

# Fort Worth Independent School District

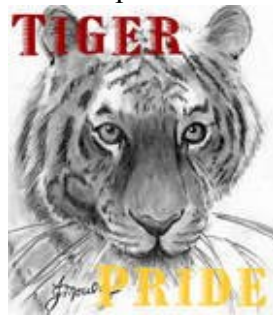
## 055 Applied Learning Academy

### 2022-2023 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Top 25 Percent: Comparative Closing the Gaps



# Mission Statement

Our charter and mission is to establish and nurture a learning community which challenges traditional assumptions about the educational process in a way that

-creates a student-centered environment where students have choices, make decisions, accept responsibility, and work cooperatively;

-allows students to experience acceptance and criticism in a supportive environment;

-involves students in powerful learning experiences which include applied learning projects and community service; and

-provides for broad-based involvement of student-mentors, institutions of higher learning, parents, and community in decision-making

so that students acquire a foundation of learning and real-world experiences which equip them to participate in traditional and non-traditional institutions of learning and become motivated, successful, life-long learners, collaborative problem solvers, and community participants.

## Vision

All members of our learning community will work and learn together, caring about and supporting one another, ensuring that student achievement is high, that staff continues to grow professionally, and that parents and other community members are involved as equal partners in supporting teaching and learning.

## Core Beliefs

- Foster a sense of community and lifelong learning
- Teach an understanding of accountability and each person's role in that concept
- Encourage and facilitate collaboration
- Provide avenues for students to find their voice
- Create an environment that promotes problem identification, inquiry, and problem solving.

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# Comprehensive Needs Assessment

Revised/Approved: May 5, 2022

## 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 (Prioritized):** Achievement gap between our White students and our EL students. Root Cause Limited exposure to scaffolded high academic language and discussion. Pandemic social isolation **Root Cause:** Achievement gap between our White students and our AA students Limited exposure to scaffolded high academic language and discussion Pandemic social isolation

**Problem Statement 2:** Achievement gap between our White Students and our SpEd students **Root Cause:** Pandemic caused limited Special Education supports due to absences and virtual instruction

# Student Learning

## Student Learning Summary

Based on Benchmark and MAP data students are outperforming the District in both Reading and Math across all three grade levels.

## Student Learning Strengths

6th grade students are outperforming the District by almost 30%, 7th grade by 24%, and 8th grade by 19% on Benchmark Reading data. Campus wide students have read and documented more than 300 million words in AR with a 70% pass standard.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Greater gaps in foundational Reading/Math concepts **Root Cause:** Pandemic social isolation and the challenges of recovering from virtual/hybrid learning

**Problem Statement 2:** Overall Reading STAAR scores for Meet Grade Level and Master's has decreased **Root Cause:** Lack of critical thinking skills and learning beyond the text in elementary school

**Problem Statement 3:** Overall Math STAAR scores for Approaches, Meets, and Master's has decreased campus wide **Root Cause:** Challenges of recovering from virtual/hybrid learning.

# School Processes & Programs

## School Processes & Programs Summary

We are a choice campus that provides an applied learning based education to our students who are selected for admission based on a straight application lottery. Our students have a reading requirement of either 500,000/1,000,000 words per year documented through Accelerated Reader online software. All students are required to take an Advisory class that provides experiential learning and extended time to create authentic artifacts that demonstrate their deep understanding of concepts taught. All students present to the ALA community their learning journey at our End of Year Portfolio Symposium. The symposium is an all day event that the ALA community and the public is invited to attend.

## School Processes & Programs Strengths

There is an extensive wait list of students who have applied to attend the school. Students outperform the district and the state on the state mandated tests.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Vertical alignment of the applied learning program framework from Kinder-8th **Root Cause:** Change leadership, inconsistent training, common vision, program fidelity

**Problem Statement 2:** Students who ride the bus are consistently late to school so are missing instructional minutes weekly. **Root Cause:** Nationwide shortage of bus drivers are impacting the district's ability to cover the bus routes.

# Perceptions

## Perceptions Summary

Part of the core beliefs of applied learning is that both students and teachers have a voice in the design of what we do at school. We utilize the data from student and teacher surveys/feedback discussions to create initiatives to address challenges and concerns at school.

