

001-Carter-Riverside HS

Gregory Ruthart

Benjamin Leos

2018-19 Schoolwide Programs: Campus Improvement Plan

001-Carter-Riverside HS

Principal: Gregory Ruthart

Executive Director: Benjamin Leos

State Accountability Status

Met Standard

Campus Distinctions

Academic Achievement in Science

Academic Achievement in Social Studies

Academic Achievement in Math

Top 25% Student Progress

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

ents to develop skills and to master learning objectives in order to become effective, collabor

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: Student Achievement	63
Domain 2: School Progress	27
Domain 3: Closing The Gaps	36

SBDM Members

Name	Role
Virginia Bond	Teacher
Darrell Hickman	Teacher
Kirk Ninemire	Teacher
Johnna Purchase	Teacher
Ganimiete Salihu	Teacher
Lauren Whalen	Teacher
Francisco Cervantes	Campus Non-Tch Prof
Gregg Burse	Business Rep
Alan Coskrey	Business Rep
Cathy Seifert	Community Rep
Libby Willis	Community Rep
Griselda Adwell	Parent
Sylvia Hernandez	Parent
	Select
	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: Carter-Riverside High School

Principal: Gregory Ruthart

Data Sources Used Make a selection for each by choosing from the	Yes	Graduation	Yes	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	Yes	Intervention Services	No	Recruit & Retain Quality Staff
	Yes	Curriculum	Yes	Dropout Identification	No	VOC-Customer Feedback
Yes	Student Data	No	Achievement Gap	No	Other - enter data source here	
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how federal and state program funds will be used?	
Demographics	1.	We are a diverse, close-knit community. Our students are mature and compliant.	1.	We have more students with psychological, emotional, economic, and social needs that impact learning than we have resources to address them.	1. Some students have low skills, fixed mindsets, poor academic habits, and limited incentives for learning.	
	2.	Carter-Riverside is structured for students to develop the skills and master the content they need in order to be successful in college. Teachers have high standards for students.	2.	Some students have low skills, fixed mindsets, poor academic habits, and limited incentives for learning.	2. Support staff and systems to deal with student failure, at risk behaviors, parents, testing and college prep.	
Student Achievement	1.	AP participation and performance	1.	Over half of our students are reading below grade level.	3. Resources and personnel to educate parents about	
	2.	Performance on 9-11 PSAT rose from 2016	2.	Freshmen enter CR without essential soft skills.	4. Professional development for teachers	
					5. Testing and data needs	

	<ol style="list-style-type: none"> Received 4 distinctions this year, up from 3 the year before, up from 2 the year before that. 	<ol style="list-style-type: none"> Passing rates for fall semester were 88.5 	6. Support for logistical needs that make learning more efficient and effective
School Culture and Climate	<ol style="list-style-type: none"> Students are mature and compliant. 	<ol style="list-style-type: none"> Support staff and systems to deal with student failure, at risk behaviors, parents, testing and college prep. 	
	<ol style="list-style-type: none"> Positive, friendly culture between and among adults and students. 	<ol style="list-style-type: none"> Resources and personnel to educate parents about academic development and college opportunities. 	
		<ol style="list-style-type: none"> Adhere to Progression Plans as students move from 9th grade to graduation. 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Professional Development efforts are tied to the CEIP goals and is scheduled to allow for effective and efficient implementation. 	<ol style="list-style-type: none"> Professional development for teachers 	
	<ol style="list-style-type: none"> Professional Development is provided through PLCs which meet regularly. 	<ol style="list-style-type: none"> Teacher to work with teachers and students in the classroom. 	
		<ol style="list-style-type: none"> College Prep personnel. 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> Several systems are in place to ensure alignment between learning objectives, assessment and instruction. 	<ol style="list-style-type: none"> Testing and data needs 	
	<ol style="list-style-type: none"> Effort-based learning is becoming more of the norm for students and teachers. 	<ol style="list-style-type: none"> Support for logistical needs that make learning more efficient and effective 	

	<p>3. Intentional efforts and systems to move students toward higher learning.</p>	<p>3. More training is needed for teachers to effectively implement: Eagle Code, Intentional Learning Design, Immediate Feedback Standards, and to develop a passion and habit of owning their instructional practices.</p>
<p>Family and Community Involvement</p>	<p>1. Parent Information Night, beginning of year grade level meetings, High Academic Night, Scheduling Expo, and Report Card Pickup Nights are scheduled throughout the year.</p>	<p>1. Booster Club needed.</p>
<p>School Context and Organization</p>	<p>1. Teachers are encouraged to play a significant role in how they plan and implement instruction and are always consulted regarding policies they will implement.</p>	<p>1. The teacher to student ratio, especially in key core content courses works against learning.</p>
		<p>2. Our current schedule works against learning.</p>
		<p>3. Several district programs (Odyssey, Laptops, Promethean Boards) work against learning.</p>

		001-Carter-Riverside HS							
Budget Summary	Local	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL	
	(Basic Allotment)								
	\$ 81,368	\$ 14,457	\$ 10,742	\$ 1,571	\$ 906	\$ 8,706	\$ 288,844	406,594	

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Gregory Ruthart

Leadership Director: Benjamin Leos

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	37,882	0	0	0	0	0	169,390	\$ 207,272
Campus Needs - Student Achievement	11,500	0	0	0	0	0	20,000	\$ 31,500
Campus Needs	42,500	0	0	0	0	0	0	\$ 42,500
Parent/Family Engagement Health Related	0	0	0	0	0	0	67,920	\$ 67,920
TOTAL	\$ 91,882	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 257,310	\$ 349,192
Allocations	81,368	14,457	10,742	1,571	906	8,706	288,844	406,594
Percent Budgeted	113%	0%	0%	0%	0%	0%	89%	86%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal: Gregory Ruthart

Leadership Director: Benjamin Leos

Fort Worth ISD Student Outcome Goal Alignment	Goal:	3 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.
	Progress Measures:	3.1 Percent of graduates meeting TSI standard in Reading and Math will increase from 16% to 25% by 2019. 3.2 Percent of graduates who earn 12 or more college credit hours through dual credit courses will increase from 7% to 13% by 2019. 3.3 Percent of graduates completing a CTE coherent sequence of courses will increase from 35% to 44% by 2019.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		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%	66%
	3.1 Percent of graduates meeting TSI standard in Reading and Math will increase from	16%	23%	EOY
	3.2 Percent of graduates who earn 12 or more college credit hours through dual credit courses will increase from	7%	13%	EOY
	NA			EOY
	3.3 Percent of graduates completing a CTE coherent sequence of courses will increase from	35%	40%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	SPED	Student-driven rigor. Teachers design, and students take advantage of, opportunities for students to take ownership of their learning by proactively engaging in challenging, open-ended, relevant learning experiences in which they are doing most, if not all, of the creating, thinking, evaluating, applying, explaining, writing, questioning, and processing of information.	Administrators and teachers (CTE)	1-Jun-19	PLC	Local	\$ 10,742.00	1, 2
2	SPED	Acting with intent. Teachers design, and students take advantage of, tasks, procedures, and assignments to be carried out with a conscious intent to learn, to understand, to improve; not just out of compliance or desire for completion.	Administrators and teachers (SPED)	1-Jun-19	PLC	Local	\$ 8,706.00	1, 2
3	SPED	Growth mindset. Teachers design, and students take advantage of, opportunities for students to practice embracing challenges, persisting in the face of setbacks, making an effort to learn, learning from criticism.	Administrators and teachers (Accelerated Education)	1-Jun-19	PLC	Local	\$ 14,457.00	1, 2
4	SPED	Literacy skills. Teachers design, and students take advantage of, opportunities for students to practice reading, writing, speaking, listening and thinking with the intent to learn.	Administrators and teachers (Bilingual and Special Language Programs)	1-Jun-19	PLC	Local	\$ 1,571.00	1, 2

5	1-4, 9	SPED	Feedback. Teachers provide feedback (primarily through questioning). Students have opportunities to respond to feedback from the teacher and other students.	Administrators and teachers (GT)	1-Jun-19	PLC	Local	\$ 906.00	1, 2
6	1-4, 9	SPED	Formative assessment. Students have, and take advantage of, opportunities to receive and respond to regular assessments of their progress toward mastery—both from the teacher and themselves.	Administrators and teachers (Counselors)	1-Jun-19	PLC	Local	\$ 1,500.00	1, 2
7	1-4, 9	SPED	Scaffolding skills. Teachers design scaffolds toward mastery of skills, dismantling rungs as students move closer to mastery.	Administrators and teachers	1-Jun-19	PLC	Local		1, 2
8	1,2	SPED	Coordinate testing, distribute and analyze data	Data Analyst	1-Jun-19	PLC	Title I	\$ 67,470.00	1, 2
9	1-4, 9		Fringe benefits for Title I positions				Title I	\$ 30,000.00	
10	1,2	SPED	Assist with computer labs and other duties for students and teachers	Comp Lab	1-Jun-19	After Sch	Title I	\$ 28,000.00	4
11	1,2		Wellness activities for students and staff	Wellness Coordinator	1-Jun-19	After Sch	Title I	\$ 7,920.00	2
12	1,2,6,9	SPED	Student Support Programs: Gold Award, Parent Nights, FAFSA Nights, DACA Night, Report Card Pickups	Counselors, FCO Coordinator, Student Support Coordinator, Admin	1-Jun-19	After Sch			2
13	1-4, 9		Professional Development for teachers to improve instruction and learning	Ruthart	1-Jun-19	After Sch	Title I	\$ 10,000.00	2
14	1,2		Books for students to improve reading and reading interests		1-Jun-19	Pull-Out	Title I	\$ 20,000.00	
15	1,2		Library books for all students	Librarian	1-Jun-19		Title I	\$ 6,000.00	

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Gregory Ruthart

Leadership Director: Benjamin Leos

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal	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 percent.	BOY %	MOY %	EOY %	Target %	Difference
(Target Element Systems)	Graduates meeting TSI standard in Reading and Math	16.0%		23.0%	23%	0.0%
	Graduates who earn 12 or more college credit hours through dual credit courses	7.0%		13.0%	13%	0.0%
	Graduates completing a CTE coherent sequence of courses	35.0%		40.0%	40%	0.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Master Monitor of Immediate Feedback Process (ratio of 3 opps taken for 1 opp missed), GPA (avg: 3.5), passing rates (95%), honor rolls	1-Index: Student-driven rigor. Teachers design, and students take advantage of, opportunities for students to take ownership of their learning by proactively engaging in challenging, open-ended, relevant learning experiences in which they are doing most, if not all, of the creating, thinking, evaluating, applying, explaining, writing, questioning, and processing of information.	Immediate Feedback on Walkthrough Process, PD through PLC training	In Progress			
2 Master Monitor of Immediate Feedback Process (ratio of 3 opps taken for 1 opp missed),	2-Index: Acting with intent. Teachers design, and students take advantage of, tasks, procedures, and assignments to be carried out with a conscious intent to learn, to understand, to improve; not just out of compliance or desire for completion.	Immediate Feedback on Walkthrough Process, PD through PLC training	In Progress			
3 Master Monitor of Immediate Feedback Process (ratio of 3 opps taken for 1 opp missed), GPA (avg: 3.5), passing	3-Index: Metacognition. Teachers design, and students take advantage of, opportunities for students to be aware of and constantly analyze: how, how well, and why they are learning; how well they can explain it to someone else, pinpoint what they don't understand; and, take action on this information.	Immediate Feedback on Walkthrough Process, PD through PLC training	In Progress			
4 Master Monitor of Immediate Feedback Process (ratio of 3 opps taken for 1 opp missed),	4-Index: Growth mindset. Teachers design, and students take advantage of, opportunities for students to practice embracing challenges, persisting in the face of setbacks, making an effort to learn, learning from criticism.	Immediate Feedback on Walkthrough Process, PD through PLC training	In Progress			
5 Master Monitor of Immediate Feedback Process (ratio of 3 opps	5-Index: Literacy skills. Teachers design, and students take advantage of, opportunities for students to practice reading, writing, speaking, listening and thinking with the intent to learn.	Immediate Feedback on Walkthrough Process, PD through PLC training	In Progress			
6 Master Monitor of Immediate Feedback Process (ratio of 3 opps	6-Index: Feedback. Teachers provide feedback (primarily through questioning). Students have opportunities to respond to feedback from the teacher and other students.	Immediate Feedback on Walkthrough Process, PD through PLC training	In Progress			
7 Master Monitor of Immediate Feedback Process (ratio of 3 opps	7-Index: Formative assessment. Students have, and take advantage of, opportunities to receive and respond to regular assessments of their progress toward mastery—both from the teacher and themselves.	Immediate Feedback on Walkthrough Process, PD through PLC training	In Progress			

8	Master Monitor of Immediate Feedback Process (ratio of 3 opps	8-Index: Scaffolding skills. Teachers design scaffolds toward mastery of skills, dismantling rungs as students move closer to mastery.	Immediate Feedback on Walkthrough Process, PD through PLC training	In Progress			
9	Eng 1: 65, Eng 2: 70, Alg	9-Index: Coordinate testing, distribute and analyze data	EOC results	In Progress			
10	3 applications and 1 scholarship app per	10-Index: Work with families and students to prepare for college	College applications and scholarships	In Progress			
11	95% passing rates for each class per cycle	11-Index: Serve as a liaison between parents and teachers to keep students on track.	Passing rates	In Progress			
12	97% attendance	12-Index: Wellness activities for students and staff	Attendance	In Progress			
13	determined per event	13-Index: Student Support Programs: Gold Award, Parent Nights, FAFSA Nights, DACA Night, Report Card Pickups	Sign-in sheets for events	In Progress			
14							
15							

Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Gregory Ruthart

Campus Needs - Student Achievement Action Plan

Leadership Director: Benjamin Leos

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 (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Goal 1	(Target Element) Writing - Percent of students in tested grade level performing at or above Approaches Grade Level as measured by the STAAR standard in English 1 Reading/Writing will increase from 41% Approaches or		45.00%	21.00%	0.00%	60.00%	25.00%	2.00%
Goal 2	(Target Element) Math - Percent of students in tested grade levels performing at Meets or Masters Grade Level as measured by the STAAR standard in Math will increase from 76% to 84% for first time testers.		76.00%	30.00%	11.00%	84.00%	35.00%	14.00%
Goal 3	The freshman initiative will address reading levels, raise passing rates (from 84% to 95%), move students into or toward the APH pipeline, enhance students' capacity to turn in completed work on time and respond to student-		84.00%			95.00%		
Goal 4	Sustaned AP growth in terms of numbers and qualifying scores. Number of testers from 302 to 325. Number of total AP/OR students from 595 to 600. Percentage of qualifying scores from 38.8% to 42%.		39.00%			42.00%		

		Alignment		Expectations				
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus → Achievement &
1	1,2,3,4	SPED	Teachers make consistent use of scaffolds to improve reading (Achieve	Teachers and	1-Jun-19	PLC	Local	3
2	3,4	SPED	Students are asked to read and write about things that are relevant to them.	Teachers and administrators	1-Jun-19	PLC	Local	1, 2
3	1,2,3,4	SPED	Teachers maintain writing folders that demonstrate systematic progress--via teacher feedback (questioning) and self evaluation, revision on specific aspects of the writing process.	Teachers and administrators	1-Jun-19	PLC	Local	1, 2
4			Pullouts for subs for PD	Dept Chairs			Local	\$ 11,500.00
5	1-4, 9		Consultant to work with students to improve their reading and writing	Gayla Dawson	1-Jun-19	PLC	Title I	\$ 24,000.00
6	1-4, 9		Pullouts for subs for PD	Dept Chairs			Title I	\$ 20,000.00
7								
8	1,2,3,9	SPED	Students must demonstrate an ability to solve problems and calculate without using a calculator before being allowed to use one.	Teachers and administrators	1-Jun-19	PLC	Local	1, 2
9								
10	1,2,3,4,8	SPED	Revise and implement Progression Plans	Academic Coordinator, teachers, administrators	1-Jun-19	Pull-Out/ PLC	Title I	\$14,000
11	2,9	SPED	Intervene with students early to keep them on course in their classes.	Student Support Coordinator	1-Jun-19	Faculty Mgt/PLC	Title I	\$51,800
12	1	SPED	Assist teachers as they prepare for instruction.	CAI Assistant	1-Jun-19	Faculty Mgt	Title I	\$6,500
13	1,2,3,4,5,	SPED	Instructional monthly meetings	Ruthart	1-Jun-19	PLC		\$2,400
14			Training for Social Studies teachers	Orona			Title I	
15								

