

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 035 - Transition Ctr.

Principal: Guthrie, Terry

Executive Director:

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 93.3
Special Education: 100
Dual Language/ESL: 0
Gifted and Talented: 0

Career and Technology: 0
Percentage of at-risk students: 100
Percentage of English Language (EL) students: 0
Percentage of economically disadvantage students: 71

2019-2020 Campus Site-Based Committee

Name	Role
Terry Guthrie	Principal
Amelia McMillen	Other
Debbie Manning	Campus Non-Teacher Professional
Ronald Lopez	Teacher
Latasha Hill	Teacher
Matthew Bostick	Teacher
Debbie Litke	Additional Representative Appointment
Victoria Leach	Community Representative
Priscilla Artiaga	Parent
Dave Wilcoxon	Teacher
Renetta White	Teacher
Pam Foster	Additional Representative Appointment
Heather Cook	Additional Representative Appointment
Angelica Terrazas	Additional Representative Appointment

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Transition Ctr..The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement	- Not Rated
Domain 2: School Progress	
Domain 3: Closing The Gaps	

Campus Distinction Designations

Academic Achievement in Mathematics:	Postsecondary Readiness:
Academic Achievement in Science:	Top 25 Percent: Comparative Closing the Gaps:
Academic Achievemet in English Language Arts/Reading:	
Top 25 Percent: Comparative Academic Growth:	

Campus Assurances and Certification for the 2019-2020 School Year

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

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Title I, Part A; and

Turnaround Plans

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

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 leadership team.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	<ol style="list-style-type: none"> We serve a diverse group of students from all areas of Fort Worth ISD. We have different transition programs to meet the various needs of students in Fort Worth ISD. 	<ol style="list-style-type: none"> We need better systems to acquire student background information. 	<ol style="list-style-type: none"> There needs to be more consistent use of visual structures during instruction for all groups of students. There needs to be more ongoing PD for staff.
Student Achievement	<ol style="list-style-type: none"> Students demonstrate growth in all areas of the LCE curriculum. Students demonstrate overall growth in the ULS curriculum. Students demonstrate the generalization of skills from school to home. 	<ol style="list-style-type: none"> There needs to be a more user-friendly approach to tracking individual and student group achievement data. There needs to be a better system for determining whether or not students have met or mastered expectations. 	<ol style="list-style-type: none">
School Culture and Climate	<ol style="list-style-type: none"> The staff builds strong relationship with students, parents, and each other. Student growth and independence are fostered and encouraged. Students are given a voice in life choices. 	<ol style="list-style-type: none"> There needs to be a better approach to ensuring staff and parents' voices are heard. 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Professional Development opportunities focus on the specific needs of the campus. There is strong administrative support for students, staff, and parents. There are a thorough screening and hiring process in place. 	<ol style="list-style-type: none"> There needs to be more ongoing PD for staff. 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> The curriculum is differentiated to meet the needs of students. The curriculum and curricular materials are designed to meet the needs of the IDD population. The ULS curriculum tracks student progress. 	<ol style="list-style-type: none"> To better ensure there is efficacy in ULS data, the curriculum must be used with fidelity. There needs to be a better way of ensuring the LCE curriculum is used with fidelity. There needs to be more consistent use of visual structures during instruction for all groups of students. 	
Family and Community Involvement	<ol style="list-style-type: none"> Students have an opportunity to connect with places in the community through volunteer work. Parents are always welcomed to participate in school events and activities. 	<ol style="list-style-type: none"> We need to improve in our parent volunteers. We need to improve in our communication from school to home. 	

School Context and Organization

1.	There are strong procedures and structures in place to ensure effective overall daily functions of the program.	1.	Teachers should take a more proactive approach to leadership.
2.	Decisions are always student-focused and outcome-driven.	2.	
3.		3.	

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	By May 2020, students enrolled in the LIFT and LIFE Program will demonstrate progress on their pre-to-to post-test results as evident by ULS data.	75	80	95	85	EOY
	By May 2020, the average scores in the areas of Daily Living, Self-Determination, and Employment for students enrolled in the LEAP Program will improve to the Masters Level (80%-100%).	79%	80%	100%	80%	EOY
	By May 2020, students enrolled in the PREP Program will demonstrate progress in soft and hard vocational skills.	85%	95%	100%	95%	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 SPED	Level 1 students will improve their Personal Life Skills as evidenced by ULS curriculum data. Improvement in Combined Skills Trend percentages (baseline 85% at Progress marker)	The LIFT Program will be restructured to ensure each of the 20+ lessons is delivered with fidelity. Teachers will ensure each student completes ULS monthly pre-tests. Teachers will ensure each student completes ULS monthly post-test. The administration will ensure Monthly Data Meetings are held to discuss ULS data. The administration will ensure Monthly PLCs are held to discuss evidenced-based instructional practices to improve student data.	Principal	5/29/2020	Special Education	10,000	On Target	
2 SPED	Level 2 & 3 students will improve their Personal Life Skills as evidenced by ULS curriculum data. Daily Living: 86% at Progress marker; Lifelong Learning: 80% at Progress marker; Employability: 68% at Progress marker	The LIFT Program will be restructured to ensure each of the 20+ lessons is delivered with fidelity. Teachers will ensure students complete a ULS monthly pre-test. Teachers will ensure students complete a ULS monthly post-test. The administration will ensure Monthly Data Meetings are held to discuss ULS data. The administration will ensure Monthly PLCs are held to discuss evidenced-based instructional practices to improve student data.	Principal	5/29/2020	Special Education	10,000	On Target	
3 SPED	Students in LEAP will improve in their personal life skills as evidenced by LCE curriculum data. • Daily Living Skills from (baseline 70%) • Self-determination and Interpersonal Skills (baseline 67%) • Employment Skills (baseline 70%)	The administration will restructure the LEAP Program to improve the scope and sequence. Teachers will create pre/post-assessments for units taught. Students will take unit pre/post-assessments. The administration will ensure Monthly Data Meetings are held to discuss pre-to-post test data. The administration will ensure Monthly PLCs are held to discuss evidenced-based instructional practices to improve student data. BOY MOY & EOY Benchmarks will be completed on students	Principal	5/29/2020	Special Education	8,000	On Target	

4	SPED	Students in PREP will improve in skills necessary to maintain employment as evidenced by campus-level data tracking sheets.	Supplies for PREP classes will be purchased. Data tracking document will be created. Staff will be trained on instructional strategies for the IDD population. Student data will be reviewed monthly. Instructional strategies will be reviewed in PLCs. PBIS strategies will be developed and utilized. Consumable materials will be purchased. Furniture will be purchased. Student recognition will occur ongoing.	Principal	5/28/2020	Special Education	11,000	On Target	
5	SPED	Students in the transition center programs will improve in their understanding of earned wages for completing work in their respective program.	Supplies will be purchased to set-up a "real-world" earning setting. Data tracking document will be created. Staff will develop a system for tracking time worked or tasks completed to base student earnings. PBIS strategies will be incorporated.	Assistant Principal	5/28/2020	SCE	3,000	Not Started	
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	By May 2020, students in the Transition Center Programs will increase their independent use of visual supports used in daily routines and classroom inst		60%	90%

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 SPED	Students will improve their independent use of visual supports in daily routines and daily instruction (baseline 60%).	Order supplies needed for staff to create appropriate visuals for students. Purchase furniture to structure classrooms. Provide training to teachers on using visual supports in the classroom. Track student progress in using visual supports in the classroom. Will attend additional training in visual supports and implementation Review student progress. Review instructional strategies to teach skills. Review/determine the appropriateness of visual supports.	Teacher(s)	5/29/2020	Special Education	12,000	On Target	
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BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:
Leadership Feedback:
EOY Status:
Principal Evidence:
Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	1 training	6 trainings	May 2020
	By May 2020, staff will increase their participation in impactful Professional Development classes.	2 classes	6 classes	May 2020

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 SPED	Parent/family participation in Transition Center University classes will increase as evidenced by sign-in sheets (baseline 1).	Leadership Team--Review SY 2018-2019 parent survey data. Leadership Team--Identify trainers. Leadership Team--Develop a calendar of training/workshop events. Amelia McMillen--Distribute the calendar of events to parents. Terry Guthrie & Amelia McMillen--Recognize parent participation on social media and at school functions.	Principal	5/29/2020	Special Education	1,834	Not Started	
2 SPED	Staff participation in ongoing and personalized PD will increase as evidenced by sign-in sheets (baseline 2).	Amelia McMillen--Survey staff needs. Leadership Team--Review program data to identify PD needs. Leadership Team--Identify trainers. Leadership Team--Create an events calendar. Amelia McMillen--Distribute calendar of events.	Principal	5/29/2020	Special Education	1,200	Not Started	
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15								

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BOY Status:

Principal Evidence:
Leadership Feedback:
MOY Status:
Principal Evidence:
Leadership Feedback:
EOY Status:
Principal Evidence:
Leadership Feedback:

