

**Fort Worth Independent School District**  
**035 Transition Center**  
**2024-2025 Campus Improvement Plan**



# 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 able to learn.

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.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	7
School Processes & Programs .....	8
Perceptions .....	10
Priority Problem Statements .....	11
Goals .....	12
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. ....	12
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. ....	18
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025. ....	22
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment. ....	33
Campus Funding Summary .....	36
Policies, Procedures, and Requirements .....	38

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Transition Center Programs serves students from across Fort Worth ISD. Students served at the Transition Center come from comprehensive high schools after their first 12th grade year to work on generalizable vocational and life skills. Students have been served primarily in RISE units prior to coming to our campus. The Transition Center strives to provide instructional opportunities to students that are rooted in a functional model to best meet the individual needs of each student. Students qualify for special education services with an educational disability.

Students served in three (LIFE, LIFT and LEAP) of the TCPs are in their last year(s) of eligibility in public schools. Students in the PREP Program are in their 11th and/or 12th grade years of their high school career.

Option	Number of Students	Percentage
American Indian or Alaskan Native	0	0.0%
Asian	2	2.1%
Black / African American	15	15.6%
Hispanic / Latino	63	65.6%
Native Hawaiian or Other Pacific Islander	0	0.0%
Two or More	2	2.1%
White	14	14.6%
<b>Total</b>	<b>96</b>	<b>100.0%</b>

Eco Disadvantage Cod	Number of Students	Percentage
99—Other Eco Dis	23	24.0%

Eco Disadvantage Cod	Number of Students	Percentage
00—Not Eco Dis	42	43.8%
01—Free Lunch	30	31.2%
02—Reduced Lunch	1	1.0%
<b>Total</b>	<b>96</b>	<b>100.0%</b>

Disabilities	Number of Students	Categories
Autism (only)	6	
Intellectual Disability (only)	19	
Autism, Speech Impairment	22	
Autism, Intellectual Disability	2	
Intellectual Disability, Speech Impairment	13	
Intellectual Disability, Other Health Impairment	5	
Other Health Impairment (only)	1	
Visual Impairment (only)	1	
Traumatic Brain Injury, Speech Impairment	1	

Disabilities	Number of Students	Categories
2 Disabilities	6	Autism, Deaf/Hard of Hearing, Intellectual Disability, Other Health Impairment, Orthopedic Impairment, Speech Impairment,
3 Disabilities	20	Autism, Intellectual Disability, Speech Impairment, Other Health Impairment, Emotional Disturbance, Deaf/Hard of Hearing, Visual Impairment, Orthopedic Impairment,
<b>Total</b>	<b>96</b>	

### Demographics Strengths

We serve students from across FWISD. Students, regardless of race or ethnicity, receive the supports they need for individual success.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The Transition Center Program continues to have too many students graduate without services from an outside agency. **Root Cause:** Not all parents sign their student up for services or will not allow their adult child sign themselves up for services without their consent.

**Problem Statement 2:** The Transition Center Program continues to have too many students "age out" of services instead of demonstrating employability skills. **Root Cause:** Not all parents sign their student up for services with outside agencies, some students lack state issued IDs, students are not US citizens, or have a lack of transportation to be gainfully employed.

# Student Learning

## Student Learning Summary

All students are making progress or maintaining progress on their IEP goals and objectives. Students are demonstrating growth as evidenced by common assessments, and IEP goals and objectives.

## Student Learning Strengths

Students become motivated to learn at the TCP because it is more functional as compared to their previous campus or home campuses. Students are given opportunities to participate in real-world simulated employment situations. Students are held to high expectations compared to their previous or home campuses. Students experience success in employment, and gain competitive jobs during the year.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** There is a lack of consistent data from BOY to EOY in Teach Town (LIFE and LIFT). **Root Cause:** Some students do not actively engage in the program and will let it move to errorless learning and do not appear to see/understand its relevance.

