

2007-2008
Campus Improvement Plan
for
Dorothy Carlton Center

Cypress-Fairbanks Independent School District

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success	
Students	Subjects	Reading/ELA	Progress demonstrated in functional academic skills; ARD expectations met on 95% of state assessments (LDAA/SDAA)	95% Met ARD Expectations Spring 2007 LDAA/SDAA Assessment results	
		Writing			
		Math			
		Science			
		Social Studies	89% students made progress on one or more vocational objectives	Cumulative IEP data for Vocational Objectives; 89% students demonstrated progress	
	Other	Met 2007 campus target for students participating in community-based instruction (CBI) trainings	CBI training logs; 16/32 students participated in CBI; 10% above target		
	Subgroups	All			
		AA			
		H			
		W			
		ED			
		LEP			
		SE			
Social/ Emotional	Discipline				
	Extracurricular				
	Other	82% of students made progress on behavior/communication objectives	Cumulative IEP/BIP data for Behavior/Communication Objectives; 82% students demonstrated progress		
Teacher	Professional Development		Staff certified in non-violent Crisis Prevention Intervention strategies	100% full-time staff obtained CPI certification	
	Qualifications				
	New Staff				
Retention					
Parent					

Areas to Improve

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Area of Focus:

Student Safety

Campus Objective: #1

By May 2008, students will achieve positive progress on 70% of Behavior/Communication Skills IEP Objectives for three consecutive six-weeks (following the baseline first six-weeks progress from Annual ARD).

Formative Evaluation:

6-week IEP Progress Reports of Behavior/Communication Skills IEP Objectives
(Baseline Data: First 6-weeks progress on IEP Objectives following Annual ARD date per student)

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Utilize <i>visual supports</i> in all instructional settings	T	All SE	Teachers	<i>Boardmaker</i>	Weekly review
	2 Utilize <i>visual calming sequences</i> per individualized students' needs in all settings	VP, T	LIFE Skills	Teachers	BIPs <i>Boardmaker</i>	Review/update each six-weeks
	3 Incorporate instruction in students' <i>individualized functional communication systems</i> in all instructional activities and settings to promote acquisition of appropriate replacement behaviors for inappropriate behaviors	VP, T	All SE	Teachers SLP	<i>Functional Communication Profile; PECS</i>	Weekly lesson plans w/review/update each six-weeks
	4 Daily review of targeted behavioral expectations	VP, T	All SE	Teachers	BIPs	Daily
	5 Utilize <i>visual task schedules</i> to promote time-on-task	T	LIFE Skills	Teachers	<i>Linda Hodgson's Visual Strategies</i>	Weekly lesson plans
	6 Utilize <i>social stories</i> to promote acquisition of appropriate social communication skills in vocational settings	T	SE Voc Students	Vocational Teachers	<i>Carol Gray's Writing Social Stories</i>	3 times per each six-weeks
Teachers	1 Teachers will present trend-line behavior data for each student to Behavior Support Specialist each 6-weeks	VP, T	Teachers	Teachers; Behavior Specialist	<i>IEP Progress Report Data</i>	By end of 2 nd week of each reporting period
	2 All staff will obtain certification in <i>Non-violent Crisis Prevention Intervention</i> training	VP, SD	All Staff	Certified CPI Instructor	<i>Crisis Prevention Institute, Inc.</i>	By end of Aug. 2007
	3 Designated staff will participate in <i>Applied CPI Training</i> for implementation of physical CPI procedures	VP, SD	Designated Staff	Applied CPI Certified Instructor	<i>Crisis Prevention Institute, Inc</i>	By end of Aug. 2007

Campus Objective # 1 Behavior/Communication Skills Continued . . .

