

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Kelz, Elizabeth

Campus Name: 101 - Carlson, Alice Alc

Executive Director: Valencia Rhines

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 2021.

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 2021.

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 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 100

Special Education: 6.2

Dual Language/ESL: 3.1

Gifted and Talented: 19.1

Career and Technology: 0

Percentage of at-risk students: 35.1

Percentage of English Language (EL) students: 3.6

Percentage of economically disadvantage students: 23.8

2020-2021 Campus Site-Based Committee

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

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 2021-2022, 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 - B
Domain 2: School Progress 70	
Domain 3: Closing The Gaps 73	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnt 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 2020-2021 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 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	1. Students from all over the district attend ACALC. This creates diversity through, economics and culture. We have 61% White, 27.9% Hispanic and 5.2% African American.	1. Our student body does not represent the demographics of the district. We do not have a PK program so some students come with no prior schooling.	1. Define applied learning non-negotiable in every classroom.
	2. Our mobility rate has traditionally been low. This is important as students acculturated to applied learning stay and continue to grow.	2. There has been an increase in the mobility rate. This has resulted in new students moving to Carlson in grades 2-5 with no prior experience with applied learning.	2. Create a clear response to intervention process including documentation and outcomes.
	3.	3.	3. Increase rigor and vertical alignment in the implementation of math instruction.
			4.
			5.

Student Achievement

<p>1. Mid-Year Benchmark Data: Literacy 3-5 3rd Grade Jan. Benchmark Data Approaches- 85.94% Meets- 54.69% Masters- 29.69% 4th Grade Jan. Benchmark Data 73.85% 47.69% 24.62% 5th grade Jan. Benchmark Data 76.27% 52.54% 25.42% Total Approaches- 78.68 Meets-51.64 Masters- 26.24</p> <p>Math 3-5 3rd Grade Jan. Benchmark Data 78.12% 28.12% 9.38% 4th Grade Jan. Benchmark Data 60% 20% 7.69% 5th Grade Feb.. Benchmark Data 61.02% 22.03% 5.08%</p>	<p>1. A strong literacy instructional program is the foundation of the work that we do and will continue to be a primary focus. However, based on mid year data from 2019-2020, our campus must shift energy into developing a more rigorous math instructional program.</p>
	<p>2. Meeting the requirements of the standards and TEKS is a significant undertaking for both teachers and students.</p>
	<p>3. Portfolio work in K-2 are developed to represent growth over time. Portfolio work in 3-5 are performance based. We need to ensure that our families understand the importance of the portfolio as part of our assessment of students.</p>
<p>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.</p>	
<p>3. As part of the assessment process, students complete comprehensive student work portfolios and share their learning with their families at the end of the year.</p>	

School Culture and Climate	<ol style="list-style-type: none"> 1. Positive Discipline is the model we use to address student behaviors. We hold daily class meetings to discuss classroom problems and students have designated ways to address conflict. We also have conflict managers who work with the assistant principal to determine needs and outcomes for those needs. 2. One of our core values is collaboration and building community. We do this through cross-grade level enrichment clusters on Fridays. We also celebrate learning with fairs, festivals, and other campus-wide events. 3. The majority of our staff have either had children attend Carlson in the past or are currently enrolled on the campus. 	<ol style="list-style-type: none"> 1. All teachers must consistently implement class meetings, teach the skills of collaboration, and use the Wheel of choice. 2. With new families joining Carlson we need to ensure that parent information events happen frequently. Communication about these events needs to be shared across multiple media outlets including social media, Blackboard, and advertised on our campus web-site. 3.
Staff Quality/ Professional Development	<ol style="list-style-type: none"> 1. We have a high retention rate among staff. Many teachers have master's degrees or beyond. 2. Teachers attend Columbia Teacher's College Reading and Writing Institute. 3. 	<ol style="list-style-type: none"> 1. New staff members need to be supported in the development of their understanding of applied learning. 2. Expectations must be established for teachers who attend this event. What is the responsibility to share with the entire school community throughout the year. 3.
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> 1. Reading and writing instruction is provided through the workshop model. We implement the Units of Study as our primary literacy model. 2. Math is taught using Investigations 3 which aligns well with applied learning as it sets up math workshop in an exploratory model. 3. STEMscopes is used to deliver science instruction. 	<ol style="list-style-type: none"> 1. We need to ensure that the work we do in literacy aligns with the new literacy framework in FWISD and the four fundamentals of literacy. We also need to ensure that we are targeting student needs in literacy. 2. Investigations 3 does not address allTEKS or, in some cases, the rigor of the TEKS. 3. We need to identify grade level TEKS that are assessed at the 5th grade level in order to move our campus to better performance in science.
Family and Community Involvement	<ol style="list-style-type: none"> 1. PTA plays a significant role in supporting our campus. They hold fundraisers each year to help our campus employee a reading tutor. They also support with the purchase of our math curriculum, teacher PD, and technology. All families are required to volunteer 20 hours per year. 2. 3. 	<ol style="list-style-type: none"> 1. Volunteer events are supported by the same families. Not all families meet their 20 hour requirement. Our low SES families are less involved in community events and volunteering. 2. 3.
School Context and Organization	<ol style="list-style-type: none"> 1. A focus on assessing students across different modalities is evident in the way campus funds are used. This includes substitutes for running records assessments, parent meetings, and portfolio events. 2. Teachers have decision making power on the campus. 3. Teachers meet with students one-on-one and in small groups during our reading and writing workshop in order to target needs. 	<ol style="list-style-type: none"> 1. Increase resources in math and science to align instructional best practices. 2. A formal guiding coalition needs to be developed to oversee campus-wide decisions and support in the messaging of these decisions to all staff. 3. We need to train our teachers on understanding the data that is available through MAP Fluency, MAP Growth Reading, and MAP Growth Math. We also need to identify a clear RTI process and MTSS implementation using Branching Minds;

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 101 - Carlson, Alice Alc

Principal: Kelz, Elizabeth

Executive Director: Valencia Rhines

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Early Literacy -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.	--	59.00	--		

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Student performance will increase in reading fluency and comprehension through implementation of Reading Workshop and Phonics with fidelity as evidenced by classroom schedules and walkthroughs.	Teachers will implement Reading Workshop and include small group instructional plans in their lesson plans.	Instructional Leadership	6/11/2021	Local (Basic Allotment)	1,500		Teachers who purposefully plan for tier 1 instruction and intervention will be able to successfully meet the needs of all students in the classroom. This will result in academic growth for all populations.
2	Student performance will increase in reading fluency and comprehension through implementation of Reading Workshop and Phonics with fidelity as evidenced by classroom schedules and walkthroughs.	Teachers who attended TCRWP will plan a professional learning agenda for the year as trainers of teachers. This training took place virtually in the summer of 2020.	Teacher(s)	6/11/2021	PTA/PTO	15,000		Teachers who purposefully plan for tier 1 instruction and intervention will be able to successfully meet the needs of all students in the classroom. This will result in academic growth for all populations.
3	Student performance will increase in reading fluency and comprehension through implementation of Reading Workshop and Phonics with fidelity as evidenced by classroom schedules and walkthroughs.	Instructional plans will be developed during collaborative PLCs both in horizontal and vertical teams.	Teacher(s)	6/11/2021	Local (Basic Allotment)	0		Teachers who purposefully plan for tier 1 instruction and intervention will be able to successfully meet the needs of all students in the classroom. This will result in academic growth for all populations.
4	Student performance will increase in reading fluency and comprehension through implementation of Reading Workshop and Phonics with fidelity as evidenced by classroom schedules and walkthroughs.	School leadership will monitor plans through lesson plan checks and walkthroughs.	Instructional Leadership	6/11/2021	Local (Basic Allotment)	0		Teachers who purposefully plan for tier 1 instruction and intervention will be able to successfully meet the needs of all students in the classroom. This will result in academic growth for all populations.

5	Knowledge and understanding of students as readers will increase through the use of student data tracking using both F & P running records and data gathered through the administration of MAP GROWTH Reading and Map Fluency.	Create a campus data wall to track growth over time that includes the tracking of MAP, F&P, and benchmark data.	Principal	10/5/2020	Local (Basic Allotment)	0		Knowledge of students will result in strong tier 1 instructional plans and teachers will be able to identify students that are not meeting growth expectations in order to target specific needs.
6	Knowledge and understanding of students as readers will increase through the use of student data tracking using both F & P running records and data gathered through the administration of MAP GROWTH Reading and Map Fluency.	Train teachers on how to give the MAP assessment and once data is collected, follow up with a training on interpreting and understanding the data gathered.	Assistant Principal, Instructional Leadership	10/30/2020	Local (Basic Allotment)	840		Knowledge of students will result in strong tier 1 instructional plans and teachers will be able to identify students that are not meeting growth expectations in order to target specific needs.
7	Knowledge and understanding of students as readers will increase through the use of student data tracking using both F & P running records and data gathered through the administration of MAP GROWTH Reading and Map Fluency.	Share and discuss student data in PLCs in order to collaboratively develop intervention plans.	Instructional Leadership, Teacher (s), Student Support Services	6/11/2021	Local (Basic Allotment)	0		Knowledge of students will result in strong tier 1 instructional plans and teachers will be able to identify students that are not meeting growth expectations in order to target specific needs.
8	Knowledge and understanding of students as readers will increase through the use of student data tracking using both F & P running records and data gathered through the administration of MAP GROWTH Reading and Map Fluency.	Identify students in need of intervention and implement the RTI process and documentation protocols.	Teacher(s)	6/11/2021	Local (Basic Allotment)	0		Knowledge of students will result in strong tier 1 instructional plans and teachers will be able to identify students that are not meeting growth expectations in order to target specific needs.
9	Differentiation for all students via implementation of targeted small groups with special emphasis on closing achievement gaps.	Hire a reading tutor after the first 9 weeks of school to support the needs of students in K-2 not meeting growth measures in literacy.	Principal	11/9/2020	PTA/PTO	13,000		increase in success with targeting the needs of our special populations and success in closing the achievement gap as evidenced on the School Performance Framework and STAAR.
10	Differentiation for all students via implementation of targeted small groups with special emphasis on closing achievement gaps.	Train teachers on the use of Branching Minds as a source of intervention materials, documentation, and outcomes review. Identify any external resources needed to support our special populations.	Instructional Leadership	11/9/2020	Special Education	1,903		increase in success with targeting the needs of our special populations and success in closing the achievement gap as evidenced on the School Performance Framework and STAAR.
11	Differentiation for all students via implementation of targeted small groups with special emphasis on closing achievement gaps.	Review intervention outcome in PLCs every 4 weeks to celebrate success and determine new needs.	Instructional Leadership	6/11/2021	Local (Basic Allotment)	2,000		increase in success with targeting the needs of our special populations and success in closing the achievement gap as evidenced on the School Performance Framework and STAAR.

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 2020-2021 Mission Goals Action Plan

Campus Name: 101 - Carlson, Alice Alc

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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	66	85	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	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 Math assessment.	During PLCs, math teachers will align our Investigations 3 with the district scope and sequence.	Instructional Leadership, Teacher(s)	6/11/2021	Local (Basic Allotment)	0		Increase in math achievement from 66% at MOY school year 2019-2020 to 85% at EOY school year 2020-2021.
2	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 Math assessment.	Campus Guiding Coalition will identify additional resources needed in order to increase the effectiveness of math instructional delivery.	Instructional Leadership, Teacher(s)	12/1/2020	Local (Basic Allotment)	5,000		Increase in math achievement from 66% at MOY school year 2019-2020 to 85% at EOY school year 2020-2021.
3	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 Math assessment.	Small group instruction will be implemented as evidenced in lesson plans and shared during PLCs.	Teacher(s)	6/11/2021	Local (Basic Allotment)	0		Increase in math achievement from 66% at MOY school year 2019-2020 to 85% at EOY school year 2020-2021.
4	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 Math assessment.	Teachers will backward design their math unit every 4 weeks during PLCs. This will begin with the summative assessment and end with the development of formative assessments to gauge student understanding embedded throughout the unit.	Instructional Leadership, Teacher(s)	6/11/2021	Local (Basic Allotment)	0		Increase in math achievement from 66% at MOY school year 2019-2020 to 85% at EOY school year 2020-2021.
5	Student performance will increase through use of goal setting with each student. This will be evidenced by goal-setting charts, student notebooks and journals, responses and reflections, as measured by end-of-unit summative assessments.	School-wide PD on goal setting protocols.	Instructional Leadership	11/27/2020	Local (Basic Allotment)	0		Goal setting will allow student ownership of growth and help teachers identify individual needs of students. Success will be measured by growth on SBR and state assessments.
6	Student performance will increase through use of goal setting with each student. This will be evidenced by goal-setting charts, student notebooks and journals, responses and reflections, as measured by end-of-unit summative assessments.	Create student tracking forms.	Instructional Leadership, Teacher(s)	10/2/2020	Local (Basic Allotment)	0		Goal setting will allow student ownership of growth and help teachers identify individual needs of students. Success will be measured by growth on SBR and state assessments.

