

**Fort Worth Independent School District
001 Amon Carter-Riverside High School
2024-2025 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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Comprehensive Needs Assessment

Revised/Approved: March 7, 2024

Demographics

Demographics Summary

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 Visual Technology, Communications, Business, Marketing, and Finance, Engineering, and Information Technology Support and Services. In 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. Beginning with the 2023-2024 school year we will open our newest pathway with a partnership with Junior Achievement. This partnership will span throughout the entire Carter-Riverside Pyramid from our six feeder elementary schools to our only feeder middle school and ending with a career path to our CTE courses.

CRHS also offers a variety of Fine Arts programs, including Band, Choir, Mariachi, Orchestra, and Theatre, as well as multiple athletic programs.

In the spring of 2022, 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 included renovations to the main building and relocation of the baseball field and student parking lot.

School Environment

Our attendance rate dropped to 90%, this past year. Our mobility rate has increased from 12.6% the last two years to 13.8%.. The student mobility rate has been impacted by the increased number of students with attendance issues, Our annual dropout rate has also increased from 4.2% for 2020 to 5.7% for 2021, thus exacerbating the need for additional student support staff.

Students:

Carter-Riverside currently serves 1,020 students down from 1043 students in the 2023-2024 school year.

Following is our enrollment by Race/Ethnicity:

87.2% Hispanic

4.9% African American

5.2% White

1.5% Asian

0% American Indian

1.2% Two or More Races

Student Groups:

85% of our students are economically disadvantaged. Our Emergent Bilingual population has grown by more than 4.9% the past two years.

Our Emergent Bilingual population has steadily increased the past two years from 38.1% in 2022 to 43.6% in 2023, with a fairly consistent SPED population. STAAR data shows a continuing pattern of lower scores than their general ed. peers in both subgroups.

Demographics Strengths

- * School leadership and staff have years of experience in education.
- * We are a close-knit community with our only feeder middle school located next door and our six pyramid elementary in the vicinity.
- * Our new multi-story building and renovations, which houses current and new programs of study, providing our students additional academic options.
- * Students are being offered college prep classes (Dual Credit, AP, OnRamps)
- * We are entering our third year of P-TECH.
- * We have secured a partnership with Junior Achievement that will foster career building.
- * Our teachers are becoming certified to teach Dual Credit increasing student enrollment in higher level courses.
- * 6 TIA teachers on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rates have been below 95% since 2020 with an increase in chronic absenteeism. This is keeping the campus from reaching a distinction. **Root Cause:** Students are not connected to the learning environment.

Problem Statement 2: Emergent Bilingual students consistently underperform on STAAR EOCs compared to the general population. **Root Cause:** Students demonstrate

deficiency in literacy skills.

Student Learning

Student Learning Summary

Based on the 2022-2023 School Report Card, Carter-Riverside High School earned acceptable performance. This rating indicates that additional academic support to more students is needed.

STAAR data for all English I EOC testers shows a campus passing rate of 51% with EB students' passing rate 50%. The EB passing percentage is 4% lower than the previous year. This gap may indicate a need for more professional learning to support our EB students. Students receiving Special Education services make-up 9.6% of our enrollment. STAAR data shows a substantial gap between Special Education and General Education student groups with Special Education students passing percentages 29% 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. This is based on data from EOC exams and declining grades.

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. We have more student's with psychological, emotional, economic and social needs that impact learning than we have resources to address them.

Student Learning Strengths

Students in AP courses have increased.

Students enrollment in On-Ramps and Dual Credit Courses has increased.

Students Benchmark Data has been higher than previous 2022-2023 school year in Biology and US History.

English II has seen an increase in scores as well.

Increase in STAAR data for English I, English II, US History and Biology from the previous year school year 22-23.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Data for English I EOC testers shows a campus passing rate of 51% as per the TAPR report for the past two years. **Root Cause:** The root cause is the need for professional development for teachers in order to improve Tier 1 Instruction.

Problem Statement 2: STAAR Data for Algebra I EOC testers show a campus passing rate of 50% as per the TAPR report. **Root Cause:** The root cause is the need for more professional development to improve Tier 1 Instruction and develop a deeper understanding of Content Pedagogy.

