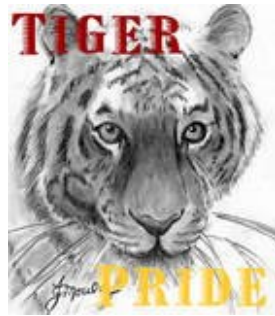


Fort Worth Independent School District
055 Applied Learning Academy
2024-2025 Campus Improvement Plan



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	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.	11
Goal 2: Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.	15
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.	19
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	21
Goal 5: Student Academic Excellence - Fort Worth ISD will provide excellent, differentiated academic core instruction focused on the following areas.	29
Campus Funding Summary	33
Policies, Procedures, and Requirements	36

Comprehensive Needs Assessment

Revised/Approved: July 31, 2024

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: Historically, our African American students have exhibited notable academic challenges as evidenced by MAP Data. **Root Cause:** Insufficient support for scaffolding and support in their academic setting.

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 30% 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 (Prioritized): Achievement gap between our White students and our EB students. **Root Cause:** Limited exposure to scaffolded high academic language and discussion.

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 35 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 42 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 (Prioritized): Students who ride the bus are consistently late to school so are missing instructional minutes weekly. **Root Cause:** Nationwide shortage of bus drivers is impacting the district's ability to cover the bus routes.

Problem Statement 2: Vertical alignment of the applied learning program framework from Kinder-8th. **Root Cause:** Change leadership, inconsistent training, common vision, program fidelity.

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, problem-solving, 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): Cross discipline connections not strong **Root Cause:** Lack of planning time and understanding of how to implement multi-discipline project model

Priority Problem Statements

Problem Statement 1: Students demonstrating limited connection between concepts taught across disciplines

Root Cause 1: The connection not being identified explicitly for students campus wide.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Achievement gap between our White students and our EB students.

Root Cause 2: Limited exposure to scaffolded high academic language and discussion.

Problem Statement 2 Areas: Student Learning

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

Problem Statement 5: Cross discipline connections not strong

Root Cause 5: Lack of planning time and understanding of how to implement multi-discipline project model

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework 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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: May 24, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 60% to 67% by May 2025.

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 57% by May 2025.

Evaluation Data Sources: MAP Data, quarterly assessments

Strategy 1: Continue to promote reading checkpoints in grades 6,7, and 8 by ensuring students have access to a variety of books and are able to frequently check their comprehension and reading levels.

Strategy's Expected Result/Impact: Increased performance on reading over time.

Staff Responsible for Monitoring: Instructional Leadership Team, including Principal and AP

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Renew Renaissance software subscription to support students with reading comprehension.</p> <p>Intended Audience: Students, teachers</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: Fall 2024 and Spring 2025</p> <p>Delivery Method: virtual</p> <p>Funding Sources: Renaissance - SCE (199 PIC 24) - 199-11-6329-001-055-24-273-000000- - \$1,328.28</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 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</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 91% to 95% by May 2025.

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 91% to 95% by May 2025.

Evaluation Data Sources: MAP Data, interim assessments

Strategy 1: Instructional Leadership Team, and Student Support Teams will collaborate with the grade level teams and individual teachers to support tier 1 math instruction, analyze MAP and formative assessment data, and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: ILT

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Provide before or after school tutoring to identified students. Intended Audience: Teachers, students Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: January 2025-April 2025 Delivery Method: F2F Funding Sources: Before/After school Tutoring - TITLE I (211) - 211-11-6116-04N-055-30-510-000000-25F10 - \$550	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: 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

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 51% to 58% by May 2025.

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 37% to 44% by May 2025.

Evaluation Data Sources: MAP Data, interim assessments

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: Math teachers, Sped teachers, 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

Action Step 1 Details	Reviews			
<p>Action Step 1: Hire a math tutor to assist with small group instruction.</p> <p>Intended Audience: Students, teachers</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: November 2023- March 2024</p> <p>Delivery Method: F2F</p> <p>Funding Sources: Push in Tutor - TITLE I (211) - 211-11-6117-04N-055-30-510-000000-25F10 - \$4,458</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Professional Development(Lead4ward) for core teacher to provide teachers with additional tools and resources for navigating STAAR redesign.</p> <p>Intended Audience: ELA/Math teachers</p> <p>Provider / Presenter / Person Responsible: Leadership team Applied Learning Coach</p> <p>Date(s) / Timeframe: September-May</p> <p>Collaborating Departments: ELA Math Science Social Studies</p> <p>Delivery Method: Pull out PD during the school day.</p> <p>Funding Sources: subs - TITLE I (211) - 211-11-6112-OPD-055-30-510-000000-25F10 - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students demonstrating limited connection between concepts taught across disciplines Root Cause: The connection not being identified explicitly for students campus wide.</p>

Student Learning

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

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 87% to 90% by May 2025.

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 0% to 50% by May 2025.

