

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 104 - Boulevard Heights School

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: 91.3
Special Education: 98
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: 78

2019-2020 Campus Site-Based Committee

Name	Role
Terry Guthrie	Principal
Amelia McMillen	Campus Non-Teacher Professional
Kellie Cullen	Campus Non-Teacher Professional
Debbie Manning	Campus Non-Teacher Professional
Tracy Ainsworth	Campus Non-Teacher Professional
Sarah Mayfair	Teacher
Sara Garcia	Teacher
Cameron Plocus	Teacher
Ashleigh Powell	Teacher
Wayland Scott	Teacher
Jeremy Jones	Teacher
Lance Carr	Teacher
Brad Webb	Teacher
Cynthia Johnson	Teacher
Sara Freeman	Teacher
Shara Roberson	Teacher
Victoria Leach	Community Representative
Pat Cipolla	Business Representative
Royshall Perkins	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Boulevard Heights School. 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 79	87 - Met Standard
Domain 2: School Progress 87	
Domain 3: Closing The Gaps	

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 1
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps:
Academic Achievement in English Language Arts/Reading: 0	
Top 25 Percent: Comparative Academic Growth: 0	

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"> Diverse staff body to meet the needs of diverse learners Students are given what they need to succeed 	<ol style="list-style-type: none"> Approximately 90% of students enrolled in the ABLE Program at Boulevard Heights School require extensive visual supports to make adequate progress on their instructional and behavioral goals in order to be successful in ALL environment. Approximately 90% of students enrolled in the ABLE Program at Boulevard Heights School require extensive, hands-on instruction in the area of Daily Living Skills to increase independence in ALL environments. Approximately 90% of students enrolled in the ABLE Program at Boulevard Heights School access TEKS through prerequisite skills requiring specialized curricula. 	<ol style="list-style-type: none"> Approximately 90% of students enrolled in the ABLE Program at Boulevard Heights School require extensive visual supports to make adequate progress on their instructional and behavioral goals in order to be successful in ALL environment. Approximately 90% of students enrolled in the ABLE Program at Boulevard Heights School require extensive, hands-on instruction in the area of Daily Living Skills to increase independence in ALL environments. Approximately 90% of students enrolled in the ABLE Program at Boulevard Heights School access TEKS through prerequisite skills requiring specialized curricula. Approximately 75% of students enrolled in the ABLE Program at Boulevard Heights School have sensory needs that require ease of access to sensory equipment and programs to learn how to modulate their behaviors so they can be successful in ALL environments.
Student Achievement	<ol style="list-style-type: none"> Relationships are built that encourage and facilitate student success Students make behavioral progress over time 	<ol style="list-style-type: none"> Approximately 75% of students enrolled in the ABLE Program at Boulevard Heights School have sensory needs that require ease of access to sensory equipment and programs to learn how to modulate their behaviors so they can be successful in ALL environments. 	<ol style="list-style-type: none"> The campus needs to be more inviting and visually pleasing to parents, students and community members.
School Culture and Climate	<ol style="list-style-type: none"> The interview process is thorough to gauge which candidates are the best fit for the school and students Potential candidates are interviewed by a panel consisting of various school personnel to help determine who would be the best fit for the community. We have an atmosphere of "can-do" and do not give up on students 	<ol style="list-style-type: none"> The campus needs to be more inviting and visually pleasing to parents, students and community members. 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Staff possess a team player mentality Flexible to meet the needs of students and instructional practices 	<ol style="list-style-type: none"> More timely training 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> The curriculum is differentiated to meet the needs of each student 	<ol style="list-style-type: none"> There are significant inconsistencies in the use of curriculum and curricular materials across student groups and subjects. 	

Family and Community Involvement	1.	Most parents attend ARD meetings.	1.	Parents need additional training to help facilitate better social and behavioral outcomes for students in the ABLÉ Program at Boulevard Heights School.
	2.	Communication between school and home using journals and/or SeeSaw.	2.	Students need more opportunities to generalize skills in the community.
	3.		3.	
School Context and Organization	1.	School policies and procedures are adaptable to the present needs of everyone	1.	More effective and efficient communication to staff.
	2.	Safety is at the forefront of everyone's thinking	2.	
	3.		3.	

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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, 100% of students who require extensive hands-on instruction in the area of Daily Living Skills will have appropriate IEP Goals and Objectiv		60%	40%

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 SPED	Student independent use of daily living equipment will in simulated real-world experiences will increase as evidenced by campus data tracking forms.	Refurbish shower area on 3rd floor. Purchase and install washer and dryer on 3rd floor. Create a functional area in the laundry area on 1st floor. Purchase other appropriate Daily Living tools to teach the skills.	Principal	11/1/2019	Special Education	6,000	Not Started	
2	Student progress in Daily Living Skills IEP goals and objectives will improve as evidenced by IEP progress tracking documents.	Asses students' functioning level in the appropriate Daily Living Skills. Develop action steps for teaching students the necessary skills. Develop IEP Goals and Objectives based on assessment results and students' needs.	Teacher(s)	5/29/2020		3,000	On Target	
3 SPED	Student independence in using visual supports during Daily Living Skills activities will increase as evidenced by campus data tracking forms.	Training for teachers on visuals in work systems. Teachers will create appropriate visual supports to use in daily lessons.	Teacher(s)		Special Education	1,200	On Target	
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