Teachers	4	Utilize <i>CPI</i> and applied <i>CPI</i> strategies as appropriate; Participate in <i>CPI Refresher of Strategies</i>	VP	All Staff	Staff, Behavior Specialist	<i>Crisis Prevention Institute, Inc</i>	Review Weekly; November 14, 2007
	5	Participate in training re: manifestations of emotional disturbance and Asperger's	VP, SD	Voc Staff	Director; Designated Staff	<i>CFISD Psychological Services Staff</i>	October 17, 2007; By end of 2 nd 6-weeks
	6	Participate in training re: <i>Autism Spectrum Disorders: Applications of Non-violent Crisis Intervention Training</i>	VP, SD	All Staff	Certified CPI Instructors	<i>Crisis Prevention Institute, Inc.</i>	October 29, 2007
Parents	1	Keep regular contact with parents/guardians re: BIP progress and home-school strategies via phone contact or daily communication book	PI	LIFE Skills	Teachers, Behavior Specialist	<i>BIP data</i>	Minimum each 6-weeks; Daily as appropriate
	2	Provide parents with <i>visual supports</i> appropriate for use in the home and/or community	PI, T	LIFE Skills	Teachers	<i>Boardmaker</i>	Each six-weeks
	3	Provide opportunity for parents to check-out <i>alternative communication devices</i> for use at home	PI, T	LIFE Skills	SLP	<i>Assistive Technology</i>	Review each six-weeks

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Science**

Campus Objective: #2 *By May 2008, students will achieve positive progress on 70% of Functional Science/Domestic Living Skills IEP Objectives for three consecutive six-weeks (following the baseline first six-weeks progress from Annual ARD)*

Formative/Summative Evaluation: 6-week IEP Progress Reports of Functional Science/Domestic Living Skills IEP Objectives
(Baseline Data: First 6-weeks progress on IEP Objectives following Annual ARD date per student)

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide individualized activities for safe instruction in domestic lab; correlated to activities appropriate in students' home settings	PI	LIFE Skills	Teachers	<i>FACES Curriculum; PCI & Attainment Cookbooks</i>	2 times per week
	2	Design lessons incorporating small group instruction in modified science content mini-lessons w/hands-on activities	T	LIFE Skills	Teachers	<i>FACES Science Curriculum; PCI Science Resources</i>	1 per week minimum
	3	Design lessons to enable environmental access via <i>electronic/adaptive switches</i> to activate appliances in domestic lab or domestic living settings	T	SE Students w/ Multiple Disabilities	Teachers	<i>AbleNet; Attainment; Don Johnston</i>	Daily
Teachers	1	Utilize Science Domain objectives from <i>FACES Curriculum</i> to design age-appropriate lessons		LIFE Skills	Teachers	<i>FACES Curriculum</i>	Weekly lesson plans
	2	Participate in team share sessions to design domestic lab/science mini-lessons	SD	LIFE Skills staff	Teacher teams; Instructional Specialist	<i>FACES Curriculum; CFISD on-line Science curricula</i>	1 share session per 6-weeks
	3	Contribute effective domestic lab/science lesson plans to Functional Science/Domestic Living Skills Lesson Bank	SD	LIFE Skills Staff	Teachers	Lesson Plans; Prof. Library	At least once per 6 weeks

Campus Objective # 2 *Functional Science/Domestic Lab* Continued . . .

Teachers	4	Classroom Learning Teams will analyze Science IEP data, chart trendlines, and make instructional/material adjustments for each 6-weeks reporting period	T	LIFE Skills staff	Teachers, Classroom Learning Teams	IEP Science Progress Report data	By end of 1 st week following each 6-weeks reporting period
Parents	1	Complete <i>Parent Survey</i> of preferred/priority activities to promote greater independence in the home	PI	LIFE Skills	Parents; Teachers	<i>Parent Domestic Living Survey</i>	By end of 2 nd 6-weeks

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Mathematics**

Campus Objective: #3 *By May 2008, students will achieve positive progress on 60% of Functional Problem-Solving/Math IEP Objectives for three consecutive six-weeks (following the baseline first six-weeks progress from Annual ARD)*

Formative/Summative Evaluation: 6-week IEP Progress Reports of Functional Problem-Solving IEP Objectives
(Baseline Data: First 6-weeks progress on IEP Objectives following Annual ARD date per student)

