

101-Alice Carlson ALC

Janis Harris

Shawn Buchanan

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 101-Alice Carlson ALC

Principal: Janis Harris

Executive Director:

Shawn Buchanan

### State Accountability Status

**Met Standard**

#### Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

#### Campus Mission/Vision Statement

#### CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

**YES** the Fort Worth ISD School Board;

**YES** the Texas Education Code;

**YES** Title I, Part A; and

**YES** Priority / Turnaround Plans

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

[Click here to see the full Guide to Campus Assurances](#)

### 2018 -2019 State Accountability Domain Scores

Domain 1: <b>Student Achievement</b>	88
Domain 2: <b>School Progress</b>	72
Domain 3: <b>Closing The Gaps</b>	75

### SBDM Members

Name	Role
Janis Harris	Select
Alethia Brown	Campus Non-Tch Prof
Donnette Durham	Teacher
Michelle Landy	Teacher
Correy Sharkey	Teacher
Talor Garza	Teacher
Amanda Williams	Parent
Preeti Singh	Parent
Vacant	Parent
Arthur Harris	District-Level Staff
Kathy Dorris	Business Rep
Caroline Poe	Community Rep
Cheryl Potemkin	Community Rep
Robert Whitaker	Business Rep
	Select
	Select
	Select
	Select

### Fort Worth ISD Mission

Preparing **ALL** students for success in college, career, and community leadership.

# Comprehensive Needs Assessment Summary

## Comprehensive Needs Assessment Summary for 2018-2019

**Campus:** Alice Carlson ALC #101

**Principal:** Janis Harris

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities																																				
<p><b>Data Sources Used</b></p> <p>Make a selection for each by choosing from the</p> <table border="1"> <tr> <td>No</td> <td>Graduation</td> <td>No</td> <td>Feeder Pattern Analysis</td> <td>No</td> <td>Data Accuracy</td> </tr> <tr> <td>Yes</td> <td>Attendance</td> <td>No</td> <td>Cohort Analysis</td> <td>No</td> <td>Surveys</td> </tr> <tr> <td>Yes</td> <td>Discipline</td> <td>No</td> <td>Support Systems</td> <td>No</td> <td>Fund Balance</td> </tr> <tr> <td>Yes</td> <td>Instruction</td> <td>Yes</td> <td>Intervention Services</td> <td>No</td> <td>Recruit &amp; Retain Quality Staff</td> </tr> <tr> <td>No</td> <td>Curriculum</td> <td>No</td> <td>Dropout Identification</td> <td>No</td> <td>VOC-Customer Feedback</td> </tr> <tr> <td>Yes</td> <td>Student Data</td> <td>Yes</td> <td>Achievement Gap</td> <td>No</td> <td>Other - enter data source here</td> </tr> </table>	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy	Yes	Attendance	No	Cohort Analysis	No	Surveys	Yes	Discipline	No	Support Systems	No	Fund Balance	Yes	Instruction	Yes	Intervention Services	No	Recruit & Retain Quality Staff	No	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here	<p>What were the identified strengths?</p>	<p>What were the identified needs?</p>	<p>What are we going to intervene? If addressed, this need will create the most impact.</p>
No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy																																		
Yes	Attendance	No	Cohort Analysis	No	Surveys																																		
Yes	Discipline	No	Support Systems	No	Fund Balance																																		
Yes	Instruction	Yes	Intervention Services	No	Recruit & Retain Quality Staff																																		
No	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback																																		
Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here																																		
<p><b>Demographics</b></p>	<p>1. Students from all over the district attend ACALC. This creates diversity of thought, economics, and culture. We have 55% White, 31% Hispanic and 7.6% African American.</p>	<p>1. Our student body does not represent the demographics of the district. Some of our students come to school without a PreK experience.</p>	<p>1. Address the gap in achievement between our white students and our AA and ED students. We will implement small group instruction to meet the needs of students who are not reaching their fullest potential. Identify and implement research-based practices to increase capacity in students of greatest need.</p> <p>2. Consistent implementation of Positive Discipline. Address developing relationships with students, identify alternatives to suspension, and refocus on school-wide responsibility and ownership of the learning, the expectations, the environment and the members.</p> <p>3. Early intervention in the primary grades so each student will be reading at grade level or above. Provide specific interventions to new students at grades 2-5 who enter below grade level.</p>																																				

<b>Student Achievement</b>	<p>1. Met Standard Accountability Rating; Index 1: 84; Index 2: 45; Index 3: 41; Index 4: 53 33% of all students mastered Grade Level; 69% Met or Exceeded Progress</p>	<p>1. While 84% of all students approached grade level or above, only 54% of AA students and 61% of Economically Disadvantage students approached grade level or above.</p>	<p>4. Implement small group instruction in order to differentiate instruction for each student to ensure that all students grow a minimum of a year each year. Provide access to culturally relevant curriculum</p>
<b>School Culture and Climate</b>	<p>1. We use Positive Discipline in the Classroom, daily Class Meetings are scheduled to discuss classroom problems, and students have designated areas of discuss conflict. We focus on developing a community of learners by having students work in collaborative groups, participate in cross-grade level enrichment clusters and Friday Clubs, and celebrate learning with fairs, festivals and</p>	<p>1. Lack of consistency in implementation of Class Meetings across grade levels. Some do not explicitly teach the skills of collaboration, use Wheel of Choice or Discussion Bench, or hold class meetings daily.</p>	<p>Ensure class meetings are on each class schedule.</p>
<b>Staff Quality/ Professional Development</b>	<p>1. High Retention rate among staff. Many of the teachers have a Masters or hours beyond their Bachelors. Teachers seek out learning independently or in small groups.</p>	<p>1. Teachers seem complacent about learning new ways of teaching and learning. We have 6 new staff members.</p>	<p>Teachers participate in a book study on an Understanding by Design and start using Backward Design for unit development.</p>
<b>Curriculum, Instruction, and Assessment</b>	<p>1. Reading and writing instruction is provided through the workshop model. Teachers use Units of Study by Lucy Calkins. This allows for individualized</p>	<p>1. Small Group instruction is not used consistently in reading, writing, or math.</p>	<p>Teachers add small group time to their schedules. Monitor small group instruction through walkthroughs Share strategies for implementing small groups.</p>
<b>Family and Community Involvement</b>	<p>1. PTA supports the school and student achievement. They hold two fundraisers a year that pay for reading tutors, math curriculum, teacher professional learning opportunities and technology. All parents are required to contribute 20 hours of volunteer service to the school</p>	<p>1. Not all families contribute their 20 hours of volunteer service. Attendance at PTA meetings is minimal and tends to be the same parents.</p>	<p>Mail out an interest survey to parents offering a variety of ways to serve our school. Compile the data and share with staff. Staff invites parents to volunteer in those</p>
<b>School Context and Organization</b>	<p>1. K/1 and 2/3 teachers loop with their students.</p>	<p>1. Students who have behavior concerns are together for two years which can prove difficult for the class, the teacher, as well as the student.</p>	

	101-Alice Carlson ALC							
<b>Budget Summary</b>	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 21,606	\$ 2,820		\$ 68	\$ 670	\$ 1,523		26,687

**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Budget Summary**

Principal: Janis Harris

Leadership Director:

**Summary by Fund Source**

Fund Source	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	0	0	0	0	0	0	0	\$ -
Campus Needs - Student Achievement	0	0	0	0	0	0	0	\$ -
Campus Needs	1,700	0	0	0	0	0	0	\$ 1,700
Parent/Family Engagement Health Related	500	0	0	0	0	0	0	\$ 500
<b>TOTAL</b>	<b>\$ 2,200</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,200</b>
<b>Allocations</b>	<b>21,606</b>	<b>2,820</b>	<b>-</b>	<b>68</b>	<b>670</b>	<b>1,523</b>	<b>-</b>	26,687
<b>Percent Budgeted</b>	10%	0%	NA	0%	0%	0%	NA	8%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	<b>Amount</b>	\$ 4,300.00	o	\$ -	\$ -	o		\$ 4,300.00
<b>Allocations</b>	Student Outcome							5,500
	Student Achievement							26,000
	Campus Needs							-
	Family/Health							1,200

# Student Outcome Goals

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Student Outcome Goals Action Plan

Principal: Janis Harris

Leadership Director:

<b>Fort Worth ISD Student Outcome Goal Alignment</b>	Goal:	1 Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.
	Progress Measures:	1.1 Percent of students in grades K-3 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from 27% to 37% by 2019.
		1.2a Percent of 2-3 grade students completing two weekly lessons on FWISD progress monitoring system for reading will increase from 22% to 37% by 2019.
		1.2b Percent of grade 2-3 students achieving 75% or higher on FWISD progress monitoring system for reading will increase from 8% to 28% by 2019.
		1.3 Percent of students in grade 3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from 42% to 59% by 2019.

