

Cypress-Fairbanks Independent School District

Carlton Center

2025-2026



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.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Although the Carlton Center operates as a specialized program and is not solely held accountable through traditional campus performance metrics, we remain deeply committed to student achievement and long-term success. Our mission is centered on continuous growth, with a clear focus on equipping our students with the functional, academic, and social-emotional skills needed to lead productive, independent lives.

We provide individualized, evidence-based instruction tailored to each student's unique strengths and needs, with an emphasis on functional life skills, communication, and independence. Progress is carefully monitored to ensure ongoing development in areas critical to our students' daily living and post-secondary goals.

We also recognize that the quality of instruction and support hinges on the expertise and preparedness of our staff. As such, we are intentional about investing in ongoing professional development to ensure our educators and support personnel are well-equipped to serve our student population effectively and compassionately. Our staff is trained not only in instructional strategies, but also in behavior support, assistive technology, and person-centered planning, allowing us to meet the complex and diverse needs of our students with disabilities.

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		
Strategy 1: Instructional Focus: Science Strategy: Students will participate in science group/lab activities to address individual deficiencies. Strategy's Expected Result/Impact: Increase meets or exceeds on STAAR results. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Social Studies Strategy: Students will participate in community based instruction allowing real world opportunities for learning. Strategy's Expected Result/Impact: Increase, meets, or exceeds on STAAR ALT II/EOC assessment Staff Responsible for Monitoring: All Staff	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 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: 100% 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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Commercial Foods Service: Students will learn and apply knowledge of food service skills required of food handlers in the state of Texas. Strategy's Expected Result/Impact: By the end of the current school year, at least 100% of first year students will earn their Texas Food Handlers Certificates to increase their readiness for employment in food service. Staff Responsible for Monitoring: VITAL Team Leader Instructional Specialist Commercial Foods Teacher	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
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 3: 80% 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will learn to use a visual task schedule to perform vocational tasks in a group setting. Strategy's Expected Result/Impact: 80% 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. Staff Responsible for Monitoring: 18+ Campus-based VITAL Team Leader 18+ LIFE Skills Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will learn to use a visual task schedule to perform vocational tasks in a group setting. 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. Staff Responsible for Monitoring: 18+ Campus-based VITAL Team Leader 18+ LIFE Skills Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
 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 4: 70% of students participating in the first year of the specialized BMP vocational programming will gain proficiency in at least 5 vocational tasks related to office/craft/woodworking.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will utilize a visual checklist to perform core tasks for targeted office related skills and crafting. Strategy's Expected Result/Impact: 70% of students will be able to demonstrate five basic core tasks to enhance office related skills and proper use of tools for office/crafting/wood Staff Responsible for Monitoring: Business Media Production (BMP) Staff	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
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 5: 80% of students participating in the second year of the specialized BMP vocational programming will gain proficiency in at least eight vocational tasks related to office/craft/woodworking.

Evaluation Data Sources: parent feedback
teacher observation

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will utilize a visual checklist to perform core tasks for targeted office related skills and crafting. 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 Staff Responsible for Monitoring: Business Media Production (BMP) Staff	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
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 6: 70% of V.I.T.A.L students who are in their last year of eligibility or on track to exit the program with a post-secondary goal of employability and/or attending a college program, will complete 2 applications/interviews.

Evaluation Data Sources: Teacher tracking
Online platform tracking
Home/School Communication

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will bridge communication gaps between school/home/home campus by facilitating Zoom sessions, phone calls, after school sessions to facilitate planning engagement. Strategy's Expected Result/Impact: Student preparedness for post-secondary college & career readiness Staff Responsible for Monitoring: V.I.T.A.L. teachers Director Instructional Specialist	Formative		
	Nov	Feb	May
	 Moderate Progress	 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 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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Staff members will teach, model, and assist students with special needs to implement safety procedures and crises plans. Strategy's Expected Result/Impact: Safe, secure and healthy learning environment will be maintained; Student engagement will be maximized Staff Responsible for Monitoring: Director Assistant Principal Instructional Specialist Behavioral Support Specialist Staff	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, etc.) throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be completed by scheduled deadlines. Staff Responsible for Monitoring: Director, Assistant Principal, Instructional Specialist Behavioral Support Specialist L.I.F.E. Skills Teachers	Formative		
	Nov	Feb	May
	 Considerable	 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 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 Assistant Principal Instructional Specialist L.I.F.E. Skill Teachers	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 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 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

Summative Evaluation: Met Objective

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	 Considerable
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
	 Some Progress	 Some Progress	 Some Progress
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
	 Some Progress	 Some Progress	 Some Progress

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
	 Considerable	 Considerable	 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: Campus AESOP Attendance Reports
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will work to increase Teacher/Paraprofessional attendance by implementing positive incentives for perfect attendance per grading period. Strategy's Expected Result/Impact: A positive school culture will promote greater attendance rates Staff Responsible for Monitoring: Director Instructional Specialist Department Chairperson/Team Leaders; Campus Secretary	Formative		
	Nov	Feb	May
	Some Progress	Some Progress	No Progress
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: CFPGS Course Credit Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff development will be provided regarding effective instructional/behavioral strategies for students who require significant supports in our full day life skill classes. Teacher Team Leader meetings will be held monthly. Strategy's Expected Result/Impact: Teachers will be better equipped to meet the needs of students with disabilities to increase their engagement in lessons and behavioral outcomes. Staff Responsible for Monitoring: Director Assistant Principal Instructional Specialist Classroom Teachers Behavioral Specialist Department Chairperson/Team Leaders	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
 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 10%.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Family Engagement: 1. Parents are communicated with daily by receiving student daily reports. 2. Fall Open House 3. Fall & Spring Craft Show 4. Fall & Spring Parent Training Nights 5. Phone calls home by case managers to update parents on student progress 6. School Messenger/Newsletters 7. Create greater social media presence Strategy's Expected Result/Impact: Increased parental/guardian involvement Staff Responsible for Monitoring: All Staff	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
 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 2: Social Media: The campus will create a new social media handle to share student success and campus activities.

Evaluation Data Sources: Online social media
Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will create a new social media handle and post at least 3 times a month highlighting student achievement and success. Strategy's Expected Result/Impact: The community will be aware of events and school will be marketed in positive light. Staff Responsible for Monitoring: Director Team leaders	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
No Progress Accomplished Continue/Modify Discontinue			

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.