



Thrive Center for Success
32100 Dobbin Huffsmith, Magnolia, TX 77354

Campus/District Improvement Plan
2024-2025

Date Approved: January 24, 2025

**School Support Team
CNA/CIP Team Members**

NAME

Elizabeth Goldsmith

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ROLE

Superintendent (School Leader)

Principal

Special Education Director

Curriculum Director/ Director of Operations

Mission Statement

To cultivate a high quality, innovative environment for individuals with autism that provides access to services needed to empower each student to thrive.

Vision

To create a revolutionary, first of its kind autism-focused charter school in Texas to serve as a gold standard across the country as the best academic model for students with autism with proven results.

Comprehensive Needs Assessment

School Profile

Thrive Center for Success is a K-7 open-enrollment public charter school located in Magnolia, Texas. The school opened in 2022 for K-5 students, and will continue to add a grade level each year until the school expands through 12th grade. The school is specifically-designed for students with autism, but accepts all students regardless of disabling conditions. The cornerstones to this approach includes low student-to-staff ratios, highly-specialized curriculum, and highly-specialized instruction. Currently, 91.9% of all students enrolled are served under the Special Education program. Educational programming that sets Thrive apart from traditional public school models are:

- Incorporating Applied Behavior Analysis into academic and behavioral programming
- Specialized curriculum includes the Comprehensive Application of Behavior Analysis in Schooling (CABAS) program, which leverages verbal development in all students
- Specialized curriculum includes universal social skills training for all levels
- Utilizing multi-aged flexible groupings within classrooms
- Employing staff highly trained in autism support or behavioral management strategies
- Providing robust access to specialists, therapists, and sensory supports for all students

Comprehensive Needs Assessment Process

Thrive Center for Success utilizes frequent communication with stakeholders to monitor and target campus needs while also facilitating ongoing district growth. In addition to adding a grade level each academic year, Thrive is continuously adding additional resources to meet the diverse needs of our student population and current campus expansion, while planning systems and structures for future campus expansion. Stakeholder surveys assist in prioritizing areas for development. Data considered in developing the 2024-2025 Campus Improvement Plan include the following:

Information Considered

Staff Feedback from Surveys and Interviews

Parent and Community Stakeholder Feedback from Surveys and Interviews

Student Achievement: Academic, Functional, Behavioral, Social-Emotional, Verbal Behavior Development

- STAAR, STAAR Alternate, TELPAS and TELPAS Alternate
- Early Learner Curriculum and Achievement Record (ELCAR)
- iReady Math and Reading
- CCMR Goal Reports
- Special Education IEP Progress
- mCLASS BOY & EOY Data (K-2nd)
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Campus Trend Data: Behavior and Injury Reports

Staff Quality and Capacity – ie: # of years teaching experience, certifications, experience with specialized curriculum, turnover rates

Needs of special student populations – ie: 504, Special Education, Dyslexia, Bilingual/ESL, Homeless, Economically Disadvantaged

CABAS Implementation in all Classes

Staff Development

Enrollment

Attendance

Parent Participation/Family Events/ Parent Training Attendance

School Safety

Master Schedule

Org Chart

Technology Inventory/Technology usage reports

Needs Assessment Dates and Activities

Relevant dates and activities for designing the 2024-2025 Campus Improvement Plan are detailed here:

February 16, 2024: Staff meeting and anonymous survey of campus needs for 2024-2025 school year. Follow-up one-on-one conferences scheduled with every team member to discuss individualized feedback.

March 19 & 22, 2024: Parent meeting to express concerns for future school planning and volunteer interest.

May 7, 2024 @ 1pm and 5pm: In-person parent meeting to hear parent concerns for future school planning

August 1, 2024 Professional Development: Review back-to-school needs assessment and school response with all 2024-2025 staff.

October 14, 2024: Staff meeting reviewing accountability projections and updates to needs assessment. Review 2024-2025 Campus Improvement Plan.

January 13-17, 2025: Parent Feedback Survey soliciting parent and community response to current Needs Assessment and Campus Improvement Plan Implementation.

January 24, 2025: Present Campus Improvement Plan with School Board for Review and Approval.

Strengths and Challenges

The CNA/CIP Team reviewed the data listed above to identify areas of strengths and areas for future development.