Strategy 1: Instructional Leadership Team, and Student Support Teams will collaborate with the grade level teams and individual teachers to support tier 1 math instruction, analyze MAP and formative assessment data, and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: Increased performance on EOY assessments

Staff Responsible for Monitoring: ILT

Title I:

2.4





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Implement regular PLC meetings Intended Audience: Content teachers Provider / Presenter / Person Responsible: Principal, AP Date(s) / Timeframe: September-May Delivery Method: F2F	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

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

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 41% to 45% by May 2025. 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 26% to 30% by May 2025.

Strategy 1: Develop standards aligned instruction and school culture focused on student outcomes.

Strategy's Expected Result/Impact: Increased practice at campus level

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5





- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Provide before/after school tutoring Intended Audience: students Provider / Presenter / Person Responsible: Principal, AP Date(s) / Timeframe: October- April Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 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</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 26% to 29% by May 2025. 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 7% to 11% by May 2025.

Strategy 1: Develop standards aligned instruction and school culture focused on student outcomes.

Strategy's Expected Result/Impact: Increased practice at campus level

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5





- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Provide before/after school tutoring Intended Audience: students Provider / Presenter / Person Responsible: Principal, AP Date(s) / Timeframe: October- April Delivery Method: In-person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 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

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 5% to 4% by May 2025.

Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 5% to 4% by May 2025.

Evaluation Data Sources: Attendance report cycle reports

Strategy 1: Engage parents in data analysis of student attendance, interim data and ongoing progress monitoring.

Strategy's Expected Result/Impact: Increased student attendance, student performance

Title I:

2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Conference with parents of at risk students as needed. Intended Audience: parent, students Provider / Presenter / Person Responsible: data clerk, AP Date(s) / Timeframe: September- May Delivery Method: F2F	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress  Accomplished  Continue/Modify  Discontinue</p>				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: 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 districts ability to cover the bus routes.

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

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

Performance Objective 2: Increase positive response by students to the learning environment on the district's climate survey from ___% to ___% by May 2025.

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2025.

Evaluation Data Sources: district climate survey

Strategy 1: Build a culture of teaching and learning, where student successes are celebrated and stakeholders are connected to the school, community and one another through focused intentional planning and support.

Strategy's Expected Result/Impact: Increased learning culture

Staff Responsible for Monitoring: Principal/SST

Title I:

4.1, 4.2





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: End of the Year Symposium Intended Audience: Parents and community members Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: May 2025 Delivery Method: in-person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

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

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

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

Performance Objective 3: Decrease the number of 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 2025.

Strategy 1: Build a culture of teaching and learning, where student successes are celebrated and stakeholders are connected to the school, community and one another through focused and intentional planning and support.

Strategy's Expected Result/Impact: Increased learning culture at school

Staff Responsible for Monitoring: Principal/SST

Title I:

4.1, 4.2





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Train all staff in restorative practices and community building Intended Audience: OCI teacher, teachers Provider / Presenter / Person Responsible: Principal, AP Date(s) / Timeframe: September-April	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 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 districts ability to cover the bus routes.</p>

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

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

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from ___% to ___% by May 2025. 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 2025.

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

Title I:

4.1, 4.2

- TEA Priorities:





Connect high school to career and college

- ESF Levers:

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

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: 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>Intended Audience: Parents and community members</p> <p>Provider / Presenter / Person Responsible: Leadership team</p> <p>Date(s) / Timeframe: May</p> <p>Collaborating Departments: Advisory teachers</p> <p>Delivery Method: In person</p> <p>Funding Sources: snacks and water - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-055-30-510-000000-25F10 - \$523</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Invite parents to our End of Year Symposium via email, call-out, texts.</p> <p>Intended Audience: All families</p> <p>Provider / Presenter / Person Responsible: Administration</p> <p>Date(s) / Timeframe: October-May</p> <p>Collaborating Departments: campus wide</p> <p>Delivery Method: email, call-out, texts, and in-person</p> <p>Funding Sources: Snacks/Supplies for parent participation - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-055-30-510-000000-25F10 - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Extra duty for teachers before/after school hours to engage in applied learning student activities.</p> <p>Intended Audience: All Students</p> <p>Provider / Presenter / Person Responsible: Teacher</p> <p>Date(s) / Timeframe: August-January</p> <p>Collaborating Departments: Leadership team</p> <p>Delivery Method: Off campus at selected businesses, community centers, universities, high schools, city offices and on campus</p> <p>Funding Sources: Teachers to sponsor clubs - TITLE I (211) - 211-61-6116-04L-055-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 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. Students will travel by bus to businesses, community centers, high schools, and nearby universities.</p> <p>Intended Audience: All Students</p> <p>Provider / Presenter / Person Responsible: Advisory teacher</p> <p>Date(s) / Timeframe: October-May</p> <p>Collaborating Departments: Leadership team</p> <p>Delivery Method: Off campus at selected businesses, community centers, universities, high schools, city offices, conferences</p> <p>Funding Sources: buses, tickets - GT (199 PIC 21) - \$2,294, buses, tickets - SPED (199 PIC 23) - \$3,296, buses, tickets - BEA (199 PIC 25) - 199-11-6116-001-055-25-273-000000 - \$672, buses, tickets - SCE (199 PIC 24) - 199-11-6412-001-055-24-273-000000- - \$1,935.72</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 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 districts ability to cover the bus routes.</p>
Perceptions
<p>Problem Statement 2: Cross discipline connections not strong Root Cause: Lack of planning time and understanding of how to implement multi-discipline project model</p>

Goal 5: Student Academic Excellence - Fort Worth ISD will provide excellent, differentiated academic core instruction focused on the following areas.

