

2009-2010
Campus (Special Program) Improvement Plan
for
Dorothy Carlton Center

Cypress-Fairbanks Independent School District

Mission Statement

Cypress-Fairbanks Independent School District Mission Statement

The district will provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator;
- Competent Problem-solver;
 - Self-directed Learner;
- Responsible Citizen; and
 - Quality Producer.

Dorothy Carlton Center
2009- 2010 Comprehensive Needs Assessment Summary

The staff at Dorothy Carlton Center includes 16 teachers, 32 paraprofessionals, 2 administrators and 1 behavioral support staff. The student population for students participating in the full-day LIFE Skills program is 50% White, 26% African American, 22% Hispanic, and 2% Asian. Thirty-three percent of students who attend full-day programming at Dorothy Carlton Center qualify for free or reduced lunch.

The Dorothy Carlton Center is a program option for students receiving specialized instruction/services per their Individualized Education Plans (IEPs) as determined by their Admission, Review and Dismissal (ARD) Committees. Two distinct program options are provided:

- (1) Designated students (29) participate in *full-day, self-contained, special day class instruction* to meet individual needs requiring a highly structured setting with low student-to-teacher ratio; a primary focus is to promote attainment of functional communication skills to replace inappropriate behaviors. Students participate in functional skills instruction focusing on prerequisite skills that are linked to the grade-level TEKS; students demonstrate performance objectives that include real-life application of these skills as appropriate to the individual student's abilities and needs.
- (2) Designated students (87) from the district's high schools participate in *specialized vocational instruction* in targeted self-contained classes:
 - *Business Media Production (BMP)*; 2-hour instructional block period
 - *CTED - Horticulture*; 2-hour instructional block period
 - *Commercial Food Service (CFS)*; 2-hour instructional block period
 - *CTED – Diversified Career Prep (DCP)*; 2-hour instructional block period
 - *VITAL – Vocational and Independence Training for Adult Living; full-day instruction in LIFE-Skills class for students in their last two years of high school*

The staff at Dorothy Carlton Center conducted a comprehensive needs assessment for the 2009-2010 school year. The needs assessment was conducted to identify trends in student achievement and target areas for improvement. The information used to conduct the needs assessment included data from *progress on students' IEP/BIP objectives* in designated areas of focus and *TAKS-Alt data* from the 2009 Texas Assessment of Knowledge and Skills (TAKS). Given the special program status of Carlton Center, both student groups (*full-day students attending LIFE Skills programming* and *students attending specialized vocational classes*) are identified as priorities. Based on the review of the data, several priority areas were identified that will be addressed in the 2009-10 school year including: instruction to promote attainment of appropriate social/emotional behavioral and communication skills, instruction in functional academic skills and specialized instruction to promote attainment of pre-vocational skills. Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Strategies to address the need in these areas are delineated in Part I of the campus (special program) improvement plan. Carlton Center staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact in the 2009-2010 school year. Additionally, efforts will be made to maintain/improve the rate of attendance for the Special Education LIFE Skills student group (92%). Efforts will also be made to increase teacher retention (75% 2009-2010; 100% 2008-2009) at Carlton Center.

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Progress demonstrated on 79% of functional Reading/ELA skills	93% met TAKS-Alt standard
		Writing		
		Math	Progress demonstrated on 75% of Math IEP Objectives	93% met TAKS-Alt standard
		Science	Progress demonstrated on 75% of Science/Domestic IEP Objectives	100% met TAKS-Alt standard
		Social Studies		
		Other	100% Compliance on Indicator 13 Targets	Indicator 13 Targets
	Subgroups	All		
		AA		
		H		
		W		
		ED		
		LEP		
		SE	Progress demonstrated on functional academic skills	TAKS-Alt & IEP Progress Data noted above
	Social/Emotional	Discipline		
Extracurricular				
Other				
Teacher	Professional Development		Staff certified in non-violent Crisis Prevention Intervention strategies	100% full-time staff obtained CPI certification
	Qualifications			
	New Staff			
	Retention			
Parent			Increase linkage to students' post-secondary agency service providers	100% agency representatives invited to ARDs; 78% attended
			Parent input in development of post-secondary goals	100% completed <i>Transition Parent Surveys</i>