Demographics:	Strengths: Embedded school supports attract and aid students within Special Education program. Increased At-Risk staff workshop for accurate identification of at-risk students.
	Problems: Child-find is difficult for students without a formal diagnosis or school history. Identifying students as emergent bilinguals (EBs) or other at risk criteria lags behind Special Education supports.
Student Achievement:	Strengths: Tremendous growth in student verbal behavior development is observed in ELCAR progress. Significant growth in STAAR and STAAR Alternate observed in 2024 TAPR. iReady achievement in Math and Reading significant increased during 2024-2025 school year.
	Problems: More work to be done in TELPAS and TELPAS Alternate achievement and Life Skills programming.

Family and Community Involvement:	Strengths: Annual parent training is now occurring monthly. 2024-2025 launched first PTO organization and recurring volunteer opportunities.
	Problems: Parents are able to participate in campus volunteer opportunities, but due to the confidential nature of our student population, parent access to classrooms is restricted. In the event parents would like more communication and learning evidence from school personnel, they can reach out to instructional staff or school leadership for additional information. Need more parent training to induce parent use of CABAS model and verbal development at home.
Curriculum, Instruction, and Assessment:	Strengths: CABAS model being utilized in all classes. Increase in TEKS-focused curriculum and instruction. More resources available for and implementation of early literacy initiatives. New report card grading procedures for all students. Additional staff training on administering classroom and campus assessments: STAAR, STAAR Alternate, TELPAS, TELPAS Alternate, mCLASS, ELCAR, iReady, etc.
	Problems: Need more expansion of Teacher Ranks system of CABAS model to induce inherent implementation of CABAS model within all classrooms. Needs additional resources for AIL Classroom program implementation (Advanced Instructional Learning) in Academics classrooms.
Staff Quality, Recruitment and Retention:	Strengths: Frequent professional development gradually increases staff capacity to serve students with autism, increase their verbal behavior development, and support social-emotional, whole-child learning. Three-way classroom model makes everyone a teacher and divides the work load among classroom staff. Addition of campus support staff assist to increase teacher support and capacity from the classroom. Continuation of CABAS Consultants assist with high-impact student and classroom CABAS support.
	Problems: Most special education teachers and paraprofessionals serving autistic students in a public-school setting are not trained in the CABAS® model. Staff turnover is improving but is still occurring in Assistant Teacher positions. Thrive needs to develop a step-wise comprehensive approach for professional development in the CABAS model with campus leadership and campus support down to classroom staff. Need more highly-trained CABAS leaders onsite daily by growing within in addition to outside consulting.

School Culture and Climate:	Strengths: High campus culture improves staff buy-in to school Mission and Vision. Professional development is designed to increase staff morale during monthly training schedule. Frequent staff feedback surveys. Teacher Store rewards all staff for executing roles and responsibilities consistently.
	Problems: While implementing specialized school supports and the CABAS school model alleviates challenges presented with serving our unique student population, we see that staff capacity and potential burnout can be alleviated with fidelity of program implementation. While we expect to see improvements in staff culture and capacity as the school year develops, leveraging additional resources and staff development is imperative to sustaining these supports.
	Public School requirements for ongoing School Safety have increased with additional state funding not guaranteed in future years for the cost of an armed security guard. Campus Safety Audit was postponed until March 2025. There is an additional need for additional School Safety implementations.
School Organization:	Strengths: Clear organizational chart. Weekly meetings occur within special teams (EX: School leadership, Special Education team, Campus Support team). Additional personnel added to campus safety, school operations, electives team, and Special Education supports.
	Problems: With the rapid growth within our organization, we prioritize maintaining clear communication and dissemination of roles and responsibilities. This is especially important within the Special Education team when 91.9% of all students have an IEP. More work is needed to maintain effective systems for Special Education programming but this is improving.
Technology:	Strengths: Increase in student access to Chromebooks and iPads for academic programming and AAC communication. Increase in staff access to devices ensures trainings and correspondence are addressed promptly by all staff.
	Problems: Investing in additional school technology pulls funding sources from other programs in order to maintain technology as it ages. Typical life of student or staff device is three years.

