Fort Worth Independent School District

101 Alice Carlson

2026-2027 Campus Improvement Plan

Board Approval Date: November 10, 2026

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: November 10, 2026

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:

Race / Ethnicity

- White: 55%
- Hispanic: 34%
- African American: 4.5%
- Two or More Races: 5.5%
- Asian: 0.8%
- American Indian & Pacific Islander: 0%

Special Programs & Student Groups

Economically Disadvantaged

- 22% of students

Special Education

- 19.0% of students receive special education services

English Learners

- 6.3% Emergent Bilingual

Gifted & Talented

- 16.9% o

Section 504

- 5.5%

Attendance

- Attendance Rate: 96.5%
- Chronic Absenteeism: 4%

Mobility

- Student Mobility Rate: 0.9%

Demographics Strengths

Alice Carlson Applied Learning Center's demographic strengths include a stable and engaged student population, strong attendance, diverse enrollment, high participation in advanced programming, supports for special education students, and an experienced teaching staff—creating conditions that support consistent academic growth and a positive learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Staff members have inconsistent capacity in meeting the academic, behavioral, and social-emotional needs of neurodiverse students.
Root Cause: Lack of campus level training specifically tailored to students on the autisim spectrum or with ADHD due to rising enrollement from 13% to 19% in one school year.

Problem Statement 2 (Prioritized): While our overall absence rate has decreased from 4.6 to 2.8 chronically absent students, we are experiencing a rise in early dismissals with 50 on average each week.
Root Cause: Communication Gap- There is a lack of clear communication between the school and parents regarding the importance of attending and completing the school day.

Student Learning

Student Learning Summary

An analysis of STAAR performance data provides insight into student achievement and instructional effectiveness at Alice Carlson Applied Learning Center. The following tables present 2026 STAAR results disaggregated by content area, highlighting campus performance at the Approaches, Meets, and Masters Grade Level standards in English Language Arts/Reading, Mathematics, and Science. This data is used to identify strengths, monitor progress toward gradelevel mastery, and determine priority areas for instructional improvement to ensure equitable outcomes for all student groups.

ELA/Reading – All Grades (2026)

Performance Level	Campus
Approaches Grade Level or Above	94%
Meets Grade Level or Above	81%
Masters Grade Level	48%

Mathematics – All Grades (2026)

Performance Level	Campus
Approaches Grade Level or Above	89%
Meets Grade Level or Above	67%
Masters Grade Level	37%

Science – All Grades (2025)

Performance Level	Campus
Approaches Grade Level or Above	89%
Meets Grade Level or Above	63%

Performance Level	Campus
Masters Grade Level	26%

Student Learning Strengths

High Achievement in ELA/Reading

English Language Arts/Reading continues to be a notable strength for the campus. In 2026, 94% of students performed at Approaches Grade Level or Above, 81% performed at Meets Grade Level or Above, and 48% performed at Masters Grade Level.

Strong Performance Across Content Areas

In addition to ELA/Reading, students demonstrate solid performance in mathematics and science, with a majority meeting the Approaches Grade Level standard and an increasing number achieving at the Meets and Masters levels. These outcomes indicate growing conceptual understanding and improved problemsolving skills across disciplines.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): espite strong performance at the Approaches level (89%), 2026 STAAR Mathematics data show that 67% of students reached Meets Grade Level and 37% reached Masters Grade Level.
Root Cause: Small-group instruction and intervention systems primarily target students at risk of not meeting Approaches, resulting in fewer targeted opportunities for students already at grade level to receive enrichment, extension, and higher-level problem-solving practice necessary for Meets and Masters performance.

Problem Statement 2 (Prioritized): Special Education students continue to perform below overall campus outcomes in mathematics. In 2026, 45% of Special Education students reached Meets Grade Level and 23% reached Masters Grade Level, compared to campus outcomes of 67% Meets and 37% Masters.
Root Cause: Special education math supports are not consistently delivering grade-level rigorous instruction with appropriate scaffolds.

School Processes & Programs

School Processes & Programs Summary

Programs and Processes Overview

Alice Carlson Applied Learning Center’s (ACALC) programs and processes are intentionally designed and reviewed annually through collaborative campus committees that include staff, students, and community stakeholders. This shared leadership model ensures that programs remain responsive to student needs and aligned to the campus mission. Some initiatives are studentled, others are stafffacilitated, and several are implemented in partnership with community members, reinforcing authentic learning and civic responsibility.

