Fort Worth Independent School District
190 Riverside Applied Learning Center
2023-2024 Improvement Plan
Accountability Rating: B
Mission Statement

Mission Our mission is to cultivate a real-world, relevant learning community for our students by fostering student choice, collaboration, continuous innovation and accountability through an applied learning experience.

Vision

Vision Riverside Applied Learning Center strives to empower lifelong learners through real-world, student-led learning opportunities.

Core Beliefs

Applied 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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Demographics

Demographics Summary

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

Ethnic Distribution:

- Hispanic: 76.8%
- African American: 10.1%
- White: 9.2%
- Asian: 1.8%
- Pacific Islander: 1.3%
- Two or more races: 0.4%

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 264 students but averages between 215 - 225 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 last 2 school year due to the current state of affairs. Multiple families preferred to keep their children at their home schools for convenience and safety.

Student Groups:

- Economically Disadvantaged - 75.4%
- English Learners (EL) - 23.7%
- At Risk - 72.8%
- Special Education - 12.3%
Gifted & Talented - 18.9%

Riverside Applied Learning Center employs a high-quality, talented staff with minimal turnover. Any staff openings are due to relocation of staff family, career advancement, or retirement.

Demographics Strengths

- We currently have a 95.5% attendance rate compared to our district attendance rate of 92%. Our campus attributes the high attendance rate to a strong partnership with parents and a focus on high-quality education. Also, our family engagement specialist contacts parents of absent students daily to check in. Parents have realized that their students are missed and need to attend school on a daily basis.
- We have a very low mobility rate of 3.9% as compared to the district at 16.5%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): RALC's population is declining with 213 students enrolled for the 22/23 school year, 224 in 20/21 and 225 in 19/20. RALC is not at capacity of 264 students. Root Cause: Removal of Pre-K program from the campus. Lack of Program knowledge to the wide-spread community. FWISD Transportation system - not enough buses or drivers making routes too early/late for small children. Opening of charter schools throughout the community.

Problem Statement 2 (Prioritized): RALC attendance rate is above the district average, however, there is a consistent group of students tardy daily, missing 30-45 minutes of instruction. Root Cause: Travel distance of families across the district Lack of dependable and reasonable district transportation. Lack of parental initiative and accountability to get their children to school on time.
Student Learning

Student Learning Summary

Riverside Applied Learning Center earned a B (87) for recognized performance by serving many students well and encouraging high academic growth for most students during the 2021-22 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 - 91 B
- Closing the Gaps - 78 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, and science.

According to current, 2022-23 MOY MAP data, 47.6% of all students have met projected growth in Reading and 42.9% in Math.

Student Learning Strengths

- According to NWEA Reading MOY MAP Growth Data, 72% of 2nd graders met projected growth from BOY to MOY.
- According to NWEA Math MOY MAP Growth Data Kindergarten and 4th grade with average RIT scores of 152 and 208 respectively are aligned with national norms.
- According to NWEA Reading MOY MAP Growth Data Kindergarten, 4th and 5th grade with average scores of 150, 207, and 209 respectively are aligned or above national norms.
- 5th Grade Math and Reading STAAR scores for Meets Grade Level or Above have consistently outperformed the district
- 4th grade Math STAAR 2023 gained 16% for Meets grade level and above; 33% to 49%. And gained 9% for masters grade level; 14% to 23%.
- 4th Grade Reading STAAR 2023 gained 12% for meets grade and above; 44% to 56%
- 5th Grade Science STAAR 2023 gained 11% for meets grade level and above; 34% to 45%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th Grade math scores have been inconsistent over the last 3 reporting years. 4th Grade percentages for Masters has dropped 8 points for all students, 14 points for hispanic students, 9 points for ED students and 7 points for EL students. **Root Cause:** 4th grade group of students had significant gaps in foundational learning due to pandemic. Large number of students performing below grade level due to specific learning disabilities and dyslexia.

Problem Statement 2 (Prioritized): According to NWEA Math MOY MAP Growth 3rd and 5th grade dropped in the percent Met Grade Norm - 3rd grade 41% to 28% and 5th grade 38% to 33%. **Root Cause:** Skills and concepts from previous years are not being spiraled and revisited during instruction. New curriculum for math - arranged and presented
in a new manner causing a learning curve for both teachers and students.

**Problem Statement 3 (Prioritized):** According to NWEA Reading MOY MAP Growth 1st grade dropped in the percent MET Grade Norm from 56% to 34%  
**Root Cause:** 1st Grade teachers have expressed difficulty with lack of ELA curriculum and writing their own scope and sequence/curriculum.
School Processes & Programs

School Processes & Programs Summary

Our mission is to educate, empower, and nurture life-long learners through Applied Learning.

We are united by the following core values:

- **Choice:** We provide choices to encourage students to be accountable for their own learning and discover their voice while respecting others’ differences.
- **Rigor:** We challenge all students to engage in meaningful learning opportunities asking them to reflect and self-assess.
- **Authenticity:** We create an environment that promotes problem identification, inquiry, and problem solving to find solutions to real world problems.
- **Community:** We engage in our local community to interact with our world. We learn to make our world better through empathy, respect, and action.
- **Collaboration:** We guide students to work in teams to encourage thinkers, problem solvers and lifelong learners.

This mission statement supports and focuses on the *Applied Learning Teacher 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

**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.
- All current teachers have received Applied Learning Level 1 training on Applied Learning Core Beliefs and AL behaviors

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Applied Learning requires students to highlight their authentic learning experiences and track their academic progress through a portfolio; 50% of the students do not have regularly updated portfolios to track progress and/or mastery each marking period. **Root Cause:** Teachers need additional professional development on the use of portfolios and understand the why behind using them to demonstrate growth and mastery of standards.

**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. **Root Cause:** Students have not been provided with an avenue to do so by campus administration.
**Problem Statement 3 (Prioritized):** Applied Learning Projects are an important component of an Applied Learning classroom that envelope the essence of Applied Learning; 3 of the 6 grade levels are not implementing applied learning projects appropriately into their instruction. **Root Cause:** Lack of experience and knowledge in Applied Learning behaviors coupled with lack of Applied Learning Project protocol.
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.

All staff and students adhere to our 5 Core Beliefs in Applied Learning...

- 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

Perceptions Strengths

- Teachers consider RALC a positive work environment as evidenced by high teacher retention.
- Parents consider RALC a safe and positive environment to send their students as evidenced through social media reviews and ratings.
- Students feel safe and secure at school as evidenced by their high attendance rate and overall dispositions.
- Students feel heard as evidenced their willingness to share ideas and bring forth issues through their daily class meetings.
- Students are given ownership over their learning through goal setting and tracking.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students lack an ability to clearly articulate and regulate their thoughts and feelings and evidenced by incidents reported in Branching Minds. Root Cause: Lack of a professional school counselor for half of the school year. Inconsistent implementation of SEL lessons and use of strategies to regulate emotions.

Problem Statement 2 (Prioritized): There is a lack of data collected to determine perception status from the point of view of students and community. Root Cause: Student, parent and community surveys were not able to be distributed as determined by the district.
Priority Problem Statements

**Problem Statement 1**: 4th Grade math scores have been inconsistent over the last 3 reporting years. 4th Grade percentages for Masters has dropped 8 points for all students, 14 points for hispanic students, 9 points for ED students and 7 points for EL students.

**Root Cause 1**: 4th grade group of students had significant gaps in foundational learning due to pandemic. Large number of students performing below grade level due to specific learning disabilities and dyslexia.

**Problem Statement 1 Areas**: Student Learning

**Problem Statement 2**: Applied Learning requires students to highlight their authentic learning experiences and track their academic progress through a portfolio; 50% of the students do not have regularly updated portfolios to track progress and/or mastery each marking period.

**Root Cause 2**: Teachers need additional professional development on the use of portfolios and understand the why behind using them to demonstrate growth and mastery of standards.

**Problem Statement 2 Areas**: School Processes & Programs

**Problem Statement 3**: Applied Learning Projects are an important component of an Applied Learning classroom that envelope the essence of Applied Learning; 3 of the 6 grade levels are not implementing applied learning projects appropriately into their instruction.

**Root Cause 3**: Lack of experience and knowledge in Applied Learning behaviors coupled with lack of Applied Learning Project protocol.

**Problem Statement 3 Areas**: School Processes & Programs

**Problem Statement 4**: Students lack an ability to clearly articulate and regulate their thoughts and feelings and evidenced by incidents reported in Branching Minds.

**Root Cause 4**: Lack of a professional school counselor for half of the school year. Inconsistent implementation of SEL lessons and use of strategies to regulate emotions.

**Problem Statement 4 Areas**: Perceptions

**Problem Statement 5**: RALC’s population is declining with 213 students enrolled for the 22/23 school year, 224 in 20/21 and 225 in 19/20. RALC is not at capacity of 264 students.

**Root Cause 5**: Removal of Pre-K program from the campus. Lack of Program knowledge to the wide-spread community. FWISD Transportation system - not enough buses or drivers making routes too early/late for small children. Opening of charter schools throughout the community.

**Problem Statement 5 Areas**: Demographics

**Problem Statement 6**: RALC attendance rate is above the district average, however, there is a consistent group of students tardy daily, missing 30-45 minutes of instruction.

