

## Fort Worth Independent School District 2020-2021 Campus Improvement Plan

**Principal:** Guthrie, Terry

**Campus Name:** 104 - Boulevard Heights School

**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 2021.

**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 2021.

**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 2021.

### School Profile

#### Student Enrollment by Program

Attendance Rate:	Career and Technology: 0
Special Education: 100	Percentage of at-risk students: 100
Dual Language/ESL: 0	Percentage of English Language (EL) students: 0
Gifted and Talented: 0	Percentage of economically disadvantage students: 75.5

### 2020-2021 Campus Site-Based Committee

Name	Role
Terry Guthrie	Principal
Matrail Robers	Other
Kellie Cullen	District Level Staff
Sarah Mayfair	Teacher
Sarah Garcia	Teacher
Kelsey Snodgrass	Teacher
Tracy Ainsworth	Teacher
Christina Byrd	Parent
Victoria Leach	Community Representative
TBD	Parent
TBD	Community Representative
TBD	Business Representative
TBD	Business Representative
TBD	Business Representative

### Accountability Summary

Visit [Txschools.org](http://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 2021-2022, 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: <b>Student Achievement</b> 79	87 - B
Domain 2: <b>School Progress</b> 87	
Domain 3: <b>Closing The Gaps</b> .	

#### Campus Distinction Designations

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

### Campus Assurances and Certification for the 2020-2021 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;

**Yes** Title I, Part A; and

**Yes** 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 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
<b>Demographics</b>	<ol style="list-style-type: none"> <li>1. Diverse staff body to meet the needs of diverse learners.</li> <li>2. Students are given what they need to succeed.</li> <li>3.</li> </ol>	<ol style="list-style-type: none"> <li>1. Approximately 90% of students enrolled in the ABE 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 environments.</li> <li>2. Approximately 90% of students enrolled in the ABE Program at Boulevard Heights School require extensive hands-on instruction in the area of Daily Living Skills to increase independence in ALL environments.</li> <li>3. Approximately 90% of students enrolled in the ABE Program at Boulevard Heights School access TEKS through prerequisite skills requiring specialized curricula.</li> </ol>	<ol style="list-style-type: none"> <li>1. Approximately 90% of students enrolled in the ABE 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 environments.</li> <li>2. Approximately 90% of students enrolled in the ABE Program at Boulevard Heights School require extensive hands-on instruction in the area of Daily Living Skills to increase independence in ALL environments.</li> <li>3. Approximately 90% of students enrolled in the ABE Program at Boulevard Heights School access TEKS through prerequisite skills requiring specialized curricula.</li> <li>4. Approximately 75% of students enrolled in the ABE 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.</li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>1. Relationships are built that encourage and facilitate student success.</li> <li>2. Students make behavioral progress over time.</li> <li>3.</li> </ol>	<ol style="list-style-type: none"> <li>1. Approximately 75% of students enrolled in the ABE 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.</li> <li>2.</li> <li>3.</li> </ol>	<ol style="list-style-type: none"> <li>5.</li> </ol>
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>1. The interview process is thorough to gauge which candidates are the best fit for the school and students.</li> <li>2. Potential candidates are interviewed by a panel consisting of various school personnel to help determine who would be the best fit for the community.</li> <li>3. We have an atmosphere of "can-do" and do not give up on students.</li> </ol>	<ol style="list-style-type: none"> <li>1. The campus needs to be more inviting and visually pleasing to parents, students, and community members.</li> <li>2.</li> <li>3.</li> </ol>	
<b>Staff Quality/ Professional Development</b>	<ol style="list-style-type: none"> <li>1. Staff possess a team player mentality.</li> <li>2. Flexible to meet the needs of students and instructional practices.</li> <li>3.</li> </ol>	<ol style="list-style-type: none"> <li>1. More timely training.</li> <li>2.</li> <li>3.</li> </ol>	
<b>Curriculum, Instruction, and Assessment</b>	<ol style="list-style-type: none"> <li>1. The curriculum is differentiated to meet the needs of each student.</li> <li>2.</li> <li>3.</li> </ol>	<ol style="list-style-type: none"> <li>1. There are significant inconsistencies in the use of curriculum and curricular materials across student groups and subject.s</li> <li>2.</li> <li>3.</li> </ol>	

<b>Family and Community Involvement</b>	1.	We have a great deal of parent participation in the ARD process.	1.	We do not have an organized parent group.
	2.	We have a long standing relationship with Holy Family Catholic Church and School through the Adopt-A-School Program.	2.	We do not have strong support from the school at Holy Family.
	3.	There is ongoing support to parents by teachers and administration.	3.	There needs to be hands-on training in using technology for parents.
<b>School Context and Organization</b>	1.	Collaboration across groups of students is used in some decision-making.	1.	
	2.	We have an active leadership team that meets weekly and helps plan Professional Development, school systems, school processes, etc.	2.	
	3.	School policies and procedures are adaptable to the present needs of the campus.	3.	

