

Cypress-Fairbanks Independent School District

Carlton Center

2024-2025



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

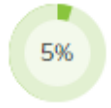





Carlton's Vision is to *Make Good Things Happen by Bringing Out the Best in our Students and One Another*. In order to "*Make Good Things Happen*" We provide individualized instruction in functional skills to promote greater independence for our students. Our focus is on students' continued growth and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

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.






Evaluation Data Sources: STAAR- Alt 2 test/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
			
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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Performance Objective 2: 80% of students participating in their first year of the specialized vocational training of Commercial Foods Service will obtain a Texas Food Handler certificate.







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 80% of first year 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
			
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District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Performance Objective 3: 75% 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: 85% 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
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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
			
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District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Performance Objective 4: 80% of students participating in the specialized BMP vocational programming will gain proficiency in at least eight vocational tasks related to office/craft/woodworking.






Evaluation Data Sources: Progress on targeted job-specific core tasks in BMP

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will utilize a visual checklist to perform core tasks for targeted office related skills and crafting.</p> <p>Strategy's Expected Result/Impact: 80% of students will be able to demonstrate eight basic core tasks to enhance office related skills and proper use of tools for office/crafting/wood at 70%.</p> <p>Staff Responsible for Monitoring: Business Media Production (BMP) Staff</p>	Formative		
	Nov	Feb	May
			
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District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Performance Objective 5: 70% of students participating in the specialized vocational programming will gain proficiency in at least two sets of job-specific core tasks correlated to entry-level jobs.


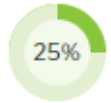




Evaluation Data Sources: community based VITAL program

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: 70% 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
			
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District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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
		N/A	N/A
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
			
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District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

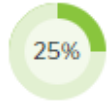

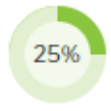




Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 25%		
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance, excused and unexcused absences. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 25%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative 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: Behavior Management: 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
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, Teacher/Paraprofessional attendance will increase by 10% from the previous school year.






Evaluation Data Sources: Campus AESOP Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will work to increase Teacher/Paraprofessional attendance by implementing positive incentives for perfect attendance per grading period.</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
			
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District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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		
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District Guardrail 3 - Community Relations: The superintendent shall 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"> Parents are communicated with daily by receiving student daily behavior reports. Fall Open House Fall & Spring Craft Show Fall & Spring Parent Training Night 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
			
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CPOC

Committee Role	Name	Position
Principal	Dennis Watkins	Principal (there is only one principal)
Teacher #1	Teacher #1	Teacher #1
Teacher #2	Teacher #2	Teacher #2
Teacher #3	Teacher #3	Teacher #3
Teacher #4	Teacher #4	Teacher #4
Teacher #5	Teacher #5	Teacher #5
Teacher #6	Teacher #6	Teacher #6
Teacher #7	Teacher #7	Teacher #7
Teacher #8	Teacher #8	Teacher #8
Teacher #9	Teacher #9	Teacher #9
Teacher #10	Teacher #10	Teacher #10
Administrator (LEA) #1	Lauri Barnes	Administrator (LEA) #1
Parent #1	Parent #1	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Other School Leader (Nonteaching Professional) #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Business Representative #1	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2

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 and questioning strategies designed to promote higher-level thinking and maximize first-time instruction.
- Model reading with anchor passages and 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 structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
 - Encourage the 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 engage in their learning actively and safely.
- 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 and collaborate with peers.
 - 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, FluidMath, 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.

Science

- Incorporate the scientific and engineering practices (SEPs) 40% of instructional time
- Articulate learning outcomes
- Encourage sense-making and model creation
- Promote student voice
- Utilize phenomena
- Incorporate recurring themes and concepts (RTCs):
- Build on prior knowledge
- Provide appropriate and accessible steps
- Provide timely and actionable feedback
- 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