**Root Cause 6**: Travel distance of families across the district. Lack of dependable and reasonable district transportation. Lack of parental initiative and accountability to get their children to school on time.

**Problem Statement 6 Areas**: Demographics

**Problem Statement 7**: According to NWEA Math MOY MAP Growth 3rd and 5th grade dropped in the percent Met Grade Norm - 3rd grade 41% to 28% and 5th grade 38% to 33%.
**Root Cause 7**: Skills and concepts from previous years are not being spiraled and revisited during instruction. New curriculum for math - arranged and presented in a new manner causing a learning curve for both teachers and students.

**Problem Statement 7 Areas**: Student Learning

**Problem Statement 8**: According to NWEA Reading MOY MAP Growth 1st grade dropped in the percent MET Grade Norm from 56% to 34%

**Root Cause 8**: 1st Grade teachers have expressed difficulty with lack of ELA curriculum and writing their own scope and sequence/curriculum.

**Problem Statement 8 Areas**: Student Learning

**Problem Statement 9**: 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 9**: Students have not been provided with an avenue to do so by campus administration.

**Problem Statement 9 Areas**: School Processes & Programs

**Problem Statement 10**: There is a lack of data collected to determine perception status from the point of view of students and community.

**Root Cause 10**: Student, parent and community surveys were not able to be distributed as determined by the district.

**Problem Statement 10 Areas**: Perceptions
Comprehensive Needs Assessment Data Documentation

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

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

**Student Data: Assessments**
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

**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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB 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
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

**Employee Data**
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Campus #220905190
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• Professional learning communities (PLC) data
• Teacher/Student Ratio
• State certified and high quality staff data
• Campus leadership data
• T-TESS data

Support Systems and Other Data

• Processes and procedures for teaching and learning, including program implementation
• Budgets/entitlements and expenditures data
• Study of best practices
District Goals

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 Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 65.6% to 80% by June 2024.
Increase the percentage of SE students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 36.8% to 50% by June 2024.

Evaluation Data Sources: MAP Fluency

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs and data with K-5 teachers.

Strategy's Expected Result/Impact: Engaging and rigorous lessons based on student needs and data

Staff Responsible for Monitoring: Leadership Team

Title 1:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 3

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<td>Action Step 1: Hold weekly PLC meetings for instructional planning.</td>
<td>Formative Summative</td>
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<td>Intended Audience: Instructional Staff</td>
<td>Nov Jan Mar June</td>
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Strategy 2: Improve quality of Tier 1 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.

Strategy's Expected Result/Impact: Increased teacher capacity in the area of literacy

Staff Responsible for Monitoring: Leadership Team
Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

**Problem Statements:** Student Learning 3

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<th>Action Step 1 Details</th>
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<tr>
<td><strong>Action Step 1:</strong> K-3 teachers administer fluency checks each marking period for progress monitoring.</td>
<td><strong>Formative</strong></td>
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<td><strong>Intended Audience:</strong> K-3 Instructional Staff</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> K-3 Classroom Teachers</td>
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- **Accomplished**
- **Continue/Modify**
- **Discontinue**

**School Performance Objective 1 Problem Statements:**

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<tbody>
<tr>
<td><strong>Problem Statement 3:</strong> According to NWEA Reading MOY MAP Growth 1st grade dropped in the percent MET Grade Norm from 56% to 34%  <strong>Root Cause:</strong> 1st Grade teachers have expressed difficulty with lack of ELA curriculum and writing their own scope and sequence/curriculum.</td>
</tr>
</tbody>
</table>
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 Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 48.3% to 60% by June 2024.
Increase the percentage of SE students who meet or exceed projected growth on MAP Growth Reading in English from 40.5% to 50% by June 2024.

Evaluation Data Sources: MAP Reading Growth

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs and data with K-5 teachers.

Strategy's Expected Result/Impact: Engaging and rigorous lessons based on student needs and data

Staff Responsible for Monitoring: Leadership Team

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 3

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<td><strong>Intended Audience:</strong> Literature Teachers</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Renaissance Learning</td>
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<td><strong>Funding Sources:</strong> Renew Renaissance Learning - Title I (211) - 211-11-6329-04E-190-30-510-000000-24F10 - $3,500</td>
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<tr>
<td><strong>Action Step 2 Details</strong></td>
<td><strong>Reviews</strong></td>
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<td><strong>Intended Audience:</strong> K-5 students</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Librarian</td>
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<td><strong>Funding Sources:</strong> Purchase high interest books - Title I (211) - 211-12-6329-04E-190-30-510-000000-24F10 - $5,000</td>
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No Progress | Accomplished | Continue/Modify | Discontinue

190 Riverside Applied Learning Center
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Strategy 2: 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.

