

Fort Worth Independent School District
104 Boulevard Heights School
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 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 2023-2024 school year, 36 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.

School Year 2023-2023 Student Demographic Information:

Disabilities	Number of Students	Categories
Autism (only)	0	
Intellectual Disability (only)	1	
Autism, Speech Impairment	21	
Autism, Intellectual Disability	1	
Intellectual Disability, Speech Impairment	3	
3 Disabilities	10	AU, ID, SI (6); ID, AU, SI (2); DHH, AU, SI (1); ID, DHH, SI (1)

Total	36	
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Student Demographics:

Option	Number of Students	Percentage
American Indian or Alaskan Native	0	0.0%
Asian	1	2.8%
Black / African American	10	27.8
Hispanic / Latino	16	44.4
Native Hawaiian or Other Pacific Islander	0	0.0%
Two or More	0	0.0%
White	9	25.0
Total	36	100.0%

Eco Disadvantage Cod	Number of Students	Percentage
99—Other Eco Dis	14	38.9%
00—Not Eco Dis	11	30.5%
01—Free Lunch	10	27.8%
02—Reduced Lunch	1	2.8%
Total	36	100.0%

Language Spoken at Home	Number of Students	Percentage
Spanish	3	8.3%

Language Spoken at Home	Number of Students	Percentage
English	33	91.7%
Total	36	100.0%

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 success.

There is mix of racial and ethnic student 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 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: 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: 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.

Problem Statement 3 (Prioritized): Students who do not qualify for the STAAR-Alt2 State Assessment are required to take the STAAR Assessment, however, they receive instruction using a significantly modified curriculum which may not properly prepare them for their Summative Assessment. **Root Cause:** The change in requirements for students to take the STAAR-Alt2 assessment has forced the campus to be more intentional about determining who can and cannot take the alternative assessment which has increased the number of students taking STAAR.

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: 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.

Problem Statement 3 (Prioritized): Data collected through Teach Town is not as efficacious as it should be. **Root Cause:** There are discrepancies between teachers on the frequency of use of Teach Town.

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 Numbers & Retention

Positions	Number of Staff **totals include vacancies
Administration	2[1]
Administrative Associate	2[2]
Family Engagement Specialist	1[3]
Teachers	9[4]
Program Assistants	2[5]
Teacher Assistants	11[6]

Positions	Number of Staff ***totals include vacancies
Nutrition Services	2[7]
Custodians	3[8]
Campus Monitor	1[9]
LSSP	1[10]
Total Number of Staff	34

[1] Terry Guthrie, Tiya Major

[2] Tammy Rainey, Paige Watts

[3] Stephanie Banda

[4] Taylor Oliver, Tracy Ainsworth, Meghan McClesky, Ashleigh Powell, Brad Webb, Cameron Plocus, Carissa Simpson, Melissa Vuduris, Chris Lovelady

[5] Lamia McMillen, Lola Shanks,

[6] Nyeema Holt, Shelley Pipkin, Elyzabeth Jones, Shelby Spence, Bryanna Lilly, Gabriella Avina, Leslie Caudill, Arvell, Cunningham, Juanita Vera, Joy Woolard, Germaine Smith-Valentine,

[7] Maria and New person

[8] Deborah, Dora, Jose

[9] Denise Hunter

[10] Isaac Andrade

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: 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 (Prioritized): 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: Students who do not qualify for the STAAR-Alt2 State Assessment are required to take the STAAR Assessment, however, they receive instruction using a significantly modified curriculum which may not properly prepare them for their Summative Assessment.

Root Cause 2: The change in requirements for students to take the STAAR-Alt2 assessment has forced the campus to be more intentional about determining who can and cannot take the alternative assessment which has increased the number of students taking STAAR.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Data collected through Teach Town is not as efficacious as it should be.

Root Cause 3: There are discrepancies between teachers on the frequency of use of Teach Town.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a lack of planning that occurs during the day and after hours on campus.

Root Cause 4: The challenges our students have often prevents teachers from being able to plan while on campus.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Employee Data

- Professional learning communities (PLC) data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

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 PK students who score On Track on Circle Phonological Awareness in English from ___% to ___% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish 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 Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from ___% to ___% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish 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 Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from ___% to ___% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from ___% to ___% by May 2025.

Increase 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 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 participating in the regular STAAR RLA assessment will increase their MAP Growth Reading scores in English from BOY to EOY by 10%.

Strategy 1: Ensure all students subject to regular STAAR testing have access to the MAP Reading and their data is used to inform instruction.





Strategy's Expected Result/Impact: Student participation.
Student academic progress.
Student progress in STAAR.
Better prepare our students to transition to a less restrictive environment.

Staff Responsible for Monitoring: Tiya Major
Terry Guthrie
Ashleigh Powell
Classroom Teachers with regular STAAR takers

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 3

Action Step 1 Details	Reviews			
Action Step 1: Secure access for teachers and students to MAP. Intended Audience: Teachers Students Provider / Presenter / Person Responsible: Tiya Major Terry Guthrie Ashleigh Powell Date(s) / Timeframe: By August 1, 2024 Collaborating Departments: Leading and Learning Literacy	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Secure training for teachers to use MAP. Intended Audience: Classroom Teachers Provider / Presenter / Person Responsible: District PD Date(s) / Timeframe: By August 2024 Collaborating Departments: Leading and Learning Literacy	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Develop a system for ensuring teachers follow the district's assessment calendar and time to meet to discuss data. Intended Audience: Better overall organization of assessments and instruction. Provider / Presenter / Person Responsible: Sarah Ostransky Ashleigh Powell Tiya Major Date(s) / Timeframe: By September 1st	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Provide teachers with additional materials and/or curricula to ensure student learning is at the highest level possible. Intended Audience: Students Provider / Presenter / Person Responsible: Terry Guthrie Tiya Major Ashleigh Powell Sarah Ostransky Teachers Date(s) / Timeframe: Throughout the school year Delivery Method: Face-to-face instruction	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>				

Strategy 2: Teachers will collaborate bi-weekly across grade-levels on curriculum, instruction and assessment alignment.

Strategy's Expected Result/Impact: Increased academic rigor.
 Increased student outcomes.
 Improved cohesion between grade-levels.

Staff Responsible for Monitoring: Tiya Major
 Terry Guthrie

Sarah Ostransky
 Ashleigh Powell
 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: Student Learning 3 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Schedule times for team meetings after/before school. Intended Audience: Classroom Teachers Provider / Presenter / Person Responsible: Sarah Ostransky Ashleigh Powell Date(s) / Timeframe: By September 2024 Delivery Method: In-person collaborations Funding Sources: Personnel - SPED (199 PIC 23) - \$9,892	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>				

Strategy 3: Provide extra support during the instructional day in the area of literacy to students taking the STAAR assessment.

Strategy's Expected Result/Impact: More tailored instruction for students based on needs.

Improved outcomes for students on STAAR.

Increase reading fluency and comprehension.

Staff Responsible for Monitoring: Terry Guthrie

Tiya Major
 Sarah Ostransky
 Ashleigh Powell
 Substitutes





TEA Priorities:

Build a foundation of reading and math

- 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

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: The campus will develop a schedule for students taking STAAR to participate in pullout intensive rigorous instruction.</p> <p>Intended Audience: Students taking STAAR</p> <p>Provider / Presenter / Person Responsible: Campus Teachers</p> <p>Date(s) / Timeframe: Sept-April</p> <p>Delivery Method: Pullout Instruction</p> <p>Funding Sources: Supplemental Supplies for Intensive and Rigorous Pullout Instruction. - SCE (199 PIC 24) - 199-11-6399-001-104-24-313-000000- - \$477</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 4 Problem Statements:

Student Learning
<p>Problem Statement 3: Students who do not qualify for the STAAR-Alt2 State Assessment are required to take the STAAR Assessment, however, they receive instruction using a significantly modified curriculum which may not properly prepare them for their Summative Assessment. Root Cause: The change in requirements for students to take the STAAR-Alt2 assessment has forced the campus to be more intentional about determining who can and cannot take the alternative assessment which has increased the number of students taking STAAR.</p>
Perceptions
<p>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.</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 PK students who score On Track on Circle Math 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 Kinder students who score On Track on TX-KEA Math 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 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth 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 4: By May 2025, students participating in the regular STAAR assessment will improve their MAP Math Growth scores from BOY to EOY by 10%.

Strategy 1: Ensure all students subject to regular STAAR testing have access to the MAP Math.

Strategy's Expected Result/Impact: Student participation.
Student academic progress.
Student progress in STAAR.
Better prepare our students to transition to a less restrictive environment.

Staff Responsible for Monitoring: Tiya Major
Terry Guthrie
Ashleigh Powell
Classroom Teachers with regular STAAR takers

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 3

Action Step 1 Details	Reviews			
Action Step 1: Secure access to MAP for teachers and students. Intended Audience: Teachers Students Provider / Presenter / Person Responsible: Tiya Major Terry Guthrie Ashleigh Powell Date(s) / Timeframe: By August 1, 2024 Collaborating Departments: Leading and Learning Literacy	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Secure training for teachers to use MAP. Intended Audience: Classroom Teachers Provider / Presenter / Person Responsible: District PD Date(s) / Timeframe: By August 2024 Collaborating Departments: Leading and Learning Literacy	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Develop a system for ensuring teachers follow the district's assessment calendar and time to meet to discuss data. Intended Audience: Better overall organization of assessments and instruction. Provider / Presenter / Person Responsible: Sarah Ostransky Ashleigh Powell Tiya Major Date(s) / Timeframe: By September 1st	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Purchase additional math materials/supplies/curricular to ensure the best possible student outcomes in math. Intended Audience: Students Provider / Presenter / Person Responsible: Terry Guthrie Tiya Major Ashleigh Powell Sarah Ostransky Teachers Date(s) / Timeframe: Throughout the year. Delivery Method: In-person instruction Funding Sources: supplies - SPED (199 PIC 23) - \$5,000	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>				

Strategy 2: Teachers will collaborate bi-weekly across grade-levels on curriculum, instruction and assessment alignment.

Strategy's Expected Result/Impact: Increased academic rigor.

Increased student outcomes.

Improved cohesion between grade-levels.

Staff Responsible for Monitoring: Tiya Major

Terry Guthrie
Sarah Ostransky

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 3 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Schedule times for team meetings after/before school. Intended Audience: Classroom Teachers Provider / Presenter / Person Responsible: Sarah Ostransky Ashleigh Powell Date(s) / Timeframe: By September 2024 Delivery Method: In-person collaborations Funding Sources: Personnel - SPED (199 PIC 23) - \$9,892	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 3: Provide extra support during the instructional day in the area of math to students taking the STAAR assessment.

Strategy's Expected Result/Impact: More tailored instruction for students based on needs.

Improved outcomes for students on STAAR.

Increase reading fluency and comprehension.

Staff Responsible for Monitoring: Terry Guthrie

Tiya Major

Sarah Ostransky

Ashleigh Powell





TEA Priorities:

Build a foundation of reading and math

- 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

Problem Statements: Student Learning 3 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: The campus will develop and schedule a pullout intensive instructional program for students taking regular Math STAAR.</p> <p>Intended Audience: Students taking STAAR</p> <p>Date(s) / Timeframe: Sept-April</p> <p>Delivery Method: Pullout instruction</p> <p>Funding Sources: Supplemental material for STAAR Math preparation. - SCE (199 PIC 24) - 199-11-6399-001-104-24-313-000000- - \$477</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 4 Problem Statements:

Student Learning
<p>Problem Statement 3: Students who do not qualify for the STAAR-Alt2 State Assessment are required to take the STAAR Assessment, however, they receive instruction using a significantly modified curriculum which may not properly prepare them for their Summative Assessment. Root Cause: The change in requirements for students to take the STAAR-Alt2 assessment has forced the campus to be more intentional about determining who can and cannot take the alternative assessment which has increased the number of students taking STAAR.</p>
Perceptions
<p>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.</p>

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 3-5 grade students scoring at MEETS or above on STAAR Reading 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 3-5 grade students scoring at MEETS or above on STAAR Math 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 3: By May 2025, students' functional skills will improve from BOY to EOY by 25%.

Evaluation Data Sources: TeachTown (Basics, Transition & Encore)

Strategy 1: Teachers will receive training in the Fall of 2024 on the use of Teach Town's Basics Program.

Strategy's Expected Result/Impact: Teachers will become proficient in the use of the platform.

Improved fidelity in data.

Improved student functional skills.

Staff Responsible for Monitoring: Ashleigh Powell

Sarah Ostransky

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

Strategy 2: The Leadership Team will develop and monitor a schedule of bi-weekly DDI meetings related to TeachTown Data.

Strategy's Expected Result/Impact: Improved instructional practices.

Deeper understanding of data.

Understanding how to use data to impact instruction.

Staff Responsible for Monitoring: Ashleigh Powell

Sarah Ostransky

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

Strategy 3: Collaborate with and develop a schedule of ongoing professional development for on-site coaching with TeachTown.

Strategy's Expected Result/Impact: Improved teacher use of Teach Town.
Improved data efficacy.
Improved fidelity in instruction.

Staff Responsible for Monitoring: Terry Guthrie
Tiya Major

TEA Priorities:





Recruit, support, retain teachers and principals

- 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			
Action Step 1: Purchase necessary materials for Professional Development. Intended Audience: Teachers Provider / Presenter / Person Responsible: Terry Guthrie Tiya Major Sarah Ostransky Ashleigh Powell Date(s) / Timeframe: Throughout the year. Delivery Method: Professional Development Funding Sources: supplies - SPED (199 PIC 23) - \$1,547	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Data collected through Teach Town is not as efficacious as it should be. Root Cause: There are discrepancies between teachers on the frequency of use of Teach Town.

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: By May 2025, students will demonstrate 25% growth in their social/emotional development as evidenced by Vizzle data

Evaluation Data Sources: Vizzle Data

Strategy 1: Teachers will be trained in the Fall of 2024 on the use of Vizzle as a social/emotional development tool.

Strategy's Expected Result/Impact: Improved school-wide collaboration on behavior.

Improved outcomes for students in the area of social emotion and behavior.

Staff Responsible for Monitoring: Terry Guthrie

Tiya Major

Sarah Ostransky

Ashleigh Powell


TEA Priorities:

Recruit, support, retain teachers and principals


- 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 materials/curricula. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Throughout the school year. Delivery Method: In-person instruction Funding Sources: supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-104-11-313-000000- - \$4,000	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Campus Funding Summary

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-104-11-313-000000-	\$4,000.00
Sub-Total							\$4,000.00
Budgeted Fund Source Amount							\$4,000.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	4	2	1	Personnel	EXTRA DUTY - PROFESSIONAL		\$9,892.00
2	4	1	4	supplies	INSTRUCTIONAL MATERIALS		\$5,000.00
2	4	2	1	Personnel	EXTRA DUTY - PROFESSIONAL		\$9,892.00
3	3	3	1	supplies	GENERAL SUPPLIES		\$1,547.00
Sub-Total							\$26,331.00
Budgeted Fund Source Amount							\$26,331.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	4	3	1	Supplemental Supplies for Intensive and Rigorous Pullout Instruction.	Supplies and materials for instructional use	199-11-6399-001-104-24-313-000000-	\$477.00
2	4	3	1	Supplemental material for STAAR Math preparation.	Supplies and materials for instructional use	199-11-6399-001-104-24-313-000000-	\$477.00
Sub-Total							\$954.00
Budgeted Fund Source Amount							\$954.00
+/- 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							\$31,285.00
Grand Total Spent							\$31,285.00
+/- 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