

Cypress-Fairbanks Independent School District

Carlton Center

2023-2024



Mission Statement

Dorothy Carlton Center's Mission Statement

To work together as staff, parents and community members, teaching students skills and strategies to enhance independence and productivity in their individual roles in school, home, community and work environments. The Carlton Center aims to equip students with a functional communication system to achieve academic and behavioral success.

Vision

Dorothy Carlton Center's Vision

Carlton's Vision is to *Make Good Things Happen by Bringing Out the Best in our Students and One Another*. In order to "*Make Good Things Happen*" We provide individualized instruction in functional skills to promote greater independence for our students. Our focus is on students' continued growth and progress on critical skills for life.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The following strengths were identified based on a review of the 2020-2021 data. In addition to STAAR assessment data, local assessment data (i.e., mastery of IEP Goals) are also addressed for designated CIP objectives.

Given the special program status of Carlton Center, student groups include the following:

- Full-day students, grades 3-12, participating in modified-TEKS curriculum, LIFE Skills programming (16% of all students).
- Students, typically ages 18-22 years, who have completed required high school credits who are now enrolled in 18+ LIFE Skills transition programming entitled VITAL: *Vocational and Independence Training for Adult Learners* (23% of all students). VITAL programming at Carlton is offered in two distinct formats: *community-based* and *campus-based*.
- Students who do not attend full day, but rather participate in specialized vocational programs in 2-period blocks (61% of all students).

For student grades 3-11 participating in full-day LIFE Skills programming, STAAR-Alternate 2 data are incorporated into students' home campus accountability data. Due to the COVID-19 pandemic in the 2020-2021 school year, parents were provided the choice to select in-person, on-campus instruction for their children, or virtual instruction. Opportunities were provided for individualized STAAR-Alternate assessments to be given on-campus for our students participating in virtual instruction, but not all students participated in such. Scores for students who did not participate in state assessments are documented as “failures” in the data per TEA guidelines. Review of Spring 2021 STAAR-Alternate 2 data for those students eligible to take STAAR-Alternate 2 assessments (both testers and non-testers) indicates students achieved *Met Satisfactory Performance* on 55% of STAAR-Alternate 2 tests across all subjects. Analysis of results pertinent to our programming indicate the following strengths:

- Students who participated in the state assessments *Met Satisfactory Performance* on at least 71% of their assessments across all subjects: *ELA (100%), Reading (80%), Science (83%), and Math (71%)*.
- The greatest percentages of students (both testers and non-testers) across all grade levels (3-11) who achieved Satisfactory Academic Performance (Level II) were in the subject areas of Science (71%) and ELA (67%).

Students grades 3-11 participating in the full-day LIFE Skills programming demonstrated the greatest gains in percentages of IEP Goal Mastery in the areas of Behavioral goals (76%) and Science goals (70%).

The following strengths are noted for students who participated in Carlton’s specialized vocational programming:

- For students participating *Commercial Foods Service*, 23% of students obtained their Texas Food Handler Certificates as of May 2021.
- 100% of students mastered at least 1 set of designated job-specific core tasks correlated to entry-level jobs.
- 100% of students participating in the community-based VITAL program earned completion certificates for participation in the “On the Right Track” pre-employment training program provided by Texas Workforce Solutions.

Graduation rates for students participating in full-day Carlton programming are incorporated into the home campus data. For 2021, there was a 94% graduation rate of Carlton’s students targeted to graduate and earn their diplomas in June 2021.

Demographics

Demographics Summary

Student Demographics:

Male: 69% **Female:** 31%

Hispanic- 18%

American Indian- 8%

Asian- 15%

African American- 33%

Pacific Islander- 0%

White- 25%

Staff Demographics:

Male: 31% **Female:** 69%

Hispanic- 20%

Native American- 0%

Asian- 1%

African American- 25%

Pacific Islander- 0%

White- 40%

**Percentages may vary as students enter/exit specialized programs.*

Demographics Strengths

In evaluating our demographic summary, our student and staff populations are diverse and representative of our student body.

Student Achievement

Student Achievement Summary

The Dorothy Carlton Center is a specialized program serving students with disabilities throughout the Cypress-Fairbanks Independent School District. The students at The Carlton Center are placed for programming by an Individualized Education Plan (IEP) Committee. The strengths of the students at the Carlton Center are evaluated individually, through STAAR ALT II assessments and attendance, as this data impacts their home campuses.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

The following strengths were identified based on a review of the 2022-2023 data for the three special education programming groups at Carlton Center. In addition to STAAR assessment data, local assessment data, including mastery of IEP Goals, are also addressed for designated CIP objectives.

