

Cypress-Fairbanks Independent School District

Carlton Center

2021-2022 Campus Improvement Plan



Mission Statement

Cypress-Fairbanks Independent School District's Mission Statement

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

Dorothy Carlton Center's (Special Program) Mission Statement

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

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

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

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

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

Vision

For the 2021-2022 school year, Carlton's Vision and Motto is ***Make Good Things Happen by Bringing Out the Best in our Students and One Another.*** Our "***Make Good Things Happen***" motto reflects 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, Lagniappe, and Bringing Out the Best in our Students.***

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The following strengths were identified based on a review of the 2020-2021 data. In addition to STAAR assessment data, local assessment data (i.e., mastery of IEP Goals) are also addressed for designated CIP objectives.

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

- Full-day students, grades 3-12, participating in modified-TEKS curriculum, LIFE Skills programming (16% of all students).
- Students, typically ages 18-22 years, who have completed required high school credits who are now enrolled in 18+ LIFE Skills transition programming entitled VITAL: *Vocational and Independence Training for Adult Learners* (23% of all students). VITAL programming at Carlton is offered in two distinct formats: *community-based* and *campus-based*.
- Students who do not attend full day, but rather participate in specialized vocational programs in 2-period blocks (61% of all students).

For student grades 3-11 participating in full-day LIFE Skills programming, STAAR-Alternate 2 data are incorporated into students' home campus accountability data. Due to the COVID-19 pandemic in the 2020-2021 school year, parents were provided the choice to select in-person, on-campus instruction for their children, or virtual instruction. Opportunities were provided for individualized STAAR-Alternate assessments to be given on-campus for our students participating in virtual instruction, but not all students participated in such. Scores for students who did not participate in state assessments are documented as “failures” in the data per TEA guidelines. Review of Spring 2021 STAAR-Alternate 2 data for those students eligible to take STAAR-Alternate 2 assessments (both testers and non-testers) indicates students achieved *Met Satisfactory Performance* on 55% of STAAR-Alternate 2 tests across all subjects. Analysis of results pertinent to our programming indicate the following strengths:

- Students who participated in the state assessments *Met Satisfactory Performance* on at least 71% of their assessments across all subjects: *ELA (100%), Reading (80%), Science (83%), and Math (71%)*.
- The greatest percentages of students (both testers and non-testers) across all grade levels (3-11) who achieved Satisfactory Academic Performance (Level II) were in the subject areas of Science (71%) and ELA (67%).

Students grades 3-11 participating in the full-day LIFE Skills programming demonstrated the greatest gains in percentages of IEP Goal Mastery in the areas of Behavioral goals (76%) and Science goals (70%).

The following strengths are noted for students who participated in Carlton’s specialized vocational programming:

- For students participating *Commercial Foods Service*, 23% of students obtained their Texas Food Handler Certificates as of May 2021.
- 100% of students mastered at least 1 set of designated job-specific core tasks correlated to entry-level jobs.
- 100% of students participating in the community-based VITAL program earned completion certificates for participation in the “On the Right Track” pre-employment training program provided by Texas Workforce Solutions.

Graduation rates for students participating in full-day Carlton programming are incorporated into the home campus data. For 2021, there was a 94% graduation rate of Carlton’s students targeted to graduate and earn their diplomas in June 2021.

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2020-2021 data for the three special education programming groups at Carlton Center. In addition to STAAR assessment data, local assessment data, including mastery of IEP Goals, are also addressed for designated CIP objectives.

