

# 2016-17 CEIP for 001-Carter-Riverside HS

## 001-Carter-Riverside HS

Principal: Gregory Ruthart

Leadership Director: TJ Jarchow

### Accountability Status

**SELECT 2016 ACCOUNTABILITY STATUS**

### Campus Distinctions

Academic Achievement in Math

Academic Achievement in Science

Academic Achievement in Social Studies

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

### CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2016-2017 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 No Child Left Behind;

YES Title I, Part A; and

YES the School Improvement Program.

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 Learning Network leadership team.

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

### SBDM Members

| Name            | Role                |
|-----------------|---------------------|
| Sue Bond        | Teacher             |
| Gregg Bursey    | Business Rep        |
| Brian Carter    | Parent              |
| Allen Coskrey   | Parent              |
| Katy Fowler     | Teacher             |
| Lori Matheny    | Campus Non-Tch Prof |
| Walter Padgett  | Teacher             |
| Johnna Purchase | Teacher             |
| Cathy Seifert   | Community Rep       |
| Lori Thomson    | Teacher             |
| Carol Wilborn   | Teacher             |
| Libby Willis    | Community Rep       |
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### Fort Worth ISD

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

# Comprehensive Needs Assessment Summary for 2016-2017

**Campus:** 001-Carter-Riverside HS

**Principal:** Gregory Ruthart

|  |                                     |   |                                 |  |   |  |
|--|-------------------------------------|---|---------------------------------|--|---|--|
| <b>Data Sources Used</b><br>Make a selection for each by choosing from the drop down | Yes                                 | Graduation  | Yes                             | Feeder Pattern Analysis  | Yes   | Data Accuracy  |
|  | Yes                                 | Attendance  | No                              | Cohort Analysis  | Yes   | Surveys  |
|  | Yes                                 | Discipline  | Yes                             | Support Systems  | Yes   | Fund Balance   |
|  | Yes                                 | Instruction   | Yes                             | Intervention Services  | No  | Recruit & Retain Quality Staff   |
|  | Yes                                 | Curriculum  | No                              | Dropout Identification   | No  | VOC-Customer Feedback  |
|  | Yes                                 | Student Data  | No                              | Achievement Gap  | No  | Other - enter data source here   |
|  |                                     |   |                                 |  |   |  |
| <b>Area Reviewed</b>   | <b>Summary of Strengths</b>         |   | <b>Summary of Needs</b>         |  | <b>Priorities</b>   |  |
|  | What were the identified strengths? |   | What were the identified needs? |  | What are the priorities for the campus, including how federal and state program funds |  |
| <b>Demographics</b>  | 1.                                  | Carter-Riverside is an increasingly diverse English-challenged population. We are working toward meeting the literacy needs of non-English speaking parents and student groups. | 1.                              | As our enrollment increases, overcrowding presents several challenges to learning. Lack of classroom space becomes more of an issue each year as enrollment increases. | 1.  | It is important to find ways to increase space and limit enrollment until our campus will sufficiently serve additional numbers of students.                                 |
|  | 2.                                  | We have an established and constantly improving network of systems to work effectively with a diverse population of students with high needs                                    | 2.                              | As our enrollment increases, so does the number of at risk students. Additional staff is a requirement to meet the needs of these students.                            | 2.  | Keeping pyramid students in the CR Pyramid is important, therefore essential programs of interest and course offerings must be made available to CR students.                |
|  |                                     |   | 3.                              | We will continue to receive pre-literate Language Center students who need additional help with literacy.  | 3.  | Hire and train staff to work with special populations, from at risk students to college-bound ones.  |
| <b>Student Achievement</b>   | 1.                                  | Passing rates for the fall semester averaged 92.4% for all students in core content areas and World Languages; in the spring semester, it was 92.7%.                            | 1.                              |  | 1.  | Address the root causes for inadequate learning both inside and outside the classroom. Goal 95% passing rate in all areas and grade levels with a special focus on freshmen. |
|  | 2.                                  | The average attendance rate for the fall semester for all students was 95%; for the spring semester it was 96%.   |                                 |  | 2.  | ALD to work with long-term LEP students. Pullout reading for Language Center students.   |

