

2008-2009
Campus Improvement Plan
for
Dorothy Carlton Center

Cypress-Fairbanks Independent School District

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success	
Students	Subjects	Reading/ELA	Progress demonstrated in functional academic skills	100% Passed TAKS-Alt Reading/ELA Assessments (16/16); 78% ELA achieved Commended Status	
		Writing			
		Math	Progress demonstrated in 77% of Math IEP objectives with 79% of IEP objectives meeting mastery targets	100% Passed TAKS-Alt Assessments (16/16)	
		Science	Progress demonstrated in 77% of Science/Domestic Skills IEP objectives with 83% of IEP objectives meeting mastery targets	100% passed TAKS-Alt Assessments (12/12)	
		Social Studies	Progress demonstrated in 72% Social Studies IEP objectives with 71% of IEP objectives meeting mastery target	100% passed TAKS-Alt Assessments (12/12)	
		Other	84% Vocational Skills IEP Objectives met mastery targets; 100% Compliance on Indicator 13 Targets	Cumulative IEP Objectives Data; Indicator 13 Targets	
	Subgroups	All			
		AA			
		H			
		W			
		ED			
		LEP			
	Social/ Emotional	Discipline			
		Extracurricular			
		Other	Progress demonstrated in BIP Implementation with focus on communication as replacement behaviors	BIP Objectives; CPI Interventions	
Teacher	Professional Development		Staff certified in Non-violent Crisis Prevention Intervention strategies	100% full-time staff obtained CPI certification	
	Qualifications				
	New Staff				
	Retention		Teaching Staff returning	100% Teachers returned	
Parent					

Area of Focus: Student Safety/ Behavioral Objectives

District Priority:

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

Campus Objective: #1

By May 2009, students will achieve positive progress on 70% of Behavior/Communication Skills IEP Objectives for three six-weeks (following the baseline data from Annual ARDs).

Formative Evaluation:

6-week IEP Progress Reports of Behavior/Communication Skills IEP Objectives
(Baseline Data: 2-week baseline data on IEP Objectives from Annual ARD 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 SpEd	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 SpED	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 Sp Ed	Teachers	BIPs	Daily
	5 Utilize students' <i>individualized functional communication systems</i> in small group lessons to demonstrate generalization of skills and enhance future opportunities to participate in less restrictive environments	VP	LIFE Skills	Teachers, Behavior Specialist, SLP	<i>FACES Curriculum; News-2-You, Hidden Curriculum</i>	Weekly lesson plans
	6 Utilize <i>visual task schedules</i> to promote time-on-task	T	LIFE Skills	Teachers	<i>Linda Hodgon's Visual Strategies</i>	Weekly lesson plans
	7 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

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

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. 2008
	3	Designated staff will participate in <i>Applied CPI Training</i> for implementation of emergency CPI procedures	VP, SD	Designated Staff	Applied CPI Certified Instructor	<i>Crisis Prevention Institute, Inc</i>	By end of Aug. 2008
	4	Utilize <i>CPI and Applied CPI strategies</i> as appropriate; Participate in <i>debriefing meetings w/Behavior Specialist</i> to enhance skills and BIP implementation	VP	All Staff	Staff, Behavior Specialist; Certified CPI Instructor(s)	<i>Crisis Prevention Institute, Inc</i>	Review Weekly as needed per designated Teams
	5	Participate in trainings re: <i>principles of applied behavioral analysis, prompting strategies, visual supports and reinforcement theory</i>	VP, SD	All Staff	Director; Behavior Specialist; Designated Staff	<i>CFISD Special Education Coordinator</i>	By end of March 2009
	6	Designated staff to participate in trainings re: <i>Autism Spectrum Disorders, PECS</i>	VP, SD	Designated Staff	Director; Behavior Specialist; Designated Staff	<i>Region 4 Trainings</i>	By end of April 2009
	7	Teachers will participate in training regarding new Incident Action Plan and practice drills to ensure appropriate accommodations for the safety of students with special needs	SD	All Staff	Behavior Specialist	<i>CFISD EOP and campus IAP</i>	Once per each 6-week reporting period
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

Area of Focus: Science

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#2	<i>By May 2009, students will achieve positive progress on 75% of Functional Science/Domestic Living Skills IEP Objectives for three six-weeks (following the baseline data from Annual ARDs).</i>
Formative/Summative Evaluation:		6-week IEP Progress Reports of Functional Science/Domestic Living Skills IEP Objectives (Baseline Data: 2-week baseline data on IEP Objectives from Annual ARD 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	SD	LIFE Skills	Teachers	<i>FACES Curriculum</i>	Weekly lesson plans
	2	Designate <i>Domestic Lab Committee</i> to analyze needs/procure resources for Domestic Lab and lead efforts to enhance curricular/instructional resources	SD	Designated Teachers & Paras	Instructional Specialist		At least once per 6 weeks
	3	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
	4	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	5	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

Area of Focus: Mathematics

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

Campus Objective: #3 *By May 2009, students will achieve positive progress on 75% of Functional Problem-Solving/Math IEP Objectives for three six-weeks (following the baseline data from Annual ARDs).*

Formative/Summative Evaluation: 6-week IEP Progress Reports of Functional Problem-Solving IEP Objectives
(Baseline Data: 2-week baseline data on IEP Objectives from Annual ARD 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, touch-time, and/or touch-money strategies</i>	SD	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
	7	Teach <i>checkbook strategies</i>		SE Voc Students	Vocational Teachers	Voc Program Curricula	Weekly
Teachers	1	Utilize <i>FACES Curriculum</i> to develop lessons	SD	LIFE Skills	Teachers	<i>FACES Curriculum; PCI math materials</i>	Weekly lesson plans
	2	Participate in trainings re: <i>touch-math, touch-time, and touch-money strategies</i>	SD	LIFE Skills	Instructional Specialist	<i>Touch-math curriculum</i>	By end of 4 th six-weeks

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

	3	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 suggestions to encourage reinforcing math concepts in the home and community	PI, T	Parents	Teachers	Lesson Plans	At least once per six weeks

Area of Focus: Reading/English Language Arts

District Priority: 1A

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

Campus Objective: #4

By May 2009, students will achieve positive progress on 70% of Functional Reading/Writing Skills IEP Objectives for three six-weeks (following the baseline data from Annual ARDs).

Formative/Summative Evaluation:

6-week IEP Progress Reports of Functional Reading/Writing Skills IEP Objectives
(Baseline Data: 2-week baseline data on IEP Objectives from Annual ARD 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>	T	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
Teachers	1 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
	2 Attend in-service on developmental milestones of writing	SD	LIFE Skills	Teachers, Paras, Instr. Specialist	<i>CFISD Curriculum Staff</i>	By end of Feb. 2009
	3 Procure age-appropriate/low-level readers for campus/classroom functional reading libraries	SD	LIFE Skills	Instructional Specialist	<i>PCI, Attainment, Stevenson</i>	By end 4 th six-weeks
	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

Area of Focus: Social Studies

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

Campus Objective: #5 *By May 2009, students will achieve positive progress on 75% of Citizenship/Functional Social Studies IEP Objectives for three six-weeks (following the baseline data from Annual ARDs).*

Formative/Summative Evaluation: 6-week IEP Progress Reports of Citizenship/Functional Social Studies IEP Objectives
(Baseline Data: 2-week baseline data on IEP Objectives from Annual ARD per student)

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Design lessons utilizing <i>social stories and/or hidden curriculum</i> for adaptive behaviors required in vocational settings	T	All SE	Teachers	<i>Carol Gray's Writing Social Stories; Hidden Curriculum</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, Time for Kids, and/or National Geographic for Kids</i> to teach age-appropriate social studies lessons	T	Designated Students	Teachers	Mayer-Johnson <i>News-2-You; Time for Kids; Nat'l Geographic for kids</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	Attend trainings on utilization of <i>Hidden Curriculum</i>	SD	VOC & Designated Staff	Classroom Learning Teams	<i>Hidden Curriculum</i>	By end of 4 th six-weeks
	4	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