(1) For students grades 4-12 participating in full-day LIFE Skills programming in modified-TEKS, the following strengths are noted:

- Students who participated in the STAAR Alternate-2 state assessments (testers) *Met Satisfactory Performance* on 89% of their assessments across all subjects: *ELA (80%), Reading (89%), Math (91%), Science (86%), and Social Studies (100%)*.
- Students identified in the following subgroups *Met Satisfactory Performance* on their STAAR Alternate 2 state assessments : *Black-100%; Hispanic-(66%); Asian (0%) White (100%)*.

(2) For students, typically ages 18-22 years who have completed required high school credits and are participating in the 18-Plus transition program entitled "VITAL" (*Vocational and Independence Training for Adult Learners*), the following strengths are noted:

- 100% of students learned to utilize a visual checklists to complete two sets of four basic core tasks for targeted entry-level jobs in the community. (*eg. housekeeping, clerical tasks, etc*) **Varies with worksite*
- 100% of students participating in CAMP VITAL (*ESSER III Intervention*) demonstrated a minimum of 20% increase over baseline data for at least two soft skills correlated to employability.

(3) Students who participate in *2-period blocks* (12th graders and 18-Plus students),the following strengths are noted:

- For students participating in the *Commercial Foods Service program*, 35% of students obtained their Texas Food Handler Certificates as of May 2023.
- For students participating in the *Business Media Production and Commercial Foods Service programs*, 100% of students learned to utilize visual tools to complete two sets of four basic core tasks for targeted entry-level jobs in the community.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our Hispanic and Asian subgroups did not meet satisfactory performance on their STAAR Alternate 2 state assessments. **Root Cause:** Student numbers in those subgroups had low representation therefore, when one does not meet standard, our campus to not meet satisfactory performance.

Problem Statement 2: Majority of students with disabilities participating in 18+ community-based transition training do not sustain employment within one year of exiting high school. **Root Cause:** We need to help students gain knowledge and practice in soft skills for success in the workplace to get and maintain a job.

Problem Statement 3: Students participate in specialized vocational training in food service but lack qualifiers to support entry-level employment in food service jobs. **Root Cause:** We need to provide students support to obtain a Texas Food Handlers certificate.

Problem Statement 4: Students participating in the specialized vocational programs lack basic skills for entry-level jobs. **Root Cause:** We need to help students reduce prompt-dependency on adults and independently perform sets of core tasks correlated to entry-level jobs. Lack of attendance also affected the amount of progress on these skills.

School Culture and Climate

School Culture and Climate Strengths

The Carlton Center has a firmly grounded Mission to *"Make good Things Happen."* with staff and community buy-in, to work together to meet the unique learning needs of our students with significant disabilities and challenges. At the Carlton Center, students and staff are reminded, during announcements that, "At the Carlton Center we are "Charged with Making Good Things Happen."

Carlton's service delivery is built upon a culture of collaboration between staff and all stakeholders. The school culture is based on PBIS goals and expectations. Carlton *C.A.R.E.* expectations are **C**ommunication, **A**ttitude, **R**espectful, and **E**ffort. Staff is annually trained on the PBIS matrix to ensure the continuation of the expectations, with periodic feedback and necessary revisions.

Staff are trained in nonviolent crisis prevention intervention, positive supports, compliance training and behavioral strategies to ensure that each students social, emotional, and physical well-being are protected.

The Carlton Center possess several committees that maintain an active and engaged campus community to support individual inside and outside out school doors.

Employee perception surveys related to school climate and staff morale indicates strengths in: Quality work is expected of all staff and students, job expectations are aligned with assigned responsibilities, staff have access to pertinent information about their job responsibilities, established procedures keep staff safe at work, collaboration is practiced, and decisions are data driven.

Carlton's leadership team continues to provide leadership training for Carlton's Team Leaders and designated teachers. Shared ownership is addressed by delegating teacher leadership to designated campus-wide special projects, activities and initiatives to enhance students' learning activities.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Staff: Obtaining and maintaining staff buy-in for the implementation of PBIS **Root Cause:** PBIS was recently implemented in the spring of 2023. Gaining staff buy-in and modifying interventions/supports to meet students individual needs, must be consistent

Problem Statement 2: Students: Students' behaviors interfere with their ability to consistently participate in instruction and can lead to disciplinary consequences. **Root Cause:** Staff will continue to support/help students self-regulate behaviors and use functional communication skills necessary to cope with demands in the school, home, and community settings.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Carlton's service delivery is built upon a culture of collaboration between staff and stakeholders:

Carlton Center's professional staff is comprised of teachers, support staff and administrators who are certified to provide special education services and related support functions. Given that our programs serve students with disabilities, our organizational structure is a strength, as it is carefully designed to support the students' individualized learning needs and specialized programmatic needs:

- Carlton's Master Schedule and staff support assignments are carefully constructed to ensure the appropriate level of staff coverage to support these unique needs; 17-22 teachers and 28-34 paraeducators provide direct instructional support.
- Teacher teams are designated with those in close proximity to ensure sufficient support to address the unique behavioral needs of the students served in the full-day LIFE Skills program.
- A regular schedule of meetings for teachers continues to provide an avenue for professional collegial discussions, team-building for the professional staff and identification of instructional needs/strategies/professional development based on the needs of the teaching staff and their student learners.
- The campus department chairperson provides support and leadership to designated teacher teams.
- 100% of staff members have obtained certification for CPI Nonviolent Crisis Intervention and instructional staff have received additional training in Advanced Physical Skills to support students in significant behavioral crisis.
- New teachers are also supported with an individualized LIFE Skills Teacher mentor. Additionally, continued support of paraeducators working to obtain their teacher certifications is provided.

The Carlton's Administrative Team and Team Leaders actively recruit both teacher and paraeducator staff throughout the school year. However, recruitment of new staff, both teachers and paraeducators, has been significantly impacted by a district-wide decline in qualified candidates. For the 2023-2024 school year, three of our paraeducators are working towards their teaching certifications.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff is absent due to a variety of circumstances. **Root Cause:** Teacher/Paraprofessional Attendance: Many staff have obligations beyond their control causing absences.

Parent and Community Engagement

Parent and Community Engagement Strengths

Carlton's service delivery is built upon a culture of collaboration between staff and stakeholders:

- Teachers continue to maintain regular communication with parents/guardians via daily communication notebooks, regular progress reporting on individualized goals, guidance through post-secondary transition planning and provide resources for agencies supporting individuals with disabilities.
- Back to school Open House & Parent Night(s)
- Positive relationships with designated community partners have been established and maintained to provide continued opportunities for work-based learning trainings for students in 18+ community-based transition programs.
- Inclusive relationships have been established with neighboring high school, (*Cypress Woods*)
- Collaborative relationships are firmly established with district transportation department.
- Community Youth Services professional provides support to Carlton's students and families in need.
- Adopt-A-School partnership has been established and maintained with St. Mary's Episcopal Church to support students and staff.
- Carlton students & staff work to actively give back to the community that supports us, by participating district community initiatives, *i.e. Superintendent's Fun Run.*
- Social Media and School Messenger are utilized to inform parents of pertinent campus/district information.
- Parents are provided with ongoing information regarding behavioral progress and non-educational agencies to support adults with disabilities.
- Texas Workforce Solutions - Vocational Rehabilitation Services Counselor is regularly available to students and their parents.
- Carlton's VITAL staff in collaboration with Texas Workforce Solutions continues to provide pre-employment skills training to students in our 18+ VITAL programming.
- Given the level of expertise gained through years of experience, our community-based vocational training program for students ages 18-22 continues to aid in supporting students with disabilities to obtain community jobs, including paid employment.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Inconsistent parent involvement/participation **Root Cause:** Due to the the Carlton Center serving students throughout the district, it is a challenge to acquire parent/guardian participation.

Technology

Technology Summary

- Carlton staff use various technology tools in the classroom. Staff are also proficient in the blended learning through Schoology and other technological based programs.
- All instructional classrooms have Promethean Boards installed
- Misc. Student Assistive technology devices
- Chromebooks
- Hover Cams
- Light Speed

Technology Strengths

Our campus technology liaison is committed to researching different technology supports for teachers to use to increase student engagement and learning

All teachers and paraprofessional staff have been trained on Schoology,

The campus has created a Twitter page and utilizes school messenger to increase communication within the community.

The campus has recently installed several monitors to display student achievement and district news.

Problem Statements Identifying Technology Needs

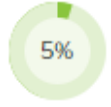
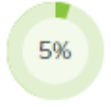
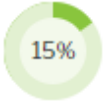

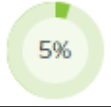





Problem Statement 1: Differentiating instructional material in schoology can be challenging. **Root Cause:** Instructional materials are geared toward higher functioning students and need many adaptations.

Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, at least 90% of students participating in modified TEKS curriculum will meet or exceed their individual STAAR-Alt 2 performance targets.







Evaluation Data Sources: STAAR/EOC Algebra I, English I/II, and US History

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: READING/ELA: Students in Reading grades 3-8, English I and English II courses will increase comprehension of content by increasing attention for extended reading passages utilizing visual matching to demonstrate knowledge via multiple choice selections.</p> <p>Strategy's Expected Result/Impact: Increased reading percentages</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative		
	Nov	Feb	May
	 5%	 5%	 15%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: MATH/ALGEBRA: Students will enhance skills of number sense and emergent mathematical operations by using visual tools in real-life applications related to simple equations.</p> <p>Strategy's Expected Result/Impact: Increase, meets, or exceeds on STAAR ALT II/EOC assessment</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative		
	Nov	Feb	May
	 5%	 5%	 15%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.








Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Carlton's After School Program (Camp Vital)</p> <p>Strategy's Expected Result/Impact: 70% of students participating in Camp VITAL I & Camp Vital II will meet their individualized behavior IEP goals.</p> <p>Staff Responsible for Monitoring: Director Leadership Team Staff</p>	Formative		
	Nov	Feb	May
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: Students participating in specialized vocational training of Commercial Foods Service will increase the number of Texas Food Handler certificates earned by at least 10%.

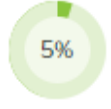
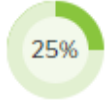





Evaluation Data Sources: Records of Texas Food Handler certificates earned

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Commercial Foods Service: Students will learn and apply knowledge of food service skills required of food handlers in the state of Texas.</p> <p>Strategy's Expected Result/Impact: By the end of the current school year, at least 35% of students will earn their Texas Food Handlers Certificates to increase their readiness for employment in food service.</p> <p>Staff Responsible for Monitoring: VITAL Team Leader Instructional Specialist Commercial Foods Teacher</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 4: 70% of students participating in 18+ campus-based transition programming will master their IEP Goals linked to their post-secondary Employment goal.

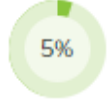
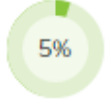





Evaluation Data Sources: IEP Mastery Data for 18+ Employment goals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will learn to use a visual task schedule to perform vocational tasks in a group setting.</p> <p>Strategy's Expected Result/Impact: 70% of students will be able to use a tool (i.e. visual task schedule, instructional video models) to increase their ability to independently perform vocational tasks with a group as may be required in adult day habilitation settings.</p> <p>Staff Responsible for Monitoring: 18+ Campus-based VITAL Team Leader 18+ LIFE Skills Teachers</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 5: 85% of students participating in specialized vocational programming will gain proficiency in at least two sets of job-specific core tasks correlated to entry-level jobs.











Evaluation Data Sources: Progress on targeted job-specific core tasks in BMP, CFS and VITAL community-based.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will utilize a visual checklist to perform core tasks for targeted entry-level jobs</p> <p>Strategy's Expected Result/Impact: 80% of students will learn at least two sets of four basic core tasks to enhance employment readiness for targeted entry-level jobs in the community.</p> <p>Staff Responsible for Monitoring: VITAL Team Leader; Instructional Specialist; specialized Voc Teachers and VITAL community-based Teachers</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.











Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Staff members will teach, model and assist students with special needs to implement the safety procedures and crises plans.</p> <p>Strategy's Expected Result/Impact: Safe, secure and healthy learning environment will be maintained; Student engagement will be maximized</p> <p>Staff Responsible for Monitoring: Director, Instructional Specialist Behavioral Support Specialist Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be completed by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Director, Instructional Specialist Behavioral Support Specialist LIFE Skills Teachers</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Restorative Discipline: The campus will use restorative discipline practices.








Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate.</p> <p>Strategy's Expected Result/Impact: Violent incidents will be 0%</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Staff Quality, Recruitment, and Retention: The Carlton Center will cultivate a campus of Highly Qualified Teachers who will be in attendance at a higher percentage than in previous years.








Evaluation Data Sources: Campus AESOP Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff Quality, Recruitment, and Retention: Campus-wide recognitions, staff appreciation activities and attendance incentives will be provided per grading period to enhance staff morale</p> <p>Strategy's Expected Result/Impact: A positive school culture will promote greater attendance rates</p> <p>Staff Responsible for Monitoring: Director Instructional Specialist Department Chairperson/Team Leaders; Campus Secretary</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Human Capital: The district will recruit, develop and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.








Evaluation Data Sources: CFPGS Course Credit Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff development will be provided regarding delivery of digital instruction for students with special needs who require significant materials modifications and technological supports to engage in digital learning activities; coaching sessions with Educational Technology Specialist or Team Leaders will be held at least twice per semester.</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to meet the needs of students with disabilities to increase their engagement in lessons presented in digital formats</p> <p>Staff Responsible for Monitoring: Instructional Specialist Department Chairperson/Team Leaders Campus Technology Liaison Professional Learning Liaison</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Family and Community Engagement: By the end of the current school year, parent and family engagement will increase.

Evaluation Data Sources: Parent Contact and Training Logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Family Engagement:</p> <ol style="list-style-type: none"> 1. Parents are communicated with daily by receiving student daily behavior reports. 2. Fall Open House 3. Fall & Spring Craft Show 4. Fall & Spring Parent Training Night 5. Phone calls home by case managers to update parents on student progress <p>Strategy's Expected Result/Impact: Increased parental/guardian involvement</p> <p>Staff Responsible for Monitoring: Instructional Specialist Department Chairperson/Team Leaders LIFE Skills Teachers/Case Managers</p>	Formative		
	Nov	Feb	May
	 20%	 30%	 70%
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Business Representative #1	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Community Member #1	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Parent #1	Parent #1
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1
Teacher #8	Teacher #8	Teacher #8
Teacher #7	Teacher #7	Teacher #7
Teacher #6	Teacher #6	Teacher #6
Teacher #5	Teacher #5	Teacher #5
Teacher #4	Teacher #4	Teacher #4
Teacher #3	Teacher #3	Teacher #3
Teacher #2	Teacher #2	Teacher #2
Teacher #1	Teacher #1	Teacher #1
Principal	Dennis Watkins	Principal

Addendums

CYPRESS-FAIRBANKS ISD

Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

High School Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching strategies and questions designed to promote higher-level thinking and to maximize first-time instruction.
- Model reading with anchor passages or texts to increase students' confidence in comprehending, analyzing, and evaluating texts of varying complexity.
 - Provide opportunities for students to engage in independent choice reading to improve fluency and stamina. (may see "silent reading" at start or end of class for this purpose)
- Model and facilitate students engaging in the writing process (planning, drafting, revising, editing, publishing, and reflection).
 - Conduct informal and more structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
 - Encourage application of varied sentence patterns and sophisticated vocabulary in writing.
- Create collaborative peer opportunities for students to clarify, solidify, or deepen their thinking.
- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).
- 1:1 Technology in the English classroom should provide opportunities for students to:
 - Engage with digital texts and resources to create, collaborate with peers, and think.
 - Exercise digital literacy through judicious use of appropriate online resources for the research process.
 - Produce original products in a digital environment.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
 - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Secondary Science

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
 - encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
 - provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
 - allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
 - seek current level of student understanding and provide appropriate next steps for learning;
 - clearly define and communicate learning outcomes to students;
 - incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
 - allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
 - provide opportunities to independently or collaboratively develop and communicate ideas.
- 1:1 Technology in the science classroom should provide opportunities for students to:
- use Chromebook devices to engage in face-to-face and digital collaboration;
 - locate and access information and resources stored in different platforms;
 - explore simulations;
 - collect and represent data using probeware and other digital tools;
 - analyze and interpret data using various digital tools;
 - communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities, and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
 - engage in collaborative problem-solving activities and discussions
 - use research tools such as primary and secondary sources for in depth study and relevant applications
 - analyze visuals (cartoons, maps, images) using critical thinking skills
 - access differentiated content for readiness and skill level and/or interests
 - utilize devices for self-directed learning
 - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.

- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
 - use Chromebook devices to engage in face to face and/or digital communication.
 - locate and access information and resources stored in different platforms such as Schoology.
 - receive immediate, individualized feedback.
 - connect to speakers outside of the classroom.
 - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
 - increase opportunities for individuals participating in unrehearsed communication.