtu<

Lever 3: Positive School Culture

Rtqdng o "Uvcvg o gpvu< Demographics 1 - School Processes & Programs 1

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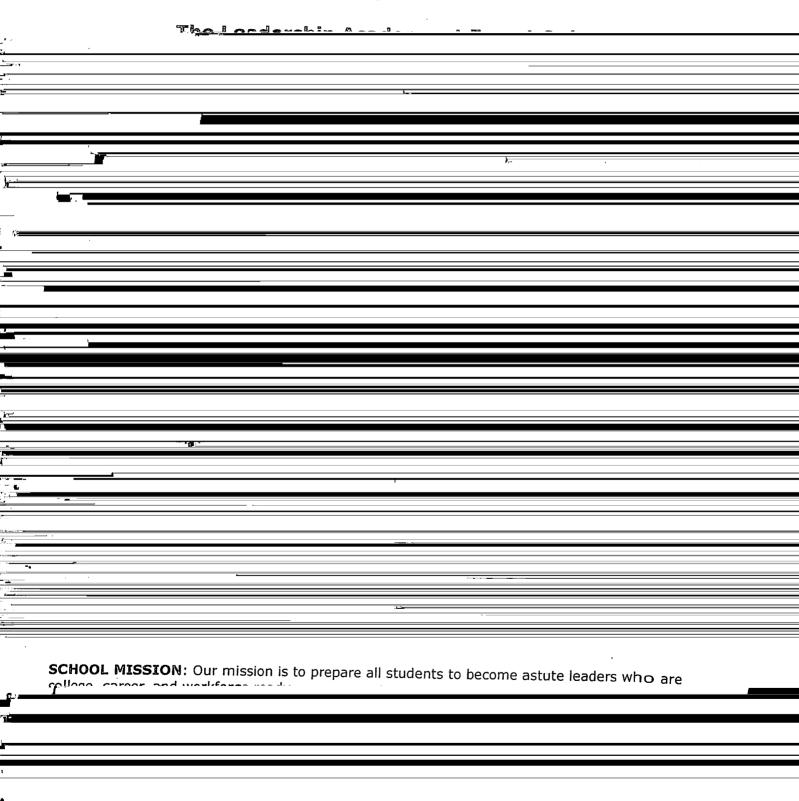
Campus Funding Summary

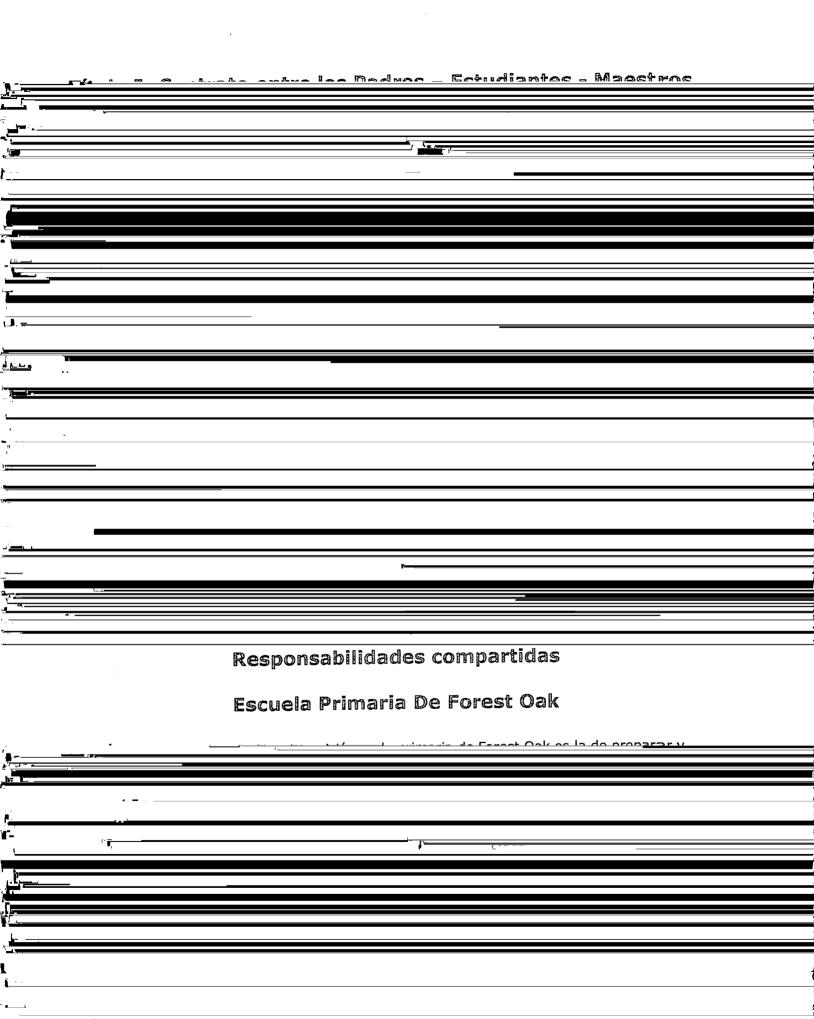
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Fkuvtkev I qcn		

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Addendums

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





The Leadership Academy at Forest Oak Parent Involvement Policy

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	requirements. The policy was developed and agreed upon jointly with parents, community members and
	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
	school staff. These materials will be disseminated to parents at regular parent meetings (PTA), Site-Based
	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
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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

