

Cypress-Fairbanks Independent School District

Carlton Center

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Cypress-Fairbanks Independent School District's Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Dorothy Carlton Center's (Special Program) Mission Statement

Designated students from throughout the District are served in Carlton's specialized full-day LIFE Skills program and specialized vocational programs per students' Individualized Education Programs (IEPs). Carlton Center's Mission is:

To work together as staff, parents and community members to meet the unique learning needs of our students.

To teach students skills and strategies to enhance independence, productivity and self-satisfaction in their individual roles in home, school, community and work environments.

To recognize each student's right to learn, to make choices, to contribute, and to experience the joys of life. To equip students with a functional communication system to enable them to have a voice in their own lives.

To promote caring relationships, collaborative solutions, and creative options for learning that open doors of opportunity. To provide a safe, positive and accepting learning environment that promotes dignity and respect.

Vision

For the 2020-2021 school year, Carlton's Vision and Motto is ***"Bounce Back Better"*** as an extension of the previous ***"Be GR8: Make Good Things Happen"*** motto to reflect the key elements of our Mission Statement to meet the unique learning needs of our students. We provide individualized instruction in functional skills to promote greater independence for our students. Our focus is on students' continued growth and progress on critical skills for life.

Carlton's staff is committed to supporting the District's Vision to **LEAD: Learn, Empower, Achieve, Dream** as we live out our mission and demonstrate ***Opportunity for All, Safety for All, Lagniappe, and CFISD Spirit.***

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Comprehensive Needs Assessment

Revised/Approved: September 28, 2020

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2019-2020 data for the *four designated groups of students* who participate in specialized programming at Carlton Center. Due to COVID-19, STAAR assessments were not administered in the 2019-2020 school year. Therefore, the student achievement strengths are based on local assessment data available before COVID 19.

(1) For student grades 3-12 participating in full-day LIFE Skills programming in modified-TEKS (24% of all Carlton students), the following strengths are noted:

- Spring 2020 IEP mastery data on individualized goals indicates that 83% of Social Studies goals were mastered and 80% of Science goals were mastered through February 2020. This also reflects improvements from the previous 2018-2019 data.
- Performance of current students who participated in state assessments in Spring 2019 indicates passing rate of 89% across all tests.

For students, typically ages 18-22 years (21% of all students), who have completed required high school credits and are participating in the 18-Plus transition program entitled VITAL (*Vocational and Independence Training for Adult Learners*), two groups of students participate in either *campus-based* or *community-based programming* as noted below:

(2) For students participating in the VITAL *campus-based programming*, the Spring 2020 IEP mastery data through February 2020 indicated the following strengths:

- 100% of independent living goals were mastered; representing a 13% increase from previous year
- 100% of employment/training goals were mastered; representing an 18% increase from previous year
- 80% of targeted goals were mastered requiring use of visual task schedules to perform assembly tasks; this exceeded the CIP Performance Objective by 20%.

(3) For students participating in the VITAL *community-based* programming, the following strengths are noted:

- 100% of students participated in entry-level vocational skills instruction for 2.5 hours per day, four days per week through February 2020; students gained job skills related to core tasks for 2-3 entry-level employment jobs
- 90% of these students earned certificates of completion in the "On the Right Track" 62-hour pre-employment transition training program provided by Texas Workforce Solutions.

(4) Students who do not attend Carlton programming full day, but rather participate in *specialized vocational programs in 2-period blocks* (55% of all students, 12th graders and 18-Plus students), the following strengths are noted:

- For students participating in the *Commercial Foods Service program*, 22% of students obtained their Texas Food Handler Certificates as of February 2020, representing a 4% increase from the previous year.
- For students participating in the *Business Media Production program*, 100% of students learned to utilize a visual task schedule to complete basic core tasks for at least one designated entry-level job.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Reading: Mastery of students' individualized IEP goals in reading (grades 3-8) and ELA (grades 9-12) were lower (75%) than performance on targeted Social Studies and Science goals. **Root Cause:** Reading: Students need to increase sustained attention to extended reading passages and demonstrate comprehension of vocabulary in multiple-choice formats.

Problem Statement 2 (Prioritized): Math: Mastery of students' individualized IEP goals in math (grades 3-12) were lower (67%) than performance on targeted Social Studies (83%) and Science (80%) goals. **Root Cause:** The varied cognitive, sensory/motor and behavioral challenges of our students with severe disabilities significantly impact ability to understand number concepts and perform basic math skills; focused need is in area of functional measurement skills.

