Fort Worth Independent School District
001 Amon Carter-Riverside High School
2022-2023 Campus Improvement Plan
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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Campus Funding Summary  

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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 opened 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 opened a new multi-story building to house fine arts, visual arts, media center, science, CTE, JROTC, and Athletics. This addition created a central campus plaza to the north of the main building and allowed for the removal of portable classrooms from the campus’ west side. Work also include renovations to the main building and relocation of the baseball field and student parking lot.

School Environment

Our attendance rate dropped to, 88%, this past year. 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 in 2020-21. 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 2020-21. 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
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.

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.
* Students are being offered college prep classes (Dual Credit, AP, OnRamps)
* We are intering our second year of P-TECH.

Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student attendance rates have been below 97% which is keeping the campus from reaching a distinction. **Root Cause:** Students are not engaged in class due to teacher instruction.

**Problem Statement 2:** Students have not been enrolling in advance level courses. **Root Cause:** Teachers have not been preparing students for advanced courses.
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 47% 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 2020, first time testers passed at the following rates: Eng 1: 42%, Eng 2: 47%, Alg 1: 34%, Bio: 69%, US: 78%), 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.

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.

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

* Students in AP courses has increased.

* Students are enrolled in OnRamps courses.

* Student scores have been higher on benchmarks than the previous 2020-2021 STAAR EOC data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Data for English I EOC testers shows a campus passing rate of 42%. Root Cause: The root cause is the need for more professional learning for teachers in order to improve Tier 1 Instruction for our Emergent Bilingual students.
Problem Statement 2: STAAR Data for Algebra I shows a campus passing rate of 38% Root Cause: The root cause is the need for more professional development for math teachers in the use of ELPS.
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 highly 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]. 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
On Ramps
Dual Credit
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 (Prioritized):** CCMR has taken a double digit dip to 27% for the campus. **Root Cause:** Not enough students meeting CCMR requirements due to no plan or expectations for certifications.

**Problem Statement 2:** High percentage of students are tardy to class. **Root Cause:** Inconsistent implantation of current system and in consequences.
Perceptions

Perceptions Summary

Our attendance rate for the current year has dropped from 91.1 % to 88.% 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 (Prioritized): The low number of students participating in extra curricular activities. Root Cause: The need for vertical articulation (programing, marketing, recruitment) within the pyramid.

Problem Statement 2: Negative perception regarding customer service. Root Cause: Lack of training and follow through for customer service expectations.
Priority Problem Statements

Problem Statement 2: Student attendance rates have been below 97% which is keeping the campus from reaching a distinction.
Root Cause 2: Students are not engaged in class due to teacher instruction.
Problem Statement 2 Areas: Demographics

Problem Statement 1: STAAR Data for English I EOC testers shows a campus passing rate of 42%.
Root Cause 1: The root cause is the need for more professional learning for teachers in order to improve Tier 1 Instruction for our Emergent Bilingual students.
Problem Statement 1 Areas: Student Learning

Problem Statement 3: CCMR has taken a double digit dip to 27% for the campus.
Root Cause 3: Not enough students meeting CCMR requirements due to no plan or expectations for certifications.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The low number of students participating in extra curricular activities.
Root Cause 4: The need for vertical articulation (programing, marketing, recruitment) within the pyramid.
Problem Statement 4 Areas: Perceptions
Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**
• Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
• Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
• Economically disadvantaged / Non-economically disadvantaged performance and participation data
• Male / Female performance, progress, and participation data
• Special education/non-special education population including discipline, progress and participation data
• At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
• Section 504 data
• Homeless data
• Gifted and talented data
• Dyslexia data

Student Data: Behavior and Other Indicators

• Completion rates and/or graduation rates data
• Annual dropout rate data
• Attendance data
• Mobility rate, including longitudinal data
• Discipline records
• Violence and/or violence prevention records
• Student surveys and/or other feedback
• Class size averages by grade and subject
• School safety data

Employee Data

• Professional learning communities (PLC) data
• Staff surveys and/or other feedback
• Teacher/Student Ratio
• State certified and high quality staff data
• Campus leadership data
• Campus department and/or faculty meeting discussions and data
• Professional development needs assessment data
• Evaluation(s) of professional development implementation and impact
• Equity data
• T-PESS data

Parent/Community Data

• Parent surveys and/or other feedback
• Parent engagement rate
• Community surveys and/or other feedback

Support Systems and Other Data

• Organizational structure data
• Processes and procedures for teaching and learning, including program implementation
• Communications data
• Capacity and resources data
• Budgets/entitlements and expenditures data
• Study of best practices
• Action research results
District Goals
Revised/Approved: June 1, 2022

**District Goal 1:** 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.

**School Performance Objective 1:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 29 / 28% to 35% by May 2023. Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 8 / 6% to 25% by May 2023.