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Utilize natural materials, natural activities, natural environments to teach functional math skills/concepts		All SE	Teachers	Real world materials	Daily
	2 Learn <i>touch-math strategy</i>		Designated Students	Teachers	<i>Touch Math Resources</i>	Weekly lesson plans
	3 Incorporate <i>age-appropriate games</i> to reinforce basic math skills		LIFE Skills	Teachers	<i>PCI Math Games</i>	Weekly lesson plans
	4 Teach use of calculators, talking calculators	T	LIFE Skills	Teachers	<i>PCI; Attainment</i>	Weekly lesson plans
	5 Teach measurement skills in domestic lab and voc village		LIFE Skills	Teachers	<i>FACES Curriculum; Natural materials</i>	2 times per week
	6 Use technology to engage students in the mathematics	T	LIFE Skills	Teachers	CFISD on-line Math resources	Weekly lesson plans
	6 Teach <i>checkbook strategies</i>		SE Voc Students	Vocational Teachers	Voc Program Curricula	Weekly
Teachers	1 Utilize <i>FACES Curriculum</i> to develop lessons		LIFE Skills	Teachers	<i>FACES Curriculum; PCI math materials</i>	Weekly lesson plans
	2 Review <i>Meaningful Math Tips</i> from the Secondary LIFE Skills Math Curriculum Committee	SD, T	LIFE Skills	Teachers	<i>Meaningful Math Tips</i>	Monthly

Campus Objective #3 *Functional Problem-Solving/Math* Continued . . .

	3	Attend in-service on developmental milestones of math	SD	LIFE Skills	Teachers, paraprofessionals	<i>CFISD Curriculum Staff</i>	February 6, 2008
	4	Classroom Learning Teams will analyze Math IEP data, chart trendlines, and make instructional/material adjustments for each 6-weeks reporting period	T	LIFE Skills	Teachers, Classroom Learning Teams	IEP Math Progress Report data	1 st week following each 6 weeks reporting period
Parents	1	Provide parents with copies of <i>Meaningful Math Tips</i> newsletters to encourage reinforcing math concepts in the home and community	PI, T	Parents	Teachers	<i>Meaningful Math Tips</i> Newsletter	At least once per six weeks

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Reading/English Language Arts**

Campus Objective: #4 *By May 2008, students will achieve positive progress on 60% of Functional Reading/Writing Skills IEP Objectives for three consecutive six-weeks (following the baseline first six-weeks progress from Annual ARD)*

Formative/Summative Evaluation: 6-week IEP Progress Reports of Functional Reading/Writing Skills IEP Objectives
(Baseline Data: First 6-weeks progress on IEP Objectives following Annual ARD date per student)

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Design individualized lessons utilizing structured reading programs, i.e. <i>PCI Reading program, Edmark Functional, Stevenson</i>	T	Designated Students	Teachers	<i>PCI Reading, Edmark, Stevenson</i>	Weekly lesson plans
	2	Design lessons to promote integration of functional reading/writing skills across the curriculum using <i>News-2-You</i>		LIFE Skills	Teachers	<i>FACES Curriculum; News-2-You</i>	Weekly lesson plans
	3	Utilize <i>Writing with Symbols</i> and other software programs to promote reading skills	T	LIFE Skills	Teachers	<i>Mayer-Johnson</i>	6-weeks
	4	Utilize <i>software programs, i.e. Boardmaker, Picture This</i> to develop visual supports and instructional materials	T	LIFE Skills	Teachers	<i>Mayer-Johnson, Picture This</i>	Weekly lesson plans
Teachers	1	Attend in-service on developmental milestones of reading	SD	LIFE Skills	Teachers, Paras, Instr. Specialist	<i>CFISD Curriculum Staff</i>	January 23, 2008
	2	Attend in-service on developmental milestones of writing	SD	LIFE Skills	Teachers, Paras, Instr. Specialist	<i>CFISD Curriculum Staff</i>	January 23, 2008
	3	Procure age-appropriate/low-level readers for campus/classroom functional reading libraries		LIFE Skills	Instructional Specialist	<i>PCI, Attainment, Stevenson</i>	By end 4 th six-weeks

Campus Objective #4 *Functional Reading/Writing Skills* Continued . . .

	4	Classroom Learning Teams will analyze Reading/Writing IEP data, chart trendlines, and make instructional/material adjustments for each 6-weeks reporting period	T	LIFE Skills	Teachers; Classroom Learning Teams	IEP Reading/Writing Progress Report Data	1 st week following each six-weeks reporting period
Parents	1	Provide parents with updated lists of reading words to reinforce at home	PI	LIFE Skills	Teachers	Materials for IEP Objectives	Each six-weeks

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Social Studies**

Campus Objective: #5 *By May 2008, students will achieve positive progress on 70% of Citizenship/Functional Social Studies IEP Objectives for three consecutive six-weeks (following the baseline first six-weeks progress from Annual ARD)*

