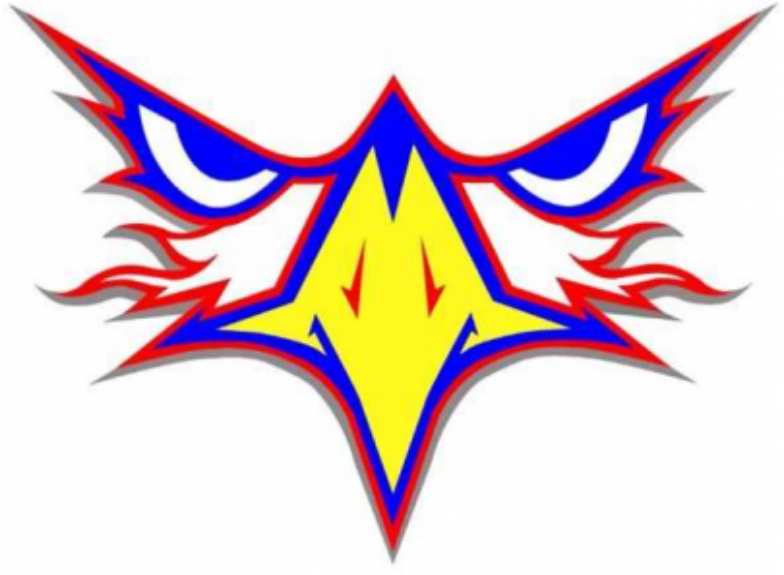
Fort Worth Independent School District

001 Amon Carter-Riverside High School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

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: November 10, 2026

Needs Assessment Overview

Needs Assessment Overview Summary

Campus Needs Assessment Summary

CarterRiverside High School – Fort Worth ISD

CarterRiverside High School serves a diverse, highneeds population of **1,038 students**, the majority of whom are Hispanic (**89.1%**) and Emergent Bilingual (**53.2%**). The campus community reflects significant economic need, with **90.8% of students identified as economically disadvantaged**, a factor that influences attendance, mobility, engagement, and access to learning opportunities. Despite these demographic challenges, the school benefits from a stable and experienced staff, including teachers with an average of **11.6 years of experience** and a principal with **11 years of leadership experience**, supporting strong instructional consistency and operational stability.

Student learning data indicate both strengths and areas for targeted improvement. While the campus performs well in Science and Social Studies—reaching **88% Approaches** in Science and **90% Approaches** in Social Studies—ELA and Mathematics outcomes remain areas of concern, with Meets and Masters performance significantly below state expectations. Academic growth, though improving in some subjects like English II and Algebra I, is still below state levels overall. High gradelevel retention in Grade 9 (**20.3%**) demonstrates that foundational readiness remains a challenge for incoming students. However, the school demonstrates notable academic strengths in college readiness: **CCMR is 93.1%**, with **92.7% collegeready graduates** , and exceptional TSI outcomes (ELA **95.4%**, Math **90.4%**). These results reflect strong postsecondary preparation systems. Advanced academic participation is also growing, with **27.1% of juniors and seniors enrolled in AP/IB courses**, **11.9% completing dual credit**, and a robust **62.9% enrollment in CTE pathways**, further illustrating strong program access and academic planning.

Demographic factors deeply influence the school's instructional and support needs. The large EB/EL population, combined with **12.8% of students receiving special education services** and **82.5% atrisk identification** , results in high demand for differentiated support, language development services, and intervention systems. Small class sizes—such as **5.1 students in ELA** and **7.6 in Mathematics**—suggest scheduling practices that support individualized instruction. Yet limited paraprofessional staffing (**5.9 aides**) places additional strain on teachers serving highneeds subgroups. Attendance remains a significant concern: the campus posts a **90.5% attendance rate** and **35.3% chronic absenteeism**, with mobility at **15.8%**, indicating that many students struggle with school connectedness and experience interruptions in learning.

School processes and programs highlight a mix of strengths and needs. Leadership structures are strong and stable, and the campus demonstrates operational success in areas such as state assessment participation (**≈99%**) and CCMR tracking. The school also provides comprehensive instructional programs—CTE, AP/IB, bilingual/ESL, SPED, and 504—reflecting organizational capacity to serve a varied student body. However, support systems such as attendance interventions, EB/EL

instructional consistency, and staffing alignment require continued strengthening to meet the needs of a highly mobile and linguistically diverse population.

Perception indicators, while not directly measured in the TAPR/SRC, are reflected in engagement and stability measures. High absenteeism, retention, and mobility suggest that some students and families may feel less connected to the school system or face significant challenges hindering participation. Conversely, high CCMR performance, high STAAR participation, strong graduation plan completion (**92.2% FHSPDLA**), and sustained staff experience suggest strong confidence in academic planning, communication processes, and leadership.

Overall, CarterRiverside High School demonstrates significant strengths in college and career readiness, staff experience, program access, class size, and leadership stability. Key needs include improving ELA and math performance, reducing chronic absenteeism, strengthening support for EB/EL and special populations, and enhancing attendance, communication, and intervention systems to better serve a highly mobile, economically disadvantaged student population. These findings form the foundation for campus goalsetting and targeted improvement planning for the upcoming year.

Demographics

Demographics Summary

CarterRiverside High School, located in Fort Worth ISD, serves a diverse and highneeds population of 1,038 students in grades 9–12. The community surrounding the school is predominantly Hispanic and economically disadvantaged, reflected in the 90.8% of students identified as economically disadvantaged and the large number of emergent bilingual families who require bilingual communication and culturally responsive supports. The campus is staffed by 95 employees, including 65.2 teachers, 18 professional support staff members, and 6 administrators. The student body is overwhelmingly Hispanic (89.1%), followed by White (4.4%), African American (3.8%), Asian (1.6%), Pacific Islander (0.1%), and students of two or more races (1.0%), with males representing 55.9% of enrollment and females 44.1%. Attendance challenges are significant, with a campus attendance rate of 90.5% and a chronic absenteeism rate of 35.3%, both below district and state norms. The mobility rate of 15.8% is most pronounced among Hispanic and economically disadvantaged students. The Class of 2024 graduation rate stands at 86.7% (84.8% federal rate), while the annual dropout rate is 2.1%, and Grade 9 retention remains an area of concern at 20.3%. Discipline data show that 2.3% of students experienced disciplinary placements, slightly above district averages, pointing to a need for stronger Tier 1 behavior and SEL supports.

Despite these challenges, CarterRiverside excels in College, Career, and Military Readiness (CCMR) with a rate of 93.1%, bolstered by exceptionally high TSI performance in both ELA (95.4%) and math (90.4%). Collegeready graduates account for 92.7% of the senior class, although SAT (844 average) and ACT (19.8 average) scores indicate room for improvement. Participation in advanced academics includes 27.1% AP/IB enrollment and 11.9% dual credit completion, while CTE programming is strong, engaging 62.9% of students, though industrybased certifications remain low at 0.9%. Special populations make up a significant portion of the campus, including 12.8% special education, 53.2% emergent bilingual learners, 7.1% 504 students, 82.5% atrisk youth, and 2.1% identified as homeless, reflecting the need for comprehensive supports and interventions. Staff members bring an average of 11.6 years of teaching experience, with a distribution spanning beginning to veteran educators. Teacher qualifications include 66.1% holding a bachelor’s degree, 30.5% a master’s, and 0.3% a doctorate. The stafftostudent ratio is 15.9:1, and paraprofessional support includes 5.9 educational aides. Teacher demographics consist of 57.3% White, 25.5% Hispanic, and 10% African American educators, showing some demographic mismatch with the student population. Overall, CarterRiverside High School serves a highneeds, highly diverse community with notable strengths in CCMR and TSI performance, yet continues to face persistent challenges related to attendance, mobility, retention, and aligning staffing patterns with student needs.

Demographics Strengths

DEMOGRAPHIC STRENGTHS

CarterRiverside High School – Fort Worth ISD

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1. Strong Cultural, Linguistic, and Community Cohesion

CarterRiverside HS serves a **highly unified cultural community**, with **89.1% Hispanic enrollment**, providing shared linguistic and cultural identity among most

students. This cohesion strengthens family engagement, peer support systems, and community belonging.

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2. High Participation in CTE & CollegeAligned Pathways

Students engage strongly in college and career preparation through high enrollment in specialized programs:

- **CTE enrollment is 62.9%**, well above state participation levels.
- **CCMR rate is exceptionally strong at 93.1%**, indicating college/career planning is reaching nearly all graduates.

These data show that students are participating effectively in career pathways and postsecondary readiness programs.

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3. High Graduation Plan Rigor (DLA Completion)

A key demographic strength is the **very high number of students graduating with rigorous diploma plans**:

- **92.2% of graduates earn the FHSPDLA** , far exceeding state norms.

This demonstrates strong academic advising, successful credit planning, and strong student perseverance through advanced graduation pathways.

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4. Experienced Teaching Staff

The campus benefits from an experienced teaching body:

- **Average teacher experience is 11.6 years**, above the statewide average (11.2).

This level of experience supports instructional consistency and professional stability on campus.

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5. Small Class Sizes Support Individualized Learning

Class sizes at CarterRiverside HS are **significantly smaller** than district and state averages:

- ELA: 5.1 vs. 16.4 statewide
- Math: 7.6 vs. 17.8 statewide
- Science: 6.6 vs. 18.9 statewide
- Social Studies: 9.5 vs. 18.9 statewide

These small instructional settings support increased student–teacher interaction and differentiated supports.

6. High Levels of Staff Diversity

Staff representation reflects a diverse mix that enhances cultural responsiveness:

- **Minority staff compose 47.1%** of the campus workforce.

This diversity helps deepen relationships with CarterRiverside's multilingual and multicultural student population.

7. Strong Engagement in Advanced Academic Opportunities

Although performance varies, participation is a strength:

- **AP/IB course participation is 27.1%**, indicating that more than a quarter of uppergrade students attempt rigorous coursework.

This reflects a growing culture of academic challenge on campus.

8. High Teacher Degree Attainment

Teacher qualifications reflect a strong academic background:

- **30.5% of teachers hold a master's degree**, above state norms.

This indicates strong instructional expertise available to students.

9. High Identification and Support for AtRisk Students

The campus identifies and tracks atrisk students with high fidelity:

- **82.5% of students are identified as atrisk** , suggesting robust systems for early identification and intervention.

Accurate identification strengthens academic and socialemotional support channels.

10. Strong Staff Stability and Leadership Experience

Campus leadership reflects deep experience:

- **Principal experience: 11 years** (above district and state averages).

Leadership continuity is a stabilizing factor that strengthens campus culture and longterm planning.

Summary of Demographic Strengths

CarterRiverside’s demographic strengths include:

- A unified cultural and linguistic community
- High CCMR and CTE engagement
- Strong graduation plan rigor
- Small class sizes
- Highly experienced and highly educated staff
- Diverse staff capable of serving a diverse student population
- Strong identification of atrisk students
- Stable and experienced leadership

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Chronic absenteeism and low attendance rates are significantly impacting student stability and academic readiness across all demographic groups.
Root Cause: High levels of economic disadvantage and community instability contribute to inconsistent attendance patterns and high chronic absenteeism.

Problem Statement 2: The campus's demographic composition includes extremely high EB/EL (53.2%) and At-Risk (82.5%) populations, creating a need for specialized instructional and support services beyond current staffing capacity.
Root Cause: Staff capacity, including bilingual/ESL support, paraprofessional staffing, and special education service levels, is insufficient for the size and complexity of the EB/EL, SPED, and At-Risk populations.

Student Learning

Student Learning Summary

CarterRiverside High School's student learning data reveal mixed academic performance with ongoing challenges across core content areas. STAAR/EOC results remain below state levels, with 66% of students performing at the Approaches level, 29% at Meets, and only 4% at Masters. Subjectlevel data show stronger performance in Science and Social Studies, where Approaches rates reach 88% and 90% respectively, and Meets is 41% in both subjects, identifying these as campus strengths. In contrast, ELA and Math outcomes remain weak, particularly for the school's large Emergent Bilingual population, whose Meets rates range from 18–28% and Masters from 1–3%. Academic growth also lags behind state outcomes, with 57% of students meeting growth targets compared with 65% statewide, and EB/EL growth at 55%, signaling persistent languageacquisition barriers. Local assessment trends mirror state data, showing limited mastery in literacy and mathematics and highlighting gaps in foundational skills. Participation in advanced coursework is moderate, with 27.1% of uppergrade students enrolled in AP/IB courses and 11.9% completing dual credit, though performance remains low and industrybased certification attainment stands at just 0.9% despite high CTE enrollment at 62.9%.

Despite these academic gaps, CarterRiverside demonstrates exceptional strength in College, Career, and Military Readiness, achieving a CCMR rate of 93.1%. This is largely driven by outstanding TSI performance, with 95.4% meeting standards in ELA, 90.4% in math, and 89% in both subjects; however, SAT and ACT scores are significantly lower, with an average SAT score of 844 and ACT of 19.8, indicating misalignment between TSI success and national exam readiness. Student course completion patterns further highlight gaps, with Grade 9 retention at 20.3%, well above district and state levels, increasing the risk of dropout. For the Class of 2024, the graduation rate is 86.7% (84.8% federal rate), and 92.2% of graduates earned the Distinguished Level of Achievement, reflecting strong graduation plan alignment. Still, the campus serves a highneeds graduating cohort, including 69.7% atrisk graduates and 38.1% EB/EL graduates.

Dropout rates have slightly declined, from 2.5% in 2022–23 to 2.1% in 2023–24, remaining just above state averages but lower than district levels. Special education performance remains significantly below campus averages, with SPED students achieving 40% at Approaches, 12–16% at Meets, and 2–4% at Masters. English language proficiency data further show that with 53.2% of students identified as EB/EL, academic gaps are substantial, as these students score only 48–62% Approaches, 18–23% Meets, and 1–2% Masters on STAAR, with TELPAS growth at 59%. Additional contextual barriers include a 90.5% attendance rate, 15.8% mobility, 35.3% chronic absenteeism, and an atrisk enrollment of 82.5%, all of which contribute to academic instability. Overall, the Student Learning Summary indicates that while CarterRiverside excels in CCMR and graduation plan rigor, the campus faces significant challenges in STAAR performance, academic growth, foundational literacy and math skills, EB/EL achievement, and student engagement—as critical areas of focus for accelerating student learning and postsecondary readiness.

Student Learning Strengths

STUDENT LEARNING STRENGTHS

CarterRiverside High School – Fort Worth ISD

1. High Performance in Science and Social Studies

CarterRiverside students show **strong achievement in Science and Social Studies**, significantly outperforming their performance in other core content areas.

- **Science:**
  - 88% Approaches, 41% Meets, 4% Masters
- **Social Studies:**
  - 90% Approaches, 41% Meets, 12% Masters

These subject areas represent **clear campus academic strengths**, demonstrating stronger content proficiency and instructional effectiveness.

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2. High Graduation Plan Rigor (DLA Completion)

A major strength is the **exceptionally high percentage of students graduating under the Distinguished Level of Achievement (DLA)** plan:

- **DLA Graduates (Class of 2024):** 92.2%

This far exceeds district and state expectations and indicates strong academic advising and graduation pathway support.

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3. Strong College, Career & Military Readiness (CCMR) Outcomes

CarterRiverside demonstrates **exceptionally high CCMR readiness**, one of its strongest performance areas.

- **CCMR Rate (Annual Graduates):** 93.1%
- **College Ready:** 92.7%
- **TSI ELA:** 95.4%
- **TSI Math:** 90.4%
- **TSI Both Subjects:** 89.0%

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4. Strong Participation in Advanced Academics

Though AP/IB mastery rates are modest, the **participation rates** are a campus strength:

- **AP/IB Participation (Grades 11–12):** 27.1% (increasing year over year)

This indicates a **growing culture of academic challenge**, with more students engaging in rigorous coursework.

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5. High STAAR Participation & Low Test NonParticipation

The campus maintains **high assessment participation**, ensuring reliable performance data and supporting accountability:

- **99% STAAR Participation across subjects**

This reflects strong systems for ensuring student testtaking compliance and access.

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6. Strong Performance Among Continuously Enrolled Students

Continuously enrolled students outperform noncontinuously enrolled peers on most indicators:

- Higher Meets/Masters attainment
- Higher growth rates

This suggests instructional effectiveness and stability for students who remain on campus for longer periods.

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7. High CTE Enrollment and Pathway Engagement

Career and Technical Education is a campus strength, with high levels of student participation:

- **CTE Enrollment:** 62.9% of students engaged in CTE programs

This supports multiple postsecondary paths and aligns with CCMR success.

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8. Strong Growth Indicators in English II and Algebra I

While overall growth is below state averages, there are **notable strengths within specific EOC courses**:

- **English II Growth (2025):** 65% met growth (above district and rising trend)
- **Algebra I Growth (2025):** 51%—improved from 44% the previous year

These indicate improvements in secondary literacy and mathematics instruction.

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9. High Engagement in College Prep Courses

Students show strong completion rates in college preparatory coursework:

- **ELA College Prep Completion:** 81.7%
- **Math College Prep Completion:** 76.1%

This reinforces the campus's success in preparing students for postsecondary expectations.

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10. Strong Performance on TSI Compared to SAT/ACT

Though SAT/ACT scores are lower, **TSI performance is notably strong**, indicating student readiness for collegelevel coursework:

- **TSI ELA:** 95.4%
- **TSI Math:** 90.4%

This is a significant strength and supports CCR pathways.

Summary of Student Learning Strengths

CarterRiverside HS demonstrates strong student learning outcomes in multiple areas, including:

- **High performance in Science and Social Studies**
- **Strong CCMR and TSI outcomes**
- **High DLA graduation plan achievement**
- **Solid participation in advanced academics**
- **High STAAR participation and test completion**
- **Robust CTE engagement**
- **Positive growth trends in key EOC subjects**

These strengths form a solid foundation for targeted improvement in literacy, mathematics, attendance, and EB/EL performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not meeting grade-level expectations in ELA and Mathematics, as demonstrated by consistently low STAAR performance at the Meets and Masters levels across both subjects.
Root Cause: Foundational literacy and numeracy gaps are widespread, particularly in early high school, leading to insufficient preparation for EOC rigor.

Problem Statement 2: Emergent Bilingual/English Learner (EB/EL) students are not making adequate academic progress, resulting in large performance gaps across all tested subjects.
Root Cause: Campus instructional capacity is not fully aligned to EB/EL needs, including inconsistent use of sheltered instruction and limited language-development supports across content areas.

School Processes & Programs

School Processes & Programs Summary

CarterRiverside High School provides a comprehensive instructional program that includes core academic areas, Career and Technical Education (CTE), bilingual and ESL services, special education, and advanced academic opportunities. With 62.9% of students enrolled in CTE and 27.1% of uppergrade students accessing AP/IB courses, the school offers diverse pathways that support both college and career readiness. Dualcredit participation, though lower at 11.9%, further expands postsecondary preparation. More than half of the student population (53.2%) is identified as Emergent Bilingual, and 52.4% are served in bilingual/ESL instructional programs, while 12.8% receive special education services across multiple disability categories. Small class sizes across content areas—such as an average of 5.1 students in ELA and 6.6 in science—create opportunities for individualized instruction and flexible scheduling.

Professional development is strengthened by a highly experienced staff averaging 11.6 years of teaching experience, with 30.5% holding master's degrees and 18 professional support staff delivering training in MTSS, SEL, language development, and special education compliance. Leadership at CarterRiverside is stable and distributed, led by a principal with 11 years of administrative experience and supported by three campus administrators, department chairs, and program leads who guide datadriven decisionmaking aligned to TAPR outcomes. Communication systems are well developed, as demonstrated by a 99% STAAR participation rate and exceptionally high TSI participation and success, reflecting strong family outreach, clear testing communication, and widespread bilingual engagement practices.