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 Performance Objective:	<p>#1 <i>By May 2010, students will achieve positive progress on 65% of Social/Emotional Behavior IEP Objectives for three six-weeks (following the baseline data from Annual ARDs).</i></p> <p>#2 <i>By May 2010, students will achieve positive progress on 65% of Communication IEP Objectives for three six-weeks (following the baseline data from Annual ARDs).</i></p>
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> to facilitate communication, teach social skills, facilitate understanding of demands in the school setting, support transitions, and to promote self-regulation of behaviors	VP, T	All SpEd	Teachers	<i>Boardmaker AU Supplement</i>	Daily
	2 Utilize 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
	3 Participate in a daily review of targeted behavioral expectations	VP, T	All SpEd	Teachers	BIPs	Daily
	4 Utilize <i>visual calming sequences to regulate behaviors</i> per individualized students' needs in all settings	VP, T	LIFE Skills	Teachers	BIPs <i>Boardmaker</i>	Review/update each six-weeks
	5 Utilize <i>visual task schedules</i> to promote time-on-task	T	LIFE Skills	Teachers	Linda Hodgdon's <i>Visual Strategies</i>	Weekly lesson plans
	6 Utilize students' <i>individualized functional communication systems</i> to participate in small group lessons to demonstrate generalization of skills and enhance future opportunities to participate in less restrictive environments	VP, T	LIFE Skills	Teachers, Behavior Specialist, SLP, Occup. Training Teacher	<i>FACES Curriculum; News-2-You, Hidden Curriculum</i>	Weekly lesson plans

Campus Performance Objective #1 Social/Emotional Behavior and #2 Communication Skills Continued . . .

Students	7	Participate in <i>social stories</i> instruction to promote acquisition of appropriate social skills in vocational settings	T	SE Voc Students	Vocational Teachers	<i>Carol Gray's Writing Social Stories</i>	3 times per each six-weeks
	8	Students will demonstrate ability to generalize skills by following school rules when participating in the specialized vocational programs	VP	SE Voc Students	Vocational Teachers; Behavior Specialist	<i>Code of Conduct</i>	Review of discipline referrals per 6-weeks
	9	Participate in emergency preparation/crisis drills to promote both individual and campus-wide safety; utilize individualized accommodations necessary to ensure the safety of students with special needs	VP	All SpEd	Teachers; Behavior Specialist	<i>CFISD EOP and campus IAP</i>	Once per each 6-week reporting period
Teachers	1	Provide <i>visually-structured classrooms</i> and <i>visually-supported lessons</i> to facilitate communication, teach social skills, facilitate understanding of demands in the school setting, support transitions, and to promote self-regulation of behaviors	VP, T	All Special Ed	Teachers, SLP	<i>Boardmaker; AU Supplement Linda Hodgdon's Visual Strategies</i>	Daily
	2	Conduct <i>Classroom Learning Team Meetings</i> to review progress on Behavior/Communication IEP Objectives and BIP implementation strategies; make instructional/material adjustments for each 6-weeks reporting period	VP	All Special Ed	Teachers	<i>IEP/BIP Data</i>	Weekly
	3	Teachers will present trend-line behavior data for each student to Behavior Support Specialist each 6-weeks	VP, T	LIFE Skills	Teachers; Behavior Specialist	<i>IEP Progress Report Data</i>	By end of 2 nd week of each six-weeks reporting period
	4	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. 2009
	5	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. 2009
	6	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
	7	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 2010

Campus Performance Objective #1 Social/Emotional Behavior and #2 Communication Skills Continued . . .

Teachers Cont'd	8	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; CFISD Autism Series</i>	By end of April 2010
Parents	1	Keep regular contact with parents/guardians re: BIP progress and home-school strategies via phone contact, conferences or daily communication book, as appropriate	PI	LIFE Skills	Teachers, Behavior Specialist	BIP data	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	Facilitate parent input in the development of <i>Functional Behavioral Assessments and BIPs</i>	PI	LIFE Skills	Teachers, Behavior Specialist	<i>FBA/BIPs</i>	Prior to students' annual ARDs
	4	Provide opportunity for parents to check-out <i>alternative communication devices</i> for use at home	PI,T	LIFE Skills	SLP	Assistive Technology	Review each 6-weeks