**Strategy 1:** Improve the quality and alignment of Tier I (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

- **Strategy's Expected Result/Impact:** Increase student achievement scores
- **Staff Responsible for Monitoring:** Administration / Instructional Coach / ILT

**Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Intended Audience:</strong> Core Teachers</td>
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<td><strong>Date(s) / Timeframe:</strong> 1st Six Weeks</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Principal / IC</td>
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<td><strong>Collaborating Departments:</strong> Curriculum Department</td>
<td><strong>Nov</strong></td>
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<tr>
<td><strong>Delivery Method:</strong> Presentation / Discussion / Goal Sheet</td>
<td><strong>Jan</strong></td>
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<tr>
<td><strong>Funding Sources:</strong> Substitutes - Title I (211) - 211-11-6112-0PD-001-30-510-000000-23F10 - $1,000</td>
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- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**
School Performance Objective 1 Problem Statements:

<table>
<thead>
<tr>
<th>Student Learning</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: STAAR Data for English I EOC testers shows a campus passing rate of 42%. <strong>Root Cause</strong>: The root cause is the need for more professional learning for teachers in order to improve Tier 1 Instruction for our Emergent Bilingual students.</td>
</tr>
</tbody>
</table>
District Goal 1: 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.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 25% to 35% by May 2023.
Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 14% to 25% by May 2023.

High Priority

Strategy 1: Improve the quality of Tier I instruction through PLCs in all content areas to include culturally responsive and linguistically accommodation instruction as noted in the FWISD Instructional framework.

**Strategy's Expected Result/Impact:** Increase teachers proficiency in ELA content working with EB students.

**Staff Responsible for Monitoring:** IC / Data Analyst / Teachers / Admin

**Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
  - Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
  - Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers
- **Results Driven Accountability**

**Problem Statements:** Student Learning 1

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<th>Action Step 1 Details</th>
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<td><strong>Intended Audience:</strong> teachers, IC</td>
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<td><strong>Date(s) / Timeframe:</strong> Bi-Weekly</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> IC / Data Analyst</td>
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<td><strong>Collaborating Departments:</strong> Curriculum Dept.</td>
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<td><strong>Delivery Method:</strong> PLCs presentations</td>
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<td><strong>Funding Sources:</strong> Data Analyst - Lauren Whalen - Title I (211) - 211-13-6119-04N-001-30-510-000000-23F10 - $77,353, Instructional Coach - Karen Hightshoe - Title I (211) - 211-13-6119-04N-001-30-510-000000-23F10 - $86,067</td>
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0% No Progress 100% Accomplished Continue/Modify Discontinue
School Performance Objective 2 Problem Statements:

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<td><strong>Problem Statement 1</strong>: STAAR Data for English I EOC testers shows a campus passing rate of 42%. <strong>Root Cause</strong>: The root cause is the need for more professional learning for teachers in order to improve Tier 1 Instruction for our Emergent Bilingual students.</td>
</tr>
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</table>
District Goal 1: 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.

School Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 20% to 35% by May 2023. Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 18% to 30% by May 2023.

Strategy 1: Develop the capacity of teachers across content areas to implement Disciplinary Literacy as noted on the FWISD DL Framework.

- **Strategy's Expected Result/Impact:** To increase STAAR and TELPAS scores
- **Staff Responsible for Monitoring:** Admin / Teachers / Instructional Leadership Team

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<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<td>Action Step 1: Provide professional develop trainings, conferences for teachers to increase emergent bilingual student scores and teacher foundations of working with EB students.</td>
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<tr>
<td>Intended Audience: Teachers, Admin</td>
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<td>Date(s) / Timeframe: Year Long</td>
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<td>Provider / Presenter / Person Responsible: District Staff / PD</td>
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0% No Progress 0% Accomplished Continue/Modify Discontinue

School Performance Objective 3 Problem Statements:
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<th>Demographics</th>
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<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Student attendance rates have been below 97% which is keeping the campus from reaching a distinction. <strong>Root Cause</strong>: Students are not engaged in class due to teacher instruction.</td>
</tr>
</tbody>
</table>
District Goal 2: 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.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 11/13% to 25% by May 2023. Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 8% to 15% by May 2023.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the curriculum framework.

Strategy's Expected Result/Impact: Increase in Algebra I scores -

Staff Responsible for Monitoring: Teachers, Admin, Coaches

Title 1:
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
- Results Driven Accountability

Problem Statements: Demographics 1

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<tr>
<th>Action Step 1 Details</th>
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<tr>
<td><strong>Action Step 1</strong>: Increase opportunities for students that have not passed algebra I to focus on gaps in learning through Resources Teacher.</td>
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<td><strong>Date(s) / Timeframe</strong>: year long</td>
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<td><strong>Collaborating Departments</strong>: Math Department</td>
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<td><strong>Funding Sources</strong>: Title I Resource Teacher - Title I (211) - 211-11-6119-04N-001-30-510-000000-23F10 - $87,343</td>
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0% No Progress 100% Accomplished Continue/Modify Discontinue

School Performance Objective 1 Problem Statements:
001 Amon Carter-Riverside High School
Generated by Plan4Learning.com
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<td><strong>Problem Statement 1</strong>: Student attendance rates have been below 97% which is keeping the campus from reaching a distinction. <strong>Root Cause</strong>: Students are not engaged in class due to teacher instruction.</td>
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</table>
District Goal 2: 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.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 8% to 15% by May 2023. And the percentage of ELL students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 2% to 10% by May 2023.

Strategy 1: Develop the capacity of 9-12 teacher to implement FWISD Math framework through targeted PD in critical thinking, problem solving, application and use of district approved resources to maximize student learning and instruction.

- **Strategy's Expected Result/Impact:** Increase teachers knowledge of content and student performance.
- **Staff Responsible for Monitoring:** IC/ admin / teachers

Title I:

- **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

- **Results Driven Accountability**

- **Problem Statements:** Student Learning 1

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<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> Target teacher Fundamental 5 strategies to ensure students know the expectation goal of learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Math Teachers, students</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> year long</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Admin, teachers, IC</td>
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<tr>
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<td><strong>Funding Sources:</strong> Supplies and Materials - BEA (199 PIC 25) - 199-11-6399-001-001-25-243-000000 - $3,305</td>
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<th></th>
<th>Formative</th>
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<tbody>
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<td>Nov</td>
<td>Jan</td>
<td>Mar</td>
</tr>
<tr>
<td>0% No Progress</td>
<td>100% Accomplished</td>
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School Performance Objective 2 Problem Statements:
**Problem Statement 1**: STAAR Data for English I EOC testers shows a campus passing rate of 42%. **Root Cause**: The root cause is the need for more professional learning for teachers in order to improve Tier 1 Instruction for our Emergent Bilingual students.
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 47% to 70% by May 2023. Increase the percentage of CTE Certification students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 25% by May 2023.

Strategy 1: Align and leverage programs, resource and systems of support for existing academic advising.

Strategy's Expected Result/Impact: Increase our CCMR data

Staff Responsible for Monitoring: Post Secondary Coach / Freshman Success Coach Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
- Results Driven Accountability

Problem Statements: School Processes & Programs 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Incorporating an campus culture around CCMR / Weekly meetings, and increase student testing in certifications.</td>
<td>Formative</td>
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<tr>
<td><strong>Intended Audience:</strong> CTE teachers, Academic Teachers</td>
<td>Nov</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> Year long</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Freshman success coach / IC / Post Secondary Coach</td>
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<td><strong>Funding Sources:</strong> Family Comm. Outreach - Maria Castro - Title I (211) - 211-61-6129-04L-001-30-510-000000-23F10 - $59,641</td>
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0% No Progress 100% Accomplished Continue/Modify Discontinue

School Performance Objective 1 Problem Statements:
Problem Statement 1: CCMR has taken a double digit dip to 27% for the campus. **Root Cause:** Not enough students meeting CCMR requirements due to no plan or expectations for certifications.
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 41% to 60% by May 2023. Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 52% to 70% by May 2023.

Strategy 1: Working with Freshman Success Coach monthly meetings to ensure that students are on target.