(1) For students grades 3-12 participating in full-day LIFE Skills programming in modified-TEKS (16% of all Carlton students), the following strengths are noted:

- Spring 2021 IEP mastery data on individualized goals indicates that 70% of Science goals were mastered through May 2021. This also reflects improvements from the previous 2019-2020 data.
- Spring 2021 IEP mastery data on individualized goals indicates that 75% of Behavior goals were mastered through May 2021. This also reflects improvements from the previous 2019-2020 data and mastery of the correlated 2020-2021 CIP Goal.
- Students who participated in the STAAR Alternate-2 state assessments (testers) *Met Satisfactory Performance* on at least 71% of their assessments across all subjects: *ELA (100%), Reading (80%), Science (83%), and Math (71%)*.
- The greatest percentages of students (both testers and non-testers) across all grade levels (3-11) who achieved Satisfactory Academic Performance (Level II) on their state assessments were in the subject areas of Science (71%) and ELA (67%).
- Students identified in the following subgroups *Met Satisfactory Performance* on greater percentages of their STAAR Alternate 2 state assessments in the area of Reading/ELA as compared to students identified as *White: Black-80%; Hispanic-100%; White (50%)*.
- Students identified in the following subgroups *Met Satisfactory Performance* on greater percentages of their STAAR Alternate 2 state assessments in the area of Math as compared to students identified as *White: Black-60%; Hispanic-100%; White (25%)*.
- Students identified as economically disadvantaged *Met Satisfactory Performance* on 54% of their STAAR Alternate 2 state assessments and within 10% of the number of assessments *Met Satisfactory Performance* compared to students not identified as economically disadvantaged.

(2) For students, typically ages 18-22 years (23% of all students), who have completed required high school credits and are participating in the 18-Plus transition program entitled VITAL (*Vocational and Independence Training for Adult Learners*), two groups of students participate in either *campus-based* or *community-based programming* as noted below:

For students participating in the VITAL *campus-based programming*, the Spring 2021 IEP mastery data through May 2021 indicated the following strengths:

- 88% of post-secondary independent living goals were mastered for students participating in both on-campus and CFISD Connect instruction.
- 84% of post-secondary training goals were mastered for students participating in both on-campus and CFISD Connect instruction.

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

- 100% of students participating in the community-based VITAL program earned completion certificates for participation in the “On the Right Track” pre-employment training program provided by Texas Workforce Solutions.
- 100% of students learned to utilize a visual task schedule to complete four basic core tasks for at least one designated entry-level job.
- Additional supports due to the COVID-19 pandemic were provided to ensure Community-based vocational instruction was completed for those students who participated in on-campus VITAL instruction (50% of VITAL students); individual personal protective equipment (PPE) and other COVID precautions pertinent to the community job sites were provided.

Graduation rates for students participating in full-day Carlton programming (Groups 1 and 2 above) are incorporated into the home campus data. For 2021, there was a 94% graduation rate of Carlton’s students targeted to graduate and earn their diplomas in June 2021.

(3) Students who participate in *specialized vocational programs in 2-period blocks* (61% of all students; 12th graders and 18-Plus students), the following strengths are noted:

For students participating in the *Commercial Foods Service program*, 23% of students obtained their Texas Food Handler Certificates as of May 2021, representing a 1%

increase from the previous year.

- For students participating in the *Business Media Production and Commercial Foods Service programs*, 100% of students learned to utilize a visual task schedule to complete four basic core tasks for at least one designated entry-level job.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading/ELA: Mastery of students' individualized IEP goals in reading (grades 3-8) and ELA (grades 9-12) were significantly decreased (averaged 30% mastery) in 2020-2021 from the pre-pandemic year 2019-2020 (75% mastery) **Root Cause:** Reading: Students' instruction was interrupted due to COVID-19. We need to help students increase sustained attention to extended reading passages and demonstrate comprehension of vocabulary in multiple-choice formats.

Problem Statement 2: Math: Mastery of students' individualized IEP goals in math (grades 3-12) were significantly decreased (averaged 36% mastery) in 2020-2021. **Root Cause:** Students' instruction was interrupted due to COVID-19. We need to help students in areas of number sense and basic operations.

Problem Statement 3: Students are beginning the 2021-2022 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 4: Students participating in the 18+ campus-based transition programming demonstrate less mastery on IEP Goals linked to their employment goals (67% mastery) as compared to their IEP Goals linked to independent living skills (88% mastery) and training skills (84% mastery). **Root Cause:** We need to help students reduce prompt-dependency on adults and learn to perform tasks in group settings with greater independence.

Problem Statement 5: Majority of students with disabilities participating in 18+ community-based transition training are not employed within one year of exiting high school. **Root Cause:** We need to help students gain knowledge of and skills seek to obtain entry-level jobs.

Problem Statement 6: Students participate in specialized vocational training in food service but lack qualifiers to support entry-level employment in food service jobs. **Root Cause:** We need to provide students support to obtain a Texas Food Handlers certificate.

Problem Statement 7: Students participating in the specialized vocational programs lack basic skills for entry-level jobs. **Root Cause:** We need to help students reduce prompt-dependency on adults and independently perform sets of core tasks correlated to entry-level jobs.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate based on the 2020-2021 data.

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 monthly instructional learning team meetings that may include curriculum updates, peer review/coaching on effective instructional strategies.
- Carlton's Master Schedule and staff support assignments are designed to meet the unique needs of the students with disabilities we serve.
- Teacher teams are designated with those in close proximity to ensure sufficient support to address the unique behavioral needs of the students served in the full-day LIFE Skills program.
- Campus CPOC team works throughout the year to analyze student IEP mastery data, behavioral data and STAAR-Alternate 2 data to make effective change for incremental and ongoing student/staff growth.
- Ongoing crisis/emergency planning 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 continued to make improvements in mastery of their behavior IEP goals during both on-campus and CFISD Connect (virtual) instruction during the 2020-2021 school year, mastering 69% of behavior IEP Goals in May 2020 in comparison 69% goal mastery in February 2020 just prior to start of the COVID-19 pandemic; this represents a 7% increase from previous year. Ongoing training and support to staff in implementing Non-violent Crisis Prevention Intervention and positive behavioral support procedures remains a priority to promote a safe and supportive environment.

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

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

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

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment and retention based on the 2020-2021 data.

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

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

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

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

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

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

The Carlton's Administrative Team and Team Leaders actively recruit both teacher and paraeducator staff throughout the school year. However, recruitment of new staff, both teachers and paraeducators, has been significantly impacted by a district-wide decline in qualified candidates. We continue to support our own paraeducators as they complete their teacher certification programs. For the 2020-2021 school year, two of our paraeducators obtained teaching certifications and teaching positions at Carlton Center. Additionally, designated substitutes are provided with specialized training to ensure instructional support to students is maintained due to staff absences.

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 students with significant disabilities. **Root Cause:** Reduced availability of qualified and interested teachers, paraeducators, and substitutes, as well as continued COVID-related absences, impact the consistency of instructional support.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement based on the 2020-2021 data,

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

- Teachers continue to maintain regular communication with parents/guardians via daily communication notebooks, regular progress reporting on individualized goals, guidance through post-secondary transition planning and provide resources for agencies supporting individuals with disabilities.
- With the continued impact of COVID-19 throughout the 2020-2021 school year, our teachers have modified delivery of the LIFE Skills curriculum to facilitate virtual learning. In September 2020, teachers initiated training of parents in the district's digital learning platform *Schoology*. Teachers are also providing hands-on materials to students/parents to support those learning at home via *CFISD Connect*.
- Families participate in extensive pre-IEP planning via teacher interview and phone conferences as needed with the Instructional Specialist and related services staff. Additionally, parents collaborate with the Behavioral Support Specialist to develop individualized Behavior Intervention Plans. Since March 2020 due to COVID-19, parent participation in IEP meetings has been supported via virtual IEP meetings.
- Positive relationships with designated community partners have been established and maintained to provide continued opportunities for work-based learning trainings for students in 18+ community-based transition programs. Ten community partners continued to serve as work-based learning sites.
- Inclusive relationships have been established with neighboring high school, Cypress Woods: Student Senate and Cheer students. Additionally, the Wood Shop Teacher collaborates with our specialized vocational programs Business Media Production (BMP) teacher to provide support for hand-made crafts. Due to COVID-19, some peer-to-peer activities were temporarily suspended.
- Collaborative relationships are firmly established with district transportation department.
- Community Youth Services professional provides support to Carlton's students and families in need.
- Adopt-A-School partnership has been established and maintained with St. Mary's Episcopal Church to support students and staff.
- Cy-Hope is also supporting Carlton's families by providing non-perishable food and personal care items to our families in need.
- Carlton students & staff work to actively give back to the community that supports us, by participating 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's VITAL staff in collaboration with Texas Workforce Solutions continues to provide pre-employment skills training to students in our 18+ VITAL programming.
- Given the level of expertise gained through years of experience, our community-based vocational training program for students ages 18-22 continues to aid in supporting students with disabilities to obtain community jobs, including paid employment.