## Perceptions Strengths

Strong problem solving culture amongst the faculty.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Lower rate of Hispanic parent involvement. **Root Cause:** Language is a barrier to some parent involvement.

**Problem Statement 2:** Bullying amongst students has increased. **Root Cause:** Social isolation caused by the pandemic and an increased use of student's using their phones for social connection.



# Priority Problem Statements

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

**Root Cause 1:** Achievement gap between our White students and our AA students Limited exposure to scaffolded high academic language and discussion Pandemic social isolation

**Problem Statement 1 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
- 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

## Accountability Data

- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- PSAT
- 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 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- STEM and/or STEAM data

## Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

# District Goals

Revised/Approved: October 18, 2022

**District Goal 1:** 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.

**School Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 50 % to 75 % by May 2023.

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 50 % to 75 % by May 2023.

**Strategy 1:** Utilizing BOY MAP data and STAAR data Math teachers will identify targeted groups of students for individual/small group instruction by a TAIII under the direction of the core teacher. Providing targeted reteach to identified students will also allow students to participate in Fine Arts electives instead of double blocked electives.

**Strategy's Expected Result/Impact:** Increase number of students showing a year of growth from BOY MAP testing to EOY MAP testing

**Staff Responsible for Monitoring:** Randi Wheeler

Kailee Reed

Heather Ware





Elodia Escamilla

Alice Buckley

Courtney Parks

**Targeted Support Strategy - Additional Targeted Support Strategy**

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> TAIII will provide additional small group Math instructional based on identified student need.</p> <p><b>Intended Audience:</b> All 6-8th Math students</p> <p><b>Date(s) / Timeframe:</b> August 30th--May 20th</p> <p><b>Provider / Presenter / Person Responsible:</b> Randi Wheeler, Kailee Reed, Heather Ware, Elodia Escamilla, Alice Buckley, Courtney Parks</p> <p><b>Collaborating Departments:</b> Math, Science</p> <p><b>Delivery Method:</b> Small group instruction, Hybrid</p> <p><b>Funding Sources:</b> TA III - Title I (211) - 211-11-6129-04U-055-30-510-000000-23F10 - \$35,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Push in Tutor will provide additional support to our Special Education/504 students. <b>Date(s) / Timeframe:</b> September 15-May 25th <b>Provider / Presenter / Person Responsible:</b> Lead Special Education teacher Mary Jackson and Special Education team. <b>Collaborating Departments:</b> All core classes <b>Delivery Method:</b> During core instruction and Tier I instruction	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** Utilizing BOY MAP data and STAAR data Reading teachers will identify targeted groups of students for individual/small group instruction by a TAIII under the direction of the core teacher. Providing targeted reteach to identified students will also allow students to participate in Fine Arts electives instead of double blocked electives.

**Strategy's Expected Result/Impact:** Increase number of students showing a year of growth from BOY MAP testing to EOY MAP testing

**Staff Responsible for Monitoring:** Shelley Stout

Alexandra Checka  
 Elizabeth Lewis  
 Elodia Escamilla  
 Alice Buckley  
 Courtney Parks





**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Targeted Support Strategy**

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> TAIH will work with identified students in need of targeted assistance in Reading. Push In tutor will focus on providing small group reteach to our Special Education/504 students. <b>Intended Audience:</b> 6-8th Reading students <b>Date(s) / Timeframe:</b> August 30th-May 20th <b>Provider / Presenter / Person Responsible:</b> Shelly Stout Elizabeth Lewis Ale Checka Elodia Escamilla Alice Buckley Courtney Parks <b>Collaborating Departments:</b> Social Studies <b>Delivery Method:</b> small group, hybrid	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 3:** Push in tutoring for identified students

**Strategy's Expected Result/Impact:** Increase student's yearly Math growth as indicated on their EOY MAP test

**Staff Responsible for Monitoring:** R. Wheeler

- K. Reed
- H. Ware
- A. Buckley
- E.Elodia
- J.Torbert





**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy**

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Push-in tutor to work with identified students to reteach Math concepts in small groups, specifically targeting our SpEd and 504 students.</p> <p><b>Intended Audience:</b> 6th-8th grade Math students</p> <p><b>Date(s) / Timeframe:</b> September 15-May 15th</p> <p><b>Provider / Presenter / Person Responsible:</b> R. Wheeler K. Reed H. Ware J. Torbert A. Buckley E. Escamilla</p> <p><b>Delivery Method:</b> small groups instruction</p> <p><b>Funding Sources:</b> push in tutor - Title I (211) - 211-11-6117-04N-055-30-510-000000-23F10 - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**District Goal 1:** 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.

**School Performance Objective 2:** Increase the percentage of students who score at meets or above in English 1 from 99% to 100% by May 2023. 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 2023.



**District Goal 2:** 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.

**School Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 50 % to 75 % by May 2023.

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 50 % to 75 % by May 2023.

**Strategy 1:** Utilize a push-in tutor during Tier I math instruction.

**Strategy's Expected Result/Impact:** Increase student achievement in Math

**Staff Responsible for Monitoring:** Wheeler

Reed

Ware

Jackson

Flores

Lovely

Dobbs

Escamilla

Buckley

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

**District Goal 2:** 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.

**School Performance Objective 2:** Increase the percentage of students who score at MEETS or above in Algebra 1 from \_\_95\_% to \_100\_% by May 2023. 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 \_\_95\_% to \_\_100\_% by May 2023.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 50\_\_% to \_90\_% by May 2023.

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 \_50\_\_% to \_\_75\_% by May 2023.

**Evaluation Data Sources:** Benchmarks

MAP EOY

STAAR scores

**Strategy 1:** Push in tutor during Tier I ELA instruction

**Strategy's Expected Result/Impact:** Increase in student achievement.

**Staff Responsible for Monitoring:** Stout

Lewis

Checka

Jackson

Dobbs

Flores

Lovely

Buckley

Escamilla

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 70\_\_% to \_85\_% by May 2023.

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 \_\_40\_% to \_70\_% by May 2023.

**High Priority**

**Evaluation Data Sources:** Benchmarks

EOY MAP

STAAR

**Strategy 1:** Push in tutoring during Tier I instruction

**Strategy's Expected Result/Impact:** Improved student achievement

**Staff Responsible for Monitoring:** Wheeler

Reed

Ware

Jackson

Dobbs

Lovely

Flores

Escamilla

Buckley

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from   10  % to   2  % by May 2023.

**Strategy 1:** Using the attendance data discussed during our SST meetings to target students who have excessive absences and provide positive incentives purchased thru ESSR funds to increase attendance.

**Strategy's Expected Result/Impact:** Decreased absences.

**Staff Responsible for Monitoring:** Garcia  
Essenmacher  
Escamilla

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 200 to 50 by May 2023.  
Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 100 to 25 by May 2023.

**Strategy 1:** Utilize restorative practices to decrease discipline referrals and build a positive school culture.

**Strategy's Expected Result/Impact:** Decreased number of discipline referrals

**Staff Responsible for Monitoring:** Barnes

Escamilla

Buckley

**Title I:**

2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from \_\_10\_\_ to \_\_5\_\_ by May 2023.

**Strategy 1:** Create a student leader group to facilitate restorative practices

**Strategy's Expected Result/Impact:** Decreased number of discipline referrals

**Staff Responsible for Monitoring:** Barnes

Escamilla

Buckley

**Title I:**

2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from \_12\_ to \_20\_ by May 2023.

**Evaluation Data Sources:** Sign in sheets  
Parent surveys

**Strategy 1:** Work with the PTA to plan family events to increase parent involvement.

**Strategy's Expected Result/Impact:** Increased parent involvement

**Staff Responsible for Monitoring:** Buckley  
Escamilla

**Title I:**

4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture



**District Goal 5:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator from \_\_\_% to \_\_\_% by May 2023.  
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 2023.

**District Goal 5:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of Grade 9 students "On Track" from \_\_% to \_\_% by May 2023. A  
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 2023.

**District Goal 5:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 3:** Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 5:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 4:** Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 6:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from   15  % to   3  % by May 2023.

**Evaluation Data Sources:** Attendance reports

**Strategy 1:** Using the data from the SST meetings we will target students who have excessive absences and use the ESSR attendance incentives to encourage them to come to school.

**Strategy's Expected Result/Impact:** Increased attendance

**Staff Responsible for Monitoring:** Garcia

Essenmacher

Escamilla

Buckley

Attendance committee

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

**District Goal 6:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from   15   to   6   by May 2023.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from  25  to   3  by May 2023.

