

Fort Worth Independent School District

101 Alice Carlson

2024-2025 Campus Improvement Plan



Mission Statement

Our mission is to educate, empower, and nurture life-long learners through Applied Learning. We are united by our core beliefs.

We will:

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

Vision

Our vision presents a picture of what our learning community is like and describes our collective future at Carlson.

At Alice Carlson, we incorporate Applied Learning strategies into the best practices of elementary education. All members of our learning community, including staff, students, parents, and community partners, work and learn together, ensuring that student achievement is high, staff continue to grow professionally, and parents and others continue to be involved as equal partners in supporting teaching and learning.

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Comprehensive Needs Assessment

Revised/Approved: February 13, 2024

Demographics

Demographics Summary

Alice Carlson Applied Learning Center opened in 1992 as a Goal Seal School of Choice for grades K-5 in Fort Worth ISD. The Applied Learning approach encourages children to be independent learners while working as members of a team to apply classroom learning to new situations. In addition to teamwork, an applied learning education emphasizes communication skills, especially in writing and awareness of positive complex behavior such as problem-solving.

TEA reported data from 2022-2023:

- Hispanic: 30.1%
- African American: 8.0%
- White: 56.6%
- Asian: 0.3%
- Two or more races: 4.7%
- Pacific Islander: 0.3%
- American Indian: 0%

Our campus can enroll up to 396 students each school year. Our school community is represented by up to 26 zip codes in Fort Worth.

Demographics Strengths

Carlson employs a talented teaching staff. We had 0% turnover for the 2023-2024 school year. This is accomplished because of the mutual respect and teacher leadership fostered in our school community. 41.7% have 11-20 years of experience. 25.0% have over 20 years of experience.

Our discipline referrals reflect an equitable distribution based on our student population. 2022-2023 year end data shows only two students at ACALC being formally suspended from school. Our staff documents behavioral concerns using our Multi Tiered System of Supports program, Branching Minds, as a means to support instead of documenting as punitive through our Focus Infraction System.

Carlson implemented a family support program in 2022 to ensure that all students have access to campus add-ons. This includes vouchers for Coyote Spirit Store, Book Fair, Enrichment Clubs, and Holiday Shop. We are adding each year to ensure that every family at Alice Carlson has access and can participate in every opportunity we provide to our community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Alice Carlson has a total capacity of 396 students, however, there were only 381 students enrolled at the beginning of the 2023-2024 school year. **Root Cause:** Families have multiple choices between home campus, charter schools, and/or private schools.

Problem Statement 2 (Prioritized): While our community has made a great effort with designated funds to include all students with access to our add-on options, we still see a low participation rate from our families identified as economically disadvantaged. **Root Cause:** Families identified as economically disadvantaged are still less involved because our efforts have been mostly student-driven.

Student Learning

Student Learning Summary

Alice Carlson Applied Learning Center earned a (B) rating during 2021-2022; the last year accountability ratings were released by TEA. The overall rating is based on three categories: student achievement, school progress, and closing the gaps.

Accountability Breakdown Overall 87 B (Prior Year 84 B)

- Student Achievement - 82
- School Progress - 90
- Closing the Gaps - 79

ACALC has performed above the district average for Meets Grade Level or Above in all subjects: reading, math, and science during the 2022-2023 school year.

Student Learning Strengths

Carlson showed a 13% increase in all grades meeting STAAR standards in math for 2022-2023. We also showed a 24% increase in 5th grade students meeting STAAR standards in science for the 2022-2023 school year. Both were focus areas for the year and intentional collaboration in both content areas resulted in double digit gains at the meets expectation level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our meets or above in reading decreased by 7% in 2022-2023 and masters by 16%. **Root Cause:** With the shift to new accountability in reading, we assumed an authentic application for short and long-constructed responses would translate well with our daily expectations.

Problem Statement 2 (Prioritized): While RIT and state assessment data, as measured by NWEA MAP and STAAR in the areas of math and reading exceed the district, several students K-5 are not meeting growth goals. **Root Cause:** 2022-2023 MTSS year three implementation provided teachers with stronger documentation practices but we still need to identify and utilize evidence based interventions and enrichment for above level learners to support acceleration for every child.

