

Fort Worth Independent School District
129 Leadership Academy at John T White Elementary
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

Priority 1

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Student Learning

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During the 2020-2021 school year The Leadership Academy at John T. White encountered many obstacles. Obstacles faced with the hybrid teaching model, quarantines, and highly mobile students in terms of being virtual and In person. Campus staff readily embraced changes with their model of teaching, providing support for at home learners, and lesson planning to accommodate both instructional models. All students were provided technology and hot spots to support in accessing and continuing the learning process. As a result of the many shifts students in grades K-5 showed areas of limited growth in reading and math as measured by NWEA MAP, and STAAR.

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92% of PK students (English and Spanish) were on Track as measured by CLI Engage

94 % of Kindergarten DLE students were on Track as measured by TX-KEA

80% of 3-5 DLE Students met their Projected growth as measured by NWEA MAP

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School Processes & Programs

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The Leadership aCademt at John T. White has multiple systems and structures in place for recruitment of staff as well as we use a three Tier model for teachers to ensure success. The following are processes and prgrams utilized on our campus:

Classroom Environment/Planning/Instruction -Three tier support model used to provide coaching ans support

Friday Enrichment Friday (Studnet Enrichment and Teacher Planning)

Bamberick Model for Data Meetings

Backwards planning model & Lesson Paln Feedback Protocol

FW AFter School Program

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Friday Enrichment which is utilized for student enrichment activities and teacher planning

Instructional Coaches for RP and DLE

Backwards Planning Protocol

Home Visit Project

FWAS Program

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Perceptions

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An analysis of the Spring Panorama Survey identifies that our campus has strengths in the areas of :

Feedback and Coaching

Orgaizational Health

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An analysis of the Spring Panorama Survey identifies that our campus has strengths in the areas of:

Professional Development opportunities for teachers who in the Accomplished and Distinguished ranges of TTESS

School Climate (Initiative and colleague support)

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Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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Goals

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.

Performance Objective 1: By June of 2021, 75% of students in grades K-5th will meet or exceed literacy growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

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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.

Performance Objective 2:

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.

Performance Objective 1: By May of 2020, 70% of students in grades K-5th will meet or exceed math growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

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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.

Performance Objective 2: By May of 2020, 75 % of students in grades 3-5th will meet or exceed the Approaches standard as measured by STAAR

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Goal 3: CCMR

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

Performance Objective 1:

Goal 3: CCMR

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

Performance Objective 2: By May 2020, 75 % of students in grades 3-5th will meet or exceed the Approaches standard as measured by STAAR

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Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to learning environments that support curriculum and are safe, supportive and culturally responsive .

Performance Objective 1: Increase the number of family events hosted by the campus and use all outlet to communicate events

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Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to learning environments that support curriculum and are safe, supportive and culturally responsive .

Performance Objective 2: Increase the number of Parent Smore Newsletter from three to five per school year.

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Campus Funding Summary

Addendums