

**Fort Worth Independent School District
001 Amon Carter-Riverside High School
2021-2022 Campus Improvement Plan**

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

To provide the means for all students to develop skills and to master learning objectives in order to become effective, collaborative and autonomous life-long learners.

Vision

Preparing All students to fully realize their humanity.

Value Statement

Choose Carter...Stronger Together!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Carter-Riverside High School was completed in 1936, in the heart of the Riverside community. The campus became an official historical landmark in 1983, and the original main building is still standing. While the campus originally educated both junior high and high school students, it now only serves 9th-12th grade students, with students mainly feeding in from the adjacent Riverside Middle School. Carter-Riverside has multiple programs that align with the needs and desires of our stakeholders. Students have several CTE programs in the following career areas from which to choose: Arts, Audio Video Technology, and Communications, Business, Marketing, and Finance, Education and Training, Engineering, and Information Technology Support and Services. Beginning with the 2021-2022 school year, we will open our doors as a Pathways in Technology Early College High School focused on Cloud Technologies and Networking. Students will work with industry partners and be provided opportunities to participate in work-based experiences and earn industry certifications. CRHS also offers a variety of Fine Arts programs, including Band, Choir, Mariachi, Orchestra, and Theatre, as well as multiple athletic programs.

In the fall of 2021, Carter-Riverside will open a new multi-story building to house fine arts, visual arts, media center, science, CTE, JROTC, and Athletics. This addition will create a central campus plaza to the north of the main building and will allow for the removal of portable classrooms from the campus' west side. Work will also include renovations to the main building and relocation of the baseball field and student parking lot.

School Environment

Our attendance rate has remained about the same, 94%, the past three years. Our mobility rate has increased from 12.9% the last two years to 13.3%. As a result of the pandemic, the student mobility rate has been impacted by the increased number of students with attendance issues, Our annual dropout rate has also increased from 2.9% for 2018 to 3.2% for 2019, thus exacerbating the need for additional student support staff.

The total amount of time dealing with psychological/social/emotional student concerns has almost doubled from 1881 in 2018-19 to 3028 last year. The total number of time our support staff spent dealing with these concerns has spiked from 48,640 hours in 2018-2019 to 69,050 hours last year. That number will rise significantly as students return for the 2021-2022 school year because students will experience even more stress-related issues as a result of the pandemic and virtual learning challenges.

Students:

Carter-Riverside currently serves 1056 students, down from 1124 students in 2019-2020 and 1155 in 2018-2019. Following is our enrollment by Race/Ethnicity:

88.8% Hispanic

4% African American

4.4% White

2% Asian

.1% American Indian

.7% Two or More Races

Student Groups:

95% of our students are economically disadvantaged, 11% higher than the district average and 35% higher than the state average. Our ED population has grown by more than 12% the past two years.

Our EL population has steadily increased the past two years as well from 20.6% to 29.3%. With a fairly consistent SPED population, STAAR data shows a continuing pattern of lower scores than their general ed. peers.

Staff Data

According to the 2019-2020 TAPR report, 47% percent of our teaching staff have 11 or more years of teaching experience, with only 7% of our teaching staff in their first year of teaching. The majority of our teachers have received their ESL certification to better serve the needs of our EL student population. The average years of experience of the campus administrators is 9.3 years surpassing the district and state averages by three or more years.

Parents/Guardians/Community

Hispanics make up about 63% of the Carter-Riverside community. About 33% of those residents are foreign born, and 25% of our neighbors do not speak English well or not at all. The majority of residents in our neighborhood earn less than \$55,000 a year compared to the city's median income of \$65,000 with 14.5% of the neighborhood population living below the poverty level. About 60% of our neighbors have less than a high school diploma and about 10% have earned one or more years of college experience.

Read more: <https://www.city-data.com/neighborhood/Carter-Riverside-Fort-Worth-TX.html>

Demographics Strengths

* School leadership and staff years of experience.

* We are a close-knit community with our only feeder middle school located next door.