Area of Focus: Transition/College and Career Readiness

District Priority:	Help students plan for life beyond graduation (1B-7)
Campus Performance Objective:	#3 Create a culture that prepares students receiving ARDed specialized instruction/services for transition to post-secondary living, education/training and vocational environments per their individual <i>Transition Post-Secondary Goals/Objectives</i>
Formative Evaluation:	<i>Indicator 13 Data</i>

STP	Strategies	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Participate in completion of <i>Student Surveys and Vocational Assessments</i> prior to annual ARD meeting	All Sp Ed	Teacher	CFISD <i>Transition Procedures</i>	Annually, prior to Annual ARD meeting
	2 Participate in development of <i>Student Portfolios</i> to document vocational skills and interests for post-secondary environments	SE Voc Students	Teacher	<i>Student Portfolios</i>	By end 2 nd Semester 2010
	3 Learn to complete pre-vocational tasks in group settings as required in post-secondary day habilitative settings	LIFE Skills	Teachers	IEPs/BIPs	Weekly lessons
Teachers	1 Utilize information gathered from <i>Transition Surveys/assessments</i> per students' ARDs to design lessons to prepare students for greater participation/independence in their home, community and vocational settings.	All Sp Ed	Teachers	CFISD <i>Transition Procedures</i>	By end of second six-weeks grading periods; Weekly lesson plans
	2 Design lessons to integrate critical communication and social/emotional behavioral skills in all functional activities	All Sp Ed	Teachers	IEPs/BIPs	Weekly lesson plans
	3 Teachers will participate in <i>Transition Training</i> and gain knowledge of legal requirements regarding <i>Transition</i> and <i>Indicator 13</i>	SD, PI	Director; Instr. Specialist; SE Teachers	CFISD <i>Transition Procedures Modules</i>	By end Sept. 2009
	4 Participate in training to write <i>standards-based IEPs</i>	All Sp Ed	Instr. Specialist; Teachers	CFISD's <i>IEP Training Modules</i>	By end October 2009
	5 Collaborate with Transition Coordinator to initiate Interagency Transition Services meetings	All Sp Ed	Director; Transition Coordinator	<i>Transition Directory of Agency Providers</i>	By end fall semester

Campus Performance Objective #3 *Transition* Continued . . .

Parents	1	Complete <i>Transition Parent Survey</i> to provide input regarding post-secondary goals for independent living, education/training and employment	PI	Parents; Diagnostician	<i>Transition Parent Survey</i>	By end of 2 nd 6-weeks
	2	Provide <i>agency contact information</i> to facilitate collaboration between school, family, and post-secondary agencies	PI	Parents; Diagnostician	<i>Agency Contact Letter</i>	By end of 2 nd 6-weeks
	3	Attend trainings regarding post-secondary community resources for adults with disabilities	PI	Parents; Instr. Specialist	CFISD Parent Trainings	By April 2010

Area of Focus: Science – Self-Help/Independence

District Priority:

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

Campus Performance Objective:

#4 *By May 2010, students will achieve positive progress on 75% of Self-Help/Independence - Functional Science IEP Objectives for three six-weeks (following the baseline data from Annual ARDs).*

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	PCI & Attainment Cookbooks	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	FACES Science Curriculum; PCI Science Resources	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	Active Learning	Teachers	AbleNet; Attainment; Don Johnston	Daily
Teachers	1 Utilize <i>Transition Student Survey</i> information regarding <i>Post-Secondary Independent Living Goals/Objectives</i> per students' ARDs to design lessons to prepare students for greater participation/independence in their home settings.	SD	LIFE Skills	Teachers	Transition Post-Secondary Goals	Weekly lesson plans
	2 Participate in team share sessions to design/share domestic lab/science mini-lessons and lead efforts to enhance curricular/instructional resources	SD	LIFE Skills staff	Teacher teams; Instructional Specialist	Secondary LIFE Skills Curriculum; CFISD on-line Science curricula	1 share session per 6-weeks
	3 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	Domestic Living Survey	By end of 2 nd 6-weeks
	2 Complete <i>Transition Parent Survey</i> to provide input regarding post-secondary goals for independent living.	PI	LIFE Skills	Parents; Diagnostician	Transition Parent Survey	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 Performance Objective:

#5 *By May 2010, 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 Attend curriculum share sessions regarding functional math curricula and resources.	SD	LIFE Skills	Instructional Specialist; Teachers	<i>FACES & Secondary LIFE Skills Curriculum; PCI math materials</i>	1 time per semester
	2 Participate in trainings re: <i>touch-math, touch-time, and touch-money strategies</i>	SD	LIFE Skills	Instructional Specialist; Teachers	<i>Touch-math curricula</i>	By end of 4 th six-weeks

Campus Performance Objective #5 *Functional Problem-Solving/Math* Continued . . .