Summary of Identified Problems

- 1.) There is an identified problem with increasing staff capacity for child find, instruction, curriculum and assessment, and behavior support.
 - Root Cause: The nature of public education in Texas today requires so many compliance-sensitive trainings, certifications, and day-to-day tasks that are daunting to a general education teacher. Our student population brings even higher needs for functional, behavioral, social-emotional and academic support, in addition to Special Education service intensity. This results in an ongoing need to increase the capacity of our lead teachers, as well as our assistant teachers. There is overwhelming evidence that the CABAS model meets these demands, but implementation of the CABAS model with fidelity requires ongoing professional development and future systems planning to develop ongoing systemic support. There is an additional need to tailor CABAS training to individualized staff development as well as whole-school, systemic support.
- 2.) There is an identified need to increase facility capacity to promote School Safety initiatives.
 - Root Cause: The campus was purchased as a non-education business that has completed ongoing construction renovations in order to provide safe classroom and instructional spaces. With increased safety requirements for public schools, there is additional need to continue to invest in campus safety measures.
- 3.) There is a need to increase whole-child supports in the current K-7 model and beyond.
 - Root Cause: Many parents attend Thrive so their child can have access to an uncommon, whole-child educational model. Their student needs are higher and different than what is typically afforded through a traditional school model. The nature of our student population requires us to continually increase access to “other” educational programming in order to meet the complex developmental needs of our students (such as increased sensory lab access, life skills curriculum and adult education planning, expanded internal therapy support team and specialists, etc.)

Four Areas of Focus for the 2024-2025 School Year

1. Increasing Staff Capacity
2. Student Achievement
3. Improving School Safety
4. Enhancing School Systems

1. Increasing Staff Capacity

Goal 1: All Thrive staff will increase their understanding and application of CABAS model best practices during the 2024-2025 school year.

Objective A: By June 2025, all classrooms will demonstrate model CABAS Classroom Tier 1 components.

Objective B: By June 2025, all staff will make progress in their mastery of their individualized CABAS Rank profile.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
<ul style="list-style-type: none"> Facilitate weekly CABAS PLCs 	CABAS Instructional Coach	Weekly	Autism grant funding	PLC attendance records	In Progress
<ul style="list-style-type: none"> Facilitate weekly/ monthly TPRA (Teacher Perfance Rate and Accuracy) measurements of all classrooms 	CABAS Instructional Coach, CABAS Consultants	Monthly	Autism grant funding	Teacher Perfance Rate and Accuracy (TPRA) records	In Progress
<ul style="list-style-type: none"> Implementation and progress of the CABAS Rank system 	CABAS Instructional Coach, CABAS Consultants	Quarterly	Autism grant funding	CABAS Teacher Rank individual and school records	No progress (in design)
<ul style="list-style-type: none"> Teacher Store Incentive for execution of CABAS components 	CABAS Instructional Coach	Weekly	Autism grant funding	Sharepoint excel file records	In Progress
<ul style="list-style-type: none"> Monthly CABAS Professional Development schedule for all staff 	CABAS Instructional Coach, Principal	Monthly	Autism grant funding	Monthly PD Agendas and Sign In Sheets	In Progress
<ul style="list-style-type: none"> Launch CABAS Academy 	CABAS Instructional Coach	Weekly	Autism grant funding	Academy Attendance, sign-in sheets, assigned and completed assignments	In Progress

<ul style="list-style-type: none"> Classroom Deep Dives support whole-class implementation of Tier 1 CABAS Classroom components 	CABAS Instructional Coach, Campus Support Team, Principal, CABAS Consultants	Monthly	Local, Autism grant funding	Support Team weekly meeting agendas, follow up email correspondence, EOY Classroom Checklist	In Progress
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Goal 2: All staff will increase their capacity for the public school compliance initiatives.

Objective A: By June 2025, all staff will attend at least one professional development series on compliance-sensitive school personnel requirements. (EX: Assistant Teachers understanding and executing state assessment administration to meet the individualized needs of their students.)

Objective B: By June 2025, all Lead Teachers will add at least one additional public school compliance action item to their instructional toolkit. (Examples: Completing At-Risk student profiles, facilitating and administering their own state assessments, designing carefully-curated IEPs for their students, etc.)

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
<ul style="list-style-type: none"> Monthly Public School Compliance and Best Practices Professional Development schedule for all staff 	Principal/ DTC	Quarterly	Local, DCCR	Monthly PD Agendas and Sign In Sheets, Certificates of Completion	In Progress
<ul style="list-style-type: none"> Monthly Special Education Compliance and Best Practices Professional Development schedule for all staff 	Special Education Director	Quarterly	Local	Monthly PD Agendas and Sign In Sheets, Certificates of Completion	In Progress
<ul style="list-style-type: none"> Local and State Assessment training for all staff 	Principal/ DTC	Quarterly	Local	Monthly PD Agendas and Sign In Sheets, Certificates of	In Progress

				Completion & Oaths	
<ul style="list-style-type: none"> At-Risk Profile Workshop for all staff 	Principal/ PEIMS Coordinator	Bi-annually	Local	At-Risk profiles for all students shared with instructional teams and maintained in cumulative folders	Complete and ongoing

2. Student Achievement

Goal 1: All students will meet their long-term academic achievement goals or make significant towards meeting them (as aligned with HB3 Goals criteria).

