

Program Improvement Plan
2018-2019
W.D. Boshears Center for Exceptional Programs

Goals

Goal 1: 85% of 3rd grade students reading on grade level by 2021.

Performance Objective 1: By the Spring of 2019, students will meet expectations (Approaching, Satisfactory or Accomplished) on 90% of the STAAR-Alt 2 tests.







Evaluation Data Source(s) 1: State assessment results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Mar	May
1) Continue implementation of DASH-3.	*Administrators *Classroom teachers	Identify individual learning needs, improve PLAAFPs (Present Levels of Academic Achievement and Functional Performance), IEP Goals, and grades.				
2) Utilize the Infant toddler guidelines and Texas Early Learning Pathways, as well as the STAAR-Alt vertical alignment checklists, to identify pre-requisite skills to the TEKS.	*Administrators *Classroom teachers	Improved PLAAFPs, IEP goals, and grades. Provide more data to support whether students should take STAAR-ALT 2 or be exempt. Improved academic instruction targeting prerequisite skills.				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue
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3) Utilize the Collaborative Leadership Cycle to improve reading comprehension.	*Administrators *SLP	Improved academic instruction for reading comprehension.				
4) Focus on behavior supports appropriate for student needs, by utilizing the following: <ul style="list-style-type: none"> • Core Behavior Team Training • Behavior training for individual classroom teams 	*Administrators *Classroom Teachers *BCBA *Classroom assistant	Behavior strategies being implemented, with training provided for other staff members. Student behavior plans being more targeted and specific to the current needs of the student.				
5) Provide continued staff development regarding specific strategies for our population such as: Unique, Assistive Technology, Structured Teaching, Picture Exchange Communication System, Environmental Communication Teaching, Active Learning, Every Move Counts, and Cognitive Routines.	*Administrators *Classroom Teachers *Paraprofessional Staff *Support Staff	Training Logs of staff development and implementation of strategies as documented through walkthroughs/appraisals.				

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 = Some Progress
 = No Progress
 = Discontinue

<p>6) Purposeful involvement and engagement of community members to assist in providing effective small group/1:1 instructional support. Strategies may include:</p> <ul style="list-style-type: none"> • Selection process focused on those interested in special education related field. • Intentional scheduling focused on desired outcomes. • Provide teachers with a checklist of topics to discuss with community members. • Provide evidence of experience (questions/feedback/evaluation) • Staff plan appropriately for how members can assist with instruction. 	<p>*Administrators *Teachers</p>	<p>Feedback from members, staff, and community contacts. Observations of effective experiences for members and students during targeted instructional activities.</p>				
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  = Some Progress
  = No Progress
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Goal 1: 85% of 3rd grade students reading on grade level by 2021.

Performance Objective 2: By the end of the 2018-2019 school year, student attendance will increase from 90.9% to 92%.

Evaluation Data Source(s) 2: Attendance reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summ
			Dec	Feb	Mar	May
1) Teachers and administrators collaborate and communicate the importance of attendance throughout the entire year, specifically in regards to therapy and summer schedules.	*Administrators *Classroom Teachers	Administrators contact parents regarding absences and/or more parent information regarding attendance status. An increase in student attendance results in an increase of instruction for students.				
2) Increase parent involvement by communicating with them in a variety of ways, such as: <ul style="list-style-type: none"> Utilizing bi-lingual staff and technology to communicate with non-English speaking families Utilizing Blackboard Connect and other technology to communicate with all families. 	*Administrators *Classroom Teachers	Parent involvement throughout the year and increased involvement in PTA.				

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  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 1: 85% of 3rd grade students reading on grade level by 2021.

Performance Objective 3: By the end of the 2018-2019 school year, staff attendance will increase to 92%.

Evaluation Data Source(s) 3: Attendance reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summ
			Dec	Feb	Mar	May
1) Recruit highly qualified staff, dedicated to teaching students with disabilities by improving the interview process to include items such as: <ul style="list-style-type: none"> • Examples of daily job tasks • Observation/tour of campus 	*Administrators	Improved instruction, increased staff retention				
2) Communicate clear expectations regarding the importance of staff attendance.	*All staff, including co-workers and administrators	Increase staff attendance, documentation of correspondence with staff from administrators				
3) Build cohesive teams and capacity within teams by: <ul style="list-style-type: none"> • Using multiple modes of communication with the team • Utilizing before and after school meetings for productive planning. • Create detailed substitute plans/schedules 	*Administrators *Teachers *Paraprofessionals	Continuity of instruction, staff retention				

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  = Discontinue

Goal 2: 75% of graduates will be college ready by 2021.

Performance Objective 1: Increase independence of students with skills needed post-graduation.

Evaluation Data Source(s) 1: Transition assessment and plan; student schedules; goal data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summ
			Dec	Feb	Mar	May
1) Increase communication for students by implementing appropriate communication strategies, such as Every Move Counts and ECT.	*Campus Administrators *Teachers	Increased functional communication, improved behavior, and generalization of communication skills.				
2) Expanded CBI opportunities for middle school, high school, and CONNECT students.	*Campus Administrators *Teachers	Generalization of skills demonstrated during community based instruction				
3) Teachers complete life plans for CONNECT students.	*Administrators *Diagnostician *Transition Coordinator	Life plans, which result in an increase of student connections with community agencies, targeted transition goals specific to transition plans				
4) Monitor bell to bell instruction with a focus on the use of systems that encourage independence, such as calendars, work systems, routines, and assistive technology.	*Administrators *Teachers *Support Staff	Increased independence and/or decreased prompting for students				
5) Assist families of students PPCD-CONNECT in making connections with outside agencies.	*Administrators *Teachers *District Special Education staff	Increased connections for students and families				

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  = Some Progress
  = No Progress
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Goal 3: 72% of graduates will complete a CTE pathway by 2021.

Performance Objective 1: By Spring 2019, 95% of high school students will participate in WBL activities and/or CTE courses.

Evaluation Data Source(s) 1: Individual 4 year plans, student schedules

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summa
			Dec	Feb	Mar	May
1) Implement WBL guides to increase student interests and involvement in future vocational opportunities.	*Administrator *Classroom Teachers *Transition Coordinator	Targeted instruction for Work-Based Learning, evidenced by grading rubrics and lesson plans				
2) Continue to consider CTE classes appropriate for our students, while utilizing CTE guides to assist with delivery of instruction.	*Administrators *Classroom Teachers *CTED Staff	CTE guides utilized, grading rubrics and lesson plans for a variety of CTE classes offered on and off campus.				

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  = Considerable
  = Some Progress
  = No Progress
  = Discontinue