

# **Fort Worth Independent School District**

**101 Alice Carlson**

## **2023-2024 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: April 19, 2023

## 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 2021-2022

- Hispanic: 35.3
- African American: 7.2
- White: 53.2%
- Asian: 0.3%
- Two or more races: 3.6%
- 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 four teachers for the 2022-2023 school year. All four teachers are seasoned from other FWISD campuses or other surrounding districts. The turnover rate among staff is low because of the mutual respect and teacher leadership fostered in our school community. 63% of our staff have more than 11 years of experience. 45.9% 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. 2022-2023 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 a total capacity of 396 students, however, there were only 370 students enrolled at the beginning of the 2022-2023 school year. **Root Cause:** Families have multiple choices between home campus, charter schools, and/or private schools.

**Problem Statement 2:** Carlson has an overall rate of 92.84% attendance at semester end. We ended last school year at 94.07 but ended the year at 96.1. **Root Cause:** Administration's lack of communication around the impact of absences on student learning has resulted in a decline in attendance.

# Student Learning

## Student Learning Summary

Alice Carlson Applied Learning Center earned a (B) rating during the 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, writing and science during the 2021-2022 school year.

## Student Learning Strengths

88% of all 3rd-5th grade students approached reading standard in 2021-2022. Of that, 72% met standard. Carlson showed a 12% increase in math for all grade levels: approaches, meets, and masters. All grades math sub-populations increased from EOY 2021 to EOY 2022 in math. There was a drastic increase in our students in special education going from 29% to 75% at approaches or above in math.

## 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, 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.

**Problem Statement 2 (Prioritized):** 5th grade science scores decreased in approaches, meets, and masters from 2020 to 2021. **Root Cause:** Decreased emphasis on daily science instruction across grade levels, K-4.

**Problem Statement 3 (Prioritized):** While the campus saw an increases in STAAR results for math; 3rd grade from 19% meets to 42% meets and 4th grade from 37% meets to 46% meets, we are still not seeing meets and above % that mirror our literacy data. **Root Cause:** We have a solid reading and writing culture at Carlson. We need to continue to increase teacher capacity to plan and execute TEKS based lessons with Applied Learning standards.

# 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.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Applied Learning projects, both service and academic are being reduced while adult lead projects are increasing. **Root Cause:** Carlson has experienced a post COVID culture shift, including a lack of training on AL projects and opportunities to identify problems due to increased adult ownership.

**Problem Statement 2:** Carlson is in year 2 of PLC protocols but the time for broad planning and backward mapping is still limited in the cycles. **Root Cause:** Self contained teachers do not have the time needed to map for all subject areas and departmentalized teachers have limited collaboration partners.

# 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.

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 will be aligning 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:** COVID dismantled a great deal of this so student groups need planted seeds of support and teachers need better training on facilitating project work



# Priority Problem Statements

**Problem Statement 1:** Alice Carlson has a total capacity of 396 students, however, there were only 370 students enrolled at the beginning of the 2022-2023 school year.

**Root Cause 1:** Families have multiple choices between home campus, charter schools, and/or private schools.

**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, 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:** 5th grade science scores decreased in approaches, meets, and masters from 2020 to 2021.

**Root Cause 3:** Decreased emphasis on daily science instruction across grade levels, K-4.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** While the campus saw an increase in STAAR results for math; 3rd grade from 19% meets to 42% meets and 4th grade from 37% meets to 46% meets, we are still not seeing meets and above % that mirror our literacy data.

**Root Cause 4:** We have a solid reading and writing culture at Carlson. We need to continue to increase teacher capacity to plan and execute TEKS based lessons with Applied Learning standards.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Applied Learning projects, both service and academic are being reduced while adult lead projects are increasing.

**Root Cause 5:** Carlson has experienced a post COVID culture shift, including a lack of training on AL projects and opportunities to identify problems due to increased adult ownership.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** 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 6:** 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 6 Areas:** Perceptions

**Problem Statement 7:** We have a reduction in community partners and adult competent models who support project work at Carlson.