# Academic Excellence Goals

## Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 104 - Boulevard Heights School

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Executive Director:

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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 2024.	999.99	999.99	999.99		
	By May 2021, the percentage of K-12 students who are classified as level 2 or 3 in the ULS curriculum who demonstrate growth in reading will increase by 20%.	15%	18%	20%		EOY
	By May 2021, the percentage of K-12 students who are classified as level 2 or 3 in the ULS curriculum who demonstrate growth in mathematics will increase by 20%.	15%	18%	20%		
	By May 201, the percentage of K-12+ students who are producing written responses to subject content will increase by 20%.	15%	18%	20%		

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 SPED	Student reading comprehension at the students' individual levels will increase as evidenced by common assessments.	*Purchase appropriately differentiated reading curricular materials. *Create a tracking document for student progress monitoring. *Review student data during Data/PLCs/ARDs. *Track number of times parents/caregivers read to students at home. *Institute campus-wide read-aloud program.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other	5/28/2021	Special Education	11,000	On Target	
2 SPED	Student application of numbers and number sense via real-world connections in mathematic concepts will increase as evidenced by common assessments.	*Purchase differentiated math curricular materials. *Create a tracking document for student progress monitoring. *Review student data during Data/PLCs/ARDs.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Special Education	12,000	On Target	
3 SPED	Student written responses at the students' individual levels of performance will increase as evidenced by common assessments.	*Training for new staff on the implementation of Project Core. *Develop a system for tracking student's written responses. *Display student work throughout the building. *Review student data during Data/PLCs/ARDs.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other	5/28/2021	Special Education	8,000		

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 2020-2021 Mission Goals Action Plan

Campus Name: 104 - Boulevard Heights School

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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 2021, 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	Strategy Expected Result/Impact
1 SPED	Student independent use of daily living equipment, in simulated real-world experiences, will as evidenced by campus data tracking forms.	*Purchase a new washing machine and dryer. *Create a functional area in the laundry areas on the 1st floor. *Purchase other appropriate Daily Living tools to teach the skills.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Special Education	10,200		
2 SPED	Student progress in Daily Living Skills IEP goals and objectives will improve as evidenced by IEP progress tracking documents.	*Assess 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.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Special Education	3,000		
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 in visual in work systems. *Teachers will create appropriate visual supports to use in daily lessons.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Special Education	1,200		

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:

# Learning Environment Goals

## Fort Worth Independent School District 2020-2021 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	2	4	May 2021
	By May 2021, PBIS strategies at the school, classroom, and individual levels will result in a 10% reduction in crises that result in physical restraint.	119	12	May 2021

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 SPED	Parent participation in Family University courses will increase as evidenced by training sign-in sheets.	<ul style="list-style-type: none"> <li>*Identify training topics based on parent survey data.</li> <li>*Identify trainers.</li> <li>*Select training dates.</li> <li>*Notify parents of training opportunities.</li> <li>*Recognize parent participation at school and on social media.</li> </ul>	Principal, Assistant Principal, Instructional Leadership, Teacher(s)	5/28/2021	Special Education	200		
2 SPED	Students' communication of their need to use sensory tools to help in regulating their behavior will improve as evidenced by the campus-wide data tracking form.	<ul style="list-style-type: none"> <li>*Purchase a variety of sensory equipment.</li> <li>*Train staff on how to use equipment to use.</li> <li>*Teach students how to use the equipment.</li> <li>*Implement systems to ensure communication is honored.</li> <li>*Pre-teach asking for and using the break and cool-down areas.</li> <li>*Data will be collected on student communication and the use of appropriate strategies.</li> </ul>	Principal, Assistant Principal, Instructional Leadership, Teacher(s), Other	5/28/2021	SCE	3,000		
3 SPED	Students' skills in self-regulation will improve as evidenced by the campus-wide data tracking form.	<ul style="list-style-type: none"> <li>*Purchase items for campus and classroom incentives.</li> <li>*Create a data-tracking document.</li> <li>*Implement student recognition system.</li> <li>*Post school-wide PBIS expectations.</li> <li>*Review campus data in Crisis PLCs.</li> </ul>	Principal, Assistant Principal, Instructional Leadership, Teacher(s)	5/28/2021	Special Education	2,747		

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:

