Fort Worth Independent School District

117 Leadership Academy at Como 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 Como enrollment consists of 431 students. The demographics consists of 42% Hispanic, 49% African American, and 3% White/Other. The attendance is 93.5%. Student discipline consists of 12 referrals which is 2% of students. 8% of students are enrolled in special education. About 10% 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 17.2

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 accelerating student group achievement. The campus has shown evidence of student growth by student groups in both reading and math achievement. Leadership Academy at Como is a thriving neighborhood school serving all students to the highest potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 16% of African American students are on meets grade level for math per interim benchmark **Root Cause:** Students have large instructional gaps in math

Problem Statement 2 (Prioritized): 19% of African American students are on meets grade level for reading per interim benchmark **Root Cause:** Students have large instructional gaps in reading

Student Learning

Student Learning Summary

School Processes & Programs

School Processes & Programs Summary

Priority Problem Statements

Problem Statement 1: 16% of African American students are on meets grade level for math per interim benchmark
Root Cause 1: Students have large instructional gaps in math
Problem Statement 1 Areas: Demographics

Problem Statement 2: 19% of African American students are on meets grade level for reading per interim benchmark
Root Cause 2: Students have large instructional gaps in reading
Problem Statement 2 Areas: Demographics

Problem Statement 3: Only 25% of students are on meets grade level for reading 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

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
- 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

- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) 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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results
- Other additional data

Action Step 2 Details	Reviews
Action Step 2:	

Action Step 1 Details	Reviews

Action Step 1: Everybody Grows(Friday) will provide Kindergarten teachers with a half day planning under the guidance of instructional coaches for deep planning and IPC
 	
    Intended Audience: Kindergarten teachers
    Provider / Presenter / Person Responsible: Instructional Coaches, Admin. LAN
    Date(s) / Timeframe: September 2023-May 2024
    Collaborating Departments: LAN
    Delivery Method: Planning during student enrichment activities
 	
    Funding Sources: Substitute for teacher planning - SCE (199 PIC 24) -
 	
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District Goal 1: Gctn{"Nkvgtce{

Kpetgcug"vjg"rgtegpvcig"qh"5tf"itcfg"uvwfgpvu"yjq"ueqtg"cv"oggvu"itcfg"ngxgn"qt"cdqxg"qp"UVCCT"Tgcfkpi"htqo"56 ' "vq"69 ' "d{"Cwiwuv"42460

School Performance Objective 3: D{"Lwpg"4246.":2 ' "qh"uvwfgpvu"kp"Rtg/M"yknn"oggv"qt"gzeggf"itqyvj"vctigvu"cu"ogcuwtg"d{"ENK"Gpicig"htqo"DQ["vq"GQ[

    Evaluation Data Sources: CLI Engage

District Goal 2: Gctn{"Ocvj

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School Performance Objective 1: D{"Lwpg"4245."92 ' "qh"uvwfgpvu"kp"M/7vj"yknn"oggv"qt"gzeggf"itqyvj"ocvj"vctigvu"cu"ogcuwtgf"d{"OCR"Itqyvj"Cfcrvkxg cuuguuogpvu"htqo"DQ["vq"GQ[0

Evaluation Data Sources: MAP data, benchmark, campus assessments

Strategy 1: Kpuvtwevkqpcn"Oqpkvqtkpi"u{uvgou"yknn"dg" korngogpvgf"vq"vtcem"uvwfgpv"itqyvj"kp"Ocvj"hqt"uvwfgpvu"M/7vj0

Strategy's Expected Result/Impact: Monitoring systems will be established including PLC's that focuses on lesson planning(during Everybody Grows) and evidence of lesson alignment during (classroom visits/documented walkthroughs)

Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coach(Math) Lead Support Teacher

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Action Step 1 Details	Reviews

Action Step 1: Administrators/Lead Support Teachers will check lesson plans weekly and follow-up with teachers. Instructional Coach (Math) will meet weekly with grade levels to plan instruction as well as the use of instructional material in the core content areas to ensure commitment of instruction as well as meeting the needs of all students.
  Intended Audience: K-5th grade teachers
  Provider / Presenter / Person Responsible: Administrators/Lead Support Teachers/Instructional Coach(Math)
  Date(s) / Timeframe: August 2023-May 2024
  Collaborating Departments: Math/LAN Team
  Delivery Method: Faculty Meeting (break-out) PLC/Everybody Grows Planning sessions
 	
  Funding Sources: Supplies - Title I (211) - 211-13-6119-04E-117-30-510-000000-24F10	

Action Step 2 Details	Reviews
Action Step 2: Instructional Coach (Math) will meet weekly with grade levels to plan instruction as well as the use of instructional material in the core content areas to ensure commitment of instruction as well as meeting the needs of all students. **Intended Audience:** Math teachers,IC's **Provider / Presenter / Person Responsible:** (Math)Instructional Coach **Date(s) / Timeframe:** September 2023-May 2024 **Collaborating Departments:** LAN **Delivery Method:** In-person **Funding Sources:** LST Planning - SCE (199 PIC 24)	

District Goal 3: EEOT

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School Performance Objective 1: D{"Lwpg"4245."74'"qh"uvwfgpvu"kp"itcfgu"5tf/7vj"yknn"dg"cv"oggvu"itcfg"ngxgn"qt"cdqxg"kp"Tgcfkpi"cuuguuogpvu"cu"ogcuwtgf d{"vjg"gpf"qh"{gct"UVCCT

 Evaluation Data Sources: STAAR

District Goal 3: EEOT

District Goal 4: Ngctpkpi"Gpxktqpogpv"*dcugf"qp"vjg"DQG"eqpuvtckpvu+

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High Priority

HB3 District Goal

Evaluation Data Sources: Student Feedback /Teacher Feedback

Strategy 1: Ecorwu|Fkuvtkev"Crrtqxgf"Hkngf"Vtkru

Campus Funding Summary

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Professional Development	Supplies and materials for instructional use	211-11-6399-04E-117-30-510-000000-24F10	$6,000.00
1	1	1	1	Data Analyst(Full Tine position	Data Analyst	211-13-6119-04E-117-30-510-000000-24F10	

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						+/- Difference	$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Substitute for teacher planning			