

Fort Worth Independent School District
104 Boulevard Heights School
2023-2024 Improvement Plan

Accountability Rating: A



Mission Statement

Preparing students for lives of meaning and value by increasing self-reliance, developing skills, and promoting belonging.

Vision

Changing the world, one student at a time.

Value Statement

All students are ABEL to learn.

All students are ABEL to have a meaningful life.

All students are ABEL to communicate.

All students are ABEL to achieve at higher levels.

All students are ABEL to self-regulate.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Boulevard Heights Serves students from across Fort Worth ISD. Students attending BHS come to us from RISE Units and have intellectual developmental disabilities (IDD). Students have significant behavioral challenges that prevent them from making progress on their IEPs in a lesser restrictive environment. During the 2022-2023 school year, 37 students were enrolled in the school. Enrollment fluctuates throughout the year based on the needs of students throughout FWISD.

Boulevard Heights has two elementary classrooms, two middle school classrooms, two high school classrooms, two post-secondary classrooms, and one mixed level (middle & high) classroom. The campus has a certified Art Teacher who works with all students. There is a Home-living classroom where the teacher serves all students teaching them generalizable home-living skills (cooking, cleaning, social skills, etc.). The Adaptive Physical Education Teacher serves all students teaching generalizable athletic skills to improve coordination and teamwork.

The campus has eleven full-time classroom teachers and a shared Art Teacher on staff. Six of the eleven teachers were new to the BHS family during the 2022-2023 school year. The campus also employed eleven paraprofessionals during the 2022-2023 school year. Six of the eleven paraprofessionals were new to the BHS family during the 2022-2023 school year. The campus has a full-time LSSP, school nurse, and two SLPs, one diagnostician, and one school counselor who are shared with other campuses.

Student Demographics:

Option	Number of Students	Percentage
American Indian or Alaskan Native	0	0.0%
Asian	1	2.7%
Black / African American	9	24.3%
Hispanic / Latino	18	48.6%
Native Hawaiian or Other Pacific Islander	0	0.0%
Two or More	0	0.0%
White	9	24.3%
Total	37	100.0%

Eco Disadvantage Cod	Number of Students	Percentage
99—Other Eco Dis	17	45.9%
00—Not Eco Dis	8	21.6%

Eco Disadvantage Cod	Number of Students	Percentage
01—Free Lunch	11	29.7%
02—Reduced Lunch	1	2.7%
Total	37	100.0%

Language Spoken at Home	Number of Students	Percentage
Spanish	6	16.2%
English	31	83.8%
Total	37	100.0%

Disabilities	Number of Students	Categories
Autism (only)	0	
Intellectual Disability (only)	1	
Autism, Speech Impairment	19	
Autism, Intellectual Disability	1	
Intellectual Disability, Speech Impairment	2	
Traumatic Brain Injury, Speech Impairment	1	
3 Disabilities	13	ID, Au, SI, ED & DHH
Total	37	

Demographics Strengths

All students receive the appropriate supports and instruction to make progress on their IEP goals and objectives.

No students are denied access to what it is they need to be successful.

There is a mix of racial and ethnic students and staff groups.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a growing number of students with more complex challenges at home and school. **Root Cause:** There are inconsistent approaches implemented across home, group homes, and school.

Problem Statement 2 (Prioritized): There is a lack of efficacy in how teachers track behavior data. **Root Cause:** Some teachers would rather "do their own thing" than conform to the majority.

Student Learning

Student Learning Summary

Boulevard Heights was an A Rated Campus by TEA for the 2021-2022 school year.

STAAR Outcomes									
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)									
		State	District	Campus	African American	Hispanic	White	Eco Disadvantaged	
All Subjects	2022	74%	60%	75%	65%	88%	89%		78%
	2021	67%	50%	58%	47%	68%	56%		56%
ELAR/Reading	2022	75%	62%	72%	71%	86%	*		77%
	2021	68%	54%	65%	57%	67%	75%		62%
Mathematics	2022	72%	56%	71%	71%	80%	*		73%
	2021	66%	44%	41%	43%	50%	20%		50%
Science	2022	76%	60%	67%	*	*	*		*
	2021	71%	53%	70%	*	80%	*		63%
Social Studies	2022	75%	64%	100%	*	100%	*		*
	2021	73%	56%	100%	*	100%	*		*
**Indicates there are no students in that group. *Indicates results are masked due to small numbers to protect student confidentiality.									
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)									
		State	District	Campus	African American	Hispanic	White	Eco Disadvantaged	
All Subjects	2022	48%	32%	75%	65%	88%	89%		78%
	2021	41%	25%	54%	42%	68%	44%		56%
ELAR/Reading	2022	53%	38%	72%	71%	86%	*		77%
	2021	45%	30%	58%	43%	67%	63%		62%

STAAR Outcomes									
Mathematics	2022	42%	25%	71%	71%	80%	*		73%
	2021	37%	19%	41%	43%	50%	20%		50%
Science	2022	47%	28%	67%	*	*	*		*
	2021	44%	24%	70%	*	80%	*		63%
Social Studies	2022	50%	365%	100%	**	*	*		*
	2021	49%	32%	86%	*	100%	*		*
**Indicates there are no students in that group. *Indicates results are masked due to small numbers to protect student confidentiality.									
STAAR Performance Rates at Masters Grade Level (All Grades Tested)									
		State	District	Campus	African American	Hispanic	White	Eco Disadvantaged	
All Subjects	2022	23%	12%	23%	24%	38%	0%		31%
	2021	18%	9%	14%	16%	14%	6%		15%
ELAR/Reading	2022	25%	14%	22%	29%	29%	*		31%
	2021	18%	10%	12%	14%	11%	0%		14%
Mathematics	2022	20%	10%	21%	29%	20%	*		27%
	2021	20%	7%	9%	14%	0%	20%		11%
Science	2022	20%	9%	33%	*	*	*		*
	2021	20%	7%	20%	*	20%	*		25%
Social Studies	2022	20%	18%	17%	**	*	*		*
	2021	20%	14%	43%	*	40%	*		*
**Indicates there are no students in that group. *Indicates results are masked due to small numbers to protect student confidentiality.									
Academic Growth Score (All Grades Tested)									
		State	District	Campus	African American	Hispanic	White	Eco Disadvantaged	
Both Subjects	2022	74	69	80	79	81	**		75
	2021	69	63	74	60	75	90		68

STAAR Outcomes									
ELAR/Reading	2022	78	75	82	83	90	**		77
	2021	68	64	79	**	83	**		70
Mathematics	2022	69	63	77	75	**	**		72
	2021	70	63	69	**	69	**		67
**Indicates there are no students in that group. *Indicates results are masked due to small numbers to protect student confidentiality.									

STAAR Summaries for Blvd Heights	
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)	
All Subjects	2022 scores were above State and District
	2021 scores were below State, but above District
ELA/Reading	2022 scores were below State, but above District
	2021 scores were below State, but above District
Mathematics	2022 scores were below State, but above District
	2021 scores were below State and District
Science	2022 scores were below State, but above District
	2021 scores were below State and District
Social Studies	2022 scores were significantly above State and District
	2021 scores were significantly above State and District

STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)	
All Subjects	2022 scores were significantly above State and District
	2021 scores were above State, but above District
ELA/Reading	2022 scores were above State, but above District
	2021 scores were above State, but above District
Mathematics	2022 scores were significantly above State, but above District
	2021 scores were above State and District
Science	2022 scores were significantly above State, but above District
	2021 scores were significantly above State and District
Social Studies	2022 scores were significantly above State and District
	2021 scores were significantly above State and District

STAAR Performance Rates at Masters Grade Level (All Grades Tested)	
All Subjects	2022 scores were equal ate to State and above District
	2021 scores were below State, but above District
ELA/Reading	2022 scores were below State, but above District
	2021 scores were below State, but above District
Mathematics	2022 scores were above State and District
	2021 scores were below State, but above District

STAAR Performance Rates at Masters Grade Level (All Grades Tested)	
Science	2022 scores were above State and District
	2021 scores were equal to State and above District
Social Studies	2022 scores were below State and District
	2021 scores were above State and District

Academic Growth Score (All Grades Tested)	
Both Subjects	2022 scores were above State and District
	2021 scores were above State and District
ELA/Reading	2022 scores were above State and District
	2021 scores were above State and District
Mathematics	2022 scores were above State and District
	2021 scores were below State, but above District

STAAR Summaries for Blvd Heights			
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)			
	African American	Hispanic	White

STAAR Summaries for Blvd Heights			
All Subjects	2022 Below State, but above District	2022 Above State and District	2022 Above State and District
	2021 Below State and District	2021 Above State and District	2021 Below State, but above District
ELA/Reading	2022 Below State, but above District	2022 Below State, but above District	2022 Above State and District
	2021 Below State, but above District	2021 Below State, but above District	2021 Below State, but above District
Mathematics	2022 Below State, but above District	2022 Above State and District	*
	2021 Below State and District	2021 Below State, but above District	2021 Below State, but above District
Science	*	*	*
	*	2021 Above State and District	*
Social Studies	*	2022 Above State and District	*
	*	2022 Above State and District	*
<p>**Indicates there are no students in that group.</p> <p>*Indicates results are masked due to small numbers to protect student confidentiality.</p>			

STAAR Summaries for Blvd Heights			
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)			
	African American	Hispanic	White
All Subjects	2022 Above State and District	2022 Above State and District	2022 Above State and District
	2021 Above State and District	2021 Above State and District	2021 Above State and District
ELA/Reading	2022 Above State and District	2022 Above State and District	*

STAAR Summaries for Blvd Heights			
	2021 Below State, but above District	2021 Above State and District	2021 Above State and District
Mathematics	2022 Below State, but above District	2022 Above State and District	*
	2021 Above State and District	2021 Above State and District	2021 Below State, but above District
Science	*	*	*
	*	2021 Above State and District	*
Social Studies	**	*	*
	*	2022 Above State and District	*
<p>**Indicates there are no students in that group.</p> <p>*Indicates results are masked due to small numbers to protect student confidentiality.</p>			

STAAR Summaries for Blvd Heights			
STAAR Performance Rates at Masters Grade Level (All Grades Tested)			
	African American	Hispanic	White
All Subjects	2022 Above State and District	2022 Above State and District	2022 Below State and District
	2021 Below State, but above District	2021 Below State, but above District	2021 Below State and District
ELA/Reading	2022 Above State and District	2022 Above State and District	*
	2021 Below State, but above District	2021 Below State, but above District	2021 Below State and District
Mathematics	2022 Above State and District	2022 Equal to State, but above District	*
	2021 Below State, but above District	2021 Below State, but above District	2021 Equal to State, but above District

STAAR Summaries for Blvd Heights			
Science	*	*	*
	*	2021 Equal to State, but above District	*
Social Studies	**	*	*
	*	2021 Above State and District	*
<p>**Indicates there are no students in that group.</p> <p>*Indicates results are masked due to small numbers to protect student confidentiality.</p>			

STAAR Summaries for Blvd Heights			
Academic Growth Score (All Grades Tested)			
	African American	Hispanic	White
Both Subjects	2022 Above State and District	2022 Above State and District	**
	2021 Below State and District	2021 Above State and District	2021 Above State and District
ELA/Reading	2022 Above State and District	2022 Above State and District	**
	**	2021 Above State and District	**
Mathematics	2022 Above State and District	2022 Above State and District	**
	**	2021 Below State, but Above District	**
<p>**Indicates there are no students in that group.</p> <p>*Indicates results are masked due to small numbers to protect student confidentiality.</p>			

Student Learning Strengths

All students make progress on their IEP goals and objectives.

All students receive the appropriate level of supports to make progress academically and behaviorally.

All students have access to Augmentative Alternative Communication (AAC) systems.

All students have opportunities to generalize to different environments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a level of inconsistency in what is taught to the post-secondary age students and when it is being taught. **Root Cause:** There is no statewide curriculum for post-secondary students since the TEKS stop at 12th grade.

Problem Statement 2 (Prioritized): There is a level of inconsistency in the use of available curricular resources. **Root Cause:** Teachers become overwhelmed with all the resources available to them.

School Processes & Programs

School Processes & Programs Summary

All teachers have access to TeachTown and Attainment curricular materials.

All teachers have access to highly trained Occupational Therapists, Speech Language Pathologists, and behavior experts to support their needs in the classroom with students.

There is an active Leadership Team that guides and makes decisions that impact the entire campus.

Students have the opportunity to participate in Special Olympics during the school year.

All students have access to a 1:1 device in the classroom to support their communication needs (iPads equipped with Words for Life).

Each staff member has an assigned 2-way radio for communication and emergencies.

School Processes & Programs Strengths

The campus is extremely proficient with technology related to student communication.

The campus has a solid process for screening and interviewing teacher and paraprofessional candidates.

The campus has a strong and successful Crisis Response Process.

The campus has a strong sense of collaboration to support the needs of students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a lack of individualized professional development opportunities for instructional staff during the year. **Root Cause:** The needs of students and staff are so varied that it creates challenges to meet all of their needs.

Problem Statement 2 (Prioritized): There is often behavioral and academic regression when students transition from grade-level to grade-level. **Root Cause:** There are times when behavior plans and interventions or response styles students are accustomed to are not carried forward from grade-to-grade when students transition.

Perceptions

Perceptions Summary

Parent Participation:

During the 2022-2023 school year, over 95% of parents participated in Annual ARD meetings. Parents know that their student(s) voices are heard, understood, and honored while at school. Parents know their student(s) are safe.

Staff Perceptions:

Staff believe that students should be a vocal part of their lives. Staff strive to embrace the campus Vision, Mission and Value. Staff honor students' communication and strive to always understand how they are feeling. Staff know they are here to serve and help students and families have a better quality of life prior to coming to us. Staff understand it takes a team to make BHS function as a unit instead of separate machines.

Vision: Changing the world, one student at a time

Mission: Preparing students for lives of meaning and value by increasing self-reliance, developing skills, and promoting belonging.

Values: All students are ABLE to learning All students are ABLE to have a meaningful life All students are ABLE to communicate All students are ABLE to achieve at higher levels All students are ABLE to self-regulate.

Staff Survey Results:

Staff Numbers & Rentention

Positions	Number of Staff
	**totals include vacancies
Administration	2
Administrative Associate	2
Family Engagement Specialist	1
Teachers	12
Program Assistants	2
Teacher Assistants	19
Nutrition Services	2
Custodians	3

Positions	Number of Staff
	**totals include vacancies
Total Number of Staff	43

Years of Service	Number of Staff
1 Year	13
2-5 Years	8
6-10 Years	5
11-15 Years	1
16-20 Years	3
>20 Years	2

Perceptions Strengths

All staff know their role is to serve students and families. They know they have to work as a team in order to BHS to be a safe and productive place for students and staff. Families know their student(s) will learn and make behavioral progress while here.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The campus has received negative publicity over the past few years. **Root Cause:** Due to the challenging population served, often the press coverage is overly negative.

Problem Statement 2: There is a lack of planning that occurs during the day and after hours on campus. **Root Cause:** The challenges our students have often prevents teachers from being able to plan while on campus.

Priority Problem Statements

Problem Statement 1: There is a lack of efficacy in how teachers track behavior data.

Root Cause 1: Some teachers would rather "do their own thing" than conform to the majority.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a level of inconsistency in what is taught to the post-secondary age students and when it is being taught.

Root Cause 2: There is no statewide curriculum for post-secondary students since the TEKS stop at 12th grade.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a level of inconsistency in the use of available curricular resources.

Root Cause 3: Teachers become overwhelmed with all the resources available to them.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is often behavioral and academic regression when students transition from grade-level to grade-level.

Root Cause 4: There are times when behavior plans and interventions or response styles students are accustomed to are not carried forward from grade-to-grade when students transition.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The campus has received negative publicity over the past few years.

Root Cause 5: Due to the challenging population served, often the press coverage is overly negative.

Problem Statement 5 Areas: Perceptions

District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Students will demonstrate on-target progress on their ELAR IEP goals and objectives.

Evaluation Data Sources: Teacher Data Tracking
IEP Progress Reports
Attainment Data

Strategy 1: Teachers will utilize TeachTown for ELAR instruction and track student progress.

Strategy's Expected Result/Impact: Student will improve their reading and writing skills from BOY to EOY.

Staff Responsible for Monitoring: Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2

Strategy 2: Teachers will utilize Attainment to teach reading skills and track student progress.

Strategy's Expected Result/Impact: Students will increase their reading skills from BOY to EOY.

Staff Responsible for Monitoring: Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Students will utilize the online Attainment Reading curriculum to improve their reading skills. Intended Audience: Students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: All year Delivery Method: On-line curriculum Funding Sources: Purchasing on-line curriculum. - SPED (199 PIC 23) - - \$1,409, Speech Language Therapist Material for reading - SPED (199 PIC 23) - - \$362, Leadership reading support - SPED (199 PIC 23) - - \$650	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Deaf / Hard of Hearing student will have access to ULS curriculum. Intended Audience: Deaf / Hard of Hearing Student Provider / Presenter / Person Responsible: Middle School Teacher Date(s) / Timeframe: 10 01 23 Funding Sources: Purchase ULS curriculum - SPED (199 PIC 23) - - \$1,095	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: There is often behavioral and academic regression when students transition from grade-level to grade-level. Root Cause: There are times when behavior plans and interventions or response styles students are accustomed to are not carried forward from grade-to-grade when students transition.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Students will demonstrate on-target progress on their math IEP goals and objectives.

Evaluation Data Sources: Teacher Data Tracking
IEP Progress Reports
TeachTown Data

Strategy 1: Teachers will utilize TeachTown for math instruction.

Strategy's Expected Result/Impact: Students will show progress from BOY to EOY.

Staff Responsible for Monitoring: Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Purchase supplemental material to accompany TeachTown lessons. Intended Audience: Boulevard Heights Students K-12 Provider / Presenter / Person Responsible: Classroom Teachers Date(s) / Timeframe: 09 01 23 - 11 01 23 Funding Sources: Purchase needed math supplemental materials - SCE (199 PIC 24) - 199-11-6399-001-104-24-313-000000- - \$323, Purchase needed math supplemental materials. - SPED (199 PIC 23) - - \$4,000		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: There is often behavioral and academic regression when students transition from grade-level to grade-level. Root Cause: There are times when behavior plans and interventions or response styles students are accustomed to are not carried forward from grade-to-grade when students transition.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Students will make on-target social, emotional and behavioral progress on their IEP goals and objectives.

Evaluation Data Sources: Teacher Data Tracking
IEP Progress

Strategy 1: Staff will be trained in CPI and Ukeru.

Strategy's Expected Result/Impact: All staff will be able to safely de-escalate and intervene when/where needed.

Staff Responsible for Monitoring: LSSP
Classroom Teachers

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Strategy 2: Staff will be trained on how to take behavioral data.

Strategy's Expected Result/Impact: Data tracking will be more consistent.
There will be an increase in teacher efficacy.
There will be an increase in intervention consistency.

Staff Responsible for Monitoring: LSSP
Heather Cook

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Strategy 3: Teachers will have access to a "specials" teacher who targets SELs.

Strategy's Expected Result/Impact: Consistency in social skills teaching and learning.
Collaboration between teachers.
Improved student behavioral outcomes.

Staff Responsible for Monitoring: Jeremy Jones
LSSP
Assistant Principal

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Purchase incentives for students which align to their social emotional and behavioral reward system. Intended Audience: Boulevard Heights Students Provider / Presenter / Person Responsible: SEL Teacher Date(s) / Timeframe: 09 01 23 - 05 01 24 Funding Sources: Purchase general supplies for School-wide Store - SPED (199 PIC 23) - - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Strategy 4: Teachers will recognize student progress during Student of the 6 Weeks Award Ceremonies.

Strategy's Expected Result/Impact: Parent participation
 Positive Public Recognition
 Improved student behavior
 Improved campus culture

Staff Responsible for Monitoring: FESes
 Assistant Principal
 Classroom Teachers

ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Purchase necessary supplies for student recognitions. Intended Audience: Boulevard Heights Students Provider / Presenter / Person Responsible: FES Date(s) / Timeframe: Each 6-weeks grading period Funding Sources: Purchase supplies for student recognitions - SPED (199 PIC 23) - - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Strategy 5: Classrooms will utilize student schedules, calm down areas, self-regulation systems, small group instruction, communication strategies, and

increase functional real-world learning activities, etc. to help students better manage their behavior.

Strategy's Expected Result/Impact: Improved student self-regulation skills
Improved outcomes on IEP goals and objectives
Improved student communication
Improved self-help skills

Staff Responsible for Monitoring: Classroom teachers

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Purchase necessary supplies needed to support student social emotional and behavioral needs. Intended Audience: All Boulevard Heights Students Provider / Presenter / Person Responsible: All Teachers Date(s) / Timeframe: August 2023 - May 2024 Funding Sources: General supplies for instructional purposes in the area of social emotional and behavioral learning - SPED (199 PIC 23) - - \$11,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a lack of efficacy in how teachers track behavior data. Root Cause: Some teachers would rather "do their own thing" than conform to the majority.
Perceptions
Problem Statement 1: The campus has received negative publicity over the past few years. Root Cause: Due to the challenging population served, often the press coverage is overly negative.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Students will make on-target progress on their Work Adjustment Skills (WAJS).

Evaluation Data Sources: Teacher Data Tracking
IEP Progress

Strategy 1: Campus will implement consistent data tracking systems for non-academic areas.

Strategy's Expected Result/Impact: Consistent data tracking
Student progress in WAJS

Staff Responsible for Monitoring: Assistant Principal
Classroom Teachers.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

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

Problem Statements: Demographics 2

Strategy 2: Teachers will input data in Student Learning Profiles to better ensure accurate information and knowledge regarding students transitions from teacher-to-teacher.

Strategy's Expected Result/Impact: Increased consistency in academic and behavioral interventions.
Improved student academic and behavioral outcomes.
More collaboration between teachers.

Staff Responsible for Monitoring: Assistant Principal
Teachers
Teacher/Consultant

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2

Strategy 3: Post-secondary teachers will develop and follow a more rigorous schedule/routine consisting of Work Adjustment Skills (WAJS).

Strategy's Expected Result/Impact: Improved student outcomes in the WAJS.
More consistency between post-secondary classrooms.
Improved collaboration between post-secondary teachers.

Staff Responsible for Monitoring: Teacher/Consultant
Assistant Principal

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will develop and carryout appropriate activities for students to develop work adjustment skills related to their post-secondary goals. Intended Audience: Post-Secondary and High School Boulevard Heights Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: 09 01 23 - 05 01 24 Funding Sources: Purchase general supplies for student activities. - SPED (199 PIC 23) - - \$4,753	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a lack of efficacy in how teachers track behavior data. Root Cause: Some teachers would rather "do their own thing" than conform to the majority.
Student Learning
Problem Statement 1: There is a level of inconsistency in what is taught to the post-secondary age students and when it is being taught. Root Cause: There is no statewide curriculum for post-secondary students since the TEKS stop at 12th grade.
School Processes & Programs
Problem Statement 2: There is often behavioral and academic regression when students transition from grade-level to grade-level. Root Cause: There are times when behavior plans and interventions or response styles students are accustomed to are not carried forward from grade-to-grade when students transition.

Campus Funding Summary

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Purchase needed math supplemental materials	Supplies and materials for instructional use	199-11-6399-001-104-24-313-000000-	\$323.00
Sub-Total							\$323.00
Budgeted Fund Source Amount							\$323.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Speech Language Therapist Material for reading	INSTRUCTIONAL MATERIALS		\$362.00
1	1	2	1	Purchasing on-line curriculum.	INSTRUCTIONAL MATERIALS		\$1,409.00
1	1	2	1	Leadership reading support	TECHNOLOGY < 5,000		\$650.00
1	1	2	2	Purchase ULS curriculum	INSTRUCTIONAL MATERIALS		\$1,095.00
2	1	1	1	Purchase needed math supplemental materials.	GENERAL SUPPLIES		\$4,000.00
3	1	3	1	Purchase general supplies for School-wide Store	GENERAL SUPPLIES		\$5,000.00
3	1	4	1	Purchase supplies for student recognitions	GENERAL SUPPLIES		\$3,000.00
3	1	5	1	General supplies for instructional purposes in the area of social emotional and behavioral learning	GENERAL SUPPLIES		\$11,000.00
3	2	3	1	Purchase general supplies for student activities.	GENERAL SUPPLIES		\$4,753.00
Sub-Total							\$31,269.00
Budgeted Fund Source Amount							\$31,269.00
+/- Difference							\$0.00
Grand Total Budgeted							\$31,592.00
Grand Total Spent							\$31,592.00
+/- Difference							\$0.00