

**Fort Worth Independent School District
190 Riverside Applied Learning Center
2021-2022 Campus Improvement Plan**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Riverside Applied Learning Center is a PK - 5th, Title I campus in FWISD.

Ethnic Distribution:

- Hispanic: 75.5%
- African American: 8.7%
- White: 11.6%
- Asian: 1.2%
- Two or more races: 2.5%

RALC is not a neighborhood school as families must apply for enrollment through the FWISD Gold Seal Programs of Choice. We receive families from all over FWISD and nearby districts. RALC can hold up to 286 students but averages between 230-245 students yearly. Most families transport their own children with only 15% of students riding the bus to and from school.

RALC saw a decrease in enrollment for the 2020-2021 school year due to the current pandemic. Multiple families preferred to keep their children at their home schools for convenience and safety.

Student Groups:

- Economically Disadvantaged - 78%
- English Learners (EL) - 27.8%
- At Risk - 54.8%
- Special Education - 11.2%
- Gifted & Talented - 17.8%

Riverside Applied Learning Center employs a high-quality, talented staff with minimal turn over. Any staff openings are due to relocation of staff family,

career advancement, or retirement.

Demographics Strengths

We currently have a 96.47% attendance rate compared to our district attendance rate of 93%. Our campus attributes the high attendance rate during the pandemic to a strong partnership with parents and a focus on high-quality education.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): RALC's overall population increased from 232 in 18/19 to 241 in 19/20; however overall enrollment is not at full capacity of 286. **Root Cause:** Transportation and lack of program of choice knowledge to the wide-spread community.

Problem Statement 2 (Prioritized): RALC attendance rate is above the district average at 96%, however, 12-18 students are consistently 30 min tardy. **Root Cause:** Travel distance of families across the district and lack of response to tardiness.

Student Learning

Student Learning Summary

Riverside Applied Learning Center earned a B (84) for recognized performance by serving many students well and encouraging high academic growth for most students during the 2018-19 school year. The overall grades are based on three categories: student achievement, school progress and closing the gaps.

Accountability Breakdown:

- Student Achievement - 72 C
- School Progress - 88 B
- Closing the Gaps - 76 C

In the past two accountability years RALC has performed above the district average for Meets Grade Level or Above in all subjects, reading, math, writing and science.

According to current, 2020-21 MOY MAP data, 44% of all students have met projected growth in Reading and 41% in Math.

Student Learning Strengths

- According to NWEA Math MAP Growth Data, kinder and 2nd average RIT scores of 155 and 189 respectively are higher than the national norms of 150 and 184 respectively.
- According to NWEA Reading MAP Data, kinder, 2nd, and 4th average RIT scores of 152, 181, 202 respectively are aligned with national norms.
- 5th Grade Math and Reading STAAR scores for Meets Grade Level or Above have consistently outperformed the district for 5 years (2015 - 2019).
- 5th grade Math STAAR scores for Meets Grade Level or Above have increased over the last three accountability years; 49%, 55%, and 61%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 5th Grade Math STAAR scores for Meets Grade Level and Above have increased over the last 3 reporting years. However, 4th Grade scores have inconsistent (43%, 32%, and 46%) and 3rd grade scores have steadily decreased (45%, 28%, and 24%), dropping below the district average in 2019. **Root Cause:** Multiple change of teachers in grades 3 and 4 over the last 3 years

Problem Statement 2 (Prioritized): Overall Reading STAAR scores for Meets Grade Level and Above have decreased from 50% to 39%. **Root Cause:** Lack of critical thinking skills and learning beyond the text in the primary grades.

Problem Statement 3 (Prioritized): 31.5% of all RALC learners are English Learners (EL). 29% of EL students improved their composite TELPAS rating from 2018-2019. However, 43% showed no improvement and 29% regressed in their rating **Root Cause:** Inconsistent implementation of ESL strategies throughout all content areas.

School Processes & Programs

School Processes & Programs Summary

The program and processes of Riverside Applied Learning Center are now driven by the FWISD Applied Learning Pillars of Success; Collaboration, Problem Solving, Communication, and Agency. We strive to teach the applied learning behaviors that provide the needed foundation for all student endeavors. It is the goal for 100% of RALC teachers to be trained in the Applied Learning pedagogy to fully implement the applied learning behaviors with the Pillars of Success.

In line with the Pillars of Success, RALC school wide plans and procedures are developed and updated yearly by collaborative teacher committees. These plans include but are not limited to the Attendance Plan, PBIS Plan, Technology Plan, and Professional Learning Plan.

School Processes & Programs Strengths

- Teacher committees work collaboratively to develop and update comprehensive school plans (Attendance, PBIS, Technology, PD, etc).
- Master schedule encompasses all core classes, art, music, PE, resource, inclusion, dyslexia and board required recess.
- Teachers are provided double planning every week to work in their professional learning communities - collaborative planning, study student work, respond to data analysis, etc.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There are 13 classroom teachers, 3 specials' teachers and 1 SpEd teacher at RALC - only 9 of the 17 (53%) have received any professional development in the Applied Learning pedagogy and behaviors. **Root Cause:** Teacher and admin turnover due to retirement, re-location or career advancement.

Problem Statement 2 (Prioritized): Teacher voices are heard and valued through leadership opportunities and campus committees, however, student leaders do not have the opportunity to share their thoughts, opinions and ideas for campus decisions.

Perceptions

Perceptions Summary

Riverside Applied Learning Center strives to empower life long learners through real-world, student-led learning opportunities. Our mission is to cultivate a successful learning environment for our students by offering student choice, continuous innovation and an authentic learning experience through applied learning.

RALC believes that everyone in the learning community, including teachers, auxiliary staff, students, parents, and local community partners need to work together to ensure high levels of student achievement. RALC believes that our teachers must also continue to learn and grow in their own pedagogy. It is through these beliefs that RALC is able to promote a culture of continuous learning.

Perceptions Strengths

- Teachers consider RALC a positive work environment as evidenced by 94% responding positively to Panorama survey questions concerning work environment and 89% responding positively to Staff-Leadership Relationships.
- Students consider RALC a supportive environment as evidenced by 88% responding positively to having a teacher or adult on campus that they can count on and 93% responded that their teacher treats them with respect.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students lack an ability to clearly articulate and/or regulate their thoughts and feelings as evidenced by Panorama and the FWISD stakeholder survey. 45% of students feel like they weren't able to clearly describe their feelings and 49% felt like they were unable to disagree with others without starting an argument. **Root Cause:** Inconsistent implementation of SEL lessons and use of strategies.

Problem Statement 2 (Prioritized): Stakeholders are unaware of campus practices, protocols, procedures, and educational expectations as evidenced by inconsistent survey results under Parent Engagement and Parent Environment. **Root Cause:** Inconsistent implementation of parent communication systems

Priority Problem Statements

Problem Statement 1: Stakeholders are unaware of campus practices, protocols, procedures, and educational expectations as evidenced by inconsistent survey results under Parent Engagement and Parent Environment.

Root Cause 1: Inconsistent implementation of parent communication systems

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Students lack an ability to clearly articulate and/or regulate their thoughts and feelings as evidenced by Panorama and the FWISD stakeholder survey. 45% of students feel like they weren't able to clearly describe their feelings and 49% felt like they were unable to disagree with others without starting an argument.

Root Cause 2: Inconsistent implementation of SEL lessons and use of strategies.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Teacher voices are heard and valued through leadership opportunities and campus committees, however, student leaders do not have the opportunity to share their thoughts, opinions and ideas for campus decisions.

Root Cause 3:

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There are 13 classroom teachers, 3 specials' teachers and 1 SpEd teacher at RALC - only 9 of the 17 (53%) have received any professional development in the Applied Learning pedagogy and behaviors.

Root Cause 4: Teacher and admin turnover due to retirement, re-location or career advancement.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 31.5% of all RALC learners are English Learners (EL). 29% of EL students improved their composite TELPAS rating from 2018-2019. However, 43% showed no improvement and 29% regressed in their rating

Root Cause 5: Inconsistent implementation of ESL strategies throughout all content areas.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Overall Reading STAAR scores for Meets Grade Level and Above have decreased from 50% to 39%.

Root Cause 6: Lack of critical thinking skills and learning beyond the text in the primary grades.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 5th Grade Math STAAR scores for Meets Grade Level and Above have increased over the last 3 reporting years. However, 4th Grade scores have inconsistent (43%, 32%, and 46%) and 3rd grade scores have steadily decreased (45%, 28%, and 24%), dropping below the district average in 2019.

