

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 001 - Carter-Riverside HS, Amon

Principal: Ruthart, Gregory

Executive Director: Benjamin Leos

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: 94.9

Special Education: 8.8

Dual Language/ESL: 19.3

Gifted and Talented: 8.8

Career and Technology: 49.4

Percentage of at-risk students: 84

Percentage of English Language (EL) students: 20.6

Percentage of economically disadvantage students: 83.4

2019-2020 Campus Site-Based Committee

Name	Role
Gregory Ruthart	Principal
Shayma Alzubi	Teacher
Francisco Cervantes	Campus Non-Teacher Professional
Darrell Hickman	Teacher
Kirk Ninemire	Teacher
Darcia Carter	Teacher
Greg Bursey	Teacher
Allen Cosckrey	Teacher
Cathy Seifert	Community Representative
Libby Willis	Business Representative
Katy Fowler	Teacher
Ganimete Saliyu	Teacher
Tissy Adwell	Parent
Silvia Hernandez	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Carter-Riverside HS, Amon. 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 67	69 - Met Standard
Domain 2: School Progress 71	
Domain 3: Closing The Gaps 64	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 1

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:

the Fort Worth ISD School Board;

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. We are a diverse, close-knit community. Our students are mature and compliant.	1. 95% of our students are economically disadvantaged.	1. 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. We have more students with psychological, emotional, economic, and social needs that impact learning than we have resources to address them.	2. Support staff and systems to deal with student failure, at risk behaviors, parents, testing and college prep.
	3.	3. Some students have low skills, fixed mindsets, poor academic habits, and limited incentives for learning.	3. Resources and personnel to educate parents about academic development and college opportunities.
Student Achievement	1. AP participation and performance continue to rise.	1. Over half of our students are reading below grade level.	4. Professional development for teachers to implement literacy strategies and to enhance instructional planning and implementation. 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. 5. Support for logistical needs that make learning more efficient and effective
	2. Systems and personnel are in place to address student achievement, but we must continue to analyze, adjust, and monitor these resources.	2. Freshmen enter CR without essential soft skills.	
	3.	3. 6. Support for logistical needs that make learning more efficient and effective	
School Culture and Climate	1. Students are mature and compliant.	1. Support staff and systems to deal with student failure, at risk behaviors, parents, testing and college prep.	
	2. Positive, friendly culture between and among adults and students.	2. Resources and personnel to educate parents about academic development and college opportunities.	
	3. We are creating and sustaining an increasingly college-prep mentality with students and parents.	3. Adhere to Progression Plans as students move from 9th grade to graduation.	
Staff Quality/ Professional Development	1. Professional Development efforts are tied to the CEIP goals and are scheduled to allow for effective and efficient implementation.	1. Professional development for teachers	
	2. Professional Development is provided through PLCs which meet daily.	2. Teacher to work with teachers and students in the classroom.	
	3. We have a Dean of Instruction whose primary role is to provide training and coaching for teachers.	3. College Prep personnel.	

Curriculum, Instruction, and Assessment	1.	Several systems are in place to ensure alignment between learning objectives, assessment and instruction.	1.	Testing and data needs
	2.	Effort-based learning is becoming more of the norm for students and teachers.	2.	Support for logistical needs that make learning more efficient and effective
	3.	Intentional efforts and systems to move students toward higher learning.	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.
Family and Community Involvement	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.	1.	Booster Club needed.
	2.		2.	Our current schedule works against learning.
	3.		3.	Several district programs (Odyssey, Laptops, Promethean Boards) work against learning.
School Context and Organization	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.	1.	The teacher to student ratio, especially in key core content courses works against learning.
	2.		2.	Our current schedule works against learning.
	3.		3.	Several district programs (Odyssey, Laptops, Promethean Boards) work against learning.

Academic Excellence Goals

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

Campus Name: 001 - Carter-Riverside HS, Amon

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline	
	College and Career Readiness - Percent of graduates who have met the criteria for CCMR indicator, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.			84.40		85	
							EOY
							EOY
	College and Career Readiness - Percent of graduates who have met the criteria for CCMR indicator, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.			84.40			
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Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Family and Community Coordinator will work with students and parents to ensure they are informed about college opportunities and have all the resources they need to make the most of those opportunities.	95% of seniors will submit FAFSA application, apply for admission to at least one college, apply for at least one scholarship, submit a college essay. This will be accomplished through the Go Center and senior ELA classes.	Principal	5/28/2020	Title I	53,798	On Target	
2 Title I	Funds for materials and supplies necessary for learning and instruction will be provided to core content, World Language and Fine Arts teachers.	Department Chairs will spend allotted funds for their department by December 1, 2019.	Principal	12/1/2019	Local (Basic Allotment)	31,893	Below Target	
3 Title I	Mean scores for each AP subject area test will remain constant from last year. Percentage of students taking at least one APH class will rise from 55 to 60. Mean Scores Art 1.55 Bio 2.11 Cal AB 1.94 Cal BC 2.33 Chem 1.67 Lang 1.66 Lit 1.95 Lat 1 Eco 1.09 Phys 3 Psych 2.76 SpLang 3.69 SpLit 3.26 Stat 1.68 2D Art 2.75 Drawing 4.67 Gov 1.64 US 2.29 WH 2.27	AP teachers and Academic Coordinator will schedule and administer at least one mock exam for each AP course.	Other	5/27/2020	Bilingual	1,687	On Target	

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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: 001 - Carter-Riverside HS, Amon

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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 in lowest performing student group for all subjects performing at or above Meets Grade Level as measured by STAAR will increase from	24%	40%	EOY
	Passing rate for all core content areas and World Language will consistently be at or above 95% for each cycle. EOC exams passing rates for all testers			

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Data Analyst will design and manage all EOC-related testing events, including training for testing participants; management of testing materials, and data analysis.		Assistant Principal	5/28/2020	Title I	34,665	Below Target	
2 Title I	Consultant to work with English 1 teachers to improve students' reading and writing capacity.	Consultant will plan weekly with teachers, provide feedback on student work, collect and analyze data.	Assistant Principal	5/28/2020	Title I	20,000	Below Target	
3 Title I	Teacher will provide classroom instruction for students.	Specifically, he will be responsible for adhering to the goals and practices required of all teachers.	Assistant Principal	5/28/2020	Title I	55,957	Below Target	
4 Title I	Provide pullout time for core content teachers to analyze, adjust and monitor Progression Plans.	Provide subs for teachers.	Instructional Leadership	5/28/2020	Title I	5,000	On Target	
5 Title I	Instructional Specialist will primarily be responsible for working with teachers to improve instruction.	Specifically, she will: <ul style="list-style-type: none"> • Design, implement and monitor professional development activities and sessions for teachers; these include: <ul style="list-style-type: none"> o Training during the week of 8/12-16 o ½ day pull out training for core content teachers to work on Progression Plans o Waiver Day trainings o May/Summer training for designated teachers • Work with PLCs to ensure effective practices and results <ul style="list-style-type: none"> • Mentor coordinator for new teachers • Instructional coach for designated teachers 	Principal	5/28/2020	Title I	68,732	On Target	
6 Title I	Use extra duty pay for those working outside of the school day with students and parents	Parent and students who receive failing grades for each cycle will meet with an administrator or counselor to design a plan for credit recovery and intervention on Report Card Pick up Night.	Principal	5/27/2020	Title I	5,000	On Target	
7 Title I	Miscellaneous instructional-related needs for students	Binders for freshmen students to help organize time and materials. Students will receive these in the College Readiness and Study Skills courses and will utilize them in core content classrooms.	Principal	5/27/2020	CTE	5,000	On Target	
8 Title I	Provide materials and supplies for freshmen teachers and students to enhance instruction.	Materials and supplies will be distributed and used in core content classes and College Readiness and Study Skills course as needed throughout the year.	Assistant Principal		CTE	7,843	On Target	

9	Title I	Supplemental for classroom instruction as needed	Additional allocations to department who exhaust their allocations the first semester.	Principal	6/1/2020	SCE	11,601	On Target	
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BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The customer satisfaction percentage will increase through positive interaction between families from diverse backgrounds and school staff as measured by the Parent Stakeholder Survey from	33%	40%	EOY
	PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease for target student groups from	155 events	125 events	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	40%	75%	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Provide supplies and materials for general instructional needs.		Assistant Principal	5/28/2020	Title I	26,392	On Target	
2 Title I	Computer Lab Assistant to assist as needed with teacher and students technology-related needs	Provide copies to teachers as needed. Provide printing materials as needed. Assist with technology-related issues that enhance or prevent instruction.	Assistant Principal	5/28/2020	Title I	30,096	On Target	
3 Title I	Liaison and Family Engagement to communicate with parents regarding student opportunities, concerns, progress.	Chromebooks and supplies for parents and students to access college admissions and scholarship information	Other	5/27/2020	Title I	5,175	On Target	
4 Title I	Technology for teachers and counselors to address student needs		Principal	5/27/2020	Local (Basic Allotment)	2,000	On Target	
5 Title I	Supplies for counselors		Principal	6/1/2020	Local (Basic Allotment)	1,500	On Target	
6 Title I	Supply maintenance and operation	Copying needs, printing needs, technology upkeep (copiers, printers, Promethean Boards)	Principal	5/27/2020	Local (Basic Allotment)	6,000	On Target	
7 Title I	Outside of school day security		Principal	5/27/2020	Local (Basic Allotment)	600	On Target	
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