

**Fort Worth Independent School District
190 Riverside Applied Learning Center
2024-2025 Campus Improvement Plan**



Mission Statement

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

Vision

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

Core Beliefs

Applied Learning Core Beliefs

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

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Comprehensive Needs Assessment

Revised/Approved: April 5, 2024

Demographics

Demographics Summary

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

Ethnic Distribution:

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

RALC is not a neighborhood school as families must apply for enrollment through the FWISD Gold Seal Programs of Choice. We receive families from all over FWISD and nearby districts. RALC can hold up to 264 students but averages between 215 - 225 students yearly. Most families transport their own children with only 15% of students riding the bus to and from school.

RALC saw a decrease in enrollment for the last 2 school year due to the current state of affairs. Multiple families preferred to keep their children at their home schools for convenience and safety.

Student Groups:

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

- Gifted & Talented - 18.9%

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): RALC's population is declining with 213 students enrolled for the 22/23 school year, 224 in 20/21 and 225 in 19/20. RALC is not at capacity of 264 students. **Root Cause:** Lack of Program knowledge to the wide-spread community.

Problem Statement 2: RALC attendance rate is above the district average, however, there is a consistent group of students tardy daily, missing 30-45 minutes of instruction. **Root Cause:** Lack of parental initiative and accountability to get their children to school on time.

Problem Statement 3 (Prioritized): RALC has experienced an increase of chronic absenteeism to 10% of students with more than 10 absences during the 2023 - 24 school year. **Root Cause:** Inadequate efforts to foster a sense of belonging and community with in the school community.

Student Learning

Student Learning Summary

Riverside Applied Learning Center earned a B (87) for recognized performance by serving many students well and encouraging high academic growth for most students during the 2021-22 school year. The overall grades are based on three categories: student achievement, school progress and closing the gaps.

Accountability Breakdown 2022:

- Student Achievement - 72 C
- School Progress - 91 B
- Closing the Gaps - 78 C

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

According to current, 2023-24 MOY MAP data, 46% of all students have met grade level norms Reading and 51% in Math.

According to the Fort Worth Report released in the Fall of 2023 -

- **RALC is in the TOP TEN** for FWISD Elementary Schools for overall achievement
- **RALC is SECOND** for our City Council District 11 - this includes charter and secondary schools for our area!
- **RALC is FIRST** for FWISD Service Network 2

Student Learning Strengths

According to MAP Growth Reading:

- MOY 2nd to MOY 3rd increased 10% for all students
- MOY 4th to MOY 5th increased 22% for EB students

According to MAP Growth Math:

- All students increased 11% from MOY 2022 - MOY 2023
- All subgroups show a increase in on-grade level readiness
 - Hisp - 13%
 - AA - 1%

- W - 7%
 - ED - 11%
 - EB - 2%
 - SpEd - 9%
- All students increased 6% Met Grade Level Norm since BOY
 - 4th grade increased 14% Met Grade Level Norm since BOY
 - 5th grade increased 22% Met Grade Level Norm since BOY

According to iReady MOY Diagnostic Reading:

- Above Grade Level Norm: increased 9% to 17%
- Beginning Grade Level Norm: increased 17% to 28%
- One Grade Level Below: decreased 41% to 33%
- Two Grade Levels Below: decreased 24% to 19%
- Three or more Grade Levels Below: decreased 10% to 4%

According to iReady MOY Diagnostic Math:

- Above Grade Level Norm: increased 5% to 13%
- Beginning Grade Level Norm: increased 11% to 23%
- One Grade Level Below: decreased 55% to 48%
- Two Grade Levels Below: decreased 22% to 14%
- Three or more Grade Levels Below: decreased 7% to 3%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to NWEA Reading MOY MAP Growth 45% of all students show on-grade level readiness with the lowest percentages being in Kindergarten with 28% and 2nd grade with 22%. **Root Cause:** Students have not developed a daily habit of reading and are unable to focus on reading for a sustained period of time. Early learners have not consistently engaged in the language play that develops an awareness of sound structure and language patterns creating struggling readers from the beginning.

