

Cypress-Fairbanks Independent School District

Carpenter Center

2020-2021 Campus Improvement Plan



Mission Statement

The Adaptive Behavior Center is organized to provide a supportive environment for students who have experienced academic, emotional, and/or behavior problems at their home campus. The framework for student success centers around around academic tasks, social behavior skills, and pre-vocational skills needed for transition to home-campus or work.

Vision

Our goal at the Center is to ensure that all students are given an opportunity to learn, grow, and achieve academically and behaviorally. A Behavior Management System is in place to help students succeed by providing: appropriate educational tasks, rewards that are meaningful to students, appropriate teacher intervention, and the teaching of coping, socially acceptable and responsible behaviors.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Achievement 5
 - School Culture and Climate 6
 - Staff Quality, Recruitment, and Retention 7
 - Parent and Community Engagement 8
 - School Context and Organization 9
 - Technology 10
- Priority Problem Statements 11
- Comprehensive Needs Assessment Data Documentation 12
- Goals 13
 - Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. 14
 - Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 14
 - Goal 3: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools. 16
- 2020-2021 CPOC 18
- Addendums 19

Comprehensive Needs Assessment

Revised/Approved: September 29, 2020

Demographics

Demographics Summary

The student population at The Maybelline Carpenter Center is comprised of students from different campuses throughout the district whose IEP committees have determined the need for structure and a therapeutic setting. The current population is comprised of:

20 total students

10% female; 90% male

AA--30%

H--30%

W--35%

A--.05%

Staff Demographics: 26 Full-time

F-58%

M-42%

AA--42%

H--12%

W--46%

Demographics Strengths

In evaluating our demographic summary, our student and staff populations are diverse and is representative of student body.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The staff Hispanic demographics is not representative of campus or district student populaitons **Root Cause:** The demographics change more frequently at The Carpenter Center due to students coming from different campuses. The student body demographics fluctuates. There were limited qualified candidates to select from during hiring process, specifically with dual certifications in content areas and Special Education EC-12.

Student Achievement

Student Achievement Summary

Majority of students pass all classes and meet the standards established in their IEP with necessary accommodations and modifications. Students that are placed here have significant behavioral disorders that prevent their participation at their home campus. Many students have experienced significant school failures across many years and their participation in state assessments is sometimes limited by hospitalizations, extreme difficulties sustaining to a task, and multiple absences prior to the test to leave them ill prepared.

Student Achievement Strengths

Most of the students at The Carpenter Center excel in the structured, highly engaged environment, that is not readily available at home campuses. They perform best in individualized instruction and supports, which is more sustainable at the small, structured setting of the Carpenter Center.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In Reading, across grade levels, our students are not meeting grade-level requirements in the area of reading on state assessments **Root Cause:** Reading supports are not consistently scaffolded into the curriculum of various subjects

School Culture and Climate

School Culture and Climate Summary

The campus culture is based on PBIS goals and expectations. The campus is a therapeutic educational environment where all students are treated with dignity and respect. Staff are trained in restorative practices, crisis prevention, positive supports, compliance training and behavioral strategies to ensure that each student social, emotional, mental health, and physical well-being are protected. Each student is working on an individualized plan to address various socio-emotional and behavioral objectives with the goal to reintegrate to or back to their home campus. With staff input the PBIS matrix was redeveloped to meet current student needs and so that new staff had an opportunity to take ownership of their students engagement in the PBIS, academically, behaviorally, and emotionally.

SOAR expectations are Successful, Optimistic, Accountable, and Respectful across all settings, including CFISD Connect. At the Carpenter Center, students and staff are reminded, during announcements that, "At the Carpenter Center, we are valuable and valued."

School Culture and Climate Strengths

The school culture is based on positive behavior supports. The tenured staff are dedicated to working with our students and their challenges to assist in meeting individual student goals. Because of the staff to student ratio (~1:2), staff are able to get to know students on a deeper, more supportive level and better able to provide wrap-around services.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 2 (Prioritized): Gaining staff support of the PBIS and therapeutic mindset in which expectations are taught, modeled, and reinforced daily **Root Cause:** 42% of the staff are new to the Center and of the teaching staff 69% have less than 3 years in the classroom.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at The Maybelline Carpenter Center are fledgling. The teaching staff are Special Education certified or certifiable based on enrollment in ACP programs. Of the newly hired teachers, 44% are 1st year, ACP candidates.