**Evaluation Data Sources:** Discipline referrals  
Restorative circles

**Strategy 1:** Utilize Restorative circles to decrease discipline referrals

**Strategy's Expected Result/Impact:** Decrease of discipline referrals

**Staff Responsible for Monitoring:** Barnes  
Escamilla  
Buckley

**Title I:**  
2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

**District Goal 6:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the number of 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 2023.

**District Goal 6:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from \_\_\_ to \_\_\_ by May 2023.



**District Goal 6:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 5:** All students will participate in our End of Year Symposium. Students will lead sessions presenting their learning journey and authentic artifacts that demonstrate their deep understanding of the topic studied. Parents and the community will be invited to attend the event. The event will be promoted thru parent link call outs, electronic communication, posters, postcards, and word of mouth.

**High Priority**

**Evaluation Data Sources:** Parent surveys  
 Student surveys  
 Attendance percentage who attend the event





**Strategy 1:** Parents and the community will be invited to attend the event. The event will be promoted thru parent link call outs, electronic communication, posters, postcards, and word of mouth.

**Strategy's Expected Result/Impact:** Build a positive community culture. Continue fidelity to providing an applied learning educational experience for our students

**Staff Responsible for Monitoring:** All teachers  
 E. Escamilla  
 A. Buckley

**TEA Priorities:**  
 Connect high school to career and college  
**- ESF Levers:**  
 Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Parents and the community will be invited to attend the event. The event will be promoted thru parent link call outs, electronic communication, posters, postcards, and word of mouth. <b>Intended Audience:</b> All students, parents and community members	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Date(s) / Timeframe:</b> Mid May</p> <p><b>Provider / Presenter / Person Responsible:</b> All students All faculty</p> <p><b>Collaborating Departments:</b> School wide</p> <p><b>Delivery Method:</b> In person, conference style event with individual sessions</p> <p><b>Funding Sources:</b> posters, postcards, supplies - Parent Engagement - 211-61-6399-04L-055-30-510-000000-23F10 - \$1,120, posters, postcards, supplies - SCE (199 PIC 24) - 199-11-6399-001-055-24-273-000000- - \$3,230, snacks and water - BEA (199 PIC 25) - 199-61-6499-001-055-25-273-000000 - \$531</p>				
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Strategy 2:** Within Advisory students will create authentic artifacts to demonstrate their deep understanding of the the topic studied.

**Strategy's Expected Result/Impact:** Improve students achievement by increasing their scope of knowledge.

**Staff Responsible for Monitoring:** All teachers





E. Elodia  
A. Buckley

**TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Within Advisory students will create authentic artifacts to demonstrate their deep understanding of the the topic studied.</p> <p><b>Intended Audience:</b> All students, parents, community members</p> <p><b>Date(s) / Timeframe:</b> September-May</p> <p><b>Provider / Presenter / Person Responsible:</b> All teachers A. Buckley E. Escamilla</p> <p><b>Collaborating Departments:</b> Campus wide</p> <p><b>Delivery Method:</b> in person</p> <p><b>Funding Sources:</b> Art Materials, supplies - Title I (211) - 211-11-6399-04N-055-30-510-000000-23F10 - \$22,920</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Within Advisory students will create authentic artifacts to demonstrate their deep understanding of the the topic studied.</p> <p><b>Intended Audience:</b> All students, parents, community members</p> <p><b>Date(s) / Timeframe:</b> September-May</p> <p><b>Provider / Presenter / Person Responsible:</b> All teachers A. Buckley E. Escamilla</p> <p><b>Collaborating Departments:</b> Campus wide</p> <p><b>Delivery Method:</b> in person</p> <p><b>Funding Sources:</b> printer, poster maker - Title I (211) - 211-61-6396-04L-055-30-510-000000-23F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**District Goal 7:** 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.

**School Performance Objective 1:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 7:** 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.

**School Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR English I from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 7:** 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.

**School Performance Objective 3:** Increase the percentage of first time testers who score at Meets or above on STAAR English II from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 8:** 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.

**School Performance Objective 1:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 8:** 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.

**School Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from \_\_\_% to \_\_\_% by May 2023. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2023.



**District Goal 9:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator from \_\_\_% to \_\_\_% by May 2023.  
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 2023.

**District Goal 9:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of Grade 9 students "On Track" from \_\_% to \_\_% by May 2023. A  
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 2023.

**District Goal 9:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 3:** Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 9:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 4:** Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 10:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from   15  % to   2  % by May 2023. Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from   15  % to   2  % by May 2023.

**Evaluation Data Sources:** Attendance reports

**District Goal 10:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Increase positive response by students to the learning environment on the climate survey from 60% to 90% by May 2023.

Increase the positive response by African American students or the group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to Y% by May 2023.

**Evaluation Data Sources:** Climate surveys  
Student polls

**District Goal 10:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the number of 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 2023.

**District Goal 10:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Increase the positive perception of parents on Engagement on the district's Parent Survey from \_\_\_% to \_\_\_% by May 2023.

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 \_\_\_% to \_\_\_% by May 2023.



**District Goal 11:** 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.

**School Performance Objective 1:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 11:** 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.

**School Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR English I from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 11:** 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.

**School Performance Objective 3:** Increase the percentage of first time testers who score at Meets or above on STAAR English II from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 12:** 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.

**School Performance Objective 1:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 12:** 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.

**School Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from \_\_\_% to \_\_\_% by May 2023. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2023.

**District Goal 13:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator from \_\_\_% to \_\_\_% by May 2023.  
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 2023.

**District Goal 13:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of Grade 9 students "On Track" from \_\_% to \_\_% by May 2023. A  
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 2023.

**District Goal 13:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 3:** Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from \_\_\_% to \_\_\_% by May 2023.

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 2023.



**District Goal 13:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 4:** Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 14:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from \_\_\_% to \_\_\_% by May 2023. Decrease the number and 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 2023.

**District Goal 14:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Increase positive response by students to the learning environment on the climate survey from \_\_\_% to \_\_\_% by May 2023. Increase the positive response by African American students or the group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to Y% by May 2023.

**District Goal 14:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the number of 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 2023.

**District Goal 14:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Increase the positive perception of parents on Engagement on the district's Parent Survey from \_\_\_% to \_\_\_% by May 2023.

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 \_\_\_% to \_\_\_% by May 2023.

**District Goal 15:** 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.

**School Performance Objective 1:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 15:** 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.

**School Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR English I from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 15:** 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.

**School Performance Objective 3:** Increase the percentage of first time testers who score at Meets or above on STAAR English II from \_\_\_% to \_\_\_% by May 2023.

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 2023.



**District Goal 16:** 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.

**School Performance Objective 1:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 16:** 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.

**School Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from \_\_\_% to \_\_\_% by May 2023. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2023.

**District Goal 17:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator from \_\_\_% to \_\_\_% by May 2023.  
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 2023.

**District Goal 17:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of Grade 9 students "On Track" from \_\_% to \_\_% by May 2023. A  
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 2023.

**District Goal 17:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 3:** Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 17:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 4:** Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from \_\_\_% to \_\_\_% by May 2023.

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 2023.

**District Goal 18:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from \_\_\_% to \_\_\_% by May 2023. Decrease the number and 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 2023.

**District Goal 18:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Increase positive response by students to the learning environment on the climate survey from \_\_\_% to \_\_\_% by May 2023. Increase the positive response by African American students or the group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to Y% by May 2023.



**District Goal 18:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the number of 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 2023.

**District Goal 18:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Increase the positive perception of parents on Engagement on the district's Parent Survey from \_\_\_% to \_\_\_% by May 2023.

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 \_\_\_% to \_\_\_% by May 2023.

# Title I

## **1. Comprehensive Needs Assessment (CNA)**

### **1.1: Comprehensive Needs Assessment**

Please see Title1Crate for the following documentation.

## **2. Campus Improvement Plan**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Please see Title1Crate for the following documentation.

### **2.2: Regular monitoring and revision**

Please see Title1Crate for the following documentation.

### **2.3: Available to parents and community in an understandable format and language**

Please see Title1Crate for the following documentation.

### **2.4: Opportunities for all children to meet State standards**

Please see Title1Crate for the following documentation.

### **2.5: Increased learning time and well-rounded education**

Please see Title1Crate for the following documentation.

### **2.6: Address needs of all students, particularly at-risk**

Please see Title1Crate for the following documentation.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

Please see Title1Crate for the following documentation.

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

Please see Title1Crate for the following documentation.

## **4.2: Offer flexible number of parent involvement meetings**

One of PTA's priorities this year is to increase parent involvement this year.

## **5. Targeted Assistance Schools Only**

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	TA III	Computer Lab Assistant	211-11-6129-04U-055-30-510-000000-23F10	\$35,000.00
1	1	3	1	push in tutor	Tutors with degree or certified	211-11-6117-04N-055-30-510-000000-23F10	\$8,000.00
6	5	2	1	Art Materials, supplies	Supplies and materials for instructional use	211-11-6399-04N-055-30-510-000000-23F10	\$22,920.00
6	5	2	2	printer, poster maker	Technology <\$5,000 for parental involvement	211-61-6396-04L-055-30-510-000000-23F10	\$5,000.00
<b>Sub-Total</b>							\$70,920.00
<b>Budgeted Fund Source Amount</b>							\$70,920.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
6	5	1	1	posters, postcards, supplies	Supplies and materials for instructional use	199-11-6399-001-055-24-273-000000-	\$3,230.00
<b>Sub-Total</b>							\$3,230.00
<b>Budgeted Fund Source Amount</b>							\$3,230.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
6	5	1	1	posters, postcards, supplies	Supplies and materials for parental involvement	211-61-6399-04L-055-30-510-000000-23F10	\$1,120.00
<b>Sub-Total</b>							\$1,120.00
<b>Budgeted Fund Source Amount</b>							\$1,120.00
<b>+/- Difference</b>							\$0.00

**BEA (199 PIC 25)**

<b>District Goal</b>	<b>School Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
6	5	1	1	snacks and water	Snacks for parents to promote participation	199-61-6499-001-055-25-273-000000	\$531.00
<b>Sub-Total</b>							\$531.00
<b>Budgeted Fund Source Amount</b>							\$531.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$75,801.00
<b>Grand Total Spent</b>							\$75,801.00
<b>+/- Difference</b>							\$0.00

# Addendums

**Applied Learning Academy Title I  
Parent-Student-Teacher Compact  
Shared Responsibilities**

**SCHOOL:** Applied Learning Academy #055

**SCHOOL AGREEMENT:**

The entire school staff will share the responsibility for improved student achievement; therefore, we will do the following:

- Hold parent/teacher conferences.
- Send frequent reports to parents on their child's progress.
- Monitor and support student portfolio work.
- Monitor and support the student reading of 25 books per year.
- Monitor and support the 20 hours of community service per year.
- Monitor and support at least one applied learning project per student per year.
- Provide an environment conducive to learning.
- Respect the student, their parents and the diverse culture of the school.

School/Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_

**PARENT/GUARDIAN AGREEMENT:**

I want my child to reach his/her full academic potential; therefore, I will do the following to support my child's learning:

- Have on-going communication with my child's school; including parent-teacher conferences and volunteering in the classroom.
- See that my child attends school regularly and is punctual.
- Support the school staff and respect cultural differences of others.
- Establish a time and place for homework and check it regularly.
- Support my child's portfolio work.
- Support my child's reading of the required 25 books per year.
- Support my child's required 20 hours of community service.
- Support my child completing at least one applied learning project per year.

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

**STUDENT AGREEMENT:**

It is important that I do the best that I can; therefore, I will do the following:

- Come to school each day on time with my homework completed and have the supplies that I need.
- Always try to work to the best of my ability.
- Complete my portfolio, read 25 books per year, complete 20 hours of community service, and complete at least one applied learning project per year.
- Show respect for my school, myself, other students, and have consideration for cultural differences.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_



# Title I, Part A Annual Meeting Sign-In Sheet

## Title I, Part A Annual Meeting

Sign -In Sheet

Applied Learning Academy/#055  
District/Campus

August 11th 2022  
Date

\* 200+ Families attended the Meet the Teacher / Title I meeting.

Name	Role	Contact Info (Phone or Email)	Student Name	Grade Level/Teacher
Example: John Doe	Dad, teacher, aunt	johndoe@email.com	Jane Doe	2 <sup>nd</sup> Grade/Mrs. Jones
** Sign in sheets were at the doors and got picked up and misplaced.				