Performance Objective 1: Supports for students with disabilities to ensure equitable opportunities

Evaluation Data Sources: MAP growth

Strategy 1: Utilize a push in tutor to support students with an IEP and 504 plan.

Strategy's Expected Result/Impact: Increased student growth and achievement in core content classes.

Staff Responsible for Monitoring: Leadership team
Special Education 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 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Learning 1


Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize a push in tutor to support students with an IEP and 504 plan.</p> <p>Intended Audience: Students with an IEP and 504 plan.</p> <p>Provider / Presenter / Person Responsible: Leadership team Special Education dept.</p> <p>Date(s) / Timeframe: Sept--May</p> <p>Collaborating Departments: Core content</p> <p>Delivery Method: In-person Small group</p> <p>Funding Sources: tutor - UNDISTRIBUTED (199 PIC 99) - 199-12-6121-XXX-055-99-273-000000- - \$2,150</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 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

Goal 5: Student Academic Excellence - Fort Worth ISD will provide excellent, differentiated academic core instruction focused on the following areas.

Performance Objective 2: 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.

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: 5% 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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: 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>Intended Audience: School community Provider / Presenter / Person Responsible: All teachers Date(s) / Timeframe: October 1 -May 21, 20024 Collaborating Departments: School wide Delivery Method: In person</p> <p>Funding Sources: supplies to create applied learning projects - BASIC (199 PIC 11) - 199-11-6399-XXX-055-11-273-000000- - \$10,912, supplies to create applied learning projects - TITLE I (211) - 211-11-6399-04N-055-30-510-000000-25F10 - \$18,000, supplies to create applied learning projects - BASIC (199 PIC 11) - 199-11-6399-XXX-055-11-273-000000- - \$8,220</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: 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 districts ability to cover the bus routes.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Before/After school Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-055-30-510-000000-25F10	\$550.00
2	1	1	1	Push in Tutor	Tutors with degree or certified	211-11-6117-04N-055-30-510-000000-25F10	\$4,458.00
2	1	2	1	subs	Subs for professional development	211-11-6112-0PD-055-30-510-000000-25F10	\$5,000.00
4	4	2	1	Teachers to sponsor clubs	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-055-30-510-000000-25F10	\$2,000.00
5	2	1	1	supplies to create applied learning projects	Supplies and materials for instructional use	211-11-6399-04N-055-30-510-000000-25F10	\$18,000.00
Sub-Total							\$30,008.00
Budgeted Fund Source Amount							\$30,008.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	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-055-30-510-000000-25F10	\$523.00
4	4	1	2	Snacks/Supplies for parent participation	Supplies and materials for parental involvement	211-61-6399-04L-055-30-510-000000-25F10	\$500.00
Sub-Total							\$1,023.00
Budgeted Fund Source Amount							\$1,023.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
5	2	1	1	supplies to create applied learning projects	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-055-11-273-000000-	\$8,220.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
5	2	1	1	supplies to create applied learning projects	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-055-11-273-000000-	\$10,912.00
Sub-Total							\$19,132.00
Budgeted Fund Source Amount							\$19,132.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	2	2	buses, tickets	TRAVEL - STUDENT		\$2,294.00
Sub-Total							\$2,294.00
Budgeted Fund Source Amount							\$2,294.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	2	2	buses, tickets	TRAVEL - STUDENT		\$3,296.00
Sub-Total							\$3,296.00
Budgeted Fund Source Amount							\$3,296.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Renaissance	Reading materials for classroom use	199-11-6329-001-055-24-273-000000-	\$1,328.28
4	4	2	2	buses, tickets	Transportation costs for students	199-11-6412-001-055-24-273-000000-	\$1,935.72
Sub-Total							\$3,264.00
Budgeted Fund Source Amount							\$3,264.00
+/- Difference							\$0.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	2	2	buses, tickets	Extra duty pay - tutoring after hours (teacher)	199-11-6116-001-055-25-273-000000	\$672.00
Sub-Total							\$672.00
Budgeted Fund Source Amount							\$672.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
5	1	1	1	tutor	INSTRCTNL RES/MED SVCS EXTRA DUTY/OT - SUPPORT	199-12-6121-XXX-055-99-273-000000-	\$2,150.00
Sub-Total							\$2,150.00
Budgeted Fund Source Amount							\$2,150.00
+/- Difference							\$0.00
Grand Total Budgeted							\$61,839.00
Grand Total Spent							\$61,839.00
+/- Difference							\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024