Problem Statement 2 (Prioritized): According to NWEA Math MOY MAP Growth 50% of all students show on-grade level readiness with the lowest percentages being Kindergarten with 46% and 2nd grade with 33%. **Root Cause:** Lack of strong foundational skills that prevent a true conceptual understanding of mathematical processes.

School Processes & Programs

School Processes & Programs Summary

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

We are united by the following core values:

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

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

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

School Processes & Programs Strengths

- Teacher committees work collaboratively to develop and update comprehensive school plans (Attendance, PBIS, Technology, PD, etc.).
- Master schedule encompasses all core classes, art, music, PE, resource, inclusion, dyslexia, and board required recess.
- Teachers are provided double planning every week to work in their professional learning communities - collaborative planning, study student work, respond to data analysis, etc.
- All current teachers have received Applied Learning Level 1 training on Applied Learning Core Beliefs and AL behaviors

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2 (Prioritized): Teacher voices are heard and valued through leadership opportunities and campus committees; however, student leaders do not have the opportunity to share their thoughts, opinions, and ideas for campus decisions. **Root Cause:** Students have not been provided with an avenue to do so by campus administration.

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

Perceptions

Perceptions Summary

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

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

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students lack an ability to clearly articulate and regulate their thoughts and feelings and evidenced by incidents reported in Branching Minds.

Root Cause: Lack of a professional school counselor therefore inconsistent implementation of SEL lessons and use of strategies to regulate emotions.

Problem Statement 2 (Prioritized): There was zero data collected from key stakeholders to determine perception status from the point of view of students and community. **Root**

Cause: Campus has not determined an alternative means of collecting stakeholder perceptions.

Priority Problem Statements

Problem Statement 1: RALC's population is declining with 213 students enrolled for the 22/23 school year, 224 in 20/21 and 225 in 19/20. RALC is not at capacity of 264 students.

Root Cause 1: Lack of Program knowledge to the wide-spread community.

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to NWEA Reading MOY MAP Growth 45% of all students show on-grade level readiness with the lowest percentages being in Kindergarten with 28% and 2nd grade with 22%.

Root Cause 2: Students have not developed a daily habit of reading and are unable to focus on reading for a sustained period of time. Early learners have not consistently engaged in the language play that develops an awareness of sound structure and language patterns creating struggling readers from the beginning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to NWEA Math MOY MAP Growth 50% of all students show on-grade level readiness with the lowest percentages being Kindergarten with 46% and 2nd grade with 33%.

Root Cause 3: Lack of strong foundational skills that prevent a true conceptual understanding of mathematical processes.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Applied Learning requires students to highlight their authentic learning experiences and track their academic progress through a portfolio; 50% of the students do not have regularly updated potfolios to track progress and/or mastery each marking period.

Root Cause 4: Teachers need additional professional development on the use of portfolios and understand the why behind using them to demonstrate growth and mastery of standards.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teacher voices are heard and valued through leadership opportunitis and campus committees; however, student leaders do not have the opportunity to share their thoughts, opinions, and ideas for campus decisions.

Root Cause 5: Students have not been provided with an avenue to do so by campus administration.

Problem Statement 5 Areas: School Processes & Programs

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

Root Cause 6: Lack of experience and knowledge in Applied Learning behaviors coupled with lack of Applied Learning Project protocol.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Students lack an ability to clearly articulate and regulate their thoughts and feelings and evidenced by incidents reported in Branching Minds.

Root Cause 7: Lack of a professional school counselor therefore inconsistent implementation of SEL lessons and use of strategies to regulate emotions.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There was zero data collected from key stakeholders to determine perception status from the point of view of students and community.

Root Cause 8: Campus has not determined an alternative means of collecting stakeholder perceptions.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: RALC has experienced an increase of chronic absenteeism to 10% of students with more than 10 absences during the 2023 - 24 school year.