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, including training and collaboration to support students' behavioral self-regulation and/or transition to adult living. **Root Cause:** There is a significantly increased need to provide more frequent and student-specific information to our parents/guardians given the needs of the students who have returned to on-campus instruction following participating in virtual instruction during the 2020-2021 school year.

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- Postsecondary college, career or military-ready graduates
- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data





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







Goals







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 2022, at least 70% of students participating in modified TEKS curriculum will meet or exceed their individual STAAR-Alt 2 performance targets.

Evaluation Data Sources: STAAR-Alt 2 Performance Results for students assessed in grades 3-8 Reading and English I / II EOC tests; grades 3-8 Math and EOC Algebra I; Science 5 and 8 and EOC Biology

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: READING/ELA: Students in Reading grades 3-8, English I and English II courses will increase comprehension of content by increasing attention for extended reading passages utilizing visual matching to demonstrate knowledge via multiple choice selections.</p> <p>Strategy's Expected Result/Impact: Students will be able to consistently identify key vocabulary terms when presented with visual supports across curricular areas; At least 70% of students will meet or exceed the Satisfactory Level II standard on the STAAR-Alt 2 Reading 3-8, English I and English II EOC.</p> <p>Staff Responsible for Monitoring: Department Chairperson/Team Leaders Instructional Specialist LIFE Skills English/Language Arts Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: MATH/ALGEBRA: Students will enhance skills of number sense and emergent mathematical operations by using visual tools in real-life applications related to simple equations.</p> <p>Strategy's Expected Result/Impact: Students will improve mastery of individualized math IEP goals by 2%; at least 70% of students will meet or exceed the Satisfactory Level II standard on the STAAR-Alt 2 Math 3-8/Algebra I EOC.</p> <p>Staff Responsible for Monitoring: Department Chairperson/Team Leaders Instructional Specialist Life Skills Math Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			








Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SOCIAL STUDIES/HISTORY: Students in Social Studies grades 3-12, including US History, will increase comprehension of content by increasing attention for extended text passages utilizing visual matching to demonstrate knowledge via multiple choice selections.</p> <p>Strategy's Expected Result/Impact: Students will be able to consistently identify key Social Studies vocabulary, terms and concepts when presented with visual supports; At least 70% of students will meet or exceed the Satisfactory Level II standard on the STAAR-Alt 2 Social Studies 5 and 8, and US History EOC.</p> <p>Staff Responsible for Monitoring: Department Chairperson/Team Leaders, Instructional Specialist, LIFE Skills Social Studies/History Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Eliminating the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction daily for 4 days each week (30 minutes per day/4 days per week/1 core content per day for on-campus learners) that includes instruction on individualized IEP goals for which students have demonstrated skill regression.</p> <p>Strategy's Expected Result/Impact: Recoup skill performance on identified IEP goals; recoup any learning loss associated with the impacts of COVID-19; meet STAAR-Alt 2 Satisfactory Level standard on applicable grade level/EOC tests.</p> <p>Staff Responsible for Monitoring: Department Chairperson/Team Leaders LIFE Skills Teachers (Case Managers)</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Graduation Rate: Students will participate in the required modified-TEKS LIFE Skills courses and earn sufficient credits for high school graduation.</p> <p>Strategy's Expected Result/Impact: At least 90% of all students will graduate: 90% of African American students 90% of White students 90% of Economically Disadvantaged students</p> <p>Staff Responsible for Monitoring: Instructional Specialist</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Drop-Out Prevention Strategy: Campus teachers and leaders will monitor student absences and develop prevention plans (including outreach efforts and resources to assist student/family) for high school students whose absences are impacting learning and course credit.</p> <p>Strategy's Expected Result/Impact: Drop-out rate will remain at or below 1.5%. Student attendance will improve to at least 90% of days and credits will be maintained/recovered; students' IEP programming will be modified to address individualized needs as may be appropriate</p> <p>Staff Responsible for Monitoring: Instructional Specialist; Director LIFE Skills Teacher/Case Manager</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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