Staff Responsible for Monitoring: Freshman Success Coach

Title I: 2.4, 2.6

Problem Statements: Demographics 1

<table>
<thead>
<tr>
<th>Action Step 1: Ensure that a yearly calendar is established and working with Freshman success coach to provide data talks to 9th grade teachers.</th>
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</thead>
<tbody>
<tr>
<td><strong>Intended Audience</strong>: 9th Grade Teachers</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe</strong>: Year Long</td>
</tr>
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<td><strong>Provider / Presenter / Person Responsible</strong>: Isolina Howard</td>
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<tr>
<td><strong>Collaborating Departments</strong>: All Content</td>
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<tr>
<td><strong>Delivery Method</strong>: Presentation</td>
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<table>
<thead>
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<td><strong>Formative</strong></td>
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<tr>
<td><strong>Summative</strong></td>
</tr>
<tr>
<td>Nov</td>
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</table>

- No Progress
- Accomplished
- Continue/Modify
- Discontinue

School Performance Objective 2 Problem Statements:

Demographics

**Problem Statement 1**: Student attendance rates have been below 97% which is keeping the campus from reaching a distinction. **Root Cause**: Students are not engaged in class due to teacher instruction.
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 34% to 45% by May 2023.
Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 20% to 35% by May 2023.

Strategy 1: Parent Meetings with Freshman to discuss data and importance of credits and attendance

- **Strategy's Expected Result/Impact:** Transition Camps
- **Staff Responsible for Monitoring:** Admin, Coaches / Teachers

**Title I:**
- 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

**Targeted Support Strategy** - Additional Targeted Support Strategy

**Problem Statements:** Demographics 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td>.ACTION STEP 1: Parent meetings set up for Freshman Students (Transition Camps / report card collection days.)</td>
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<td><strong>Intended Audience:</strong> Parents</td>
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<td><strong>Date(s) / Timeframe:</strong> August 4th / Throughout the Six Weeks</td>
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<td><strong>Delivery Method:</strong> Presentation</td>
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- 0% No Progress
- 100% Accomplished
- Continue/Modify
- ✗ Discontinue

School Performance Objective 3 Problem Statements:

**Problem Statement 1:** Student attendance rates have been below 97% which is keeping the campus from reaching a distinction. **Root Cause:** Students are not engaged in class due to teacher instruction.
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT (ELAR/ Math) criteria for CCMR from 30/16% to 50% by May 2023. Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 15% to 30% by May 2023.

Strategy 1: Focus on our ELL students to increase the passing rate on CCMR incorporating ELPs techniques.


  Staff Responsible for Monitoring: Karen Highshoe

  Title I:
  2.4, 2.5, 2.6
  - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
  - ESF Levers: Lever 5: Effective Instruction
  - Targeted Support Strategy - Results Driven Accountability

  Problem Statements: School Processes & Programs 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Meeting with teachers regarding CCMR - set a calendar for target measures of student participation in CCMR.</td>
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<tr>
<td>Intended Audience: All Teachers</td>
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<td>Date(s) / Timeframe: Every six weeks</td>
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<td>Provider / Presenter / Person Responsible: Title I Teacher, Admin, Instructional Coaches / Freshman Success Coach</td>
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<tr>
<td>Collaborating Departments: All Core Content Teachers</td>
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<td>Delivery Method: Presentation</td>
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0% No Progress 100% Accomplished ▶ Continue/Modify ❌ Discontinue

School Performance Objective 4 Problem Statements:
<table>
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<th>School Processes &amp; Programs</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: CCMR has taken a double digit dip to 27% for the campus. <strong>Root Cause</strong>: Not enough students meeting CCMR requirements due to no plan or expectations for certifications.</td>
</tr>
</tbody>
</table>
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 90% to 95% by May 2023.

Strategy 1: Cultivate safe, supportive and equitably learning environments grounded in the learner and culture descriptors as defined by the FWIS Instructional Framework.

**Strategy's Expected Result/Impact:** Increase in students on track and higher attendance.

**Staff Responsible for Monitoring:** Teachers, admin, coaches

**Title I:**
2.4, 4.1, 4.2
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **ESF Levers:**

**Problem Statements:** Demographics 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Parent meetings and tracking system to ensure students stay on track to graduate.</td>
<td><strong>Formative</strong></td>
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<tr>
<td><strong>Intended Audience:</strong> Parents</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> year long</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Admin / coaches</td>
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<td><strong>Funding Sources:</strong> Snacks - Parent Engagement - 211-61-6499-04L-001-30-510-000000-23F10 - $4,810.50, Supplies - Title I (211) - 211-61-6399-04L-001-30-510-000000-23F10 - $2,246</td>
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</table>

| 0% No Progress | 100% Accomplished | Continue/Modify | ✗ Discontinue |

Strategy 2: Work with students, faculty, staff and parents to identify simple changes or modifications that would make the school's physical environment more pleasant.

**Strategy's Expected Result/Impact:** Environmental Walks - what should a school and classrooms look like to showcase learning.