<b>Focus SMART Goal Student Achievement and Progress</b>	<b>Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)</b>	<b>Baseline (BOY)</b>	<b>to Target</b>	<b>by Deadline</b>
		Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from	87%	90%
1.1	Percent of students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from	0%		EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	N/A	N/A	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	N/A	N/A	EOY
1.3	Percent of students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from	85%	90%	EOY

Title I Components	PBMAS	Alignment		Expectations				Focus	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	NA	LEP	Continue implementation of small group instruction	Administration, Teachers	Sept. 4-EOY	Faculty Mgt	Other	\$1,800.00	
2	NA	SPED	Video small group lessons to be shared and reviewed at PLCs	Teachers	October	PLC	Other	\$1,800.00	
3	NA	SPED	Monthly discussions focused on strategies for small group instruction and learning experiences for other students.	Administration, Teachers	Oct.-May	Faculty Mgt/PLC	Other	\$ -	
4	NA	LEP	Use Time for Kids and Nat'l Geographic for kids to teach informational text	Teachers	Oct.-May	Faculty Mgt	Other	\$ 700.00	
5	NA	LEP	Assign students to Achieve 3000, as needed for interevention	Teachers, SAP Committee	Oct.-May	PLC	Local	\$ -	
6	NA	SPED	Grow the leveled library to include more informational text	Administration, Teachers, Tutor	Sept.	Faculty Mgt	Other	\$ 1,200.00	
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# 2018-19 Schoolwide Programs: Campus Improvement Plan

# Student Outcome Goals Progress Monitoring

Principal: Janis Harris

Leadership Director:

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)
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Focus SMART Goal (Target Element Systems)	Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 87 to 90 percent.	BOY %	MOY %	EOY %	Target %	Difference
	Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool	75.0%				#VALUE!
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading	N/A			N/A	#VALUE!
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading	85.0%			90%	-5.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Walkthroughs	1-() Continue implementation of small group instruction	observation of small group instruction, lesson plans	On Target			
2 Videos	2-() Video small group lessons to be shared and reviewed at PLCs		Not Started			
3 Faculty Meeting Agendas	3-() Monthly discussions focused on strategies for small group instruction and learning experiences for other students.	Agendas, notes from discussion, questions	On Target			
4 Lesson plans	Use Time for Kids and Nat'l Geographic for kids to teach informational text	lesson plans	On Target			
5 Rtl Documents	4-() Assign students to Achieve 3000, as needed for intervention	Achieve 3000 data	On Target			
6 Leveled library	6-() Grow the leveled library to include more informational text	labeled leveled library	Completed			
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# Campus Needs - Student Achievement

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Janis Harris

## Campus Needs - Student Achievement Action Plan

Leadership Director:

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
SMART Goal Campus Priorities	Goal 1	Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will increase from	74.00%	54.00%	23.00%	85.00%	70.00%	30.00%
	Goal 2	Science - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will increase from	74.00%	25.00%	7.00%	85.00%	50.00%	20.00%
	Goal 3							
	Goal 4							

		Alignment	Expectations					Focus → Achievement &	
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	NA	SPED	Vertical Teams review data and identify areas for growth. The teams review and align concepts using data and Lucy Calkins Units of Study: Writing and Science TEKS	Administrators, Teachers	Sept.	Faculty Mgt/PLC	Local	\$0.00	
2	NA	LEP	Grade Levels will use the concepts to develop concept-based lessons.	Administrators, Teachers	Sept.-May	After Sch	Local	\$0.00	
3	NA	SPED	Vertical Team PLCs and grade level PLCs will review student work and assessments	Administrators, Teachers	Sept. May	PLC	Local	\$ -	
4	NA	LEP	Use authentic student work to practice revisions	Teachers	Oct.-May	PLC	Local	\$ -	
5	NA	SPED	Students will write for authentic purposes during applied learning projects	Teachers	Oct.-May	Faculty Mgt	Local	\$ -	
6	NA	SPED	Provide writing frameworks and graphic organizers varying in complexity	Teachers	Sept-May	Faculty Mgt	Local	\$ -	
7	NA	LEP	Increase opportunities for student inquiry by inviting experts in various fields of science to share their knowledge and/or attending science field trips	Teachers	Sept-May	Faculty Mgt/PLC	local		
8	NA	LEP	Utilize the OLE for science focused lessons; Out Teach (formerly Real School Gardens)	Teachers, Science Asst.	Sept-may	Faculty Mgt/PLC	Local		
9	NA	SPED	Out Teach (formerly Real School Gardens) provide professional development in the OLE	Administrators, Teachers	Nov	After Sch	Other	\$ 1,000.00	
10	NA	SPED	Science Assistant develops performance tasks and assessments for teachers	Science Assistant, Teachers	Sept-May	After Sch	Other	\$ 25,000.00	
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Janis Harris

Leadership Director:

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will increase from						
	Science - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will increase from						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Action plan	Vertical Teams review data and identify areas for growth. The teams review and align concepts using data and Lucy Calkins Units of Study: Writing and Science TEKS	VT notes, Faculty Meeting agenda	Completed			
2 Concepts and concept-based lessons	Grade Levels will use the concepts to develop concept-based lessons.	Grade level meeting notes	On Target			
3 PLC notes	Vertical Team PLCs and grade level PLCs will review student work and assessments	PLC minutes	Not Started			
4 Formative assessments	Use authentic student work to practice revisions	Exemplars, lesson plans	On Target			
5 Project plans	Students will write for authentic purposes doing applied learning projects	project plans, project reflection examples	Not Started			
6 Formative assessments	Provide writing frameworks and graphic organizers varying in complexity	Examples, lesson plans, grade level notes	On Target			
7 Weekly.bi-weekly assessments	Increase opportunities for student inquiry by inviting experts in various fields of science to share their knowledge and/or attending science field trips	lesson plans, invitations, pictures, student reflections	On Target			
8 OLE schedule	Utilize the OLE for science focused lessons;	lesson plans, OLE schedule	On Target			
9 Lessons	Out Teach (formerly Real School Gardens) provide professional development in the OLE	Agenda, specific lessons, strategies presented added to lesson plans	Not Started			
10 Science Assistant schedule	Science Assistant develops performance tasks and assessments for teachers	lesson plans, products,	Not Started			
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# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Campus Needs - Student Achievement Action Plan

Principal: Janis Harris

Leadership Director:

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	Achievement Gap - Percent of students in lowest performing student group for all subjects performing at or above Approaches Grade Level as measured by STAAR will increase from 0% to 75%			0%	75%	EOY
	Goal 2						EOY
	Goal 3						EOY
	Goal 4						EOY

Title I Components	PBMA	Alignment		Expectations				Focus	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	NA	SPED	Identify lowest performing students	Teachers	Sept.	Faculty Mgt	Local	\$ -	
2	NA	SPED	Math-Teach solid lessons that address the TEKS and ensure all TEKS are taught	Administrators, Teachers	Sept.-May	After Sch			
3	NA	LEP	Use small group instruction to reach students in math and science	Administrators, Teachers	Sept.-May	PLC	Local	\$ -	
4	NA	SPED	Use alternate resources as needed to address most challenging TEKS	Administration, Teachers	Sep-May	PLC	Local	\$ 500.00	
5	NA	SPED	Monitor student progress and discuss with grade levels and vertical teams	Administration, Teachers	Sept-May	After Sch			
6	NA	SPED	Provide targeted interventions for students who are not showing growth.	Administrators, Teachers	Sept-May	After Sch	Local	\$ 1,200.00	
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Janis Harris

Leadership Director:

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)
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<b>Focus SMART Goal (Target Element)</b>	<b>Progress Monitoring (Target Element Systems)</b>	<b>BOY %</b>	<b>MOY %</b>	<b>EOY %</b>	<b>Target %</b>	<b>Difference</b>
	Achievement Gap - Percent of students in lowest performing student group for all subjects performing at or above Approaches Grade Level as measured by STAAR will increase from 0% to 75%	0.0%			75%	-75.0%
					0%	
					0%	
					0%	

<b>Action Step Progress Measure</b>	<b>Implementation Action Steps - Progress (Target Element Strategies)</b>	<b>Implementation Evidence</b>	<b>BOY Status</b>	<b>MOY Status</b>	<b>EOY Status</b>	<b>Reflections/Feedback (+/Δ)</b>
1 Student Rosters	1-) Identify lowest performing students	Rosters identifying ED, AA, At-Risk students	Completed			
2 Lesson plans	Math-Teach solid lessons that address the TEKS and ensure all TEKS are taught	Vertical and grade level notes, lesson plans	On Target			
3 Lesson plans	Use small group instruction to reach students in math and science	small groups, lesson plans,	On Target			
4 Resources	Use alternate resources as needed to address most challenging TEKS	lesson plans, grade level and vertical team notes	On Target			
5 Data binders	Monitor student progress and discuss with grade levels and vertical teams	Vertical and grade level notes, data binders	On Target			
6 Rtl Documents	Provide targeted interventions for students who are not showing growth.	Rtl notes, tutoring schedule	On Target			
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