

Cypress-Fairbanks Independent School District
Carpenter Center
2025-2026

Mission Statement

The Adaptive Behavior Center is organized to provide a supportive environment for students who have experienced academic, emotional, and/or behavior problems at their home campus. The framework for student success centers around around academic tasks, social behavior skills, and pre-vocational skills needed for transition to home-campus or work.

Vision

Our goal at the Center is to ensure that all students are given an opportunity to learn, grow, and achieve academically and behaviorally. A Behavior Management System is in place to help students succeed by providing: appropriate educational tasks, rewards that are meaningful to students, appropriate teacher intervention, and the teaching of coping, socially acceptable and responsible behaviors.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The campus is charged with meeting the diverse and intricate needs of a variety of students. Since all students are recommended to The Carpenter Center, there is minimal control on the make up of the student population, which can be challenging due to the unique and intense needs of several students. A formal process was developed, with input from district-level Special Education administrators, and shared with the campuses. Student needs are assessed on an individual basis. There are limitations in developing new programs due to limited space and staff.

Perceptions

Perceptions Strengths

The perception that students that are programmed to The Carpenter Center are under achievers and unmotivated is a fallacy. Most students (86%) are on-level learners and desire to do well academically. Of the current population 7% of students are also GT. Their behaviors interfere with their learning, but not their desire and ability to learn and demonstrate mastery.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers teach multiple grade levels and content independently, as they are curriculum departments in and of themselves.

Root Cause: Low student population; thus lower teacher allocations.

Problem Statement 2: Teachers using district common curriculum with fidelity.

Root Cause: Limited collaborative planning time and minimal opportunity for district curriculum coaching. The Carpenter Center is not assigned coaches.

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.

High Priority

Evaluation Data Sources: STAAR, District Performance Measures, Common Assessments, Reading logs, IEP data

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Students' reading stamina and academic and social vocabulary Strategy: We will use student interest inventories to select reading materials aligned with personal experiences, hobbies, and social-emotional learning themes Strategy's Expected Result/Impact: Increase individual reading stamina and build both academic and social vocabulary Staff Responsible for Monitoring: Special Education Teachers, Administrators	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Math Strategy: We will use diagnostic data to group students by skill deficit and learning pace. Strategy's Expected Result/Impact: Increase math engagement and stamina by closing learning gaps Staff Responsible for Monitoring: Special Education Teacher, Administrators	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Math Strategy: We will embed hands-on manipulatives, visuals, and scaffolded problem-solving steps to strengthen conceptual understanding. Strategy's Expected Result/Impact: Increased student capacity through concrete reinforcement of taught skills and closing learning gaps. Staff Responsible for Monitoring: Special Education Teacher, Administration	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
 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 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: District and Campus developed Safety reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Discipline: Staff members will implement the Behavior Management System to encourage self-management and appropriate discipline in all classes. Review discipline referrals each grading period to determine trends in behaviors. Code of Conduct talks held within first 2 weeks of school and in spring semester. Strategy's Expected Result/Impact: Increase student awareness and decrease discipline referrals in all areas. Staff Responsible for Monitoring: AP, All staff members	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus Safety: Staff members will secure all classrooms to prevent outside interruptions. The staff will structure a safe environment through the use of escorting and monitoring students from class to class. All students and teachers will participate in EOP safety drills (fire, shelter in place, intruder, crisis, evacuation) throughout the year to learn expectations during these drills in preparation for actual emergency/crisis. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: All students will be able to learn in a safe environment. Complete and successful participation in all drills. Staff Responsible for Monitoring: Principal, AP, All staff members	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: The staff will develop the PBIS matrix and expectations to be implemented school-wide, supported by using a positive reinforcement and token economy system. Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished



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 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
	 Some Progress	 Considerable	 Moderate Progress
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
	 Some Progress	 Accomplished	 Accomplished
 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		
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. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 No Progress	 Considerable
Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	No Progress	Accomplished	Accomplished
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: Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff Quality, Recruitment, and Retention: Carpenter Center will cultivate a campus of Highly Qualified Teachers who will be in attendance at a higher percentage than in previous years. Strategy's Expected Result/Impact: Teacher/Paraprofessional attendance will increase by 10% from the previous school year. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Creating campus-wide activities for staff that foster relationship building and mental/emotional support. Strategy's Expected Result/Impact: We will retain staff and decrease staff absenteeism. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: The Carpenter Center will recruit male mentors to work with our most at-risk students. Strategy's Expected Result/Impact: Recruit male mentors through various organizations and companies. and build time on campus for students and mentors to positively interact. Staff Responsible for Monitoring: Director	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
 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 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: Classroom implementation of professional learning

Strategy 1 Details	Formative Reviews		
Strategy 1: Our campus will build the capacity of our students with accepting change, so we can have substitutes to support learning when teachers are absent. Strategy's Expected Result/Impact: 100% of teachers will receive job targeted professional development based on identified needs. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
No Progress Accomplished Continue/Modify Discontinue			

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: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Recognize and celebrate family involvement by highlighting parent participation in newsletters and social media to reinforce partnerships and belonging Strategy's Expected Result/Impact: Increased parent/ guardian participation in school sponsored events Staff Responsible for Monitoring: Administrators, all staff	Formative		
	Nov	Feb	May
	 Some Progress	 No Progress	 Some Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Parent and Community Engagement: Increase social media presence and engagement by posting on Facebook and Instagram at least twice a week. Update campus website with newsletter once a month. Strategy's Expected Result/Impact: Increase communication with all stakeholders, which will increase parent/guardian and other stakeholders campus engagement. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Soul Clark	Principal (there is only one principal)
Teacher #1	De'Chell Allen	Middle School Teacher
Teacher #2	Michelle Wooten	High School Teacher
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
Other School Leader (Nonteaching Professional) #1	Danica Langford	Behavior Specialist
Other School Leader (Nonteaching Professional) #4	Jerry Boyd	Assistant Principal
Administrator (LEA) #1	Amanda Van Wey	HSSETS
Parent #1	Jennifer Volkmann	Parent #1
Parent #2	Parent 2	Parent #2
Community Member #1	Virgil Clark	District Mentor
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Fred Stewart	Backyard Grill
Business Representative #2	Business Representative 2	Business Representative #2

Addendums

Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS. (Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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.