School Processes & Programs

School Processes & Programs Summary

ACALC's processes and programs are developed and updated yearly by collaborative school committees. Some of our programs are led by our students, others by staff, and some in partnership with community stakeholders. These include our Positive Discipline Model (wheel of choice, class meetings etc.), Interest Clusters, Portfolios, Standards Based Reports, Student Narratives, Service Clubs, Academic Applied Learning Projects and Service Applied Learning Projects.

Key Aspects of the Instructional Program:

Standards Based - In addition to TEKS, Applied Learning campuses uses National Standards for Mathematics, Science and Social Studies, and NCEE Standards for Reading, Writing and Applied Learning.

Standards Based Teacher Designed Lessons - Teachers develop units of study, lessons, and both summative and formative assessment tasks that incorporate and strengthen applied learning behaviors such as problem solving on multiple levels, research skills (printed and online materials, interviews with experts, observations and field work), real world connections, and multiple opportunities for self reflection. Students are guided to be leaders of their own learning.

Problem Solving is the centerpiece of Applied Learning. The work focuses on one of three kinds of problem solving:

- Designing a product, service or system in which the student identifies needs that could be met by new products, services, or systems and creates solutions for meeting them;
- Improving a System in which the student develops an understanding of the way systems of people, machines, and processes work; troubleshoots problems in their operation and devises strategies for improving their effectiveness;
- Planning and organizing an event or an activity in which the student takes responsibility for all aspects of planning and organizing an event or an activity from concept to completion.

School Processes & Programs Strengths

ACALC strives to have collaborative committees that design and assess the effectiveness of our programs. Teachers are provided double planning every week to work in their professional learning communities - board planning, specific planning, MTSS/data review, and student work protocol. Students have a voice in decisions about our school. They lead our service clubs and determine both academic and service projects throughout the school year.

We sent five teachers to New York last summer to engage in work with Teachers College at Columbia University. We hosted a group for Cambridge this summer for math training. Carlson also sent our counselor to TBRI certification training that was also rolled out in August 2023 .The goal is to combine high levels of academic expectation with high levels of social emotional support for students that will continue for years to come.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The updated curriculum aligned to our model is not being implemented with fidelity in grades K-2 as assigned. **Root Cause:** While rolled out for 2023-2024, our teachers have not had an opportunity to collaborate specifically on the new units across vertical teams.

Problem Statement 2 (Prioritized): PLCs are vertically aligned for K/1, 2/3, and 4/5 clusters with no 2nd grade collaboration with early childhood. **Root Cause:** First and second grade teachers do not meet in PLC for collaboration support as a vertical team to address our new curriculum updates.

Perceptions

Perceptions Summary

Applied Learning encourages students to learn independently and as team members in a stimulating environment with strong links to the real world and our community. Students in Applied Learning classrooms apply academic skills to solving real problems and meeting real needs. Students engage in short and long-term projects which expand their knowledge base and their ability to solve increasingly demanding and complex problems.

We have over 100 families with 15 or more volunteer hours. The goal for each is 20 hours per year. Our families understand that we believe that educating students requires a close partnership between school and home. Communication platforms are diverse. We have two online newsletter, a PTA website, and a paper calendar that is sent home monthly. We also have family letters from teachers and room parent emails from PTA.

Perceptions Strengths

Our instructional model is well received by our parents and the primary reason for choosing ACALC when deciding between multiple school environment options. Our families embrace the model over time and learn to implement AL behaviors in the home through guidance from the campus. We host parent collaboration events each year titled Bringing Carlson Home to support with program implementation at home. This year we aligned our campus TBRI practices with at home supports using the TBRI Podcast and fall meetings with families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Messaging of our program is in several platforms and presented before families enter, but we still have parents that are at AC who do not fully embrace our program model. **Root Cause:** While we have increased parent access to AL program details for students, we do not have a reference guide for "best practices" for Applied Learning parents.

Problem Statement 2 (Prioritized): We have a reduction in community partners and adult competent models who support project work at Carlson. **Root Cause:** Student groups need planted seeds of support and teachers need better training on facilitating project work through experiential leading and learning.

Priority Problem Statements

Problem Statement 1: Our meets or above in reading decreased by 7% in 2022-2023 and masters by 16%.

Root Cause 1: With the shift to new accountability in reading, we assumed an authentic application for short and long-constructed responses would translate well with our daily expectations.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: While RIT and state assessment data, as measured by NWEA MAP and STAAR in the areas of math and reading exceed the district, several students K-5 are not meeting growth goals.

Root Cause 2: 2022-2023 MTSS year three implementation provided teachers with stronger documentation practices but we still need to identify and utilize evidence based interventions and enrichment for above level learners to support acceleration for every child.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The updated curriculum aligned to our model is not being implemented with fidelity in grades K-2 as assigned.

Root Cause 3: While rolled out for 2023-2024, our teachers have not had an opportunity to collaborate specifically on the new units across vertical teams.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: PLCs are vertically aligned for K/1, 2/3, and 4/5 clusters with no 2nd grade collaboration with early childhood.

Root Cause 4: First and second grade teachers do not meet in PLC for collaboration support as a vertical team to address our new curriculum updates.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Messaging of our program is in several platforms and presented before families enter, but we still have parents that are at AC who do not fully embrace our program model.

Root Cause 5: While we have increased parent access to AL program details for students, we do not have a reference guide for "best practices" for Applied Learning parents.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: We have a reduction in community partners and adult competent models who support project work at Carlson.

Root Cause 6: Student groups need planted seeds of support and teachers need better training on facilitating project work through experiential leading and learning.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: While our community has made a great effort with designated funds to include all students with access to our add-on options, we still see a low participation rate from our families identified as economically disadvantaged.

Root Cause 7: Families identified as economically disadvantaged are still less involved because our efforts have been mostly student-driven.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Alice Carlson has a total capacity of 396 students, however, there were only 381 students enrolled at the beginning of the 2023-2024 school year.

Root Cause 8: Families have multiple choices between home campus, charter schools, and/or private schools.

Problem Statement 8 Areas: Demographics

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 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Alternative Education Accountability (AEA) data

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

- School safety data
- Enrollment trends

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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Revised/Approved: April 8, 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 79.5% to 85% 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 55% by May 2025.

Evaluation Data Sources: MOY MAP Fluency Data

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

Strategy's Expected Result/Impact: Increase in MAP Fluency EOY scores by 10% from BOY 2024 to EOY 2025





Staff Responsible for Monitoring: Teachers and Admin

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: K-3 teachers administer fluency checks, prioritizing opportunity groups, each marking period for progress monitoring.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: May 2025</p> <p>Collaborating Departments: Admin</p> <p>Delivery Method: F&P Progress Monitoring</p> <p>Funding Sources: Materials - SCE (199 PIC 24) - 199-11-6399-001-101-24-313-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Admin will provide substitute teachers to support with consistent fluency checks each grading period.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: May 2025</p> <p>Collaborating Departments: Admin</p> <p>Delivery Method: 1:1 checks</p> <p>Funding Sources: Substitutes - SCE (199 PIC 24) - 199-11-6112-001-101-24-313-000000- - \$1,715</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 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Our meets or above in reading decreased by 7% in 2022-2023 and masters by 16%. Root Cause: With the shift to new accountability in reading, we assumed an authentic application for short and long-constructed responses would translate well with our daily expectations.</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 56.8% to 61% by May 2025.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 55% by May 2025.

Evaluation Data Sources: MOY 2025 MAP Growth Reading Data

Strategy 1: Hire reading intervention specialist at the campus focused on K-2 literacy acceleration.

Strategy's Expected Result/Impact: Increase in reading achievement for tier 2 and 3 students in K-2, decrease in academic support needs in 3-5 over three years.


Staff Responsible for Monitoring: Admin, Intervention Specialist


TEA Priorities:


Build a foundation of reading and math


Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Reading Intervention will take place 30 minutes 3 days a week. We will evaluate students being serviced every 9 weeks and make adjustments to the roster based on assessment outcomes.</p> <p>Intended Audience: K-2 students</p> <p>Provider / Presenter / Person Responsible: Intervention Specialist</p> <p>Date(s) / Timeframe: EOY 2025</p> <p>Collaborating Departments: Classroom Teachers</p> <p>Delivery Method: Small Group Intervention</p> <p>Funding Sources: High Quality Books - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-101-99-313-000000- - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 0% No Progress

 100% 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 % of students who meet EOY growth





Staff Responsible for Monitoring: PLC Teams

TEA Priorities:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Collaboration of teachers in instructional planning days.</p> <p>Intended Audience: PLC Teams that impact student growth and achievement</p> <p>Provider / Presenter / Person Responsible: PLC leads/Admin</p> <p>Date(s) / Timeframe: EOY 2025</p> <p>Collaborating Departments: Admin</p> <p>Delivery Method: Vertical PLC Teams</p> <p>Funding Sources: Instructional Materials and Supports - BASIC (199 PIC 11) - 199-11-6321-XXX-101-11-313-000000- - \$2,000, General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-101-11-313-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Our meets or above in reading decreased by 7% in 2022-2023 and masters by 16%. Root Cause: With the shift to new accountability in reading, we assumed an authentic application for short and long-constructed responses would translate well with our daily expectations.</p>
<p>Problem Statement 2: While RIT and state assessment data, as measured by NWEA MAP and STAAR in the areas of math and reading exceed the district, several students K-5 are not meeting growth goals. Root Cause: 2022-2023 MTSS year three implementation provided teachers with stronger documentation practices but we still need to identify and utilize evidence based interventions and enrichment for above level learners to support acceleration for every child.</p>
School Processes & Programs
<p>Problem Statement 1: The updated curriculum aligned to our model is not being implemented with fidelity in grades K-2 as assigned. Root Cause: While rolled out for 2023-2024, our teachers have not had an opportunity to collaborate specifically on the new units across vertical teams.</p>
<p>Problem Statement 2: PLCs are vertically aligned for K/1, 2/3, and 4/5 clusters with no 2nd grade collaboration with early childhood. Root Cause: First and second grade teachers do not meet in PLC for collaboration support as a vertical team to address our new curriculum updates.</p>

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 56.2% to 61% 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 36.8% to 42% by May 2025.

Evaluation Data Sources: MOY 2025 MAP Growth Reading Data





Strategy 1: Implementation of daily math talks and vertically aligned TEKS instruction as identified as highest leverage in PLCs.

Strategy's Expected Result/Impact: Increase in K-5 students meeting or exceeding math grade level expectations.

Staff Responsible for Monitoring: Implementation: K-5 Teachers
Monitoring: School Leadership Team

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: PLC teams will focus on identifying vertical TEKS that represent the weakest or largest gaps between grade levels and map out defined plans for closing the gaps to improve student outcomes vertically K-5.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Grade Level Vertical Teams Date(s) / Timeframe: MAY 2025 Collaborating Departments: Admin and Instructional Support Tutor Delivery Method: Vertical PLCs</p> <p>Funding Sources: Instructional Materials - BASIC (199 PIC 11) - 199-11-6321-XXX-101-11-313-000000- - \$2,000, General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-101-11-313-000000- - \$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>			

Strategy 2: Ensure vertical data and planning meetings are regularly scheduled to actively develop engaging and rigorous lessons and intervention based on

student needs and data with K-5 teachers.

Strategy's Expected Result/Impact: Increase in K-5 students meeting or exceeding math grade level expectations.


Staff Responsible for Monitoring: Implementation: K-5 Teachers
Monitoring: School Leadership Team


TEA Priorities:


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


Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Include a 30 min intervention/accelerated learning block into the master schedule for all grade levels. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: EOY 2025 Collaborating Departments: Admin Support Delivery Method: Small group Funding Sources: Intervention Materials - SPED (199 PIC 23) - \$2,000, General Supplies for Intervention - SPED (199 PIC 23) - \$760	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: While RIT and state assessment data, as measured by NWEA MAP and STAAR in the areas of math and reading exceed the district, several students K-5 are not meeting growth goals. Root Cause: 2022-2023 MTSS year three implementation provided teachers with stronger documentation practices but we still need to identify and utilize evidence based interventions and enrichment for above level learners to support acceleration for every child.
School Processes & Programs
Problem Statement 2: PLCs are vertically aligned for K/1, 2/3, and 4/5 clusters with no 2nd grade collaboration with early childhood. Root Cause: First and second grade teachers do not meet in PLC for collaboration support as a vertical team to address our new curriculum updates.

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 64.6% to 26.7% 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 26.7% to 32% by May 2025.

Evaluation Data Sources: EOY 2022-2023 STAAR Data

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 student mastery of standards improving the % of students who meet or master on STAAR 3rd-5th.

Staff Responsible for Monitoring: Administration

TEA Priorities:

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Collaboration of teachers in instructional planning days. Intended Audience: Teachers Provider / Presenter / Person Responsible: PLC Teams Date(s) / Timeframe: May 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Purchase resources and materials needed for students to master state standards. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers/Admin Date(s) / Timeframe: EOY 2025 Delivery Method: GT pullout and enrichment Funding Sources: Acceleration Materials - GT (199 PIC 21) - \$450, Support Materials - BEA (199 PIC 25) - 199-11-6399-001-101-25-313-000000 - \$72	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: While RIT and state assessment data, as measured by NWEA MAP and STAAR in the areas of math and reading exceed the district, several students K-5 are not meeting growth goals. **Root Cause:** 2022-2023 MTSS year three implementation provided teachers with stronger documentation practices but we still need to identify and utilize evidence based interventions and enrichment for above level learners to support acceleration for every child.

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 42.9% to 50% 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 13.3% to 20% by May 2025.

Evaluation Data Sources: EOY 2022-2023 STAAR Data

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 student mastery of standards improving the % of students who meet or master on STAAR 3rd-5th.

Staff Responsible for Monitoring: Administration

TEA Priorities:

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

Problem Statements: Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Collaboration of teachers in instructional planning days. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Planning Teams Date(s) / Timeframe: EOY 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Purchase resources and materials needed for students to master state standards. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers/Admin Date(s) / Timeframe: EOY 2025 Delivery Method: GT Pullout and Enrichment Funding Sources: Acceleration Materials - GT (199 PIC 21) - \$508, Support Materials - BEA (199 PIC 25) - 199-11-6399-001-101-25-313-000000 - \$71	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: While RIT and state assessment data, as measured by NWEA MAP and STAAR in the areas of math and reading exceed the district, several students K-5 are not meeting growth goals. **Root Cause:** 2022-2023 MTSS year three implementation provided teachers with stronger documentation practices but we still need to identify and utilize evidence based interventions and enrichment for above level learners to support acceleration for every child.

School Processes & Programs

Problem Statement 2: PLCs are vertically aligned for K/1, 2/3, and 4/5 clusters with no 2nd grade collaboration with early childhood. **Root Cause:** First and second grade teachers do not meet in PLC for collaboration support as a vertical team to address our new curriculum updates.

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 3% to 2% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 11% to 6% by May 2025.

Evaluation Data Sources: MOY 2023-2024 Attendance Data

Strategy 1: Increased communication about the importance of daily attendance through newsletter and communication reminders.

Strategy's Expected Result/Impact: Increase attendance and parent participation

Staff Responsible for Monitoring: Admin





TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Campus Attendance Committee will establish 9-week attendance goals with a tracking/monitoring system. Intended Audience: Families Provider / Presenter / Person Responsible: Attendance Committee Date(s) / Timeframe: EOY 2025 Collaborating Departments: Teachers Delivery Method: Committee Meetings	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: 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.</p> <p>Intended Audience: School Community Provider / Presenter / Person Responsible: FES/Campus Hospitality Date(s) / Timeframe: EOY 2025 Collaborating Departments: Counselor</p> <p>Funding Sources: Counseling Material - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-101-99-313-000000- - \$300, Office Supplies - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-101-99-313-000000- - \$500, Office Extra Duty Support - UNDISTRIBUTED (199 PIC 99) - 199-23-6121-XXX-101-99-313-000000- - \$930</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Messaging of our program is in several platforms and presented before families enter, but we still have parents that are at AC who do not fully embrace our program model. Root Cause: While we have increased parent access to AL program details for students, we do not have a reference guide for "best practices" for Applied Learning parents.</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 2: Maintain safe, supportive and equitable learning environments that promote culturally responsive learning through equitable access to diverse instructional materials and resources.