Formative/Summative Evaluation: 6-week IEP Progress Reports of Citizenship/Functional Social Studies IEP Objectives
(Baseline Data: First 6-weeks progress on IEP Objectives following Annual ARD date per student)

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Design lessons utilizing <i>social stories</i> for adaptive behaviors required in vocational settings	T	All SE	Teachers	<i>Carol Gray's Writing Social Stories</i>	Each six-weeks
	2	Develop <i>citizenship lessons</i> to implement in natural settings/environments	T	All SE	Teachers	Daily Pledge Schedule; VODs	Daily
	3	Develop units involving <i>campus-wide service learning projects</i>	PI	All SE	Service Learning Committee	Project -specific community needs	1 time per semester
	4	Utilize <i>News-2-You online newspaper</i> to teach age-appropriate social studies lessons	T	Designated Students	Teachers	Mayer-Johnson <i>News-2-You</i>	At least weekly
	5	Utilize <i>power-point presentations</i> to teach mini-content small group lessons	T	All SE	Teachers	Technology Committee	At least one per six-weeks
Teachers	1	Attend trainings, participate in a share sessions or individual research to develop <i>Community-based Instruction (CBI) activities</i> to teach generalization of learned skills	SD	Designated Students	Teachers	<i>Secondary LIFE Skills Newsletter; CBVI Curriculum Committee</i>	Each six-weeks
	2	Attend training on utilization of <i>News-2-You resources</i>	SD	All	Classroom Learning Teams	Mayer-Johnson <i>News-2-You</i>	By end of 3 rd 6-weeks reporting period

Campus Objective #5 *Citizenship/Functional Social Studies* Continued . . .

	3	Classroom Learning Teams will analyze Functional Social Studies/Citizenship IEP data, chart trendlines, and make instructional/material adjustments for each 6-weeks reporting period	T	LIFE Skills	Teachers; Classroom Learning Teams	IEP Social Studies Progress Report Data	1 st week following each six-weeks reporting period
Parents	1	Provide parents with copies of <i>News-2-You</i> newsletters to encourage reinforcing <i>Citizenship/Social Studies</i> concepts in the home and community	PI, T	LIFE Skills	Teachers	Mayer-Johnson <i>News-2-You</i>	Each six-weeks
	2	Encourage family participation in targeted campus-wide <i>Service Learning Projects</i>	PI	All SE	Teachers	Service Learning Committee	1 time per semester

Areas to Improve

District Priority: Ensure that students understand the importance of attending school regularly and completing high school.

Area of Focus: Vocational Skills

Campus Objective: #6 *By May 2008, 80% of students will achieve positive progress on targeted vocational skills for three consecutive six-weeks (following baseline data of first six-weeks)*
 #7 *By May 2008, students will achieve positive progress on 75% Functional Vocational IEP Objectives for three consecutive six-weeks (following the baseline first six-weeks progress from Annual ARD)*

Formative/Summative Evaluation:

Carlton Vocational Program data on targeted vocational skills: following directions, responding to wait appropriately, and asking for assistance/clarification in work experience activities
 Vocational Programs: *Business Media Production, Horticulture, Diversified Career Preparation, Commercial Foods*
 6-week IEP Progress Reports of Functional Vocational IEP Objectives
 (Baseline Data: First 6-weeks progress on IEP Objectives following Annual ARD date per student)

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Participate in <i>social stories</i> instruction re: targeted vocational skills		Voc Programs	Voc Teachers	Carol Gray's <i>Writing Social Stories; Conversational Skills; Hidden Curriculum</i>	Every 2 weeks
	2	Teach <i>communication/adaptive behavior skills</i> for customer service		Voc Programs	Voc Teachers	Voc Program Curriculum	Weekly lesson plans
	3	Design lessons re: on-campus vocational job experiences utilizing <i>Voc Village</i> and other natural settings		LIFE Skills	Teachers	<i>LIFE Skills CBI/CBVI Committee</i>	Each six-weeks reporting period
Teachers	1	Teachers will participate in <i>Transition Training</i>	SD, PI	SE Teachers	Mike Mize, SE Coordinator	<i>Transition Training procedures</i>	By end Sept. 2007
	2	Survey post-high school vocational options for students w/severe disabilities in CFISD and surrounding areas		SE Teachers	Instructional Specialist	Mike Mize, <i>Day Habilitative Settings</i>	By end Dec. 2007

Campus Objectives #6 and 7 *Functional Vocational Skills* Continued . . .