*Our new multi-story building and renovations, which will house current and new programs of study will provide our students additional academic options.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have an increasing number of students with psychological/social/emotional issues. Data for the past two years, shows an increase in the total number of cases from 1881 to 3028. The time our support staff spent dealing with these cases grew from 48,640 hours to 69,050 hours. **Root Cause:** Students are experiencing stress-related issues due to the pandemic and virtual learning challenges; Therefore, additional support staff is needed to address these student needs.

Student Learning

Student Learning Summary

Based on the 2018-2019 School Report Card, Carter-Riverside High School earned a C (75) for acceptable performance. This rating indicates that additional academic support to more students is needed. The Student Achievement score was 71, School Progress 77, and Closing the Gaps 70. These scores are an average of 6 points higher than 2017-2018 scores. We received Distinction Designations in Mathematics and Science.

STAAR data for all English II EOC testers shows a campus passing rate of 53% with EL students' passing rate 40%. The EL passing percentage is 8% lower than the previous year. This gap may indicate a need for more professional learning to support our EL students. Students receiving Special Education services make-up 8.8% of our enrollment. STAAR data shows a substantial gap between Special Education and General Education student groups with Special Education students passing percentages ranging from 33%-47% lower than Gen Ed students. This gap indicates a need to provide more support for Special Education students and teachers.

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 (In Spring 2019, first time testers passed at the following rates: Eng 1: 58%, Eng 2: 60%, Alg 1: 69%, Bio: 82%, US: 88%), declining passing rates over the past 3 years. Freshmen enter CR without essential soft skills. This is based on data from EOC exams which primarily comes from freshmen students. Our ability to address these skills has been severely limited by Covid 19.

The class of 2019 had an 87.3% graduation rate which was aligned with the district rate and just below the state percentage of 90%. Annual dropout rates were 2.9% for 2018 and 3.2% for 2019. These rates are also aligned with the district rates. A challenge for our students will be recovery of attendance and credits due the pandemic crisis.

AP participation and performance continue to rise. In 2018-19, 241 students took 378 exams and 56% made a qualifying score. This percentage is higher than the state average. In 2019-20, over 50% of students were enrolled in 1 or more AP or Pre-AP courses. Our 2020-21 PSAT percentiles for the class of 2022 cohort outpaced the district in growth in all three areas. The percentile growth increased for the 2022 cohort by 6% mean score, 8% for EBRW, and 3% for Math. Our 2018-2019 CCMR performance was 45.9%. Additional CCMR measures were implemented for the 2019-2020 and 2020-2021 school years. They include College Prep courses and Bridge courses in English and Math, On Ramps courses, and on-campus TSI testing.

Using Spring 2019 data, student performance on state assessments compared to grades is closely aligned in Science with passing STAAR scores at 80% and passing report card grades at 85% and Social Studies with passing STAAR scores at 84% and passing report card grades at 89%. In Math, the passing STAAR scores were 65% and the passing report card grades were 83%. ELA had the greatest gap with passing STAAR scores of 52% and passing report card grades at 83%. Our campus systemically addresses reteaching for students at-risk of failing through teacher training and collaboration in PLCs by using Studying Student Work protocols, sharing teaching best practices, and analyzing assessment data. Our Student Support Coordinator assists teachers, students and parents in meeting the needs of the students at-risk of failing or losing credit due to absences. Some of these systems include meetings, home visits, determining root causes, and creating academic plans with students. 95% of our students are economically disadvantaged. We have more students with psychological, emotional, economic, and social needs that impact learning than we have resources to address them. We anticipate that students returning for the 2021-2022 school year will experience even more stress-related issues due to the current crisis.

Student Learning Strengths

- AP participation and performance continue to rise. In 2019-20, over 50% of students were enrolled in 1 or more AP or Pre-AP courses
- In 17-18 and 19-20, we were one of only two schools in the district offering the AP Capstone course and exam.
- Our 2020-21 PSAT percentiles for the class of 2022 cohort outpaced the district in growth in all three areas.

In 2018-19, we received distinctions in Math & Science. Science scores were at 82% for first time testers, 80% approaches for all testers which was only 1% lower than the

state percentage. Social Studies scores were at 88% for first time testers, 84% approaches for all testers which was 3% higher than the state percentage, 6% higher for meets, and matched the state percentage on masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR data for all English II EOC testers shows a campus passing rate of 53% with English Learner students' passing rate 40%. The EL student group passing percentage is 8% lower than the previous year. **Root Cause:** The root cause is the need for more professional learning for teachers in order to improve instructional support for our EL students.

Problem Statement 2: Students receiving Special Education services make-up 8.8% of our enrollment. STAAR data shows a substantial gap between Special Education and General Education student groups with Special Education students passing percentages ranging from 33%-47% lower than Gen Ed students. **Root Cause:** The root cause is the need for more professional learning for teachers in order to improve instructional support for our Special Education students.

School Processes & Programs

School Processes & Programs Summary

Personnel

On a year-to-year basis, CRHS has little teacher attrition, teachers that leave our campus to promote up or look for opportunities in other fields. At CRHS we attempt to hire composite certified educators to allow for upward movement with students. Teachers are generally placed based on course request; however, in specialized areas teachers are placed by strengths. A variety of resources are provided to new teachers on our campus ranging from mentors, instructional coaches, administrative assistance, and district level assistance.

Professional Practices

The campus instructional leaders take the primary roles as the curriculum liaisons to administration. Teachers of all experience and skill levels are mentored by colleagues and encouraged to expand their leadership skill set. Administrators take part in mentoring teachers and guiding them to enhance their leadership skills. Using PLC, data from STAAR, common assessment, advanced placement scores, and academic performance drives our improvement plans and guides our discussion of student performance and root causes. When low-performance trends are observed, teachers and administrators create professional development plans to address areas of concern.

Programs/Opportunities for Students

Programs in operation include but are not limited to: athletics, band, choir, orchestra, theater, mariachi, Cisco Networking Academy certification, art, dual enrollment, ROTC, and Advanced Placement and honors programs. A safe environment and high expectations are prioritized in these programs, and they are aligned with the District mission of “Preparing ALL students for success in college, career and community leadership.” All students are challenged and supported in pushing themselves. It is a school goal that all students successfully complete at least one AP/honors level course by the end of their Junior year. Multiple AP and honors courses are offered in each core subject and some electives. CRHS has an open enrollment policy for Pre-AP and AP classes. Teachers are also encouraged to recommend students to be moved to Pre-AP classes at semester. Teachers submit recommendations for courses in January. These recommendations allow teachers to recognize students that would be successful in Pre-AP and AP classes giving opportunities to students. We consistently have 50% or more of our students enrolled in at least one advanced course [AP and/or Honors courses]. Our World Languages program provides students with the opportunity to earn college language credits in two areas: Spanish and Latin. We have many CTE pathways in technology and engineering that allow students to earn certifications and licensures in a wide variety of areas. We also are establishing a PTECH program focused on Cloud Technologies and networking that incorporates dual credit courses across the STEAM spectrum. Our Go Center conducts multiple college visits each year, as well as assists students with completing FAFSA, TAFSA, and other admissions paperwork. The Go Center also assists students in career guidance and the JROTC, Counseling, and Go Center Staff connect interested students with military recruiters. An emphasis is placed on post-secondary planning by classroom teachers, whether by assigning activities that require research into potential career pathways or sharing scholarship and internship opportunities with students. We have had a Program of Choice on campus focused on technology for many years. This has allowed many students to earn certifications and licensures that allow students to gain a higher level of employment upon graduation or continuation with post-secondary education.

Procedures

The curriculum for the core courses is provided with a District or College Board supplied scope and sequence that is aligned with TEKS and/or College Board course descriptions. Teachers are allowed to deviate from District supplied lessons and practice their own pedagogical skills to develop teaching and learning as long as they cover all required TEKS. Using PLC time to look at teacher’s lesson plans, gives everyone an opportunity to learn from one another. Teachers can share their thoughts about instruction and learn new strategies to incorporate into their own instruction. Lesson plans are objective and data-driven that include critical thinking, formative assessments, and interventions/extensions. Examples of teaching strategies include but are not limited to: the use of random questioning, making connections to prior learning and predicting future steps, and scaffolding lessons according to individual student abilities and needs. The district at the secondary level has a standard of 1-1 in devices per student. Teachers attend professional development targeted at improving educational technology integration into classroom instructional practices. The school fosters an environment that prioritizes learning and instructional time, providing each teacher with a planning period in accordance with state law, core teachers are members of a PLC that meet every other day in order to share best

practices and solicit feedback on difficulties integrating lessons or skills into effective lessons, and master schedules are created that emphasize an effective utilization of teachers' skill sets and student needs while also paying attention to lower class sizes and less academic course preparations per teacher. Students receive equity of all available services regardless of race, ethnicity, gender, religion, orientation, learning diagnosis, or other categorization that may exist. Classroom climates of mutual respect are fostered across campus and efforts are made to ensure school and classroom policies are clearly understood by all parties. Interventions such as personal conferences between student and teacher, student and administration, or student and counseling staff are used regularly. Communication between counseling staff (counselors, intervention specialist, social workers), teachers, administrators, and students are regularly used to understand student needs in the classroom to be successful.

School Processes & Programs Strengths

Staff continuity

Establish educational processes

Advanced Placement (AP) participation and testing

Varied CTE pathways

Go Center involvement

On-level to AP pathways (students)

Varied extracurricular activities

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: At Carter Riverside HS, opportunities exist for students to participate in quality district, state, and national programs (P-TECH, PLTW, AP). During the 2020-2021 school year, the participation numbers in these programs have decreased. (Boys Basketball 9 athletes, Girls Basketball 9 athletes, Choir 40 students, P-TECH 24 students (new), Theater 54 students, Orchestra 34 students) **Root Cause:** The need for vertical articulation (programming, marketing, recruitment) in the feeder pattern from elementary to high school.

Perceptions

Perceptions Summary

Our attendance rate for the current year has dropped from 94.1 % to 91.15% across all student categories. There is only a 1% difference between the student groups. There is less than one percent of a difference in drop out rates among student groups. However, there is a significant difference in graduation rates over four years between the entire campus and Special Education/EL students. We have a small turnover rate of teachers from year to year. Our parents are responsive to the school when they are needed to participate in their child's education. We have a strong working relationship between our Go Center staff and our parents when it comes to preparing for college enrollment.

Perceptions Strengths

Go Center involvement

Parent responses

Problem Statements Identifying Perceptions Needs

Problem Statement 1: At Carter Riverside HS, our special education population graduates at a lower rate than their peers. In 2018-2019 87.3% of our students, 73.1% of our special education population. In 2017-2018 92.5% of our students, 79.2% of our special education population.. **Root Cause:** The need for training for teachers on the effective implementation of an Individualized Education Plan (IEP)

Problem Statement 2 (Prioritized): According to teacher survey data, a perception exists about the ability for teachers to improve the implementation of different teaching strategies. Teachers believe they have little to somewhat ability to improve implementation (46%. 24 of 53). **Root Cause:** The need for additional teacher training and logistical support to own their instructional practices in order to make learning more efficient and effective.

Priority Problem Statements

Problem Statement 1: We have an increasing number of students with psychological/social/emotional issues. Data for the past two years, shows an increase in the total number of cases from 1881 to 3028. The time our support staff spent dealing with these cases grew from 48,640 hours to 69,050 hours.

Root Cause 1: Students are experiencing stress-related issues due to the pandemic and virtual learning challenges; Therefore, additional support staff is needed to address these student needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR data for all English II EOC testers shows a campus passing rate of 53% with English Learner students' passing rate 40%. The EL student group passing percentage is 8% lower than the previous year.

Root Cause 2: The root cause is the need for more professional learning for teachers in order to improve instructional support for our EL students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to teacher survey data, a perception exists about the ability for teachers to improve the implementation of different teaching strategies. Teachers believe they have little to somewhat ability to improve implementation (46%. 24 of 53).

Root Cause 3: The need for additional teacher training and logistical support to own their instructional practices in order to make learning more efficient and effective.

Problem Statement 3 Areas: Perceptions

Goals

Revised/Approved: October 1, 2021

Goal 1: Early Literacy

Increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 1: Increase the percentage of first-time testers who score at Meets or above on STAAR English II from 39% to 45% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: To provide professional learning for all teachers to improve implementation of data analysis and Tier 1 instruction to make student learning more efficient and effective.</p> <p>Strategy's Expected Result/Impact: *Increase in student skills and knowledge which will positively impact performance on the English II STAAR test.</p> <p>Staff Responsible for Monitoring: Administration, Data Analyst A, Data Analyst B</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I (211) - 211-13-6119-04N-001-30-510-000000-22F10 - \$81,200, - Title I (211) - 211-13-6119-04N-001-30-510-000000-22F10 - \$72,620</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a weekly extended instructional time for English I and English II students to support all student groups.</p> <p>Strategy's Expected Result/Impact: *Increase in student skills and knowledge which will positively impact performance on the English II STAAR test.</p> <p>Staff Responsible for Monitoring: Administration, Data Analyst B, Content teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-001-24-243-000000- - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Early Literacy

Increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 2: Increase the percentage of English Language Learners, ELL, students, who score Meets on STAAR English II from 6% to 11% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: To provide QTEL and ELPS professional learning opportunities for teachers to better support EL student learning.</p> <p>Strategy's Expected Result/Impact: Implementation of best practices for EL students to increase literacy skills to positively impact performance on English II STAAR.</p> <p>Staff Responsible for Monitoring: Administration, Data Analyst A, Data Analyst B</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - Title I (211) - 211-11-6119-04N-001-30-510-000000-22F10 - \$76,414, - Title I (211) - 211-11-6112-0PD-001-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create collaborative time for EL teachers to analyze data and instructional strategies.</p> <p>Strategy's Expected Result/Impact: Planning time for EL teachers Professional development follow up for ELL teachers Improved skills and performance on Eng II STAAR Monitor EL performance</p> <p>Staff Responsible for Monitoring: Administration, Data Analyst B</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - Title I (211) - 211-11-6116-0PD-001-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: Increase the percentage of first-time testers who score at Meets or above on STAAR Algebra I from 41 % to 46% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: To provide professional learning for all teachers to improve implementation of data analysis and Tier 1 instruction to make student learning more efficient and effective.</p> <p>Strategy's Expected Result/Impact: *Increase in student skills and knowledge which will positively impact performance on the Algebra I STAAR test.</p> <p>Staff Responsible for Monitoring: Administration, Data Analyst A, Data Analyst B</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a weekly extended instructional time for Algebra I students</p> <p>Strategy's Expected Result/Impact: Improve SPED students' skills and performance on the Algebra I STAAR test.</p> <p>Staff Responsible for Monitoring: Administration, Data Analyst A, Data Analyst B</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-001-24-243-000000- - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 2: Increase the percentage of Special Education, SPED students, who score Meets on STAAR Algebra I from 7% to 12% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: To provide Fundamental 5 Strategies professional learning for teachers to support student learning. Strategy's Expected Result/Impact: The implementation of best practices for SPED students to increase math skills to positively impact performance on Algebra I STAAR. Staff Responsible for Monitoring: Administration, Data Analyst A, Data Analyst B Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - Title I (211) - 211-11-6112-0PD-001-30-510-000000-22F10 - \$1,000, - SCE (199 PIC 24) - 199-11-6112-001-001-24-243-000000- - \$938</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide collaboration time for inclusion teachers and teachers of record to analyze data and instructional strategies. Strategy's Expected Result/Impact: Planning time for inclusion teachers and teachers of record Professional development follow up for inclusion teachers and teachers of record Monitor SPED performance Staff Responsible for Monitoring: Administration, Data Analyst B Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - Title I (211) - 211-11-6116-0PD-001-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 32% to 37% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Family and Community Outreach Specialist will work with students and parents in preparation for admission to college</p> <p>Strategy's Expected Result/Impact: 90% of graduating seniors will complete FAFSA, apply to a college or trade school, and complete T3 pledge by graduation, 2022</p> <p>Seniors will enroll in CP Math and Bridge courses to attain a CCMR measure.