Evaluation Data Sources: SBDM and Campus CNA feedback

Strategy 1: Ensure a safe and supportive environment that promotes problem identification, inquiry, and solving.

Strategy's Expected Result/Impact: Student leaders of their own learning and increased voice and accountability.

Staff Responsible for Monitoring: Admin

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: Collaborate with PTA and campus teacher advisory to support student developed problems, event ideas, and solutions.</p> <p>Intended Audience: School Community Provider / Presenter / Person Responsible: Teachers/Staff Date(s) / Timeframe: EOY 2024 Collaborating Departments: PTA</p> <p>Funding Sources: Materials for Projects - BASIC (199 PIC 11) - 199-11-6399-XXX-101-11-313-000000- - \$3,040</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Hire a campus cafeteria monitor for foster positive relationships and a safe environment during lunch blocks.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Admin/Cafeteria Monitor Date(s) / Timeframe: EOY 2025</p> <p>Funding Sources: Cafeteria Support - UNDISTRIBUTED (199 PIC 99) - 199-35-6127-XXX-101-99-313-000000- - \$6,970</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Messaging of our program is in several platforms and presented before families enter, but we still have parents that are at AC who do not fully embrace our program model. **Root Cause:** While we have increased parent access to AL program details for students, we do not have a reference guide for "best practices" for Applied Learning parents.

Problem Statement 2: We have a reduction in community partners and adult competent models who support project work at Carlson. **Root Cause:** Student groups need planted seeds of support and teachers need better training on facilitating project work through experiential leading and learning.

Campus Funding Summary

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	Instructional Materials and Supports	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-101-11-313-000000-	\$2,000.00
1	2	2	1	General Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-101-11-313-000000-	\$2,000.00
2	1	1	1	Instructional Materials	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-101-11-313-000000-	\$2,000.00
2	1	1	1	General Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-101-11-313-000000-	\$2,000.00
4	2	1	1	Materials for Projects	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-101-11-313-000000-	\$3,040.00
Sub-Total							\$11,040.00
Budgeted Fund Source Amount							\$11,040.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Acceleration Materials	GENERAL SUPPLIES		\$450.00
3	2	1	2	Acceleration Materials	GENERAL SUPPLIES		\$508.00
Sub-Total							\$958.00
Budgeted Fund Source Amount							\$958.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	2	1	General Supplies for Intervention	GENERAL SUPPLIES		\$760.00
2	1	2	1	Intervention Materials	INSTRUCTIONAL MATERIALS		\$2,000.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$2,760.00
Budgeted Fund Source Amount							\$2,760.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Materials	Supplies and materials for instructional use	199-11-6399-001-101-24-313-000000-	\$1,000.00
1	1	1	2	Substitutes	Subs for supplemental instruction	199-11-6112-001-101-24-313-000000-	\$1,715.00
Sub-Total							\$2,715.00
Budgeted Fund Source Amount							\$2,715.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Support Materials	Supplies and materials - instruction	199-11-6399-001-101-25-313-000000	\$72.00
3	2	1	2	Support Materials	Supplies and materials - instruction	199-11-6399-001-101-25-313-000000	\$71.00
Sub-Total							\$143.00
Budgeted Fund Source Amount							\$143.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	High Quality Books	INSTRCTNL RES/MED SVCS OTHER READING MATERIALS	199-12-6329-XXX-101-99-313-000000-	\$3,000.00
4	1	1	2	Counseling Material	GUIDANCE & COUNSELING SVC GENERAL SUPPLIES	199-31-6399-XXX-101-99-313-000000-	\$300.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2	Office Extra Duty Support	SCHOOL LEADERSHIP EXTRA DUTY/OT - SUPPORT	199-23-6121-XXX-101-99-313-000000-	\$930.00
4	1	1	2	Office Supplies	SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-101-99-313-000000-	\$500.00
4	2	1	2	Cafeteria Support	FOOD SERVICE NON-CONTRACT - SUPPORT	199-35-6127-XXX-101-99-313-000000-	\$6,970.00
Sub-Total							\$11,700.00
Budgeted Fund Source Amount							\$11,700.00
+/- Difference							\$0.00
Grand Total Budgeted							\$29,316.00
Grand Total Spent							\$29,316.00
+/- 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