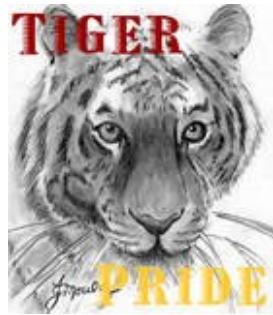


# Fort Worth Independent School District

## 055 Applied Learning Academy

### 2023-2024 Improvement Plan



# 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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
District Goals	10
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.	11
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.	14
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	16
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.	18
District Goal 5: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	23
District Goal 6: Ensure all students have access to a safe, supportive and culturally responsive learning environment.	27
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.	33
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.	36
District Goal 9: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	38
District Goal 10: Ensure all students have access to a safe, supportive and culturally responsive learning environment.	42
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.	46
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.	49
District Goal 13: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	51
District Goal 14: Ensure all students have access to a safe, supportive and culturally responsive learning environment.	55
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.	59
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.	62
District Goal 17: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	64
District Goal 18: Ensure all students have access to a safe, supportive and culturally responsive learning environment.	68
Campus Funding Summary	72
Addendums	74

# Comprehensive Needs Assessment

Revised/Approved: June 5, 2023

## Demographics

### Demographics Summary

Applied Learning Academy is majority Hispanic 59%, White 20%, AA 11%, 56% LSE.2. We are a B rated school by TEA with a designation for closing the achievement gap for our AA students. ALA is a choice school that students apply to and are chosen from a straight lottery. Our educational model which is applied learning believes that students learn by doing. Students should be able to take what they learn within their classes and apply the knowledge to solve real world problems. One of the things that makes ALA unique is our Applied Learning Advisory class. Students choose from a menu of high interest topics that are not typically taught in middle school and spend the year deep diving into the topic. Students create authentic artifacts that demonstrate their deep understanding of the topic. At the end of the year all students attend and present at our End of Year Symposium. Students share their learning journey which includes projects and artifacts they have created. There is a strong demand for our school as evidenced by our wait list. Parent involvement is strong with close to a 100% of parents attending concerts, performances, and our End of Year Symposium that showcases the work that our students create within their Applied Learning Advisory class.

### Demographics Strengths

Applied Learning Academy has strong parent involvement and was rated a B campus by TEA. Additionally, with little staff turnover there is strong program fidelity. Our demographics mirror the district. For the last five years a campus priority has been to recruit Brown and Black educators, so that our students and families see themselves reflected in our staff. We continue to close the achievement gap between our White and Hispanic students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students demonstrating limited connection between concepts taught across disciplines **Root Cause:** The connection not being identified explicitly for students campus wide.

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

# 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. 100% of students taking high school credit classes for Biology, English I, and Algebra passes the STAAR EOC. Our students who scored at the Masters level outperformed not only the District, but the State on all three tests. Our campus outperformed the District on all STAAR tests. Almost 25% of our student population has an IEP or 504 plan.

## Student Learning Strengths

100% of students taking high school credit classes for Biology, English I, and Algebra passes the STAAR EOC. Our students who scored at the Masters level outperformed not only the District, but the State on all three tests. Our campus outperformed the District on all STAAR tests. Our campus wide Reading Requirement supports strong STAAR Reading scores. 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 (Prioritized):** High number of students needing scaffolding and support for internalizing the applied learning foundational pillars. **Root Cause:** Transitioning from a traditional educational model to an applied learning design

**Problem Statement 2:** Greater gaps in foundational Reading/Math concepts **Root Cause:** Pandemic social isolation and the continuing challenges of recovering from virtual/hybrid learning

**Problem Statement 3:** Achievement gap between our White students and our EL students. Root Cause Limited exposure to scaffolded high academic language and discussion. Recovering from 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

# 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. As a choice campus, students come from all over the District to attend ALA. The majority of our students ride the bus which extends their school day by at least two hours daily. Due to a shortage of bus drivers bus riding students are frequently late to first period and late being picked up from school. More than 10% of families withdrew from ALA and chose to send their child to their home campus due to transportation concerns.

## School Processes & Programs Strengths

There is an extensive wait list of students who have applied to attend the school. ALA has little staff turnover, so there is strong fidelity to our program framework. As one of the highest performing middle schools in FWISD our campus has earned autonomy which allows for the design and implementation of innovative strategies and programs that support strong student outcomes. A significant piece of our program framework is introducing students to the wide range of community assets that are readily available in the DFW area. Last year our students collectively went on more than 40 small group experiential field trips to deepen their understanding of the topic they were studying. Students then created authentic artifacts to demonstrate their understanding of the topic.