Root Cause 7: Multiple change of teachers in grades 3 and 4 over the last 3 years

Problem Statement 7 Areas: Student Learning

Problem Statement 8: RALC attendance rate is above the district average at 96%, however, 12-18 students are consistently 30 min tardy.

Root Cause 8: Travel distance of families across the district and lack of response to tardiness.

Problem Statement 8 Areas: Demographics

Problem Statement 9: RALC's overall population increased from 232 in 18/19 to 241 in 19/20; however overall enrollment is not at full capacity of 286.

Root Cause 9: Transportation and lack of program of choice knowledge to the wide-spread community.

Problem Statement 9 Areas: Demographics

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data

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
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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





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: CIRCLE

- * Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 85.7% to 95% by May 2022.
- * Increase the percentage of ED students from 92.9% to 100% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Improve quality of instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.	Formative			Summative
	Nov	Jan	Mar	June
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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: MAP FLUENCY

* Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 40.6% to 50% by May 2022.

* Increase the percentage of ED students from 35% to 50% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve quality of instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Purchase Fountas & Pinnell LLI for early reading intervention. - Title I (211) - 211-11-6399-04E-190-30-510-000000-22F10 - \$12,000, Purchase Fountas & Pinnell BAS for determining reading levels and progress monitoring. - Title I (211) - 211-11-6399-04E-190-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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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 3: MAP GROWTH

* Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 43.9% to 60% by May 2022.

* Increase the percentage of ED students from 44.9% to 60% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve quality of instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.</p> <p>Funding Sources: Librarian will maintain an up to date reading selection by purchasing high interest books. - Title I (211) - 211-12-6329-04E-190-30-510-000000-22F10 - \$6,000, Purchase/renew Renaissance Learning (AR & STaR). - Title I (211) - 211-11-6399-04E-190-30-510-000000-22F10 - \$5,000, Purchase/renew Flocabulary for all K-5 - Title I (211) - 211-11-6399-04E-190-30-510-000000-22F10 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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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 1: CIRCLE

* Increase the percentage of English PK students who score On Track on Circle Math from 61.9% to 75% by May 2022.

* Increase the percentage of ED students from 50% to 65% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Improve quality of instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.	Formative			Summative
	Nov	Jan	Mar	June
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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: TX-KEA

* Increase the percentage of Kinder students who score On Track on TX-KEA Math from 69.2% to 80% by May 2022.

* Increase the percentage of ED students from 64.7% to 80% by May 2022.





Strategy 1 Details	Reviews			
Strategy 1: Improve quality of instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.	Formative			Summative
	Nov	Jan	Mar	June
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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 3: MAP GROWTH

- * Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 41.4% to 60% by May 2022.
- * Increase the percentage of African American students from 26.7% to 40% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve quality of instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.</p> <p>Funding Sources: Purchase materials needed to create student data binders and portfolios for tracking growth/progress - Title I (211) - 211-11-6399-04E-190-30-510-000000-22F10 - \$1,500, Plan for professional subs to cover classrooms for teachers to hold parent & student conferences. - Title I (211) - 211-11-6112-04E-190-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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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: STAAR READING

* Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 39.1% to 60% by May 2022.

* Increase the percentage of ELL students from 29.7% to 50% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve quality of instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.</p> <p>Funding Sources: Provide intervention instruction as needed through after school tutoring. - Title I (211) - 211-11-6116-04E-190-30-510-000000-22F10 - \$3,000, Purchase resources and materials needed for students to master state standards. - Title I (211) - 211-11-6399-04E-190-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: CCMR

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

Performance Objective 2: STAAR MATH

* Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 44.6% to 60% by May 2022.

* Increase the percentage of ELL students from 37.8% to 50% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Improve quality of instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.	Formative			Summative
	Nov	Jan	Mar	June
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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: CHRONIC ABSENTEEISM

* Decrease the number and percentage of students who are chronically absent from 11.5% to 5% by May 2022.

* Decrease the number and percentage of African American students on our campus from 23.5% to 10% by May 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Family Communications Liaison and staff will collaborate to provide targeted parent engagement strategies to all families that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnerships.</p> <p>Funding Sources: Campus Attendance Committee will establish 6-week attendance goals with a tracking/monitoring system for student incentives. - Title I (211) - 211-11-6399-04E-190-30-510-000000-22F10 - \$1,500, Printer ink to create flyers and posters to engage students - Title I (211) - 211-11-6399-04E-190-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: POSITIVE ENVIRONMENT: SURVEY


* Increase positive response by students to the learning environment on the Panorama SEL Survey from 67.2% to 80% by May 2022.