Evaluation Data Sources: Records of Texas Food Handler certificates earned

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Commercial Foods Service: Students will learn and apply knowledge of food service skills required of food handlers in the state of Texas.</p> <p>Strategy's Expected Result/Impact: By May 2022, at least 35% of students will earn their Texas Food Handlers Certificates to increase their readiness for employment in food service.</p> <p>Staff Responsible for Monitoring: VITAL Team Leader Instructional Specialist Commercial Foods Teacher</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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







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

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

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

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







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

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

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

Performance Objective 5: 90% of eligible students in the community-based VITAL transition program will earn completion certificates for participation in pre-employment transition training in collaboration with Texas Workforce Solutions.





Evaluation Data Sources: Completion Certificates of students participating in pre-employment transition training provided via Texas Workforce Solutions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: VITAL students will participate in 2-hours pre-employment transition training sessions, once weekly in program provided by Texas Workforce Solutions.</p> <p>Strategy's Expected Result/Impact: 90% of eligible VITAL students will earn certificates of completion in the pre-employment transition services (Pre-ETS) training provided by Texas Workforce Solutions; VITAL students will gain knowledge and skills to prepare them to seek and obtain competitive employment.</p> <p>Staff Responsible for Monitoring: VITAL Team Leader; VITAL Teachers; Instructional Specialist</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 6: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in professional development trainings, classroom observations and coaching to examine methods to conduct Functional Behavior Reviews (FBRs), identify correlated components of effective positive behavior supports, and set up structured classrooms to improve students' academic and behavioral performance.</p> <p>Strategy's Expected Result/Impact: Students with significant cognitive disabilities and/or autism who demonstrate behavioral challenges that interfere with learning will be able to follow visual schedules and utilize individualized calming sequences (visual/verbal) or other designated strategies in their Behavior Intervention Plans (BIPs) to promote behavioral self-regulation for coping with demands in the school setting; access to preferred sensory items/furniture/equipment will promote calming.</p> <p>Impact: Students will demonstrate a 5% increase in mastery rates on their Behavior IEP Goals by May 2022.</p> <p>Staff Responsible for Monitoring: Department Chairperson/Team Leaders; Instructional Specialist, Behavioral Support Specialist; LIFE Skills Teachers (Case Managers)</p> <p>Funding Sources: Consultant/Contracted Services for Professional Development/Coaching - ESSER III - \$5,000, Staff Development Supplies - ESSER III - \$500</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Camp VITAL is a once per three-week after-school intervention and social skills enrichment program to address students' soft skills needed to enhance recoupment and progress in their post-secondary IEP goals in the areas of employment skills and transition. Soft skills to be addressed include attitude and cooperation, reliability, productivity and on task, teamwork and communication, and quality of work. Students are those identified with cognitive disabilities participating in life-skills programming to gain employment in community jobs. The after-school Camp will provide a rotation of activities addressing soft skills for success in the workplace and safe use of the internet and social media; four activities will be community-based to teach in natural environments.