

**Fort Worth Independent School District**  
**055 Applied Learning Academy**  
**2021-2022 Campus Improvement Plan**

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# Comprehensive Needs Assessment

Revised/Approved: April 9, 2021

## Demographics

### Demographics Summary

1. 1. Majority Hispanic 59% 2. White 20%, 3. AA 11% 4. 56% LSE 2. Rated B school by TEA Closing the achievement gap for our AA students. 3. Positive climate survey 4. 65% LSE, 65% Hispanic, 10%AA, 25% White 5. Choice school/straight lottery to attend 6. Strong parent involvement

### Demographics Strengths

Strong parent involvement. Rated a B campus by TEA.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Achievement gap between our White students and our EL students. **Root Cause:** Limited exposure to scaffolded high academic language and discussion.

**Problem Statement 2:** Achievement gap between our White students and our AA students. **Root Cause:** Limited exposure to scaffolded high academic language and discussion.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Community Based Accountability System (CBAS)

## **Student Data: Assessments**

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Response to Intervention (RTI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- TTESS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community 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

# 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:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from \_\_\_% to \_\_\_% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2022.

**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:** Increase the percentage of students who score at meets or above in English 1 from \_\_\_% to \_\_\_% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2022.



**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:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from \_\_\_% to \_\_\_% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2022.

**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:** Increase the percentage of students who score at MEETS or above in Algebra 1 from \_\_\_% to \_\_\_% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2022.

**Goal 3: CCMR**

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

**Performance Objective 1:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from \_\_\_% to \_\_\_% by May 2022. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2022.

**Goal 3: CCMR**

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

**Performance Objective 2:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from \_\_\_% to \_\_\_% by May 2022.  
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2022.

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

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 1:** Decrease the percentage of students who are chronically absent from \_\_\_% to \_\_\_% by May 2022.

Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2022.

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

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 2:** Increase positive response by students to the learning environment on the Panorama SEL Survey from \_\_\_% to \_\_\_% by May 2022.

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2022.

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

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 3:** Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from \_\_\_ to \_\_\_ by May 2022.

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

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 4:** Increase the positive perception of parents on Engagement on the district's Parent Survey from \_\_\_% to \_\_\_% by May 2022.





Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to Y% by May 2022.



**Goal 5:** Increase fidelity to the FWISD applied learning program through adherence to the applied learning pillars and instructional pedagogy.

**Performance Objective 1:** Creation and implementation of Foundational Applied Learning K-8th Summer Institute Professional Development for all instructional staff.

**Evaluation Data Sources:** Feedback survey, staff attendance, T-TESS --evidence of implementation.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Mandate instructional staff attendance to foundational Applied Learning Summer Institute.</p> <p><b>Strategy's Expected Result/Impact:</b> ALA staff will implement AL best practices with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 5:** Increase fidelity to the FWISD applied learning program through adherence to the applied learning pillars and instructional pedagogy.

**Performance Objective 2:** Creation of an applied learning K-8th accountability matrix tailored to ALA.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Matrix, authentic artifacts, observation, surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will present their learning journey and authentic artifacts at the End of Year Portfolio Symposium for parents and the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase fidelity to the applied learning program framework and community understanding/support of the model.</p> <p><b>Staff Responsible for Monitoring:</b> All faculty</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> Communication about the event, posters, laynards, online scheduling tool - Title I (211) - 211-61-6399-04L-055-30-510-000000-22F10 - \$1,553</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 5:** Increase fidelity to the FWISD applied learning program through adherence to the applied learning pillars and instructional pedagogy.

**Performance Objective 3:** 100% of ALA students will complete the required 500,000/1,000,000 words read and documented through AR with a 70% pass standard, complete 120 hours of independent personalized computer based Math/Reading work per week, and present at the End of Year Portfolio Symposium.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** AR report, Lexia report, Edgenuity report, student survey, parent survey, qualitative data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will be required to read 500,000/1,000,000 words documented thru AR with a 70% pass rate. All students will be required to complete 120 minutes per week of independent personalized computer based Reading/Math work. Bi-monthly the TAIII will assist the Math /Reading teacher to conference with students/reteach students. Students who are unable to complete the work independently will be scheduled into the computer lab during their elective to receive additional help. All students will be scheduled into two Electives in August to provide authentic SEL support. Due to the high numbers of interest in Art, a TA will provide co-teaching with the Art teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth in Reading and Math STAAR meets expectation by 20%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, All teachers, TA's</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6129-04E-055-30-510-000000-22F10 - \$18,921.48, - Title I (211) - 211-11-6129-04U-055-30-510-000000-22F10 - \$27,864.98</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Push in tutoring to Math classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth in Reading and Math STAAR meets expectation by 20%</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Math teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> certified tutor - Title I (211) - 211-11-6117-04E-055-30-510-000000-22F10 - \$6,378.54, certified tutor - SCE (199 PIC 24) - 199-13-6117-001-055-24-243-000000- - \$2,355</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 6: CCMR**

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

**Goal 7: Learning Environment (based on the BOE constraints)**  
Increase access of all students to a positive learning environment.

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
5	2	1	Communication about the event, posters, laynards, online scheduling tool	Supplies and materials for parental involvement	211-61-6399-04L-055-30-510-000000-22F10	\$1,553.00
5	3	1		Teacher Assistant	211-11-6129-04E-055-30-510-000000-22F10	\$18,921.48
5	3	1		Computer Lab Assistant	211-11-6129-04U-055-30-510-000000-22F10	\$27,864.98
5	3	2	certified tutor	Tutors with degree or certified	211-11-6117-04E-055-30-510-000000-22F10	\$6,378.54
<b>Sub-Total</b>						\$54,718.00
<b>Budgeted Fund Source Amount</b>						\$54,718.00
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
5	3	2	certified tutor	Tutors with degree or certified	199-13-6117-001-055-24-243-000000-	\$2,355.00
<b>Sub-Total</b>						\$2,355.00
<b>Budgeted Fund Source Amount</b>						\$2,355.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$57,073.00