

CHAPTER I

PROGRESS REPORT



Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

Current Action Plan and Analysis of Progress.

In 2014, the WASC Visiting Committee identified several critical areas of need. Strategies to address these critical areas were infused into all subsequent action plans and have continued to be considered whenever action plan updating has occurred. The monitoring of the plan is ongoing utilizing data analysis protocols (home groups – departments, teams, and committees). Data and reports are provided to groups and facilitators (department leads, PLC leads, administration) through analysis of data, evaluation on our current practices, and recommendation for improvement. These recommendations are provided to the administration team throughout the year. The administration team determines whether or not the recommendations are still aligned with the current action plans. Any recommendations that require changes in action plans are brought to the Leadership team for minor changes and the whole staff for larger changes.

The Leadership Team reviews data for the school throughout the school year to make recommendations to our instructional program, professional development, and student support. Additional data is also reviewed throughout the year including data from questionnaires, surveys, and often discussions. Input from all groups (departments, PLC, teams, committees) is used by the Leadership Team to create strategies to meet identified schoolwide goals, WASC critical needs, and new state and district priorities. Ultimately, the WASC action plan is aligned with the School Plan for Student Achievement (SPSA) that is monitored by the School Site Council (SSC). The SSC is also provided with data from the data protocols and site dashboard for review and solicitation of recommendations. Additionally, the schoolwide action plan is aligned with the Rialto Unified School District's LCAP goals which are also contained in the school's SPSA. The following Action Steps were identified during our last full self-study and our mid-cycle progress report visit. Below each action step is a description of what has been done in each area.



Goal 1

2014 and 2017 Recommendation: CHS will set a college-going culture and have students develop 21st century skills through increasing the academic rigor in all courses and raise the number of graduates meeting the UC A-G requirements to match the state average.

Work to address this goal:

2014-2017

Since our last WASC self-study, Carter High School staff members have focused on increasing the college going culture. The academic programs at Carter High School are effective in preparing students for high school graduation and completing A-G requirements. AVID teachers and counselors encourage students to think beyond high school and set high goals. Our district has dedicated personnel and funding to strengthen the AVID program with the intent to encourage students to complete A-G graduation requirements. Our district has also made some significant strides by eliminating antiquated courses that do not meet A-G requirements. They are removing Health from the graduation requirements and imbedding the curriculum into physical education. This change will allow for possible remediation, if needed, enrichment, or focus on a career technical pathway. We have also increased access to World Languages for A-G by adding an additional teacher this year. We are also focusing on our college going culture by celebrating college acceptance and scholarship awards.

In order to get our students ready for college we need to enhance their critical thinking and problem-solving skills. We understand that this can only occur when we change our focus from teaching to learning. A main focus and objective of our Strategic plan is to develop students that have the ability to think for themselves. Next year our instructional focus will be in AVID, but with a concentration on student engagement. We will work on shifting our mind set from direct instruction to more facilitative lesson design.

This school year, teachers have been provided with training on Depth of Knowledge (DOK) and Common Core State Standards. Our district's Professional Development Center (PDC) has the goal of increasing rigor in all classrooms. Our department leads began a book study on rigor called, *Rigor is Not a Four Letter Word* by Barbara R. Blackburn to facilitate improvement of their instructional practices with a focus on



increasing rigor in all courses and raising the number of graduates meeting A-G requirements. By the end of this school year, it is our goal to have a clear definition of what rigor looks like at Carter High School and eventually able to gauge it, teach to it, and reflect using the same language.

2017-2019

During the last three years, Carter High School has continued to focus on setting a college-going culture and the staff has been instrumental to its success. The number of students meeting A-G requirements has increased by 18% in the last three years. Programs such as AVID and ALPHA Scholars encourage students to think beyond high school and set high goals for their future. There has also been a push for equal access to Honors and AP classes, leading to a systematic increase of Rigor schoolwide; the district has aided in this endeavor by paying for all students' AP tests since the 17-18 school year.

- For the last 3 years there has been a steady increase of students meeting A-G requirements with a 14% jump from the class of 2018 to the class of 2019, putting us at a 59% A-G completion rate.
- Every senior at Carter is required to take a 4th year of a math class (MRWC, Introduction to College Mathematics or Math 4).
- Workshops are hosted by our College and Career Center after school to help students and parents fill out their FAFSA.
- In the 19-20 school year, every senior filled out either a CSU application or a San Bernardino Valley College application during our College and Career Week.
- Also, during our College and Career Week, our Freshmen are exposed to a lesson about what the PSAT is and watch the film "First Generation," which highlights four high school students and their journey in applying for colleges.
- All 10th and 11th Graders take the PSAT during College and Career Week, paid for by the school site and the district.
- All 11th Graders take the SAT during the spring.
- Counseling team reviews transcripts at the beginning of the year for any errors and to place students in one of our credit recovery classes during 7-8 period.
- We have been offering A-G compliant credit recovery classes for all core subjects



during 2nd, 3rd and 4th quarters for those students that need to make up a D or an F and be A-G compliant through our APEX computer lab.

- The counseling team has been using the University of California Transcript Evaluation Service to determine A-G eligibility and provide the necessary classes that are needed to be A-G compliant.
- Students not willing to be A-G compliant have to meet with their counselor, parent and administrator and sign a waiver for A-G completion.
- CHS has seen an increase of students taking AP tests over the past three years. In the 16-17 school year, there were 856 AP tests administered to 541 students with a 29% pass rate. In the 18-19 school year, we administered 1,211 tests to 710 students at a 27% pass rate.
- Four AP classes have been added to our Master Schedule offerings over the past three years: Human Geography, Computer Science A, Computer Science Principles, and World History, thereby allowing for even greater student access and choice.
- Our AP program continues to grow as we are going to administer 1,322 AP tests to 714 students this 19-20 school year. There is not a significant difference in the number of students from last year, but the numbers show that students are taking more AP tests; they are challenging themselves to take more rigorous classes.
- All courses in Visual and Performing Arts have been rewritten to become A-G compliant.
- Any new courses written in the last 3 years, Advanced Digital Photography, Ethnic Studies and Digital Design and Printmaking were all written to be A-G compliant.
- All CTE courses have been rewritten to become A-G compliant, including one CTE Honors class.
- We had an increase of 9.6% in our College and Career Indicator on the Dashboard for the 2018/19 school year
- More of our students are passing their A-G classes with a C or better



Goal 2

2014 and 2017 Recommendation: CHS will focus on best instructional practices promoting high levels of student achievement and engagement and the reinforcement of positive student behaviors.

Work to address this goal:

2014-2017

Carter High School CAASPP 2016 scores demonstrate growth in English Language Arts from 50% in 2015 to 60% in 2016. Our Math scores also improved, although we did not reach our goals for growth. Math scores showed an overall improvement from 15% proficient or above in 2015 to 27% proficient and above in 2016. The school has implemented several interventions to improve student performance. In both ELA and math teachers have been exposed to professional development focused implementing academic core content such as StudySync and AVID strategies. Six staff members attended the 2016 AVID Summer Institute, and AVID strategies have become more common school wide in non-AVID classes. In addition, teachers are provided instructional support from our on-site Math Coach, ELA Literacy Coach and ELD Strategist. Our instructional coaches provide assistance with lesson planning and teaching strategies to meet the needs of students struggling academically. For students we have a wide range of tutoring offerings available to students before school, during lunch and after schools. Students are also invited to attend Step-Up Saturday tutoring sessions with core content teachers to extend learning opportunities.

In order to assist with the reinforcement of positive student behaviors the PBIS team and staff identify the behaviors they would like to see from our students. Those behaviors and expectations have been taught through PBIS lessons in third period and reinforced by the PBIS matrix posters strategically placed in designated areas around the campus. Discipline has also taking a much more proactive approach by counseling students on the behavior and getting them to think about their actions. Based on district data, not state, we have seen a significant reduction in number of days suspended from the 2016-17 school year to this school year. We are looking forward to the implementation of the systematic positive rewards system to reinforce the behaviors we want to see.



This February 2017 we also purchased The Hero program with digital trackers to support PBIS efforts in attendance. These devices will replace manual tracking procedures such as handwritten log sheets. With digital tracking our school automates the collection of data by scanning a student's ID card (or entering a student's ID number) to track and instantly recognize the attendance occurrence. As soon as a student is documented, a tardy slip prints off a notification for the student with the appropriate intervention, such as parent notification, or attendance education assembly. Students with improving attendance or perfect attendance also get rewarded using this system. The system allows for trending reports, which generate a deduction of negative points when the students are behaving in an appropriate fashion, based on school expectations for behavior. This process will help our school improve attendance and reinforcement of positive student behaviors by providing consistency and accuracy in data collection.

2017-2019

- The Carter Wellness Center opened in September of 2017. The first year was utilized to train staff on positive support systems that could be offered in the Wellness Center.
- The district then staffed the Wellness Center with a full-time counselor in 2018 and in 2019 and a Behavior Coach was assigned to Carter to help with TIER III supports.
- Our Wellness Center is fully running now, offering groups on stress/anxiety, grief, girl's circle and boy's council groups, mentoring as well and drug and alcohol intervention classes. Also offered through our Wellness Center is Yoga and Breathing classes for our students and staff.
- 2018-19-Implementation of HERO as a School Wide Positive Acknowledgement System: This allows all staff to give HERO points to positively acknowledge the behaviors they want to see in classes and across campus. Students can redeem these HERO points for rewards in their class or save their points for bigger school wide rewards.
- For the 2019-20 school year, the PBIS team was granted funds and given a new HERO store where students can redeem their points during their lunch.
- 2018-19: The PBIS Team created a Carter mini TFI (Tiered Fidelity Inventory)



form that allowed members of PBIS along with department chairs and department members to do walk throughs of their departments for a greater understanding of the expectations of PBIS and creating positive classroom environments. The information gathered from these walk throughs was then shared out at department meetings. All core departments participated in the Carter mini TFI process in the 2018-19 school year.