Teachers Cont'd	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 Performance Objective:	#6	<i>By May 2010, students will achieve positive progress on 80% of Functional Reading/Writing 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 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 Participate in individualized lessons utilizing structured reading programs, i.e. PCI Reading, PCI Essential Sight Words, PCI Environmental Print, Edmark Functional, Stevenson Reading	T	Designated Students	Teachers	PCI, Edmark, and Stevenson Reading programs & resources	Weekly lesson plans
	2 Design lessons to promote integration of functional reading/writing skills across the curriculum using News-2-You	T	LIFE Skills	Teachers	News-2-You	Weekly lesson plans
	3 Utilize <i>Writing with Symbols</i> and other software programs to promote reading skills	T	LIFE Skills	Teachers	Mayer-Johnson	Weekly lesson plans
Teachers	1 Utilize <i>software programs, i.e. Boardmaker, Picture This</i> to develop visual supports and instructional materials	T	LIFE Skills	Teachers	Mayer-Johnson, Picture This, BoardMaker	Weekly lesson plans
	2 Attend in-service on balanced literacy for students participating in functional reading classes	SD	LIFE Skills	Teachers, Paras, Instr. Specialist	CFISD Secondary LIFE Skills Coordinator & Coaches	By end of Feb. 2010
	3 Attend trainings regarding reading programs and software designated for Secondary LIFE Skills	SD	LIFE Skills	Teachers, Paras, Instr. Specialist	PCI, Edmark, and Stevenson Reading programs & resources	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 Performance Objective:	#7	<i>By May 2010, 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).</i>
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 school, community and/or vocational settings, as appropriate	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	<i>Mayer-Johnson 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</i>	Each six-weeks
	2	Attend training on utilization of <i>News-2-You resources</i>	SD	All	Classroom Learning Teams	<i>Mayer-Johnson News-2-You</i>	By end of 3 rd 6-weeks reporting period

Campus Performance Objective #7 *Citizenship/Functional Social Studies* Continued . . .

Teachers Cont'd	3	Attend trainings on utilization of <u>Hidden Curriculum</u>	SD	VOC & Designated Staff	Classroom Learning Teams	<u>Hidden Curriculum</u>	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 Performance Objective: #8 *By May 2010, students will achieve positive progress on 70% of Functional Vocational IEP Objectives for three six-weeks (following the baseline data from Annual ARDs).*
 #9 *By May 2010, 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 and 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 and employability behaviors.	SD	Voc Programs	Voc Teachers	Carol Gray's <i>Writing Social Stories; Conversational Skills; Hidden Curriculum</i>	Every 2 weeks
	2 Improve students' <i>communication/adaptive behavior skills</i> for customer service in work settings.	SD	Voc Programs	Voc Teachers	Voc Program Curriculum; PAES	Weekly lesson plans
	3 Participate in community-based <i>work-based learning activities</i> correlated to specially designed vocational class work options	SD	Voc Programs	Voc Teachers	<i>Work-Based Learning (WBL) Guidelines</i>	Once per each six-weeks reporting period
	4 Provide on-campus pre-vocational experiences utilizing functional activities in the classroom and school settings.	SD	LIFE Skills	Teachers	<i>WBL Guidelines; IEPs/BIPs</i>	Weekly lesson plans; Each six-weeks reporting period
	5 Participate in pre-vocational tasks in a group setting to practice skills required in less restrictive post-secondary day habilitative settings.	SD	LIFE Skills	Occup. Prep Teacher; LIFE Skills Teachers	<i>WBL Guidelines; IEPs/BIPs</i>	Weekly lesson plans
Teachers	1 Teachers will participate in <i>Transition Training</i> and gain knowledge of legal requirements regarding <i>Transition</i> and <i>Indicator 13</i>	SD, PI	SE Teachers	Director; Instr. Specialist; Mike Mize	<i>Transition Training procedures</i>	By end Sept. 2009

Campus Performance Objectives #8 and #9 Functional Vocational Skills Continued . . .