**Strategy's Expected Result/Impact:** Increased teacher capacity in the area of literacy

**Staff Responsible for Monitoring:** Leadership Team

**Title I:**
2.4, 2.5, 2.6

**TEA Priorities:**
Build a foundation of reading and math

**Problem Statements:** Student Learning 3

### Action Step 1 Details

**Action Step 1:** Classroom teachers will purchase book sets for classroom literacy instruction.

- **Intended Audience:** K-5 Students
- **Provider / Presenter / Person Responsible:** Classroom Literacy Teachers
- **Date(s) / Timeframe:** December 2023

**Funding Sources:** Classroom book sets - Title I (211) - 211-11-6329-04E-190-30-510-000000-24F10 - $2,500

### Action Step 2 Details

**Action Step 2:** Collaboration of teachers in instructional planning days.

- **Intended Audience:** Classroom Teachers
- **Provider / Presenter / Person Responsible:** Leadership Team & Classroom Teachers
- **Date(s) / Timeframe:** Ongoing

## School Performance Objective 2 Problem Statements:

### Student Learning

**Problem Statement 3:** According to NWEA Reading MOY MAP Growth 1st grade dropped in the percent MET Grade Norm from 56% to 34%  Root Cause: 1st Grade teachers have expressed difficulty with lack of ELA curriculum and writing their own scope and sequence/curriculum.
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 Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 61.2% to 75% by June 2024. Increase the percentage of SE students from 59.5% to 70% by June 2024. 

Evaluation Data Sources: MAP Math Growth

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, and Math frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase student achievement and learning outcomes

Staff Responsible for Monitoring: Leadership Team

Title I: 2.4, 2.5, 2.6
- TEA Priorities: Build a foundation of reading and math

Problem Statements: Student Learning 1, 2

<table>
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<th>Action Step 1 Details</th>
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<tr>
<td>Action Step 1: Plan for professional subs to cover classrooms for teachers to hold parent &amp; student conferences.</td>
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<tr>
<td>Intended Audience: Classroom Teachers</td>
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<td>Date(s) / Timeframe: Every quarter/ 9 weeks</td>
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<td>Funding Sources: Professional Substitutes - Title I (211) - 211-11-6112-04E-190-30-510-000000-24F10 - $3,500</td>
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<td>Action Step 2: Collaboration of teachers in instructional planning days</td>
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<td>Date(s) / Timeframe: BOY, MOY, EOY</td>
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</table>
Strategy 2: 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.

**Strategy's Expected Result/Impact:** Increase teacher capacity in math

**Staff Responsible for Monitoring:** Leadership Team

**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
  Build a foundation of reading and math

**Problem Statements:** Student Learning 1, 2

### Action Step 1 Details

**Action Step 1:** Create and maintain student data binders and portfolios for tracking growth/progress.

**Intended Audience:** K-5 students

**Provider / Presenter / Person Responsible:** Leadership Team

**Date(s) / Timeframe:** September 2023

**Funding Sources:** Purchase materials needed to create student data binders and portfolios for tracking growth/progress. - Title I (211) - 211-11-6399-04E-190-30-510-000000-24F10 - $1,500

### Action Step 2 Details

**Action Step 2:** Hire a part time tutor to plan and implement STEM activities for students during teacher double planning/PLC rotation.

**Intended Audience:** K-5 Students

**Provider / Presenter / Person Responsible:** Admin

**Date(s) / Timeframe:** Ongoing

**Funding Sources:** Hire part time tutor to plan and implement STEAM Activities - Title I (211) - 211-11-6127-04E-190-30-510-000000-24F10 - $1,500

### School Performance Objective 1 Problem Statements:
## Student Learning

**Problem Statement 1:** 4th Grade math scores have been inconsistent over the last 3 reporting years. 4th Grade percentages for Masters has dropped 8 points for all students, 14 points for hispanic students, 9 points for ED students and 7 points for EL students.  **Root Cause:** 4th grade group of students had significant gaps in foundational learning due to pandemic. Large number of students performing below grade level due to specific learning disabilities and dyslexia.

**Problem Statement 2:** According to NWEA Math MOY MAP Growth 3rd and 5th grade dropped in the percent Met Grade Norm - 3rd grade 41% to 28% and 5th grade 38% to 33%.  **Root Cause:** Skills and concepts from previous years are not being spiraled and revisited during instruction. New curriculum for math - arranged and presented in a new manner causing a learning curve for both teachers and students.
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 3-5 grade students scoring at meets or above on STAAR Reading from 51% to 60% by June 2024.
Increase the percentage of SE students from 15% to 25% by June 2024.

Evaluation Data Sources: STAAR Reading

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.