- (2017-18) (2018-19): PBIS Silver Status achieved and recognized through the California PBIS Coalition.
- (2018-19) (2019-20): Over 50% of our teaching staff has been trained in Capturing Kids Heart to help create positive classroom culture.
- Starting in 2017, CHS adopted a focus on writing instruction (**CER**), beginning with the ELA department. The ELA department participated in a series of six workshops conducted by a district-selected expert. We adopted a common language, expectations and rubrics.
- In 2018, the Social Science department went through a similar process with a district professional development facilitator who brought the common language, expectations, and rubric to this department so that they could collaborate on best practices and common lessons.
- In January of 2019, the initial district-selected expert presented a workshop for the remaining disciplines on how to implement the writing strategy (CER) to improve student writing in all content areas.



Goal 3

2014 and 2017 Recommendation: CHS will focus on staff development for the implementation of Common Core State Standards through the use of Professional Learning Communities, district trainings and on-site teacher expertise as well as off-site professional development.

Work to address this goal:

2014-2017

Carter High School has focused on staff development opportunities to fulfill the criteria of Rigor and Common Core instructional practices. Listed below are a few examples of the professional development sessions and trainings we have used to increase teacher capacity:

- We have incorporated a staff professional development and meeting calendar which allows time on Tuesdays for collaboration. The meeting schedule allows for staff and department meetings two days per month.
- Introduction, training, and focus on Depth of Knowledge (DOK).
- The district has provided our teachers with Common Core State Standards training through our district Professional Development Center (PDC).
- AVID Summer Institute which provided professional development on WICOR strategies to 6 core content teachers.
- WICOR professional development breakout sessions facilitated by our staff.
- Solution Tree consultants who focused on Professional Learning Communities provided four training sessions to thirty Carter High School teachers and instructional coaches during Fall 2016.
- Intensive Common Core training for Instructional Coaches.
- PLC / Site planning days
- All English Language Arts teachers attended the Study Sync Common Core curriculum training through our district PDC.
- All teachers received GAFE training during Fall 2016.
- We hired a Math Instructional Coach to guide the instruction and curriculum practices of the math department. This allows for a non-administrative member to focus on curriculum, instruction, and assessment.
- We hired a Literacy Instructional Coach to guide the instruction and curriculum



practices of the ELA department. This allows for a non-administrative member to focus on curriculum, instruction, and assessment.

- We hired an ELD Strategist to provide support to English Learners and ELA teachers with ELD instruction and curriculum.
- New teachers are supported by the school's instructional coach, the leadership team, and Beginning Teachers Support and Assessment (BTSA).

2017-2019

- Formally known ELD Strategist, currently Emergent Linguist Specialist, focuses on teaching English Language Development courses for Newcomers and LTELs, and simultaneously supports language development across the curriculum through PLC and extends language support in the SEI courses by providing bilingual instructional assistance on a daily basis.
- PLCs in the four core disciplines met over the summer to establish Common Formative Assessments as well as curriculum maps in order to sharpen the focus of the PLCs as well as helping develop practices to improve student achievement and success.
- District: Textbook training has been offered each summer for ELA and Social Studies teachers who are new or any teacher who needs to refresh/deepen his/her knowledge of the materials provided/available. Science department has participated in NGSS development to guide teachers on unpacking, understanding and developing lesson plans aligned to standards
- Onsite: A **Professional Development Committee** was developed in the Spring of 2019 to give teachers the opportunity to direct the planning and structure of future professional development events as determined through surveys of teacher needs.
- off-site We have sent teachers to trainings such as Kagan strategies, AVID (collaborative groups and focused note taking), College Board workshops for AP teachers.
- Innovate ED implementation to provide focused direction on curriculum development and implementation with research-based instructional strategies across the curriculum.



Goal 4

2014 and 2017 Recommendation: CHS will develop frequent common formative assessments (benchmarks, formal and informal assessments) for all core areas and detailed analysis, the results of which will drive instruction, intervention, and the curricular program.

Work to address this goal:

2014-2017

This has been the key focus of our Professional Learning Communities during collaboration time on Tuesdays. During the Fall 2016, thirty teachers attended professional development presented by Solution Tree consultants. Teachers were presented with two four-hour training sessions on how to develop high-performing collaborative team of teachers. Although some of our departments collaborate to develop grade level common formative assessments, analyze data and refine assessments, our teachers needed additional training on how to lead the work of PLC teams in analyzing data and improving teaching practices. During the Solution Tree trainings, teachers also focused on implementing best practices and evaluating the effectiveness of teaching strategies and common formative assessments. The result has been a strengthening of department grade-level teams, goals, and sharing of best practices. Departments are actively working at developing high functioning PLC goals which creates focus in resource allocation for the following school year. In addition to teacher-generated common formative assessments, teachers also focus on district benchmarks (Interim Cumulative Assessments), Advanced Placement (AP) exam results, CELDT and CAASPP results from Spring 2016 administration.

2017-2019

Over summer in 2019, departments had volunteers come in to create curriculum maps for their disciplines. Departments have been given sub-out days to hold full-day collaborations to score administered common assessments and to discuss findings based on data. All departments are transitioning to incorporating common CERs among all PLCs. Some departments have implemented CERs in all PLCs. The Math and English departments are using CAASPP Interim Assessments Blocks for common benchmarks. The English department is using district ELA benchmarks. The Math department is



building common final exams. Special Education department does a consult coaching model that allows students to be included into the CFA but tailored to specific learning needs.

Goal 5

2014 Recommendation: There is a need for more parental and stakeholder involvement throughout the school program including school improvement.

Work to address this goal:

2014-2017

Carter High School continues to expand its efforts to communicate with the wider school community. We continue to utilize a broad range of traditional communication techniques; websites, marquee postings, and multiple social media platforms. We use the automated phone system to communicate via our Blackboard Portal Communication system. Messages are communicated in both English and Spanish informing students and parents about student attendance, important calendar items, meetings, events, and strategic initiatives. Carter High School parents of ASB students step up to help organize dozens of fundraisers, and we have a solid number of parents involved in booster clubs to support athletics and performing arts students. Carter High School has established several avenues to improve parent involvement and is offering Parent Education Nights held at our CHS Parent Resource Center.

- Creation of a Parent Resource Center (PRC).
- Expansion of the AAPAC
- Implementation of new community events such as: Young Men's Conference, and College and Career Fairs
- Success intervention nights provided by counseling department
- SSC participation growth
- Multiple student success celebrations
- Parent workshops on technology, student safety, AVID and Drug Use and Prevention.
- ELAC parent participation growth
- Communication through the use of new technology and social media platform:
 - Synergy/ParentVue/StudentVue - Peach Jar - Schoolloop - Twitter



2017-2019

Even though it was not a recommendation on the mid-cycle WASC progress report from 2017, we have made some improvement in creating more parental and stakeholder involvement. We have developed several accounts with various social media outlets which main purpose is to keep students and parents informed about what is happening with those departments. The departments that have developed some type of social media account are: counseling, college and career center, athletics, wellness center, CTE medical, library, principal, various sports, various teachers, etc. We have developed a partnership with the Parent Institute for Quality Education (PIQE) since 2017. We have been using our website to announce important news and/or information that is relevant to our parents and stakeholders. We have been using Blackboard (parentlink) in order to send mass voice and text messages to all parents, students and even staff members if necessary. In the last year, we change our ELAC meeting to the morning due to our parent requests.

Goal 6

2014 Recommendation: CHS will increase use of technology by staff and pupils to enhance student achievement and development of 21st century skills.

Work to address this goal:

2014-2017

Our district completed the WiFi internet installation school wide last school year which will allow for all staff members and students to have WiFi access for educational purposes. In addition, we are currently undergoing two major changes with technology that will impact our progress in this area. First, we are currently in the process of replacing outdated desktop teacher computers with Microsoft Surface Pros. Class projectors will be replaced with TVs that connect wireless to Surface Pros. Secondly, we have also purchased six Computers on Wheels carts (COWS) for our core departments. The computers on wheels will increase the use of technology in the classroom, and will help the site with assessments. Our students will continue to have regular access to three existing computer labs on campus as well as small labs in Career Center and library.



This school year we were also received a 70 computer units donation from a government agency that we will be installing as student computers for multiple classrooms, which the main focus being in AVID classrooms.

2017-2019

Even though it was not a recommendation on the mid-cycle WASC progress report from 2017, we have made huge leaps forward at Carter in regards to technology. As of now, every single classroom has 37 laptop computers for students to use on a daily basis. Amongst every classroom, our Career Center, special Ed. department, as well as our tutoring center have a full COW in order to facilitate the various task that are being asked from the students. We are in the process of updating one of our desktop computer labs with new devices in order to sustain our high demand computer programs needed for the photography classes.

