

055-Applied Lrng Acad

Alice Buckley

Ben Leos

2018-19 Schoolwide Programs: Campus Improvement Plan

055-Applied Lrng Acad

Principal: Alice Buckley

Executive Director:

Ben Leos

State Accountability Status

Met Standard

Campus Distinctions

Top 25% Closing Achievement Gap

Academic Achievemnt in Social Studies

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

another, ensuring that student achievement is high, that staff continues to grow professiona

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

YES the Fort Worth ISD School Board;

YES the Texas Education Code;

YES Title I, Part A; and

YES Priority / Turnaround Plans

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

[Click here to see the full Guide to Campus Assurances](#)

2018 -2019 State Accountability Domain Scores

Domain 1: Student Achievement	81
Domain 2: School Progress	82
Domain 3: Closing The Gaps	78

SBDM Members

Name	Role
Alice Buckley	Campus Non-Tch Prof
Elodia Escamilla	Campus Non-Tch Prof
Heather Slate	Parent
Drew Slate	Community Rep
Ellen Williams	Parent
Michael Flushe	District-Level Staff
Tessie Mosterio	Campus Non-Tch Prof
Marti Sullivan	Teacher
Sherry Pritchard	Teacher
Alisa Perez	Business Rep
Abram Carpenter	Campus Non-Tch Prof
	Select
	Select
	Select
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	Select
	Select
	Select
	Select

Fort Worth ISD Mission

Preparing **ALL** students for success in college, career, and community leadership.

Comprehensive Needs Assessment Summary

Comprehensive Needs Assessment Summary for 2018-2019

Campus: Applied Learning Academy

Principal: Alice Buckley

Data Sources Used Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	No	Fund Balance
	Yes	Instruction	No	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	Yes	VOC-Customer Feedback
Yes	Student Data	Yes	Achievement Gap	Yes	End of Year Student Portfolio	
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are we going to intervene? If addressed, this need will create the most impact.	
Demographics	1.	Diverse population, low mobility rates, no drop-outs, attendance rates above the state and district level	1.	Economically disadvantaged percent of students 56%	1. Focus on increased academic success of economically disadvantaged and special education students 2. Continue to provide applied learning training and support to teachers. 3. Provide support for teachers new to the 4. Continue implementation of the new portfolio 5. Teacher contract/requirement that all teachers will be fully trained in the applied learning method within three years of being hired at ALA. 6. Implementation of Mentoring Mondays. 7. Continue to constantly recalibrate to ensure we are teaching the applied learning method with 8. Continue to monitor and supervise Advisory to ensure the time is being utilized appropriately.	
Student Achievement	1.		1.			
School Culture and Climate	1.	Survey shows high level of staff satisfaction		Bullying cited by parents and students.		
Area Reviewed	1.	All teachers HQ	1.	PD that is relevant and focused on creating an authentic applied learning educational experience for		

	2. Four District Chairs of Excellence on staff.	
Curriculum, Instruction, and Assessment	1. PSAT scores some of the highest in the district	1. Continue implementation of the new portfolio model.
		2. Scaffolding for both teachers and students on the applied learning
	1. ALA students perform above the district and State on almost all STAAR tests.	3. Continue to provide applied learning training and support to teachers.
Family and Community Involvement	1. Mutlitple ways of communicating with parents	1. Language barrriers inhibit some involvement.
	2. Strong parent support.	2. ALA is not a neighborhood school.
School Context and Organization	1. FWISD supportive of applied learning method of instruction	1. Grade level teachers have common planning but due to the small size of the campus do not have teachers to
	2. Implementation of Critical	

		055-Applied Lrng Acad						
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
		\$ 19,138	\$ 2,875		\$ 206	\$ 722	\$ 1,097	\$ 47,786

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Alice Buckley

Leadership Director:

Summary by Fund Source

Fund Source	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	0	0	0	0	0	1,000	39,000	\$ 40,000
Campus Needs - Student Achievement	5,000	0	0	0	0	0	2,000	\$ 7,000
Campus Needs	6,500	0	0	0	700	0	5,000	\$ 12,200
Parent/Family Engagement Health Related	7,500	0	0	0	0	0	0	\$ 7,500
TOTAL	\$ 19,000	\$ -	\$ -	\$ -	\$ 700	\$ 1,000	\$ 46,000	\$ 66,700
Allocations	19,138	2,875	-	206	722	1,097	47,786	71,824
Percent Budgeted	99%	0%	NA	0%	97%	91%	96%	93%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
		Amount						
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal: Alice Buckley

Leadership Director:

Fort Worth ISD Student Outcome Goal Alignment	Goal:	2 Middle Grades Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.
	Progress Measures:	2.1 Percent of students in grade 6–8 performing on or above grade level standard on their STAAR math assessment will increase from 22% to 36% by 2019. 2.2 Percent of students in grade 6–8 who meet or exceed progress expectations on STAAR math assessment will increase from 50% to 60% by 2019. 2.3 Percent of students in grade 3–9 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics will increase from 37% to 54% by 2019.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from	100%	100%
	2.1 Percent of students in grade 6–8 performing on or above grade level standard on their STAAR math assessment will increase from	80%	85%	EOY
	2.2 Percent of students in grade 6–8 who meet or exceed progress expectations on STAAR math assessment will increase from	51%	65%	EOY
	NA			EOY
	2.3 Percent of students in grade 6-8 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics will increase	80%	85%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	LEP	Push in retired teacher tutor will provide push in tutoring within Tier I instruction time thru the use of small group instruction/math centers/reteach station with teacher	Buckley, Escamilla, Grayson, Henneke, Harville, Pritchard, Wood	September-May	PLC	Title I	\$ 14,000.00	Achievement
2	LEP	Enhanced math classes will use student work plans to focus on individual student's need for remediation.	Barnes, Baker, Sullivan, Hand	August-May	PLC	SPED	\$ 1,000.00	Progress
3	LEP	Utilize feedback from the CRIC action visit to increase rigor and intently reteaching	Lawana Jones, Grayson, Henneke, Escamila, Buckley	September-May	PLC	Local	N/A	Achievement
4	LEP	Utilize data from MAP testing to focus instruction on gaps of understanding	Grayson, Henneke, Ware, Barnes, Hand, Sullivan, Baker, Escamilla, Buckley	September-May	PLC	Local	N/A	Progress
5	CTE	Computer TA assists students Khan Academy lessons needed based on MAP data	Sandoval, Buckley, Escamilla, Ware, Grayson, Henneke	September-May	Faculty Mgt	Title I	\$ 25,000.00	Achievement
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2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Alice Buckley

Leadership Director:

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus	Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 100 to 100 percent.	BOY %	MOY %	EOY %	Target %	Difference	
SMART Goal					85%		
(Target Element		Students in grades 6–8 performing on or above grade level standard on their STAAR math assessment				65%	
Systems)		Students in 3–9 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics				85%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Alice Buckley

Campus Needs - Student Achievement Action Plan

Leadership Director:

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Goal 1	To increase the achievement percentage in each level		67.00%	38.00%	7.00%	77.00%	45.00%	10.00%
Goal 2	To increase the achievement percentage of AA		67.00%	22.00%	11%	70.00%	25.00%	11%
Goal 3	To increase the achievement percentage of EL		25.00%	0.00%	0.00%	30.00%	5.00%	2%
Goal 4	To increase the achievement percentage of ED		59.00%	28.00%	3.00%	65.00%	33.00%	5.00%

		Alignment	Expectations					Focus → Achievement &
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1		Individual writing conferences bimonthly	Checka, Buckley,	September-	After Sch	Title I	\$2,000	Progress
2		All students complete a baseline writing sample	Checka, Buckley, Escamilla	August	After Sch	Other	\$ -	Progress
3		Intentionally focus during writing conferences on skills that have been taught	Checka, Buckley, Escamilla, Harville	September-May		Local	\$ 5,000.00	Progress
4		No Red Ink assignments weekly	Checka, Buckley, Escamilla	September-May			\$ -	Progress
5		Cross curriculum writing assignments weekly	Checka, Coble, Householder, Buckley, Escamilla	September-May			\$ -	Progress
6		Weekly vocabulary skill builder	Checka, Buckley, Escamilla	September-May			\$ -	Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Alice Buckley

Leadership Director:

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	To increase the achievement percentage in each level						
	To increase the achievement percentage of AA						
	To increase the achievement percentage of EL						
	To increase the achievement percentage of ED						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Alice Buckley

Leadership Director:

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	All students will read and documented 500,000 (Regular ELA)-1,000,000 (Honors ELA) words through AR with a pass rate of at least 70% pass on the AR test.			88%	95%	EOY
	Goal 2	All students will complete at least one applied learning project per year.			100%	100%	EOY
	Goal 3	All students will study in depth a topic of interest in Advisory class. All students will produce authentic work samples and present at the end of year Portfoli Symposium.			100%	100%	EOY
	Goal 4	All students will participate in a service learning project in Advisory class.			100%	100%	EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	LEP	Bi-monthly Reading checkpoints. Students will be assigned to ZAP until they catch up if a checkpoint is missed.	All ELA teachers, Buckley, Escamilla.	September-May		Title I	\$ 5,000.00	Achievement
2		Students and parents provided a paper copy of the calendar of Reading Checkpoints at the beginning of the year.	Buckley, Escamilla	August		Local	\$ 500.00	Achievement
3		Reminders to both parents and students via paper, e-mail, and phone call before each checkpoint.	Buckley, Escamilla	September-May		Local	\$ 1,000.00	Achievement
4		All teachers are required to facilitate at least one applied learning project per year in Advisory.	All ALA Advisory teachers	September-May		Local		Culture and Climate
5		All day Portfolio workdays at least once every 9 weeks to give students an opportunity to dive deeply into their topic. On Portfolio workdays students may attend field trips, bring in a panel of experts to learn from, or spend the day creating authentic work samples.	All Advisory teachers, Buckley, Escamilla	October-May		Local	\$ 5,000.00	Culture and Climate
6		All students will participate in a service learning project in Advisory.	All Advisory teachers, Buckley, Escamilla	October-May		GT	\$ 700.00	Culture and Climate
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Alice Buckley

Leadership Director:

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference	
	All students will read and documented 500,000 (Regular ELA)-1,000,000 (Honors ELA) words through AR with a pass rate of at least 70% pass on the AR test.					95%	
	All students will complete at least one applied learning project per year.					100%	
	All students will study in depth a topic of interest in Advisory class. All students will produce authentic work samples and present at the end of year Portfoli Symposium.					100%	
	All students will participate in a service learning project in Advisory class.					100%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
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Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Alice Buckley

Leadership Director:

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline (BOY)	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL				
	Goal 1	Increased parent involvement in awareness and engagement in wellness activities	10%%	30%	24-May
	Goal 2	Establish areas on campus that focus on positive social interaction.	10%	30%	24-May
	Goal 3 (Optional)				
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment		Expectations				
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus
1	ex. 1, 3,	Require students to utilize google classrooms to provide solutions to improve the school culture and climate.	Barnes, Buckley, Escamilla, PTA	September-May		Local	\$ 1,000.00	FAMILY
2		Hold at least three communitiy wellness activities during the school year.	Barnes, Buckley, Escamilla, PTA	November-May		Local	\$ 1,500.00	HEALTH
3		Schedule at least two performance events to promote healthy living.	Barnes, Buckley, Escamilla, PTA	November-May		Local	\$ 2,000.00	HEALTH
4		Portfolio workdays with a focus on making the courtyard a student centered living space that inspires positive social interaction.	Barnes, Buckley, Escamilla, PTA	October-May		Local	\$ 2,500.00	HEALTH
5		Website devoted to healthy living.	Barnes, Buckley, Escamilla, PTA	September-May		Local	\$ -	HEALTH
6		Hallway project devoted to inspire positive social interaction	Barnes, Buckley, Escamilla, PTA	September-November		Local	\$ 500.00	HEALTH
7		Pod door signage to inspire positive social interactions	Barnes, Buckley, Escamilla, PTA	August-September		Other		HEALTH
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