Key programs and processes include the Positive Discipline Model (Wheel of Choice, class meetings, and restorative practices), Interest Clusters, Student Portfolios, StandardsBased Report Cards, Student Narratives, Service Clubs, Academic Applied Learning Projects, and Service Applied Learning Projects. Together, these systems support academic growth, socialemotional development, student agency, and realworld application of learning.

Key Aspects of the Instructional Program

StandardsBased Instruction

In addition to alignment with the Texas Essential Knowledge and Skills (TEKS), ACALC incorporates National Standards for Mathematics, Science, and Social Studies, as well as NCEE standards for Reading, Writing, and Applied Learning. This comprehensive standards framework ensures rigorous, vertically aligned instruction while supporting interdisciplinary and applied learning experiences.

StandardsBased, TeacherDesigned Learning

Teachers design units of study, lessons, and both formative and summative assessments that intentionally integrate applied learning behaviors. Instruction emphasizes:

- Multilevel problem solving
- Research skills using print and digital sources, expert interviews, observations, and fieldwork
- Realworld connections
- Ongoing student reflection

Through these practices, students are guided to become leaders of their own learning, developing independence, ownership, and accountability for academic growth.

Problem Solving as the Core of Applied Learning

Problem solving is the central focus of instruction at ACALC. Learning experiences are structured around one of three types of authentic problem solving:

1. Designing a Product, Service, or System
   Students identify needs and design solutions through the creation of new products, services, or systems that address realworld challenges.

2. Improving a System
   Students study how systems of people, processes, and tools function, identify inefficiencies or problems, and develop strategies to improve effectiveness.

3. Planning and Organizing an Event or Activity
   Students take responsibility for all phases of planning and organizing an event or activity, from initial concept through implementation and reflection.

These approaches promote critical thinking, collaboration, and the application of academic knowledge in meaningful contexts.

School Processes & Programs Strengths

Qur cohesive, student-centered applied learning model is the cornerstone of our educational approach. This model ensures that each student's learning experience is tailored to their individual needs and interests, promoting a deeper engagement with the material. Our commitment to collaborative processes means that teachers, students, and parents work together to create a supportive learning environment where everyone’s voice is valued and heard.

Standards-based instruction is integral to our curriculum, ensuring that all students meet and exceed the educational benchmarks necessary for their academic success. By integrating authentic problem-solving experiences into our teaching, we provide students with real-world challenges that enhance their critical thinking skills and prepare them for future endeavors. This approach not only fosters academic growth but also encourages students to take ownership of their learning journey, instilling a sense of responsibility and independence that will serve them well beyond their school years.
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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to strengthen alignment between Friday Clusters and grade-level academic rigor to increase student performance across 3rd-5th grade.
Root Cause: Volunteers do not have clear guidelines for academic correlation to their cluster fair project.

Problem Statement 2 (Prioritized): Students in grades 4 and 5 performing well below grade level (20 math and 9 RLA) are not able to host high quality student led conferences where parents understand what areas of growth are needed.
Root Cause: There is not a differientiated protocol for our tier 2 and 3 students to have a successful entry point to plan their conference and execute it well.

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. Alice Carlson is the only school in Texas, and one of three in the nation to receive the Phoebe Apperson Hearst Award in innovative school-family engagement.

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 highly valued by parents and is a key factor in their decision to choose ACALC over other school environments. With ongoing campus support, families embrace and implement Applied Learning (AL) behaviors at home. This collaboration significantly enhances our students' sense of ownership and accountability in their learning journey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Grade level communication is not consistent across the grade level team and/or across grade level bands.
Root Cause: Kindergarten and first grade teachers send newsletters weekly, where other grade levels send them "as needed" causing confusion among parents and stakeholders.

Problem Statement 2: Messaging about our program components is delivered at four family events before school starts, but we still have parents, about 20%, that are at AC who do not fully understand our model, resources, and communication protocol.
Root Cause: Although parent access to program components has increased, there is no comprehensive reference guide outlining "best practices" for Applied Learning parents, leading to inconsistent support and engagement.