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Gregory Ruthart

Leadership Director: Benjamin Leos

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (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
	(Target Element) Writing - Percent of students in tested grade level performing at or above Approaches Grade Level as measured by the STAAR standard in English 1 Reading/Writing will increase from 41% Approaches or above to 60% Approaches or above for all testers						
	(Target Element) Math - Percent of students in tested grade levels performing at Meets or Masters Grade Level as measured by the STAAR standard in Math will increase from 76% to 84% for first time testers.						
	The freshman initiative will address reading levels, raise passing rates (from 84% to 95%), move students into or toward the APH pipeline, enhance students' capacity to turn in completed work on time and respond to student-driven rigor.						
	Sustained AP growth in terms of numbers and qualifying scores. Number of testers from 302 to 325. Number of total AP/OR students from 595 to 600. Percentage of qualifying scores from 38.8% to 42%.						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 All students do 6 lessons per month.	1-Index: 3 Teachers make consistent use of scaffolds to improve reading (Achieve 3000 and the Read 3 Strategy). Students are also taught how to improve their reading through writing and thinking like a writer when they read.	Acheive 3000 usage reports	In Progress			
2 All writing assignments are relevant to students	2-Index: Students are asked to read and write about things that are relevant to them.	lesson plans	In Progress			
3 Folders contain 2 full process papers each semester	3-Index: Teachers maintain writing folders that demonstrate systematic progress--via teacher feedback (questioning) and self evaluation, revision on specific aspects of the writing process.	writing folder checks based on rubric	In Progress			
4 Passing grades on Mad Minute assessments	8-Index: Students must demonstrate an ability to solve problems and calculate without using a calculator before being allowed to use one.	Weekly assessments	In Progress			
5 All students are passing cycle assessments in	9-Index: Tutorial assistance for freshmen through Public Speaking classes.	cycle assesements	In Progress			
6 Plans revised by end of 2nd cycle	10-Index: Revise and implement Progression Plans	Revised plans submitted to appraiser, walkthroughs	In Progress			
7 95% passing rates by cycle for each grade level	11-Index: Intervene with students early to keep them on course in their classes.	Cycle passing rates and rosters by teacher and grade level	Below Target			
8 No complaints regarding	12-Index: Assist teachers as they prepare for instruction.	CERC agendas	In Progress			
9	13-Index: Instructional PLC monthly	PLC agendas	In Progress			
10						
11						
12	Consultant to work with students to improve their writing	Gayla Dawson	1-Jun-18			
13						
14						

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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Gregory Ruthart

Leadership Director: Benjamin Leos

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	(Target Element) Writing - Percent of students in tested grade level performing at or above Approaches Grade Level as measured by the STAAR standard in English 1 Reading/Writing will increase from 49% Approaches to 65% Approaches and from 30% Meets to 45% Meets; in English 2, from			49%	65%	EOY
	Goal 2	(Target Element) Math - Percent of students in tested grade levels performing at Meets or Masters Grade Level as measured by the STAAR standard in Math will increase from 83% to 90% for first time testers.			83%	90%	EOY
	Goal 3	Public Speaking classes, bi-monthly freshman team meetings, and tutorial assistance will work to prepare students for the rigor of high school through skill development as defined in the Vision, Mission and Means document. Passing rates from 84% to 95%.			84%	95%	EOY
	Goal 4	Sustained AP growth in terms of numbers and qualifying scores. Number of testers from 330 to 375. Number of exams from 676 to 725. Percentage of qualifying scores from 28.8% to 35%.			29%	35%	EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,3,4	SPED	Teachers make consistent use of scaffolds to improve reading (Achieve 3000 and the Read 3 Strategy). Students are also taught how to improve their reading through writing and thinking like a writer when they read.	Teachers and administrators	1-Jun-19	PLC	Local		3
3,4	SPED	Students are asked to read and write about things that are relevant to them.	Teachers and administrators	1-Jun-19	PLC	Local		1, 2
1,2,3,4	SPED	Teachers maintain writing folders that demonstrate systematic progress--via teacher feedback (questioning) and self evaluation, revision on specific aspects of the writing process.	Teachers and administrators	1-Jun-19	PLC	Local		1, 2
		Facility upkeep and improvement	Ruthart	1-Jun-19		Local	\$ 10,500.00	
		Security needs		1-Jun-19		Local	\$ 3,000.00	
		Administrative needs		1-Jun-19		Local	\$ 29,000.00	
1,2,3,9	SPED	Students must demonstrate an ability to solve problems and calculate without using a calculator before being allowed to use one.	Teachers and administrators	1-Jun-19	PLC	Local		1, 2
1,2,3,4,8	SPED	Revise and implement Progression Plans	Academic Coordinator, teachers, administrators	1-Jun-19	Pull-Out/ PLC	Title I	\$14,000	4
2,9	SPED	Intervene with students early to keep them on course in their classes.	Student Support Coordinator	1-Jun-19	Faculty Mgt/PLC	Title I	\$51,800	1, 3
1	SPED	Assist teachers as they prepare for instruction.	CAI Assistant	1-Jun-19	Faculty Mgt	Title I	\$6,500	2
1,2,3,4,5,	SPED	Instructional PLC monthly		1-Jun-19	PLC			1, 2



2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Gregory Ruthart

Leadership Director: Benjamin Leos

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)				
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	(Target Element) Writing - Percent of students in tested grade level performing at or above Approaches Grade Level as measured by the STAAR standard in English 1 Reading/Writing will increase from 49% Approaches to 65% Approaches and from 30% Meets to 45% Meets;	49.0%		65.0%	65%	0.0%
	(Target Element) Math - Percent of students in tested grade levels performing at Meets or Masters Grade Level as measured by the STAAR standard in Math will increase from 83% to 90% for first time testers.	83.0%		90.0%	90%	0.0%
	Public Speaking classes, bi-monthly freshman team meetings, and tutorial assistance will work to prepare students for the rigor of high school through skill development as defined in the Vision, Mission and Means document. Passing rates from 84% to 95%.	84.3%		95.0%	95%	0.0%
	Sustained AP growth in terms of numbers and qualifying scores. Number of testers from 330 to 375. Number of exams from 676 to 725. Percentage of qualifying scores from 28.8% to 35%.	28.0%		35.0%	35%	0.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 All students do 6 lessons per month.	1-Index: 3 Teachers make consistent use of scaffolds to improve reading (Achieve 3000 and the Read 3 Strategy). Students are also taught how to improve their reading through writing and thinking like a writer when they read.	Acheive 3000 usage reports	In Progress			
2 All writing assignments are relevant to students	2-Index: Students are asked to read and write about things that are relevant to them.	lesson plans	In Progress			
3 Folders contain 2 full process papers each semester	3-Index: Teachers maintain writing folders that demonstrate systematic progress--via teacher feedback (questioning) and self evaluation, revision on specific aspects of the writing process.	writing folder checks based on rubric	In Progress			
4 Passing grades on Mad Minute assessments	8-Index: Students must demonstrate an ability to solve problems and calculate without using a calculator before being allowed to use one.	Weekly assessments	In Progress			
5 All students are passing cycle assessments in	9-Index: Tutorial assistance for freshmen through Public Speaking classes.	cycle assessments	In Progress			
6 Plans revised by end of 2nd cycle	10-Index: Revise and implement Progression Plans	Revised plans submitted to appraiser, walkthroughs	In Progress			
7 95% passing rates by cycle for each grade level	11-Index: Intervene with students early to keep them on course in their classes.	Cycle passing rates and rosters by teacher and grade level	Below Target			
8 No complaints regarding	12-Index: Assist teachers as they prepare for instruction.	CERC agendas	In Progress			
9	13-Index: Instructional PLC monthly	PLC agendas	In Progress			
10	14-Index: Additional teacher needed for one period of instruction in a science classroom.	attendance and grades in additional class	On Target			

11	Consultant to work with teachers and students to improve lesson design and implementation and student learning	Maria Sanchez	1-Jun-18	PLC	Title I	\$20,000.00
12	Consultant to work with students to improve their writing	Gayla Dawson	1-Jun-18	PLC	Title I	
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Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Gregory Ruthart

Leadership Director: Benjamin Leos

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL		(BOY)		
	Goal 1	Participation by parents will increase overall, but especially at Academic Night from 50 to 100, and at Parent Cafe from 2 to 15.	4%	10%	April, 2019
	Goal 2	90% of Students in Health classes will continue to pass the EOC	90%	90%	
	Goal 3 (Optional)				
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	2,6	Promote and manage special parent events, such as Report Card Pickup Nights, Academic Night, Open House, Parent Cafe, FAFSA and College Information events.	Maria Castro	1-Jun-19		Title I	\$ 51,700.00	
2	1,4	Promote and manage Wellness events, including Wellness Weeks, Community Walks, and other Wellness programs	Peterson	1-Jun-19		Title I	\$ 7,920.00	
3		Prepare students to pass the Health EOC exam	Guthrie	1-Jun-19				
4	2,6	Serve as a liaison between parents and teachers to keep students on track.	Family Communication and College Readiness	1-Jun-19				
5	2,6	Parent Liaison to work between parents and staff	Parent Liason	1-Jun-19		Title I	\$ 8,300.00	
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