**Root Cause 7:** COVID dismantled a great deal of this so student groups need planted seeds of support and teachers need better training on facilitating project work

**Problem Statement 7 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
- 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
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions

## 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

## Student Data: Behavior and Other Indicators

- Discipline records

## Employee Data

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

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

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

# District Goals

Revised/Approved: September 1, 2023

**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 72% to 82% by May 2024.

\*Increase the percentage of SE student performance on our campus from 52% to 62% by May 2024.

**Evaluation Data Sources:** MAP Fluency EOY Results

**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 2023 to EOY 2024





**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			
<b>Action Step 1:</b> K-3 teachers administer fluency checks each marking period for progress monitoring. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> May 2023 <b>Collaborating Departments:</b> Admin <b>Delivery Method:</b> F&P Fluency checks  <b>Funding Sources:</b> Paper for Fluency Checks - SCE (199 PIC 24) - 199-11-6399-001-101-24-313-000000- - \$1,513	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Admin will provide substitute teachers to support with consistent fluency checks each grading period. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> May 2023 <b>Collaborating Departments:</b> Admin  <b>Funding Sources:</b> Substitute Teachers - SCE (199 PIC 24) - 199-11-6112-001-101-24-313-000000- - \$1,513	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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>

**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 61% to 71% by May 2024.

\*Increase the percentage of Hispanic students from 57% to 67% by May 2024.

**Evaluation Data Sources:** Map Growth EOY Results

**Strategy 1:** Year 2 ESSER funded employment of a reading intervention specialist at the campus focused on K-2 literacy acceleration.

**Strategy's Expected Result/Impact:** Increased % of students who meet EOY growth





**Staff Responsible for Monitoring:** ESSER Funded Tutor

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Reading Intervention will take place 30 minutes 5 days a week. We will evaluate students being serviced every 9 weeks and make adjustments to the roster based on assessment outcomes. <b>Intended Audience:</b> K-2 Students <b>Provider / Presenter / Person Responsible:</b> ESSER Intervention Specialist <b>Date(s) / Timeframe:</b> EOY 2024 <b>Collaborating Departments:</b> Classroom Teachers <b>Delivery Method:</b> Small Group Intervention	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 2:** Ensure PLCs 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

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> One cycle in the PLC rotation each four weeks will focus on MTSS and intervention supports for below level readers.</p> <p><b>Intended Audience:</b> PLC Teams  <b>Provider / Presenter / Person Responsible:</b> PLC Teams  <b>Date(s) / Timeframe:</b> May 2024  <b>Collaborating Departments:</b> SST Support Team  <b>Delivery Method:</b> Vertical Grade Level Meetings</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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>

**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 Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 61% to 75% by May 2024.

Increase the percentage of ED student performance from 40% to 50% by May 2024.





**Evaluation Data Sources:** EOY 2023 MAP Growth Math Data

**Strategy 1:** Year 3 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

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Collaborate on best practice and review student work related to strategies learned from daily number talks during student work review PLCs. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Grade Level Vertical Teams <b>Date(s) / Timeframe:</b> MAY 2024 <b>Collaborating Departments:</b> Admin and Instructional Support Tutor <b>Delivery Method:</b> PLC Rotation 4: Student Work Review	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Strategy 2:** Intentional focus on vertically aligned TEKS and determining gaps based on STAAR and EOY MAP data from 2022.

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

**Staff Responsible for Monitoring:** Teachers and Admin

**Problem Statements:** Student Learning 3



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 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><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> PLC Vertical Teams  <b>Date(s) / Timeframe:</b> May 2023  <b>Collaborating Departments:</b> Administration</p> <p><b>Funding Sources:</b> Instructional Materials - SPED (199 PIC 23) - - \$2,062</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> While the campus saw an increases in STAAR results for math; 3rd grade from 19% meets to 42% meets and 4th grade from 37% meets to 46% meets, we are still not seeing meets and above % that mirror our literacy data. <b>Root Cause:</b> We have a solid reading and writing culture at Carlson. We need to continue to increase teacher capacity to plan and execute TEKS based lessons with Applied Learning standards.</p>

**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 65% to 75% by May 2024.





Increase the percentage of SE students from 34% to 45% by May 2024.