## 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 (Prioritized):** 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. ALA has little staff turnover each year. Communication systems are firmly established with both a parent and faculty newsletter sent out weekly. The school culture and climate is one of community, respect, problemsolving, and a growth mindset.

## Perceptions Strengths

The problem solving culture amongst the faculty creates strong buy-in to the systems that are in place and that are created based on a need arising. Strong teacher voice is reflected in how we conduct PLC's on our campus. Critical Friends is the PLC model we follow at ALA. We use Critical Friends to deepen our understanding of our applied learning practice.

## 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 (Prioritized):** Bullying (cyber 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:** Bullying (cyber bullying) amongst students has increased.

**Root Cause 1:** Social isolation caused by the pandemic and an increased use of student's using their phones for social connection.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Students demonstrating limited connection between concepts taught across disciplines

**Root Cause 2:** The connection not being identified explicitly for students campus wide.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** High number of students needing scaffolding and support for internalizing the applied learning foundational pillars.

**Root Cause 3:** Transitioning from a traditional educational model to an applied learning design

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Students who ride the bus are consistently late to school so are missing instructional minutes weekly.

**Root Cause 4:** Nationwide shortage of bus drivers are impacting the districts ability to cover the bus routes.

**Problem Statement 4 Areas:** School Processes & Programs



# 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)

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

- Enrollment trends

### **Employee 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
- T-TESS data
- T-PESS data

### **Parent/Community Data**

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

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

- Study of best practices
- Action research results

# District Goals

Revised/Approved: June 6, 2023

**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:** Push in tutor to assist in small group instruction, assist with reteaching, prepare hands on projects/experiments.

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

**Staff Responsible for Monitoring:** Leadership team

**Title I:**

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Assist the core teachers in delivering small group instruction to students who have gaps in their understanding of concepts taught.</p> <p><b>Intended Audience:</b> ELL/SpEd/504 students</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership team</p> <p><b>Date(s) / Timeframe:</b> September-May</p> <p><b>Collaborating Departments:</b> ELA, Math, Science, Social Studies, SpEd.</p> <p><b>Delivery Method:</b> In person, small group, direct teach</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 2:** TA I to assist core teachers in delivering small group instruction to students who gaps in their understanding of concepts taught.

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




**Staff Responsible for Monitoring:** Leadership team  
Core teachers

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

**- TEA Priorities:**  
Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**  
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Hire a TA I <b>Intended Audience:</b> At risk students <b>Provider / Presenter / Person Responsible:</b> Leadership team Core teachers <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Core teachers <b>Delivery Method:</b> In person  <b>Funding Sources:</b> TA I - Title I (211) - 211-11-6129-04N-055-30-510-000000-24F10 - \$26,912	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Strategy 3:** Provide before school and after school tutoring

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

**Staff Responsible for Monitoring:** Leadership team

**TEA Priorities:**  
Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**  
Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide mentoring/PD for new teachers <b>Intended Audience:</b> New teachers <b>Provider / Presenter / Person Responsible:</b> Leadership team Teachers <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Core teachers <b>Delivery Method:</b> In person  <b>Funding Sources:</b> mentor teacher, subs - BEA (199 PIC 25) - 199-13-6116-001-055-25-273-000000 - \$550, mentor teacher, subs - Gifted & Talented (199 PIC 21) - - \$2,043, mentor teacher, subs - SPED (199 PIC 23) - - \$2,954	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>				

**School Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Students demonstrating limited connection between concepts taught across disciplines <b>Root Cause:</b> The connection not being identified explicitly for students campus wide.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Students who ride the bus are consistently late to school so are missing instructional minutes weekly. <b>Root Cause:</b> Nationwide shortage of bus drivers are impacting the districts ability to cover the bus routes.

**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:** Push in tutor to assist in small group instruction, assist with reteaching, prepare hands on projects/experiments.

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

**Staff Responsible for Monitoring:** Increased student achievement

**Title I:**

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Assist the core teachers in delivering small group instruction to students who have gaps in their understanding of concepts taught.</p> <p><b>Intended Audience:</b> ELL/SpEd/504 students</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership team SpEd dept. core teachers</p> <p><b>Date(s) / Timeframe:</b> August-May</p> <p><b>Collaborating Departments:</b> ELA, Math, Science, Social Studies, SpEd</p> <p><b>Delivery Method:</b> In person, small group, direct teach</p> <p><b>Funding Sources:</b> push in tutor - Title I (211) - 211-11-6117-04N-055-30-510-000000-24F10 - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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.

**Strategy 1:** Utilize Lead4ward strategies and resources to ensure alignment in Tier I Math instruction from 6th-Algebra.





**Strategy's Expected Result/Impact:** 100% of our Algebra I students will score Meets or higher on the Algebra EOC

**Staff Responsible for Monitoring:** Math dept  
Leadership team

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

**- TEA Priorities:**  
Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**  
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Professional Development(Lead4ward) for core teacher to provide teachers with additional tools and resources for navigating STAAR redesign.</p> <p><b>Intended Audience:</b> ELA/Math teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership team Applied Learning/Transition Coach</p> <p><b>Date(s) / Timeframe:</b> September-May</p> <p><b>Collaborating Departments:</b> ELA Math Science Social Studies</p> <p><b>Delivery Method:</b> Pull out PD during the school day.</p> <p><b>Funding Sources:</b> Subs for teachers for pull-out PD - Title I (211) - 211-11-6112-0PD-055-30-510-000000-24F10 - \$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 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 to help reteach small groups of targeted students based on Reading MAP data

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

**Staff Responsible for Monitoring:** Leadership team

ELA dept.

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, 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:** ncrease 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

**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.

**Evaluation Data Sources:** attendance

**Strategy 1:** Parent contact to find out why student is absent and how the school can assist.

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

**Staff Responsible for Monitoring:** data clerk  
parent liaison  
leadership team

**Title I:**  
2.5, 2.6

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

**School Performance Objective 1 Problem Statements:**

<b>Demographics</b>	
<b>Problem Statement 1:</b> Students demonstrating limited connection between concepts taught across disciplines	<b>Root Cause:</b> The connection not being identified explicitly for students campus wide.
<b>School Processes &amp; Programs</b>	
<b>Problem Statement 2:</b> Students who ride the bus are consistently late to school so are missing instructional minutes weekly.	<b>Root Cause:</b> Nationwide shortage of bus drivers are impacting the districts ability to cover the bus routes.

**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.

**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.

**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. Increase the number of opportunities for students to engage in experiential field trips to deepen their understanding of topics studied and real world application of the skills.

**Evaluation Data Sources:** Student Surveys

Attendance data

Student artifacts

End of Year Symposium presentations

Parent surveys

**Strategy 1:** Increase the number of families/community members who attend our End of Year Symposium from 85% of families to 95% by increasing our communication about the importance of the event.

**Strategy's Expected Result/Impact:** Families will gain a greater understanding of our program framework, so that they can better support their child's academic success.





**Staff Responsible for Monitoring:** Leadership team

**TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Purchase snacks and water for the End of Year Symposium. Last year 85% of our families attended the event. Our goal is to increase that percentage to 95%.</p> <p><b>Intended Audience:</b> Parents and community members</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership team</p> <p><b>Date(s) / Timeframe:</b> May</p> <p><b>Collaborating Departments:</b> Advisory teachers</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> snacks and water - Parent Engagement - 211-61-6499-04L-055-30-510-000000-24F10 - \$1,132</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 2:** Increase the number of opportunities for students to engage in experiential field trips to deepen their understanding of topics studied and real world application of the skills.

**Strategy's Expected Result/Impact:** Increase student attendance  
 Increase student engagement  
 Increase student achievement

**Staff Responsible for Monitoring:** Leadership team

**Title I:**

2.5


**- TEA Priorities:**


Connect high school to career and college


**- ESF Levers:**


Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Increase the number of opportunities for students to engage in experiential field trips to deepen their understanding of topics studied and real world application of the skills. Students will travel by bus to businesses, community centers, high schools, and nearby universities.</p> <p><b>Intended Audience:</b> All Students  <b>Provider / Presenter / Person Responsible:</b> Advisory teacher  <b>Date(s) / Timeframe:</b> October-May  <b>Collaborating Departments:</b> Leadership team  <b>Delivery Method:</b> Off campus at selected businesses, community centers, universities, high schools, city offices</p> <p><b>Funding Sources:</b> bus transportation and tickets to events - Title I (211) - 211-11-6412-04N-055-30-510-000000-24F10 - \$4,054.86</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**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

**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

**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.

**Evaluation Data Sources:** Discipline report

**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:** All parents and community members will be invited to our End of Year Symposium. The event will be promoted thru parent link call outs, electronic communication, posters, postcards, and word of mouth.

**Strategy's Expected Result/Impact:** 95% of families will attend the event.

**Staff Responsible for Monitoring:** Leadership team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> School wide advertising and individual postcards sent home with students with their specific presentation time for their parents  <b>Intended Audience:</b> All families and community members <b>Provider / Presenter / Person Responsible:</b> Leadership team <b>Date(s) / Timeframe:</b> January-May <b>Collaborating Departments:</b> All Advisory teachers <b>Delivery Method:</b> In person  <b>Funding Sources:</b> contracted services, poster maker ink, poster paper - SCE (199 PIC 24) - 199-11-6399-001-055-24-273-000000- - \$3,502	Formative			Summative
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Students will create authentic artifacts to demonstrate their deep understanding of the topic studied and it's connection to concepts learned in core classes.</p> <p><b>Intended Audience:</b> School community</p> <p><b>Provider / Presenter / Person Responsible:</b> All teachers</p> <p><b>Date(s) / Timeframe:</b> October 1 -May 21, 20024</p> <p><b>Collaborating Departments:</b> School wide</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> general supplies - Title I (211) - 211-11-6399-04N-055-30-510-000000-24F10 - \$3,000</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.

**High Priority**

**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.

**High Priority**

**Evaluation Data Sources:** Discipline reports

**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.



# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	TA I	Teacher Assistant	211-11-6129-04N-055-30-510-000000-24F10	\$26,912.00
2	1	1	1	push in tutor	Tutors with degree or certified	211-11-6117-04N-055-30-510-000000-24F10	\$7,000.00
2	2	1	1	Subs for teachers for pull-out PD	Subs for professional development	211-11-6112-0PD-055-30-510-000000-24F10	\$5,000.00
4	4	2	1	bus transportation and tickets to events	Transportation costs for students	211-11-6412-04N-055-30-510-000000-24F10	\$4,054.86
6	5	1	2	general supplies	Supplies and materials for instructional use	211-11-6399-04N-055-30-510-000000-24F10	\$3,000.00
<b>Sub-Total</b>							\$45,966.86
<b>Budgeted Fund Source Amount</b>							\$45,966.86
<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	contracted services, poster maker ink, poster paper	Supplies and materials for instructional use	199-11-6399-001-055-24-273-000000-	\$3,502.00
<b>Sub-Total</b>							\$3,502.00
<b>Budgeted Fund Source Amount</b>							\$3,502.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	snacks and water	Snacks for Parents to promote participation	211-61-6499-04L-055-30-510-000000-24F10	\$1,132.00
<b>Sub-Total</b>							\$1,132.00
<b>Budgeted Fund Source Amount</b>							\$1,132.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	3	1	mentor teacher, subs	Extra duty - professional development after hours	199-13-6116-001-055-25-273-000000	\$550.00
<b>Sub-Total</b>							\$550.00
<b>Budgeted Fund Source Amount</b>							\$550.00
<b>+/- Difference</b>							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	3	1	mentor teacher, subs	SUBS - SUPPORT		\$2,043.00
<b>Sub-Total</b>							\$2,043.00
<b>Budgeted Fund Source Amount</b>							\$2,043.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	3	1	mentor teacher, subs	EXTRA DUTY - PROFESSIONAL		\$2,954.00
<b>Sub-Total</b>							\$2,954.00
<b>Budgeted Fund Source Amount</b>							\$2,954.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$56,147.86
<b>Grand Total Spent</b>							\$56,147.86
<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: \_\_\_\_\_

# Applied Learning Academy Parent Title I Meeting

August 10<sup>th</sup>, 6:00pm-7:30pm

STUDENT NAME	PARENT EMAIL ADDRESS
Angie & Chris Gallardo	merycruzvs92@yahoo.com
<del>Roby</del> Aiden Torres	robynthu@gmail.com
Matthew & Mark Mcbee	Davidraya1980@gmail.com
Alberto Morales	aglaeen56@gmail.com
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# Applied Learning Academy Parent Title I Meeting

August 10<sup>th</sup>, 6:00pm-7:30pm

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August 10<sup>th</sup>, 6:00pm-7:30pm

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