

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 101 - Carlson, Alice Alc

Principal: Harris, Janis

Executive Director:

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

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.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 97.1

Special Education: 5.9

Dual Language/ESL: 3.1

Gifted and Talented: 21.9

Career and Technology: 0

Percentage of at-risk students: 60.3

Percentage of English Language (EL) students: 3.6

Percentage of economically disadvantage students: 13

2019-2020 Campus Site-Based Committee

Name	Role
Janis Harris	Principal
Alethia Brown	Campus Non-Teacher Professional
Laura Forney	Teacher
Madeline Stookey	Teacher
Eric Nilsson	District Employee Relations Council Representative
Talor Garza	Teacher
Amanda Williams	Parent
TBD	Parent
Cheryl Potemkin	Parent
Caroline Poe	Community Representative
Kathy Dorris	Business Representative
Cheryl Potemkin	Community Representative
Charles Harris	District Level Staff
TBD	Business Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Carlson, Alice Alc. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 88	84 - Met Standard
Domain 2: School Progress 72	
Domain 3: Closing The Gaps 75	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2019-2020 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;

Title I, Part A; and

Turnaround Plans

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

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.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	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.	1. Our student body does not represent the demographics of the district. Some of our students come to school without a PreK experience.	1. Math curriculum alignment and formative assessment
	2. Our mobility rate has traditionally been low. This is powerful when students who are acculturated to applied learning stay and continue to grow.	2. Our mobility rate has changed drastically over the past few years with families moving out of the Fort Worth area. This has resulted in new students moving into Carson and they are not used to the applied learning way of teaching and learning.	2. Focus on solidifying applied learning and social/emotional understandings for all stakeholders
	3.	3.	3. Small group instruction throughout the grade levels and contents.
Student Achievement	1. STAAR scores are: Reading: 3rd gr.- 85%; 4th gr.-89%; and 5th gr.-95% Math: 3rd gr. 77%, 4th gr. 83%, 5th gr.-95% Writing: 82% Science: 79%	1. While 90% all students approached grade level or above our economically disadvantaged students scored at 74%.	4. Family involvement
	2. Students are asked to meet a set of standards along with the TEKS. They are required to read a minimum of 25 books a year and respond to those books in some way.	2. Students are having a difficult time completing the requirements.	5.
	3. As part of the assessment process, students complete a portfolio and share their learning with their families at the end of the year	3. Portfolios are a huge undertaking. Students and parents do not seem to understand the importance of the portfolio.	
School Culture and Climate	1. We use Positive Discipline in the Classroom, daily Class Meetings are scheduled to discuss classroom problems, and students have designated areas and protocol of address conflict.	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.	
	2. 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 other campus-wide events.	2. With more new students coming to Carson than every before they do not understand our culture, the processes and procedures one takes to handle conflict.	
	3.	3.	

Staff Quality/ Professional Development	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.	1.	Teachers seem complacent about learning new ways of teaching and learning. We have 6 new staff members.
	2.	Nine teachers are attending Columbia Teacher's College Reading and Writing institute. All but 1 teacher has attended over time.	2.	Sharing the knowledge with others from the professional learning opportunity. Focus on reading and writing. We need a focus on math professional learning, as well.
	3.		3.	
Curriculum, Instruction, and Assessment	1.	Reading and writing instruction is provided through the workshop model. Teachers use Units of Study by Lucy Calkins. This allows for individualized instruction.	1.	Small Group instruction is not used consistently in reading, writing, or math.
	2.	Math is taught using Investigations 3 curriculum.	2.	Not all TEKS are addressed in Investigations 3 curriculum units.
	3.	We traditionally have had a strong science program	3.	Science scores have hovered around 79% over the last few years. StemScopes has been our primary curriculum during that time and we have moved away from inquiry based instruction.
Family and Community Involvement	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.	1.	Not all families contribute their 20 hours of volunteer service. Attendance at PTA meetings is minimal and tends to be the same parents.
	2.		2.	
	3.		3.	
School Context and Organization	1.	K/1 and 2/3 teachers loop with their students.	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.
	2.	Teachers have a say in the decision-making process. We participate in lots of discussion about concerns.	2.	Opening up dialogue about issues and concerns takes time and the follow-up takes time. This year, time was of a premium and those discussions did not happen as in the past.
	3.		3.	

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 101 - Carlson, Alice Alc

Principal: Harris, Janis

Executive Director:

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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.	85.48	53.23	32.26	90%	
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)					

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 LEP	Knowledge and understanding of students as readers and writers will increase through the use of student data resulting in targeted plans for Tier 1 instruction and interventions and will be evidenced by lesson and intervention plan reviews.	<ol style="list-style-type: none"> Review all available student data and identify strengths and weaknesses. Create a student reading and writing profile. <ol style="list-style-type: none"> Enter data into form for each child. Share and discuss student profiles as PLCs and Vertical Team PLCs. <ol style="list-style-type: none"> Determine MTSS/RtI status. Plan for small group instruction, needed interventions, and communication with parents. Other resources and materials will be made available to teachers and students to meet student needs. 	Teacher(s)	10/14/2019	Local (Basic Allotment)	3,800		
2 LEP	Student performance will increase in reading fluency and comprehension through implementation of Reading Workshop with fidelity as evidenced by classroom schedules, walkthroughs and measured by F & P Running Records.	<ol style="list-style-type: none"> Teachers who attended TCRWP will plan a year long professional learning agenda. Teachers will implement Reading Workshop and include small group instructional plans in their lesson plans. Instructional plans will be discussed at PLCs and Vertical Teams PLCs. <ol style="list-style-type: none"> Principal and AP will monitor plans and implementation through lesson plan checks and walkthroughs. 	Instructional Leadership	6/5/2020	PTA/PTO	15,000		
3 LEP	Student Performance in literacy knowledge, understanding, and skills will increase by reading and writing across the curriculum as measured by conferring and anecdotal records.	<ol style="list-style-type: none"> Teachers will participate in professional learning around reading and writing across the curriculum. All teachers will model reading and writing using authentic resources and their own content journals. Teachers will plan and implement academic vocabulary strategies into math, science, and social studies lessons. Teachers will share their journals during PLCs and at Faculty meetings. Leadership will monitor literacy lessons within the content monthly. 	Teacher(s)	6/5/2020	Other	1,500		

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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 101 - Carlson, Alice Alc

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Executive Director:

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Math will increase from	77	85	EOY
	Percent of students practicing social and emotional understanding will increase from	0	90	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 LEP	Student math performance will increase by aligning Investigations 3 curriculum to the TEKS and New Standards as evidenced by Scope and Sequence document and measured by MAP Growth Assessment.	Math vertical team will develop a protocol for reviewing and revising our math scope and sequence to ensure alignment. Math VT will present to staff. Grade levels will create a process for assessing and monitoring progress and determine consistent formative assessments. Small group instruction will be implemented as evidenced in lesson plans and shared during PLCs. Other resources and materials will be made available to teachers and students to meet student needs.	Principal	5/29/2020	Local (Basic Allotment)	5,500		
2 LEP	Use class meetings to focus on specific applied learning and social/emotional skills which will result in fewer students needing behavioral interventions as measured by discipline referrals, counselor log, and Class meeting Agenda review.	1. Identify specific applied learning behaviors and social/emotional skills at each grade level and the protocol to introduce and monitor. 2. Teachers introduce each at class meetings and discuss. 3. Faculty and students recognize individuals who are exhibiting and modeling the behaviors and skills.	Teacher(s)	5/29/2020	PTA/PTO	300		
3 LEP	Student math performance will increase through implementation of small group instruction as evidenced by classroom schedule, lesson plan review and walkthroughs.	1. Include small group instruction in the classroom schedule. 2. Members of the Math Vertical Team present BUILD to staff. 3. Peer observations of small group. 4. Debrief observations at PLCs 5. Provide opportunities for teachers to share ideas for BUILD time.	Instructional Leadership	4/23/2020	Local (Basic Allotment)	4,830	On Target	
4 LEP	Student performance will increase through use of goal setting, evidenced by goal-setting charts, student notebooks and journal responses/reflections, as measured by End of Unit exams.	1. School wide professional learning of goal setting protocols. 2. Create student tracking forms. 3. Hold goal setting conferences with 4th and 5th grade students. 4. Teachers conduct parent/student goal setting conferences at the end of the first nine weeks.	Instructional Leadership	3/27/2020	Local (Basic Allotment)	2,500	On Target	

5	SPED	Use class meetings to focus on specific applied learning and social/emotional skills which will result in fewer students needing behavioral interventions as measured by discipline referrals, counselor log, and Class meeting Agenda review	<ol style="list-style-type: none"> 1. Identify specific applied learning behaviors and social/emotional skills at each grade level and the protocol to introduce and monitor. 2. Teachers introduce each at class meetings and discuss. 3. Faculty and students recognize individuals who are exhibiting and modeling the behaviors and skills. 	Teacher(s)	5/6/2020	SCE	320		
6	SPED	Student math performance will increase through implementation of small group instruction as evidenced by classroom schedule, lesson plan review and walkthroughs.	<ol style="list-style-type: none"> 1. Include small group instruction in the classroom schedule. 2. Members of the Math Vertical Team present BUILD to staff. 3. Peer observations of small group. 4. Debrief observations at PLCs 5. Provide opportunities for teachers to share ideas for BUILD time. 	Teacher(s)	5/6/2020	Gifted & Talented	670		
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

101 - Carlson, Alice Alc

→ Budget Allotment Summary →	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
	\$ 21,399.00	\$ 1,632.00	-	\$ 71.00	\$ 533.00	\$ 2,000.00	-	\$ 25,635.00

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Budget Summary

Principal: Harris, Janis

Executive Director:

Summary by Fund Source

Fund Source →	Local Basic Allotment	SCE <small>State Compensatory Education</small>	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 9,969.00	\$ 1,500.00	-	\$ 68.00	-	-	-	\$ 11,537.00
Mission	\$ 12,830.00	\$ 320.00	-	-	\$ 670.00	-	-	\$ 13,820.00
Learning Environment Goals	\$ 650.00	\$ 1,000.00	-	-	-	-	-	\$ 1,650.00
Total Allocated	\$ 23,449.00	\$ 2,820.00	-	\$ 68.00	\$ 670.00	-	-	\$ 27,007.00
Percent Budgeted	110%	173%	0%	96%	126%	0%	0%	105%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	\$ 15,400.00	-	-	-	-	-	-	\$ 15,400.00