

# 2016-17 CEIP for 104-Boulevard Heights

## 104-Boulevard Heights

Principal: Paul Kaufman

Leadership Director: Priscilla Dilley

### Accountability Status

**Met Standard**

### Campus Distinctions

Top 25% Closing Achievement Gap

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

### CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2016-2017 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

Select the Fort Worth ISD School Board;

Select the Texas Education Code;

Select No Child Left Behind;

Select Title I, Part A; and

Select the School Improvement Program.

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your Learning Network leadership team.

[Click here to see the full Guide to Campus Assurances](#)

### SBDM Members

Name	Role
Tracy Ainsworth	Teacher
Lance Carr	Teacher
Justin Dalley	Teacher
Dayna Derrick	Teacher
Sarah Garcia	Teacher
Barbara Howard	Teacher
Jeremy Jones	Teacher
Stephanie Lorenz	Teacher
Tiya Major	Teacher
Michelle Miroddi	Teacher
Wayland Scott	Teacher
Brad Webb	Teacher
Melissa Cadenhead	Campus Non-Tch Prof
Kellie Cullen	District-level Staff
Debbie Manning	District-level Staff
Brad Nickle	Business Rep
Latambara Wickerson	Parent
Pat Cipolla	Community Rep
	Select
	Select

### Fort Worth ISD

Preparing *all* students for success in college, career, and community leadership.

# Comprehensive Needs Assessment Summary for 2016-2017

**Campus:** 104-Boulevard Heights

**Principal:** Paul Kaufman

Data Sources Used	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy		
	No	Attendance	No	Cohort Analysis	No	Surveys		
Make a selection for each by choosing from the drop down	No	Discipline	No	Support Systems	No	Fund Balance		
	No	Instruction	No	Intervention Services	No	Recruit & Retain Quality Staff		
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback		
	Yes	Student Data	No	Achievement Gap	No	Other - enter data source here		
	Area Reviewed		Summary of Strengths		Summary of Needs		Priorities	
			What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how federal and state program funds	
<b>Demographics</b>	1.	We serve ALL students regardless of demographics very well.	1.	None noted	1.	None noted		
	2.	None noted	2.	None noted				
<b>Student Achievement</b>	1.	All of our students are expected to make progress and all of them do.	1.	Data collection and usage to further enhance instruction	1.	Systematic Data Collection, Review and Use		
<b>School Culture and Climate</b>	1.	We are here to improve the quality of life for our students and their families.	1.	More unified focus on how to provide services to students and their families	1.	Implementation of Restorative Practices for Staff and Students.		
<b>Staff Quality/ Professional Development</b>	1.	We have Tiered Professional Development delivered by in house experts and a partnership with TWU.	1.	Continuous Growth for all employees	1.	After attending any PD activity, an employee will be empowered to deliver improved instruction or support - immediately		
<b>Curriculum, Instruction, and Assessment</b>	1.	We have and use many appropriate curriculum materials and assessments to meet the varied and individual needs of our students.	1.	Support for Struggling and New teachers (1/3 of our teachers are new)	1.	New & Struggling Teacher development		

<b>Family and Community Involvement</b>	<b>1.</b>	We offer parent training and multiple opportunities for them to see student performances.	<b>1.</b>	None noted	<b>1.</b>	None noted
<b>School Context and Organization</b>	<b>1.</b>		<b>1.</b>		<b>1.</b>	

**2016-17 CEIP for 104-Boulevard Heights**

**Budget Summary**

**Principal: Paul Kaufman**

**Leadership Director: Priscilla Dilley**

Summary by Fund Source

<b>Fund Source</b>	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	<b>GRAND TOTAL budgeted in CEIP</b>
Campus Needs Assessment	0	0	0	0	0	0	\$ -
Campus Needs Assessment	0	0	0	0	0	0	\$ -
Campus Needs Assessment	0	0	0	0	0	0	\$ -
Campus Needs Assessment	0	0	0	0	0	0	\$ -
Campus Needs Assessment	0	0	0	0	0	0	\$ -
<b>TOTAL</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Allocations</b>	-	-	-	-	-	-	-
<b>Percent Budgeted</b>	NA	NA	NA	NA	NA	NA	NA