Strategy's Expected Result/Impact: Increase teacher capacity in literacy

Staff Responsible for Monitoring: Leadership Team

Title I:
2.4, 2.5, 2.6
- TEA Priorities: Build a foundation of reading and math

Problem Statements: Student Learning 3

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<th>Action Step 1 Details</th>
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<td><strong>Action Step 1</strong>: Purchase resources and materials needed for students to master state standards.</td>
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<tr>
<td><strong>Intended Audience</strong>: 3rd - 5th students &amp; staff</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible</strong>: Leadership Team</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe</strong>: Ongoing</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources</strong>: Purchase resources and materials needed for students to master state standards. - SCE (199 PIC 24) - 199-11-6399-001-190-24-313-000000- - $2,550</td>
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</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Nov</th>
<th>Jan</th>
<th>Mar</th>
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</table>

No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 2: Develop and maintain a data-informed culture to ensure evidence based decision making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Data informed culture & positive student outcomes

Staff Responsible for Monitoring: Leadership Team

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
  Build a foundation of reading and math

**Problem Statements:** Student Learning 3 - School Processes & Programs 1

### Action Step 1 Details

<table>
<thead>
<tr>
<th>Action Step 1: Collaboration of teachers in instructional planning days.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> Classroom Teachers</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Leadership team</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> Ongoing</td>
</tr>
</tbody>
</table>

### Action Step 2 Details

<table>
<thead>
<tr>
<th>Action Step 2: Implement afterschool tutoring and/or Saturday Academy to target specific learning standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> RALC Students</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Admin &amp; classroom teachers</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> Ongoing as needed</td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> In person</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Afterschool tutoring and/or Saturday Academy - Title I (211) -</td>
</tr>
<tr>
<td>211-11-6116-04E-190-30-510-000000-24F10 - $2,900</td>
</tr>
</tbody>
</table>

### Reviews

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
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<td>Mar</td>
<td>June</td>
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</tbody>
</table>

### School Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 3:** According to NWEA Reading MOY MAP Growth 1st grade dropped in the percent MET Grade Norm from 56% to 34% **Root Cause:** 1st Grade teachers have expressed difficulty with lack of ELA curriculum and writing their own scope and sequence/curriculum.

#### School Processes & Programs

**Problem Statement 1:** Applied Learning requires students to highlight their authentic learning experiences and track their academic progress through a portfolio; 50% of the students do not have regularly updated portfolios to track progress and/or mastery each marking period. **Root Cause:** Teachers need additional professional development on the use of portfolios and understand the why behind using them to demonstrate growth and mastery of standards.
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 3-5 grade students scoring at meets or above on STAAR Math from 39% to 50% by June 2024. Increase the percentage of SE students from 9% to 20% by June 2024.

   Evaluation Data Sources: STAAR Math

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.

   Strategy's Expected Result/Impact: Increase teacher capacity in math

   Staff Responsible for Monitoring: Leadership Team

   Title I:
   2.4, 2.5, 2.6
   - TEA Priorities:
     Build a foundation of reading and math

   Problem Statements: Student Learning 1, 2

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1</strong>: Collaboration of teachers in instructional planning days.</td>
<td></td>
</tr>
<tr>
<td><strong>Intended Audience</strong>: Classroom teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible</strong>: Leadership Team</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe</strong>: Ongoing</td>
<td></td>
</tr>
<tr>
<td>Formative</td>
<td>Summative</td>
</tr>
<tr>
<td>Nov</td>
<td>Jan</td>
</tr>
<tr>
<td>![No Progress]</td>
<td>![Accomplished]</td>
</tr>
</tbody>
</table>

Strategy 2: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessments.

   Strategy's Expected Result/Impact: Engaging and rigorous lessons

   Staff Responsible for Monitoring: Leadership Team

   Title I:
   2.4, 2.5, 2.6
   - TEA Priorities:
     Build a foundation of reading and math

   Problem Statements: Student Learning 1, 2
**Action Step 1 Details**

- **Action Step 1**: Purchase resources and materials needed for students to master state standards.
  - **Intended Audience**: K-5 students
  - **Provider / Presenter / Person Responsible**: Leadership Team
  - **Date(s) / Timeframe**: Ongoing

- **Funding Sources**: Resources and materials for students to master and exceed state standards. - Gifted & Talented (199 PIC 21) - $648, Purchase iReady program through Curriculum Associates for supplemental math and reading instruction. - Title I (211) - 211-11-6399-04E-190-30-510-000000-24F10 - $5,500, Teacher PD for iReady implementation - Title I (211) - 211-13-6299-04E-190-30-510-000000-24F10 - $600