Problem Statement 3 (Prioritized): Writing: Writing performance is widely varied amongst our students with significant disabilities with only 50% meeting STAAR-Alt 2 satisfactory standard on grades 4 and 7 Writing assessment; the highest rate of errors on English I and II EOCs was in the category of revising and editing. **Root Cause:** Writing: The varied cognitive, sensory/motor and behavioral challenges of our students with severe disabilities significantly impact ability to write; targeted areas of need are identification of verb tenses and proper sentence structure.

Problem Statement 4: Students are beginning the 2020-2021 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5 (Prioritized): Students participating in the 18+ campus-based transition programming demonstrate less mastery on IEP Goals linked to their employment goals (68% mastery) as compared to their IEP Goals linked to independent living skills (100% mastery) and training skills (100%). **Root Cause:** Students need to reduce prompt-dependency on adults and learn to perform tasks in group settings with greater independence.

Problem Statement 6 (Prioritized): Majority of students with disabilities participating in 18+ community-based transition training are not employed within one year of exiting high school. **Root Cause:** Students lack knowledge and skills to seek and obtain entry-level jobs.

Problem Statement 7 (Prioritized): Students participate in specialized vocational training in food service but lack qualifiers to support entry-level employment in food service jobs. **Root Cause:** Students need support in obtaining Texas Food Handlers certificates.

Problem Statement 8 (Prioritized): Students participating in the specialized vocational programs lack basic skills for entry-level jobs. **Root Cause:** Students need to reduce prompt-dependency on adults and independently perform sets of core tasks correlated to entry-level jobs.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate based on the 2019-20 data available before the onset of COVID-19.

Carlton Center has a firmly grounded Mission with staff and community buy-in to work together to meet the unique learning needs of our students with significant disabilities and challenges.

Carlton's service delivery is built upon a culture of collaboration between staff and all stakeholders.

- Teacher leaders from all grade levels and program options at Carlton actively participate throughout the year in data analysis of student progress measures and make recommendations on instructional strategies and parent outreach.
- Each teacher conducts weekly classroom learning team meetings with assigned staff to address students' specialized learning needs.
- Team leaders conduct weekly instructional learning team meetings that may include curriculum updates, peer review/coaching on effective instructional strategies.
- Carlton's Master Schedule and staff support assignments are designed to meet the unique needs of the students with disabilities we serve.
- Teacher teams are designated with those in close proximity to ensure sufficient support to address the unique behavioral needs of the students served in the full-day LIFE Skills program.
- Campus CPOC team works throughout the year to analyze student IEP mastery data, behavioral data and STAAR-Alternate 2 data to make effective change for incremental and ongoing student/staff growth.
- Ongoing crisis trainings are conducted for students and staff so we are prepared to handle a variety of emergency situations that could possibly occur.
- A random sampling of parents indicates Carlton's programming positively impacts students due to the structured programming, specialized vocational programming and sensitivity to students' unique needs.

Safety of the campus remains a priority for both students and staff given Carlton's designated responsibility to serve students with severe disabilities from throughout the district who have targeted needs in the areas of behavior/social-emotional skill development. Carlton provides a secure and structured learning environment with low student-to-teacher ratio focusing attention on attainment of functional communication skills and reduction of inappropriate behaviors that interfere with learning. IEP data indicates these students continue to make improvements in mastery of their behavior IEP goals during on-campus instruction, mastering 69% in 2019- February 2020 in comparison to mastering 63% in 2018-2019 and 62% in 2017-2018 school years. Ongoing training and support to staff in implementing Non-violent Crisis Prevention Intervention procedures remains a priority to promote a safe and supportive environment.

A review of Safety Procedures indicated effective implementation of procedures to ensure a safe and secure campus with procedures modified to accommodate the special needs of the students with disabilities that we serve. 100% of students participate in required safety drills with staff support. Carlton has limited entry/exit points to the campus. Upon return to instruction in September, 2020, the district's LEAD Safety protocols and procedures were implemented to promote a safe and healthy learning environment due to the COVID-19 pandemic. In addition to the required use of facial masks, staff use additional personal protective equipment as appropriate when working with students.

Carlton Center has an active and engaged hospitality committee to support members of the Carlton community going through a life challenge or hardship. Employee feedback related to school climate and staff morale indicates strengths in that quality work is expected of all staff, job expectations are aligned with assigned responsibilities, staff have access to pertinent information about their job responsibilities, established procedures keep staff safe at work, and decisions are data driven.

The leadership team continues to provide leadership training for Carlton's Team Leaders and designated teachers. Shared ownership is addressed by delegating teacher leadership to designated campus-wide special projects, activities and initiatives to enhance students' learning activities.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Students' behaviors interfere with their ability to consistently participate in instruction and can lead to disciplinary consequences. **Root Cause:** Students lack ability to self-regulate behaviors and use functional communication skills necessary to cope with demands in the school, home and community settings.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment and retention based on the 2019-20 data available before the onset of COVID-19.

Carlton's service delivery is built upon a culture of collaboration between staff and stakeholders:

Carlton Center's professional staff is comprised of teachers, support staff and administrators certified to provide special education services and related support functions. Given that our programs serve students with disabilities, our organizational structure is a strength, as it is carefully designed to support the students' individualized learning needs and specialized programmatic needs:

- Carlton's Master Schedule and staff support assignments are carefully constructed to ensure the appropriate level of staff coverage to support these unique needs; 18-21 teachers and 25-30 paraeducators provide direct instructional support.
- Teacher teams are designated with those in close proximity to ensure sufficient support to address the unique behavioral needs of the students served in the full-day LIFE Skills program.
- Efforts are made to balance more experienced and less experienced staff support.
- A regular schedule of meetings for teachers continues to provide an avenue for professional collegial discussions, team-building for the professional staff and identification of instructional needs/strategies/professional development based on the needs of the teaching staff and their student learners.
- Each teacher is also responsible for conducting at least one weekly Classroom Learning Team meeting to focus on analysis of student progress and instructional strategies to promote student learning.
- Three Team Leaders and one Department Chairperson provide support and leadership to designated teacher teams.
- Collegial meetings are facilitated by teacher teams at least every 2 weeks to address ongoing student needs and correlated instructional strategies and curricula.

Carlton's staff members are provided with a rich program of staff development. In addition to the trainings provided by the district, Carlton's teachers participate in designated campus-sponsored trainings focusing on the following:

- Positive behavior support strategies
- Behavioral crisis intervention
- 100% of staff members have obtained certification for CPI Non-Violent Crisis Intervention and instructional staff have received additional training in Advanced Physical Skills to support students in significant behavioral crisis.
- Transition services/instruction, and
- Schoology instruction for modified-TEKS LIFE Skills programming.

There is an ongoing Mentor program for new teachers that is embedded with rich professional development, support and designated trainings. New teachers are also supported with an individualized LIFE Skills Teacher mentor. Leadership development opportunities are being provided for our Team Leaders and designated teacher leaders. Additionally, continued support of paraeducators working to obtain their teacher certifications is provided.

The Carlton's Administrative Team and Team Leaders actively recruit both teacher and paraeducator staff throughout the school year. We continue to support our own paraeducators as they complete their teacher certification programs. For the 2019-2020 school year, three of our paraeducators obtained teaching certifications and positions in CFISD, with two teachers assigned to Carlton Center. Additionally, designated substitutes are provided with specialized training to ensure instructional support to students is maintained due to staff absences. Carlton's teacher attendance rate (96.10%) continues to improve (95.81% in 2018-2019) and exceeds the average teacher attendance rate of high schools across the district (94.88%) and district-wide (95.11%).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Inconsistencies of support from familiar and specially trained staff impact instructional programming for our students with significant disabilities. **Root Cause:** Availability of qualified and interested paraeducators and anticipated COVID-related absences impact the consistency of instructional support.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement based on the 2019-20 data available before the onset of COVID-19.

Carlton's service delivery is built upon a culture of collaboration between staff and stakeholders:

- Teachers continue to maintain regular communication with parents/guardians via daily communication notebooks, regular progress reporting on individualized goals, guidance through post-secondary transition planning and provide resources for agencies supporting individuals with disabilities.
- Since March 2020 with the impact of COVID-19, our teachers have modified delivery of the LIFE Skills curriculum to facilitate virtual learning. In September 2020, teachers initiated training of parents in the district's digital learning platform *Schoology*. Teachers are also providing hands-on materials to students/parents to support those learning at home via *CFISD Connect*.
- Families participate in extensive pre-IEP planning via teacher interview and phone conferences as needed with the Instructional Specialist and related services staff. Additionally, parents collaborate with the Behavioral Support Specialist to develop individualized Behavior Intervention Plans. Since March 2020 due to COVID-19, parent participation in IEP meetings has been supported via virtual IEP meetings.
- Positive relationships with designated community partners have been established and maintained to provide continued opportunities for work-based learning trainings for students in 18+ community-based transition programs. Ten community partners are projected to continue to serve as work-based learning sites.
- Inclusive relationships have been established with neighboring high school, Cypress Woods: PALs, Student Senate and Cheer students. Additionally, the Wood Shop Teacher and Cosmetology program provide services for our specialized vocational programs. Due to COVID-19, some peer-to-peer activities have been temporarily suspended.
- Collaborative relationships are firmly established with district transportation department.
- Community Youth Services professional provides support to Carlton's students and families in need.
- Adopt-A-School partnership has been established and maintained with St. Mary's Episcopal Church to support students and staff.
- Cy-Hope is also supporting Carlton's families by providing non-perishable food and personal care items to our families in need.
- Carlton students & staff work to actively give back to the community that supports us, by participating in service learning projects and district community initiatives, i.e. Superintendent's Fun Run.
- Social Media and School Messenger are utilized to inform parents of pertinent campus/district information.

Carlton continues to be 100% compliant with transition planning as per the Indicator 13 audits that address assessing and planning for students' transition needs. Strengths include:

- Parents are provided with ongoing information regarding behavioral progress and non-educational agencies to support adults with disabilities.
- Texas Workforce Solutions - Vocational Rehabilitation Services Counselor is regularly available to students and their parents.
- Carlton implemented a pilot training program in 2019-2020 in collaboration with Texas Workforce Solutions to provide 62-hours of pre-employment skills training to students in our 18+ VITAL programming.
- Given the level of expertise gained through years of experience, our community-based vocational training program for students ages 18-22 continues to aid in supporting students with disabilities to obtain community jobs, including paid employment.
- For students participating in the VITAL 18+ *community-based* transition program, 100% of students and their parents/personal support designees participated in transition planning meetings to identify supports needed to meet their post-secondary employment goals and established an employment checklist.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents of our students with significant disabilities need frequent communications regarding their students' programming content and progress, including training to support students' participation in virtual instruction. **Root Cause:** There is a significantly increased need to provide more frequent and student-specific

information to our parents/guardians given the number of students who are participating in the CFISD Connect learning option.

Problem Statement 2 (Prioritized): Students with disabilities need ongoing support of parents/guardians and agencies to seek, obtain and maintain jobs as adults. **Root Cause:** Students and parents/guardians need ease of access to pertinent adult service agencies and their information.

Priority Problem Statements

Problem Statement 1: Reading: Mastery of students' individualized IEP goals in reading (grades 3-8) and ELA (grades 9-12) were lower (75%) than performance on targeted Social Studies and Science goals.

Root Cause 1: Reading: Students need to increase sustained attention to extended reading passages and demonstrate comprehension of vocabulary in multiple-choice formats.

Problem Statement 1 Areas: Student Achievement

Problem Statement 7: Students' behaviors interfere with their ability to consistently participate in instruction and can lead to disciplinary consequences.

Root Cause 7: Students lack ability to self-regulate behaviors and use functional communication skills necessary to cope with demands in the school, home and community settings.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: Inconsistencies of support from familiar and specially trained staff impact instructional programming for our students with significant disabilities.

Root Cause 8: Availability of qualified and interested paraeducators and anticipated COVID-related absences impact the consistency of instructional support.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Parents of our students with significant disabilities need frequent communications regarding their students' programming content and progress, including training to support students' participation in virtual instruction.

Root Cause 9: There is a significantly increased need to provide more frequent and student-specific information to our parents/guardians given the number of students who are participating in the CFISD Connect learning option.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 11: Math: Mastery of students' individualized IEP goals in math (grades 3-12) were lower (67%) than performance on targeted Social Studies (83%) and Science (80%) goals.

Root Cause 11: The varied cognitive, sensory/motor and behavioral challenges of our students with severe disabilities significantly impact ability to understand number concepts and perform basic math skills; focused need is in area of functional measurement skills.

Problem Statement 11 Areas: Student Achievement

Problem Statement 10: Students with disabilities need ongoing support of parents/guardians and agencies to seek, obtain and maintain jobs as adults.

Root Cause 10: Students and parents/guardians need ease of access to pertinent adult service agencies and their information.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 2: Writing: Writing performance is widely varied amongst our students with significant disabilities with only 50% meeting STAAR-Alt 2 satisfactory standard on grades 4 and 7 Writing assessment; the highest rate of errors on English I and II EOCs was in the category of revising and editing.