Area of Focus: Vocational Skills

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

Campus Objective: #6 *By May 2009, students will achieve positive progress on 70% of Functional Vocational IEP Objectives for three six-weeks (following the baseline data from Annual ARDs).*
 #7 *By May 2009, students in the specially-designed vocational programs will achieve positive progress on 70% of Vocational IEP Objectives for three six-weeks (following the baseline data from Annual ARDs).*

Formative/Summative Evaluation: 6-week IEP Progress Reports of Functional Vocational IEP Objectives
 (Baseline Data: 2-week baseline data on IEP Objectives from Annual ARD per student)
 Vocational Programs: *Business Media Production, Horticulture, Diversified Career Preparation, Commercial Foods, and VITAL (Vocational Independence Training for Adult Living)*

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Participate in <i>social stories and/or hidden curriculum</i> instruction re: targeted vocational skills	SD	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	SD	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	SD	LIFE Skills	Teachers	<i>LIFE Skills CBI/CBVI Committee</i>	Each six-weeks reporting period
	4	Participate in community-based <i>work-based learning activities</i> correlated to specially designed vocational class work options	SD	Voc Program	Voc Teachers	<i>WBL Guidelines</i>	Once per each six-weeks reporting period
Teachers	1	Teachers will participate in <i>Transition Training</i>	SD, PI	SE Teachers	Director; Mike Mize, SE Coordinator	<i>Transition Training procedures</i>	By end Sept. 2008
	2	Survey post-high school vocational options for students w/severe disabilities in CFISD and surrounding areas	SD	SE Teachers	Instructional Specialist	Mike Mize, <i>Day Habilitative Settings</i>	By end Dec. 2008

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
	4	Designate <i>Vocational Village Committee</i> to analyze needs/procure resources for Vocational Village and lead efforts to enhance curricular/instructional resources	SD	Selected Teachers & Paras	Instructional Specialist		By end of 2 nd 6-weeks; Monthly reviews
	5	Teachers will participate in training re: <i>Work-based Learning Guidelines</i> and <i>revised CBI Guidelines</i>	SD	Teachers	Instructional Specialist Director	<i>WBL & CBI Guidelines</i>	By end of 3 rd 6-weeks reporting period
	6	Teachers/staff will participate in training re: programming strategies for students with Autism Spectrum Disorder, including Asperger's	SD	VOC	Instructional Specialist	<i>CFISD Coordinators</i>	By end of 4 th six weeks
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.
Code		Indicates Target Group or Person(s) Responsible
SE	Special Education	Special Education Staff at Carlton Center
VOC	Vocational Programs	Staff from the specially-designed Special Education Vocational Programs at Carlton Center, including <i>Business Media Production, Horticulture, Diversified Career Preparation, Commercial Food Service</i>

CIP PART II: ASSURANCE ADDENDUM
DOROTHY CARLTON CENTER
RHONDA R. TURNS, DIRECTOR
2008 – 2009
Campus Improvement Plan
Cypress-Fairbanks Independent School District
Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	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])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient 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.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
X	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	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).
X	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; <i>At Carlton Center</i> , teachers will focus instruction on the <i>modified-TEKS</i> and <i>functional skills curriculum</i> per students' <i>Individualized Education Plans</i> .
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school); <i>At Carlton Center</i> , teachers will facilitate <i>Transition Planning</i> via the ARD process with students and parents to provide a coordinated set of activities correlated to students' individualized post-secondary goals.

**CIP PART II: ASSURANCE ADDENDUM
Section B**

Membership Composition of the Campus Performance Objectives Council (CPOC) for Dorothy Carlton Center	
Name of CPOC Member	Position
Rhonda R. Turns	Principal/Director, Dorothy Carlton Center
Nicole Ener	Teacher 1: LIFE Skills; Team Leader
Lisa Fasan	Teacher 2: LIFE Skills
Carolyn Harris	Teacher 3: LIFE Skills – Specialized Vocational Program: Commercial Foods Service
Trish Holt	Teacher 4: CATE/DTE – Specialized Vocational Program: Horticulture & DCP; Voc Team Leader
Michelle Morris	Teacher 5: LIFE Skills
Amanda Stavinoha	Teacher 6: LIFE Skills
Rhonda Sander	Teacher 7: Life Skills
Debra Williams	Teacher 8: LIFE Skills
Nadine Fidler	Non-teaching Professional 1: Assistant Superintendent Educational Support Services
Mary Kay Waguespack	Non-teaching Professional 2: Behavior Specialist, Carlton Center
Vicki Teer	Non-teaching Professional 3: Instructional Specialist, Carlton Center
Mary Gabel Lanham	Parent 1:
Cindy Mills	Parent 2:
Skip Harvey	Community resident 1:
Tom Murrell	Community resident 2:
Jack Smith	Business representative 1: Sun Ray Farms
Lauren Black	Business representative 2: Reach Unlimited

CIP PART II: ASSURANCE ADDENDUM

Section B Continued

Membership Composition of the Campus Improvement Plan Committee (CIPC) for Dorothy Carlton Center	
Name of CIPC Member	Position
Lucrecia Amos	Paraprofessional
Robin Greenwood	Paraprofessional
Sandra Reyes	Paraprofessional
Debra Robertson	Teacher: Life Skills
Bessie Sigman	Paraprofessional
Jackye Spell	Paraprofessional
Troffia Tillis	Paraprofessional

Dorothy Carlton Center CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	October 1, 2008	3:15 p.m.	Dorothy Carlton Center – Multipurpose Room
2	November 5, 2008	3:15 p.m.	Dorothy Carlton Center – Multipurpose Room
3	February 4, 2009	3:15 p.m.	Dorothy Carlton Center – Multipurpose Room
4	March 4, 2009	3:15 p.m.	Dorothy Carlton Center – Multipurpose Room
5	April 8, 2009	3:15 p.m.	Dorothy Carlton Center – Multipurpose Room
6	May 6, 2009	3:15 p.m.	Dorothy 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 II: ASSURANCE ADDENDUM
Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
	*Data for students at the Dorothy Carlton Center are incorporated into home campus data.				
	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
	*Data for students at the Dorothy Carlton Center are incorporated into home campus data.				
X	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 10% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent & community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.

CIP PART II: ASSURANCE ADDENDUM

X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 10% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed.	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 90% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% .	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.	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.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
*Data for students at the Dorothy Carlton Center are incorporated into home campus data.	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be XX% or less with no student group exceeding XX% .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
X	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 100% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.

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NA	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above XX %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above XX %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above XX %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above XX %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

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<p>*Data for students at the Dorothy Carlton Center are incorporated into home campus data.</p>	<p>14) High School CTE</p>	<p>For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX%.</p>	<p>After each SFA, the staff will review the results to determine progress in meeting established performance level.</p>	<p>TAKS results will be reviewed to determine if targets were met.</p>	<p>Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.</p>
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Section D

- 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 content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (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 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 infoservweb and are accessible to teachers and administrators.
- 10. **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 II: ASSURANCE ADDENDUM

DOROTHY CARLTON CENTER Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	EOP Requirements
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
*15-Aug	All Staff	Campus Certified CPI Trainers	Annual CPI Certification *Time Equivalency
18-Aug	All Staff	Campus	Power of Engagement
19-Aug	All Staff	Campus	Transition Training
20-Aug	All Staff	Campus & District Certified CPI Trainers	Engaging Classroom Learning Teams in Applied CPI Training
21-Aug	Elementary/Secondary	District Staff	LIFE Skills Curriculum/Strategies; SHARS Procedures
22-Aug	All Staff	Campus	Classroom Learning Teams: Making Connections for Learning
13-Oct	Secondary Staff	District Staff	LIFE Skills Curriculum/Strategies
	Elementary Staff	Campus Staff	Parent Conferences
4-Nov	All Staff	Campus Certified CPI Trainers	*Carlton DWTE re: Annual CPI Certification
19-Jan	All Staff	Campus	*Carlton TE re: Principles of Applied Behavioral Analysis; LIFE Skills Strategies
4-June	All Staff	Campus	Classroom Learning Teams