

Fort Worth Independent School District

026 Jo Kelly School

2024-2025 Campus Improvement Plan



Mission Statement

Jo Kelly School educates medically fragile students with severe and profound disabilities, aged three to twenty-two. Our mission is to provide for the needs and education of our students that they may develop to their fullest potential. This involves enabling them to communicate with intent, to act and interact with their environment, and to move with purpose. In partnership, the parents, staff and community support one another to move each student from being a passive to an interactive member of their community and included to the greatest degree possible. Our mission is to provide each student with a classroom environment that is individually tailored to assist them in gaining access to their best quality of life once they leave Jo Kelly.

Vision

Jo Kelly School, a specialized campus, will educate students to become active members within the community. We will meet their needs by assisting them to communicate with intent, interact with the environment and move with purpose in order to maximize their fullest potential.

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Comprehensive Needs Assessment

Revised/Approved: February 27, 2024

Demographics

Demographics Summary

Jo Kelly provides specialized instruction for medically fragile students with severe and profound disabilities, ages three to twenty-two, from across the District. With 51 students currently enrolled, our student population is comprised of 25.6% African American, 59% Hispanic, 15.4% White, 100% Special Education, and 69.2% Economically Disadvantaged. Our staff to student ratio is approximately 1:2. Staff collaborates with a variety of therapists who provide related services to all students.

Demographics Strengths

A smaller staff to student ratio ensures that students receive individualized instruction based on IEPs. Staff members build specialized skills based on student needs through Professional Development. Staff retention remains high and years of experience in education of staff range from 2 to 32 years. Student graduation rate is 100%. Jo Kelly has multiple community partners and stakeholders who support the school by providing services for students and staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Approximately 15% of our families have a home language other than English. This fact leads to misunderstandings when communicating with parents about their student's progress, needs or concerns. **Root Cause:** Staff has limited language knowledge which affects communication with families.

Problem Statement 2 (Prioritized): Approximately 60% of our students are chronically absent. The absences contribute to to stifled IEP goal progress, creates a difficulty in tracking data, and creates inconsistent routines for students. **Root Cause:** Health issues, transportation concerns, parent accountability all contribute to the attendance issue with our students.

Student Learning

Student Learning Summary

All students at Jo Kelly School are served by Special Education Teachers, Teacher Assistants, Occupational Therapists, Physical Therapists, and Speech-Language Pathologists. Each student has an Individualized Education Plan (IEPs) focused on targeting specific and attainable educational outcomes. Students make academic and developmental progress over the course of a school year, with consideration of their various needs. Students' engagement is focused on cognition, functional, and communication skills.

Student Learning Strengths

Each student is educated with instruction specifically adapted and tailored to their needs, in order to allow maximum potential, progress, participation, and experience. Students use various communication systems, adapted equipment, and assistive technology to initiate authentic responses to stimuli and preferences in their community.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 19% of our families are accessing the services available to their students. These services ensure that our students continue the highest quality of life after their time at Jo Kelly School. **Root Cause:** The Transition Specialist does not have a set schedule for Jo Kelly Campus.

Problem Statement 2: Approximately 20% of families buy in to the skills being taught at school and IEP goals being worked on at school and transfer the two to the home life and community outside of the school. **Root Cause:** Discussions, in home training and classes with parents by school staff about the goals and skills does not occur.

School Processes & Programs

School Processes & Programs Summary

Professional Development is provided to staff in areas critical to individualized student success. The implementation of the Pathway to Literacy Curriculum for all classrooms through continued staff development and teacher observation/consultation. Annual school-wide events enhance our student success through parent participation, student choices and preferences. All students participate in Adaptive Physical Education (APE), Art, and Music. The specials classes offered are adapted to meet each individual student's needs so that they may experience and participate to the fullest extent of their abilities.

School Processes & Programs Strengths

Through Professional Development training, staff have gained specialized knowledge of their students' overall needs and students are able to achieve maximum educational success. Examples of what strengthens our school processes and programs are collaboration with community partners, such as Be an Angel, Texas School for the Blind and Visually Impaired, and related services provided by District Therapists. The addition of a Campus Monitor to our campus, safety committee, Yearly CPR training for all staff, yearly training provided by the Nursing Staff, implementation of department wide weekly, data/collaboration/planning meetings, and inter-classroom collaboration also strengthen our school processes and programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The initial implementation of PTL curriculum across the campus has occurred, however, development and creation of material to meet individual students' needs are ongoing and slow in progress. Approximately 30% of classrooms have continued to create materials for students as progress is slow for our students.

Root Cause: Curriculum for the severe and profound student is limited for the United States. The PTL curriculum is being created as needed. Each book is created by school staff on a regular teacher contract with little time outside of the school day to create the needed materials needed for the lessons. Each book is created with each student's individual needs in mind.

Problem Statement 2: Jo Kelly School is a 100% special education and the only school like it in the district, due to that the opportunities presented and available are not suited for our population of students when it comes to technology. **Root Cause:** Lack of budget to purchase technology and knowledge of said technology for our population of students.

Perceptions

Perceptions Summary

Jo Kelly School is small and unique. The welcoming environment yields a low staff turnover rate. The diverse staff ranges in experience and backgrounds, which contributes positively to the campus mission and vision. The unique makeup of the student needs is attractive to other Districts and nonresidents of FWISD (Fort Worth ISD) who have students with diverse needs. The Family Engagement Specialist ensures that families have access to all information regarding their student's attendance, school activities, student's needs, and available resources within the community. Our school and administration is described as being welcoming, happy, joyful, supportive and respectful by our community stakeholders.

Perceptions Strengths

High level of community support allows for positive campus perception. The small campus of Jo Kelly allows staff to meet student needs on an individual basis. The interaction with students and staff is targeted to the needs of each student. The intimate setting of the campus provides the most appropriate learning environment for our students to make progress on their goals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The student placement may be perceived by others as not being the least restrictive environment. Approximately 11% of current students have made significant progress, however, health concerns continue to require the more restrictive environment offered by Jo Kelly School. **Root Cause:** Trainings for staff outside of Jo Kelly and process and procedure information is not made available.

Problem Statement 2: Currently, about 8% to 15% of parents attend events hosted by the campus. Most events are hosted during the school day and parents are given advance notice of the events. **Root Cause:** School climate and specific information about the importance of the events contribute to the lack of participation.

Priority Problem Statements

Problem Statement 1: Only 19% of our families are accessing the services available to their students. These services ensure that our students continue the highest quality of life after their time at Jo Kelly School.

Root Cause 1: The Transition Specialist does not have a set schedule for Jo Kelly Campus.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The initial implementation of PTL curriculum across the campus has occurred, however, development and creation of material to meet individual students' needs are ongoing and slow in progress. Approximately 30% of classrooms have continued to create materials for students as progress is slow for our students.

Root Cause 2: Curriculum for the severe and profound student is limited for the United States. The PTL curriculum is being created as needed. Each book is created by school staff on a regular teacher contract with little time outside of the school day to create the needed materials needed for the lessons. Each book is created with each student's individual needs in mind.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The student placement may be perceived by others as not being the least restrictive environment. Approximately 11% of current students have made significant progress, however, health concerns continue to require the more restrictive environment offered by Jo Kelly School.

Root Cause 3: Trainings for staff outside of Jo Kelly and process and procedure information is not made available.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Approximately 60% of our students are chronically absent. The absences contribute to stifled IEP goal progress, creates a difficulty in tracking data, and creates inconsistent routines for students.

Root Cause 4: Health issues, transportation concerns, parent accountability all contribute to the attendance issue with our students.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Running Records results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: April 8, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase student exposure to high quality literacy instruction at each student's developmental level by increasing the number of literacy lessons for each student from 1 to 3 times a week, attendance dependent by June 2025.

High Priority

Evaluation Data Sources: Attainment data, Eduphoria Strive, walkthroughs, PLC agendas, professional learning

Strategy 1: Improve the quality of instruction by developing the capacity of all classroom staff by implementing campus specific curriculum, CTMs, and professional learning.

Strategy's Expected Result/Impact: Every student will have increased access to high quality literacy instruction on a weekly basis.

Staff Responsible for Monitoring: Principal

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

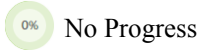
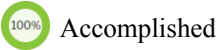
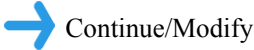

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: All classroom staff will have the opportunity to attend the Low Incidence Conference held by Region 10 at the end of July. Classroom staff will bring back knowledge and provide professional learning from the classes they attended during the conference.</p> <p>Intended Audience: Classroom Teachers and Teacher Assistants Provider / Presenter / Person Responsible: Principal, Region 10 Date(s) / Timeframe: July 2025 Delivery Method: In person conference</p> <p>Funding Sources: Region 10 Conference registration for 15 staff members - SPED (199 PIC 23) - \$2,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Classroom staff will have the opportunity to attend the Active Learning Conference occurring during the month of July 2025.</p> <p>Intended Audience: Classroom staff</p> <p>Delivery Method: In person</p> <p>Funding Sources: Registration for staff to attend the conference - SPED (199 PIC 23) - \$2,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Campus classroom teachers will purchase necessary classroom items such as switches, small positioning equipment, culinary arts supplies, music enrichment supplies, and items to exhibit each student's artistic ability as it relates to their individual IEP goals. This also includes sensory room upgrades and updates.</p> <p>Intended Audience: Classroom staff and students</p> <p>Provider / Presenter / Person Responsible: Principal, classroom staff</p> <p>Date(s) / Timeframe: August 2024 - June 2025</p> <p>Delivery Method: Classroom staff will be able to provide a "wish list" with the items.</p> <p>Funding Sources: Classroom wish list items which include student equipment and daily classroom needs - SPED (199 PIC 23) - \$7,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Professional learning provided by TSVBI on various topics throughout the school year based on the interest surveys provided at the end of the school year in 2024.</p> <p>Intended Audience: All classroom staff</p> <p>Provider / Presenter / Person Responsible: TSVBI</p> <p>Date(s) / Timeframe: August 2024 - June 2025</p> <p>Collaborating Departments: TSVBI</p> <p>Delivery Method: In person training</p> <p>Funding Sources: Fee for the trainers to provide the training for professional learning days - SPED (199 PIC 23) - \$876, Fee for the trainers to provide the training for professional learning days - BASIC (199 PIC 11) - 199-11-6291-XXX-026-11-313-000000- - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Professional learning provided by Pathways to Literacy twice: one in person and one live webinar. This training will enhance the capacity of all classroom staff with the PTL strategies and implementation. Additional materials will be created by classroom staff for the PTL lessons for the students to engage with the literacy lessons.</p> <p>Intended Audience: Classroom staff Provider / Presenter / Person Responsible: Pathways to Literacy/Attainment Date(s) / Timeframe: August 2024 - June 2025 Collaborating Departments: SPED Department Delivery Method: In person and online</p> <p>Funding Sources: Pathways to Literacy Trainers - BASIC (199 PIC 11) - 199-11-6291-XXX-026-11-313-000000- - \$1,600, Materials for the literacy books - BASIC (199 PIC 11) - 199-11-6399-XXX-026-11-313-000000- - \$776, Materials for literacy books - SPED (199 PIC 23) - \$1,500, Highly qualified substitutes for population of students - SPED (199 PIC 23) - \$1,199</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Approximately 60% of our students are chronically absent. The absences contribute to to stifled IEP goal progress, creates a difficulty in tracking data, and creates inconsistent routines for students. Root Cause: Health issues, transportation concerns, parent accountability all contribute to the attendance issue with our students.</p>
School Processes & Programs
<p>Problem Statement 1: The initial implementation of PTL curriculum across the campus has occurred, however, development and creation of material to meet individual students' needs are ongoing and slow in progress. Approximately 30% of classrooms have continued to create materials for students as progress is slow for our students. Root Cause: Curriculum for the severe and profound student is limited for the United States. The PTL curriculum is being created as needed. Each book is created by school staff on a regular teacher contract with little time outside of the school day to create the needed materials needed for the lessons. Each book is created with each student's individual needs in mind.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: By June 2025, each student at Jo Kelly will participate in one culinary activity and one group music activity once a month for the school year.

Evaluation Data Sources: Lesson plans, photos, videos

Strategy 1: The Instructional Leadership Team along with the Guiding Coalition, will assist in creating a schedule for each grade level that entails group music and culinary activities for each student.

Strategy's Expected Result/Impact: Each student at Jo Kelly will participate in one culinary activity and one group music activity once a month for the school year.

Staff Responsible for Monitoring: Instructional Leadership Team, Principal

TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


Lever 5: Effective Instruction


Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Student schedule will created so that students will participate in at least one culinary and one group music activity each month for the school year. Both activities require students to measure and use utensils/instruments that are adapted to their abilities.</p> <p>Intended Audience: Jo Kelly Students Provider / Presenter / Person Responsible: Classroom staff Date(s) / Timeframe: August 2024 - June 2025 Delivery Method: In person</p> <p>Funding Sources: Supplies: utensils, instruments, culinary items (baking items etc.) - SPED (199 PIC 23) - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Approximately 60% of our students are chronically absent. The absences contribute to to stifled IEP goal progress, creates a difficulty in tracking data, and creates inconsistent routines for students. **Root Cause:** Health issues, transportation concerns, parent accountability all contribute to the attendance issue with our students.

Goal 3: CCMR

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

Performance Objective 1: Jo Kelly students' exposure to college, career and military prep will increase from 0% to 100% by June 2025.

Evaluation Data Sources: School Counselor student contact log, TSCSS in Strive and goals related to the performance objective

Strategy 1: Provide the School Counselor with training and resources for the low incidence population to ensure that the exposure occurs in a timely manner.

Strategy's Expected Result/Impact: All Jo Kelly students will have access and exposure to college, career and military preparation.

Staff Responsible for Monitoring: School Counselor, Principal

TEA Priorities:


Connect high school to career and college


- **ESF Levers:**


Lever 5: Effective Instruction


Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Professional School Counselor will attend the 2025 National School Counselor's Conference sponsored by NCA. Location TBA. Conference typically occurs the first week of February. Strategies learned will be presented to staff on one of the professional learning days and additional resources will be made available to our families based on the conference details.</p> <p>Intended Audience: School Counselor Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: February 2025</p> <p>Funding Sources: Conference registration, lodging, and food expenses - SPED (199 PIC 23) - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Only 19% of our families are accessing the services available to their students. These services ensure that our students continue the highest quality of life after their time at Jo Kelly School. **Root Cause:** The Transition Specialist does not have a set schedule for Jo Kelly Campus.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 6 to 8 by June 2025.

High Priority

Evaluation Data Sources: Communication Artifacts, attendance sheets, feedback from staff and parents, committee agendas

Strategy 1: Create a plan for the school year with the Field Trip Committee, Special Events Committee, and other community stakeholders to host at least 8 events throughout the school year during and outside of school hours.

Strategy's Expected Result/Impact: Attendance at events will total atleast 15 parents and students for the school year.

Staff Responsible for Monitoring: Principal, Field Trip Committee, Special Events Committee, and other community stakeholders

TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Information for parents and students will be distributed through flyers, blackboard (email, phone calls and texts) and classroom newsletters for each event for the school year. Field trips will be planned by the Field Trip Committee. Events such as back to school bash, resource fair, fall festival, fall feast, carnival, eggstravaganza, prom, earth day, muffins with mom, donuts with dad, holiday feast, Santa photos etc will be planned by the special events committee.</p> <p>Intended Audience: Students and parents of Jo Kelly students.</p> <p>Provider / Presenter / Person Responsible: Principal, Field Trip Committee, Special Events Committee, and other community stakeholders</p> <p>Date(s) / Timeframe: August 2024 - June 2025</p> <p>Delivery Method: Flyers, blackboard and classroom newsletters</p> <p>Funding Sources: Field trip destinations, transportation, paper for flyers, refreshments for parents, photo paper, etc. - SPED (199 PIC 23) - \$4,500, Transportation for the field trips - SCE (199 PIC 24) - 199-32-6299-001-026-24-313-000000- - \$636</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Campus Attendance Committee was established last school year. The Committee will meet each six weeks (determined by the District) to review all students below 90% attendance rating to increase the average daily attendance of our chronically absent students identified by the end of the first six weeks.</p> <p>Intended Audience: Students and parents</p> <p>Provider / Presenter / Person Responsible: Principal, Teachers, Teacher Assistants, Parents, Attendance Committee</p> <p>Date(s) / Timeframe: August 2024 - June 2025</p> <p>Delivery Method: In person meetings, phone calls to parents, home visits to student homes, emails to parents and blackboard.</p> <p>Funding Sources: Snacks will be provided at various after school and during school parent events - BEA (199 PIC 25) - 199-61-6499-001-026-25-313-000000 - \$80</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Hourly staff will be compensated for attending the events that occur after school hours.</p> <p>Intended Audience: Teacher Assistants and other hourly staff.</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: August 2024 - June 2025</p> <p>Funding Sources: As needed, hourly staff will be compensated for assisting with after school events for our students - SPED (199 PIC 23) - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Approximately 60% of our students are chronically absent. The absences contribute to to stifled IEP goal progress, creates a difficulty in tracking data, and creates inconsistent routines for students. Root Cause: Health issues, transportation concerns, parent accountability all contribute to the attendance issue with our students.</p>

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: By June 2025, increase the level of services provided to our students and their families by 50%.

High Priority

Evaluation Data Sources: Daily hygiene needs being met of students as evidenced by daily routines being followed. Agenda from District level training and focus/spreadsheet data. Data presented during ARD meeting indicating students receiving services available to them after attendance at Jo Kelly has ended.

Strategy 1: A minimum of one training provided at the District level about the procedures for placement at Jo Kelly School and "resource fair" provided by the Transition Specialist for Jo Kelly Staff and parents on resources available for students after Jo Kelly.

Strategy's Expected Result/Impact: Students and their families

Staff Responsible for Monitoring: Principal, Transition Specialist, Classroom staff

TEA Priorities:





Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Resource Fair provided for Jo Kelly staff and parents to increase their awareness of what services are available to students after they are no longer attending Jo Kelly. Intended Audience: Jo Kelly Staff, parents, students Provider / Presenter / Person Responsible: Transition Specialist Date(s) / Timeframe: August 2024 - June 2025 Collaborating Departments: Transition Specialist Coordinator Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Increase community knowledge of procedures of placement at Jo Kelly School through department meetings after updates procedures are posted in the live binder.</p> <p>Intended Audience: District personnel - outside of Jo Kelly</p> <p>Provider / Presenter / Person Responsible: Severe and Profound Team, Principal</p> <p>Date(s) / Timeframe: August 2024 - December 2024</p> <p>Collaborating Departments: SPED Department</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Classroom supplies for student hygiene services such as : diapers, liners, lysol, Clorox wipes, baby wipes, etc. will be purchased for each classroom on an as needed basis. This includes feminine hygiene items needed for the female students.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Principal, Classroom Staff</p> <p>Date(s) / Timeframe: August 2024 - June 2025</p> <p>Funding Sources: Purchase classroom supplies for student hygiene needs - SPED (199 PIC 23) - \$3,000, Purchase of classroom supplies for student hygiene needs (female) - SPED (199 PIC 23) - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Office supplies for daily needs of classroom staff, office staff and auxiliary staff. Items such as copier paper, pens, post it notes, highlighters, paper clips, chart paper, ink for printers etc.</p> <p>Intended Audience: Classroom staff and main office staff</p> <p>Provider / Presenter / Person Responsible: Principal, financial secretary</p> <p>Date(s) / Timeframe: August 2024 - June 2025</p> <p>Funding Sources: Office supplies for daily use - SPED (199 PIC 23) - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Only 19% of our families are accessing the services available to their students. These services ensure that our students continue the highest quality of life after their time at Jo Kelly School. Root Cause: The Transition Specialist does not have a set schedule for Jo Kelly Campus.</p>

Perceptions

Problem Statement 1: The student placement may be perceived by others as not being the least restrictive environment. Approximately 11% of current students have made significant progress, however, health concerns continue to require the more restrictive environment offered by Jo Kelly School. **Root Cause:** Trainings for staff outside of Jo Kelly and process and procedure information is not made available.

Site-Based Advisory Committee

Committee Role	Name	Position
DERC Representative 2	Elizabeth Hernandez	Family Engagement Specialist
Community Representative	Frank Diaz	Community Rep
District-level Professional	Janice Carter	SPED Director
Classroom Teacher	Darrell Sessums	Classroom Teacher
DERC Representative 1	Tiffany Nolte	Classroom Teacher
Classroom Teacher	Mary Hannah	Classroom Teacher
Non-classroom Professional	Rachel Case	School Counselor
Classroom Teacher 1	Gayle Baldacci	Classroom Teacher
Principal	Matrail Rogers	Principal

Campus Planning Advisory Committee

Committee Role	Name	Position
Professional District-Level Staff	Martha Johnson	Homebound Teacher
Classroom Teacher	Jamie Wiksten	Classroom Teacher
Paraprofessional	Vanessa Swanson	TA III
Classroom Teacher	Darrell Sessums	Classroom Teacher
Paraprofessional	Donna Redden	TA III
Classroom Teacher	Tiffany Nolte	Classroom Teacher
Classroom Teacher	Sherri Merchant	Classroom Teacher
Paraprofessional	Anai Luna	TA III
Paraprofessional	Emely Juarez	TA III
Classroom Teacher 4	Mary McKinnie	Classroom Teacher
Classroom Teacher	Treasett Davis	Classroom Teacher
Classroom Teacher	Mary Hannah	Classroom Teacher
Classroom Teacher	Courtney Fusik	Classroom Teacher
Classroom Teacher	Kimberly Ellis	Classroom Teacher
Classroom Teacher 3	Morgan Drumgoole	Classroom Teacher
Classroom Teacher 2	Robert Chochola	Classroom Teacher
Paraprofessional	Tracy Beams	TA III
Paraprofessional	Eileen Baze	TA III
Paraprofessional	Allison Baker	TA III
Classroom Teacher 1	Caress Abrams	Classroom Teacher
Administrator	Matrail Rogers	Member

Campus Funding Summary

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	4	Fee for the trainers to provide the training for professional learning days	INSTRUCTION CONSULTANTS	199-11-6291-XXX-026-11-313-000000-	\$3,000.00
1	1	1	5	Pathways to Literacy Trainers	INSTRUCTION CONSULTANTS	199-11-6291-XXX-026-11-313-000000-	\$1,600.00
1	1	1	5	Materials for the literacy books	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-026-11-313-000000-	\$776.00
Sub-Total							\$5,376.00
Budgeted Fund Source Amount							\$5,376.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Region 10 Conference registration for 15 staff members	TRAVEL - EMPLOYEE ONLY		\$2,500.00
1	1	1	2	Registration for staff to attend the conference	TRAVEL - EMPLOYEE ONLY		\$2,500.00
1	1	1	3	Classroom wish list items which include student equipment and daily classroom needs	GENERAL SUPPLIES		\$7,000.00
1	1	1	4	Fee for the trainers to provide the training for professional learning days	NON-CONTRACT - SUPPORT		\$876.00
1	1	1	5	Materials for literacy books	OTHER READING MATERIALS		\$1,500.00
1	1	1	5	Highly qualified substitutes for population of students	SUBS - PROFESSIONAL		\$1,199.00
2	1	1	1	Supplies: utensils, instruments, culinary items (baking items etc.)	GENERAL SUPPLIES		\$1,500.00
3	1	1	1	Conference registration, lodging, and food expenses	TRAVEL - EMPLOYEE ONLY		\$1,000.00
4	1	1	1	Field trip destinations, transportation, paper for flyers, refreshments for parents, photo paper, etc.	TRAVEL - STUDENT		\$4,500.00
4	1	1	3	As needed, hourly staff will be compensated for assisting with after school events for our students	EXTRA DUTY - PROFESSIONAL		\$1,000.00
4	2	1	3	Purchase of classroom supplies for student hygiene needs (female)	GENERAL SUPPLIES		\$500.00
4	2	1	3	Purchase classroom supplies for student hygiene needs	GENERAL SUPPLIES		\$3,000.00
4	2	1	4	Office supplies for daily use	GENERAL SUPPLIES		\$3,000.00

SPED (199 PIC 23)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							Sub-Total	\$30,075.00
							Budgeted Fund Source Amount	\$30,075.00
							+/- Difference	\$0.00
SCE (199 PIC 24)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
4	1	1	1	Transportation for the field trips	Contracted student support services	199-32-6299-001-026-24-313-000000-	\$636.00	
							Sub-Total	\$636.00
							Budgeted Fund Source Amount	\$636.00
							+/- Difference	\$0.00
BEA (199 PIC 25)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
4	1	1	2	Snacks will be provided at various after school and during school parent events	Snacks - parent/community to promote participation	199-61-6499-001-026-25-313-000000	\$80.00	
							Sub-Total	\$80.00
							Budgeted Fund Source Amount	\$80.00
							+/- Difference	\$0.00
UNDISTRIBUTED (199 PIC 99)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							\$0.00	
							Sub-Total	\$0.00
							Budgeted Fund Source Amount	\$0.00
							+/- Difference	\$0.00
							Grand Total Budgeted	\$36,167.00
							Grand Total Spent	\$36,167.00
							+/- Difference	\$0.00

Policies, Procedures, and Requirements

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

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