7	Student performance will increase through use of goal setting with each student. This will be evidenced by goal-setting charts, student notebooks and journals, responses and reflections, as measured by end-of-unit summative assessments.	Hold goal-setting conferences and share goals with parents at each 9 week period by way of the SBR narrative.	Teacher(s)	6/11/2021	PTA/PTO	2,500		Goal setting will allow student ownership of growth and help teachers identify individual needs of students. Success will be measured by growth on SBR and state assessments.
8	Strategically identify and address learning gaps in our special populations as identified in benchmark data grades 3-5.	Data digs scheduled immediately following district assessments. Student needs established and resources purchased..	Instructional Leadership, Teacher(s)	6/11/2021	SCE	1,452		This will result in targeted intervention and an increase in closing the achievement gap for special populations.
9	Strategically identify and address learning gaps in our special populations as identified in benchmark data grades 3-5.	Provide professional learning map that includes vertical teaming in math, equity and access, and best practices.	Instructional Leadership	6/11/2021	Local (Basic Allotment)	0		This will result in targeted intervention and an increase in closing the achievement gap for special populations.

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:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

Campus Name: 101 - Carlson, Alice Alc

Principal: Kelz, Elizabeth

Executive Director: Valencia Rhines

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	2 events	5 events	EOY
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	100	100	EOY
	PBIS- 100% of classrooms will incorporate Positive Discipline in the classroom.	No Measure	100%	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Campus leadership and teachers will host 6 events this year to share our program with families. These events will include the following topics: SBR Overview Portfolio Work Applied Learning Behaviors Bringing Carlson Home -2 Events	Schedule parent education meetings.	Principal	9/11/2020	Local (Basic Allotment)	0		Parents will better understand our pedagogy and be able to support their child in the work that they do at Alice Carlson.
2	Campus leadership and teachers will host 6 events this year to share our program with families. These events will include the following topics: SBR Overview Portfolio Work Applied Learning Behaviors Bringing Carlson Home -2 Events	Form a teacher committee to oversee this work and delivery of content at meetings.	Instructional Leadership, Teacher(s)	9/18/2020	Local (Basic Allotment)	525		Parents will better understand our pedagogy and be able to support their child in the work that they do at Alice Carlson.
3	Campus leadership and teachers will host 6 events this year to share our program with families. These events will include the following topics: SBR Overview Portfolio Work Applied Learning Behaviors Bringing Carlson Home -2 Events	Host each event based on it's placement on the calendar and collect feedback from parents via a campus survey at the end of the year.	Instructional Leadership, Teacher(s)	6/11/2021	PTA/PTO	2,100		Parents will better understand our pedagogy and be able to support their child in the work that they do at Alice Carlson.
4	Positive Discipline will be the campus approach to working with students in every classroom.	Establish a Positive Discipline Committee to review discipline process and revise as needed.	Assistant Principal	10/5/2020	Local (Basic Allotment)	210		Positive discipline will decrease office referrals and time out of the classroom, and increase student engagement and the fostering of positive relationships (teacher to student and student to student).

5	Positive Discipline will be the campus approach to working with students in every classroom.	PD committee will present to the staff for campus-wide implementation.	Instructional Leadership, Teacher(s)	12/4/2020	Local (Basic Allotment)	105		Positive discipline will decrease office referrals and time out of the classroom, and increase student engagement and the fostering of positive relationships (teacher to student and student to student).
6	Positive Discipline will be the campus approach to working with students in every classroom.	Review discipline data at the EOY to determine effectiveness of the process and determine next steps for the 2021-2022 school year.	Instructional Leadership, Teacher(s)	6/11/2021	Local (Basic Allotment)	100		Positive discipline will decrease office referrals and time out of the classroom, and increase student engagement and the fostering of positive relationships (teacher to student and student to student).
7	Campus Wellness Coordinator will ensure that all students are assessed with Fitness Gram and that reports go home to parents for review.	CWC and support staff will prepare reports for families.	Teacher(s), Other	6/11/2021	Local (Basic Allotment)	105		
8	Increase student rigor and student engagement in the GT classroom.	Purchase general supplies for the GT classroom.	Principal		Gifted & Talented	569		

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:

