

Cypress-Fairbanks Independent School District

Carlton Center

2019-2020



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 (Special Program)'s 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 2019-2020 school year, Carlton's Vision and Motto is **"BE GR8"** as an extension of the previous **"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.**

Table of Contents

Comprehensive Needs Assessment	4
Student Achievement	4
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	8
Parent and Community Engagement	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	15
Goals	17
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.	17
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.	23
Goal 3: Human Capital: The district will recruit, develop and retain highly qualified and effective personnel reflective of our student demographics.	27
Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.	28
2019-2020 CPOC	31

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Given the special program status of Carlton Center, student groups include the following:

- Full-day students, grades 3-12, participating in modified-TEKS, LIFE Skills programming (18% of all students). Student achievement is measured via analysis of STAAR-Alternate 2 scores (grades 3-11) and mastery data of IEP Goals.
- Students, typically ages 18-22 years, who have completed required high school credits who are now enrolled in 18+ LIFE Skills transition programming that is offered in two distinct formats: *community-based* and *campus-based*. This program is entitled VITAL: *Vocational and Independence Training for Adult Learners* (33% of all students). Student achievement is measured via analysis of mastery data of IEP Goals and functional assessments linked to students' post-secondary goals in the areas of independent living, training and employment.
- Students who do not attend full day, but rather participate in specialized vocational programs in 2-period blocks (49% of all students). Student achievement is measured via analysis of mastery data of IEP Vocational Goals.
- 64% of students participating in Carlton's full-day specialized programming across all ages are identified as economically-disadvantaged.
- Graduation rates are addressed in students' home campus data.

For student grades 3-11 participating in full-day LIFE Skills programming, STAAR-Alternate 2 data are incorporated into students' home campus accountability data. Review of Spring 2019 STAAR-Alternate 2 data indicates students achieved *Met Satisfactory Performance* on 80% of STAAR-Alternate 2 tests across all subjects:

- The percentages of students across all grade levels (3-8) who achieved Satisfactory Academic Performance (Level II) are as follows: Reading (63%), Writing (50%), Math (88%), Science (100%), and Social Studies (75%).
- The Spring 2019 STAAR-Alternate 2 EOC data across grade levels (9-11) are as follows: Algebra I, (100%), Biology (100%), English I (60%), English II (75%), and US History (100%).
- 45% of students participating in STAAR-Alternate 2 assessments are identified as economically disadvantaged; 80% of these students *Met Satisfactory Performance*; this is 1% higher than the performance rate of students not identified as economically disadvantaged (79%).
- Performance of students in the four main subgroups indicates achievement rates of students identified as Hispanic (100%), White (89%), Economically Disadvantaged (80%) and African American (77%).

For students participating in the specialized vocational program *Commercial Foods Service*, 100% of students met IEP mastery criteria on food service

goals; all students were provided resources to obtain their Texas Food Handler Certificates; 18% of these students obtained certificates by May 2019. For students participating in the specialized vocational program *Business Media Production*, 96% of IEP goals were mastered. For students participating in the 18+ community-based VITAL programming, all students participated in entry-level vocational skill instruction, for 2 1/2 hours per day, four days per week throughout the school year; students gain job skills related to core tasks from 2-3 entry-level employment positions.

For students participating in the VITAL 18+ *campus-based* transition program, IEP mastery data indicated that performance in independent living goals (87% mastery) increased by 5% in May 2019 and exceeded the CIP Performance Objective.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: STAAR-Alt 2 met standards performance for students in Reading 3-8 (63%), English I EOC (60%) and English II EOC (75%) was significantly lower than STAAR-Alt 2 performance in all other subjects (80%). **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: 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 area of needs are identification of verb tenses and proper sentence structure.

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:** Students need support in obtaining Texas Food Handlers certificates.

Problem Statement 4: Students participating in the 18+ campus-based transition programming demonstrate less mastery on IEP Goals linked to their employment post-secondary goals (64% mastery) as compared to their IEP Goals linked to independent living skills (87% mastery) and training (82% mastery). **Root Cause:** Students need to reduce prompt-dependency on adults and learn to perform tasks in group settings with greater independence.

Problem Statement 5: 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.

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:** Students lack knowledge and skills to seek and obtain entry-level jobs.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

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 STAAR-Alternate 2 data, behavioral data and student IEP mastery 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, mastering 63% in 2018-2019 in comparison to mastering 62% in 2017-2018 and 33% in 2016-2017 school year. Ongoing training and support to staff in implementing Non-violent Crisis Prevention Intervention procedures remains continues as 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 and implemented the secure vestibule procedures; a significant building modification was made to delete

an exit point to address safety needs of our students.

Carlton Center has an active and engaged hospitality committee to support members of the Carlton community going through a life challenge or hardship.

Problem Statements Identifying School Culture and Climate Needs

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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Strengths

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 serves 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; 15-21 teachers and 30-34 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.
- Four Team Leaders 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 have received additional training in Advanced Physical Skills to support students in significant behavioral crisis.
- Transition services/instruction.

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 are active participants in the District's annual spring Job Fair as an avenue to recruit both teaching and paraeducator staff. 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 (95.81%) exceeds the average teacher attendance rate of high schools across the district (95.73%).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Inconsistencies of support from familiar and specially trained staff impact instructional programming for our student with significant disabilities. **Root Cause:** Staff absences impact the consistency of instructional support.

Parent and Community Engagement

Parent and Community Engagement Summary

There remains an ongoing need to increase family awareness of adult support agencies and work with parents to ensure they have clearly defined plans for their students' lives after high school as students transition into their adult living roles in community settings.

For students participating in the VITAL 18+ community-based transition programming, there is an ongoing need to maintain relationships with our community partners who support our specialized vocational programs by serving as vocational training sites. Additionally, there is a need to assist students and parents/personal support designees to complete the support indicators specified in our "employment checklist" to enable our students with disabilities to be eligible to obtain employment.

There is an identified need to enhance parent/guardian engagement by providing regular communications regarding programming content and student-specific supports pertinent to school and home.

Parent and Community Engagement Strengths

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

- Teachers 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.
- 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.
- 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 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.
- 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 is implementing a pilot training program 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 is serving as a pilot program for CFISD to aid in placing students with disabilities in 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: Parents of our students with significant disabilities need frequent communications regarding their students' programming content and progress. **Root Cause:** There is a need to provide more frequent and student-specific information to our parents/guardians.

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.

Priority Problem Statements

Problem Statement 1: Reading: STAAR-Alt 2 met standards performance for students in Reading 3-8 (63%), English I EOC (60%) and English II EOC (75%) was significantly lower than STAAR-Alt 2 performance in all other subjects (80%).

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 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 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 18+ campus-based transition programming demonstrate less mastery on IEP Goals linked to their employment post-secondary goals (64% mastery) as compared to their IEP Goals linked to independent living skills (87% mastery) and training (82% mastery).

Root Cause 5: Students need to reduce prompt-dependency on adults and learn to perform tasks in group settings with greater independence.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Students participating in the specialized vocational programs lack basic skills for entry-level jobs.

Root Cause 6: Students need to reduce prompt-dependency on adults and independently perform sets of core tasks correlated to entry-level jobs.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Majority of students with disabilities participating in 18+ community-based transition training are not employed within one year of exiting high school.

Root Cause 7: Students lack knowledge and skills to seek and obtain entry-level jobs.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Students' behaviors interfere with their ability to consistently participate in instruction and can lead to disciplinary consequences.

Root Cause 8: 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 8 Areas: School Culture and Climate

Problem Statement 9: Inconsistencies of support from familiar and specially trained staff impact instructional programming for our student with significant disabilities.

Root Cause 9: Staff absences impact the consistency of instructional support.

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: Parents of our students with significant disabilities need frequent communications regarding their students' programming content and progress.

Root Cause 10: There is a need to provide more frequent and student-specific information to our parents/guardians.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Students with disabilities need ongoing support of parents/guardians and agencies to seek, obtain and maintain jobs as adults.

Root Cause 11: Students and parents/guardians need ease of access to pertinent adult service agencies and their information.

Problem Statement 11 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Homeless data
- Pregnancy and related services 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
- Staff surveys and/or other feedback
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: September 25, 2015

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 May 2020, at least 65% of students will meet or exceed their individual STAAR-Alt 2 performance targets.

Evaluation Data Source(s) 1: STAAR-Alt 2 Performance Results for students assessed in grades 3-8 Reading and English I / II EOC tests; grades 4 & 7 Writing

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>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>Team Leaders Instructional Specialist LIFE Skills English/Language Arts Teachers</p>	<p>Students will be able to consistently identify key vocabulary terms when presented with visual supports across curricular areas; At least 65% 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>			
Problem Statements: Student Achievement 1					
<p>TEA Priorities Build a foundation of reading and math</p> <p>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>Team Leaders Instructional Specialist Life Skills Writing/English Teachers</p>	<p>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>			
Problem Statements: Student Achievement 2					
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Reading: STAAR-Alt 2 met standards performance for students in Reading 3-8 (63%), English I EOC (60%) and English II EOC (75%) was significantly lower than STAAR-Alt 2 performance in all other subjects (80%). **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 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.

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 Source(s) 2: Records of Texas Food Handler certificates earned

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>TEA Priorities Connect high school to career and college</p> <p>1) Commercial Foods Service: Students will apply knowledge of food service skills to complete the online Texas Food Handlers Certificate.</p>	<p>VITAL Team Leader Instructional Specialist Commercial Foods Teacher</p>	<p>By May 2020, at least 30% of students will earn their Texas Food Handlers Certificates to increase their readiness for employment in food service.</p>			
<p>Problem Statements: Student Achievement 3</p>					
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
<p>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.</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: Students participating in 18+ campus-based transition programming will increase mastery of IEP Goals linked to their post-secondary Employment goals by 2%.

Evaluation Data Source(s) 3: IEP Mastery Data for 18+ Employment goals

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>TEA Priorities Connect high school to career and college</p> <p>1) Students will learn to use a visual task schedule to perform assembly tasks in a group setting.</p>	<p>Instructional Specialist/AP 18+ Team Leader 18+ LIFE Skills Teachers</p>	<p>60% of students will be able to use a tool (i.e. visual task schedule) to increase their ability to independently perform assembly tasks with a group as may be required in adult day habilitation settings.</p>			
 = Accomplished  = No Progress  = Discontinue					

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 Source(s) 4: Progress on targeted job-specific core tasks

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>TEA Priorities Connect high school to career and college</p> <p>1) Students will utilize a visual checklist to perform core tasks for targeted entry-level jobs</p>	VITAL Team Leader; Instructional Specialist; specialized Voc Teachers	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.			
 = Accomplished  = No Progress  = Discontinue					

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 students in the community-based VITAL transition program will earn completion certificates for participation in 62-hours pre-employment transition training.

Evaluation Data Source(s) 5: Completion Certificates re: "On the Right Track" training provided via Texas Workforce Solutions

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>TEA Priorities Connect high school to career and college</p> <p>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>	VITAL Team Leaders; VITAL Teachers; Instructional Specialist	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.			
 = Accomplished  = No Progress  = 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: Student Safety: By the end of the 2019-2020 school year, 100% of the district's safety policies will be implemented.

Evaluation Data Source(s) 1: Record of safety drills and other required safety actions

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>1) Campus Safety: Staff members will actively supervise students in the hallways and classrooms to create a safe environment for students and redirect when necessary. Staff members will also actively supervise students who ride special transportation buses throughout the day.</p> <p>Entry and Exit points are limited throughout the campus during the instructional day. Students moving to and from the special vocational shuttles will utilize a designated entry and exit door. Secure vestibule procedures are consistently implemented.</p>	Director/Principal, Instructional Specialist/AP Behavioral Support Specialist Team Leaders LIFE Skills Teachers Staff	Student & teacher engagement will increase and student disruptions will decrease, resulting in a focused and engaged learning environment where students and staff feel safe and secure.			
Problem Statements: School Culture and Climate 1					
<p>2) Conduct EOP safety drills (evacuation, shelter, lock out, lock down, metal detectors) throughout the year. All students and teachers will participate in EOP safety drills throughout the year to learn expectations during these drills in preparation for actual emergency/crisis.</p>	Director/Principal, Instructional Specialist/AP Behavioral Support Specialist Team Leaders LIFE Skills Teachers Staff	100% of the students will know their expectations for an actual emergency/crisis and follow the lead of the assigned staff member; All students and staff will participate in EOP safety drills (evacuation, shelter, lock out, lock down, metal detectors) throughout the year to learn expectations during these drills in preparation for actual emergency/crisis.			
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

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

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 2019-2020 school year, student attendance will be at 96%.

Evaluation Data Source(s) 2: Student Attendance Records

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Student Attendance: Work with students' families and students' home campus representatives to increase attendance.	Instructional Specialist Case Manager Teachers Home Campus Attendance Personnel Community Youth Services (CYS) Attendance officer	Our goal is to increase our overall attendance rate by at least 1% by targeting students who have unexcused absences for multiple days.			
2) Identify students with families in transition and provide the necessary services to support student success.	Instructional Specialist Behavioral Support Specialist LIFE Skills Team Leaders Community Youth Services (CYS)	100% of students with families in transition will be identified and will receive available services			
 = Accomplished  = No Progress  = 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 2019-2020 school year, discipline referrals will be decreased by 1%.

Evaluation Data Source(s) 3: Discipline Reports
IEP Mastery Data for Behavioral Goals

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Restorative Discipline: Students will be able to follow or utilize individualized calming sequences (visual/verbal) to promote behavioral self-regulation, facilitate communication and to teach social skills for coping with demands in the school setting and future post-secondary settings.	Behavioral Support Specialists Team Leaders LIFE Skills Teachers/Case Managers	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 2020.			
2) Out of School Suspensions: Utilize Restorative Discipline practices, including strategies specified in students' individualized Behavior Intervention Plans (BIPs), to reduce the number of out of school suspensions so student will not miss out on first time instruction.	Director; Principal Instructional Specialist/AP Behavioral Support Specialist LIFE Skills Teachers/Case Managers	Out of school suspensions will be reduced by 1%.			
 = Accomplished  = No Progress  = Discontinue					

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 2019-2020 school year, teacher/paraprofessional attendance will increase by .5%.

Evaluation Data Source(s) 1: Teacher/Paraprofessional Attendance Reports attendance records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teacher/Paraprofessional Attendance: Campus-wide recognitions and/or attendance incentives will be provided per grading period to enhance staff morale	Director/Principal; Instructional Specialist/AP; Behavioral Support Specialist; Team Leaders; Campus Secretary	A positive school culture will promote greater attendance rates for instructional staff; greater staff attendance rates will enhance consistency of instruction and student progress.			
Problem Statements: Staff Quality, Recruitment, and Retention 1					
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Inconsistencies of support from familiar and specially trained staff impact instructional programming for our student with significant disabilities. Root Cause 1: Staff absences impact the consistency of instructional support.

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: For students participating in VITAL 18+ community-based transition programming, increase the engagement of 80% of parents/personal support designees assisting their students in completing at least 70% of employment checklist indicators to enable students to be eligible to obtain employment.

Evaluation Data Source(s) 1: Employment Checklist documentation and logs of Adult student/personal support designee transition meetings

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Family Engagement: VITAL Teachers in the 18+ community-based transition programming will facilitate checkpoints for completion of "employment checklist" indicators so that students and their parents/personal support designees can track supports needed for an adult with a disability to obtain a job.	Director; Instructional Specialist; VITAL Team Leader; VITAL Teachers	Information provided to adult students and their parents/personal support designees during transition planning meetings and checkpoints will enable families to ensure they have the supports established so that the adult with a disability can demonstrate readiness to obtain a job; thus resulting in more students gaining employment; 80% of VITAL students will complete 70% of items on their Employment Checklists.			
Problem Statements: Parent and Community Engagement 1					
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parents of our students with significant disabilities need frequent communications regarding their students' programming content and progress. Root Cause 1: There is a need to provide more frequent and student-specific information to our parents/guardians.

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 2: Teachers will provide parents/guardians with student-specific information regarding programming content or individualized supports pertinent to school and/or home at least two times per grading period.

Evaluation Data Source(s) 2: Teacher Logs of Parent Communication

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will regularly provide parents with information regarding programming content and student-specific supports pertinent for school or home use at least 2 times per grading period.	Team Leaders; Instructional Specialist; Case Managers	Information to parents will increase; Parents will enhance their knowledge of supports and programming to assist students in generalizing skills from school to home			
 = Accomplished  = No Progress  = Discontinue					

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 3: At least 20% of students participating in the VITAL transition programming will gain access to adult agency supports to facilitate future employment.

Evaluation Data Source(s) 3: Records of Texas Workforce Solutions client enrollment

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>TEA Priorities Connect high school to career and college</p> <p>1) VITAL teachers will facilitate flow of information and access to assigned Vocational Rehabilitation Services Transition Counselor for students and their parents/guardians.</p>	VITAL Team Leader; Director; VITAL Teachers	At least 20% of eligible VITAL students will become clients of Texas Workforce Solutions; adult students will gain access to adult agency services to support future employment.			
 = Accomplished  = No Progress  = Discontinue					

2019-2020 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; Team Leader
Non-classroom Professional	Kristopher Reece	Behavioral Support Specialist
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
Classroom Teacher	Donald Perkins	LIFE Skills Teacher
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)

Committee Role	Name	Position
Classroom Teacher	Kedrick Hampton	LIFE Skills 18+ Teacher

CYPRESS-FAIRBANKS ISD

Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in iXplore, the curriculum management system. iXplore is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor iXplore use.
- Campus leaders use FAST (Feedback, Accountability, and Support Tool), gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

High School Content Area Standard Expectations

English Language Arts/Reading

- Model the writing process with and for students.
- Conduct writing conferences with students (individual, small group, and/or large group).
- Model revision and editing of writing with students.
- Have students read independently and allow choice in their reading selections.
- Make reading assignments that are aligned with the TEKS, active (dialectical journals, annotation, summarization, reader response, text-evidenced), connected, and purposeful.
- Facilitate academic discussions and provide collaborative opportunities for students to think, write, and respond to their reading.
- Provide organizational structures for students to collect resources, writing pieces, graded work, reading notes by using a portfolio, interactive binder, Reader/Writer notebook, etc.
- Maintain a digital writing portfolio.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

Note: All students should have a Google folder for their English classroom.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Use and encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- On a regular basis, an average of three times per week, integrate the eight classroom laptops into the learning environment. Use the laptops so that students can create, collaborate, and share their thinking.

Science

- Teachers will develop science literate students by collaboratively planning instructional units that support students' development of "science expert" knowledge structures, skills and strategies by
 - spiraling content and skills from prior units of study, courses and/or disciplines;
 - making explicit connections between concepts in different units, courses and/or disciplines;
 - using learning strategies supported by neuroscience (e.g. chunk formation, recall); and
 - incorporating the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students.
- Teachers will develop science literate students by creating and providing learning opportunities in each instructional unit that require students to
 - design and conduct experiments (real and virtual) for a minimum of 40% of the instructional time;
 - collect, analyze, and represent data (spreadsheets, graphs, diagrams, pictures, equations, and tables);
 - create physical and cognitive models and identify the strengths and limitations of those models;
 - communicate results orally or in writing; and
 - reason and think critically to make informed decisions individually and as a group within and outside the classroom.

Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- "Chunk" lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of presentation modes to meet diverse students' needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of technology for student learning.

LOTE

- Speak the target language more than English in all levels.
- Limit English translation by using visual clues to enhance student comprehension.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations.

Secondary ELAR Curriculum Department, 7 – 12

2018-19 District Writing Plan

PURPOSE: The goal of the Secondary ELAR Department seeks to promote the interconnectedness between reading and writing via the use of imitation and mentor texts. To specifically enable the development of writing skills, we have identified the following overarching goals for 2018-19:

- To identify and strategically target trends and areas of weakness in student writing, and in writing instruction
- Provide specific and actionable writing instructional plans for campuses based on their data
- Conduct follow-up visits to assist teachers with implementation of their campus-specific instructional writing plan

MIDDLE SCHOOL ACTION PLAN:

- I. Increased Campus Visits for Monitored Campuses**
 - A. Purpose of visits will be to ensure purposeful planning and thoughtful decision making regarding writing best practices.
 - B. Writing across Content Areas -- students will write 2x per week in Math, Science, Social Studies, and Language Arts classes to increase student writing fluency. (Monitor Campuses only)
- II. Establish Creation and Use of Online Writing Portfolios**
 - A. Assist all campuses in the creation of online writing portfolios in Google Classroom
 - B. Assist teachers in the best ways to use the portfolio instructionally
- III. Components of an Essay Training for Monitored and Limited-Monitored Campuses:** Training provides teaching staff with a school-specific analysis of their STAAR Writing data and images, and then provides teachers with a targeted action plan and instructional strategies for remedying negative trends revealed by the data.
 - A. Deep dive data analysis
 - B. Analyze writing images by score point
 - C. Address writing trends
 - D. Diagnose student weaknesses
 - E. Provide an Action Plan containing writing strategies based on diagnosed student weaknesses
- IV. Essay Calibration Training for Monitored and Limited-Monitored Campuses:** Guided essay calibration with teachers will ensure they are assessing students' essays correctly, which will affect the feedback and strategies they choose to plan future instruction.
 - A. Guided essay reading and calibration
 - B. Check-in on Action Plan from Components of an Essay training
- V. Essay Calibration Training:** Coaches will conduct writing portfolio share sessions where teachers will work through calibration strategies that encourage team discussion related to assessing student work and providing feedback that forwards progress in student writing.
- VI. Eco Dis Roundtable – Invitation Only:** Teachers who have high reading and writing success rates, as supported by data, with economically disadvantaged students will be invited to a round table where they will share successful strategies and resources. (Evening Share Session)
 - A. Data dig

- B. Share resources
 - C. Targeted planning
- VII. Revising and Editing Resources for STAAR Writing:** Provide training and resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:
- A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson's *Everyday Editing*, Don Killgallon's *Grammar for Middle School: A Sentence Composing Approach*, and Harry Noden's *Image Grammar*
 - B. Grammar Mini-Lessons
 - C. Student Essay Revision Activities

MIDDLE SCHOOL DATA COLLECTION POINTS: 7th & 8th Grade Online Writing Portfolios

- 1. Collection Point 1:**
 - a. Students set up a digital portfolio.
 - b. Include personal narrative or reflective essay in the portfolio.
- 2. Collection Point 2:**
 - a. Write about the explicit and implicit meaning of text. This could include: summary; explanation of theme or controlling idea; or, description of overarching purpose of the piece.
 - b. Describe a personal connection to text (i.e. plot events, conflicts, characters, etc.).
- 3. Collection Point 3:**
 - a. Processed Writing: Campuses will make copies; expected to take several days in class taking the piece through the writing process with teacher and student feedback.
 - i. Flexibility in prompt selection with choice between: never giving up (STAAR), or one event can change a person's life (CFISD).
 - b. Persuasive Writing Option TBD.
- 4. Collection Point 4:** Teachers may choose one or more from the following:
 - a. Describe a personal connection to text (i.e. plot events, conflicts, characters, etc.)
 - b. Write about the explicit and implicit meaning of text. This could include summary or explanation of theme.
 - c. Write about specific literary elements such as: explanation of how character interactions forward the plot; description of setting and its impact on plot; or analysis of how authors use language to create mood.
- 5. Collection Point 5:** Expository Writing
 - a. Timed Write taken through the revision process—flexibility in prompt selection between two released STAAR prompts TBD; campuses will make copies; rough draft must be completed during this time frame; revision and editing may take place throughout the unit.
- 6. Collection Point 6:** Teachers may choose one or more from the following:
 - a. Write responses that compare sources within and across genres
 - b. Describe a personal connection to text (i.e. plot events, conflicts, characters, etc.)
 - c. ALL students should complete a Portfolio Review.

HIGH SCHOOL ACTION PLAN:

I. **Components of an Essay Training**

- A. Deep dive data analysis
- B. Analyze writing images by score point
- C. Address writing trends
- D. Diagnose student weaknesses
- E. Provide an Action Plan containing writing strategies based on diagnosed student weaknesses

II. **Essay Calibration Training for targeted campuses**

- A. Cypress Lakes, Cypress Ridge, Cypress Park, Cypress Falls, Cypress Creek, Jersey Village & Langham Creek
- B. Guided essay reading and calibration
- C. Check-in on Action Plan from Components of an Essay training
- D. Provide strategies to address writing weaknesses discovered in essay calibration

III. **Eco Dis Roundtable – Invitation Only:** Teachers who have high reading and writing success rates, as supported by data, with economically disadvantaged students will be invited to a round table where they will share successful strategies and resources. (Evening share session)

- A. Data dig
- B. Share resources
- C. Targeted planning

IV. **If/Then Writing Training and Support:** Training teachers to provide differentiated writing feedback through individual and small group writing conferences.

- A. Additional support will come in the form of hyperlinks to activity explanations, instructional videos, and student sample essays.
- B. Face-to-face after school training and instructional support will also be offered.

V. **DPM Re-design:** Data tracking for English I and II has been revised to include multiple choice items for the revising and editing sections of the STAAR assessment.

VI. **Revising and Editing Resources for STAAR Writing:** Provide training and resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:

- A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson's *Everyday Editing*, Don Killgallon's *Grammar for High School: A Sentence Composing Approach*, and Harry Noden's *Image Grammar*
- B. Grammar Mini-Lessons
- C. Student Essay Revision Activities

VII. **STAAR Bootcamp Resources**

- A. Provide packets of highly effective resources for use during "STAAR Bootcamp" -- the last two to three weeks prior to the STAAR test in April.

ENGLISH I & II DATA COLLECTION POINTS:

GRADE LEVEL	ENGLISH I	ENGLISH II
Collection Point 1	Evidence & Support Unit Writing Portfolio Piece	Evidence & Support Unit Writing Portfolio Piece
Collection Point 2	Expository Structure Writing Portfolio Piece	Persuasive Structure Writing Portfolio Piece
Collection Point 3	Connections Writing Portfolio Piece	Connections Writing Portfolio Piece

CYPRESS-FAIRBANKS ISD

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- The District curriculum resides in iXplore, the curriculum management system. iXplore is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
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- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor iXplore use.
- Campus leaders use FAST (Feedback, Accountability, and Support Tool), gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

High School Content Area Standard Expectations

English Language Arts/Reading

- Model the writing process with and for students.
- Conduct writing conferences with students (individual, small group, and/or large group).
- Model revision and editing of writing with students.
- Have students read independently and allow choice in their reading selections.
- Make reading assignments that are aligned with the TEKS, active (dialectical journals, annotation, summarization, reader response, text-evidenced), connected, and purposeful.
- Facilitate academic discussions and provide collaborative opportunities for students to think, write, and respond to their reading.
- Provide organizational structures for students to collect resources, writing pieces, graded work, reading notes by using a portfolio, interactive binder, Reader/Writer notebook, etc.
- Maintain a digital writing portfolio.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

Note: All students should have a Google folder for their English classroom.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Use and encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- On a regular basis, an average of three times per week, integrate the eight classroom laptops into the learning environment. Use the laptops so that students can create, collaborate, and share their thinking.

Science

- Teachers will develop science literate students by collaboratively planning instructional units that support students' development of "science expert" knowledge structures, skills and strategies by
 - spiraling content and skills from prior units of study, courses and/or disciplines;
 - making explicit connections between concepts in different units, courses and/or disciplines;
 - using learning strategies supported by neuroscience (e.g. chunk formation, recall); and
 - incorporating the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students.
- Teachers will develop science literate students by creating and providing learning opportunities in each instructional unit that require students to
 - design and conduct experiments (real and virtual) for a minimum of 40% of the instructional time;
 - collect, analyze, and represent data (spreadsheets, graphs, diagrams, pictures, equations, and tables);
 - create physical and cognitive models and identify the strengths and limitations of those models;
 - communicate results orally or in writing; and
 - reason and think critically to make informed decisions individually and as a group within and outside the classroom.

Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- "Chunk" lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of presentation modes to meet diverse students' needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of technology for student learning.

LOTE

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context in place of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations.

Fine Arts Department

Standard Expectations

Band/Choir/Orchestra (6-12)

- Utilize best practices for developing characteristic tonal concepts on a daily basis throughout the grade levels.
- Utilize best practices for teaching technique, rhythm, ensemble skills, musicianship, and music theory as appropriate for each level.
- Encourage excellence by providing multiple opportunities for the students to perform in various settings including as soloists, in small ensembles, and in large ensembles.
- Differentiate teaching strategies to meet individual student needs.
- Utilize technology including, but not limited to, metronomes, tuners, online resources, Smart Music and Charms, to reinforce and encourage excellence in performance.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards.
- Participate in activities and events that promote school and community involvement.

Dance (9-12)

- Introduce and present dance compositions that convey thought and meaning, and encourage student discourse / discussion.
- Provide the opportunity for students to analyze and evaluate dance, and make connections to other content areas / disciplines.
- Model safe, appropriate and effective dance movements and techniques using a variety of instructional methods.
- Encourage students to create original dance movement(s) using practiced skills and techniques (individually, and/or in collaborative groups).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards.
- Participate in activities and events that promote school and community involvement.

Theatre Arts (6-12)

- Introduce and present theatre works that convey thought and meaning, and encourage student discourse / discussion.
- Provide the opportunity for students to analyze and evaluate theatre, and make connections to other content areas / disciplines.
- Model safe, appropriate and effective theatrical techniques and applications using a variety of instructional methods.
- Encourage students to create original theatrical products demonstrating rehearsed skills and techniques (individually, and/or in collaborative groups).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards.
- Participate in activities and events that promote school and community involvement.

Visual Arts (K-12)

- Model and teach artistic thinking– which means being curious and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence, CFISD Curriculum Standards and copyright policies.
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including Rodeo, ATP1, TAEA and Scholastic art contests, as well as, district art contests and exhibits.
- Participate in activities and events that promote school and community involvement.

Secondary ELAR Curriculum Department, 6 – 12

2019-20 District Writing Plan

PURPOSE: The goal of the Secondary ELAR Department seeks to promote the interconnectedness between reading and writing via the use of imitation and mentor texts. To specifically enable the development of writing skills, we have identified the following overarching goals for 2019-2020:

- To identify and strategically target trends and areas of weakness in student writing, and in writing instruction
- Provide specific and actionable writing instructional plans for campuses based on their data
- Conduct follow-up visits to assist teachers with implementation of their campus-specific instructional writing plan

MIDDLE SCHOOL ACTION PLAN:

I. Implement new curriculum that aligns to new TEKS

- A. Emphasize the reading/writing connection.
- B. Train CCIS on how to conduct planning so that the reading/writing connection is obvious to students.
- C. Integrate increased opportunities to talk and write, write and talk for target populations.

II. Increased Campus Visits

- A. Campus curriculum coach will support ELA 7&8 teams to support vertical alignment.
- B. Purpose of visits will be to ensure purposeful planning and thoughtful decision making regarding writing best practices.
- C. Writing across Content Areas -- students will write 2x per week in Math, Science, Social Studies, and Language Arts classes to increase student writing fluency at monitored campuses.

III. Continue Online Writing Portfolios

- A. Assist all campuses in the creation and management of online writing portfolios in Google Classroom or Google Sites.
- B. Assist teachers in the best ways to use the portfolio instructionally in order to increase student authorship across a variety of writing occasions.

IV. Components of an Essay Training 2.0: This training will provide a refresher on the components of the STAAR Writing test, how scores are calculated, a calibration of the latest scoring, and what student samples look like within each score band.

- A. Data analysis
- B. Analyze writing images by score point
- C. Address writing trends
- D. Diagnose student weaknesses
- E. Provide an Action Plan for each score point containing writing strategies designed to move the student writer to the next score point on the STAAR Rubric

- V. **Strategies for Moving the Student Writer Forward:** Share sessions will be provided for 7th grade teachers that discuss specific writing strategies to enable student writers to increase their STAAR Writing score. The sessions will be:
 - A. Moving the Student Writer Toward Meets
 - B. Moving the Student Writer Toward Mastery
- VI. **Essay Calibration Training:** Guided essay calibration with teachers will ensure they are assessing students' essays correctly, which will affect the feedback and strategies they choose to plan future instruction.
 - A. Guided essay reading and calibration
 - B. Check-in on Action Plan from Components of an Essay training
 - C. Ongoing professional development on how to assess, reflect, respond to student writing and create activities that move students forward in their writing
- VII. **Revising and Editing Resources for STAAR Writing:** Provide training and resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:
 - A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson's *Everyday Editing, Patterns for Power*, and Don Killgallon's *Grammar for Middle School: A Sentence Composing Approach*
 - B. Grammar Mini-Lessons
 - C. Student Essay Revision Activities- link revision activities to genre

HIGH SCHOOL ACTION PLAN:

- I. **Components of an Essay Training 2.0:** This training will provide a refresher on the components of the STAAR Writing test, how scores are calculated, a calibration of the latest scoring, and what student samples look like within each score band.
 - A. Data analysis
 - B. Analyze writing images by score point
 - C. Address writing trends
 - D. Diagnose student weaknesses
 - E. Provide an Action Plan for each score point containing writing strategies designed to move the student writer to the next score point
- II. **Online Writing Training and Support:** Training teachers to provide differentiated writing feedback and instruction based on student weaknesses. Support will come in the form of video mini-lessons that show teachers how to implement writing strategies that address specific student writing weaknesses.
- III. **Strategies for Moving the Student Writer Forward:** Share sessions will be provided for 9th and 10th grade teachers that discuss specific writing strategies to enable student writers to increase their STAAR Writing score. The sessions will be:
 - A. Moving the Student Writer Toward Meets
 - B. Moving the Student Writer Toward Mastery

- IV. Instructional Cadres:** Develop expertise on each campus in a variety of writing instructional techniques, including initiatives listed in this plan.
 - A. Coaches will guide teachers in crafting mini lessons that instruct students in responses to reading
 - B. Coaches will guide teachers in crafting mini lessons that instruct students in strategies for writing
 - C. Coaches will guide teachers in crafting mini lessons that instruct students in grammar concepts and implementation.
- V. Revising and Editing Resources for STAAR Writing:** Provide resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:
 - A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson’s *Everyday Editing*, Don Killgallon’s *Grammar for High School: A Sentence Composing Approach*, and Harry Noden’s *Image Grammar*
 - B. Grammar Mini-Lessons
 - C. Student Essay Revision Activities
- VI. STAAR Bootcamp Symposium**
 - A. Symposium Day highlighting a multitude of highly effective resources for use during “STAAR Bootcamp” -- the last two to three weeks prior to the STAAR test in April.
- VII. Summer Writing Intensive for Teachers**
 - A. Design and build a Summer Writing Intensive that serves as a foundational course for all secondary ELA teachers in the how-to’s of writing instruction.
 - B. Summer Writing Bootcamp will be implemented in the summer of 2020.
- VIII. Advanced Academics Pipeline**
 - A. Develop Advanced Academics training for 9th and 10th grade teachers so that students may self-select into AA courses in the 11th grade.
 - B. Provide online support and training over the course of the year via share sessions, instructional videos, and the facilitation of vertical teams.

ENGLISH I & II WRITING REFLECTION POINTS:

A discussion protocol for reflecting on students’ writing performance will be sent to teams at the time of each reflection point. Teams will be sent a brief survey to complete after each reflection point that will provide them with the option of soliciting additional instruction and support.

GRADE LEVEL	ENGLISH I	ENGLISH II
Reflection Point 1	Evidence & Support Unit Writing Portfolio Piece	Evidence & Support Unit Writing Portfolio Piece
Reflection Point 2	Expository Structure Writing Portfolio Piece	Persuasive Structure Writing Portfolio Piece
Reflection Point 3	Connections Writing Portfolio Piece	Connections Writing Portfolio Piece
Reflection Point 4	Timed Writing Portfolio Piece	Timed Writing Portfolio Piece