

Fort Worth Independent School District

101 Alice Carlson

2021-2022 Campus Improvement Plan



Mission Statement

Our mission at Alice Carlson Applied Learning Center is to educate, empower, and nurture life-long learners through applied learning. We are united by the following core values:

Authenticity - we work to find solutions to real-world problems

Choice - we provide choices to encourage students to be accountable for their own learning

Rigor - we differentiate instruction to challenge and engage all students in meaningful learning opportunities

Collaboration – we work in teams and involve families, Community Partners, corporations and practicing professionals to strengthen our program

Community - we study our local history, culture, and environment to understand our world and make it better through empathy and action

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	12
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.	13
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	14
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	16
Goal 5: Increase fidelity to the FWISD Applied Learning Program through adherence to the Applied Learning pillars and instructional pedagogy.	20
Campus Funding Summary	22

Comprehensive Needs Assessment

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 2019-2020:

- Hispanic: 33%
- African American: 4.4%
- White: 57.7%
- Asian: 0.5%
- Two or more races: 3.4%
- Pacific Islander: 0.3%
- American Indian: 0.8%

Our campus can enroll up to 396 students each school year. Families must apply for enrollment to attend Carlson. Our school community is represented by up to 26 zip codes in Fort Worth. In 2019-2020, we saw a decrease in campus enrollment of 29 families. For the 2021-2022 school year, Carlson is expected to be at full capacity.

Demographics Strengths

Our campus currently has a 97.92% attendance rate which is up from last year by 1.8%. Our campus attributes the high attendance rate during the pandemic to a strong partnership with parents and a focus on high-quality, engaging instruction.

Carlson employs a talented teaching staff. Three teachers were hired this year, two having successful careers at other specialty campuses in DFW. The turnover rate among staff is low because of the mutual respect and teacher leadership fostered in our school community. 70% of our staff have more than 11 years of experience. 45.8% have a Master's degree.

While our campus is not racially diverse, our discipline referrals reflect an equitable distribution based on our student population in each ethnic group. During the 2019-2020 school year, 67% of student referrals were represented by our white students that make up 60% of the campus. 17% of discipline referrals were represented by our Hispanic students that make up 29% of the campus. 8% of referrals were represented by our African American students that make up 5% of our school population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While the discipline data is equitably dispersed through our student groups, we had 12 students with duplicate referrals. Documentation and intervention supports are at 0% in Branching Minds for these students. **Root Cause:** There is not a clearly developed discipline response process in place at Carlson and Branching Minds was introduced to the staff in January, 2021.

Student Learning

Student Learning Summary

Alice Carlson Applied Learning Center earned a (B) rating during the 2018-2019. The overall rating is based on three categories: student achievement, school progress and closing the gaps.

Accountability Breakdown:

- Student Achievement - 88
- School Progress - 70
- Closing the Gaps - 73

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

According to current, 2020-21 MOY MAP data, all grade levels K-5 exceed national norms in the area of reading and all grade levels, excluding 3rd grade, exceed national norms in the area of mathematics.

Student Learning Strengths

ACALC has a committed focus on reading and writing, as evidenced by high academic achievement in 4th grade writing, 82% passing and 38% above the district on Meets Standards expectations in 2019. In addition, 90% of all students in grade 3-5 approached grade level standards in reading during 2019, with 64% at Meets Standards. This almost doubles the district on this particular accountability measure.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While RIT and state assessment data, as measured by NWEA MAP and STAAR in the areas of math and reading exceed the district, academic growth shows a small margin of gain, and in some grade levels, a negative gain from BOY data to MOY data during 2020-2021. **Root Cause:** MTSS processes are not clearly defined to support evidenced based interventions for below level learners.

School Processes & Programs

School Processes & Programs Summary

The program and processes of Alice Carlson Applied Learning Center are driven by the 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 ACALC teachers to be trained in the Applied Learning pedagogy and be G/T certified.

ACALC school wide plans and procedures 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, Interest Clusters, Portfolios, Standards Based Reports, Student Narratives, Service Clubs, Academic Applied Learning Projects and Service Applied Learning Projects.

School Processes & Programs Strengths

ACALC has strong collaborative committees that design and assess the effectiveness of our programs. We have an effective master schedule that includes all core classes, specials, resource, inclusion, dyslexia, OLE use, and instructional breaks.

Teachers are provided double planning every week to work in their professional learning communities - collaborative planning, study student work, respond to data analysis, etc.

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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Carlson has 18 classroom teachers of which 3 have not had formal applied learning training. **Root Cause:** Administration and master teacher turnover due to retirement from the district combined with no district level training has decreased program training for teachers new to AL.

Problem Statement 2 (Prioritized): Narrative reports differ in content and depth by grade level and/or teacher causing a lack of continuity in reporting progress for each child. **Root Cause:** Administration and master teacher turnover due to retirement combined with no current collaboration on narrative alignment.

Perceptions

Perceptions Summary

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

The mission at Alice Carlson Applied Learning Center is to educate, empower, and nurture life-long learners through applied learning. We are united by the following core values:

- Authenticity – we work to find solutions to real-world problems
- Choice –we provide choices to encourage students to be accountable for their learning
- Rigor – we differentiate instruction to challenge and engage all students in meaningful learning opportunities
- Collaboration – we work in teams and involve families, Community Partners- corporations and practicing professionals
- Community – we study our local history, culture, and environment to understand our world and make it better through empathy and action

Our purpose is to encourage children to learn both independently and as team members in a stimulating environment with strong links to the community. Students are organized by grade level for some activities and by multi-age groupings for others as they learn about themselves and their world.

Perceptions Strengths

Three surveys were administered this year to our staff, students, and families.

Our two areas of strength on the teacher survey were Staff-Leadership Relationships at 91% positive and Inviting Work Environment at 89% positive.

One area of strength stood out the most on the student survey in the area of Supportive Relationships at 89% positive for 3rd-5th grade students.

96% of our parents either strongly agreed or agreed that Carlson encourages them to be an active partner in educating their children. 94% of families feel that the school really cares about their child.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students do not have built in strategies for managing their own social/emotional well-being as evidenced by less than half, 48% of students responded positively that they are able to self-regulate. **Root Cause:** Inconsistent implementation of SEL lessons and strategies targeting student needs .

Priority Problem Statements

Problem Statement 1: While the discipline data is equitably dispersed through our student groups, we had 12 students with duplicate referrals. Documentation and intervention supports are at 0% in Branching Minds for these students.

Root Cause 1: There is not a clearly developed discipline response process in place at Carlson and Branching Minds was introduced to the staff in January, 2021.

Problem Statement 1 Areas: Demographics

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, academic growth shows a small margin of gain, and in some grade levels, a negative gain from BOY data to MOY data during 2020-2021.

Root Cause 2: MTSS processes are not clearly defined to support evidenced based interventions for below level learners.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Carlson has 18 classroom teachers of which 3 have not had formal applied learning training.

Root Cause 3: Administration and master teacher turnover due to retirement from the district combined with no district level training has decreased program training for teachers new to AL.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Narrative reports differ in content and depth by grade level and/or teacher causing a lack of continuity in reporting progress for each child.

Root Cause 4: Administration and master teacher turnover due to retirement combined with no current collaboration on narrative alignment.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Students do not have built in strategies for managing their own social/emotional well-being as evidenced by less than half, 48% of students responded positively that they are able to self-regulate.

Root Cause 5: Inconsistent implementation of SEL lessons and strategies targeting student needs .

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Effective Schools Framework 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
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

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: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 76% to 86% by May 2022.

Increase the percentage of economically disadvantaged students on our campus (gender, race, program, other) from 53.9% to 63% by May 2022.

HB3 Goal

Evaluation Data Sources: MAP EOY Results

Strategy 1 Details	Reviews			
Strategy 1: Hire a reading acceleration support staff member who will work with K-2 students to focus and scaffold on-grade level skills. Strategy's Expected Result/Impact: Early acceleration in grades K-2 will produce on-level readers in grade 3. Staff Responsible for Monitoring: Administration and campus tutor. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: LLI Intervention Kit 1 - SCE (199 PIC 24) - 199-11-6329-001-101-24-243-000000- - \$1,272	Formative			Summative
	Nov	Jan	Mar	June
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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: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 42.7% to 60% by May 2022.

Increase the percentage of African American students on our campus (gender, race, program, other) from 22.7% to 40% by May 2022.

HB3 Goal

Evaluation Data Sources: MAP Growth EOY Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Year 2 implementation of the Multi-Tiered System of Supports/Branching Minds to identify struggling readers and create plans for success using research based strategies.</p> <p>Strategy's Expected Result/Impact: Case managers overseeing the MTSS program will support teachers in identifying needs and addressing needs early will result in an increase in student performance over time.</p> <p>Staff Responsible for Monitoring: MTSS case managers and teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: While RIT and state assessment data, as measured by NWEA MAP and STAAR in the areas of math and reading exceed the district, academic growth shows a small margin of gain, and in some grade levels, a negative gain from BOY data to MOY data during 2020-2021. Root Cause: MTSS processes are not clearly defined to support evidenced based interventions for below level learners.</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 2024.

Performance Objective 1: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 41.9% to 56% by May 2022.

Increase the percentage EL students on our campus (gender, race, program, other) from 20% to 35% by May 2022.

Evaluation Data Sources: MAP Growth EOY Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a vertically aligned math supplement in grades K-5 to address math fluency needs through the implementation of daily Math Talks.</p> <p>Strategy's Expected Result/Impact: Students will gain a greater understanding of math fluency with the implementation of number strategies that builds each year from K to 5th grade.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress  Accomplished  Continue/Modify  Discontinue</p>				

Goal 3: CCMR





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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 53% to 63% by May 2022.

Increase the percentage of students receiving special education services from 29% approaches to 40% and 0% Meets to 15% meets by May 2022.

HB3 Goal

Evaluation Data Sources: STAAR 2020-2021

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement tier 2 and 3 phonics intervention for struggling readers in grades 3-5 to address foundational gaps in reading.</p> <p>Strategy's Expected Result/Impact: Students will receive intervention supports and tier 1 instruction increasing their reading readiness.</p> <p>Staff Responsible for Monitoring: Administrators and tutor</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: CCMR





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

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 32% to 48% by May 2022.

Increase the percentage of African American students on our campus (gender, race, program, other) from 6% to 20% by May 2022.

HB3 Goal

Evaluation Data Sources: STAAR 2020-2021

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a vertically aligned math supplement in grades K-5 to address math fluency needs through the implementation of daily Math Talks.</p> <p>Strategy's Expected Result/Impact: Students will gain a greater understanding of math fluency with the implementation of number strategies that builds each year from K to 5th grade.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
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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 are chronically absent from 0.8% to 0.5% by May 2022.

Decrease the number and percentage of Economically Disadvantaged students on our campus from 2% to 1% by May 2022.

Evaluation Data Sources: Attendance Data Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Office staff will collaborate to provide targeted parent engagement strategies to increase the awareness on the importance of daily attendance.</p> <p>Strategy's Expected Result/Impact: Increase in attendance.</p> <p>Staff Responsible for Monitoring: Campus clerk, secretary, and administrative team</p> <p>ESF Levers: Lever 3: Positive School Culture</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 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 Panorama SEL Survey from 67% to 77% by May 2022.

Increase positive response by African American students on our campus from 61.7% to 72% by May 2022.

Evaluation Data Sources: Panorama SEL survey

Strategy 1 Details	Reviews			
Strategy 1: Consistent implementation of Positive Discipline and new counseling curriculum in the new year. Strategy's Expected Result/Impact: Increase in positive student response to the learning environment Staff Responsible for Monitoring: Administration and Counselor Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:





Perceptions
Problem Statement 1: Students do not have built in strategies for managing their own social/emotional well-being as evidenced by less than half, 48% of students responded positively that they are able to self-regulate. Root Cause: Inconsistent implementation of SEL lessons and strategies targeting student needs .

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 in and out of school suspensions for Economically Disadvantaged students from 1% to 0% by May 2022.

Evaluation Data Sources: 2020-2021 Suspension Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase use of MTSS for documentation of tier 2 and tier 2 behaviors and create campus-wide response process for student behaviors.</p> <p>Strategy's Expected Result/Impact: Research based behavior interventions will increase and staff processes for documentation will be clear.</p> <p>Staff Responsible for Monitoring: MTSS case managers</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:





Demographics
<p>Problem Statement 1: While the discipline data is equitably dispersed through our student groups, we had 12 students with duplicate referrals. Documentation and intervention supports are at 0% in Branching Minds for these students. Root Cause: There is not a clearly developed discipline response process in place at Carlson and Branching Minds was introduced to the staff in January, 2021.</p>

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

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

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 84.1 % to 90% by May 2022.





Evaluation Data Sources: Panorama SEL survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Target families with low engagement in campus events to create a greater sense of belonging and awareness of parent partnership.</p> <p>Strategy's Expected Result/Impact: Increase in parent engagement across all populations.</p> <p>Staff Responsible for Monitoring: Administration and communication team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase fidelity to the FWISD Applied Learning Program through adherence to the Applied Learning pillars and instructional pedagogy.

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

Evaluation Data Sources: Staff Attendance
 Summer Institute Feedback Form
 TTESS Evidence of Implementation

Strategy 1 Details	Reviews			
<p>Strategy 1: Set campus requirements for staff attendance of foundational Applied Learning training.</p> <p>Strategy's Expected Result/Impact: Teachers K-5 will implement Applied Learning best practices with fidelity.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Carlson has 18 classroom teachers of which 3 have not had formal applied learning training. Root Cause: Administration and master teacher turnover due to retirement from the district combined with no district level training has decreased program training for teachers new to AL.</p>

Goal 5: Increase fidelity to the FWISD Applied Learning Program through adherence to the Applied Learning pillars and instructional pedagogy.

Performance Objective 2: Creation of a K-8 Applied Learning Accountability Metrix tailored to our elementary specialized program.

Evaluation Data Sources: Metrix Rubric
 Observations
 Surveys
 Authentic Artifacts

Strategy 1 Details	Reviews			
<p>Strategy 1: Train staff on performance rubrics for teacher facilitators and students. Strategy's Expected Result/Impact: Instruction is aligned to applied learning behaviors and best practices. Staff Responsible for Monitoring: Admin Vertical Teams TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom teachers will facilitate at least one Applied Learning project and one Service Learning project each year. Strategy's Expected Result/Impact: Student driven authentic learning experiences designed for a specific audience. Staff Responsible for Monitoring: Admin and Teachers ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Carlson has 18 classroom teachers of which 3 have not had formal applied learning training. Root Cause: Administration and master teacher turnover due to retirement from the district combined with no district level training has decreased program training for teachers new to AL.</p>

Campus Funding Summary

SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	LLI Intervention Kit 1	Reading materials for classroom use	199-11-6329-001-101-24-243-000000-	\$1,272.00
Sub-Total						\$1,272.00
Budgeted Fund Source Amount						\$1,272.00
+/- Difference						\$0.00
Grand Total						\$1,272.00