Objective A: By June 2025, students that participate in ELCAR instruction in grades K-7 will attain their two Math and two ELA long-term goals as designated at the beginning of the 2024-2025 school year, or make significant progress towards those goals.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
<ul style="list-style-type: none"> Lead Teachers and classroom teams complete beginning-of-year ELCAR assessments to determine baseline data points 	Instructional Staff	Beginning-of-year, 1 st Nine Weeks	Autism grant, CABAS ELCAR	Individual ELCAR assessment results for all Foundations and some Transitions students	Completed
<ul style="list-style-type: none"> Lead Teachers meet with instructional support team to identify long-term ELCAR goals for all students 	Lead Teacher, CABAS Instructional Coach, Principal	NW1		Sharepoint document detailing individual goals, TIA Goal Setting Profile	Completed

<ul style="list-style-type: none"> Student and CABAS support staff review student ELCAR achievement each Nine Weeks grading period to review progress 	Lead Teacher, CABAS Instructional Coach, Principal	Quarterly	ELCAR Report card	Completion of in-person conferences	In Progress
<ul style="list-style-type: none"> Technology support staff work with instructional support teams to ensure student ELCAR data is collected and prepared for reports to stakeholders. 	Tech Support, CABAS Instructional Coach, Principal	Quarterly		Completion of ELCAR Reporting each Quarter	In Progress
<ul style="list-style-type: none"> Summative student achievement is reviewed to plan for individual student support for the following school year. 	CABAS Instructional Coach, Principal, Superintendent	Summative, end-of-year		Annual Achievement Report	Not Started

Objective B: By June 2025, students that participate in iReady instruction in grades K-7 will attain their long-term growth goals for iReady Math and iReady ELA as designated at the beginning of the 2024-2025 school year or make significant progress towards those goals.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
<ul style="list-style-type: none"> Lead Teachers and classroom teams complete beginning-of-year iReady diagnostic assessments to determine baseline data points 	Instructional Staff	Beginning-of-year, 1 st Nine Weeks	Autism grant	Individual iReady assessment results for all Academics and some Transitions students	Completed
<ul style="list-style-type: none"> Lead Teachers meet with instructional support team to identify long-term iReady goals for all students 	Lead Teacher, CABAS Instructional Coach, Principal	NW1		iReady platform automated projections, TIA Goal Setting Profile	Completed
<ul style="list-style-type: none"> Student and CABAS support staff review student iReady achievement each Nine Weeks grading period to review progress 	Lead Teacher, CABAS Instructional Coach, Principal	Quarterly	iReady platform	Completion of in-person conferences	In Progress

<ul style="list-style-type: none"> • Campus Support Staff work with instructional support teams to ensure student iReady data is collected and prepared for reports to stakeholders. 	CABAS Instructional Coach, Principal	Quarterly		Completion of iReady diagnostic tests and reports are drafted for Superintendent review	In Progress
<ul style="list-style-type: none"> • Summative student achievement is reviewed to plan for individual student support for the following school year. 	CABAS Instructional Coach, Principal, Superintendent	Summative, end-of-year		Annual Achievement Report	Not Started

Objective C: By June 2025, all students that complete STAAR and STAAR Alternate assessments in grades 3-7 will maintain or surpass their state assessment achievement from the 2024 state assessment cycle.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
<ul style="list-style-type: none"> • All staff receive and review 2024 state assessments results for all eligible students in their classroom 	Principal/ DTC	Beginning-of-year, 1 st Nine Weeks	Local	2024 Student Report Cards (SRCs)	Completed
<ul style="list-style-type: none"> • Students eligible for Accelerated Instruction are reviewed and supported by relevant classroom staff 	Principal/ DTC	Beginning-of-year, 1 st Nine Weeks	Local	HB 1416 Service Logs	In-Progress
<ul style="list-style-type: none"> • All instructional staff are trained to administer local and state assessments 	Principal/ DTC, Special Education Support Staff	Quarterly	Local/ DCCR/ Cambium Learning Management System	Monthly PD Agendas and Sign In Sheets, Certificates of Completion & Oaths	In-Progress
<ul style="list-style-type: none"> • Local assessments are aligned to state assessments and are used to drive daily instructional decisions and individual educational programming 	Principal/ DTC/ Special Education Support Staff	Quarterly	Local	eSPED IEP provisions for all students, quarterly student	In-Progress

				assessment scoring and reporting	
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3. Improving School Safety

Goal 1: Thrive Center for Success will develop and implement all School Safety requirements included in the 2025 Texas School Safety Cyclical Review.