**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

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Collaboration of teachers in instructional planning days. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> PLC Teams <b>Date(s) / Timeframe:</b> May 2024	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Purchase resources and materials needed for students to master state standards. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Administration <b>Date(s) / Timeframe:</b> Fall 2023 <b>Collaborating Departments:</b> PLC Teams	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 2:</b> 5th grade science scores decreased in approaches, meets, and masters from 2020 to 2021. <b>Root Cause:</b> Decreased emphasis on daily science instruction across grade levels, K-4.





**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 53% to 65% by May 2023.

Increase the percentage of SE students scoring at meets or above from 40% to 50% by May 2023.

**Strategy 1:** Develop and maintain a data-informed culture to ensure evidence based decision making that leads to positive student outcomes.

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Collaboration of teachers in instructional planning days. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> PLC Teams <b>Date(s) / Timeframe:</b> May 2024	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Purchase resources and materials needed for students to master state standards. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Administration <b>Date(s) / Timeframe:</b> Fall 2023 <b>Collaborating Departments:</b> PLC Teams	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> While the campus saw an increases in STAAR results for math; 3rd grade from 19% meets to 42% meets and 4th grade from 37% meets to 46% meets, we are still not seeing meets and above % that mirror our literacy data. <b>Root Cause:</b> We have a solid reading and writing culture at Carlson. We need to continue to increase teacher capacity to plan and execute TEKS based lessons with Applied Learning standards.</p>

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

**School Performance Objective 1:** Maintain the number of student and parent engagement activities, while increasing student leadership in campus developed projects during and outside of regular school hours, as evidenced by participation in key strategic events and program understanding by May 2024.

**Evaluation Data Sources:** Community Participation and Feedback on events





**Strategy 1:** Collaborate with PTA and campus teacher advisory to support student developed problems, event ideas, and solutions.

**Strategy's Expected Result/Impact:** Increased Applied like behaviors in students.

**Staff Responsible for Monitoring:** PTA (Parents and Teachers)

**Problem Statements:** School Processes & Programs 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Present problems to students as a means to get them to collaborate on solutions and begin to identify their own problems that need solving.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, staff, and families</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Collaborating Departments:</b> Teachers, staff, and families</p> <p><b>Funding Sources:</b> Materials for Applied Learning Projects - Gifted &amp; Talented (199 PIC 21) - - \$965</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Applied Learning projects, both service and academic are being reduced while adult lead projects are increasing. <b>Root Cause:</b> Carlson has experienced a post COVID culture shift, including a lack of training on AL projects and opportunities to identify problems due to increased adult ownership.</p>
Perceptions
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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>
<p><b>Problem Statement 2:</b> We have a reduction in community partners and adult competent models who support project work at Carlson. <b>Root Cause:</b> COVID dismantled a great deal of this so student groups need planted seeds of support and teachers need better training on facilitating project work</p>

# Campus Funding Summary

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Paper for Fluency Checks	Supplies and materials for instructional use	199-11-6399-001-101-24-313-000000-	\$1,513.00
1	1	1	2	Substitute Teachers	Subs for supplemental instruction	199-11-6112-001-101-24-313-000000-	\$1,513.00
<b>Sub-Total</b>							\$3,026.00
<b>Budgeted Fund Source Amount</b>							\$3,026.00
<b>+/- Difference</b>							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Materials for Applied Learning Projects	GENERAL SUPPLIES		\$965.00
<b>Sub-Total</b>							\$965.00
<b>Budgeted Fund Source Amount</b>							\$965.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	2	1	Instructional Materials	INSTRUCTIONAL MATERIALS		\$2,062.00
<b>Sub-Total</b>							\$2,062.00
<b>Budgeted Fund Source Amount</b>							\$2,062.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$6,053.00
<b>Grand Total Spent</b>							\$6,053.00
<b>+/- Difference</b>							\$0.00