**School Performance Objective 2 Problem Statements:**

<table>
<thead>
<tr>
<th>Problem Statement 1</th>
<th>Problem Statement 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: 4th Grade math scores have been inconsistent over the last 3 reporting years. 4th Grade percentages for Masters has dropped 8 points for all students, 14 points for hispanic students, 9 points for ED students and 7 points for EL students. <strong>Root Cause</strong>: 4th grade group of students had significant gaps in foundational learning due to pandemic. Large number of students performing below grade level due to specific learning disabilities and dyslexia.</td>
<td><strong>Problem Statement 2</strong>: According to NWEA Math MOY MAP Growth 3rd and 5th grade dropped in the percent Met Grade Norm - 3rd grade 41% to 28% and 5th grade 38% to 33%. <strong>Root Cause</strong>: Skills and concepts from previous years are not being spiraled and revisited during instruction. New curriculum for math - arranged and presented in a new manner causing a learning curve for both teachers and students.</td>
</tr>
</tbody>
</table>

**Student Learning**

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
</tr>
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<tbody>
<tr>
<td>Nov</td>
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<tr>
<td>June</td>
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</tbody>
</table>
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 from 8% to 5% by June 2024.

   Evaluation Data Sources: FOCUS Attendance Data

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.

   Strategy's Expected Result/Impact: Increased average daily attendance

   Staff Responsible for Monitoring: FES

   Title I:
   2.4, 2.5, 2.6
   - TEA Priorities:
     Recruit, support, retain teachers and principals

   Problem Statements: Demographics 2

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: FES will monitor student attendance and collaborate with the campus attendance committee to track and provide support services.</td>
<td>Formative</td>
</tr>
<tr>
<td>Intended Audience: RALC students &amp; families</td>
<td>Nov</td>
</tr>
<tr>
<td>Provider / Presenter / Person Responsible: FES</td>
<td></td>
</tr>
<tr>
<td>Date(s) / Timeframe: Ongoing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accomplished</td>
</tr>
</tbody>
</table>

Strategy 2: Align and leverage programs, resources, and MTSS to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

   Strategy's Expected Result/Impact: Increase ADA & parent engagement

   Staff Responsible for Monitoring: FES

   Title I:
   2.5, 2.6, 4.1
   - TEA Priorities:
     Recruit, support, retain teachers and principals

   Problem Statements: Demographics 2
School Performance Objective 1 Problem Statements:

**Demographics**

**Problem Statement 2:** RALC attendance rate is above the district average, however, there is a consistent group of students tardy daily, missing 30-45 minutes of instruction.  **Root Cause:** Travel distance of families across the district Lack of dependable and reasonable district transportation. Lack of parental initiative and accountability to get their children to school on time.
**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the number of out-of-school suspensions for SE students on our campus from 3.6 to 0 by June 2024.

**Strategy 1:** Cultivate safe, supportive and equitable learning environments that promote culturally responsive learning through equitable access to diverse instructional materials and resources.

- **Strategy's Expected Result/Impact:** Safe, supportive and equitable learning environments
- **Staff Responsible for Monitoring:** Leadership Team

**Problem Statements:** Perceptions 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Purchase supplies, materials, and/or resources needed to differentiate instruction for at risk students.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> At risk students</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Leadership Team</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> Ongoing</td>
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</table>

<table>
<thead>
<tr>
<th>Action Step 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 2: Purchase materials, devices, and/or social &amp; emotional tools and resources to assist students with focus and de-escalation.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> K-5 students</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Leadership Team</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> Ongoing</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Materials, devices, and/or social &amp; emotional tools and resources. - SPED (199 PIC 23) - $3,112</td>
<td></td>
</tr>
</tbody>
</table>

School Performance Objective 2 Problem Statements:
Problem Statement 1: Students lack an ability to clearly articulate and regulate their thoughts and feelings and evidenced by incidents reported in Branching Minds. **Root Cause:** Lack of a professional school counselor for half of the school year. Inconsistent implementation of SEL lessons and use of strategies to regulate emotions.
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the overall number of discipline referrals by school personnel.

Evaluation Data Sources: FOCUS, Panorama SEL Survey

Strategy 1: Cultivate safe, supportive and equitable learning environments that promote culturally responsive learning through equitable access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: Safe, supportive, ad equitable learning environments

Staff Responsible for Monitoring: Leadership Team

Title I:
2.4, 2.5, 2.6
- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Problem Statements: School Processes & Programs 2, 3 - Perceptions 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> PBIS Committee will maintain school wide expectations with a tracking/monitoring system for rewards and celebrations.</td>
<td></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> K-5 Students</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> PBIS Committee</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> Ongoing</td>
<td></td>
</tr>
<tr>
<td><strong>Nov</strong></td>
<td><strong>Jan</strong></td>
</tr>
<tr>
<td>Formative</td>
<td>Summative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Step 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 2:</strong> Celebrate and acknowledge students' academic gains (Principal Club, Student of the Month, Dolphin Awards, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> K-5 Students</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> RALC Staff</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> Ongoing</td>
<td></td>
</tr>
<tr>
<td><strong>Nov</strong></td>
<td><strong>Jan</strong></td>
</tr>
<tr>
<td>Formative</td>
<td>Summative</td>
</tr>
</tbody>
</table>

School Performance Objective 3 Problem Statements:

[checkboxes for No Progress, Accomplished, Continue/Modify, Discontinue]
### School Processes & Programs

<table>
<thead>
<tr>
<th>Problem Statement 2</th>
<th>Root Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Students have not been provided with an avenue to do so by campus administration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Statement 3</th>
<th>Root Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Learning Projects are an important component of an Applied Learning classroom that envelope the essence of Applied Learning; 3 of the 6 grade levels are not implementing applied learning projects appropriately into their instruction.</td>
<td>Lack of experience and knowledge in Applied Learning behaviors coupled with lack of Applied Learning Project protocol.</td>
</tr>
</tbody>
</table>

### Perceptions

<table>
<thead>
<tr>
<th>Problem Statement 1</th>
<th>Root Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students lack an ability to clearly articulate and regulate their thoughts and feelings and evidenced by incidents reported in Branching Minds.</td>
<td>Lack of a professional school counselor for half of the school year. Inconsistent implementation of SEL lessons and use of strategies to regulate emotions.</td>
</tr>
</tbody>
</table>
**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 4 to 7 by June 2024.

**Strategy 1:** Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

- **Strategy's Expected Result/Impact:** Increase school partnerships
- **Staff Responsible for Monitoring:** Leadership Team

**Title I:**

4.2

- **TEA Priorities:**
  
  Recruit, support, retain teachers and principals, Improve low-performing schools

**Problem Statements:** Demographics 1 - School Processes & Programs 2, 3 - Perceptions 2

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> RALC families</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Leadership Team, FES, &amp; PTA</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

**Funding Sources:**
- Host family engagement nights to encourage participation. Purchase materials, supplies and resources needed. - Parent Engagement - 211-61-6399-04L-190-30-510-000000-24F10 - $776, Host family engagement nights to encourage participation. Purchase materials, supplies and resources needed. - Title I (211) - 211-61-6399-04L-190-30-510-000000-24F10 - $724
### Action Step 2 Details

<table>
<thead>
<tr>
<th>Action Step 2: Host family engagement events to encourage parent involvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> RALC Families</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Leadership team, teachers, TAs, FES, office staff</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> Ongoing</td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> In person</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Extra duty pay for family engagement events for professional and support personnel. - Title I (211) - 211-61-6116-04L-190-30-510-000000-24F10 - $1,500, Printer ink to create flyers and posters to engage families - Title I (211) - 211-61-6399-04L-190-30-510-000000-24F10 - $150.65</td>
</tr>
</tbody>
</table>

### Action Step 3 Details

<table>
<thead>
<tr>
<th>Action Step 3: Purchase snacks and refreshments for family engagement events to encourage participation.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> RALC Families</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Admin &amp; FES</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> Ongoing</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Purchase snacks &amp; refreshments for family engagement events. - Title I (211) - 211-61-6499-04L-190-30-510-000000-24F10 - $1,500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
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<tbody>
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<td>Nov</td>
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<td>Mar</td>
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<td>June</td>
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</table>

**School Performance Objective 4 Problem Statements:**

**Demographics**

**Problem Statement 1:** RALC's population is declining with 213 students enrolled for the 22/23 school year, 224 in 20/21 and 225 in 19/20. RALC is not at capacity of 264 students. **Root Cause:** Removal of Pre-K program from the campus. Lack of Program knowledge to the wide-spread community. FWISD Transportation system - not enough buses or drivers making routes too early/late for small children. Opening of charter schools throughout the community.

**School Processes & Programs**

**Problem Statement 2:** 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:** Students have not been provided with an avenue to do so by campus administration.

**Problem Statement 3:** Applied Learning Projects are an important component of an Applied Learning classroom that envelope the essence of Applied Learning; 3 of the 6 grade levels are not implementing applied learning projects appropriately into their instruction. **Root Cause:** Lack of experience and knowledge in Applied Learning behaviors coupled with lack of Applied Learning Project protocol.

**Perceptions**

**Problem Statement 2:** There is a lack of data collected to determine perception status from the point of view of students and community. **Root Cause:** Student, parent and community surveys were not able to be distributed as determined by the district.
<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>211</td>
<td>1</td>
<td>1</td>
<td>Renew Renaissance Learning</td>
<td>Reading materials for classroom use</td>
<td>211-11-6329-04E-190-30-510-000000-24F10</td>
<td>$3,500.00</td>
</tr>
<tr>
<td>1</td>
<td>211</td>
<td>1</td>
<td>2</td>
<td>Purchase high interest books</td>
<td>Reading materials for library use</td>
<td>211-12-6329-04E-190-30-510-000000-24F10</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>1</td>
<td>211</td>
<td>2</td>
<td>1</td>
<td>Classroom book sets</td>
<td>Reading materials for classroom use</td>
<td>211-11-6329-04E-190-30-510-000000-24F10</td>
<td>$2,500.00</td>
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<td>2</td>
<td>1</td>
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<td>1</td>
<td>Professional Substitutes</td>
<td>Subs for supplemental instruction</td>
<td>211-11-6112-04E-190-30-510-000000-24F10</td>
<td>$3,500.00</td>
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<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>Purchase materials needed to create student data binders and portfolios for tracking growth/progress.</td>
<td>Supplies and materials for instructional use</td>
<td>211-11-6399-04E-190-30-510-000000-24F10</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>Hire part time tutor to plan and implement STEAM Activities</td>
<td>Tutors without degree</td>
<td>211-11-6127-04E-190-30-510-000000-24F10</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>Afterschool tutoring and/or Saturday Academy</td>
<td>Extra duty pay for tutoring after hours (Teacher)</td>
<td>211-11-6116-04E-190-30-510-000000-24F10</td>
<td>$2,900.00</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>Purchase iReady program through Curriculum Associates for suplemental math and reading instruction.</td>
<td>Supplies and materials for instructional use</td>
<td>211-11-6399-04E-190-30-510-000000-24F10</td>
<td>$5,500.00</td>
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<tr>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>Teacher PD for iReady implementation</td>
<td>Contracted professional development</td>
<td>211-13-6299-04E-190-30-510-000000-24F10</td>
<td>$600.00</td>
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<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>Purchase incentives and rewards for students' meeting perfect attendance goals.</td>
<td>Snacks or incentives for students</td>
<td>211-11-6499-04E-190-30-510-000000-24F10</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>Host family engagement nights to encourage participation. Purchase materials, supplies and resources needed.</td>
<td>Supplies and materials for parental involvement</td>
<td>211-61-6399-04L-190-30-510-000000-24F10</td>
<td>$724.00</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>Printer ink to create flyers and posters to engage families</td>
<td>Supplies and materials for parental involvement</td>
<td>211-61-6399-04L-190-30-510-000000-24F10</td>
<td>$150.65</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>Extra duty pay for family engagement events for professional and support personnel.</td>
<td>Extra duty for family engagement activities after hours</td>
<td>211-61-6116-04L-190-30-510-000000-24F10</td>
<td>$1,500.00</td>
</tr>
</tbody>
</table>
### Title I (211)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>Purchase snacks &amp; refreshments for family engagement events.</td>
<td>Snacks for parents to promote participation</td>
<td>211-61-6499-04L-190-30-510-000000-24F10</td>
<td>$1,500.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $31,874.65

**Budgeted Fund Source Amount** $31,874.65

**/+/- Difference** $0.00

### SCE (199 PIC 24)

<table>
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<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Purchase resources and materials needed for students to master state standards.</td>
<td>Supplies and materials for instructional use</td>
<td>199-11-6399-001-190-24-313-000000-24F10</td>
<td>$2,550.00</td>
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</tbody>
</table>

**Sub-Total** $2,550.00

**Budgeted Fund Source Amount** $2,550.00

**/+/- Difference** $0.00

### Parent Engagement

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>Host family engagement nights to encourage participation. Purchase materials, supplies and resources needed.</td>
<td>Supplies and materials for parental involvement</td>
<td>211-61-6399-04L-190-30-510-000000-24F10</td>
<td>$776.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $776.00

**Budgeted Fund Source Amount** $776.00

**/+/- Difference** $0.00

### Gifted & Talented (199 PIC 21)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>Resources and materials for students to master and exceed state standards.</td>
<td>GENERAL SUPPLIES</td>
<td>$648.00</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-Total** $648.00

**Budgeted Fund Source Amount** $648.00
<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>Materials, devices, and/or social &amp; emotional tools and resources.</td>
<td>GENERAL SUPPLIES</td>
<td>$3,112.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $3,112.00

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
</table>

**Budgeted Fund Source Amount** $3,112.00

**+/‐ Difference** $0.00

**Grand Total Budgeted** $38,960.65

**Grand Total Spent** $38,960.65

**+/‐ Difference** $0.00