* Increase positive response by ED students from 66.4% to 75% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create classrooms that promote culturally responsive learning through equitable access to diverse instructional materials and resources.</p> <p>Funding Sources: PBIS Committee will maintain school wide expectations with a tracking/monitoring system for student incentives. - Title I (211) - 211-11-6399-04E-190-30-510-000000-22F10 - \$1,500, Purchase books needed to differentiate instruction for at risk students. - SCE (199 PIC 24) - 199-11-6329-001-190-24-243-000000- - \$350, Purchase materials, devices, and/or social & emotional tolls and resources to assist students with focus and de-escalation. - Title I (211) - 211-11-6399-04E-190-30-510-000000-22F10 - \$1,000, Purchase supplies, materials, and/or resources needed to differentiate instruction for at risk students. - SCE (199 PIC 24) - 199-11-6399-001-190-24-243-000000- - \$1,318, Counselor will attend counseling conferences to stay abreast of innovative strategies and ideas. - Title I (211) - 211-31-6499-04E-190-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

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: SUSPENSIONS

* Decrease the number of in and out of school suspensions for ELL students from 0% to 0% by May 2022.





Strategy 1 Details	Reviews			
Strategy 1: Create classrooms that promote culturally responsive learning through equitable access to diverse instructional materials and resources.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: PARENT PERCEPTION: SURVEY

* Increase the positive perception of parents on Engagement on the district's Parent Survey from 86% to 95% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Family Communications Liaison and staff will collaborate to provide targeted parent engagement strategies to all families that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnerships.</p> <p>Funding Sources: Host family engagement nights to encourage participation. Purchase materials, supplies and resources needed. - Title I (211) - 211-61-6299-04E-190-30-510-000000-22F10 - \$2,136</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 5: Applied Learning

Increase fidelity to the FWISD Applied Learning program through adherence to the Pillars of Applied Learning and instructional pedagogy.

Performance Objective 1: Creation and implementation of foundational K-8 Applied Learning Summer Institute PD for all instructional staff.

Evaluation Data Sources: Staff Attendance
 Feedback Surveys
 TTESS - evidence of implementation

Strategy 1 Details	Reviews			
Strategy 1: Mandate instructional staff attendance to foundational Applied Learning Summer Institute Strategy's Expected Result/Impact: RALC staff will implement Applied Learning best practices with fidelity. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: There are 13 classroom teachers, 3 specials' teachers and 1 SpEd teacher at RALC - only 9 of the 17 (53%) have received any professional development in the Applied Learning pedagogy and behaviors. Root Cause: Teacher and admin turnover due to retirement, re-location or career advancement.</p>

Goal 5: Applied Learning

Increase fidelity to the FWISD Applied Learning program through adherence to the Pillars of Applied Learning and instructional pedagogy.

Performance Objective 2: Creation of K-8 Applied Learning Accountability Matrix - tailored to elementary specialized program

Evaluation Data Sources: Performance Rubrics
Classroom Walkthroughs/ Observations
Authentic Artifacts

Strategy 1 Details	Reviews			
<p>Strategy 1: Train staff on performance rubrics for teacher facilitators and student learners. Strategy's Expected Result/Impact: Instruction is aligned with AL behaviors and best practices. Staff Responsible for Monitoring: Admin Vertical Teams Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Class teachers will facilitate at least 1 applied learning project and 1 service learning projects with students each school year. Strategy's Expected Result/Impact: Student driven, authentic learning experiences designed for a specific audience. Staff Responsible for Monitoring: Admin Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: There are 13 classroom teachers, 3 specials' teachers and 1 SpEd teacher at RALC - only 9 of the 17 (53%) have received any professional development in the Applied Learning pedagogy and behaviors. Root Cause: Teacher and admin turnover due to retirement, re-location or career advancement.</p>

Goal 5: Applied Learning

Increase fidelity to the FWISD Applied Learning program through adherence to the Pillars of Applied Learning and instructional pedagogy.

Performance Objective 3: Implementation of student portfolios for demonstration of growth (K-2) and mastery of standards (3-5).

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jennifer Kennedy	Principal
Administrator	Keith Besses	Assistant Principal
Classroom Teacher	Winafred Womble	Math Lead Teacher
Classroom Teacher	Rebecca Matzen	2nd grade teacher
Professional Non-Teaching Staff	Delvanique Hickem	School Counselor
Classroom Teacher	Cynthia Kohn	1st grade teacher
Business Representative	Emma Canchola	
Business Representative	Ana Resendiz	
Parent	Karla Mojica	
Community Representative	vacant vacant	
Community Representative	vacant2 vacant2	
Parent	vacant3 vacant3	
District-level Professional	Michael Flusche	
Paraprofessional	Jessica Campos	SpEd TA
DERC Representative 1		
DERC Representative 2		

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1	Purchase Fountas & Pinnell LLI for early reading intervention.	Supplies and materials for instructional use	211-11-6399-04E-190-30-510-000000-22F10	\$12,000.00
1	2	1	Purchase Fountas & Pinnell BAS for determining reading levels and progress monitoring.	Supplies and materials for instructional use	211-11-6399-04E-190-30-510-000000-22F10	\$2,000.00
1	3	1	Librarian will maintain an up to date reading selection by purchasing high interest books.	Reading materials for library use	211-12-6329-04E-190-30-510-000000-22F10	\$6,000.00
1	3	1	Purchase/renew Renaissance Learning (AR & STaR).	Supplies and materials for instructional use	211-11-6399-04E-190-30-510-000000-22F10	\$5,000.00
1	3	1	Purchase/renew Flocabulary for all K-5	Supplies and materials for instructional use	211-11-6399-04E-190-30-510-000000-22F10	\$4,000.00
2	3	1	Purchase materials needed to create student data binders and portfolios for tracking growth/progress	Supplies and materials for instructional use	211-11-6399-04E-190-30-510-000000-22F10	\$1,500.00
2	3	1	Plan for professional subs to cover classrooms for teachers to hold parent & student conferences.	Subs for supplemental instruction	211-11-6112-04E-190-30-510-000000-22F10	\$3,000.00
3	1	1	Provide intervention instruction as needed through after school tutoring.	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-190-30-510-000000-22F10	\$3,000.00
3	1	1	Purchase resources and materials needed for students to master state standards.	Supplies and materials for instructional use	211-11-6399-04E-190-30-510-000000-22F10	\$5,000.00
4	1	1	Campus Attendance Committee will establish 6-week attendance goals with a tracking/monitoring system for student incentives.	Supplies and materials for instructional use	211-11-6399-04E-190-30-510-000000-22F10	\$1,500.00
4	1	1	Printer ink to create flyers and posters to engage students	Supplies and materials for instructional use	211-11-6399-04E-190-30-510-000000-22F10	\$3,000.00
4	2	1	PBIS Committee will maintain school wide expectations with a tracking/monitoring system for student incentives.	Supplies and materials for instructional use	211-11-6399-04E-190-30-510-000000-22F10	\$1,500.00
4	2	1	Purchase materials, devices, and/or social & emotional tolls and resources to assist students with focus and de-escalation.	Supplies and materials for instructional use	211-11-6399-04E-190-30-510-000000-22F10	\$1,000.00
4	2	1	Counselor will attend counseling conferences to stay abreast of innovative strategies and ideas.	Virtual registration for Counselor (PD)	211-31-6499-04E-190-30-510-000000-22F10	\$1,000.00
4	4	1	Host family engagement nights to encourage participation. Purchase materials, supplies and resources needed.	Family Science Night	211-61-6299-04E-190-30-510-000000-22F10	\$2,136.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
Sub-Total						\$51,636.00
Budgeted Fund Source Amount						\$51,636.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	2	1	Purchase books needed to differentiate instruction for at risk students.	Reading materials for classroom use	199-11-6329-001-190-24-243-000000-	\$350.00
4	2	1	Purchase supplies, materials, and/or resources needed to differentiate instruction for at risk students.	Supplies and materials for instructional use	199-11-6399-001-190-24-243-000000-	\$1,318.00
Sub-Total						\$1,668.00
Budgeted Fund Source Amount						\$1,668.00
+/- Difference						\$0.00
Grand Total						\$53,304.00