|  |    |   |    |  |    |   |
|--|----|---|----|--|----|---|
|  | 3. | 2013 Accountability Summary: Student Achievement (Target: 50) 67; Closing Performance Gap (Target: 31) 37; Postsecondary Readiness: (Target: 57) 68 |    |  | 3. | Continue reflection and revision of Progression Plan with focus on developing skills and habits crucial to high academic performance. Embed within each plan a Literacy Program that impacts the reading, writing, speaking, listening, and thinking abilities of all students.   |
| <b>School Culture and Climate</b>              | 1. |   | 1. | Special Program Groups: Title 1, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.  | 1. | Revise inclusion system, train inclusion and regular teachers.  |
|  |    |   | 2. | Title I teachers to work with students and teachers in the classroom.  | 2. | Train teachers and students to take ownership of learning, to analyze why they do what they do and to align how they learn with why they learn.   |
|  |    |   | 3. | Family liaison to educate parents about academic development and college opportunities   | 3. | Collaborate with feeder schools and parents to educate and prepare students for college.  |
| <b>Staff Quality/ Professional Development</b> | 1. | Professional development is provided through PLCs which meet regularly.   | 1. | Title I Data Analyst to work with PLCs: Focus is on TTESS goals, Progression Plans and Trimester preparation.  | 1. | Staff members will be provided essential professional development opportunities and will collaborate with others when making decisions about how to implement plans into daily routines.  |
|  |    |   | 2. | Title I teacher to work with teachers and students in the classroom  |    |   |
|  |    |   | 3. | Title I Data Analysts to work with data regarding testing, grades, and attendance.   |    |   |
| <b>Curriculum, Instruction, and Assessment</b> | 1. | Several systems are in place to ensure alignment between learning objectives, assessments and classroom instruction.                                | 1. | More training is needed for teachers to implement Eagle Code, Intentional Learning Design and Effective Instructional strategies, and to develop a passion and habit for owning their instructional practices. | 1. | Administrators will train teachers via walk-throughs, team collaboration, planning period training sessions, and ongoing discourse concerning instructional ideas and implementation. Administrators will assist teachers by developing professional mentoring opportunities with them throughout the year. Development of teacher leaders will be an ongoing priority for administrative team members. |
|  | 2. | Effort-based learning is becoming more of a norm for many students and teachers.  | 2. | Some students have low skills, fixed mindsets about their ability to learn, poor habits, and limited incentives for learning.  | 2. | There will be an increased focus on PSAT.   |
|  | 3. | There are intentional efforts and systems to move students toward higher performance and more rigorous learning.                                    |    |  |    |   |

|   |    |   |    |   |    |   |
|---|----|---|----|---|----|---|
| <b>Family and Community Involvement</b> | 1. | Parent information nights, beginning of year parent grade level meetings, High Academic Night, and Report Card Pick-Up Nights are organized through out the year.                       | 1. | A Booster Club is needed at Carter-Riverside.       | 1. | Development of a program to specifically train parents about college and college prep at home will be a priority.   |
|   | 2. | Parents are being trained and encouraged to play a more active role in student learning.  |    |   |    |   |
|   |    |   |    |   |    |   |
| <b>School Context and Organization</b>  | 1. | Teachers are encouraged to play a significant role in how they plan and implement instruction in their classroom and are always consulted regarding policies which they will implement. | 1. | Student Council development and training is needed. | 1. | Teachers are encouraged to design their own lessons and provide input regarding the plans they will implement. Professional Learning Communities in core content areas will provide the means for professional development. |
|   |    |   |    |   | 2. | Teachers will be given more autonomy to make classroom decisions and implement plans for student learning. Teachers will be given more individual attention and mentoring by administrative staff before PDAS evaluations.  |
|   |    |   |    |   |    |   |

**2016-17 CEIP for 001-Carter-Riverside HS**

**Budget Summary**

**Principal: Gregory Ruthart**

**Leadership Director: TJ Jarchow**

Summary by Fund Source

| <b>Fund Source</b>           | TITLE I           | TITLE I<br>(PARENT INV) | FOCUS/PRIORITY | LOCAL            | OTHER       | NONE        | <b>GRAND TOTAL<br/>budgeted in CEIP</b> |
|------------------------------|-------------------|-------------------------|----------------|------------------|-------------|-------------|---|
| Professional Development     | 0                 | 0                       | 0              | 0                | 0           | 0           | \$ -                                    |
| Tier I Instruction           | 0                 | 0                       | 0              | 0                | 0           | 0           | \$ -                                    |
| Middle Grade Math            | 0                 | 0                       | 0              | 0                | 0           | 0           | \$ -                                    |
| Career and College Readiness | 4,500             | 0                       | 0              | 50,000           | 0           | 0           | \$ 54,500                               |
| Campus Needs Assessment      | 320,000           | 0                       | 0              | 0                | 0           | 0           | \$ 320,000                              |
| <b>TOTAL</b>                 | <b>\$ 324,500</b> | <b>\$ -</b>             | <b>\$ -</b>    | <b>\$ 50,000</b> | <b>\$ -</b> | <b>\$ -</b> | <b>\$ 374,500</b>                       |
| <b>Allocations</b>           | -                 | -                       | -              | -                | -           | -           |   |
| <b>Percent Budgeted</b>      | NA                | NA                      | NA             | NA               | NA          | NA          |   |

**Compensatory Education Fund - FTEs**

# 2016-17 CEIP for 001-Carter-Riverside HS

# Professional Development Action Plan

Principal: Gregory Ruthart

Leadership Director: TJ Jarchow

|                 |                             |   |
|-----------------|-----------------------------|---|
| <b>District</b> | Goal:                       | 1. Increase Student Achievement   |
|                 | <b>Strategic Objective:</b> | 1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy |
|                 | <b>Plan Strategy:</b>       | 1.4 Equip employees to meet the academic and social/emotional/physical needs for our students                                       |
|                 | <b>Alignment Measure:</b>   | 1.5 Achievement and passing rates on state and local assessments  |

|              |  |
|--------------|--|
| <b>Focus</b> | Teachers become more effective at designing, implementing, assessing and reflecting on learning that is rigorous, engaging, intentional for all students as reflected in semester grades and end of semester and end of year common assessments. In addition, TTESS evaluations should reflect learning that is at the Proficient level or higher for all dimensions and the Accomplished level or higher for teachers' self-selected goals. |
|--------------|--|

|                    |   | Alignment  | Expectations          |          |         |               |      |                |
|--------------------|---|--|-----------------------|----------|---------|---------------|------|----------------|
| Title I Components | PBMAS   | Implementation Action Steps                                | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | Comments (+/Δ) |
|                    |   | PLC  | Hightshoe             | 5.19.16  |         | Title I       |      |                |
|                    |   | Read, discuss and use Helping Children Succeed by P. Tough | Hightshoe             | 5.19.16  |         | Title I       |      |                |
|                    |   | Tweak Progression Plans                                    | Dept Chairs           | 5.19.16  |         | Local         |      |                |
|                    |   | Design common end of semester and EOY exams                | Teachers              | 5.19.16  |         | Local         |      |                |
|                    |   | Identify and work on 2 T-TESS dimension goals              | Teachers              | 5.19.16  |         | Local         |      |                |
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| <b>Opportunity</b> | Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2) |  |                       |          |         |               |      |                |

**2016-17 CEIP for 001-Carter-Riverside HS**

**Tier I Instruction Action Plan**

**Principal: Gregory Ruthart**

**Leadership Director: TJ Jarchow**

|  |            |   |
|--|------------|---|
| <b>District Strategic Plan Alignment</b> | Goal:      | 1. Increase Student Achievement   |
|  | Objective: | 2.2 Leverage technology to automate routine practices and increase efficiencies   |
|  | Strategy:  | 1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy |
|  | Measure:   | 1.5 Achievement and passing rates on state and local assessments  |

|              |  |
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| <b>Focus</b> | All teachers will select 2 focus goals in addition to the 3 goals listed below to work on during PLCs. These goals should impact planning, implementation, assessment and relearning. Evidence that teachers are making progress toward these goals will be student grades and performance on independent common assessments (95% of students are passing each semester; 50+% are making an 81 or higher). |
|--------------|--|

| Title I Components | PBMAS | Alignment   | Expectations                          |          |         |                                   |      | Comments (+/Δ) |
|--------------------|-------|---|---------------------------------------|----------|---------|-----------------------------------|------|----------------|
|                    |       | Implementation Action Steps   | Person(s) Responsible                 | Timeline | PD Code | Budget Source                     | Amnt |                |
|                    |       | Plan and implement strategies that ensure students can discuss the specific learning objective and understand the connection between objectives and activities. | Teachers<br>Hightshoe<br>Admin        | 11.1.16  |         | Local                             |      |                |
|                    |       | Design and implement learning experiences that engage all students in rigorous, student-centered activities   | Teachers<br>Hightshoe<br>Admin        | 11.1.16  |         | Local                             |      |                |
|                    |       | Plan and implement timely checks for understanding that students are able to respond to and that lead to immediate feedback for enhanced learning.              | Teachers<br>Hightshoe<br>Admin        | 11.1.16  |         | Local                             |      |                |
|                    |       |   |                                       |          |         |                                   |      |                |
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| <b>Opportunity</b> |       | Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4)   | <b>MOY</b> (November 7 - February 24) |          |         | <b>EOY</b> (February 27 - June 2) |      |                |

**2016-17 CEIP for 001-Carter-Riverside HS**

**Middle Grade Math Action Plan**

**Principal: Gregory Ruthart**

**Leadership Director: TJ Jarchow**

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|-----------------|-----------------------------|---|-----------------------------|
| <b>District</b> | Goal:                       | 1. Increase Student Achievement   | Priority: Middle Grade Math |
|                 | <b>Strategic Objective:</b> | 1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy                       |                             |
|                 | <b>Plan Strategy:</b>       | 1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy |                             |
|                 | <b>Alignment Measure:</b>   | 1.5 Achievement and passing rates on state and local assessments  |                             |

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| <b>Focus</b> | All students taking Algebra I EOC will show 1 or 2 years progress as indicated by Index 2. All students enrolled in Algebra 1 will demonstrate the learning necessary to gain credit. |
|--------------|---|

|                    |   | Alignment                             | Expectations          |          |         |               |      |                |
|--------------------|---|---------------------------------------|-----------------------|----------|---------|---------------|------|----------------|
| Title I Components | PBMAS   | Implementation Action Steps           | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | Comments (+/Δ) |
|                    |   | PLC PD and planning                   | Alg 1 Teachers        |          |         | Local         |      |                |
|                    |   | Follow Progression Plan               | Alg 1 Teachers        |          |         | Local         |      |                |
|                    |   | Prevention and Intervention practices | Alg 1 Teachers        |          |         | Local         |      |                |
|                    |   | Extended day tutoring                 | Alg 1 Teachers        |          |         | Local         |      |                |
|                    |   |                                       |                       |          |         |               |      |                |
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| <b>Opportunity</b> | Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2) |                                       |                       |          |         |               |      |                |



**2016-17 CEIP for 001-Carter-Riverside HS**

**Career and College Readiness Action Plan**

**Principal: Gregory Ruthart**

**Leadership Director: TJ Jarchow**

|                 |                             |   |                                  |
|-----------------|-----------------------------|---|----------------------------------|
| <b>District</b> | Goal:                       | 1. Increase Student Achievement   | Priority: High School Graduation |
|                 | <b>Strategic Objective:</b> | 1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy                                 |                                  |
|                 | <b>Plan Strategy:</b>       | 1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education academically, socially, & emotionally |                                  |
|                 | <b>Alignment Measure:</b>   | 1.2 SAT scores for college readiness  |                                  |

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| <b>Focus</b> | In preparation for college and career and subsequent learning, teachers will adhere to the vertically-aligned development of skills defined in departmental Progression Plans. These efforts will result in an increased percentage of students enrolled and successful in Advanced Placement and Honors courses, an increased percentage of students taking and making qualifying scores on Advanced Placement exams, and a gradual rise in scores on the PSAT and SAT exams. |
|--------------|--|

|                           |   | <b>Alignment</b>                       | <b>Expectations</b>          |                 |                |                      |             |                       |
|---------------------------|---|--|------------------------------|-----------------|----------------|----------------------|-------------|-----------------------|
| <b>Title I Components</b> | <b>PBMAS</b>  | <b>Implementation Action Steps</b>     | <b>Person(s) Responsible</b> | <b>Timeline</b> | <b>PD Code</b> | <b>Budget Source</b> | <b>Amnt</b> | <b>Comments (+/Δ)</b> |
|                           |   | Progression Plans from each department | De;t. Chairs                 | 11.1.16         |                | Title I              | \$4,500     |                       |
|                           |   | College Events                         | Castro                       |                 |                |                      |             |                       |
|                           |   | PSAT Prep classes                      | De Valdenebro                |                 |                | Local                | \$50,000    |                       |
|                           |   | NMSI events                            | De Valdenebro                |                 |                | Other                |             |                       |
|                           |   |  |                              |                 |                |                      |             |                       |
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| <b>Opportunity</b>        | Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2) |  |                              |                 |                |                      |             |                       |

**2016-17 CEIP for 001-Carter-Riverside HS**

**Campus Needs Assessment Action Plan**

**Principal: Gregory Ruthart**

**Leadership Director: TJ Jarchow**

|                  |            |  |
|------------------|------------|--|
| <b>District</b>  | Goal:      | 3. Enhance Family & Community Engagement   |
| <b>Strategic</b> | Objective: | 3.1 Empower parents and the community to be full partners in students' educational success |
| <b>Plan</b>      | Strategy:  | 3.1 Connect families and community to opportunities to expand their knowledge              |
| <b>Alignment</b> | Measure:   | 1.8 Post secondary enrollment and continuation to second year                              |

|              |   |
|--------------|---|
| <b>Focus</b> | Establish and maintain effective avenues toward college readiness for special groups, including pyramid students in parents in grades K-8, 9-10 families, students in need of intervention and English 1 and 2 students. As a result a higher percentage of students (95%) will choose to stay in the pyramid after elementary school, a higher percentage of students (93%) will pass their classes each semester, and a higher percentage of students will achieve a satisfactory score on English 1 (65%) and English 2 (65%) EOC exams. |
|--------------|---|

| Title I Components | PBMAS   | Alignment  | Expectations          |          |         |               | Comments (+/Δ) |
|--------------------|---|--|-----------------------|----------|---------|---------------|----------------|
|                    |   | Implementation Action Steps  | Person(s) Responsible | Timeline | PD Code | Budget Source |                |
|                    |   | Pyramid alignment  | De Valdenebro         | 5.19.17  |         | Local         |                |
|                    |   |  | Castro                | 5.19.17  |         | Title I       | \$50,000.00    |
|                    |   | Family and Community Outreach  | Castro                | 5.19.17  |         | Title I       |                |
|                    |   | Prevention and Intervention  | Cervantes             | 12.22.16 |         | Title I       | \$50,000.00    |
|                    |   |  | Caro                  | 12.22.16 |         | Title I       | \$40,000.00    |
|                    |   | LTELL, LEP populations   | Bonner                | 12.22.16 |         | Title I       | \$60,000.00    |
|                    |   | Gather, distribute and explain relevant data regarding student performance | Casillas              | 12.22.16 |         | Title I       | \$60,000.00    |
|                    |   | Assistance with English 1 and 2 students and teachers                      | Hightshoe             | 3.24.17  |         | Title I       | \$60,000.00    |
|                    |   |  | Casillas              | 3.24.17  |         | Title I       |                |
|                    |   |  |                       |          |         |               |                |
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| <b>Opportunity</b> | Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2) |  |                       |          |         |               |                |