**Compensatory Education Fund - FTEs**

**2016-17 CEIP for 104-Boulevard Heights**

**Campus Needs Assessment Action Plan**

Principal: Paul Kaufman

Leadership Director: Priscilla Dilley

<b>District Strategic Plan</b>	Goal:	
	Objective:	
	Strategy:	
<b>Alignment</b>	Measure:	Number of students participating in the Transition Assessments; Number of students voicing preferences to ARD committee

<b>Focus</b>	Students in middle school, high school, and post-secondary classes will actively participate in the transition component of their ARD meeting as measured by data collected, and on the ARD agenda.
--------------	---

Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
		Transition Assessments will be used to determine community skills, living preferences and vocational interests/skills. The assessment will include input from Parents via survey. Middle school, high school, and post-secondary teachers will receive materials and training for administering the Transition assessments to their students. Middle school, high school, and post-secondary students will participate in the completion of the Transition assessments. M.S., H.S & Post-secondary students will have completed the decision making rubrics, communicated their preferences, and/or presented their information to the ARD committee.	MS, HS, PS Teachers and Transition Specialist					
<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)							

**2016-17 CEIP for 104-Boulevard Heights**

**Campus Needs Assessment Action Plan**

**Principal: Paul Kaufman**

**Leadership Director: Priscilla Dilley**

<b>District Strategic Plan Alignment</b>	Goal:	
	Objective:	
	Strategy:	
	Measure:	Percent of Social/Behavioral goals attained or on track

<b>Focus</b>	Social Emotional/Behavioral goals and objectives will be attained, if the IEP cycle is completed, or on track for attainment, if the IEP cycle is not completed.
--------------	--

Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
		Teachers will update IEP goal sheets every 6 weeks Check student progress on IEP at 6 week grading periods	All Teachers					
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)						

# 2016-17 CEIP for 104-Boulevard Heights

# Campus Needs Assessment Action Plan

Principal: Paul Kaufman

Leadership Director: Priscilla Dilley

<b>District Strategic Plan Alignment</b>	Goal:	
	Objective:	
	Strategy:	
	Measure:	Number of students with Math, ELA, Community Access and Life Skills goals developed utilizing the Brigance

<b>Focus</b>	Elementary, Middle, and High school students, excluding BIC3, will have goals that are measured by Brigance Assessment.
--------------	---

		Alignment	Expectations					
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/Δ)
		Appoint a Committee to develop and present the Brigance to the Teacher Leaders. Adopt Brigance for use.	Principal and all Teachers					
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4)	<b>MOY</b> (November 7 - February 24)	<b>EOY</b> (February 27 - June 2)				

**2016-17 CEIP for 104-Boulevard Heights**

**Campus Needs Assessment Action Plan**

**Principal: Paul Kaufman**

**Leadership Director: Priscilla Dilley**

<b>District</b>	Goal:	
<b>Strategic</b>	Objective:	
<b>Plan</b>	Strategy:	
<b>Alignment</b>	Measure:	Parent Surveys Sent; Parent Training Events Held; Number of Attendees at trainings

<b>Focus</b>	We will present parent training events so that parents are empowered to communicate with and help their children have a higher quality of life.
--------------	---

		<b>Alignment</b>	<b>Expectations</b>					
<b>Title I Components</b>	<b>PBMAS</b>	<b>Implementation Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>PD Code</b>	<b>Budget Source</b>	<b>Amnt</b>	<b>Comments (+/Δ)</b>
		A survey will be sent to all parents to gather input on needed or desired training.	Parent Events Committee					
		Surveys will be collected and information gathered to inform what training parents want	Parent Events Committee					
		Include Training Schedule on Campus Web Site	Tech Committee					
		Include Training Materials on Campus Web Site	Tech Committee					
<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)							



**2016-17 CEIP for 104-Boulevard Heights**

**Campus Needs Assessment Action Plan**

**Principal: Paul Kaufman**

**Leadership Director: Priscilla Dilley**

<b>District</b>	Goal:	
<b>Strategic Plan</b>	Objective:	
	Strategy:	
<b>Alignment</b>	Measure:	Number of Data Meetings Held

<b>Focus</b>	A BHS campus database will be established and used to determine student progress in the acquisition of academic, functional and social emotional/behavioral skills.
--------------	---

Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	
		Collect Data Daily and as applicable and enter into Spreadsheet	Teachers				
		The database will be populated with current behavioral and restraint information.	Teachers				
		The database will be populated with current academic and functional skills information.	Teachers				
		Data will be reviewed with principal at least once per month.	Teachers and Principal				
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4)	<b>MOY</b> (November 7 - February 24)	<b>EOY</b> (February 27 - June 2)			

**2016-17 CEIP for 104-Boulevard Heights**

**Campus Needs Assessment Action Plan**

**Principal: Paul Kaufman**

**Leadership Director: Priscilla Dilley**

<b>District</b>	Goal:	
<b>Strategic Plan</b>	Objective:	
<b>Alignment</b>	Strategy:	
<b>Alignment</b>	Measure:	Restraint Data Reviews conducted; Number of extensive Reviews conducted; Number of additional CPI Trainings conducted

<b>Focus</b>	Teams will use a campus wide procedure to review restraint documentation and plan future interactions accordingly.
--------------	--

Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	
		The CPI Instructors, school counselor, and LSSP will develop a procedure to be followed and present that procedure at a Teacher Meeting	Restraint Review Committee				
		Restraint data will be reviewed when all other monthly data is reviewed.	Teachers & Principal				
		Extensive Reviews of restraints and Meetings or trainings will be performed according to the established Review Rubric.	Restraint Review Committee				
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4)	<b>MOY</b> (November 7 - February 24)	<b>EOY</b> (February 27 - June 2)			

**2016-17 CEIP for 104-Boulevard Heights**

**Campus Needs Assessment Action Plan**

**Principal: Paul Kaufman**

**Leadership Director: Priscilla Dilley**

<b>District</b>	Goal:	
<b>Strategic</b>	Objective:	
<b>Plan</b>	Strategy:	
<b>Alignment</b>	Measure:	Number of Trainings provided to District staff by BHS; Number of Interventions provided to district students, their families and/or staff

<b>Focus</b>	Boulevard Heights Staff will review and adjust, as needed, our Plan of Service to the District through Project ASSIST so that we may be an even more effective resource.
--------------	--

		Alignment		Expectations				
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/Δ)
		Boulevard Heights Staff will assist in planning and presenting Professional Development to district SpEd staff.	Tracy Ainsworth					
		Project Assist staff will examine and outline current assistance we provide and procedures for accessing this.	Tracy Ainsworth					
<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)							

**2016-17 CEIP for 104-Boulevard Heights**

**Campus Needs Assessment Action Plan**

**Principal: Paul Kaufman**

**Leadership Director: Priscilla Dilley**

<b>District</b>	Goal:	
<b>Strategic Plan</b>	Objective:	
<b>Alignment</b>	Strategy:	
	Measure:	

<b>Focus</b>	In order to foster greater collegiality and increased professionalism, and to increase our ability to provide more effective education and supports to our students, all Boulevard Heights staff will receive Monthly professional development throughout the 2016 – 2017 school year.
--------------	--

Title I Components	PBMAS	Alignment	Expectations				Amnt	Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source		
		BHS teachers will discuss and agree on what topics need to be addressed.	Teacher Leaders					
		BHS teachers will present professional development to each other.	Selected Expert Teachers					
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)						

