

Fort Worth Independent School District

101 Alice Carlson

2022-2023 Campus Improvement Plan

Accountability Rating: B



Mission Statement

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

We are united by the following core values:

Choice: We provide choices to encourage students to be accountable for their own learning and discover their voice while respecting others' differences.

Rigor: We challenge all students to engage in meaningful learning opportunities asking them to reflect and self-assess.

Authenticity: We create an environment that promotes problem identification, inquiry, and problem solving to find solutions to real world problems.

Community: We engage in our local community to interact with our world. We learn to make our world better through empathy, respect, and action.

Collaboration: We guide students to work in teams to encourage thinkers, problem solvers and lifelong learners.

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

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

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

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 2020-2021:

- Hispanic: 37%
- African American: 5.1%
- White: 53.2%
- Asian: 0.8%
- Two or more races: 3.2%
- Pacific Islander: 0.3%
- American Indian: 0.3%

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.

Demographics Strengths

Carlson employs a talented teaching staff. We hired one teacher in 2021-2022 and this is a former Carlson teacher coming back to the classroom. 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. 2021-2022 Semester 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Alice Carlson has increased the number of Hispanic students from 27% to 37% of the student population from EOY 2019 to EOY 2021. However, our African American population remains unchanged from 5.2% EOY 2019 to 5.1% EOY 2021. **Root Cause:** The majority of advertisement for the program at Alice

Carlson is via social media and district website. Families not familiar are unaware of the lottery process.

Problem Statement 2: Alice Carlson has a total capacity of 396 students, however, there were only 370 students enrolled at the beginning of the 2020-2021 school year. **Root Cause:** Families have multiple choices now between home campus, charter schools, and/or private.

Student Learning

Student Learning Summary

Alice Carlson Applied Learning Center earned a (B) rating during the 2018-2019, 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 2019 Overall 84 B

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

Accountability Breakdown 2022 Overall 87 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, writing and science during the 2021-2022 school year. According to current, 2021-2022 MOY MAP data, all grade levels K-5 exceed national norms in the area of reading and math.

Student Learning Strengths

ACALC has a committed focus on reading and writing. Pandemic year 2020-2021, Carlson had 77% of all 3rd-5th grade students approached reading standards. This is 23% above the district average. Of that, 53% met standard, surpassing the district goal for meets or above. School Year 2021-2022, 88% of all 3rd-5th grade students approached reading standard. Of that 72% met standrad.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Prior to 20-21, Carlson had an overall average of 85% of students approaching and 55% meeting standards in mathematics. The grade level impacted the most in 20-21 was third grade mathematics with only 19% of students meeting as compared to 37% in fourth grade and 39% in 5th grade. **Root Cause:** 30% of white students met grade level standard in 3rd grade as compared to 13% Hispanic and 0% African American.

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. **Root Cause:** 2021-2022 MTSS year two implementation provided teachers with stronger documentation practices but we still need to identify and utilize evidence based interventions to support acceleration of below level learners in order to grow each child.

School Processes & Programs

School Processes & Programs Summary

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.

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.

There are nine areas of competence in Applied Learning:

- Collecting, analyzing, and organizing information;
- Communicating ideas and information;
- Planning and organizing resources;
- Working with others and in teams;
- Solving problems;
- Using mathematical ideas and techniques;
- Using technology;
- Teaching and learning on demand;
- Understanding and designing systems.

There are five performance standards in Applied Learning:

- Problem Solving;
- Communication Tools and Techniques;
- Information Tools and Techniques;
- Learning and Self-management Tools and Techniques;
- Tools and Techniques for Working With Others.

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 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: Teachers at Alice Carlson partnered with the other three AL campuses in FWISD to build a foundational training (Level 1) for all teachers at our campuses. However, Level 2 training has not been developed and there are no identified teachers to deliver Level 1 while the remaining staff get Level 2 in 2022-2023. **Root Cause:** While the district has robust learning opportunities for traditional campuses, AL campuses must design their own training on components of Applied Learning.

Problem Statement 2 (Prioritized): Standards Based Report Cards (specifically in math and science) are lacking in detail related to alignment to the TEKS. **Root Cause:** Texas standards have changed but SBRs have not been updated at Carlson.

Perceptions

Perceptions Summary

The purpose of Applied Learning is to encourage 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.

The work follows a constructivist view of learning. Our work involves an intellectual process in which learners develop what they know by fitting new ideas together with ideas they have already learned from previous experience. Rather than passively taking in information, students gain knowledge through a process of action, reflection and construction. This work also hinges on the idea that knowledge is constructed through interaction with others. Each student is unique and the process they experience in gaining knowledge is unique as well.

Critical Components of Our Work:

- Teachers are facilitators and lifelong learners alongside our students.
- Problem solving is central to all of the work we do. Students are encouraged to find answers to questions rather than being taught facts.
- Leaders of their own learning - students are guided and encouraged to set goals throughout the year, plan steps to reach those goals, and
- Rubrics guide our work. Rubrics are based on standards. Students are involved in creating standards based rubrics. Students are expected to use rubrics to guide their work. Students self-assess their work using rubrics.
- Teachers are always monitoring and adjusting lessons as needed based on information gathered through conferring one on one with students and in small groups.
- Group work is recognized as a life skill and students learn to recognize and appreciate the value of collaboration.
- Daily Class Meetings build a sense of community and promote positive solution seeking for issues within that community. They help students develop their voice and grow their empathy.
- Intersession - one week in the Fall and one week in the Spring where students who are struggling with specific academic needs attend school in small focused groups. This time provides students not only a boost for closing academic gaps, but also opportunities to build confidence by creating a safe environment that promotes risk taking by encouraging students to ask questions. They return to the regular classroom with a firmer grasp on academics and participate in our ongoing work with more self-assurance about their abilities.

Perceptions Strengths

We surveyed both staff and students at the beginning of the 2021-2022 school year. The overall average of positive responses related to the school leadership/staff relationship yielded 92.7%. 87% of students surveyed in grades 3rd-5th indicated that they have a mutually respectful relationship with teachers. 73% indicated that they would be excited to have their teacher again, and 85% indicated that they have a friend at school that they can count on to help.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student positive responses regarding how well 3rd-5th grade students regulate their emotions as determined by the Panorama survey fell from 48% BOY 2020-2021 to 45% EOY. 2022-2023 BOY data reveals 41% responding positively to the same question. **Root Cause:** The new counseling curriculum was introduced during guidance three times per 9-weeks. Students need more exposure to the program.

Priority Problem Statements

Problem Statement 1: Alice Carlson has increased the number of Hispanic students from 27% to 37% of the student population from EOY 2019 to EOY 2021. However, our African American population remains unchanged from 5.2% EOY 2019 to 5.1% EOY 2021.

Root Cause 1: The majority of advertisement for the program at Alice Carlson is via social media and district website. Families not familiar are unaware of the lottery process.

Problem Statement 1 Areas: Demographics

Problem Statement 3: Student positive responses regarding how well 3rd-5th grade students regulate their emotions as determined by the Panorama survey fell from 48% BOY 2020-2021 to 45% EOY. 2022-2023 BOY data reveals 41% responding positively to the same question.

Root Cause 3: The new counseling curriculum was introduced during guidance three times per 9-weeks. Students need more exposure to the program.

Problem Statement 3 Areas: Perceptions

Problem Statement 2: Standards Based Report Cards (specifically in math and science) are lacking in detail related to alignment to the TEKS.

Root Cause 2: Texas standards have changed but SBRs have not been updated at Carlson.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Male / Female 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

District Goals

District Goal 1: 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.

School 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 2023.





*Increase the percentage of Hispanic student performance on our campus from 68% to 78% by May 2023.

Evaluation Data Sources: MAP Fluency Results BOY results 2021 (pending EOY 2022 results)

Strategy 1: Improve quality of tier 1 instruction by implementing daily phonics workshop in grades K-2.

Strategy's Expected Result/Impact: Increase student readiness for oral reading by systematically building foundation skills in K-2 literacy classroom and reflecting on best practices in professional learning communities.

Staff Responsible for Monitoring: Implementation: K-2 Teachers
Monitoring and PLC Facilitation: Campus Administrators

Action Step 1 Details	Reviews			
Action Step 1: Spend every 3rd PLC week collaborating on phonics practices in regards to STR. Intended Audience: Teachers Date(s) / Timeframe: September-June Provider / Presenter / Person Responsible: Grade level teams Collaborating Departments: Vertical Teams and Admin Delivery Method: Professional Learning Communities	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 1: 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.

School 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 33% to 50% by May 2023.





*Increase the percentage of Hispanic students from 22% to 35% by May 2023.

Evaluation Data Sources: 2022 MOY Map Growth Reading Data

Strategy 1: Increase acceleration for students showing a lack of academic growth in the area of reading by targeting instructional needs.

Strategy's Expected Result/Impact: Increase in students meeting their expected growth measures.

Staff Responsible for Monitoring: Admin and Acceleration Teacher

Action Step 1 Details	Reviews			
<p>Action Step 1: Hire a full time Accelerated Reading Teacher to ensure direct and explicit instructional supports are implemented in K-5 for struggling readers.</p> <p>Intended Audience: Students</p> <p>Date(s) / Timeframe: Summer 2022: Hire August-June: Acceleration Support</p> <p>Provider / Presenter / Person Responsible: None</p> <p>Collaborating Departments: Acceleration Reading Teacher</p> <p>Delivery Method: Targeted Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Goal 2: 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.





School Performance Objective 1: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 75% to 80% by May 2023. Increase the percentage of Hispanic student performance from 64% to 70% by May 2023.

Evaluation Data Sources: 2022 MOY TX-KEA Math Data

Strategy 1: Year 2 implementation of daily math talks and number strings in 100% of math classrooms.

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

Action Step 1 Details	Reviews			
Action Step 1: Collaborate on best practice and review student work related to using strategies learned during daily number talks during student work review PLCs. Intended Audience: Students K-5 Date(s) / Timeframe: August-June Provider / Presenter / Person Responsible: Grade Level Vertical Teams Collaborating Departments: Admin and Instructional Support Delivery Method: Professional Learning Communities: Student Work Review Cycle	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 2: 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.

School Performance Objective 2: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 30% to 45% by May 2023.





Increase the percentage of Hispanic student performance from 24% to 35% by May 2023.

Evaluation Data Sources: 2022 MOY MAP Growth Math Data

Strategy 1: Year 2 implementation of daily math talks and number strings in 100% of math classrooms.

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Collaborate on best practice and review student work related to using strategies learned during daily number talks during student work review PLCs.</p> <p>Intended Audience: Students K-5</p> <p>Date(s) / Timeframe: August-June</p> <p>Provider / Presenter / Person Responsible: Grade Level Vertical Teams</p> <p>Collaborating Departments: Admin and Instructional Support</p> <p>Delivery Method: Professional Learning Communities: Student Work Review Cycle</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Fund materials for the math tutor that align with the Math Talks and Number Strings lessons that will be used in targeted acceleration groups</p> <p>Intended Audience: Students K-5</p> <p>Date(s) / Timeframe: EOY 2022-2023</p> <p>Provider / Presenter / Person Responsible: Teacher implementation and Administrative Monitoring</p> <p>Funding Sources: math intervention materials - SCE (199 PIC 24) - 199-11-6399-001-101-24-313-000000- - \$3,468</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>				

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 53% to 70% by May 2023.

Increase the percentage of economically disadvantaged students from 32% to 50% by May 2023.

Strategy 1: Improve quality of instruction by building teacher capacity in the area of literacy through data analysis and instructional planning.

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

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.





School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 32% to 45% by May 2023.

Increase the percentage of Hispanic students scoring at meets or above from 23% to 35% by May 2023.

Strategy 1: Improve quality of instruction by building teacher capacity in the area of math through data analysis and instructional planning.

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

Action Step 1 Details	Reviews			
Action Step 1: Year two implementation of Math Talks and Number Strings combined with year two PLC broad planning. Intended Audience: Teachers Date(s) / Timeframe: September 2022-May 2023 Provider / Presenter / Person Responsible: Admin/PLC Leads Collaborating Departments: PLC Vertical Teams Funding Sources: Materials and resources needed to scaffold instructional needs - BEA (199 PIC 25) - 199-11-6399-001-101-25-313-000000 - \$96	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 2 to 6 campus led events by May 2023.

Evaluation Data Sources: Community Participation and Feedback on events

Strategy 1: Develop Teacher Committees to oversee the planning of 2-3 student created campus events.

Strategy's Expected Result/Impact: Increase community involvement at campus led events

Staff Responsible for Monitoring: Event Committees

Strategy 2: Develop 4 Bringing Carlson Home events that involve a teacher-family book study model.

Strategy's Expected Result/Impact: Increased parent/family attendance and engagement at Bringing Carlson Home events.

Staff Responsible for Monitoring: Events Committee

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Increase the number of times we recognize the positive character traits formally through schoolwide implementation of PurposeFULL People.

Evaluation Data Sources: Google Form- Tracking Teacher/Staff Recommendations for Student Recognition

Strategy 1: School Counselor will implement school-wide PurposeFull people program year 2, adding on student recognition awards.

Strategy's Expected Result/Impact: Students will learn skills to support building there capacity to exhibit all 9 character traits.

Staff Responsible for Monitoring: All Staff

Campus Funding Summary

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	2	math intervention materials	Supplies and materials for instructional use	199-11-6399-001-101-24-313-000000-	\$3,468.00
Sub-Total							\$3,468.00
Budgeted Fund Source Amount							\$3,468.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Materials and resources needed to scaffold instructional needs	Supplies and materials for instructional use	199-11-6399-001-101-25-313-000000	\$96.00
Sub-Total							\$96.00
Budgeted Fund Source Amount							\$96.00
+/- Difference							\$0.00
Grand Total Budgeted							\$3,564.00
Grand Total Spent							\$3,564.00
+/- Difference							\$0.00