</p> <p>Strategy's Expected Result/Impact: 90% of students with disabilities participating in Camp VITAL will demonstrate minimum 20% increase in positive progress over baseline data for at least one soft skill correlated to employability.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Extra Duty Pay - ESSER III - \$6,752, Non-consumable Instructional Supplies - ESSER III - \$1,000, Transportation - Buses for after school - ESSER III - \$3,000, Snacks for Student After-school Program - ESSER III - \$1,748</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers and paraeducators will gain knowledge to develop interventions linked to the functions of students' challenging behaviors that are interfering with their abilities to sustain attention to learning activities. Teachers will examine methods to conduct Functional Behavior Reviews (FBRs) and identify correlated components of effective positive behavior supports to improve students' academic and behavioral performance. Staff will learn effective components to set-up a structured classroom.</p> <p>Strategy's Expected Result/Impact: After teachers participate in trainings/coaching during the spring 2022 semester on utilizing positive behavioral supports in structured classrooms, 90% of students will achieve mastery on their IEP Behavioral Goals at their annual IEPs.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Non-Consumable Instructional Supplies to make visual supports - ESSER III - \$345, Consultants: Staff Development - ESSER III - \$3,000</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students with significant cognitive disabilities and/or autism who demonstrate behavioral challenges that interfere with learning will be able to follow visual schedules and utilize individualized calming sequences (visual/verbal) or other designated strategies in their behavior intervention plans (BIPs) to promote behavioral self-regulation for coping with demands in the school setting. Access to preferred sensory items/furniture/equipment will promote calming.</p> <p>Strategy's Expected Result/Impact: Based on the identified target area of improvement from the Spring 2021 STAAR-Alternate Performance Results for students assessed in grades 3-8 and EOC subjects, at least 70% of students participating in modified TEKS curriculum will meet or exceed the Satisfactory Level II standard in the target area(s) for the 2022 STAAR-Alternate 2 assessment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Non-Consumable Instructional Supplies; Sensory items/furniture/equipment - ESSER III - \$3,425</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: High-value reinforcers for students to support their Behavior Intervention Plans (i.e. preferred small sensory items and FMNVs [preferred snacks])</p> <p>Strategy's Expected Result/Impact: Meet Behavior Intervention Plan targets</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Instructional Supplies - High Value Reinforcers (FMNVs; small sensory items - ESSER III - \$230</p>	Formative		
	Nov	Feb	May
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: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.







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

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

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 96%.



Evaluation Data Sources: Student Attendance Records



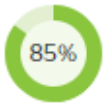









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Monitor students' absences for student illness and other reasons, initiate parent/home campus outreach as appropriate, and provide viable instructional alternatives for COVID-related illnesses.</p> <p>Strategy's Expected Result/Impact: Maintain 96% attendance rate; provide instructional opportunities for students with COVID-related absences as feasible.</p> <p>Staff Responsible for Monitoring: Instructional Specialist Case Manager Teachers Home Campus Attendance Personnel Community Youth Services (CYS) Attendance officer</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary actions will be decreased by 1%.

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







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Students will be able to follow or utilize individualized calming sequences (visual/verbal) or other designated strategies in their behavior intervention plans (BIPs) to promote behavioral self-regulation for coping with demands in the school and future post-secondary settings.</p> <p>Strategy's Expected Result/Impact: Students will increase skills in behavioral self-regulation resulting in a decrease in the number of students receiving disciplinary consequences resulting in the loss of instructional time; Mastery rates on students' Behavior IEP Goals will increase by 2% by May 2022.</p> <p>Staff Responsible for Monitoring: Instructional Specialist Behavioral Support Specialist LIFE Skills Teachers/Case Managers</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Utilize Restorative Discipline practices, including strategies specified in students' individualized Behavior Intervention Plans (BIPs), to reduce the number of in school suspensions of African American students participating in special education services so students will remain engaged in learning with their peers.</p> <p>Strategy's Expected Result/Impact: Students will learn skills to self-regulate behaviors; In-school suspensions of African American students receiving special education services will be maintained at 0%.</p> <p>Staff Responsible for Monitoring: Director Instructional Specialist Behavioral Support Specialist LIFE Skills Teachers/Case Managers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Utilize Restorative Discipline practices, including self-regulation strategies specified in students' individualized Behavior Intervention Plans (BIPs) and parent consultations, to reduce the number of out of school suspensions by 1%.</p> <p>Strategy's Expected Result/Impact: Students will learn to self-regulate their behaviors with staff mediation; reduce out-of-school suspensions by 1%.</p> <p>Staff Responsible for Monitoring: Instructional Specialist Behavioral Support Specialist LIFE Skills Teachers/Case Managers</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Students will learn skills to self-regulate behaviors; DAEP placements of African American students receiving special education services will be maintained at 0%.</p> <p>Strategy's Expected Result/Impact: Students will learn to self-regulate their behaviors with staff mediation; maintain 0 DAEP placements of African American students attending Carlton programming</p> <p>Staff Responsible for Monitoring: Director Instructional Specialist Behavioral Support Specialist LIFE Skills Teachers/Case Managers</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: 100% of staff members will be trained in Non-violent Crisis Prevention Intervention strategies to learn de-escalation strategies to prevent student acts of violence.</p> <p>Strategy's Expected Result/Impact: Disciplinary incidents of Violence will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Instructional Specialist Behavioral Support Specialist</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by .1%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports attendance records

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

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 90% of teachers will receive job targeted professional development based on identified needs.







Evaluation Data Sources: CFPGS Course Credit Reports
ESSERS-III Professional Development records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff development will be provided regarding delivery of digital instruction for students with special needs who require significant materials modifications and technological supports to engage in digital learning activities; coaching sessions with Educational Technology Specialist or Team Leaders will be held at least once per semester.</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to meet the needs of students with disabilities to increase their engagement in lessons presented in digital formats</p> <p>Staff Responsible for Monitoring: Instructional Specialist Department Chairperson/Team Leaders Campus Technology Liaison Professional Learning Liaison</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
	 0%	 50%	
 No Progress  Accomplished  Continue/Modify  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 1: Family and Community Engagement: By the end of the 2021-22 school year, parent and family engagement will increase by 25%.

Evaluation Data Sources: Parent Contact and Training Logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will regularly provide parents with information, resources and/or trainings regarding programming content and student-specific supports pertinent for school or home use (i.e. utilizing Schoology resources, transition/agency resources, visual supports) at least 4 times per grading period.</p> <p>Strategy's Expected Result/Impact: Information to parents will increase; Parents will enhance their knowledge of supports and programming to assist their students in accessing instruction and post-secondary resources.</p> <p>Staff Responsible for Monitoring: Instructional Specialist Department Chairperson/Team Leaders LIFE Skills Teachers/Case Managers</p>	Formative		
	Nov	Feb	May
	 0%	 90%	
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Consultant/Contracted Services for Professional Development/Coaching		\$5,000.00
1	6	1	Staff Development Supplies		\$500.00
1	6	2	Snacks for Student After-school Program		\$1,748.00
1	6	2	Extra Duty Pay		\$6,752.00
1	6	2	Non-consumable Instructional Supplies		\$1,000.00
1	6	2	Transportation - Buses for after school		\$3,000.00
1	6	3	Non-Consumable Instructional Supplies to make visual supports		\$345.00
1	6	3	Consultants: Staff Development		\$3,000.00
1	6	4	Non-Consumable Instructional Supplies; Sensory items/furniture/equipment		\$3,425.00
1	6	5	Instructional Supplies - High Value Reinforcers (FMNVs; small sensory items)		\$230.00
Sub-Total					\$25,000.00

Addendums