## Goals ↓

1. Increase Student Achievement
1. Increase Student Achievement    Priority: Kindergarten Readiness
1. Increase Student Achievement    Priority: 3rd Grade Reading
1. Increase Student Achievement    Priority: Middle Grade Math
1. Increase Student Achievement    Priority: High School Graduation
2. Improve Operational Effectiveness & Efficiency
3. Enhance Family & Community Engagement
4. Develop a Workforce that is Student and Customer-Centered

## Objectives ↓

- 1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
- 1.2 Ensure that all Fort Worth ISD employees are prepared to meet the academic and social/emotional/physical needs of our students
- 2.1 Establish a District-wide support system that encompasses all the operating needs of Fort Worth ISD
- 2.2 Leverage technology to automate routine practices and increase efficiencies
- 2.3 Establish a communication system that involves all stakeholders
- 2.4 Ensure a safe, secure environment for students and employees
- 2.5 Ensure budget supports the District priorities
- 3.1 Empower parents and the community to be full partners in students' educational success
- 3.2 Promote Fort Worth ISD image
- 3.3 Instill the belief that learning improves life
- 4.1 Develop a strong recruitment, selection, leadership, and continuous training model which acknowledges educating students as a business
- 4.2 Define, develop, and implement methods to provide an exceptional customer-centered culture
- 4.3 Establish a culture in all departments and campuses that attracts, develops, retains, and values employees who provide high-level customer service

## Strategies ↓

- 1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets their needs
- 1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education
- 1.3 Ensure that every school promotes extra-curricular, co-curricular, and enrichment opportunities for every student
- 1.4 Equip employees to meet the academic and social/emotional/physical needs for our students
- 2.1 Examine and implement best practices to identify criteria to redirect external and internal financial resources
- 2.2 Implement best practices for increasing effectiveness and efficiency in operations
- 2.3 Provide a multifaceted plan to address stakeholder communication needs
- 2.4 Assess incident reports and recommend amendments to policy and procedures
- 3.1 Connect families and community to opportunities to expand their knowledge
- 3.2 Market Fort Worth ISD to families and the community
- 3.3 Leverage business and community partnerships to support MMVV of Fort Worth ISD
- 4.1 Establish District-wide standards for customer service
- 4.2 Design and implement a comprehensive professional development plan for all employees that emphasizes the District-wide standards
- 4.3 Establish a system that attracts, selects, develops, retains, & recognizes employees who provide high level services to students
- 4.4 Develop, implement, and sustain programs that will positively affect the work place

## Measures ↓

- 1.1 Graduation rates
- 1.2 SAT scores for college readiness
- 1.3 Advance placement and dual credit
- 1.4 Certification and licensures for students
- 1.5 Achievement and passing rates on state and local assessments
- 1.6 Enrollment and continuation of Gold Seal Programs & Schools of Choice
- 1.7 District position for large urban districts, state, and nation
- 1.8 Post secondary enrollment and continuation to second year
- 1.9 Students participating in extra- and co-curricular activities
- 1.10 Students social/emotional/physical health needs met
- 2.1 Fund balance
- 2.2 Grant funding
- 2.3 Efficient financial prioritization

- 2.4 Customer engagement and feedback
- 2.5 Major projects completed on time, within budget, and meeting customer quality requirements
- 2.6 Measure efficiency and effectiveness of day-to-day operations
- 2.7 Effectiveness of safety and security measures
- 3.1 Family engagement and involvement in student success
- 3.2 Community/Business engagement
- 3.3 External stakeholder feedback
- 3.4 External stakeholder feedback on mission, values, and performance
- 4.1 Achievement of selection, recruitment, and hiring targets
- 4.2 Student perceptions of workforce goals as student- and customer-centered
- 4.3 Internal workforce perception

omy  
dents

is our core mission

level services

ie needs of a global economy  
nically, socially, & emotionally

tandards  
s, parents, & communities