Root Cause 9: Inadequate efforts to foster a sense of belonging and community with in the school community.

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: April 5, 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 Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from __% to __% by May 2025.

Increase the percentage of SE students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from __% to __% by May 2025.

Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, and explicit lesson delivery and increase access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: Increase student reading performance in kinder - 3rd grade students.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
Action Step 1: K-3 teachers administer fluency checks each marking period for progress monitoring. Intended Audience: K-3 Literacy Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: Ongoing Delivery Method: Staff meetings, grade level data and planning meetings.	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Customize and implement literacy curriculum aligned to the state standards by engaging in grade level data planning meetings.</p> <p>Intended Audience: All literacy teachers & staff</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Delivery Method: Staff meetings, grade level data and planning meetings.</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: According to NWEA Reading MOY MAP Growth 45% of all students show on-grade level readiness with the lowest percentages being in Kindergarten with 28% and 2nd grade with 22%. Root Cause: Students have not developed a daily habit of reading and are unable to focus on reading for a sustained period of time. Early learners have not consistently engaged in the language play that develops an awareness of sound structure and language patterns creating struggling readers from the beginning.</p>
School Processes & Programs
<p>Problem Statement 1: Applied Learning requires students to highlight their authentic learning experiences and track their academic progress through a portfolio; 50% of the students do not have regularly updated potfolios to track progress and/or mastery each marking period. Root Cause: Teachers need additional professional development on the use of portfolios and understand the why behind using them to demonstrate growth and mastery of standards.</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 Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from __% to __% by May 2025.

Increase the percentage of SE students who meet or exceed projected growth on MAP Growth Reading in English from __% to __% by May 2025.

Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, and explicit lesson delivery and increase access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: Increase student reading performance in kinder - 5th grade students.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:


2.4, 2.5, 2.6

- TEA Priorities:


Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Implement regular use of Renaissance Learning in all 1st - 5th grade literacy classrooms. Intended Audience: Literacy teachers & staff Provider / Presenter / Person Responsible: Instructional Leadership Team, Librarian Date(s) / Timeframe: Ongoing	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Library Media Specialists will maintain an up to date reading selection by purchasing high interest books. Intended Audience: All staff & students Provider / Presenter / Person Responsible: Librarian Date(s) / Timeframe: January 2025 Funding Sources: High Interest Library Books - TITLE I (211) - 211-12-6329-04E-190-30-510-000000-25F10 - \$3,238.40	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: According to NWEA Reading MOY MAP Growth 45% of all students show on-grade level readiness with the lowest percentages being in Kindergarten with 28% and 2nd grade with 22%. **Root Cause:** Students have not developed a daily habit of reading and are unable to focus on reading for a sustained period of time. Early learners have not consistently engaged in the language play that develops an awareness of sound structure and language patterns creating struggling readers from the beginning.

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 Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from ___% to ___% by May 2025.

Increase the percentage of SE students who meet or exceed projected growth on MAP Growth from ___% to ___% by May 2025.

Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning, and explicit lesson delivery and increase access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: Increased math performance in kinder - 5th grade students

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Create and maintain student data binders and portfolios for tracking growth/progress - purchase materials needed.</p> <p>Intended Audience: All students</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team, classroom teachers</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Funding Sources: Purchase supplies, materials & resources needed for student data binders. - SCE (199 PIC 24) - 199-11-6399-001-190-24-313-000000- - \$750</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Plan for professional subs to cover classrooms for teachers to hold parent & student conferences.</p> <p>Intended Audience: Classroom teachers & parents</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Funding Sources: Professional Substitutes - TITLE I (211) - 211-11-6112-04E-190-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Ensure grade level and vertical data and planning meetings are regularly scheduled to actively develop engaging and rigorous lessons based on student needs and data with K-5 teachers.

