

**Fort Worth Independent School District  
190 Riverside Applied Learning Center  
2021-2022 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

Ethnic Distribution:

- Hispanic: 75.5%
- African American: 8.7%
- White: 11.6%
- Asian: 1.2%
- Two or more races: 2.5%

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 286 students but averages between 230-245 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 2020-2021 school year due to the current pandemic. Multiple families preferred to keep their children at their home schools for convenience and safety.

Student Groups:

- Economically Disadvantaged - 78%
- English Learners (EL) - 27.8%
- At Risk - 54.8%
- Special Education - 11.2%
- Gifted & Talented - 17.8%

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 96.47% attendance rate compared to our district attendance rate of 93%. Our campus attributes the high attendance rate during the pandemic to a strong partnership with parents and a focus on high-quality education.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** RALC's overall population increased from 232 in 18/19 to 241 in 19/20; however overall enrollment is not at full capacity of 286. **Root Cause:** Transportation and lack of program of choice knowledge to the wide-spread community.

**Problem Statement 2 (Prioritized):** RALC attendance rate is above the district average at 96%, however, 12-18 students are consistently 30 min tardy. **Root Cause:** Travel distance of families across the district and lack of response to tardiness.

# **Student Learning**

## **Student Learning Summary**

**Problem Statement 2 (Prioritized):** Overall Reading STAAR scores for Meets Grade Level and Above have decreased from 50% to 39%. **Root Cause:** Lack of critical thinking skills and learning beyond the text in the primary grades.

**Problem Statement 3 (Prioritized):**

# **School Processes & Programs**

## **School Processes & Programs Summary**

The program and processes of Riverside Applied Learning Center are now driven by the FWISD Applied Learning Pillars of Success; Collaboration, Problem Solving, Communication, and Agency. We strive to teach the applied learning behaviors that provide the needed foundation for all student endeavors. It is the goal for 100% of RALC teachers to be trained in the Applied Learning pedagogy to fully implement the applied learning behaviors with the Pillars of Success.

In line with the Pillars of Success, RALC school wide plans and procedures are developed and updated yearly by collaborative teacher committees. These plans include but are not limited to the Attendance Plan, PBIS Plan, Technology Plan, and Professional Learning Plan.

## **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.

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

# 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 community partners need to work



# Priority Problem Statements

**Problem Statement 1:** Stakeholders are unaware of campus practices, protocols, procedures, and educational expectations as evidenced by inconsistent survey results under

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** RALC attendance rate is above the district average at 96%, however, 12-18 students are consistently 30 min tardy.

**Root Cause 8:** Travel distance of families across the district and lack of response to tardiness.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** RALC's overall population increased from 232 in 18/19 to 241 in 19/20; however overall enrollment is not at full capacity of 286.

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

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

- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

# Goals

## **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 2024.

## **Performance Objective 1:** CIRCLE

- \* Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 85.7% to 95% by May 2022.
- \* Increase the percentage of ED students from 92.9% to 100% by May 2022.





<b>Strategy 1 Details</b>
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**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 2024.

**Performance Objective 2: MAP FLUENCY**

- \* Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 40.6% to 50% by May 2022.
- \* Increase the percentage of ED students from 35% to 50% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve quality of instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Purchase Fountas &amp; Pinnell LLI for early reading intervention. - Title I (211) - 211-11-6399-04E-190-30-510-000000-22F10 - \$12,000, Purchase Fountas &amp; Pinnell BAS for determining reading levels and progress monitoring. - Title I (211) - 211-11-6399-04E-190-30-510-000000-22F10 - \$2,000</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>				





**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 2024.

**Performance Objective 3: MAP GROWTH**

\* Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 43.9% to 60% by May 2022.

\* Increase the percentage of ED students from 44.9% to 60% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve quality of instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.</p> <p><b>Funding Sources:</b> Librarian will maintain an up to date reading selection by purchasing high interest books.                      - Title I (211) - 211-12-6329-04E-190-30-510-000000-22F10 - \$6,000, Purchase/renew Renaissance Learning (AR &amp; STaR). - Title I (211) - 211-11-6399-04E-190-30-510-000000-22F10 - \$5,000, Purchase/renew Flocabulary for all K-5 - Title I (211) - 211-11-6399-04E-190-30-510-000000-22F10 - \$4,000</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>				





**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 2024.

**Performance Objective 1: CIRCLE**

\* Increase the percentage of English PK students who score On Track on Circle Math from 61.9% to 75% by May 2022.