Teachers Cont'd	2	Develop criteria for Occupational Prep class and study effectiveness of program in providing students with skills to function in group settings while performing pre-vocational tasks required in less restrictive post-secondary day habilitative settings.	SD	LIFE Skills	Instr. Specialist; Occup. Prep Teacher; Teachers	Survey of post-secondary day habilitative programs	Review each six-weeks reporting period
	3	Teachers will participate in training re: <i>Work-based Learning Guidelines</i> and <i>CBI Guidelines</i>	SD	Teachers	Instructional Specialist Director	<i>WBL & CBI Guidelines</i>	By end of 3 rd 6-weeks reporting period
	4	Attend training and implement the pilot <i>PAES –Practical Assessment of Exploration Skills</i> curriculum	SD, T	VITAL & Voc	Instructional Specialist, VITAL	<i>PAES program</i>	By end of 1st six weeks
	5	Study program benefits of the <i>PAES</i> prevocational assessment curriculum and make recommendations for future use and class format	SD	VITAL & Voc	Director; Sec. LIFE Skills Coordinator	<i>PAES program</i>	By end of 1 st semester
	6	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 Surveys</i> to assist ARD Committees 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 or students at Carlton Center
LIFE Skills	LIFE Skills	Special Day Class staff or students in the full-day LIFE Skills program at Carlton Center
VOC	Vocational Programs	Staff or students from the specially-designed Special Education Vocational Programs at Carlton Center, including <i>Business Media Production, Horticulture, Diversified Career Preparation, Commercial Food Service, and VITAL – Vocational and Independence Training for Adult Living</i>

CIP PART II: ASSURANCE ADDENDUM
Dorothy Carlton Center
Rhonda Turns, Director
Campus (Special Program) Improvement Plan 2009-2010
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.

Modified for Special Program	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.
NA	Included strategies for dropout prevention and reduction. (middle school and high school)
NA	Included strategies for improving student attendance.
NA	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 goals and methods for violence prevention and intervention on campus.
NA	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).
Modified for Special Program	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 <i>Carlton Center</i> , teachers will focus instruction on prerequisite skills linked to the TEKS and <i>functional skills curriculum</i> per students' <i>Individualized Education Plans</i> .
Modified for Special Program	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); At <i>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.
NA	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
NA	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.

CIP PART II: ASSURANCE ADDENDUM

X	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
X	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM
Section B

Membership Composition of the Campus (Special Program) Performance Objectives Council	
Name of CPOC Member	Position
Rhonda Turns	Director/Principal, Dorothy Carlton Center
Nicole Ener	Teacher 1: LIFE Skills; Team Leader
Trish Holt	Teacher 2: CATE/CTED – Specialized Vocational Program: Horticulture & DCP; Vocational Team Leader
Karen “Delaine” Crow	Teacher 3: VITAL – Vocational and Independence Training for Adult Living; Staff Development Liaison
Amanda Stavinoha	Teacher 4: LIFE Skills; Lead Mentor
Regan Richards	Teacher 5: LIFE Skills – Occupational Prep
Lisa Fasan	Teacher 6: LIFE Skills
Christopher Brannen	Teacher 7: LIFE Skills
Rhonda Sander	Teacher 8: LIFE Skills – Active Learning
Dan McIllduff	Non-teaching professional 1: Assistant Superintendent, Educational Support Services
Vicki Teer	Non-teaching professional 2: Instructional Specialist, Dorothy Carlton Center
Mary Kay Waguespack	Non-teaching professional 3: Behavioral Support Specialist
Representatives not applicable for Special Program Committee	Parent 1:
	Parent 2:
	Community resident 1:
	Community resident 2:
	Business representative 1:
	Business representative 2:

CPOC Meetings* for '09 – '10			
#	Date	Time	Location
1	October 8, 2009	3:10 pm	Dorothy Carlton Center – Professional Library Rm. 111
2	November 11, 2009	3:10 pm	Dorothy Carlton Center – Professional Library Rm. 111
3	February 10, 2010	3:10 pm	Dorothy Carlton Center – Professional Library Rm. 111
4	March 31, 2010	3:10 pm	Dorothy Carlton Center – Professional Library Rm. 111
5	May 5, 2010	3:10 pm	Dorothy Carlton Center – Professional Library Rm. 111