Strategy's Expected Result/Impact: Increased amth performance in kindr-5th grade students.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
Action Step 1: Implement regular use of DreamBox in all grade levels. Intended Audience: All students Provider / Presenter / Person Responsible: Instructional Leadership Team, Math teachers Date(s) / Timeframe: Ongoing	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Collaboration of teachers in instructional planning days - purchase office supplies and/or materials needed for lesson planning. Intended Audience: Classroom Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: Ongoing Funding Sources: Purchase office supplies and/or materials needed for lesson planning. - BASIC (199 PIC 11) - 199-11-6399-XXX-190-11-313-000000- - \$6,090	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: According to NWEA Math MOY MAP Growth 50% of all students show on-grade level readiness with the lowest percentages being Kindergarten with 46% and 2nd grade with 33%. **Root Cause:** Lack of strong foundational skills that prevent a true conceptual understanding of mathematical processes.

School Processes & Programs

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

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

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 3-5 grade students scoring at MEETS or above on STAAR Reading from ___% to ___% by May 2025.
 Increase the percentage of SE students scoring at Meets or above on STAAR Reading from ___% to ___% by May 2025.

Strategy 1: Develop and maintain a data-informed culture to ensure evidence based decision making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Increase reading performance on STAAR for 3rd - 5th grade students.

Staff Responsible for Monitoring: Instructional Leadership Team





Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase resources and materials needed for students to master state standards. Intended Audience: All teachers and students Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: Ongoing Funding Sources: Purchase resources and materials needed for students to master state standards. - SCE (199 PIC 24) - 199-11-6399-001-190-24-313-000000- - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Collaboration of teachers in instructional planning days. Intended Audience: All Staff Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: Ongoing</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

Problem Statement 1: According to NWEA Reading MOY MAP Growth 45% of all students show on-grade level readiness with the lowest percentages being in Kindergarten with 28% and 2nd grade with 22%. **Root Cause:** Students have not developed a daily habit of reading and are unable to focus on reading for a sustained period of time. Early learners have not consistently engaged in the language play that develops an awareness of sound structure and language patterns creating struggling readers from the beginning.

School Processes & Programs

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

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

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 3-5 grade students scoring at MEETS or above on STAAR Math from __% to __% by May 2025.
 Increase the percentage of SE students scoring at Meets or above on STAAR Math from __% to __% by May 2025.

Strategy 1: Provide tier 1 instruction at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessments.

Strategy's Expected Result/Impact: Increase math performance on STAAR for 3rd - 5th grade students.

Staff Responsible for Monitoring: Instructional Leadership Team





Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase resources and materials needed for students to master state standards.</p> <p>Intended Audience: All staff & students</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Funding Sources: Purchase resources and materials needed for students to master state standards - BEA (199 PIC 25) - 199-11-6399-001-190-25-313-000000 - \$345</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Collaboration of teachers in instructional planning days.</p> <p>Intended Audience: All staff</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: Ongoing</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 2 Problem Statements:

Student Learning

Problem Statement 2: According to NWEA Math MOY MAP Growth 50% of all students show on-grade level readiness with the lowest percentages being Kindergarten with 46% and 2nd grade with 33%. **Root Cause:** Lack of strong foundational skills that prevent a true conceptual understanding of mathematical processes.

School Processes & Programs

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

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

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 ___% to ___% by May 2025.

Decrease the number and percentage of SE students who have excessive absences from ___% to ___% by May 2025.

Strategy 1: Family Communications Liaison and staff will collaborate to provide targeted parent engagement strategies to all families that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnerships.