**Problem Statement 2:** Not all LIFT students are getting opportunities to go into the community as frequently as they should to learn appropriate vocational skills. **Root Cause:** The changes in processes to get a CDL changed and the district was no longer certifying drivers in-house.

**Problem Statement 3 (Prioritized):** Students in the Transition Center have intellectual developmental disabilities and are reading significantly below grade level. Many students struggle to understand written text found in vocational and home environments. **Root Cause:** Students have typically not received adequate or quality literacy instruction as adolescents. Focus in literacy is shifted in high schools. Instructional practices have not evolved for older students to include more appropriate research-based practices.

**Problem Statement 4 (Prioritized):** Students in the Transition Center have intellectual developmental disabilities and are performing below their non-disabled peers in the area of financial literacy. **Root Cause:** Students have typically not received adequate or quality financial literacy in meaningful ways that would enhance their ability to understand and use money.

# School Processes & Programs

## School Processes & Programs Summary

### Staff Recruitment and Hiring:

Leadership Team Members review prospective candidate applications and resumes. The campus uses a hiring committee to select candidates they feel would be a good fit for the needs of the campus. New staff are assigned a veteran teacher to provide mentorship. New employees are oriented into the school climate, culture and philosophy prior to stepping foot into a classroom.

### Professional Development:

Teachers have opportunities to participate in self-paced professional learning throughout the year. They have access to summer learning opportunities for professional development credit during the summer. All staff are trained and certified in CPI's Non-violent Crisis Intervention and Ukeru. All teachers are trained in the use of TeachTown curriculum and Easy IEP.

### Special Olympics:

Students have opportunities to participate in Special Olympics during the school year. We strive to connect students with outside agencies so they can continue to participate once they leave Fort Worth ISD.

### ARD Preparation and Process:

Student IEP goals and objectives are based on individual student's needs, and aligned with the curriculum and are functional. The campus is continuing efforts to improve student IEP Goals and Objectives through IEP PLC Meetings.

### Campus Climate and Culture:

The entire school-body at the TCP lends a helping hand to support the needs of new personnel each year. Staff understand it is their duty to respond as a team for the betterment of the program. Staff are taught to have a "can-do" attitude. Everyone understands we only have students for a finite amount of time and that every minute of every day is vital to student success.

## School Processes & Programs Strengths

Parents trust the work that is done at the TCP, and know their student is learning and growing. TeachTown and LCE curricula are specifically designed for the IDD population. Peer consultation is constantly available. Staff closely monitor the needs of students and discuss potential placement changes to a transition program that would better meet their educational needs.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** It is often unclear which classrooms are in the community and which ones are on-site. Often times teachers change their schedules without notifying administration. **Root Cause:** There is not a master schedule for the Transition Center Programs (shared Google Calendar).



**Problem Statement 2:** There is often a lack of consistency with following a hierarchy of leadership with giving input and seeking information. **Root Cause:** Staff changes and the lack of trust with some creates issues with many in knowing or following the hierarchy for information.

**Problem Statement 3 (Prioritized):** Students do not have equitable access to a variety of community experiences outside of the ones located on the number 2 bus line. **Root Cause:** Not all staff are eligible to receive a CDL allowing them to use FWISD buses to take students into the community.

# Perceptions

## Perceptions Summary

### Parent Participation:

During the 2022-2023 school year, over 80% of parents participated in Annual ARD meetings. TCP students are treated as adults, and held accountable for their choices.

### Staff Perceptions:

Staff believe that students should be a vocal part of their lives. Staff strive to embrace the campus Vision, Mission and Value.

**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.

he entire school-body at the TCP lends a helping hand to support the needs of new personnel each year.

### Student Volunteer Work:

### Staff Survey Results:

### Staff Numbers & Retention:

## Perceptions Strengths

Each student is accepted and loved. Staff is committed to doing whatever it takes to help students be successful. All resources are dedicated to students with disabilities. Staff have an expectation that students will be successful. Students experience great success in employment, independent living, and self-determination.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is a lack of scope and sequence for LIFT and LIFE classes. **Root Cause:** There is no curriculum for post-secondary students with intellectual developmental disabilities that provides a scope and sequence

**Problem Statement 2 (Prioritized):** Staff have access to district professional development; however, not all PD offered fit into the scope of their practices. **Root Cause:** There is no central library for staff to access what training outside the district is available.

# Priority Problem Statements

**Problem Statement 1:** The Transition Center Program continues to have too many students graduate without services from an outside agency.

**Root Cause 1:** Not all parents sign their student up for services or will not allow their adult child sign themselves up for services without their consent.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Staff have access to district professional development; however, not all PD offered fit into the scope of their practices.

**Root Cause 2:** There is no central library for staff to access what training outside the district is available.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Students in the Transition Center have intellectual developmental disabilities and are reading significantly below grade level. Many students struggle to understand written text found in vocational and home environments.

**Root Cause 3:** Students have typically not received adequate or quality literacy instruction as adolescents. Focus in literacy is shifted in high schools. Instructional practices have not evolved for older students to include more appropriate research-based practices.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Students do not have equitable access to a variety of community experiences outside of the ones located on the number 2 bus line.

**Root Cause 4:** Not all staff are eligible to receive a CDL allowing them to use FWISD buses to take students into the community.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Students in the Transition Center have intellectual developmental disabilities and are performing below their non-disabled peers in the area of financial literacy.

**Root Cause 5:** Students have typically not received adequate or quality financial literacy in meaningful ways that would enhance their ability to understand and use money.

**Problem Statement 5 Areas:** Student Learning

# Goals

## **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 the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from \_\_\_% to \_\_\_% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.

**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 2:** Increase the percentage of first time testers who score at Meets or above on STAAR English I from \_\_\_% to \_\_\_% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.

**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 3:** Increase the percentage of first time testers who score at Meets or above on STAAR English II from \_\_\_% to \_\_\_% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.

**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 4:** By May 2025, students will improve their literacy skills as evidenced by The BRIDGE Assessment and Building Wings.

**Evaluation Data Sources:** Literacy data sheets  
Building Wings data

**Strategy 1:** Teachers will implement daily literacy instruction and strategies to support students' development of literacy skills for personal and professional growth.

**Strategy's Expected Result/Impact:** Improved student outcomes.  
Increase in student literacy.  
Increase in student self-determination.

**Staff Responsible for Monitoring:** Terry Guthrie  
Tiya Major  
SLPs  
Classroom Teachers

**TEA Priorities:**





Build a foundation of reading and math, 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 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Purchase necessary literacy material/curricula <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> Throughout the school year <b>Delivery Method:</b> In-person instruction  <b>Funding Sources:</b> supplies - SCE (199 PIC 24) - 199-11-6399-001-035-24-243-000000- - \$5,194	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Teachers will be trained in how to utilize the BRIDGE Assessment and analyze the data. <b>Intended Audience:</b> Classroom Teachers <b>Provider / Presenter / Person Responsible:</b> Sarah Ostransky Kellie Cullen <b>Date(s) / Timeframe:</b> By 01 October 2024 Ongoing support through May 2025 <b>Delivery Method:</b> In-person training and meetings.	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Teachers will meet to discuss student progress during PLCs and adjust instructional strategies accordingly. <b>Intended Audience:</b> Classroom teachers <b>Provider / Presenter / Person Responsible:</b> Kellie Cullen Sarah Ostransky Admin <b>Date(s) / Timeframe:</b> Ongoing through May 2025 <b>Delivery Method:</b> PLCs	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**Strategy 2:** The Leadership Team will provide ongoing observation, feedback, and job-embedded professional learning to all staff in order to meet the diverse needs of student groups.

**Strategy's Expected Result/Impact:** Improved student literacy skills

- Improved literacy instruction
- Improved vocational skills
- Improved self-empowerment
- Student independence
- Communication

**Staff Responsible for Monitoring:** Terry Guthrie

- Tiya Major
- Sarah Ostransky
- SLPs
- Classroom Teachers

**TEA Priorities:**

Build a foundation of reading and math, 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 3

**Strategy 3:** Teachers and staff will attend professional development training on literacy and differentiated strategies to provide targeted support to meet students' needs.

**Strategy's Expected Result/Impact:** Improved instructional practices  
Improved student outcomes

**Staff Responsible for Monitoring:** Terry Guthrie  
Tiya Major  
Sarah Ostransky  
SLPs

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

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

**Problem Statements:** Student Learning 3

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Students in the Transition Center have intellectual developmental disabilities and are reading significantly below grade level. Many students struggle to understand written text found in vocational and home environments. <b>Root Cause:</b> Students have typically not received adequate or quality literacy instruction as adolescents. Focus in literacy is shifted in high schools. Instructional practices have not evolved for older students to include more appropriate research-based practices.</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:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from \_\_\_% to \_\_\_% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.

**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 2:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from \_\_\_% to \_\_\_% by May 2025. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.

**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 3:** Increase the percentage of students who meet on target growth in the area of financial literacy as defined by a common assessment by 40% from BOY to EOY.

**Evaluation Data Sources:** Transition Center Financial Literacy evaluation rubric(s).

**Strategy 1:** Teachers will determine a common assessment to measure student Financial Literacy progress.

**Strategy's Expected Result/Impact:** Students will demonstrate more growth in the area of Financial Literacy.  
Students will develop a better understanding of money and spending.

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

**Problem Statements:** Student Learning 4

**Strategy 2:** Teachers will track student progress in the area of Financial Literacy using the agreed upon tracking system.

**Strategy's Expected Result/Impact:** Students will demonstrate growth in the area of Financial Literacy.

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

**Problem Statements:** Student Learning 4

**Strategy 3:** Students will be provided opportunities to generalize budgeting and spending skills into the community.

**Strategy's Expected Result/Impact:** Students will demonstrate growth in the area of Financial Literacy.

**Staff Responsible for Monitoring:** Classroom Teachers

Admin

**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:** Student Learning 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will have access to the campus P-Card to teach students how to make purchases in the community <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> Ongoing through May 2025 <b>Delivery Method:</b> Instruction in the community	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Teachers will plan weekly community outings for students to generalize skills learned in the classroom. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> Ongoing through May 2025 <b>Delivery Method:</b> Community-Based Instruction	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Teachers will document their community-based instructional activities on the campus calendar. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Admin Teachers <b>Date(s) / Timeframe:</b> Ongoing through May 2025	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 4:</b> Students in the Transition Center have intellectual developmental disabilities and are performing below their non-disabled peers in the area of financial literacy. <b>Root Cause:</b> Students have typically not received adequate or quality financial literacy in meaningful ways that would enhance their ability to understand and use money.

**Goal 3: CCMR**

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

**Performance Objective 1:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator from \_\_\_% to \_\_\_% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.

**Goal 3: CCMR**

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

**Performance Objective 2:** Increase the percentage of Grade 9 students "On Track" from \_\_% to \_\_% by May 2025. A

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.

**Goal 3: CCMR**

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

**Performance Objective 3:** Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from \_\_\_% to \_\_\_% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.



**Goal 3: CCMR**

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

**Performance Objective 4:** Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from \_\_\_% to \_\_\_% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.

**Goal 3: CCMR**

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

**Performance Objective 5:** By May 2025, there will be a 25% increase in the number of students going into the community to extend their learning from the classroom (LIFT & LIFE).

**Evaluation Data Sources:** Campus calendar  
Sign-in/out sheets

**Strategy 1:** Teachers and students will have other options to get into the community with better ease to access a variety of experiences not on a bus route.





**Strategy's Expected Result/Impact:** Enriched learning opportunities for students.  
Better generalization of skills for students.  
Community exposure.

**Staff Responsible for Monitoring:** Terry Guthrie  
Tiya Major  
Teachers

**TEA Priorities:**  
Recruit, support, retain teachers and principals, Connect high school to career and college  
**- ESF Levers:**  
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Purchase a passenger van. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Terry Guthrie <b>Date(s) / Timeframe:</b> By October 2024 <b>Collaborating Departments:</b> Transportation Special Education Leading and Learning  <b>Funding Sources:</b> Transportation - SPED (199 PIC 23) - \$40,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Get teachers a CDL <b>Intended Audience:</b> Teachers Students <b>Provider / Presenter / Person Responsible:</b> Terry Guthrie <b>Date(s) / Timeframe:</b> By December 2024 <b>Collaborating Departments:</b> Transportation  <b>Funding Sources:</b> CDL Training - SPED (199 PIC 23) - \$6,000	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 2:** Teachers will have access the necessary resources for teaching appropriate skills to students so generalization from the classroom into the community.





**Strategy's Expected Result/Impact:** Increased student outcomes in curricular assessments  
 Better generalization from classroom to the community

**Staff Responsible for Monitoring:** Terry Guthrie  
 Tiya Major  
 Marcus Torres  
 Teachers

**TEA Priorities:**  
 Recruit, support, retain teachers and principals, 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:** School Processes & Programs 3





Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Purchase necessary classroom supplies/curricula to enhance student learning. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> Throughout the school year <b>Delivery Method:</b> In-person instruction  <b>Funding Sources:</b> supplies - SPED (199 PIC 23) - \$9,349	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Purchase necessary materials for ELs to enhance the learning experience <b>Intended Audience:</b> ELs <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> By May 2025 <b>Delivery Method:</b> In-person instruction  <b>Funding Sources:</b> supplies - BEA (199 PIC 25) - 199-11-6399-001-035-25-243-000000 - \$53	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**Strategy 3:** Teachers will provide students with opportunities in making purchases in the community using the campus P-Card to generalize skills and purchase necessary items for hands-on student learning activities.

**Strategy's Expected Result/Impact:** Increase student understanding of purchasing  
 Increase student hands-on learning  
 Increase student ability to independently work on activities

**Staff Responsible for Monitoring:** Terry Guthrie  
 Tiya Major  
 Teachers

**TEA Priorities:**  
 Recruit, support, retain teachers and principals, Build a foundation of reading and math  
**- ESF Levers:**  
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide the use of a campus PCard to make purchases in the community.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Throughout the year</p> <p><b>Delivery Method:</b> In-person instruction</p> <p><b>Funding Sources:</b> PCard (LIFT) - BASIC (199 PIC 11) - 199-11-6395-XXX-035-11-243-000000- - \$2,925, PCARD (LEAP) - BASIC (199 PIC 11) - 199-11-6395-XXX-035-11-243-000000- - \$2,925, PCARD (LIFE) - BASIC (199 PIC 11) - 199-11-6395-XXX-035-11-243-000000- - \$2,926, PCARD (LIFT) - SPED (199 PIC 23) - \$537, PCARD (LEAP) - SPED (199 PIC 23) - \$537, PCARD (LIFE) - SPED (199 PIC 23) - \$538</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 5 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 3:</b> Students do not have equitable access to a variety of community experiences outside of the ones located on the number 2 bus line. <b>Root Cause:</b> Not all staff are eligible to receive a CDL allowing them to use FWISD buses to take students into the community.</p>

**Goal 3: CCMR**

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

**Performance Objective 6:** By May 2025, there will be an increase of 50% in parent participation in on-site Transition Fairs.

**Evaluation Data Sources:** Sign-in Sheets  
Increase number of students with IDs and MHMR services

**Strategy 1:** The Leadership Team will provide opportunities for parents to attend Transition Fairs to learn about and sign-up for services for their student(s).

**Strategy's Expected Result/Impact:** Increase number of students with IDs  
Increase number of students signed up for services through MHMR.

**Staff Responsible for Monitoring:** Leadership Team

**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:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Purchase supplies needed for Transition Fairs. <b>Intended Audience:</b> Parents and Students <b>Provider / Presenter / Person Responsible:</b> Latasha Hill <b>Date(s) / Timeframe:</b> One in the Fall and one in the Spring <b>Delivery Method:</b> In-person training  <b>Funding Sources:</b> supplies - SPED (199 PIC 23) - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 6 Problem Statements:**

## Demographics

**Problem Statement 1:** The Transition Center Program continues to have too many students graduate without services from an outside agency. **Root Cause:** Not all parents sign their student up for services or will not allow their adult child sign themselves up for services without their consent.

**Goal 3: CCMR**

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

**Performance Objective 7:** By May 2025, PREP students will improve their work readiness skills by 25% as evidenced by student data sheets.

**Evaluation Data Sources:** Student data sheets

**Strategy 1:** Students will be given the opportunity to learn generalizable work readiness skills in Landscape, The Bistro, The PAES Lab and The Grind.

**Strategy's Expected Result/Impact:** Improved work readiness skills  
Better simulated work environments

**Staff Responsible for Monitoring:** Terry Guthrie  
Tiya Major  
Marcus Torres  
PREP Staff


**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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Purchase necessary supplies/materials for PREP classrooms. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Marcus Torres PREP staff <b>Date(s) / Timeframe:</b> Throughout the year <b>Delivery Method:</b> In-person instruction  <b>Funding Sources:</b> supplies - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-035-99-243-000000- - \$10,388	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



**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:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from \_\_\_% to \_\_\_% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.

**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:** Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from \_\_\_ to \_\_\_ by May 2025.

**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 3:** Increase the positive perception of parents on Engagement on the district's Parent Survey from \_\_\_% to \_\_\_% by May 2025.

Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.

# Campus Funding Summary

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	5	3	1	PCard (LIFT)	INSTRUCTION   PURCHASING CARD	199-11-6395-XXX-035-11-243-000000-	\$2,925.00
3	5	3	1	PCARD (LIFE)	INSTRUCTION   PURCHASING CARD	199-11-6395-XXX-035-11-243-000000-	\$2,926.00
3	5	3	1	PCARD (LEAP)	INSTRUCTION   PURCHASING CARD	199-11-6395-XXX-035-11-243-000000-	\$2,925.00
<b>Sub-Total</b>							\$8,776.00
<b>Budgeted Fund Source Amount</b>							\$8,776.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	5	1	1	Transportation	TRAVEL - STUDENT		\$40,000.00
3	5	1	2	CDL Training	GENERAL SUPPLIES		\$6,000.00
3	5	2	1	supplies	INSTRUCTIONAL MATERIALS		\$9,349.00
3	5	3	1	PCARD (LEAP)	PURCHASING CARD		\$537.00
3	5	3	1	PCARD (LIFE)	PURCHASING CARD		\$538.00
3	5	3	1	PCARD (LIFT)	PURCHASING CARD		\$537.00
3	6	1	1	supplies	GENERAL SUPPLIES		\$2,000.00
<b>Sub-Total</b>							\$58,961.00
<b>Budgeted Fund Source Amount</b>							\$58,961.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	4	1	1	supplies	Supplies and materials for instructional use	199-11-6399-001-035-24-243-000000-	\$5,194.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Sub-Total</b>							\$5,194.00
<b>Budgeted Fund Source Amount</b>							\$5,194.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	5	2	2	supplies	Supplies and materials - instruction	199-11-6399-001-035-25-243-000000	\$53.00
<b>Sub-Total</b>							\$53.00
<b>Budgeted Fund Source Amount</b>							\$53.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	7	1	1	supplies	INSTRCTNL RES/MED SVCS   GENERAL SUPPLIES	199-12-6399-XXX-035-99-243-000000-	\$10,388.00
<b>Sub-Total</b>							\$10,388.00
<b>Budgeted Fund Source Amount</b>							\$10,388.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$83,372.00
<b>Grand Total Spent</b>							\$83,372.00
<b>+/- Difference</b>							\$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