It is challenging to recruit qualified teaching staff who have both a content and Special Education certification, with a strong background in behavior management and restorative practices. The current staff needs significant training to meet the needs of our students, specifically with restorative practices, mindfulness, trauma-centered teaching, social-emotional learning, and behavior management.

Due to the high volatility of the student population, which leads to burnout; recruiting, training, and retaining quality staff is challenging.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified:

- Staff are connected to the campus and were instrumental in developing the current behavior management system
- Willingness to teach a variety of contents
- Desire to work at a specialized campus

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): The staff stress levels are high due to the challenging behaviors and various academic needs and levels **Root Cause:** Minimal staff development completed on campus to ensure professionals are current on teaching practices and research

Problem Statement 2 (Prioritized): District-wide developed curriculum is not being consistently implemented across all subject areas **Root Cause:** Campus culture and staff resistance to change teaching methods to meet the needs of the current learner

Parent and Community Engagement

Parent and Community Engagement Summary

The parents and community of The Carpenter Center is diverse and from across the district. The parents perceive the Carpenter Center as a program and not a school, so commitment to be involved is low. They tend to relate more with the home campuses.

Parent and Community Engagement Strengths

For the most part, our parents are open to communication. They have are involved in their students' programming and are responsive when campus calls for behavioral support, particularly eloping off-campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The parents and community of the Carpenter Center are not connected to the Center as a school, as they have allegiance to their students home campus **Root Cause:** Students are programmed to the Carpenter Center from across the district and lose community connections with their home campuses

School Context and Organization

School Context and Organization Summary

The campus needed another administrator. The only administrator was the Director and it did not allow for smooth operation of the campus if the Director was not on campus. For the 2019-2020 school, the campus had a consultant to assist in evaluating campus needs, including structuring personnel to maximize student academic and behavioral growth.

School Context and Organization Strengths

The campus is small, thus the staff takes on several additional roles, to ensure the safe and effective operation of the school.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The campus personnel are not being utilized for the maximum benefit of the students and the campus **Root Cause:** Limited teacher leadership on campus due to turnover and lack of teacher involvement

Technology

Technology Summary

Teachers use various technology tools in the classroom.

- Promethean boards
- chromebooks
- hover cams

The staff are learning and becoming proficient in the hybrid/ blended learning model of Schoology.

Technology Strengths

The teacher who is our technology liaison is committed to researching different technology supports for teachers to use to increase student online learning engagement. All teachers and paraprofessional have been trained on Review 360 and Schoology, which are used daily. The staff have done a great job building digital classrooms and communicating through technology with students and parents. The campus has created a Facebook and Twitter page to increase communication and in school marquee for school and district news.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Learning and developing engaging, interactive lessons in Schoology in a short period of time is challenging **Root Cause:** The learning platform changed due to the pandemic and teachers had to learn a different way of teaching, including learning Schoology and problem solving issues

Priority Problem Statements

Problem Statement 1: In Reading, across grade levels, our students are not meeting grade-level requirements in the area of reading on state assessments

Root Cause 1: Reading supports are not consistently scaffolded into the curriculum of various subjects

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: The staff stress levels are high due to the challenging behaviors and various academic needs and levels

Root Cause 3: Minimal staff development completed on campus to ensure professionals are current on teaching practices and research

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Learning and developing engaging, interactive lessons in Schoology in a short period of time is challenging

Root Cause 5: The learning platform changed due to the pandemic and teachers had to learn a different way of teaching, including learning Schoology and problem solving issues

Problem Statement 5 Areas: Technology

Problem Statement 2: Gaining staff support of the PBIS and therapeutic mindset in which expectations are taught, modeled, and reinforced daily

Root Cause 2: 42% of the staff are new to the Center and of the teaching staff 69% have less than 3 years in the classroom.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 4: District-wide developed curriculum is not being consistently implemented across all subject areas

Root Cause 4: Campus culture and staff resistance to change teaching methods to meet the needs of the current learner

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

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 Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data









Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By May 2019, students will meet or exceed their individual STAAR performance targets.

Evaluation Data Sources: STAAR Writing, Reading, Math, and Science results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: READING/ELA: Students will participate in DEAR time during advisory and Read for the cure during October. Strategy's Expected Result/Impact: Increase reading scores Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: MATH: Students will receive small group instruction to address individual deficiencies. Strategy's Expected Result/Impact: Increase meets or exceeds on STAAR results. Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: 2.4, 2.6	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 1: School Culture and Climate: Carpenter Center will cultivate a safe and supportive learning environment for all students and staff, both academic and personal growth, by building a campus culture framework around our campus vision: A community that builds relationships, develops character and inspires a desire to learn.

Evaluation Data Sources: District and Campus developed Safety reports, Student Discipline data, Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: student attendance will be monitored by counselor, director, and case manager. When attendance falls off parents will be contacted and a home visit will be scheduled. Student will problem solve with staff to determine a viable solution.</p> <p>Truancy Prevention Measure (TPM) for students with 6 or more unexcused absences.</p> <p>Strategy's Expected Result/Impact: Increase student attendance rate to meet or exceed 98% by June 2018</p> <p>Staff Responsible for Monitoring: Director, counselor and teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student Discipline: Staff members will implement the Behavior Management System to encourage self-management and appropriate discipline in all classes.</p> <p>Review discipline referrals each grading period to determine trends in behaviors.</p> <p>Code of Conduct talks held within first 2 weeks of school and in spring semester.</p> <p>Strategy's Expected Result/Impact: Increase student awareness and decrease discipline referrals in all areas.</p> <p>Staff Responsible for Monitoring: AP, All staff members</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus Safety: Staff members will secure all classrooms to prevent outside interruptions. The staff will structure a safe environment through the use of escorting and monitoring students from class to class.</p> <p>All students and teachers will participate in EOP safety drills (fire, shelter in place, intruder, crisis, evacuation) throughout the year to learn expectations during these drills in preparation for actual emergency/crisis.</p> <p>Strategy's Expected Result/Impact: All students will be able to learn in a safe environment.</p> <p>Complete and successful participation in all drills.</p> <p>Staff Responsible for Monitoring: Principal, AP, All staff members</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: Staff Quality, Recruitment, and Retention: Carpenter Center will cultivate a campus of Highly Qualified Teachers who will be in attendance at a higher percentage than in previous years.

Evaluation Data Sources: AESOP Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher Attendance: Our campus will utilize internal staff resources to prevent the use of substitute teachers.</p> <p>Strategy's Expected Result/Impact: Staff attendance report</p> <p>Increased attendance by staff each grading period and for the year.</p> <p>Staff Responsible for Monitoring: Director</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The staff will develop the PBIS matrix and expectations to be implemented school-wide, supported by using a positive reinforcement and token economy system.</p> <p>Strategy's Expected Result/Impact: 70% or more of the time, teachers will use the language of the matrix to address behaviors and to redirect to school-wide expectations.</p> <p>Staff Responsible for Monitoring: Director</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

Performance Objective 1: Family and Community Engagement: Carpenter Center will cultivate a campus that creates a partnership between the school and home by communicating effectively, encouraging active participation in the student's education, and welcoming the number of campus volunteers to support our students, teachers and programs.

Evaluation Data Sources: Sign-In Sheets, V-Soft Log, School Messenger, Marquee, Phone Calls, Parent Conferences, Campus Visits, Remind 101

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Family Engagement:</p> <ol style="list-style-type: none"> Parents are communicated with daily by receiving student daily behavior reports. Parents newsletter will be sent out monthly by being posted on the school website and sent home with students. Information for VIPS communicated with parents to increase parent participation at school Fall and Spring Open House luncheon with parents, students, and staff Weekly phone calls home by case managers to update parents on student progress <p>Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

Performance Objective 2: Teachers will call parents weekly to provide an update on the progress of the student.

Evaluation Data Sources: teacher phone call logs

Summative Evaluation: Met Objective

2020-2021 CPOC

Committee Role	Name	Position
Administrator	Soul Singh	Director
District-level Professional	Barbara Levandoski	Assistant Superintendent
Classroom Teacher	Michael Williams	Teacher
Non-classroom Professional	Angela King	Counselor
Paraprofessional	Shannon Auger	Special Education Secretary
Paraprofessional	Virginia Salinas	In Class paraprofessional
Community Representative	Kawana Pittman	Community Representative
Parent	Holly Post	Parent
Business Representative	Fred Stewart	Catering Manager
Classroom Teacher	De'Chell Allen	Teacher
Administrator	Sonya Sonia	Special Education Administrator
Classroom Teacher	William Patterson	Teacher
Paraprofessional	Annette Porter	Paraprofessional

Addendums