**Staff Responsible for Monitoring:** Admin., ILT, Teachers, Parents, Students

**Title I:**
2.4, 2.6
TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

School Performance Objective 1 Problem Statements:

<table>
<thead>
<tr>
<th>Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Student attendance rates have been below 97% which is keeping the campus from reaching a distinction. <strong>Root Cause</strong>: Students are not engaged in class due to teacher instruction.</td>
</tr>
</tbody>
</table>
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 56% to 30% by May 2023. Decrease the number of discipline referrals by school personnel for ELL students or the student group that is most marginalized on our campus (gender, race, program, other) from 46% to 20% by May 2023.

Strategy 1: Decrease the number of ELL students receiving discipline referrals by training teachers in building positive relationships.

   Strategy's Expected Result/Impact: Decrease of students being sent to office.

   Staff Responsible for Monitoring: Admin Team

   Title I:
   2.6, 4.1, 4.2

   - TEA Priorities:
     Recruit, support, retain teachers and principals, Improve low-performing schools
   - ESF Levers:
     Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

   Problem Statements: School Processes & Programs

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Meeting with admin team to discuss referrals. Classroom walkthroughs and teacher discussions with high discipline referrals.</td>
<td><strong>Formative</strong></td>
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<tr>
<td><strong>Intended Audience:</strong> Teachers</td>
<td>Nov</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> Weekly</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Admin Team</td>
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<td><strong>Collaborating Departments:</strong> All Teachers - Student support services</td>
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<td><strong>Delivery Method:</strong> Presentation</td>
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</table>

   No Progress | Accomplished | Continue/Modify | Discontinue

School Performance Objective 2 Problem Statements:

   Problem Statement 1: CCMR has taken a double digit dip to 27% for the campus. **Root Cause:** Not enough students meeting CCMR requirements due to no plan or expectations for certifications.
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for ELLs students or the student group that is most marginalized on our campus (gender, race, program, other) from 37 to 20% by May 2023.

   Evaluation Data Sources: District Cycle Reports

Strategy 1: Training Teachers on Classroom Management and create a discipline chart for student expectations.

   Strategy's Expected Result/Impact: Decrease number of students being suspended.

   Staff Responsible for Monitoring: Teachers, Admin

   Title I:
   2.5, 4.1

   - 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 3: Positive School Culture

   Problem Statements: Student Learning 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td>Action Step 1: Teachers will create a classroom culture that targets building relationships, creating of circles.</td>
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<tr>
<td>Intended Audience: Teachers</td>
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<td>Date(s) / Timeframe: Monthly</td>
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<td>Delivery Method: Presentations</td>
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<td>Formative</td>
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School Performance Objective 3 Problem Statements:

   Problem Statement 1: STAAR Data for English I EOC testers shows a campus passing rate of 42%. Root Cause: The root cause is the need for more professional learning for teachers in order to improve Tier 1 Instruction for our Emergent Bilingual students.
**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 2 to 5 by May 2023.

**Evaluation Data Sources:** Yearly Calendar

**Strategy 1:** Create a yearly calendar focusing on Student and Parent Engagement.

**Strategy's Expected Result/Impact:** Increase Parent Participation.

**Staff Responsible for Monitoring:** Admin Team.

**Title I:**
4.1, 4.2

**- 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:**

**- Results Driven Accountability**

**Problem Statements:** Perceptions 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td>Action Step 1: Create a yearly calendar for students, parents and staff listing all events for the school year.</td>
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</tr>
<tr>
<td><strong>Intended Audience:</strong> Parents / Students</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> Monthly</td>
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</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Admin Team</td>
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<td><strong>Collaborating Departments:</strong> Parental Involvement</td>
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<td><strong>Delivery Method:</strong> Presentation / Gatherings</td>
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</table>

- [ ] 0% No Progress
- [ ] 100% Accomplished
- [ ] Continue/Modify
- [ ] Discontinue

**School Performance Objective 4 Problem Statements:**

**Perceptions**

**Problem Statement 1:** The low number of students participating in extra curricular activities. **Root Cause:** The need for vertical articulation (programing, marketing, recruitment) within the pyramid.
# Campus Funding Summary

## Title I (211)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
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<td>Family Comm. Outreach - Maria Castro</td>
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**Sub-Total** $315,650.00

**Budgeted Fund Source Amount** $315,650.00

**+/- Difference** $0.00

## SCE (199 PIC 24)

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<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
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**Sub-Total** $15,096.00

**Budgeted Fund Source Amount** $15,096.00

**+/- Difference** $0.00

## Parent Engagement

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<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
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<td>Strategy</td>
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