School Processes & Programs

School Processes & Programs Summary

Personnel

On a year-to-year basis, CRHS has little teacher attrition, teachers that leave our campus due so as a promotion or to 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 skills set. Administrators take part in mentoring teachers and guiding them to enhance their leadership skills. Using PLCs, data from STAAR EOCs, common assessments, advanced placement scores, and academic performance drive our improvement plans and guide our discussions 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, Networking Academy certification, art, dual enrollment, JROTC, and Advanced Placement, OnRamps, and P-Tech. A safe environment and high expectations are prioritized in these programs, and they are aligned with the District mission. 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 advanced classes. Teachers are also encouraged to recommend students to be moved to honors classes at semester. Teachers submit recommendations for courses in January. These recommendations allow teachers to recognize students that would be successful in honors and AP classes. We have many CTE pathways in technology and engineering that allow students to earn certifications and licensures in a wide variety of areas. We have established 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: literacy skills instruction, 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. 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

Low teacher attrition

Staff continuity

Established educational processes

Advanced placement

OnRamps

Dual Credit

CTE Pathways

P-Tech

Go Center Involvement (FAFSA / T3 / Scholarships, Applications, Career Paths)

Extra Curricular Activities (Boys: Football, Baseball, Soccer, Wrestling, Basketball, Track, Cross Country, Golf, Tennis / Girls: Volleyball Flag Football, Soccer, Softball, Basketball, Wrestling, Track, Cross Country, Golf, Tennis)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): TSIA testing scores are low on campus with only 6% of the overall population receiving qualify scores in reading and writing and 5% receiving qualifying scores in math. **Root Cause:** Lack of student preparation in TSIA skills and testing strategies.

Problem Statement 2: CCMR has been below the 90% state standards with a 62% in 21-22 and a 88% in 22-23. **Root Cause:** Lack of student preparation in TSIA skills and testing strategies.

Perceptions

Perceptions Summary

Our attendance rate for the 23-24 school year has dropped to 90 % across all student categories. There is less than one percent of a difference in drop out rates among student groups.

Overall Attendance Rates for the 23-24 School Year

1st Six Weeks 93

2nd Six Weeks 91

3rd Six Weeks 89

1st Semester 91

However, there is a significant difference in graduation rates between 2020 at 83.7%, 2021 at 75.3% and 2022 at 76.4% . We have a small turnover rate of teachers from year to year. We have a strong working relationship between our Go Center staff and our parents when it comes to preparing for college enrollment and financial aid.

Perceptions Strengths

Ex-Alumni Association

Carter-Riverside Neighborhood Association

Go Center Involvement

Post Secondary Success Coach

Yearly Increase in Fine Arts and Athletics

Celebration of Staff

A/B Honor Celebrations

Student of the Month

Teacher of the Month

Employee of the Month

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The low number of parent participation in campus events. **Root Cause:** The need to engage parents through different events and avenues to ensure parent participation.

Problem Statement 2: The low number of students participating in extracurricular activities. **Root Cause:** The need for vertical articulation and student and staff involvement within the network structure. (programming, marketing, recruitment)

Priority Problem Statements

Problem Statement 1: Student attendance rates have been below 95% since 2020 with an increase in chronic absenteeism. This is keeping the campus from reaching a distinction.

Root Cause 1: Students are not connected to the learning environment.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR Data for English I EOC testers shows a campus passing rate of 51% as per the TAPR report for the past two years.

Root Cause 2: The root cause is the need for professional development for teachers in order to improve Tier 1 Instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: TSIA testing scores are low on campus with only 6% of the overall population receiving qualify scores in reading and writing and 5% receiving qualifying scores in math.

Root Cause 3: Lack of student preparation in TSIA skills and testing strategies.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The low number of parent participation in campus events.

Root Cause 4: The need to engage parents through different events and avenues to ensure parent participation.

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)
- 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
- Federal Report Card and accountability data
- RDA data

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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- State-developed online interim assessments
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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-TESS data
- T-P ESS 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
- Other additional data

Goals

Revised/Approved: March 28, 2024

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 2025.

Performance Objective 1: Increase the percentage of first time testers who score at Meets or above on STAAR English I EOC from 25% to 35% by May 2025.

Increase the percentage of Emergent Bilingual students who score at Meets or above on STAAR English I EOC from 15% to 25% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Review Interim Assessments / STAAR EOC Scores

Strategy 1: Improve the quality of Tier 1 Instruction through PLCs in all content areas to include culturally responsive and linguistically accommodated instruction.

Strategy's Expected Result/Impact: Increase in teacher proficiency in Balanced Literacy working with Emergent Bilingual Students.

Staff Responsible for Monitoring: Administration / Dean of Instruction / Instructional Coaches / Instructional Leadership Team / ELA Teachers / Content Coaches

Title I:

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Increase teacher Tier I Instruction through data understanding via lesson planning, common assessments, data tracking, team planning, data meetings, and data desegregation in PLCs and Professional Development.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Dean of Instruction / Admin / Instructional Coaches</p> <p>Date(s) / Timeframe: Biweekly</p> <p>Collaborating Departments: ADQ / Curriculum Department (Humanities) ELA Focus</p> <p>Delivery Method: Presentations / Hands On / Group Discussions</p> <p>Funding Sources: English Teacher - TITLE I (211) - 211-11-6119-04N-001-30-510-000000-25F10 - \$69,525, General Supplies - GT (199 PIC 21) - \$3,351, General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-001-11-243-000000- - \$20,418, Xerox Rental - BASIC (199 PIC 11) - 199-11-6267-XXX-001-11-243-000000- - \$6,200, Technology - BASIC (199 PIC 11) - 199-11-6396-XXX-001-11-243-000000- - \$1,500, Furniture - BASIC (199 PIC 11) - 199-11-6398-XXX-001-11-243-000000- - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: STAAR Data for English I EOC testers shows a campus passing rate of 51% as per the TAPR report for the past two years. Root Cause: The root cause is the need for professional development for teachers in order to improve Tier 1 Instruction.</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 2025.

Performance Objective 2: Increase the percentage of 10th and 11th grade students who meet the grade level benchmark in Reading/Writing on PSAT from 33% to 45% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: PSAT Test Results / MSQT Test Results

Strategy 1: Improve the quality and alignment of Tier 1 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 on PSAT testing.

Staff Responsible for Monitoring: Administration / Dean of Instruction / PSS / Counselors / Teachers

Title I:

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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Learning Walks with the Instructional Leadership Team - set goals for non-negotiables regarding following Profile of a Classroom expectations, preparing students for PSAT skills and testing strategies.</p> <p>Intended Audience: Core Teachers</p> <p>Provider / Presenter / Person Responsible: Admin / Dean of Instruction / ILT / PSS / Content Coaches</p> <p>Date(s) / Timeframe: Weekly / Bi-Weekly</p> <p>Collaborating Departments: Curriculum Departments</p> <p>Delivery Method: Presentations / Walk-Through Feedback / Coaching Conversations / PLCs</p> <p>Funding Sources: Extra Duty - BASIC (199 PIC 11) - 199-11-6116-XXX-001-11-243-000000- - \$4,000, Extra Duty Support - BASIC (199 PIC 11) - 199-11-6121-XXX-001-11-243-000000- - \$1,266</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Student attendance rates have been below 95% since 2020 with an increase in chronic absenteeism. This is keeping the campus from reaching a distinction.</p> <p>Root Cause: Students are not connected to the learning environment.</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 2025.

Performance Objective 1: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 10% to 20% by May 2025. And the percentage of Emergent Bilingual students who score at Meets or above on STAAR Algebra I EOC from 8% to 15% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Algebra 1 MAP Scores - BOY & MOY to show Growth

Strategy 1: Develop the capacity of teachers across content areas to implement Lead4Ward / Paul Bambrick - Getting Better Faster Coaching Model / MAP Training.

Strategy's Expected Result/Impact: Increase Algebra I STAAR EOC scores

Staff Responsible for Monitoring: Admin / Dean of Instruction / Instructional Coaches / 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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide professional development trainings, conferences for teachers to increase Emergent Bilingual student scores and teachers foundations of writing to help students justify solutions.</p> <p>Intended Audience: Math Teachers</p> <p>Provider / Presenter / Person Responsible: Admin / Dean of Instruction / Instructional Coaches / Content Coaches</p> <p>Date(s) / Timeframe: Weekly</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: Presentation / Planning / Modeling / Coaching</p> <p>Funding Sources: Math Teacher - TITLE I (211) - 211-11-6119-04N-001-30-510-000000-25F10 - \$69,525, Extra Duty - TITLE I (211) - 211-11-6116-04N-001-30-510-000000-25F10 - \$3,839, Extra Duty - SCE (199 PIC 24) - 199-11-6116-001-001-24-243-000000- - \$14,416</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: TSIA testing scores are low on campus with only 6% of the overall population receiving qualify scores in reading and writing and 5% receiving qualifying scores in math. Root Cause: Lack of student preparation in TSIA skills and testing strategies.</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 2025.

Performance Objective 2: Increase the percentage of 10th and 11th students who meet the grade level benchmark in mathematics on PSAT from 15% to 30% by May 2025.

High Priority

HB3 Goal

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, formative assessments from the curriculum framework.

Strategy's Expected Result/Impact: Increase student scores on PSAT

Staff Responsible for Monitoring: Admin / Dean of Instruction / Instructional Coaches / ILT

Title I:

2.4, 2.5

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Promote and encourage the administration, interpretation, and application of MAPs and other sources of data to inform present levels of performance, instructional programming, and professional learning.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Admin/ Dean of Instruction / Instructional Coaches / PSS</p> <p>Date(s) / Timeframe: year long</p> <p>Collaborating Departments: ADQ / Curriculum Department / CCMR Department</p> <p>Delivery Method: PLCs / Professional Development</p> <p>Funding Sources: Supplies and Materials - CTE (199 PIC 22) - \$14,805, Student Travel - TITLE I (211) - 211-11-6412-04N-001-30-510-000000-25F10 - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: TSIA testing scores are low on campus with only 6% of the overall population receiving qualify scores in reading and writing and 5% receiving qualifying scores in math. **Root Cause:** Lack of student preparation in TSIA skills and testing strategies.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 80% to 95% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: CTE Certification Testing
ACT/ PSAT/ SAT/ TSIA

Strategy 1: Align programs, resources an support systems for existing academic advising focusing on all students to increase the percentage rate of CCMR.

Strategy's Expected Result/Impact: Increase of CCMR certifications

Staff Responsible for Monitoring: Admin / ILT / PSS

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college

- **ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Sustaining a campus culture around CCMR / weekly monitoring, meetings, and testing students in certified fields. Intended Audience: CTE Teachers / PSS / Dean of Instruction Provider / Presenter / Person Responsible: Admin / PSS Date(s) / Timeframe: Year Long Collaborating Departments: Curriculum / CTE Department / ADQ Delivery Method: Presentation / Training / PD / Data Analysis Funding Sources: Supplies and Materials - BEA (199 PIC 25) - 199-11-6399-001-001-25-243-000000 - \$4,497	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: TSIA testing scores are low on campus with only 6% of the overall population receiving qualify scores in reading and writing and 5% receiving qualifying scores in math. **Root Cause:** Lack of student preparation in TSIA skills and testing strategies.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 49% to 70% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Student Grades and Attendance

Strategy 1: Admin Team and Counselors will work with 9th grade teachers through bi-weekly meetings to ensure students are on target.

Strategy's Expected Result/Impact: Increase in students receiving high school credits and staying on track to graduate.

Staff Responsible for Monitoring: Admin / Counselors / Teachers

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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Creating and maintaining a yearly calendar focused on meeting with Freshman Teachers and staff, to discuss student data and progress. Ensuring students are on track towards graduation with providing CCMR opportunities. Intended Audience: 9th Grade Teachers Provider / Presenter / Person Responsible: Admin / Counselors Date(s) / Timeframe: Year Long Collaborating Departments: All contents / ADQ Delivery Method: Presentation / Data Desegregations Funding Sources: Supplies and Materials - SPED (199 PIC 23) - \$10,594	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Student attendance rates have been below 95% since 2020 with an increase in chronic absenteeism. This is keeping the campus from reaching a distinction.

Root Cause: Students are not connected to the learning environment.

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 have excessive absences (1 or more courses below 90% attendance) from 89% to 95% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Student Daily Attendance Rate

Strategy 1: Review and monitor campus ADA student data for consecutive absences. Provide interventions before 10 consecutive absences.

Strategy's Expected Result/Impact: Increase student attendance data

Staff Responsible for Monitoring: Admin Team / Teachers / Attendance Clerk / Stay in School Coordinator

Title I:

2.4, 2.5, 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 2: Strategic Staffing

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Create the MTSS Team, focus on students with excessive absences / hold bi-weekly meetings and target interventions for students.</p> <p>Intended Audience: Admin Team / Teachers / Students / Parents</p> <p>Provider / Presenter / Person Responsible: Admin Team / Stay in School Coordinator / Teachers / Attendance Clerks</p> <p>Date(s) / Timeframe: Year Long</p> <p>Collaborating Departments: Special Programs</p> <p>Delivery Method: Meetings / Discussions / Parent Meetings</p> <p>Funding Sources: Family and Community Outreach Specialist - TITLE I (211) - 211-61-6119-04L-001-30-510-000000-25F10 - \$62,415, Supplies and Communities - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-001-30-510-000000-25F10 - \$1,630, Services Misc. Operating Cost (Parent event snacks) - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-001-30-510-000000-25F10 - \$1,000, Community Services Technology - FAMILY ENGAGEMENT (211) - 211-61-6396-04L-001-30-510-000000-25F10 - \$2,500</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>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: The low number of parent participation in campus events. Root Cause: The need to engage parents through different events and avenues to ensure parent participation.</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 2: Increase the positive perception of parents of Emergent Bilingual students from 40% to 70% by May 2025.

Strategy 1: Establish partnerships with outside agencies to provide parents, staff and students with professional learnings to increase parent engagement and positive perception.

Strategy's Expected Result/Impact: Increase in parent participation on campus.

Staff Responsible for Monitoring: Family and Community Outreach Specialist

Title I:

4.1, 4.2





- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Parent Meeting s and Content meetings to ensure students and parents stay engaged and aware of schools vision and mission to increase student academic success.</p> <p>Intended Audience: Parents / Students</p> <p>Provider / Presenter / Person Responsible: Admin / Family Engagement Specialist / Teachers</p> <p>Date(s) / Timeframe: Year Long</p> <p>Collaborating Departments: Family Resource Center / Stay in School Coordinator / CIS</p> <p>Delivery Method: Meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Student attendance rates have been below 95% since 2020 with an increase in chronic absenteeism. This is keeping the campus from reaching a distinction.
Root Cause: Students are not connected to the learning environment.

School Processes & Programs

Problem Statement 1: TSIA testing scores are low on campus with only 6% of the overall population receiving qualify scores in reading and writing and 5% receiving qualifying scores in math. **Root Cause:** Lack of student preparation in TSIA skills and testing strategies.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	English Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-001-30-510-000000-25F10	\$69,525.00
2	1	1	1	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-001-30-510-000000-25F10	\$3,839.00
2	1	1	1	Math Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-001-30-510-000000-25F10	\$69,525.00
2	2	1	1	Student Travel	Transportation costs for students	211-11-6412-04N-001-30-510-000000-25F10	\$4,000.00
4	1	1	1	Family and Community Outreach Specialist	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-001-30-510-000000-25F10	\$62,415.00
Sub-Total							\$209,304.00
Budgeted Fund Source Amount							\$209,304.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Supplies and Communities	Supplies and materials for parental involvement	211-61-6399-04L-001-30-510-000000-25F10	\$1,630.00
4	1	1	1	Services Misc. Operating Cost (Parent event snacks)	Snacks for parents to promote participation	211-61-6499-04L-001-30-510-000000-25F10	\$1,000.00
4	1	1	1	Community Services Technology	Technology for family engagement	211-61-6396-04L-001-30-510-000000-25F10	\$2,500.00
Sub-Total							\$5,130.00
Budgeted Fund Source Amount							\$5,130.00
+/- Difference							\$0.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Technology	INSTRUCTION TECHNOLOGY < \$5000	199-11-6396-XXX-001-11-243-000000-	\$1,500.00
1	1	1	1	Xerox Rental	INSTRUCTION RENTALS-OTHER	199-11-6267-XXX-001-11-243-000000-	\$6,200.00
1	1	1	1	Furniture	INSTRUCTION FURN&EQUIP < \$5000	199-11-6398-XXX-001-11-243-000000-	\$1,500.00
1	1	1	1	General Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-001-11-243-000000-	\$20,418.00
1	2	1	1	Extra Duty	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-001-11-243-000000-	\$4,000.00
1	2	1	1	Extra Duty Support	INSTRUCTION EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-001-11-243-000000-	\$1,266.00
Sub-Total							\$34,884.00
Budgeted Fund Source Amount							\$38,618.00
+/- Difference							\$3,734.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	General Supplies	GENERAL SUPPLIES		\$3,351.00
Sub-Total							\$3,351.00
Budgeted Fund Source Amount							\$3,351.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Supplies and Materials	GENERAL SUPPLIES		\$14,805.00
Sub-Total							\$14,805.00
Budgeted Fund Source Amount							\$14,805.00
+/- Difference							\$0.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Supplies and Materials	GENERAL SUPPLIES		\$10,594.00
Sub-Total							\$10,594.00
Budgeted Fund Source Amount							\$12,094.00
+/- Difference							\$1,500.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-001-24-243-000000-	\$14,416.00
Sub-Total							\$14,416.00
Budgeted Fund Source Amount							\$18,916.00
+/- Difference							\$4,500.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies and Materials	Supplies and materials - instruction	199-11-6399-001-001-25-243-000000	\$4,497.00
Sub-Total							\$4,497.00
Budgeted Fund Source Amount							\$4,497.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$25,150.00
+/- Difference							\$25,150.00
Grand Total Budgeted							\$331,865.00
Grand Total Spent							\$296,981.00
+/- Difference							\$34,884.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024