\* Increase the percentage of ED students from 50% to 65% by May 2022.

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







**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 2024.

**Performance Objective 2: TX-KEA**

\* Increase the percentage of Kinder students who score On Track on TX-KEA Math from 69.2% to 80% by May 2022.

\* Increase the percentage of ED students from 64.7% to 80% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Improve quality of instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 2024.

**Performance Objective 3: MAP GROWTH**

- \* Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 41.4% to 60% by May 2022.
- \* Increase the percentage of African American students from 26.7% to 40% by May 2022.

Strategy 1 Details	Reviews
<b>Strategy 1:</b> Improve quality of instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional mate( M	

### **Goal 3: CCMR**





**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**Performance Objective 2: STAAR MATH**

\* Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 44.6% to 60% by May 2022.

\* Increase the percentage of ELL students from 37.8% to 50% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Improve quality of instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:**

**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: POSITIVE ENVIRONMENT: SURVEY**

\* Increase positive response by students to the learning environment on the Panorama SEL Survey from 67.2% to 80% by May 2022.

\* Increase positive response by ED students from 66.4% to 75% by May 2022.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Create classrooms that promote culturally responsive learning through equitable access to diverse instructional materials and resources.</p> <p><b>Funding Sources:</b> PBIS Committee will maintain school wide expectations with a tracking/monitoring system for student incentives. - Title I (211) - 211-11-6399-04E-190-30-510-000000-22F10 - \$1,500, Purchase books needed to differentiate instruction for at risk students. - SCE (199 PIC 24) - 199-11-6329-001-190-24-243-000000- - \$350, Purchase # @ - ? 1 M</p>	

**Goal 4:**

**Goal 4:**



**Goal 5:** Applied Learning

Increase fidelity to the FWISD Applied Learning program through adherence to the Pillars of Applied Learning and instructional pedagogy.

**Performance Objective 1:** Creation and implementation of foundational K-8 Applied Learning Summer Institute PD for all instructional staff.

**Evaluation Data Sources:** Staff Attendance

Feedback Surveys

TTESS - evidence of implementation

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Mandate instructional staff attendance to foundational Applied Learning Summer Institute</p> <p><b>Strategy's Expected Result/Impact:</b> RALC staff will implement Applied Learning best practices with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	

## **Goal 5: Applied Learning**

**Goal 5: Applied Learning**

Increase fidelity to the FWISD Applied Learning program through adherence to the Pillars of Applied Learning and instructional pedagogy.

**Performance Objective 3:** Implementation of student portfolios for demonstration of growth (K-2) and mastery of standards (3-5).

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jennifer Kennedy	Principal
Administrator	Keith Besses	Assistant Principal
Classroom Teacher	Winafred Womble	Math Lead Teacher
Classroom Teacher	Rebecca Matzen	2nd grade teacher
Professional Non-Teaching Staff	Delvanique Hickem	School Counselor
Classroom Teacher	Cynthia Kohn	1st grade teacher
Business Representative	Emma Canchola	
Business Representative	Ana Resendiz	
Parent	Karla Mojica	
Community Representative	vacant vacant	
Community Representative	vacant2 vacant2	
Parent	vacant3 vacant3	
District-level Professional	Michael Flusche	
Paraprofessional	Jessica Campos	SpEd TA
DERC Representative 1		
DERC Representative 2		

# Campus Funding Summary

Title I (211)				
Goal	Objective	Strategy	Resources Needed	

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
<b>Sub-Total</b>						\$51,636.00
<b>Budgeted Fund Source Amount</b>						\$51,636.00
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	2	1	Purchase books needed to differentiate instruction for at risk students.	Reading materials for classroom use	199-11-6329-001-190-24-243-000000-	\$350.00
4	2	1	Purchase supplies, materials, and/or resources needed to differentiate instruction for at risk students.	Supplies and materials for instructional use	199-11-6399-001-190-24-243-000000-	\$1,318.00
<b>Sub-Total</b>						\$1,668.00
<b>Budgeted Fund Source Amount</b>						\$1,668.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$53,304.00