Organizationally, the master schedule reflects a wide array of programs, including AP/IB, CTE pathways, bilingual/ESL services, and special education instructional settings. Small class sizes and flexible scheduling models support personalized learning. However, attendance remains an area of need, with a campus attendance rate of 90.5% and chronic absenteeism at 35.3%, indicating that current attendance monitoring and intervention systems require strengthening. Support services are broad, serving 12.8% of students in special education, 7.1% under Section 504, and over half the school through bilingual/ESL programming. Socialemotional and behavioral needs are supported through counseling services—three counselors for 1,038 students—and moderate Tier 2/Tier 3 supports, as shown by a 2.3% discipline placement rate.

Extracurricular and cocurricular opportunities are robust, reinforced by high CTE participation and engagement in careeraligned student organizations, academic programs, UIL, honor societies, and a wide range of campus clubs and athletics. Technology integration supports assessment readiness and instruction, as reflected in strong TSI performance, consistent technologybased testing, and digital tools used for language acquisition, credit recovery, and progress monitoring. Additional campus processes include strong CCMR tracking systems, coordinated services across bilingual/ESL, attendance, counseling, and SPED departments, and communityaligned supports addressing mobility (15.8%) and homelessness (2.1%). Overall, CarterRiverside High School demonstrates strength in instructional pathways, leadership capacity, and postsecondary readiness, while needing continued focus on attendance systems, mobility impacts, EB/EL instructional intensity, and technology use to support its highneeds population.

School Processes & Programs Strengths

School Processes & Programs — Strengths

1. **Robust CCMR systems and college readiness processes**

- Annual graduates meeting **CCMR = 93.1%**; **CollegeReady = 92.7%** ; **TSI ELA = 95.4%**, **TSI Math = 90.4%**, and **TSI both = 89.0%**, indicating consistently effective identification, testing, and tracking processes for postsecondary readiness.

2. **Strong pathway access: CTE, AP/IB, Dual Credit**
   - **CTE participation = 62.9%**; **AP/IB participation (11–12) = 27.1%**; **Dualcredit completion (annual grads) = 11.9%** . These reflect scheduling and advising systems that provide broad access to career and advanced academic pathways.
3. **Graduation plan rigor processes**
   - **92.2%** of graduates earned **FHSPDLA** , showing effective 4year planning, endorsement tracking, and counseling workflows.
4. **Small class sizes that enable targeted instruction**
   - Average class sizes are **ELA 5.1**, **Math 7.6**, **Science 6.6**, **Social Studies 9.5**—well below state averages—supporting flexible scheduling and intervention delivery at the classroom level.
5. **Experienced leadership and distributed decisionmaking capacity**
   - **Principal experience = 11 years**; administrative team of 3 **campus administrators**; combined with **average teacher experience = 11.6 years**, this supports stable instructional leadership, data cycles, and PD followthrough.
6. **Counseling and support staff capacity**
   - **3 counselors** on a campus of ~1,038 students enhances graduation planning, CCMR advising, and case management for highneeds students.
7. **High state assessment participation (testing operations)**
   - **≈99% STAAR participation** across subjects indicates reliable assessment logistics, communication, and testday operations.
8. **Comprehensive services footprint for highneeds populations**
   - **EB/EL enrollment = 53.2%**, **SPED = 12.8%**, **504 = 7.1%**, with **Bilingual/ESL program participation ≈52%**—the campus schedules and delivers multiple service models at scale.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Carter-Riverside High School's Emergent Bilingual (EB/EL) students demonstrate persistent underperformance on TELPAS and TELPAS-related STAAR indicators, with significant gaps in advanced levels of proficiency, low rates of students achieving Meets and Masters performance on ELA/Reading STAAR, and insufficient growth rates to meet TIA teacher effectiveness standards.

Root Cause: Low Foundational Literacy Proficiency Among EB/EL Students * Only 25% of EB/EL students meet TELPAS-aligned Meets Level in ELA/Reading.

Problem Statement 2: Instructional support systems for EB/EL and SPED are outpaced by demand: with 53.2% EB/EL and 12.8% SPED, current staffing structures and campus-wide sheltered-instruction routines are insufficient to ensure consistent grade-level access and language-development supports in all content classes.
Root Cause: Campuswide implementation systems (staffing, scheduling, and PD) are not fully aligned to the EB/EL-first reality of the campus. Specifically: Scheduling/coverage: Co-teaching, push-in/pull-out, and small-group blocks are not universally available during peak core periods. Capacity/PD: Not all teachers routinely implement sheltered instruction and EB-aligned progress-monitoring; paraprofessional

Perceptions

Perceptions Summary

Perception data at CarterRiverside High School can be understood through multiple indicators that reflect how students, families, staff, and the broader community likely view the school environment and its operations. The school serves a culturally and linguistically rich community, with **89.1% of students identified as Hispanic and 53.2% as Emergent Bilingual (EB/EL)**, suggesting that bilingual communication, cultural responsiveness, and inclusive practices are central to building trust and positive perceptions among families. High levels of economic disadvantage, with **90.8% of students identified as economically disadvantaged**, also shape family perceptions, especially around access, communication, and support.

Student perceptions of the school climate are reflected in engagement indicators. While CarterRiverside demonstrates strong participation in career and college pathways—with **62.9% CTE enrollment**, **27.1% AP/IB participation**, and **a high CCMR rate of 93.1%**—attendance data reveals concerns about student connectedness. The campus attendance rate of **90.5%** and a **chronic absenteeism rate of 35.3%** indicate that many students may struggle with school engagement, belonging, or external barriers that affect daily attendance. Mobility, at **15.8%**, further contributes to inconsistent school experiences for students, which may negatively impact their perception of stability and continuity. Despite these challenges, high participation in postsecondary readiness exams, including **TSI, SAT, and ACT**, suggests that students perceive college and career pathways as accessible and valuable options supported by the school.

Parent perceptions can be inferred from communication and participation outcomes. The school's extremely high **STAAR participation rates at approximately 99%** demonstrate that families understand assessment expectations and respond consistently to school communication systems. The school's strong **graduation plan outcomes, with 92.2% of graduates earning the FHSPDLA** , indicate that parents likely trust the counseling and advising systems that support fouryear planning and collegereadiness pathways. However, high Grade 9 retention (**20.3%**) and chronic absenteeism may signal that families face challenges navigating school expectations or accessing the support needed for student success.

Staff perceptions are influenced by experience levels, working conditions, and organizational support. CarterRiverside benefits from an experienced workforce, with teachers averaging **11.6 years of teaching experience**, which likely contributes to confidence in instructional systems and leadership expectations. The presence of **four counselors** and strong administrative capacity with **six campus administrators** and a principal with **11 years of leadership experience** suggests that staff perceive leadership as stable and supportive. Small class sizes—such as **5.1 students in ELA** and **7.6 in mathematics**—may positively influence teacher perceptions of workload, student relationships, and instructional quality. However, limited paraprofessional staffing (**5.9 aides**) may strain teachers, particularly in classrooms serving large EB/EL, SPED, or atrisk populations.

Community perceptions of the school are likely shaped by the strong college and careerreadiness outcomes and the high level of CTE participation, which often reflects collaborations with local industries and community partners. High TSI success rates—**95.4% in ELA and 90.4% in Math**—also suggest effective coordination with highereducation institutions for testing and transitional planning. While specific community partnership data is not included in the documents, these indicators imply strong external engagement systems that support students beyond the classroom.

Perceptions Strengths

Communication systems appear strong across the school, as evidenced by high participation in testing and postsecondary readiness measures. However, attendance, mobility, and retention patterns suggest that some families may feel less connected or face barriers in accessing school systems consistently. Staff retention appears stable based on experience distribution, but the demands placed on teachers serving a highneeds population may influence longterm perception of support structures.

Overall, perception data suggests that CarterRiverside High School is seen positively by many stakeholders in areas related to college and career readiness, teacher expertise, and program availability, while challenges remain in the areas of student attendance, engagement, family stability, and staffing support for specialized populations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Carter-Riverside High School demonstrates significant underperformance in College, Career, and Military Readiness (CCMR) indicators--particularly in TSIA Reading and Math results, college-ready graduates, and industry-based certifications.
Root Cause: Low TSIA Academic Preparedness in Reading and Math * Only 18.8% of students meet TSIA Reading standards and 15.6% meet Math. This is far below state averages and demonstrates a lack of readiness in foundational academic skills required for college-level coursework.

Problem Statement 2: Staff, student, and parent perceptions of instructional and support capacity are impacted by the mismatch between population needs and available staffing, particularly for EB/EL, SPED, and at-risk students.
Root Cause: Current communication systems, staffing levels, and support structures are not fully aligned to the campus's high-needs demographic profile, resulting in perceptions that the school is understaffed or unable to fully meet student needs.

Priority Problem Statements

Problem Statement 1: Students are not meeting grade-level expectations in ELA and Mathematics, as demonstrated by consistently low STAAR performance at the Meets and Masters levels across both subjects.

Root Cause 1: Foundational literacy and numeracy gaps are widespread, particularly in early high school, leading to insufficient preparation for EOC rigor.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Chronic absenteeism and low attendance rates are significantly impacting student stability and academic readiness across all demographic groups.

Root Cause 2: High levels of economic disadvantage and community instability contribute to inconsistent attendance patterns and high chronic absenteeism.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Carter-Riverside High School's Emergent Bilingual (EB/EL) students demonstrate persistent underperformance on TELPAS and TELPAS-related STAAR indicators, with significant gaps in advanced levels of proficiency, low rates of students achieving Meets and Masters performance on ELA/Reading STAAR, and insufficient growth rates to meet TIA teacher effectiveness standards.

Root Cause 3: Low Foundational Literacy Proficiency Among EB/EL Students * Only 25% of EB/EL students meet TELPAS-aligned Meets Level in ELA/Reading.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Carter-Riverside High School demonstrates significant underperformance in College, Career, and Military Readiness (CCMR) indicators--particularly in TSIA Reading and Math results, college-ready graduates, and industry-based certifications.

Root Cause 4: Low TSIA Academic Preparedness in Reading and Math * Only 18.8% of students meet TSIA Reading standards and 15.6% meet Math. This is far below state averages and demonstrates a lack of readiness in foundational academic skills required for college-level coursework.

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
- Results Driven Accountability (RDA)

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
- 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (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
- Texas Success Initiative (TSI) data

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- 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
- STEM and/or STEAM data
- Graduation plan types

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

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-PESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

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 and high yield strategies
- Action research results
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Focus Group(s) data

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percent of graduates that meet the criteria for CCMR Outcomes Bonus from 50% to 65%.

Performance Objective 1: Increase the percentage of students by 10% placed in college-level courses based on TSI Assessment by the end of 10th grade, by the end of June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 50% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: CCMR Data Tracker

Strategy 1: Increase students passing TSIA by incorporating HQIM and during PLCs focusing on courses offered to 10-12 grade students.

Strategy's Expected Result/Impact: Increase perecentage of CCMR through data tracking.

Staff Responsible for Monitoring: Admin, Content Teachers, CTE Teachers.

Title I:
2.51, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Connect high school to career and college
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Hiring of Demo Teacher to focus on Planning with teachers for ELA during PLCs to ensure that TSIA instruction is included in content planning. **Intended Audience:** ELA teachers **Provider / Presenter / Person Responsible:** Demo Teacher **Date(s) / Timeframe:** year long **Collaborating Departments:** ELA **Delivery Method:** PLCs **Funding Sources:** Demo Teacher - Title I (211) - 211-11-6119-502-001-30-001-101000 - $80,000, Tutoring - Title I (211) - 211-11-6116-502-001-30-001-101000 - $10,000			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Carter-Riverside High School demonstrates significant underperformance in College, Career, and Military Readiness (CCMR) indicators--particularly in TSIA Reading and Math results, college-ready graduates, and industry-based certifications. **Root Cause**: Low TSIA Academic Preparedness in Reading and Math * Only 18.8% of students meet TSIA Reading standards and 15.6% meet Math. This is far below state averages and demonstrates a lack of readiness in foundational academic skills required for college-level coursework.

Goal 1: Increase the percent of graduates that meet the criteria for CCMR Outcomes Bonus from 50% to 65%.

Performance Objective 2: Increase the percentage of 10th through 12th grade students who are on track to complete a Program of Study and earn an associated IBC from 30% to 60% by June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 30% to 60% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: IBC data tracker

Strategy 1: Focus on Professional Development for CTE teachers to ensure implemenation of instruction targeting increase percentages in passing rates on IBCs.

Strategy's Expected Result/Impact: Increase IBC percentages

Staff Responsible for Monitoring: Admin, CTE Teachers

Title I:
2.51, 2.52, 2.53
- **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: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide district guided professional development - implementation of substitutes to cover classes while teachers learn HQIM targing increasing IBCs. **Intended Audience:** CTE Teachers **Provider / Presenter / Person Responsible:** Teachers from district with high passing rates on IBCs **Date(s) / Timeframe:** Year Long **Collaborating Departments:** CTE Department **Delivery Method:** Professional Development / Teacher observation and feedback with implementation. **Funding Sources:** Substitues - Title I (211) - 211-11-6112-502-001-30-001-101000 - $10,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Chronic absenteeism and low attendance rates are significantly impacting student stability and academic readiness across all demographic groups. **Root Cause**: High levels of economic disadvantage and community instability contribute to inconsistent attendance patterns and high chronic absenteeism.

Goal 1: Increase the percent of graduates that meet the criteria for CCMR Outcomes Bonus from 50% to 65%.

Performance Objective 3: Increase the percentage of students by 10% placed in college-level courses based on TSI Assessment by the end of 11th grade, by the end of June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 50% by June 2027.

Evaluation Data Sources: CCMR Data Tracker.

Strategy 1: We will align teaching and learning with TSI standards and college readiness assessments, such as the PSAT, SAT, and AP exams

Strategy's Expected Result/Impact: Increase the percentage of students meeting CCMR in grades 10 through 12 which will provide further opportunities to gain dual credit

Staff Responsible for Monitoring: Principal, Assessment Coordinator, Counselors, and Teachers.

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus instructional leaders provide training, professional conferences, and support so that teachers consistently implement content-specific best practices aligned with a school-wide instructional strategy approach that supports students' college readiness. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** August 2025 - June 2026 **Funding Sources:** Professional Learning - Title I (211) - 211-13-6411-502-001-30-001-101000 - $1,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: Carter-Riverside High School demonstrates significant underperformance in College, Career, and Military Readiness (CCMR) indicators--particularly in TSIA Reading and Math results, college-ready graduates, and industry-based certifications. **Root Cause**: Low TSIA Academic Preparedness in Reading and Math * Only 18.8% of students meet TSIA Reading standards and 15.6% meet Math. This is far below state averages and demonstrates a lack of readiness in foundational academic skills required for college-level coursework.

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from 21% to 40%.

Performance Objective 1: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC to 60%.

Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Interim and Benchmark Assessments, Six-Week Assessments, DOLs

Strategy 1: Develop and implement a professional learning plan that provides educators with opportunities to learn effective instructional practices to support Emergent Bilingual (EB) students and share the implementation process that enhances student academic growth and performance.

Strategy's Expected Result/Impact: Increase in Six Weeks Assessments.

Staff Responsible for Monitoring: Admin Team, ELA Teachers

Title I:
2.51, 2.52
- 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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus leaders will provide resources, training, and support to help teachers implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of lessons taught. **Intended Audience:** All teachers to help support campus wide literacy initiative **Provider / Presenter / Person Responsible:** Instructional Leaders, Demo Teacher **Date(s) / Timeframe:** Year Long **Collaborating Departments:** ELA Department **Delivery Method:** Professional Development **Funding Sources:** Teacher Travel - Title I (211) - 211-13-6411-502-001-30-001-101000 - $4,000, Professional Development - Family Engagment - Family Engagement (211) - 211-61-6399-503-001-30-001-101000 - $4,752, Teacher for ELA Smaller Courses - Title I (211) - 211-11-6119-502-001-30-001-101000 - $70,000			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide an extended planning time for English I and English II teachers **Intended Audience:** ELA department **Provider / Presenter / Person Responsible:** Instructional leadership, Demo teacher **Date(s) / Timeframe:** Year long **Delivery Method:** Face to Face **Funding Sources:** Teacher Substitute for On-campus PD - Title I (211) - 211-11-6112-502-001-30-001-101000 - $1,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students are not meeting grade-level expectations in ELA and Mathematics, as demonstrated by consistently low STAAR performance at the Meets and Masters levels across both subjects. **Root Cause**: Foundational literacy and numeracy gaps are widespread, particularly in early high school, leading to insufficient preparation for EOC rigor.

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from 21% to 40%.

Performance Objective 2: Decrease the percentage of 9th grade students that score '0' on extended constructed responses (ECR) on the English 1 EOC to 10% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1: Provide a tutorial to help students prepare for the STAAR English I EOCs.

Strategy's Expected Result/Impact: Decrease the number of 0 scores on SCR and ECR.

Staff Responsible for Monitoring: Admin and ELA Teachers

Title I:
2.51, 2.52, 2.53
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Increase in students responding to the ECRs and SCRs and scoring higher than 0s. **Intended Audience:** ELA Teachers **Provider / Presenter / Person Responsible:** Admin Team **Date(s) / Timeframe:** BiWeekly **Collaborating Departments:** ELA Departments **Funding Sources:** - Title I (211) - 211-11-6399-502-001-30-001-101000 - $6,080			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Students are not meeting grade-level expectations in ELA and Mathematics, as demonstrated by consistently low STAAR performance at the Meets and Masters levels across both subjects. **Root Cause**: Foundational literacy and numeracy gaps are widespread, particularly in early high school, leading to insufficient preparation for EOC rigor.

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from 21% to 40%.

Performance Objective 3: Increase the number of students reading at grade level as measured by MAP reading by 50% by the end of May 2027.

High Priority

Evaluation Data Sources: MAP growth, Fluency trackers, DOLs

Strategy 1: Build teacher capacity in literacy instruction, including fluency, language acquisition, and vocabulary development for secondary students in all subject areas.

Strategy's Expected Result/Impact: Improve reading levels for students.

Staff Responsible for Monitoring: Admin

ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Develop content-specific PD and literacy strategy playbook for campus-wide implementation to include: Teaching reading in non-ELA classrooms, Academic vocabulary instruction, Writing about reading (constructed responses), Analyzing complex informational texts. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin, Demo Teacher **Date(s) / Timeframe:** Aug 2026 - Apr. 2027 **Collaborating Departments:** all content department leaders **Delivery Method:** in person			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Students are not meeting grade-level expectations in ELA and Mathematics, as demonstrated by consistently low STAAR performance at the Meets and Masters levels across both subjects. **Root Cause**: Foundational literacy and numeracy gaps are widespread, particularly in early high school, leading to insufficient preparation for EOC rigor.

Goal 3: Reduce the number of schools that are rated F.

Performance Objective 1: Increase the percentage of students meeting the "Meets Grade Level" standard on the English II EOC to 60%.

Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Develop the capacity of English teachers through professional development training, instructional coaching, and additional planning focused on aligned instruction, developing teacher exemplars, lesson rehearsals, and monitoring student progress.

Strategy's Expected Result/Impact: Increase teacher prep time to focus on power standards and develop reteaching plans.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher

Problem Statements: Student Learning 1 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus leaders will provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals, Instructional Leadership, District Leadership **Date(s) / Timeframe:** Year long **Delivery Method:** Face to Face **Funding Sources:** General supplies - Title I (211) - 211-13-6399-502-001-30-001-101000 - $1,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Provide students who need intervention or extended learning opportunities to meet academic growth goals with after-school tutoring or Saturday School.

Strategy's Expected Result/Impact: Increase the number of students who meet progress goals

Staff Responsible for Monitoring: Teachers and Instructional leaders

TEA Priorities:
Improve low-performing schools
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Set up and implement tutoring schedule with highly qualified instrucitonal staff for identified students based on previous STAAR and MAP Growth data. **Intended Audience:** Students, Teachers **Provider / Presenter / Person Responsible:** Teachers and Administrators **Date(s) / Timeframe:** :Sep. 2026 - Apr. 2027, M-Th, 4-5:30; and Saturdays, 9-12 **Funding Sources:** Teacher Extra duty Pay - Title I (211) - 211-11-6116-502-001-30-001-101000 - $1,000, Materials and Curriculum for tutoring - Title I (211) - 211-11-6329-502-001-30-001-101000 - $1,000			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students are not meeting grade-level expectations in ELA and Mathematics, as demonstrated by consistently low STAAR performance at the Meets and Masters levels across both subjects. **Root Cause**: Foundational literacy and numeracy gaps are widespread, particularly in early high school, leading to insufficient preparation for EOC rigor.
School Processes & Programs
Problem Statement 1: Carter-Riverside High School's Emergent Bilingual (EB/EL) students demonstrate persistent underperformance on TELPAS and TELPAS-related STAAR indicators, with significant gaps in advanced levels of proficiency, low rates of students achieving Meets and Masters performance on ELA/Reading STAAR, and insufficient growth rates to meet TIA teacher effectiveness standards. **Root Cause**: Low Foundational Literacy Proficiency Among EB/EL Students * Only 25% of EB/EL students meet TELPAS-aligned Meets Level in ELA/Reading.
Perceptions
Problem Statement 1: Carter-Riverside High School demonstrates significant underperformance in College, Career, and Military Readiness (CCMR) indicators--particularly in TSIA Reading and Math results, college-ready graduates, and industry-based certifications. **Root Cause**: Low TSIA Academic Preparedness in Reading and Math * Only 18.8% of students meet TSIA Reading standards and 15.6% meet Math. This is far below state averages and demonstrates a lack of readiness in foundational academic skills required for college-level coursework.

Goal 3: Reduce the number of schools that are rated F.

Performance Objective 2: Increase the percentage of students reaching the "Meets Grade Level" standard for Algebra I EOC to 60%.

Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by June 2027.

Evaluation Data Sources: Benchmark Assessments, Interims, 6 weeks assessments.

Strategy 1: Develop the capacity of Algebra 1 teachers through professional development training, instructional coaching, and additional planning focused on aligned instruction, developing teacher exemplars, lesson rehearsals, and monitoring student progress.

Strategy's Expected Result/Impact: Increase teacher prep time to focus on power standards and develop reteaching plans.

Staff Responsible for Monitoring: ILT

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus leaders will provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals, Instructional Leadership and District personnel **Date(s) / Timeframe:** August 2025 to June 2026			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Provide students who need intervention or extended learning opportunities with after-school tutoring or Saturday School to meet academic growth goals.

Strategy's Expected Result/Impact: :Increase the number of students who meet progress goals.

Staff Responsible for Monitoring: Teachers and Instructional leaders

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Set up and implement tutoring schedule with highly qualified instrucitonal staff for identified students based on previous STAAR and MAP Growth data. **Intended Audience:** Students, Teachers **Provider / Presenter / Person Responsible:** Teachers and Instructional leaders **Date(s) / Timeframe:** Sep. 2026 - Apr. 2027, M-Th, 4-5:30; and Saturdays, 9-12 **Funding Sources:** Extra duty pay for teachers - Title I (211) - 211-11-6116-502-001-30-001-101000 - $1,000, Materials and curriculum for tutoring - Title I (211) - 211-11-6329-502-001-30-001-101000 - $1,000			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students are not meeting grade-level expectations in ELA and Mathematics, as demonstrated by consistently low STAAR performance at the Meets and Masters levels across both subjects. **Root Cause**: Foundational literacy and numeracy gaps are widespread, particularly in early high school, leading to insufficient preparation for EOC rigor.
Perceptions
Problem Statement 1: Carter-Riverside High School demonstrates significant underperformance in College, Career, and Military Readiness (CCMR) indicators--particularly in TSIA Reading and Math results, college-ready graduates, and industry-based certifications. **Root Cause**: Low TSIA Academic Preparedness in Reading and Math * Only 18.8% of students meet TSIA Reading standards and 15.6% meet Math. This is far below state averages and demonstrates a lack of readiness in foundational academic skills required for college-level coursework.

Goal 3: Reduce the number of schools that are rated F.

Performance Objective 3: Increase the percentage of students meeting School Progress Annual Growth, as measured by TEA All Grades, Both subjects (English 1, English 2, and Algebra I), to 75%.

High Priority

Evaluation Data Sources: Growth progress will be monitored by Weekly DOLs, Quarterly Assessments, Other District Assessments, and Semester Finals.

Strategy 1: Develop and implement a professional learning plan that provides educators with opportunities to learn effective instructional practices to support Emergent Bilingual (EB) students and share the implementation process that enhances student academic growth and performance.

Strategy's Expected Result/Impact: As a result of this strategy, by June 2027, student achievement results on local, district, and state assessments will improve to 60% at "Meets Grade Level or above".

ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals, Instructional Leadership and District personnel **Date(s) / Timeframe:** August 2025 to June 2026 **Delivery Method:** In-Person **Funding Sources:** General Supplies - Title I (211) - 211-11-6499-502-001-30-001-101000 - $1,000, Admin Training - Title I (211) - 211-13-6399-502-001-30-001-101000 - $2,000			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Students are not meeting grade-level expectations in ELA and Mathematics, as demonstrated by consistently low STAAR performance at the Meets and Masters levels across both subjects. **Root Cause**: Foundational literacy and numeracy gaps are widespread, particularly in early high school, leading to insufficient preparation for EOC rigor.

Perceptions

Problem Statement 1: Carter-Riverside High School demonstrates significant underperformance in College, Career, and Military Readiness (CCMR) indicators--particularly in TSIA Reading and Math results, college-ready graduates, and industry-based certifications. **Root Cause**: Low TSIA Academic Preparedness in Reading and Math * Only 18.8% of students meet TSIA Reading standards and 15.6% meet Math. This is far below state averages and demonstrates a lack of readiness in foundational academic skills required for college-level coursework.

Goal 4: Increase student participation rates for Fine Arts, JROTC, and Athletics.

Performance Objective 1: Increase the percentage of students enrolled in Fine Arts courses by 10% by June 2027.
Increase the percentage of students enrolled in JROTC courses by 10% by June 2027.
Increase the percentage of students enrolled in Athletics courses by 10% by June 2027.
Increase the number and percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) by 10% by June 2027.

Evaluation Data Sources: FOCUS, PEIMS, Course completion rates.

Strategy 1: Implement a mentorship program where students in Fine Arts, JROTC, and Athletics mentor younger students to increase interest and enrollment. Mentors will visit classrooms and host informational sessions to share their experiences and benefits of participation.

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Conduct targeted recruitment efforts for Hispanic students and other marginalized groups by hosting culturally relevant events and providing information in multiple languages to ensure inclusivity and accessibility. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Student Engagement Committee/Admin Team **Delivery Method:** Blackboard Communication			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Chronic absenteeism and low attendance rates are significantly impacting student stability and academic readiness across all demographic groups. **Root Cause**: High levels of economic disadvantage and community instability contribute to inconsistent attendance patterns and high chronic absenteeism.

Goal 5: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 32% to 15%.

Performance Objective 1: Decrease the percentage of chronically absent students (absent more than 10%) to 15% by June 2027

Evaluation Data Sources: ADA attendance, OneSource Dashboard, District cycle reports.

Strategy 1: Focus on building strong relationships with students and families, creating a positive school climate, and addressing underlying barriers to attendance.

Strategy's Expected Result/Impact: Increase parent and student engagement, and increase attendance

Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, Intervention Specialist, Teachers

ESF Levers:
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Establish and communicate clear attendance policies for all students and develop action plans for students who need personalized support. Use data to identify students at risk of chronic absenteeism and track the effectiveness of interventions. To emphasize the importance of attendance, actively engage families through phone calls, texts, home visits, outreach campaigns, and parent meetings once every six weeks. **Intended Audience:** Parents and Students **Provider / Presenter / Person Responsible:** Administrator, Attendence Committee members, Attendance Control Specialist. **Date(s) / Timeframe:** School year **Delivery Method:** Face to Face			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Create a positive school culture where the campus is a welcoming and supportive environment where students feel safe and valued by implementing team-building activities for secondary students and a Eagle Nest Advisory check-in for all students. Purchase instructional resources, supplies, and materials to support student academic and socialemotional development. **Intended Audience:** Students and Teachers **Provider / Presenter / Person Responsible:** Admin, Campus Leadership Team			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Chronic absenteeism and low attendance rates are significantly impacting student stability and academic readiness across all demographic groups. **Root Cause**: High levels of economic disadvantage and community instability contribute to inconsistent attendance patterns and high chronic absenteeism.

RDA Strategies

Goal	Performance Objective	Strategy	Action Step	Description
1	1	1	Increase students passing TSIA by incorporating HQIM and during PLCs focusing on courses offered to 10-12 grade students.	
1	2	1	Focus on Professional Development for CTE teachers to ensure implemenation of instruction targeting increase percentages in passing rates on IBCs.	
2	1	1	Develop and implement a professional learning plan that provides educators with opportunities to learn effective instructional practices to support Emergent Bilingual (EB) students and share the implementation process that enhances student academic growth and performance.	
2	2	1	Provide a tutorial to help students prepare for the STAAR English I EOCs.	

Targeted Support Strategies

Goal	Performance Objective	Strategy	Action Step	Description
1	1	1	Increase students passing TSIA by incorporating HQIM and during PLCs focusing on courses offered to 10-12 grade students.	
1	2	1	Focus on Professional Development for CTE teachers to ensure implemenation of instruction targeting increase percentages in passing rates on IBCs.	
2	1	1	Develop and implement a professional learning plan that provides educators with opportunities to learn effective instructional practices to support Emergent Bilingual (EB) students and share the implementation process that enhances student academic growth and performance.	
2	2	1	Provide a tutorial to help students prepare for the STAAR English I EOCs.	

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Action Step	Description
1	1	1	Increase students passing TSIA by incorporating HQIM and during PLCs focusing on courses offered to 10-12 grade students.	
1	2	1	Focus on Professional Development for CTE teachers to ensure implemenation of instruction targeting increase percentages in passing rates on IBCs.	
2	1	1	Develop and implement a professional learning plan that provides educators with opportunities to learn effective instructional practices to support Emergent Bilingual (EB) students and share the implementation process that enhances student academic growth and performance.	
2	2	1	Provide a tutorial to help students prepare for the STAAR English I EOCs.	

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Demo Teacher	Instruction |Demonstration Teacher (11-6119)	211-11-6119-502-001-30-001-101000	$80,000.00
1	1	1	1	Tutoring	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-001-30-001-101000	$10,000.00
1	2	1	1	Substitues	Instruction | Subs - Professional (11-6112)	211-11-6112-502-001-30-001-101000	$10,000.00
1	3	1	1	Professional Learning	Staff Development | Travel - Employee Only (13-6411)	211-13-6411-502-001-30-001-101000	$1,000.00
2	1	1	1	Teacher Travel	Staff Development | Travel - Employee Only (13-6411)	211-13-6411-502-001-30-001-101000	$4,000.00
2	1	1	1	Teacher for ELA Smaller Courses	Instruction |Title I Reading/ Math Teacher (11-6119)	211-11-6119-502-001-30-001-101000	$70,000.00
2	1	1	2	Teacher Substitute for On-campus PD	Instruction | Subs - Professional (11-6112)	211-11-6112-502-001-30-001-101000	$1,000.00
2	2	1	1		Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-001-30-001-101000	$6,080.00
3	1	1	1	General supplies	Staff Development | General Supplies and Technology (13-6399)	211-13-6399-502-001-30-001-101000	$1,000.00
3	1	2	1	Teacher Extra duty Pay	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-001-30-001-101000	$1,000.00
3	1	2	1	Materials and Curriculum for tutoring	Instruction | Other Reading Materials (11-6329)	211-11-6329-502-001-30-001-101000	$1,000.00
3	2	2	1	Materials and curriculum for tutoring	Instruction | Other Reading Materials (11-6329)	211-11-6329-502-001-30-001-101000	$1,000.00
3	2	2	1	Extra duty pay for teachers	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-001-30-001-101000	$1,000.00
3	3	1	1	Admin Training	Staff Development | General Supplies and Technology (13-6399)	211-13-6399-502-001-30-001-101000	$2,000.00

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	3	1	1	General Supplies	Instruction | Misc Operating Costs (11-6499)	211-11-6499-502-001-30-001-101000	$1,000.00
						Sub-Total	$190,080.00
						Budgeted Fund Source Amount	$190,080.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
2	1	1	1	Professional Development - Family Engagment	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-001-30-001-101000	$4,752.00
						Sub-Total	$4,752.00
						Budgeted Fund Source Amount	$4,752.00
						+/- Difference	$0.00
						Grand Total Budgeted	$194,832.00
						Grand Total Spent	$194,832.00
						+/- Difference	$0.00