Objective A: By June 2025, Thrive will design, submit, review, and implement School Safety Requirements to meet TEA expectations.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
<ul style="list-style-type: none"> School Safety Training for all staff 	Director of Operations and Principal	Monthly	Local	Emergency Operations Manual, Completed safety drill documentation, Certificates of training completion	In Progress
<ul style="list-style-type: none"> Door Sweeps for exterior doors security completed and reported weekly 	Director of Operations, School Security Officer	Weekly	Local, SAFE Cycle I and II	Door Sweep Log	In Progress
<ul style="list-style-type: none"> Design Cybersecurity Annex 	Principal and Tech Support Team	Beginning-of-year, 1 st Nine Weeks	Local	Inclusion of Cybersecurity Annex in Updated Emergency Operations Manual	Completed

<ul style="list-style-type: none"> Finalize all Safety Annexes and Include in Sentinel submissions for Safety Audit 	Director of Operations	March 2025	SAFE Cycle I and II	Submission of 2025 Emergency Operations Framework	In Progress
<ul style="list-style-type: none"> Update or Review Emergency Operations Plans in response to feedback from 2025 Safety Audit 	Director of Operations	June 2025	SAFE Cycle I and II	Resubmission of 2025 Emergency Operations Framework (if required)	Not Started

4. Enhancing School Systems

Goal 1: Thrive Center for Success will develop and implement systems for effective educational programming and campus operations for campus expansion and replication.

Objective A: By June 2025, Thrive will review and revise staffing strategies that leverage student performance while hiring for the 2025-2026 school year.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
<ul style="list-style-type: none"> Review Needs Assessment and fiscal provisions for 2025-2026 staffing model and beyond 	Superintendent, Principal, Director of Operations, CABAS Instructional Coach, Special Education Director	January-June 2025	Local	Draft new year board-approved budget with staffing allocations	Not Started
<ul style="list-style-type: none"> Review student class placement strategies for more accurate initial placement 	Principal, CABAS Instructional Coach, Special Education Director	January-June 2025	Local	Finalize data room with student class placements	In Progress

<ul style="list-style-type: none"> Target high-quality specialist roles for internal therapist/ specialist positions. Determine areas for asset/ talent reallocation 	Superintendent, Principal, Director of Operations, CABAS Instructional Coach, Special Education Director	January-June 2025	Autism Grant	Draft new year board-approved budget with staffing allocations	In Progress
<ul style="list-style-type: none"> Draft Framework manual for how to create replicable systems for future campus planning 	Superintendent, Principal, Director of Operations, CABAS Instructional Coach, Special Education Director	Monthly until January 2026	Autism Grant	Comprehensive Operating Framework for Replication Draft 1 Due June 2025	In Progress

Objective B: By June 2025, Thrive will determine the compliance-required and educationally appropriate coursework offerings for 8th grade, CCMR, and beyond and plan strategic staffing accordingly.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
<ul style="list-style-type: none"> All students in grades 3 and older will explore career pathways 	Principal, Director of Curriculum, Instructional Staff	Summative, end-of-year		As reported in HB3 end-of-year board report	Not Started
<ul style="list-style-type: none"> All 8th grade course offerings will be finalized and communicated to parents for next year planning 	Superintendent, Principal, Director of Curriculum,	Summative, end-of-year		Parent Letters, SeeSaw correspondence	Not Started
<ul style="list-style-type: none"> Staffing supplements or enhancements will be arranged for additional 8th grade programming for the 2025-2026 school year 	Superintendent, Principal, Director of Operations, CABAS Instructional	Summative, end-of-year	Autism Grant	Draft new year board-approved budget with staffing allocations	Not Started

	Coach, Special Education Director				
<ul style="list-style-type: none"> School leadership will use 8th grade coursework planning to pilot systems to be applied to a 9th grade expansion 	Superintendent, Principal, Director of Operations	January 2026	Autism Grant	Coursework offerings, individualized student schedules, master schedule	Not Started