	3	Classroom Learning Teams will analyze Functional Vocational IEP data, chart trendlines, and make instructional/material adjustments for each six-weeks reporting period	T	All SE	Teachers; Classroom Learning Teams	IEP Functional Vocational Progress Report Data	1 st week following each six-weeks reporting period
Parents	1	Parents will complete <i>Transition Services Parent Survey</i> to assist ARD Committee in correlating instructional programming to post-secondary goals	PI	Parents	Teachers	<i>CFISD Transition Services Parent Survey Form</i>	Once yearly prior to annual ARD; Targeting end of 1 st six-weeks
	2	Parents will be made aware of appropriate transition-related parent trainings/workshops	T	Parents	Teachers, Instructional Specialist	CFISD SE Parent Trainings	At least once per semester

*** Legend**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

PART III: ASSURANCE ADDENDUM

CIP PART III: ASSURANCE ADDENDUM

DOROTHY CARLTON CENTER
Rhonda R. Turns, Director
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District

Section A

- (1) Dorothy Carlton Center has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
- (2) The Carlton Center's CPOC has
 - (a) completed a needs assessment which serves as the basis for the CIP.
 - (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
 - African American
 - Hispanic
 - White
 - Economically Disadvantaged
 - Special Education
 - Limited English Proficient
 - (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
 - (d) included in the CIP these elements.
 - Resources allocated
 - Staff responsible for activities and strategies
 - Formative and summative evaluation criteria
 - (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
 - (f) included strategies for dropout prevention and reduction. (middle school and high school)
 - (g) included strategies for improving student attendance.
 - (h) included strategies for improving the campus's completion rate. (high school)
 - (j) included goals and methods for violence prevention and intervention on campus.
 - (k) reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
- (3) Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level; At Carlton Center, teachers will focus instruction on the *modified-TEKS* and *functional skills curriculum* per students' *Individualized Education Plans*.
- (4) Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school; At Carlton Center, teachers will facilitate *Transition Planning* via the ARD process with students and parents to provide a coordinated set of activities correlated to students' individualized post-secondary goals. (middle school and high school)

CIP PART III: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Jamie Allen	Teacher 1
Nicole Ener	Teacher 2
Lisa Fasan	Teacher 3
Carolyn Harris	Teacher 4
Trish Holt	Teacher 5
Kole Kerr	Teacher 6
Debra Robertson	Teacher 7
Amanda Stavinoha	Teacher 8
Nadine Fidler	Non-teaching professional 1
Mary Kay Waguespack	Non-teaching professional 2
Mary Gabel Lanham	Parent 1
Cindy Mills	Parent 2
Skip Harvey	Community resident 1
Dianna Lewis	Community resident 2
Jack Smith, Sun Ray Farms	Business representative 1
Lauren Black, Reach Unlimited	Business representative 2

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 12, 2007	3:15 – 5:15 pm	Carlton Center Multipurpose Room
2	October 24, 2007	3:15 – 5:15 pm	Carlton Center Multipurpose Room
3	November 28, 2007	3:15 – 5:15 pm	Carlton Center Multipurpose Room
4	February 20, 2007	3:15 – 5:15 pm	Carlton Center Multipurpose Room
5	May 7, 2007	3:15 – 5:15 pm	Carlton Center Multipurpose Room

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

CIP PART III: ASSURANCE ADDENDUM

Section C

Other Legal Requirements

(1)	Violence Prevention Goal						
	For 2007 – 2008, students participating in full-day Special Education programming at Carlton Center will achieve positive progress on 70% of Behavior/Communication Skills IEP Objectives for three consecutive six-weeks.						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Formative</td> <td style="padding: 5px;">Each grading period the Behavior/Communication Skills IEP Progress Reports will be reviewed to determine the rate of progress.</td> </tr> <tr> <td style="padding: 5px;">Summative</td> <td style="padding: 5px;">At the end of the school year, the Behavior/Communication Skills IEP Progress Report cumulative data will be reviewed to determine the percent of Objectives meeting targeted progress rate.</td> </tr> <tr> <td style="padding: 5px;">Strategy</td> <td style="padding: 5px;">Implement and monitor the implementation of students' <i>Behavior Intervention Plans(BIPs)/IEPs</i>; Implement and monitor the school-wide safety and security plan.</td> </tr> </table>	Formative	Each grading period the Behavior/Communication Skills IEP Progress Reports will be reviewed to determine the rate of progress.	Summative	At the end of the school year, the Behavior/Communication Skills IEP Progress Report cumulative data will be reviewed to determine the percent of Objectives meeting targeted progress rate.	Strategy	Implement and monitor the implementation of students' <i>Behavior Intervention Plans(BIPs)/IEPs</i> ; Implement and monitor the school-wide safety and security plan.
Formative	Each grading period the Behavior/Communication Skills IEP Progress Reports will be reviewed to determine the rate of progress.						
Summative	At the end of the school year, the Behavior/Communication Skills IEP Progress Report cumulative data will be reviewed to determine the percent of Objectives meeting targeted progress rate.						
Strategy	Implement and monitor the implementation of students' <i>Behavior Intervention Plans(BIPs)/IEPs</i> ; Implement and monitor the school-wide safety and security plan.						
(2)	Special Education Goal						
	For 2007 – 2008, the percent of students making positive progress on IEP/BIP Objectives will meet or exceed targeted expectations shown in CIP Part II.						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Formative</td> <td style="padding: 5px;">Each grading period, students' progress on IEP/BIPs will be monitored and reviewed.</td> </tr> <tr> <td style="padding: 5px;">Summative</td> <td style="padding: 5px;">Results of the TAKS Alt tests will be reviewed to determine level of progress; Annual ARD cumulative IEP/BIP data will be reviewed at end of the school year to determine percent of Objectives meeting targeted progress rate.</td> </tr> <tr> <td style="padding: 5px;">Strategy</td> <td style="padding: 5px;">Provide differentiated instruction to address learning needs of identified special needs students.</td> </tr> </table>	Formative	Each grading period, students' progress on IEP/BIPs will be monitored and reviewed.	Summative	Results of the TAKS Alt tests will be reviewed to determine level of progress; Annual ARD cumulative IEP/BIP data will be reviewed at end of the school year to determine percent of Objectives meeting targeted progress rate.	Strategy	Provide differentiated instruction to address learning needs of identified special needs students.
Formative	Each grading period, students' progress on IEP/BIPs will be monitored and reviewed.						
Summative	Results of the TAKS Alt tests will be reviewed to determine level of progress; Annual ARD cumulative IEP/BIP data will be reviewed at end of the school year to determine percent of Objectives meeting targeted progress rate.						
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.						

CIP PART III: ASSURANCE ADDENDUM

(3)

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at 100% .	
Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

(4)

Secondary Drop – out Prevention Goal	
For 2007 – 2008, the dropout rate will be 0.0% or less.	
Formative	Each grading period, the documentation will be reviewed for students who have checked out of school.
Summative	The 2007 – 2008 drop-out data will be reviewed.
Strategy	Monitor school leavers bi-weekly, coordinate with home campus, contact parents, and implement intervention plans.

CIP PART III: ASSURANCE ADDENDUM

Section D

10 Components of a Title I Program

- 1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
- 2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach high-frequency content-focused vocabulary terms/phrases (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning, individual functional communication system and level of thinking about content and concepts.
- 3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
- 4. **High-quality and ongoing, professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
- 5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
- 6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
- 7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
- 8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
- 9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infosrvweb and are accessible to teachers and administrators.
- Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

CIP PART III: ASSURANCE ADDENDUM

Dorothy Carlton Center Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
2-Aug	Leadership Conference	District Administrative Staff	Leadership Conference
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	Achievement Monitoring System
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	New Staff Orientation LIFE Skills Orientation
20-Aug	All Staff	Campus	Expectations for Teaching Critical Functional Life Skills
21-Aug	All Staff	Campus	Positive Behavioral Supports; CPI
22-Aug	All Staff	Campus	Effective Strategies for Students w/Autism; CPI
23-Aug	Elementary/Secondary	District Staff	LIFE Skills Curricula
24-Aug	All Staff	Campus	Applied CPI; Classroom Learning Teams
8-Oct	Secondary Staff	District Staff	LIFE Skills Curricula
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	Data-driven Decisions
4-Jan	All Staff	Campus	Behavior/Communication IEP/BIP Strategies
18-Feb	All Staff	Campus	Developmental Milestones of Reading, Writing, Math
30-May	All Staff	Campus	IEP/BIP Data Progress Trendlines