

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Ruthart, Gregory

Campus Name: 001 - Carter-Riverside HS, Amon

Executive Director: Hilda Caballero

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: 57.58

Special Education: 10.1

Dual Language/ESL: 22.7

Gifted and Talented: 9.6

Career and Technology: 62.1

Percentage of at-risk students: 73.8

Percentage of English Language (EL) students: 24.2

Percentage of economically disadvantage students: 94.2

2020-2021 Campus Site-Based Committee

Name	Role
Gregory Ruthart	Principal
Shayma Alzubi	Teacher
Francisco Cervantes	Campus Non-Teacher Professional
Justin Barbee	Teacher
Alexandra Furtney	Teacher
Darcia Carter	Teacher
Greg Bursey	Business Representative
Allen Cosckrey	Community Representative
Cathy Seifert	Additional Representative Appointment
Libby Willis	Additional Representative Appointment
Katy Fowler	Teacher
Anne Wunneburger	Teacher
Tissy Adwell	Parent
Presciliana Olayo	District Level Staff

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 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 71	75 - C
Domain 2: School Progress 77	
Domain 3: Closing The Gaps 70	

Campus Distinction Designations

Academic Achievement in Mathematics: 1

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 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;

Yes Title I, Part A; and

No 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. We are a diverse, close-knit community. Our students are mature and compliant.	1. 96% of our students are economically-disadvantaged.	1. Many of our students have low skills, fixed mindsets, poor academic habits, and limited incentives for learning. All of these factors have been exacerbated by Covid. This is based on data from EOC exams (which primarily comes from freshmen students), declining passing rates over the past 3 years.
	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. This is based on the following data: • The total number of psychological/social/emotional contacts for Carter-Riverside has almost doubled from last school year (18-19 contacts: 1881; 19-20: 3028) without considering the last 3 months of school. • The total amount of time dealing with these contacts has substantially spiked since last year (18-19: 48,640 hours; 19-20: 69,050) without considering the last 3 months of school. • 18-19 represented a spike in these numbers from 17-18. • I anticipate that students returning in 20-21 will experience even more stress-related issues (lost credit, deteriorated financial situations—96% of our students are ED already, and deteriorating home environments) due to the current crisis. • In addition to taking on more students in general (Accelerated students), Counselors will be sharing an unmanageable number of students needing academic and non-academic attention.	2. 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.
	3.		3. Continue to develop and maintain a college prep system that is available and pursued by all students. This system is governed by AP courses (especially AP Capstone). The process involves all students by practicing an Upwardly Mobile mindset for academic achievement in all classes. It is focused on building skills.
	4. We are a diverse, close knit community. Our students are mature and compliant.		4. Support staff and systems to deal with student failure, at risk behaviors, SEL needs, parent training, testing and college prep.
	5. 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.		5.
			6. Support for logistical needs that make learning more efficient and effective
			7.
			8. Ensure that students and families have access to extra supports to deal with the upheavals caused by Covid-19.
		3.	
		4. 95% of our students are economically disadvantaged.	
	5. We have more students with psychological, emotional, economic, and social needs that impact learning than we have resources to address them.		
	6. Some students have low skills, fixed mindsets, poor academic habits and limited incentives for learning.		

Student Achievement	1.	AP participation and performance continue to rise.	1.	Many of our students have low skills, fixed mindsets, poor academic habits, and limited incentives for learning. All of these factors have been exacerbated by Covid. This is based on data from EOC exams (which primarily comes from freshmen students), declining passing rates over the past 3 years.
	2.	Systems and personnel are in place to address student achievement, but we must continue to analyze, adjust, and monitor these resources.		
	3.			
	4.	AP participation and performance continue to rise.	2.	Freshmen enter CR without essential soft skills. This is based on data from EOC exams (which primarily comes from freshmen students), declining passing rates over the past 3 years. Our ability to address these skills has been severely limited by Covid 19.
	5.	Systems and personnel are in place to address student achievement, but we must continue to analyze, adjust and monitor these resources.	3.	We need more support for logistical needs that make learning more efficient and effective, specifically in regard to teacher development through PLCs.
			4.	We think that over half of our students are reading below grade level. We need to add two data analysts so that we can assess students immediately when school begins in the fall and begin to provide interventions. We will need to
School Culture and Climate			5.	Students need to be taught how to become independent learners outside of school.
			6.	Freshmen enter CR without essential soft skills. Extra supports are needed to help freshmen catch up.
	1.	Students are mature and compliant.	1.	We require more 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.	We need more resources and personnel to educate parents about academic development and college opportunities.
	3.	Resources and personnel to educate parents about academic development and college opportunities.	3.	We need more sustained and consistent adherence to Progression Plans as students move from 9th grade to graduation.
	4.	Students are mature and compliant	4.	Support for logistical needs that make learning more efficient and effective.
		5.	Support staff and systems to deal with student failure, at risk behaviors, parents, testing and college prep.	
		6.	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.	Teachers are in need of more consistent and relevant professional development to address student skills, mindsets,
	2.	Professional Development is provided through PLCs which meet daily.	2.	We need an additional teacher to work with teachers and intervene with students.
	3.	We have a Dean of Instruction whose primary role is to provide training and coaching for teachers.	3.	We need additional College Prep personnel to better prepare all students for college.
	4.	Professional Development efforts are tied to the CEIP goals and are scheduled to allow for effective and efficient implementation.	4.	Professional development for teachers to implement literacy strategies and to enhance instructional planning and implementation.
	5.	Professional Development is provided through PLCs which meet daily.	5.	Additional teacher is needed to work with teachers and students in the classroom.
	6.	We have a Dean of Instruction whose primary role is to provide training and coaching for teachers.	6.	College Prep personnel are needed so that students set goals and understand the importance for college and career readiness.
Curriculum, Instruction, and Assessment	1.	Several systems are in place to ensure alignment between learning objectives, assessment and instruction.	1.	We need personnel to manage testing and data needs.
	2.	Effort-based learning is becoming more of the norm for students and teachers.	2.	We need additional 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.
	4.	Several systems are in place to ensure alignment between learning objectives, instruction, and assessment.	4.	Testing and data needs: We need two data analysts to help with testing and professional development, especially in light of challenges due to Covid-19.
	5.	Effort based learning is becoming more of the norm for students and teachers.	5.	Teachers need training and logistical support to 1) own their instructional practices and 2) make learning more efficient and effective.
	6.	Intentional efforts and systems to move students toward higher learning.	6.	Teachers need more training to effectively implement Eagle Code, Intentional Learning Design, Immediate Feedback Standards.

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.	We need to develop effective and efficient means for parents and other stakeholders to practice investment in students academic success.
	2.		2.	Our current schedule works against learning.
	3.		3.	Several district programs (Odyssey, Laptops, Promethean Boards) work against learning.
	4.	Ongoing events draw parents to the campus, including Parent Information Night, beginning of year grade level meetings, High Academic Night, Scheduling Expo, Report Card Pickup Nights.	4.	We need resources and personnel to educate parents about academic development and college opportunities.
	5.	Family and Community Specialist holds FAFSA nights to help families apply for financial aid for college.	5.	We need a Booster Club.
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.
	4.	We have two strong APs.	4.	We need a strong third AP.
			5.	We need 5 counselors to address psychological, social, emotional and academic issues, especially in light of the challenges created by COVID 19.
			6.	We need another Intervention Specialist.

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 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
	LITERACY: Percent of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	--	--	--		
	MATH: Percent of students in math on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	--	--	--		
	CCMR - Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by August 2024.	--	84.40	--	90	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Two Data Analysts will create an action plan to provide a cycle of testing (logistical plan for each test, teacher training, administration), professional development (through PLCs) and data information for each test and cycle.	Provide training for effective use of the PLC Protocols to teachers--for both virtual and in-person instruction. Analyze and adjust planning and implementation. Analyze and monitor test results.	Principal, Instructional Leadership, Data Analyst	6/1/2021	Title I	153,083		5% improvement on NWEA MAP Literacy performance from Fall 2018.
2 Title I	The Family and Community Outreach Specialist will prepare an action plan to work with students and parents to have an understanding of CCMR with a timeline to prepare students for college or career path.	Work proactively with all seniors to complete FAFSA, College Admissions, Scholarship applications.	Other	6/18/2021	Title I	54,873		100% FAFSA submissions, college applications and scholarship applications from seniors.
3 Title I	Prepare all students (by providing teachers resources necessary) for the demands of the PSAT. The Academic Coordinator and counselors will develop an action plan to support teachers with the PSAT to prepare students with testing strategies for vocabulary, reading, and math.	Provide PSAT and SAT prep materials to ELA and Math teachers prior to testing. Provide feedback to students after testing.	Other	1/15/2021	Gifted & Talented	1,142		2% increase from October 2019 test on verbal, math and written sections of the test for 9-11 grade students.
4 Title I	The Student Support Coordinator will develop a plan to meet quarterly with students who failed Algebra 1 last year. The SSC will also develop a plan for meeting as needed with struggling students and their parents and to address academic and personal issues interfering with academic performance.	Provide a math teacher to work with students in web. Identify struggling students, meet with students and parents as necessary to address issues.	Student Support Services	6/18/2021	Title I	76,181		Algebra 1 students working in WEB will complete failed coursework. Fewer failures for freshmen, Freshmen are more prepared to access instruction.

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: 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 at grade level or above in Math will increase from	69	75	EOY
	Percent of students at Approaches or above on the Algebra 1 EOC will increase from	59	70	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 Title I	Ensure clear and timely communication with parents, students, and the community.	Ensure that all communication, both oral and written, is translated into Spanish.	Principal,Assistant Principal,Instructional Leadership,Other	6/18/2021	Bilingual	1,055		Increase parent understanding and involvement in school activities--both academic and extracurricular.
2 Title I	Provide literacy materials for students	Provide books, magazines, newspapers for the library, book clubs, and the classroom.	Principal,Assistant Principal,Other	6/18/2021	Title I	5,000		Students will have the literacy resources necessary to develop the habit and skill of reading
3 Title I	Provide timely intervention for struggling students.	Teachers will tutor students outside the school day.	Principal,Assistant Principal,Instructional Leadership,Student Support Services,Other	6/18/2021	Title I	10,000		Struggling students will receive necessary support to succeed academically.
4 Title I	Purchase monitor cameras for everyone who needs them	Install cameras to PCs as needed.	Principal,Assistant Principal	9/21/2020	CTE	5,000		Faculty and staff will have the means to collaborate virtually as needed.
5 Title I	Purchase chargers for student chromebooks	Ensure that all students have chargers for their chromebooks.	Principal,Assistant Principal	10/5/2020	CTE	500		All students will have the resources they need to access learning.
6 Title I	Provide instructional materials and supplies for teachers	Fund departments to order necessary resources for student learning.	Principal,Assistant Principal	1/29/2021	SCE	11,302		All students will have necessary resources to access the curricula in all classes.
7 SPED	Provide additional instructional supplies and materials for special education students in resource and inclusion classrooms.	Fund Special Education department to order necessary resources for student learning.	Principal,Teacher(s)	12/11/2020	Special Education	9,242		All Special Education students will have necessary resources to access the curricula in all classes.
8 Title I	Provide tutorials for struggling students outside the school day.	Teachers will tutor students outside the school day.	Principal,Assistant Principal,Instructional Leadership,Teacher(s),Student Support Services	6/18/2021	Local (Basic Allotment)	10,000		Struggling students will receive necessary support to succeed academically.
9 Title I	Provide support for extra-curricular academic and other school activities for students and parents	Offer a variety of social and academic clubs, organizations, and events for parents and students. .	Principal,Other	1/29/2021	Local (Basic Allotment)	6,788		To provide resources to improve student and community engagement.

10	CTE	Provide necessary technology to address needs associated with the Vision, Mission and Goals of the school	Analysis of current CTE programs and practices. Investigate additional resources for our students.	Principal,Assistant Principal,Teacher(s)	2/26/2021	CTE	10,910		Provide resources for the growth of our CTE programs.
11	Title I	Extra duty pay for teachers to plan outside of the school day to accommodate professional development inside the school day.	Provide professional development during planning periods, allow teachers to plan outside of the school day.	Principal		Title I	5,698		Teachers will receive professional development not ordinarily available to them because of their schedules.
12	Title I	Extra duty pay for instructional staff to work outside of the school day to provide assistance to teachers impacted by Covid, provide professional development.	Construct instructional and logistical systems for absent teachers, Prepare for and deliver professional development to teachers.	Principal,Data Analyst		Title I	10,000		Ensure that instruction is not compromised by teacher absences and enhanced by teacher development.

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: 001 - Carter-Riverside HS, Amon

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Executive Director: Hilda Caballero

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	0	2	May 15, 2021
	PBIS - Disproportionate 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	88	20%	May 15, 2021
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	40%	75%	May 15, 2021

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Ensure that all parents are informed about student progress and opportunities to invest in their child and the school. .	PT family liaison will be paid to work an extra 5 hours per week (total of 25 hours per week) to work with parents and students to provide bilingual assistance, academic information and services.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	9/1/2020	Title I	11000.00		Increased and clearer communication between school and parents.
2 Title I	Ensure that all teachers have the resources they need in a timely manner to provide quality instruction for students. .	Assist teachers in gathering resources necessary for learning.	Principal,Assistant Principal,Teacher(s)	3/26/2021	Title I	30698.00		Teachers will have assistance to gather materials necessary for learning.
3 Title I	Design a plan to ensure the safety of all students and adults on campus during the Covid 19 pandemic. .	Regularly inventory, anticipate and distribute material needs associated with dealing with Covid.	Assistant Principal	6/18/2021	Title I	13,591		Students will have all materials needs necessary to remain safe during Covid.
4 Title I	Ensure that all stakeholders are aware of and able to participate in the Vision, Mission and Goals of the school.	Purchase recruitment materials including banners, brochures, and signage.	Principal,Assistant Principal	12/18/2020	Local (Basic Allotment)	10,000		Marketing and recruitment for special programs.
5 Title I	Provide furniture necessary for regular school use	Inventory current needs and address them.	Principal		Local (Basic Allotment)	10,000		Furniture necessary to address physical needs of students and staff.

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:

