Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24

Gerald P. Carr Intermediate

Superintendent
Jerry Almendarez

Board of Education
Carolyn Torres, President • Alfonso Alvarez, Vice President
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SAUSD Graduate Profile
In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:

Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment
Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

School Climate and Vision Goal:
Carr Intermediate School will provide students with equitable access to a high quality instructional program in a safe and healthy environment which supports learning and equips
students with the knowledge, skills, and values necessary to become productive citizens.

In order to realize the vision of Carr Intermediate School, we commit to support Carr students by:
1. Building a school culture where all adults respond positively to high expectations for professional responsibility and accountability.
2. Supporting students to meet the school's expectations for behavior and in developing a mindset conducive to success.
3. Developing effective leadership that guides and manages school wide structures, systems and practices that foster a safe, positive, and productive climate and enable effective learning and teaching.
4. Developing highly functional small learning communities that connect students to social-emotional and academic supports, capitalizing on the opportunities provided through an array of learning platforms.
5. Listening to students' ideas and suggestions, and supporting them to plan and implement strategies for our school's continual development and improvement.
6. Continue to support social emotional curriculum through the use of restorative practices and embedded class time.

Strategy/Activity 1
Increase lessons and activities based on SEL education to reconnect relationships and allow for students to make sense of their feelings and mindset. Utilize new technology and digital resources for effective engagement. Engage students and enhance learning through the use of new technology, for identified subgroups of students, including ELs and Students with Disabilities.

Tier 1:
Provide access to engaging, accessible SEL curricula and learning experiences for all students. Ensure teachers have access to tools and training in strategies/applications needed to engage students effectively.

Provide staff development training on SEL and community building to support students who feel disconnected from the school community or are feeling overwhelmed.

Continue to focus on literacy instruction, with emphasis on engagement/motivation through collaborative, multi-modal activities and discussions to build background, access to complex text/input, and understanding and allow for authentic forms of demonstrating learning. Continue to support the implementation of WICOR in all classrooms.

Continue to support and provide necessary training for teachers to use platforms and online components of newly-adopted curricula.

Tier 2:
Support students with greater needs through the use of targeted supplemental programs/software that allows for differentiated instruction and effective engagement. Additional devices for student intervention and parent meetings.

Support and provide training so that teachers can offer differentiated support/activities/assessments with the classroom to meet the needs of students who struggle to meet targets or, alternatively, need added challenge.

Students experiencing limited success (grades/test scores) will be supported through COST and appropriate interventions, including conferences with teachers and will be referred to programs such as literacy intervention, WIN, reteach-reassess/tutoring, etc.

Tier 3

Students continuing to need additional support will meet with counselors and parents to develop an academic intervention/success plan.

Budgeted Amount:

70,129

Strategy/Activity 2

Fully implement practices to improve student academic success, access to rigorous coursework, and preparation for college and career opportunities, providing appropriate supports as needed. Partner with counselors, the COST team, teachers, and other community agencies to ensure the success.

Tier 1:

Students have the opportunity to attend a wide variety of field trips to college campuses, museums, theaters, and other community agencies that promote career readiness and college-going culture.
Conduct virtual classroom visits regarding academic progress and college and career planning.

Schedule meetings with students to regularly review progress. Use data and work with stakeholders to ensure all students take the most appropriate and rigorous courses as they prepare for their individual next educational steps. Provide professional learning opportunities for staff members to develop strategies to engage students in higher-level learning that ensures critical thinking, synthesis and creative demonstration of learning.

Tier 2

Continue with restorative justice program for students who need additional support in addition to the PBIS program.

Tier 3

Conduct student, parent, staff conferences to support students who are not on track for meeting academic/promotion/college readiness goals according to students' data.

Budgeted Amount:

Strategy/Activity 3

Ensure a safe, welcoming school environment that supports the wellness and success of all students with the support of stakeholders. Continue to practice the 5-point scale to regulate students emotions.

Tier 1

Continue to update Safety Plan, include staff in safety training, and improve practices to ensure the safety of students and staff
Provide training for administration and other staff members in leadership positions to learn about best practices in ensuring school safety
Provide necessary equipment and resources to ensure staff are able to maintain a safe environment for all students
Provide staff training to include PBIS foundations, sensitivity, campus and community resources, procedures for crisis intervention, and social-emotional learning.
Ensure all staff members have been trained to implement community building and restorative practices in the classroom.
Implement schoolwide social emotional learning practices beginning. Use a trainer of trainers model and provide training for academy leads, department chairs, and other interested staff members.

Tier 2

Further effective processes of identification, referral, and follow-up through COST and the Student Support Center.
Support SLC/academy teacher teams in addressing student needs through effective processes for review and intervention
Continue to offer supplemental restorative practices support to include the facilitation of student groups focusing on overcoming trauma, addiction, and other challenges.
Provide a school environment that allows students to mediate when emotions are high.

Tier 3
Provide effective, supplemental social-emotional intervention services, including on-campus licensed mental health clinicians and Family and Community Engagement Liaison support to ensure support to families
Continue to build capacity for counselors, administrators and staff members to conduct appropriate interventions with individual students.
Offer coping skills boxes and ticket out model to manage students' emotions.

Budgeted Amount:

Strategy/Activity 4
Support the enhancement of school climate through the establishment of clear expectations, effective interventions, and timely support through attendance initiatives, coordination of services (COST), and full implementation of PBIS CARR's values.

Tier I

Clearly communicate goals and expectations regarding attendance policies to staff, parents and students. Reinforce Carr's values. Develop shared understanding of and recognize appropriate scholarly behavior, including the modeling of and encouragement toward the Carr values of strength, connectedness, and life-long learning. Schedule motivational speakers and anti-bullying event, promote club membership and attendance at school events. Continue to develop connectedness and school spirit through ASB events, teacher-student interaction, and publication of successes, resources, and programs. Schedule regular PBIS Team meetings to review the schoolwide system of behavioral supports

Tier 2

Utilize technology to communicate quickly and effectively with parents to reinforce positive behavior and address issues such as incomplete work, tardiness, and other factors affecting student academic success.
Schedule Coordination of Services Team (COST) meetings to address student support needs beyond those that can be met with school-wide classroom practices. Conduct group interventions such as community building and restorative circles/groups for students needing additional support.

Assessment & Data Specialist will identify and target students in need of intervention services that promote the academic achievement, including enrollment in the Engage 360 program, tutoring and extended learning opportunities.

Tier 3

Conduct attendance visits and review team meetings Utilize resources and partnerships available through the Student Support Center to offer one-on-one interventions and support.
Students demonstrating chronic absenteeism will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior. Students will also be referred to the SARB team.

Budgeted Amount:

Strategy/Activity 5
School-Wide Systems and Practices for Supporting Teaching, Learning, School Climate and Student Support:

Schedule Instructional Leadership Team meetings to develop a system for improving instruction with an emphasis on literacy development in all classrooms. Determine priorities for teaching and learning, monitor academic progress, and ensure appropriate support for teachers

Ongoing staff development determined by needs assessment will be offered by site technology committee members or district personnel. Teachers are learning Google docs, Google classroom, Canvas, Actively Learn and Achieve 3000.

Schedule Core Leadership Team meetings to gather feedback on campus-wide events, needs, and initiatives. Include department, and program representatives.

Provide support for department teams and to be able to effectively collaborate, improve instruction, and provide effective student support with the current emphasis on connecting with students, building student-student connections, and being responsive to student needs.

Budgeted Amount:

Total Expenditures	70,129.00

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment
Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.
School English Language Arts Goal:
Carr School students will improve English language literacy - reading, writing, listening and speaking, through the implementation of a school-wide focus on academic language through reading and speaking, collaborative academic conversation, nonfiction reading and writing, critical thinking through integration of technology to prepare students in alignment with the new Common Core State Standards. Carr School teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress.

Strategy/Activity 1
Tier 1:
Develop a strong core academic program with a focus on effective communication and academic language through engagement, purposeful listening, speaking, reading, and writing. All teachers will be trained and will develop comprehensive plans to promote literacy development and incorporate effective engagement strategies. Staff will implement reading and writing across the curriculum, strategies and differentiation to provide access for all students, and hands on learning to enrich, enhance, and ensure access to the core program for all students. Departments will meet for Data Chats. Course-alike teacher teams will examine student data based on benchmarks, SBAC, MAP test scores, funded platforms, and common assessments.

Teachers and Administrators will participate in professional development opportunities that will improve their ability to meet the needs of English Language learners in reading. Administrator and ILT members will improve their ability to coach teachers to improve lesson planning and lesson delivery to meet the needs of EL students. Funds will be used to compensate teachers for attending conferences during non-school days.

Continue to implement a comprehensive ELA program for all students that includes language and literacy supports for all students, practices for effective student motivation and engagement, development in critical reading, acquisition of academic language, effective listening and speaking strategies, and writing across genres and text types. Continue toward full implementation and supplementation of the adopted StudySync curriculum. Use MAP and other

formative data to individualize instruction and fill student gaps and conduct conferences and develop action steps with students. Teachers will receive updated data and training on MAP report usage, and approaches to address individual student needs. Common instructional strategies, such as Focused Notetaking, Thinking Maps, and WICOR will be utilized in ELA classrooms and school-wide. Implementation of Achieve 3000 software to supplement the standards-based ELA program and assist teachers in developing lexile-level appropriate lessons, Actively Learn, NewsELA, and Kahoot.

Continue with a schoolwide writing program (AVID Excel, ELD, VAPA, Science, Social Studies, and PE). Pilot with the ELA department. Select a common rubric to focus feedback and target areas of need. Use MyAccess as a tool for revision as appropriate. Provide a variety of AVID staff development opportunities to help teachers improve reading instruction.

Staff development will be offered and provided for teachers to participate in increasing knowledge of classroom management, discipline, student motivation and cooperation.

Tier 2:
Develop resources to supplement the new StudySync curriculum and explore online tools to ensure access, opportunities for engagement, and varied forms of assessment for ELs, students with disabilities, and other students needing additional support. Share and develop best practices in delivering the curriculum. Provide collaboration time and release time as needed for entire department to share resources and effective strategies by grade level.

Provide tutors in high priority ELA courses with high numbers of English learners in order to provide language support and meet individual student needs. Strive for scheduling consistency and provide ongoing training for tutors. Provide additional tools and software for language, reading fluency, and writing development: Achieve3000, REWARDS and additional software as needed. Provide supplemental books and instructional materials to support CCSS and promote literacy in core subject areas and for all students, including English learners and students with disabilities.

Tier 3:
Students not experiencing success will be invited to attend tutoring sessions. Students will receive individual attention to work toward success on assessments as well as to address underlying skills needing improvement. MAP assessment reports will be used for targeting these skills. Additionally, students who continue to struggle can attend tutoring academy. Tutoring is available to struggling students by subject and offered by teachers. Additional tools such as REWARDS for students in need. After school targeted intervention and ELA support for students. ELA teachers offer class specific tutoring before and after school for students who are struggling academically.

Students demonstrating chronic absenteeism, persistently negative behavior and engagement will be referred to the COST team. These students, based on individual student needs, are provided with one or more of the following programs and/or services: counselor support or outside support.

Budgeted Amount:
72,100

| **Total Expenditures** | 72,100.00 |

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment
Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.
School English Learner Progress Goal:
All Carr School English Learners will improve English proficiency through consistent practice with academic English and effective strategies to promote second language acquisition. English learners at Carr School will be consistently monitored for progress and all teachers will implement ELD standards across the curriculum to ensure English Literacy and Language Acquisition Strategies are prevalent for English Learners in their courses. English Learners will receive differentiated instruction throughout the school day in order to access core content and simultaneously develop English Language skills. English Learner are enrolled in AVIDExcel, Academic Support, and additional support interventions to meet their academic needs.

Strategy/Activity 1
Tier I:
All English learners benefit from Designated ELD through ELA and integrated ELD across the curriculum. Focus instructional attention on language development and content access for English learners. Provide schoolwide professional development and resources via trainer of trainers model and utilizing staff expertise for:

Increasing student talk/collaboration.
Intentional planning for language development, including the consideration of content, depth and complexity, and language demands of accompanying assessments
Implementing strategies to "shelter" lessons (All teachers will use effective, research-based strategies for teaching English Learners (SDAIE, Thinking Maps, Close Reading and Sentence Frames)

Increase the number of students reclassifying and demonstrating growth, recognize students demonstrating growth, advancing to a program with greater autonomy, and meeting reclassification requirements. Host awards events and invite parents. Keep students informed of progress and involve them in formulating an action plan through data chats.
Continue to administer the MAP reading test to all ELD. Use data to identify appropriate in-classroom interventions. Identify strengths and gaps in student skills to more effectively individualize instruction in the classroom, Conduct data chats/progress conferences and develop action steps with students. Support teachers with training on MAP report usage and approaches to address individual student needs, access to the core program, and student success (reclassification, grades, test scores, and promotion).
Monitor the progress of all ELs. Keep students, parents, and teachers informed of student progress and program services. Review EL Programs and Reclassification Criteria. Develop EL students' understanding of requirements for reclassification, promotion, and college readiness. Foster student ownership of progress and monitoring.

Coordinate ELPAC student test chats and MAP goal setting conferences
Recognize students who reclassified or showed growth on ELPAC
Educate parents through targeted, focused parent nights

Tier 2:

Use data and stakeholder input to identify appropriate programmatic supports for English learners needing more intensive support:
Moderate support (transitional program)- Designated ELD through ELA, integrated ELD across the curriculum, language support in mainstream collaboration classes
Substantial support (newcomer program)- Designated ELD through pullout ELD classes, integrated ELD across the curriculum in pullout classes as needed based on student data and success
Improve targeting of interventions for English learners in the newcomer and core programs (continuing and long-term ELs), at-risk students, and students with special needs.
Monitor progress of ELs and RFEPs using progress report grades and teacher recommendations and target tier II services appropriately
Further develop effective cross curricular practices in the newcomer program through collaboration. Hold weekly meetings, provide release time, fund extra duty pay for additional EL intervention programs, and support conference attendance, including follow-up, to:
Offer ELPAC Boot Camp/Workshops Intervention for additional targeted support in Reading, Writing, Listening, and Speaking.
Support after-school classes that provide extended learning opportunities for English learners such after school intervention programs. ELs will have access to specific ELs
Workshops/Bootcamps to be better prepared and help them to successfully meet all criteria for reclassification.

Develop (enrich and build access) curricula
Train teachers to support EL access to CCSS and content through appropriate scaffolds (close reading, academic vocabulary development, discussion/collaboration structures, writing scaffolds)
Address language development needs (integrated) in all content areas by attending to the language demands of tasks and depth of knowledge as connected to the standards
Provide additional tools and software for language, reading fluency, and writing development for ELs and newcomer ELs in particular. Provide supplemental instructional materials to support CCSS and promote literacy in core subject areas and for all students, including English learners and students with disabilities.
Support parental participation professional learning opportunities and conferences that support Second Language Learners.

Tier 3:
Improve targeting of interventions for English learners in the newcomer and core programs (continuing and long-term ELs), at-risk students, and students with special needs.
Monitor progress of ELs and RFEPs using progress report grades and teacher recommendations.
Identify students needing more individualized, intensive support
Reach out to long-term ELs for participation in intervention and support programs.
Monitor a list of ELs in each program to assign appropriate program supports and refer to intervention programs, including support groups for male and female students with greater difficulties. Coordinate with COST. Consider test scores (focus on growth), grades, and standards-based classroom assessments.
Offer increased learning time (interventions) during summer, before/after school for at-risk students.
Provide additional tools and software for language, reading fluency, and writing development for ELs and newcomer ELs in particular. Provide supplemental instructional materials to support CCSS

Budgeted Amount:
63,600

Total Expenditures	63,600.00

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment
Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.
School Math Goal:
Implement standards-based (CCSS) lessons, including embedded opportunities to develop and explain understanding connected to the eight mathematical practices, in all mathematics classrooms to improve student growth and mastery of key concepts and skills. Ensure a high level of ongoing engagement, learning, and support. Increase the number of students demonstrating college readiness.

Strategy/Activity 1
Tier 1:
Develop a strong core academic program with a focus on effective communication and academic language through engagement in connected, purposeful listening, speaking, reading, and writing. All teachers will be trained and will develop comprehensive plans to promote literacy development and incorporate effective engagement strategies. Staff will implement reading and writing across the curriculum, strategies and differentiation to provide access for all students, and hands on learning to enrich, enhance, and ensure access to the core program for all students.

Continue to use ALEKS as an additional learning support.
Continue to implement a comprehensive mathematics program for all students that includes language and literacy supports for all students, practices for effective student motivation and engagement, development of procedural understanding, critical thinking, and communicating reasoning. Use MAP and other formative data to individualize instruction and fill student gaps and conduct conferences and develop action steps with students. Teachers will receive training on MAP report usage and approaches to address individual student needs. Common instructional strategies, such as Focused Notetaking, Thinking Maps, and WICOR will be utilized in math classrooms and school-wide. Investigate and implement best practices to target the Eight Standards for Mathematical Practice as outlined in the CCSS

Tier 2:
Develop resources opportunities for engagement, and varied forms of assessment for ELs, students with disabilities, and other students needing additional support. Share and develop best practices in delivering the curriculum. Provide collaboration time and release time as needed.

Embed intentional literacy development and supported access for English learners and struggling students in all levels of math.
Provide academic and language support in high-need math courses/sections to help English learners and Students with Disabilities meet standards and be successful in their coursework. Teachers and Administrators will participate in professional development opportunities that will improve their ability to meet the needs of English Language learners in Math.

Provide tutors on a consistent basis in math courses with high numbers of English learners in order to provide language support and meet individual student needs. Provide supplemental books and instructional materials to support engagement and build understanding through hands-on learning for all students, including English learners and students with disabilities. Provide targeted remediation, acceleration, and support for struggling students in mathematics coursework using electronic and online resources. Incorporate practices for the integration of technology (Chromebooks, online resources, etc.).

Tier 3:
Students not experiencing success will be invited to attend reteach-reassess/tutoring sessions with their teachers before school, after school. Students will receive individual attention to work

toward success on assessments as well as to address underlying skills needing improvement. MAP assessment reports will be used for targeting these skills. Teachers will receive training on MAP report usage and approaches to address individual student needs. Additionally, students who continue to struggle can attend Saturday academic tutoring. Tutoring is available to struggling students each day after school or during office hours.

Budgeted Amount:
61,600

Total Expenditures	61,600.00

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment
Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.
School Content Area Goal:
Carr School will maintain high quality instruction with emphasis on increasing students' literacy skills through two site-specific goals: (1) writing across the disciplines, and (2) arts-integration of SEL. Through a school-wide strategic reading and writing plan using Achieve3000 and MyAccess in content area classes, students will develop strong reading and writing skills. VAPA strategies will include the integration of SEL in all content. Social Studies and Science teachers will continue to focus on increasing students' literacy skills, using Achieve3000, the NGSS curriculum in science, and a focus on DBQ (Document Based Questions) writing in Social Studies. Finally, elective courses, from physical education, ASB/Leadership, and AVID to various VAPA courses (engineering/STEAM, Robotics, band and orchestra, visual arts, speech/Debate, and the musical/drama club) will enforce school-wide efforts to increase student literacy through writing, listening, speaking, and reading. Writing will also be supported across the curriculum thru the use of MyAccess, an automated writing system that allows teachers to differentiate instruction and provide immediate feedback to students.

Strategy/Activity 1
Continue to exam effectiveness of current supports utilized to support instruction such as Achieve3000, ALEKs, etc. Provided students an opportunity to share their perspective on effectiveness of the programs aside from scores and data.

Budgeted Amount:
33,000

Total Expenditures   33,000.00

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment
Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:
Carr Intermediate School will collaborate with parents and community members to allocate resources to increase student achievement and develop a scholarly, college-going culture. Parents and community members will participate as full partners in our efforts to achieve these goals.
Carr will create a welcoming environment and community culture that involves all stakeholders and parents in meaningful ways that develop their skills within and understanding of the vital role they play in supporting teaching and learning, include them in monitoring and developing programs, and help them to be advocates for their children.

Strategy/Activity 1
Tier1:
Carr will promote a highly connected, well-informed school community through regular communications in English, Spanish and Vietnamese. Carr's Wellness Center and Family and Community Engagement Liaison will play a key role in meeting parent needs and communicating information.
In understanding that parents play a key role in student achievement, parent participation and communication will be maintained throughout the year. Carr invites parents to special events such as Back to School, Open House, sports events, Dia de los Muertos, and parent meetings, classes and workshops. The school, Parents, and our Family and Community Engagement Liaison (FACE) work in partnership to recruit parents for school events. Opportunities for engagement and parent education in: Coffee Chats with the Principal, Technology Support Hours, technology workshops, and parent conferences on parenting skills.

School communications include delivery of 6-week progress reports produced by the district, as well as use of electronic systems, including the Aeries Parent Portal, and ParentSquare to inform parents about academic progress, attendance and campus and district events. Additional communications are produced and distributed through summer mailers and ongoing postcard mailings. Ongoing information throughout the school year is also available on the school's website, which can be translated into numerous languages. The principal also sends frequent phone messages home to parents regarding school news and upcoming events. Social media is also used to inform and a reach out to families and community members. ParentSquare allows administration, support staff, and teachers to send messages about student progress directly to parents immediately as well as other important school information home immediately. Finally, coffee chats are held with parents monthly.

Carr builds parent and community partnerships through parent meetings that contribute to student achievement in healthy, safe and secure environments. Based on parent feedback through surveys, parent meetings, and committee suggestions, Carr offers a wide range of parent meetings, including free parent education workshops and presentations on topics including active/positive parenting/discipline, drugs and alcohol, assisting a child in a crisis, suicide and bullying prevention, computer skills, online safety, mental health awareness, English language development as well as parent nights focused on college readiness and planning, athletic and performing arts programs, parent meetings at the beginning of seasons and end-of-season awards banquets.

Carr actively recruits parent leaders for Title I committees—English Learner Advisory Committee (ELAC) and School Site Council (SSC)—and promotes involvement and leadership through social

media, emails, and students. Carr promotes parent engagement and school connectedness through celebrations of student successes.

Carr seeks parent input on school programs, including the following meetings in which parents are given the opportunity to provide feedback and ask questions about school programs: Local Control Accountability Program (LCAP) parent meetings, School Site Council, ELAC, and coffee chats.

Tier 2

Parents of students that are struggling academically, are disengaged or show poor attendance, or are having behavior issues will be supported through family interventions, including the following:

Conference with parents upon 6/12 week reviews.

Regular updates are provided to parents about individual student achievement through parent conferences and meetings as well as phone calls and email. Parents and community are regarded as partners in providing opportunities for students to achieve content and performance standards.

Parents have ongoing access to student grades and assignments through Aeries. Assistance to parents needing access to Aeries is available through the Wellness Center. Virtual assistance is also available at the parent's convenience.

Carr partners with parents in creating behavior contracts to identify and reduce problem behavior, and following through with student attendance at assigned tutoring and interventions.

Tier 3

Carr will provide parents with students demonstrating chronic absenteeism and persistently negative behavior and engagement understanding that their student will be referred to the COST team. These students and families, based on individual student need, are provided with one or more of the following programs and/or services:

SSTs, Behavior Support Plan, Restorative Practices conferencing for major incidents, support by School Social Worker/Clinician, referral to TND, counseling or presentations with our School Resource officer, SARB attendance review and/or referral to other resources.

Parents of students that are at-risk of becoming disengaged in school and show poor attendance or negative alley may also work with parents to develop a 504 plan for students, conduct a referral for special education testing, or update a student's Individualized Education Plan (IEP) with special needs and referral for additional counseling/ therapy services based on IEP team decisions.

Family and Community Engagement Liaison, administrators, counselors, and other support staff conduct other support interventions and referral families to appropriate school and community-based resources as needed.

Budgeted Amount:
31,684.10

Total Expenditures	31,684.10

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	70,129.00
Goal Area 2, English Language Arts	72,100.00
Goal Area 3, English Learner Progress	63,600.00
Goal Area 4, Math	61,600.00
Goal Area 5, Content Area Goal	33,000.00
Goal Area 6, Parent Engagement	31,684.10
Total Funds Budgeted	332,113.10