Root Cause 2: Writing: The varied cognitive, sensory/motor and behavioral challenges of our students with severe disabilities significantly impact ability to write; targeted area of needs are identification of verb tenses and proper sentence structure.

Problem Statement 2 Areas: Student Achievement

Problem Statement 4: Students participating in the 18+ campus-based transition programming demonstrate less mastery on IEP Goals linked to their employment goals (68% mastery) as compared to their IEP Goals linked to independent living skills (100% mastery) and training skills (100%).

Root Cause 4: Students need to reduce prompt-dependency on adults and learn to perform tasks in group settings with greater independence.

Problem Statement 4 Areas: Student Achievement

Problem Statement 6: Majority of students with disabilities participating in 18+ community-based transition training are not employed within one year of exiting high school.

Root Cause 6: Students lack knowledge and skills to seek and obtain entry-level jobs.

Problem Statement 6 Areas: Student Achievement

Problem Statement 3: Students participate in specialized vocational training in food service but lack qualifiers to support entry-level employment in food service jobs.

Root Cause 3: Students need support in obtaining Texas Food Handlers certificates.

Problem Statement 3 Areas: Student Achievement

Problem Statement 5: Students participating in the specialized vocational programs lack basic skills for entry-level jobs.

Root Cause 5: Students need to reduce prompt-dependency on adults and independently perform sets of core tasks correlated to entry-level jobs.

Problem Statement 5 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices







Goals




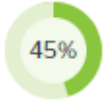












Revised/Approved: September 28, 2020

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2021, at least 70% of students participating in modified TEKS curriculum will meet or exceed their individual STAAR-Alt 2 performance targets.

Evaluation Data Sources: STAAR-Alt 2 Performance Results for students assessed in grades 3-8 Reading and English I / II EOC tests; grades 4 & 7 Writing; grades 3-8 Math and EOC Algebra I

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: READING/ELA: Students in Reading grades 3-8, English I and English II courses will increase comprehension of content by increasing attention for extended reading passages utilizing visual matching to demonstrate knowledge via multiple choice selections.</p> <p>Strategy's Expected Result/Impact: Students will be able to consistently identify key vocabulary terms when presented with visual supports across curricular areas; At least 70% of students will meet or exceed the Satisfactory Level II standard on the STAAR-Alt 2 Reading 3-8, English I and English II EOC.</p> <p>Staff Responsible for Monitoring: Department Chairperson/Team Leaders Instructional Specialist LIFE Skills English/Language Arts Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: WRITING: Students will enhance skills of revising and editing by learning verb tenses utilizing visual matching to demonstrate knowledge in multiple choice formats.</p> <p>Strategy's Expected Result/Impact: Students will increase skills to revise/edit by learning to discriminate verb tenses and demonstrate growth in writing skills; STAAR-Alt 2 Writing scores for Satisfactory Level II standard will increase by 10%.</p> <p>Staff Responsible for Monitoring: Team Leaders Instructional Specialist Life Skills Writing/English Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 3</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: MATH/ALGEBRA: Students will enhance skills of functional measurement by using visual tools in real-life applications for concepts of length, time and money.</p> <p>Strategy's Expected Result/Impact: Students will improve mastery of individualized math IEP goals by 2%; at least 70% of students will meet or exceed the Satisfactory Level II standard on the STAAR-Alt 2 Math 3-8/Algebra I EOC.</p> <p>Staff Responsible for Monitoring: Department Chairperson/Team Leaders Instructional Specialist Life Skills Math Teachers</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Eliminating the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction weekly (10 minutes per day/1 subject per day for on-campus learners) that includes instruction on individualized IEP goals for which students have demonstrated skill regression.</p> <p>Strategy's Expected Result/Impact: Recoup skill performance on identified IEP goals; meet STAAR-Alt 2 Satisfactory Level standard on applicable grade level/EOC tests.</p> <p>Staff Responsible for Monitoring: Department Chairperson/Team Leaders LIFE Skills Teachers (Case Managers)</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Graduation Rate: Students will participate in the required modified-TEKS LIFE Skills courses and earn sufficient credits for high school graduation.</p> <p>Strategy's Expected Result/Impact: At least 90% of all students will graduate: 90% of African American students 90% of White students 90% of Economically Disadvantaged students</p> <p>Staff Responsible for Monitoring: Instructional Specialist</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Drop-Out Prevention Strategy: Campus teachers and leaders will monitor student absences and develop prevention plans (including outreach efforts and resources to assist student/family) for high school students whose absences are impacting learning and course credit.</p> <p>Strategy's Expected Result/Impact: Drop-out rate will remain at or below 1.5%. Student attendance will improve to at least 90% of days and credits will be maintained/recovered; students' IEP programming will be modified to address individualized needs as may be appropriate</p> <p>Staff Responsible for Monitoring: Instructional Specialist; Director LIFE Skills Teacher/Case Manager</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Reading: Mastery of students' individualized IEP goals in reading (grades 3-8) and ELA (grades 9-12) were lower (75%) than performance on targeted Social Studies and Science goals. **Root Cause:** Reading: Students need to increase sustained attention to extended reading passages and demonstrate comprehension of vocabulary in multiple-choice formats.








Problem Statement 2: Math: Mastery of students' individualized IEP goals in math (grades 3-12) were lower (67%) than performance on targeted Social Studies (83%) and Science (80%) goals. **Root Cause:** The varied cognitive, sensory/motor and behavioral challenges of our students with severe disabilities significantly impact ability to understand number concepts and perform basic math skills; focused need is in area of functional measurement skills.

Problem Statement 3: Writing: Writing performance is widely varied amongst our students with significant disabilities with only 50% meeting STAAR-Alt 2 satisfactory standard on grades 4 and 7 Writing assessment; the highest rate of errors on English I and II EOCs was in the category of revising and editing. **Root Cause:** Writing: The varied cognitive, sensory/motor and behavioral challenges of our students with severe disabilities significantly impact ability to write; targeted areas of need are identification of verb tenses and proper sentence structure.

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: Students participating in specialized vocational training of Commercial Foods Service will increase the number of Texas Food Handler certificates earned by at least 10%.








Evaluation Data Sources: Records of Texas Food Handler certificates earned

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Commercial Foods Service: Students will learn and apply knowledge of food service skills required of food handlers in the state of Texas.</p> <p>Strategy's Expected Result/Impact: By June 2021, at least 30% of students will earn their Texas Food Handlers Certificates to increase their readiness for employment in food service.</p> <p>Staff Responsible for Monitoring: VITAL Team Leader Instructional Specialist Commercial Foods Teacher</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: 70% of students participating in 18+ campus-based transition programming will master their IEP Goals linked to their post-secondary Employment goal.








Evaluation Data Sources: IEP Mastery Data for 18+ Employment goals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will learn to use a visual task schedule to perform vocational tasks in a group setting.</p> <p>Strategy's Expected Result/Impact: 70% of students will be able to use a tool (i.e. visual task schedule, instructional video models) to increase their ability to independently perform vocational tasks with a group as may be required in adult day habilitation settings.</p> <p>Staff Responsible for Monitoring: 18+ Campus-based VITAL Team Leader 18+ LIFE Skills Teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 4: 80% of students participating in specialized vocational programming will gain proficiency in at least one set of job-specific core tasks correlated to entry-level jobs.








Evaluation Data Sources: Progress on targeted job-specific core tasks in BMP, CFS and VITAL community-based.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will utilize a visual checklist to perform core tasks for targeted entry-level jobs</p> <p>Strategy's Expected Result/Impact: 80% of students will learn at least one set of four basic core tasks to enhance employment readiness for targeted entry-level jobs in the community.</p> <p>Staff Responsible for Monitoring: VITAL Team Leader; Instructional Specialist; specialized Voc Teachers and VITAL community-based Teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 5: 90% of eligible students in the community-based VITAL transition program will earn completion certificates for participation in 62-hours pre-employment transition training.











Evaluation Data Sources: Completion Certificates of students participating in the "On the Right Track" training provided via Texas Workforce Solutions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: VITAL students will participate in 1-hour pre-employment transition training sessions, twice weekly in the "On the Right Track" program provided by Texas Workforce Solutions.</p> <p>Strategy's Expected Result/Impact: 90% of eligible VITAL students will earn certificates of completion in the "On the Right Track" training program provided by Texas Workforce Solutions; VITAL students will gain knowledge and skills to prepare them to seek and obtain competitive employment.</p> <p>Staff Responsible for Monitoring: VITAL Team Leader; VITAL Teachers; Instructional Specialist</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the 2020-21 school year, 100% of the district's safety policies will be implemented.










Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Staff members will teach, model and assist students with special needs to implement the safety procedures and crises plans; additionally the LEAD Safety protocols and procedures will be implemented to promote a safe and healthy learning environment in the midst of the COVID-19 pandemic.</p> <p>Strategy's Expected Result/Impact: Safe, secure and healthy learning environment will be maintained; Student engagement will be maximized</p> <p>Staff Responsible for Monitoring: Director, Instructional Specialist Behavioral Support Specialist Staff</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be completed by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Director, Instructional Specialist Behavioral Support Specialist LIFE Skills Teachers</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the 2020-21 school year, student attendance will be at 96%.










Evaluation Data Sources: Student Attendance Records




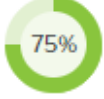






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Monitor students' absences for student illness, initiate parent outreach and provide viable instructional alternatives for COVID-related illnesses for students who have selected the on-campus learning option.</p> <p>Strategy's Expected Result/Impact: Maintain 96% attendance rate; provide instructional opportunities for students with COVID-related absences</p> <p>Staff Responsible for Monitoring: Instructional Specialist Case Manager Teachers Home Campus Attendance Personnel Community Youth Services (CYS) Attendance officer</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student Attendance for those who selected the remote learning option: Teachers will monitor and reconcile daily student attendance per online learning schedule and evidence of assignment completion, and reach-out to parents/guardians to promote consistent attendance; materials modifications will be provided for home use as appropriate to learners with special needs.</p> <p>Strategy's Expected Result/Impact: Attendance of students engaged in on-line learning will be maintained at rate w/in 2% of the on-campus learners;</p> <p>Staff Responsible for Monitoring: Instructional Specialist Behavioral Support Specialist LIFE Skills Team Leaders Community Youth Services (CYS)</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2020-21 school year, discipline referrals and exclusionary actions will be decreased by 1%.

Evaluation Data Sources: Discipline Reports
IEP Mastery Data for Behavioral Goals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Students will be able to follow or utilize individualized calming sequences (visual/verbal) or other designated strategies in their behavior intervention plans (BIPs) to promote behavioral self-regulation for coping with demands in the school and future post-secondary settings.</p> <p>Strategy's Expected Result/Impact: Students will increase skills in behavioral self-regulation resulting in a decrease in the number of students receiving disciplinary consequences resulting in the loss of instructional time; Mastery rates on students' Behavior IEP Goals will increase by 2% by May 2021.</p> <p>Staff Responsible for Monitoring: Instructional Specialist Behavioral Support Specialist LIFE Skills Teachers/Case Managers</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Utilize Restorative Discipline practices, including strategies specified in students' individualized Behavior Intervention Plans (BIPs), to reduce the number of in school suspensions of African American students participating in special education services so students will remain engaged in learning with their peers.</p> <p>Strategy's Expected Result/Impact: Students will learn skills to self-regulate behaviors; In-school suspensions of African American students receiving special education services will be maintained at 0%.</p> <p>Staff Responsible for Monitoring: Director Instructional Specialist Behavioral Support Specialist LIFE Skills Teachers/Case Managers</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Utilize Restorative Discipline practices, including self-regulation strategies specified in students' individualized Behavior Intervention Plans (BIPs) and parent consultations, to reduce the number of out of school suspensions by 1%.</p> <p>Strategy's Expected Result/Impact: Students will learn to self-regulate their behaviors with staff mediation; reduce out-of-school suspensions by 1%.</p> <p>Staff Responsible for Monitoring: Instructional Specialist Behavioral Support Specialist LIFE Skills Teachers/Case Managers</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Students will learn skills to self-regulate behaviors; DAEP placements of African American students receiving special education services will be maintained at 0%.</p> <p>Strategy's Expected Result/Impact: Students will learn to self-regulate their behaviors with staff mediation; maintain 0 DAEP placements of African American students attending Carlton programming</p> <p>Staff Responsible for Monitoring: Director Instructional Specialist Behavioral Support Specialist LIFE Skills Teachers/Case Managers</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: 100% of staff members will be trained in Non-violent Crisis Prevention Intervention strategies to learn de-escalation strategies to prevent student acts of violence.</p> <p>Strategy's Expected Result/Impact: Disciplinary incidents of Violence will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Instructional Specialist Behavioral Support Specialist</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Performance Objective 3 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: Students' behaviors interfere with their ability to consistently participate in instruction and can lead to disciplinary consequences. Root Cause: Students lack ability to self-regulate behaviors and use functional communication skills necessary to cope with demands in the school, home and community settings.</p>

Goal 3: Human Capital: The district will recruit, develop and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2020-21 school year, teacher/paraprofessional attendance will increase by .1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Campus-wide recognitions, staff appreciation activities and attendance incentives will be provided per grading period to enhance staff morale</p> <p>Strategy's Expected Result/Impact: A positive school culture will promote greater attendance rates for instructional staff; greater staff attendance rates will enhance consistency of instruction and student progress.</p> <p>Staff Responsible for Monitoring: Director Instructional Specialist Department Chairperson/Team Leaders; Campus Secretary</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			








Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Inconsistencies of support from familiar and specially trained staff impact instructional programming for our students with significant disabilities. Root Cause: Availability of qualified and interested paraeducators and anticipated COVID-related absences impact the consistency of instructional support.</p>

Goal 3: Human Capital: The district will recruit, develop and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2020-21 school year, 90% of teachers will receive job targeted professional development based on identified needs.








Evaluation Data Sources: CFPGS Course Credit Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff development will be provided regarding delivery of digital instruction for students with special needs who require significant materials modifications and technological supports to engage in digital learning activities; coaching sessions with Educational Technology Specialist or Team Leaders will be held at least once per grading period.</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to meet the needs of students with disabilities to increase their engagement in lessons presented in digital formats</p> <p>Staff Responsible for Monitoring: Instructional Specialist Department Chairperson/Team Leaders Campus Technology Liaison</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: Family and Community Engagement: By the end of the 2020-21 school year, parent and family engagement will increase by 25%.

Evaluation Data Sources: Parent Contact and Training Logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will regularly provide parents with information, resources and/or trainings regarding programming content and student-specific supports pertinent for school or home use (i.e. utilizing Schoology resources, transition/agency resources, visual supports) at least 4 times per grading period.</p> <p>Strategy's Expected Result/Impact: Information to parents will increase; Parents will enhance their knowledge of supports and programming to assist their students in accessing instruction and post-secondary resources.</p> <p>Staff Responsible for Monitoring: Instructional Specialist Department Chairperson/Team Leaders LIFE Skills Teachers/Case Managers</p> <p>Problem Statements: Parent and Community Engagement 1, 2</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Parents of our students with significant disabilities need frequent communications regarding their students' programming content and progress, including training to support students' participation in virtual instruction. Root Cause: There is a significantly increased need to provide more frequent and student-specific information to our parents/guardians given the number of students who are participating in the CFISD Connect learning option.</p>
<p>Problem Statement 2: Students with disabilities need ongoing support of parents/guardians and agencies to seek, obtain and maintain jobs as adults. Root Cause: Students and parents/guardians need ease of access to pertinent adult service agencies and their information.</p>

2020-2021 CPOC

Committee Role	Name	Position
Administrator	Rhonda Turns	Director
Non-classroom Professional	Leigh Ann Crank	Instructional Specialist
Classroom Teacher	Amanda Hermis	LIFE Skills Teacher; Team Leader
Classroom Teacher	Debra Robertson	LIFE Skills 18+ Teacher; 18+ Team Leader
Classroom Teacher	Brandy Payne	LIFE Skills Teacher; Department Chairperson
Classroom Teacher	Elizabeth Rook	LIFE Skills Teacher
Paraprofessional	Sandy Reyes	Paraprofessional; Paraeducator Services Committee Representative
Community Representative	Cindy Angle	Adopt-a-School Partner; St. Mary's Episcopal Church
Classroom Teacher	John Leonhardt	LIFE Skills PE/Rec/Leisure Teacher
Classroom Teacher	Carolyn Harris	LIFE Skills Vocational Teacher; Commercial Food Services
Classroom Teacher	Danielle Nesham	LIFE Skills VITAL Teacher; VITAL Team Leader
Non-classroom Professional	Donald Perkins	Behavioral Support Specialist
District-level Professional	Mary Fitzgerald	Coordinator, Special Education-Secondary LIFE Skills
Classroom Teacher	Amanda Berger	LIFE Skills VITAL Teacher
Classroom Teacher	Mark Mitchell	LIFE Skills 18+ Teacher
Classroom Teacher	Oscar Hernandez	LIFE Skills Teacher
Classroom Teacher	Chris Lingenfelter	LIFE Skills Teacher
Classroom Teacher	Monette Williams	LIFE Skills Specialized Vocational Teacher, Business Media Production (BMP)
Classroom Teacher	Kedrick Hampton	LIFE Skills Teacher; 18+ Teacher
Classroom Teacher	Sean St. Clair	LIFE Skills Vocational Village Teacher

Addendums