</p> <p>Staff Responsible for Monitoring: Go Center, Senior Counselor, Family and Community Outreach Specialist, Administration</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I (211) - 211-61-6119-04L-001-30-510-000000-22F10 - \$47,100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Assist teachers and students with logistical and material needs associated with technology and instruction.</p> <p>Strategy's Expected Result/Impact: * Assists teachers and students in the use of computers, printers, and instructional software.</p> <p>* Maintains workroom, printers, and other equipment.</p> <p>* Assists with office and workroom clerical duties as needed.</p> <p>Staff Responsible for Monitoring: Administration, Computer Lab Assistant</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I (211) - 211-11-6129-04U-001-30-510-000000-22F10 - \$28,047</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of African American and White students attaining at least one CCMR indicator from 15% to 20% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Collaboration time to address and support CCMR needs and concerns Strategy's Expected Result/Impact: Planning for our CCMR needs and expectations Setting CCMR Goals for the campus and students Monitor student progress towards their CCMR goals Staff Responsible for Monitoring: Family Outreach Specialist, Administration, Data Analyst A/B, Go Center Team Title I Schoolwide Elements: 2.6, 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide cultural context to CCMR options Strategy's Expected Result/Impact: Provide diverse CCMR opportunities Staff Responsible for Monitoring: Family Outreach Specialist, Administration Title I Schoolwide Elements: 2.6, 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 28% to 20% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the Freshmen Success Initiative</p> <p>Strategy's Expected Result/Impact: Improve Freshmen attendance, academic performance, and behavior Eliminate barriers to success</p> <p>Staff Responsible for Monitoring: Administration Freshman teachers, counselors, freshman success coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-001-24-243-000000- - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide SEL wrap-around services for students</p> <p>Strategy's Expected Result/Impact: Meet the social-emotional need of students Provide resources for students and families</p> <p>Staff Responsible for Monitoring: Intervention specialist, Administration, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Create an I, We, Help Me Choose Carter... Campaign and provide SEL wrap-around services for students.</p> <p>Strategy's Expected Result/Impact: Reclaim our students after COVID Energize our pyramid, families, and students about school Provide a framework for expectations at Carter Riverside Meet the social-emotional needs of students</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, Students, Families, Community Partners, Intervention Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-001-24-243-000000- - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Data Analyst	211-13-6119-04N-001-30-510-000000-22F10	\$81,200.00
1	1	1		Data Analyst	211-13-6119-04N-001-30-510-000000-22F10	\$72,620.00
1	2	1		Title I Teacher	211-11-6119-04N-001-30-510-000000-22F10	\$76,414.00
1	2	1		Subs for professional development	211-11-6112-0PD-001-30-510-000000-22F10	\$1,000.00
1	2	2		Extra duty pay for PD after hours	211-11-6116-0PD-001-30-510-000000-22F10	\$1,000.00
2	2	1		Subs for professional development	211-11-6112-0PD-001-30-510-000000-22F10	\$1,000.00
2	2	2		Extra duty pay for PD after hours	211-11-6116-0PD-001-30-510-000000-22F10	\$1,000.00
3	1	1		Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-001-30-510-000000-22F10	\$47,100.00
3	1	2		Computer Lab Assistant	211-11-6129-04U-001-30-510-000000-22F10	\$28,047.00
Sub-Total						\$309,381.00
Budgeted Fund Source Amount						\$309,381.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	2		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-001-24-243-000000-	\$3,000.00
2	1	2		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-001-24-243-000000-	\$3,000.00
2	2	1		Subs for supplemental instruction	199-11-6112-001-001-24-243-000000-	\$938.00
4	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-001-24-243-000000-	\$3,000.00
4	1	3		Supplies and materials for instructional use	199-11-6399-001-001-24-243-000000-	\$1,500.00

SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
					Sub-Total	\$11,438.00
					Budgeted Fund Source Amount	\$11,438.00
					+/- Difference	\$0.00
					Grand Total	\$320,819.00