Priority Problem Statements

Problem Statement 1: Special Education students continue to perform below overall campus outcomes in mathematics. In 2026, 45% of Special Education students reached Meets Grade Level and 23% reached Masters Grade Level, compared to campus outcomes of 67% Meets and 37% Masters.

Root Cause 1: Special education math supports are not consistently delivering grade-level rigorous instruction with appropriate scaffolds.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: espite strong performance at the Approaches level (89%), 2026 STAAR Mathematics data show that 67% of students reached Meets Grade Level and 37% reached Masters Grade Level.

Root Cause 2: Small-group instruction and intervention systems primarily target students at risk of not meeting Approaches, resulting in fewer targeted opportunities for students already at grade level to receive enrichment, extension, and higher-level problem-solving practice necessary for Meets and Masters performance.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Staff members have inconsistent capacity in meeting the academic, behavioral, and social-emotional needs of neurodiverse students.

Root Cause 3: Lack of campus level training specifically tailored to students on the autisim spectrum or with ADHD due to rising enrollement from 13% to 19% in one school year.

Problem Statement 3 Areas: Demographics

Problem Statement 4: While our overall absence rate has decreased from 4.6 to 2.8 chronically absent students, we are experiencing a rise in early dismissals with 50 on average each week.

Root Cause 4: Communication Gap- There is a lack of clear communication between the school and parents regarding the importance of attending and completing the school day.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a need to strengthen alignment between Friday Clusters and grade-level academic rigor to increase student performance across 3rd-5th grade.

Root Cause 5: Volunteers do not have clear guidelines for academic correlation to their cluster fair project.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students in grades 4 and 5 performing well below grade level (20 math and 9 RLA) are not able to host high quality student led conferences where parents understand what areas of growth are needed.

Root Cause 6: There is not a differientiated protocol for our tier 2 and 3 students to have a successful entry point to plan their conference and execute it well.

Problem Statement 6 Areas: School Processes & Programs

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from x% to y%.

Performance Objective 1: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 90% to 95% by June 2027.

Increase the performance of Emergent Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 73% to 80% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Implement targeted reading interventions for students who are below grade level. We will prioritize our EB and AA studentswho are not meeting growth measures.

Strategy's Expected Result/Impact: Decrease in tier 2 and 3 supports needed when students enter grades 3-5.

Staff Responsible for Monitoring: Susan Titus/Administration

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **ESF Levers:**
Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Reading Intervention will take place 30 minutes 4 days a week in a pull-out with our campus Reading Interventionist specifically addressing the needs of EB and AA students not reading on grade level in K-2. The intervention teacher will measure progress each 9 weeks and upload reports in Branching Minds and send home. The ILT team will meet with the intervention teacher each quarter to review individual student growth and determine new groups for the next quarter. **Intended Audience:** K-2 Students **Provider / Presenter / Person Responsible:** Susan Titus **Date(s) / Timeframe:** We will evaluate students being servicedevery 9 weeks and make adjustments to the roster based on assessment outcomes. **Collaborating Departments:** Classroom Teachers **Delivery Method:** Pull-Out Intrervention			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: espite strong performance at the Approaches level (89%), 2026 STAAR Mathematics data show that 67% of students reached Meets Grade Level and 37% reached Masters Grade Level. **Root Cause**: Small-group instruction and intervention systems primarily target students at risk of not meeting Approaches, resulting in fewer targeted opportunities for students already at grade level to receive enrichment, extension, and higher-level problem-solving practice necessary for Meets and Masters performance.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from x% to y%.

Performance Objective 2: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 75% to 80% by June 2027.

Increase the performance of Special Education students from 59% to 69% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Utilize special education staff to work off contract during fall and spring Academic Intersession to deliver instruction to tier three and SE students in grades K-5.

Strategy's Expected Result/Impact: Increase in the number of students meeting grade level standards from fall to spring benchmark.

Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will work 10 additional days for three hour blocks that include 1.5 hours of literacy daily. Progress will be measured by the increase from BOY to MOY Map Reading (Intersession in October). It will again be monitored by MOY to EOY Map Reading (Intersession in March). The ILT team will meet with the special education staff after each intersession in SST meets to evaluate impact of implementation on student learning. **Intended Audience:** K-5 tier 3 and SE students **Provider / Presenter / Person Responsible:** Special Education Team **Date(s) / Timeframe:** Fall and Spring Intersession **Collaborating Departments:** Classroom Teachers **Delivery Method:** Pull-Out and Inclusion			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: espite strong performance at the Approaches level (89%), 2026 STAAR Mathematics data show that 67% of students reached Meets Grade Level and 37% reached Masters Grade Level. **Root Cause**: Small-group instruction and intervention systems primarily target students at risk of not meeting Approaches, resulting in fewer targeted opportunities for students already at grade level to receive enrichment, extension, and higher-level problem-solving practice necessary for Meets and Masters performance.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from x% to y%.

Performance Objective 1: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 87% to 93% by June 2027.

Increase the performance of African American students from 60% to 70% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Employ a math tutor who will Implement targeted math interventions for students who we identifiy at tier 2 and 3 in math.

Strategy's Expected Result/Impact: Decrease in tier 2 and 3 supports needed in grades 3-5.

Staff Responsible for Monitoring: Math Tutor/Administration

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Math Intervention will take place 30 minutes 2 days a week in a pull-out with our campus math tutor. The ILT team will meet with the intervention teacher each quarter to review individual student growth and determine new groups for the next quarter. **Intended Audience:** Students in grades 3-5 **Provider / Presenter / Person Responsible:** Math Tutor **Date(s) / Timeframe:** We will evaluate students being serviced every 9 weeks and make adjustments to the roster based on assessment outcomes. **Collaborating Departments:** Classroom Teachers **Delivery Method:** Pull-Out			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Special Education students continue to perform below overall campus outcomes in mathematics. In 2026, 45% of Special Education students reached Meets Grade Level and 23% reached Masters Grade Level, compared to campus outcomes of 67% Meets and 37% Masters. **Root Cause**: Special education math supports are not consistently delivering grade-level rigorous instruction with appropriate scaffolds.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from x% to y%.

Performance Objective 2: Increase the percentage of 3rd grade students that score Meets Grade Level or Above on Math benchmark assessments from 72% to 80% by June 2027.

Increase the performance of Special Education students from 45% to 55% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Utilize special education staff to work off contract during fall and spring Academic Intersession to deliver instruction to students in special education in grades K-5.

Strategy's Expected Result/Impact: Increase in the number of students meeting grade level standards from fall to spring benchmark.

Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will work10 additional days for three hour blocks that include 1.5 hours of math daily. Progress will be measured by the increase from BOY to MOY Map Math (Intersession in October). It will again be monitored by MOY to EOY Map Math (Intersession in March). The ILT team will meet with the special education staff after each intersession in SST meets to evaluate impact of implementation on student learning. **Intended Audience:** K-5 tier three and SE students. **Provider / Presenter / Person Responsible:** Special Education Team **Date(s) / Timeframe:** Fall and Spring Intersession **Collaborating Departments:** Classroom Teachers **Delivery Method:** Small Group			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Special Education students continue to perform below overall campus outcomes in mathematics. In 2026, 45% of Special Education students reached Meets Grade Level and 23% reached Masters Grade Level, compared to campus outcomes of 67% Meets and 37% Masters. **Root Cause**: Special education math supports are not consistently delivering grade-level rigorous instruction with appropriate scaffolds.

Goal 3: Reduce the percent of students who are chronically absent (absent more that % of the school year) from x% to y%.

Performance Objective 1: Decrease the number students who are chronically absent (absent more than 10%) from 4% to 2% by June 2027.
Decrease the number and percentage of Hispanic students or the student group that is most marginalized by instruction on our campus from 6 students to 3 students by June 2027.

Evaluation Data Sources: One Source: chronically absent list

Strategy 1: 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: Decrease chronic absence rates

Staff Responsible for Monitoring: Administration/Attendance Committee

ESF Levers:
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus Attendance Committee will establish 9-week attendance goals with a tracking/monitoring system. The principal will be responsible for personally reaching out to students on our chronically absent list each cycle. **Intended Audience:** K-5 Students **Provider / Presenter / Person Responsible:** Attendance Committee/Principal **Date(s) / Timeframe:** Every 9 Weeks **Collaborating Departments:** Administration **Delivery Method:** Campus-Wide			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: While our overall absence rate has decreased from 4.6 to 2.8 chronically absent students, we are experiencing a rise in early dismissals with 50 on average each week. **Root Cause**: Communication Gap- There is a lack of clear communication between the school and parents regarding the importance of attending and completing the school day.