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

Staff Responsible for Monitoring: Admin, FES, Attendance Committee

Title I:

2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Hire a Family Engagement Specialist.</p> <p>Intended Audience: Staff, students, parents, and community</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: August 2024</p> <p>Funding Sources: Family Engagement Specialist - TITLE I (211) - 211-61-6129-04L-190-30-510-000000-25F10 - \$32,276</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: FES will monitor student attendance and collaborate with the campus attendance committee to track and provide support services.</p> <p>Intended Audience: Students & families</p> <p>Provider / Presenter / Person Responsible: Admin, FES, Attendance Committee</p> <p>Date(s) / Timeframe: Ongoing</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Strategy's Expected Result/Impact: Improved daily attendance and parent engagement

Staff Responsible for Monitoring: Admin, FES, Attendance Committee

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase incentives and rewards for students meeting perfect attendance goals. Intended Audience: All students Provider / Presenter / Person Responsible: Admin, FES, Attendance Committee Date(s) / Timeframe: Ongoing	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: RALC's population is declining with 213 students enrolled for the 22/23 school year, 224 in 20/21 and 225 in 19/20. RALC is not at capacity of 264 students. Root Cause: Lack of Program knowledge to the wide-spread community.

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 SE students to the learning environment on the district's climate survey from ___% to ___% by May 2025.

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

Strategy's Expected Result/Impact: Increased positive response on by students on district climate survey.

Staff Responsible for Monitoring: Admin, counselor

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

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

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: PBIS Committee will maintain school wide expectations with a tracking/monitoring system for rewards and celebrations.</p> <p>Intended Audience: All Students</p> <p>Provider / Presenter / Person Responsible: Admin, PBIS Committee</p> <p>Date(s) / Timeframe: Ongoing</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Celebrate and acknowledge students' academic gains (Principal Club, Student of the Month, Dolphin Awards, etc.)</p> <p>Intended Audience: All students</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Date(s) / Timeframe: Ongoing</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Purchase furniture and equipment for flexible seating to meet the individual needs of students.</p> <p>Intended Audience: SpEd and At Risk students</p> <p>Provider / Presenter / Person Responsible: Admin, SpEd team, classroom teachers</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Funding Sources: Furniture and equipment for flexible seating - SPED (199 PIC 23) - \$1,100</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Students lack an ability to clearly articulate and regulate their thoughts and feelings and evidenced by incidents reported in Branching Minds. Root Cause: Lack of a professional school counselor therefore inconsistent implementation of SEL lessons and use of strategies to regulate emotions.</p> <p>Problem Statement 2: There was zero data collected from key stakeholders to determine perception status from the point of view of students and community. Root Cause: Campus has not determined an alternative means of collecting stakeholder perceptions.</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 3: Decrease the number of out of school suspensions for African American & SpEd students or the student group that is most marginalized on our campus (gender, race, program, other) from ___ to ___ by May 2025.

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

Strategy's Expected Result/Impact: Decrease the number of out of school suspensions.

Staff Responsible for Monitoring: Admin, counselor

Title I:

2.4, 2.5, 2.6


- TEA Priorities:


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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase supplies, materials, and/or resources needed to differentiate instruction for gifted and at risk students.</p> <p>Intended Audience: Gifted & at risk students</p> <p>Provider / Presenter / Person Responsible: Admin, classroom teachers</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Funding Sources: Supplies, materials, and/or resources needed to differentiate instruction. - GT (199 PIC 21) - \$722, Supplies, materials, and/or resources needed to differentiate instruction. - SPED (199 PIC 23) - \$1,101</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase materials, devices, and/or social & emotional tools and resources to assist students with focus and de-escalation.</p> <p>Intended Audience: All students</p> <p>Provider / Presenter / Person Responsible: Admin, counselor</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Funding Sources: Materials, devices, and/or social & emotional tools and resources. - SPED (199 PIC 23) - \$1,100</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 2: Teacher voices are heard and valued through leadership opportunities and campus committees; however, student leaders do not have the opportunity to share their thoughts, opinions, and ideas for campus decisions. **Root Cause:** Students have not been provided with an avenue to do so by campus administration.

Perceptions

Problem Statement 1: Students lack an ability to clearly articulate and regulate their thoughts and feelings and evidenced by incidents reported in Branching Minds. **Root Cause:** Lack of a professional school counselor therefore inconsistent implementation of SEL lessons and use of strategies to regulate emotions.

Problem Statement 2: There was zero data collected from key stakeholders to determine perception status from the point of view of students and community. **Root Cause:** Campus has not determined an alternative means of collecting stakeholder perceptions.

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 SE students on Engagement on district's parent survey from ___% to ___% by May 2025.

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

Strategy's Expected Result/Impact: Increased parent/community engagement and perception

Staff Responsible for Monitoring: Admin, FES

Title I:

4.1, 4.2

- **TEA Priorities:**


Build a foundation of reading and math

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Host family engagement nights to encourage participation. Purchase materials, supplies and resources needed.</p> <p>Intended Audience: All students & families</p> <p>Provider / Presenter / Person Responsible: Admin, FES, & staff</p> <p>Date(s) / Timeframe: ongoing</p> <p>Funding Sources: Materials, supplies, and resources needed for family engagement events - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-190-30-510-000000-25F10 - \$1,015</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Hire a cafeteria monitor</p> <p>Intended Audience: All students</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Funding Sources: Hire cafeteria monitor - UNDISTRIBUTED (199 PIC 99) - 199-35-6127-XXX-190-99-313-000000- - \$6,090</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 2: There was zero data collected from key stakeholders to determine perception status from the point of view of students and community. **Root Cause:** Campus has not determined an alternative means of collecting stakeholder perceptions.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	High Interest Library Books	Reading materials for library use	211-12-6329-04E-190-30-510-000000-25F10	\$3,238.40
2	1	1	2	Professional Substitutes	Subs for supplemental instruction	211-11-6112-04E-190-30-510-000000-25F10	\$2,000.00
4	1	1	1	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-190-30-510-000000-25F10	\$32,276.00
Sub-Total							\$37,514.40
Budgeted Fund Source Amount							\$37,514.40
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Materials, supplies, and resources needed for family engagement events	Supplies and materials for parental involvement	211-61-6399-04L-190-30-510-000000-25F10	\$1,015.00
Sub-Total							\$1,015.00
Budgeted Fund Source Amount							\$1,015.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	2	2	Purchase office supplies and/or materials needed for lesson planning.	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-190-11-313-000000-	\$6,090.00
Sub-Total							\$6,090.00
Budgeted Fund Source Amount							\$6,090.00
+/- Difference							\$0.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	Supplies, materials, and/or resources needed to differentiate instruction.	GENERAL SUPPLIES		\$722.00
Sub-Total							\$722.00
Budgeted Fund Source Amount							\$722.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	3	Furniture and equipment for flexible seating	FURN&EQUIP < \$5000		\$1,100.00
4	3	1	1	Supplies, materials, and/or resources needed to differentiate instruction.	GENERAL SUPPLIES		\$1,101.00
4	3	1	2	Materials, devices, and/or social & emotional tools and resources.	GENERAL SUPPLIES		\$1,100.00
Sub-Total							\$3,301.00
Budgeted Fund Source Amount							\$3,301.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Purchase supplies, materials & resources needed for student data binders.	Supplies and materials for instructional use	199-11-6399-001-190-24-313-000000-	\$750.00
3	1	1	1	Purchase resources and materials needed for students to master state standards.	Supplies and materials for instructional use	199-11-6399-001-190-24-313-000000-	\$1,500.00
Sub-Total							\$2,250.00
Budgeted Fund Source Amount							\$2,250.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Purchase resources and materials needed for students to master state standards	Supplies and materials - instruction	199-11-6399-001-190-25-313-000000	\$345.00
Sub-Total							\$345.00
Budgeted Fund Source Amount							\$345.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	Hire cafeteria monitor	FOOD SERVICE NON-CONTRACT - SUPPORT	199-35-6127-XXX-190-99-313-000000-	\$6,090.00
Sub-Total							\$6,090.00
Budgeted Fund Source Amount							\$6,090.00
+/- Difference							\$0.00
Grand Total Budgeted							\$57,327.40
Grand Total Spent							\$57,327.40
+/- 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