* 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; At *Carlton Center*, public hearing meeting not required as special program AEIS statistics are incorporated into home campus 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
Data for students attending specialized programs at the Dorothy Carlton Center are incorporated into home campus data	1) TAKS Recognized or Exemplary	For 2009-2010, 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 attending specialized programs at the Dorothy Carlton Center are incorporated into home campus data	2) TAKS Commended Performance	For 2009-2010, 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.
NA	3) Parent and Community Involvement	For 2009-2010, the percent of parents and community members attending VIPS meetings will increase by XX%.	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 and community involvement throughout the year to attend school events.
Data for students attending specialized programs at the Dorothy Carlton Center are incorporated into home campus data	4) Violence Prevention and Intervention	For 2009-2010, discipline referrals for drugs, alcohol, and tobacco will be maintained at < 1 %.	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.

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Data for students attending specialized programs at the Dorothy Carlton Center are incorporated into home campus data	5) Violence Prevention	For 2009-2010, the discipline referrals for offenses will be reduced by 5% 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 to determine the percent of referrals for inappropriate physical contact.	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2009-2010, 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 2009-2010, 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 attending specialized programs at the Dorothy Carlton Center are incorporated into home campus data	8) Secondary Drop-out Prevention	For 2010-2010, the dropout rate will be <1% or less with no student group exceeding 1%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2010-2010 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 2010-2010 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.
NA	10) Recommended High School Program	For 2010-2010, 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

CIP PART II: ASSURANCE ADDENDUM

					programs. Guide students to appropriate testing, classes, and programs.
NA	11) High School AEIS – Advanced Courses and Dual Credit	For 2010-2010, 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 2010-2010, 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 2010-2010, 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.
NA	14) High School CTE	For 2010-2010, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX%.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

CIP PART II: ASSURANCE ADDENDUM

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 underserved 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** – 88% 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 88% 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 2009-2010			
Date	Audience	Responsible for Planning	Purpose/Content
August 3	Leadership Conference (8-10)	District Administrative Staff	Rigor, Relevance, Relationships
August 3	GLT/AMS (10-4)	District Administrative Staff	AEIS Data and Curricular Focus
August 4	Legal Conference (8-10)	District Administrative Staff	Educational Legal Updates
August 11	Department Chair & Team Leader	Secondary Curriculum Staff	Differentiated Instruction
August 13 & 14	New Staff Orientation	District & Campus Administrative Staff	Orientation to CFISD, Secondary LIFE Skills and Specialized Programs at Carlton Center
August 17	**Elementary and Secondary Campus	Campus Administrative Staff	Rigor, Relevance, Relationships
August 18	**Elementary and Secondary Campus	Campus Administrative Staff; Campus/District Certified CPI Trainers	Annual CPI Certification; Behavior Implementation Plans
August 19	Secondary Campus	Campus Administrative Staff	Best Practice Strategies for Students w/Autism & Significant Cognitive Disabilities
August 19	Elementary District (Adam-Keith)	Elementary Curriculum Staff	
August 20	Secondary District	Secondary Curriculum Staff	LIFE Skills Curriculum/Strategies; SHARS Procedures
August 20	Elementary District (Kirk-Yeager)	Elementary Curriculum Staff	
August 21	Elementary and Secondary Campus	Campus Administrative Staff	Classroom Learning Teams; Applying RRR in LIFE Skills Programs
October 12	Elementary Parent Conferences	Campus Administrative Staff	
October 12	Secondary District	Secondary Curriculum Staff	TAKS-Alt Training
January 4	Elementary District	Elementary Curriculum Staff	
January 4	**Secondary Campus	Campus Administrative Staff	Campus TE Day
January 5	**Elementary and Secondary Campus	Campus Administrative Staff	LIFE Skills Curriculum Software Training; PAES & Occupational Prep Evaluation
*February 15	Elementary and Secondary Campus	Campus Administrative Staff	Monitoring IEP/BIP Data
*June 3	Elementary and Secondary Campus	Campus Administrative Staff	Classroom Learning Teams

* Inclement Weather Days MAY NOT BE USED AS CTE.

** A campus may choose a maximum of two Campus Time Equivalency Days. No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.