

# Fort Worth Independent School District

101 Alice Carlson

## 2023-2024 Improvement Plan



# Mission Statement

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# Vision

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# Comprehensive Needs Assessment

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## Demographics

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# Student Learning

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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.

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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.

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**Rtqdn g o "Uvcvg o gpv"3"Rtkqtkvk|gf+<** 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. **Tqqv"Ecwug<** 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.

**Rtqdn g o "Uvcvg o gpv"4"Rtkqtkvk|gf+<** 5th grade science scores decreased in approaches, meets, and masters from 2020 to 2021. **Tqqv"Ecwug<** Decreased emphasis on daily science instruction across grade levels, K-4.

**Rtqdn g o "Uvcvg o gpv"5"Rtkqtkvk|gf+<** 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. **Tqqv"Ecwug<** 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

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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

# Perceptions

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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.

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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.

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Rtqdn g o "Uvcvg o gpv"3"\*Rtkqtkvk|gf+< 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. Tqqv"Ecwug< 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.

Rtqdn g o "Uvcvg o gpv"4"\*Rtkqtkvk|gf+< We have a reduction in community partners and adult competent models who support project work at Carlson. Tqqv"Ecwug< COVID dismantled a great deal of this so student groups need planted seeds of support and teachers need better training on facilitating project work





# Comprehensive Needs Assessment Data Documentation

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

## Key Data Sources

- 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

## Additional Data Sources

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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

# District Goals

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**District Goal 1:** Kpetgcug"vjg"rgtegpvcig"qh"5tf"i tcfg"uwfpgpvu"y jq"ueqtg"cv" o ggvu"i tcfg"ngxgn"qt"cdqxcg"qp"UVCCT" Tgcfkpi"htq o "56 ' "vq"69 ' "d{"Cwi wuv"42460

**School Performance Objective 1:** ,Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgtictvgp"/" I tcfg"5"uwfpgpvu"y jq"Oggv"qt"Gzeggf"i tcfg"ngxgn"gzrgevcvkqpu"qp"mg{"OCR  
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Gxcnwevkqp"Fcvc"Uqwtegu< MAP Fluency EOY Results

**Strategy 1:** Eqpvkpwgf"hqewu"qp"swcnkv{"Vkg"3"kpvtwevkqp"d{"dwnfkpi"vgcejgt"ecrcekv{"kp"vjg"ctgc"qh"nkvtgce{"vj tqw i j"fcvc"epcn{uku."kpvtwevkqpcn"rncppkpi."cpf  
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Uvtcygi {u"Gzrgevgf" Tguwnvlk o rcev< Increase in MAP Fluency EOY scores by 10% from BOY 2023 to EOY 2024

Uvchh" Tgurqpukdng"ht" Oqpkvtkpi< Teachers and Admin

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Build a foundation of reading and math

Rtqdnng o "Uvcvg o gpvu< Student Learning 1

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<p>Cevkqp"Uvgr"3&lt; K-3 teachers administer fluency checks each marking period for progress monitoring. Kpvgpfgf"Cwfkppeg&lt; Students Rtqxifgt"l"Rtgugvgt"l"Rgtuqp" Tgurqpukdng&lt; Teachers Fcvg*u"l"Vko ghtc o g&lt; May 2023 Eqmcdqtcvkpi" Fgrctv o gpvu&lt; Admin Fgnkxgt{"Ogvjqf&lt; F&amp;P Fluency checks  Hwpfkpi"Uqwtegu&lt; Paper for Fluency Checks - SCE (199 PIC 24) - 199-11-6399-001-101-24-313-000000- - \$1,513</p>	Hqt o cvkxg			Uw o o cvkxg
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**District Goal 1:** Kpetgcug"vjg"rgtegpvcig"qh"5tf"itcfg"uvwfgpvu"yjq"ueqtg"cv"oggvu"itcfg"ngxgn"qt"cdqyg"qp"UVCCT"Tgcfkpi"htqo"56 ' "vq"69 ' "d{"Cwiwuv"42460

**School Performance Objective 2:** ,Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgtictvgp"vj tqwi j" I tcfg"7"uvwfgpvu"yjq"oggv"qt"gzeggf"rtqlgevgf"itqyv j"qp"OCR" I tqyv j  
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Gxcnwvkkqp"Fcvc"Uqwtegu< Map Growth EOY Results

**Strategy 1:**





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<p>Cevkqp"Uvgr"3&lt; 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>kpygpf" Cwfkpeg&lt; Teachers</p> <p>Rtqxfgt"1"Rtgugpvt"1"Rgtuqp" Tgurqpukdng&lt; PLC Vertical Teams</p> <p>Fcvg*u+"1"Vko ghtc o g&lt; May 2023</p> <p>Eqmcdqtcvkpi" Fgrctv o gpvu&lt; Administration</p> <p>Hwpfkpi"Uqwtegu&lt; Instructional Materials - SPED (199 PIC 23) - - \$2,062</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
<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>
<p>Rtqdn" o"Uvcvg o gpv"5: 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. Tqqv" Ecvug: 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:** kpetgcug"vjg"rgtegpvcig"qh"uwfgpvu"itcfwcvkpi"ykvj"e"EEOT"kpfkcevqt"htqo"65 ' "vq"6: ' "d{"Lwpg"42460

**School Performance Objective 1:** kpetgcug"vjg"rgtegpvcig"qh"5/7"itcfg"uwfgpvu"ueqtkpi"cv"OGGVU"qt"cdqxcg"qp"UVCCT"Tgcfkpi"htqo"87 ' "vq"97 ' "d{"Oc{42460"

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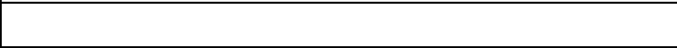
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**District Goal 4:** Gpuwtg"cmn"uvwfgpvu"jcxg"ceeguu"vq"c"uchg."uwr rqtvkxg"cpf"ewnvwtcmn{"tgurqpukxg"ngctpkpi"gpaktqpo gpv0

**School Performance Objective 1:** Ockpvckp"vjg"pwo dgt"qh"uvwfgpv"cpf"rctgpv"gpici go gpv"cevkkvkgu."y jkng"kpetgcukpi"uvwfgpv"ngcftujkr"kp"ec o rwu"fgxgnqrgf  
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# Campus Funding Summary

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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>Uwd/Vqvcn</b>							\$3,026.00
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4	1	1	1	Materials for Applied Learning Projects	GENERAL SUPPLIES		\$965.00
<b>Uwd/Vqvcn</b>							\$965.00
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<b>Uwd/Vqvcn</b>							\$2,062.00
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<b>I tcpf"Vqvcn"Dwfi gygf</b>							\$6,053.00
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