

Cypress-Fairbanks Independent School District

Carpenter Center

2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Revised/Approved: October 13, 2021

Demographics

Demographics Summary

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

20 total students

10% female; 90% male

AA--30%

H--30%

W--35%

A--.05%

Staff Demographics: 26 Full-time

F-58%

M-42%

AA--42%

H--12%

W--46%

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

The students at The Carpenter Center are placed for programming by an Individualized Education Plan (IEP). Students are able to return to their home campuses after: 1) positive progress, for two consecutive grading periods, on both their academic and behavioral goals; 2) passing all courses; 3) maintaining satisfactory attendance (may not have excessive absences). During the 2020-2021 school year, there were 26 students enrolled. Of those, three students were able to transition back to their home campuses, which is an achievement. In evaluating IEP data and progression, 86% of students made positive progress on their IEPs, both academic and behavioral. Additionally, 85% students enrolled for the 2020-2021 school earned all their credits and/or were promotable to the next grade level.

Student Achievement Strengths

The strengths of the students at the Carpenter Center are evaluated individually, as their individual progress in academics, STAAR/ EOC assessments, and attendance impact the data on their home campuses. In evaluating STAAR/ EOC data, Algebra had highest percentage (37.5%) of students passing; while Biology had the second highest passing rate at (25%). The testing during the 2020-2021 school year was challenging because of misinformation shared in the community that the state assessments "did not count" so it was difficult to motivate our students to focus on the assessment. All other assessments taken, students either refused to test or rushed, so not all scores are indicative of student learning and performance potential.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are unmotivated to perform the state assessments due to learner fatigue and misinformation regarding the relevancy of the assessments shared in their home communities. **Root Cause:** We need to work to motivate students to engage in the curriculum and assessments.

School Culture and Climate

School Culture and Climate Summary

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

To continue to build staff expertise in managing and positively impacting school culture, all staff were trained in Level 1 of Life Space Crisis Intervention.

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

School Culture and Climate Strengths

The school culture is based on positive behavior supports and restorative practices. The staff are dedicated to working with our students and their challenges to assist in meeting individual student goals. Because of the staff to student ratio (~1:2), staff are able to get to know students on a deeper, more supportive level and better able to provide wrap-around services. Staff have advocated for more trainings, therefore a training series, lead by the teachers, psychologist, and diagnostician has been implemented and is well received.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 2: Gaining staff support and consistent implementation of PBIS and a therapeutic mindset in which expectations are taught, modeled, and reinforced daily **Root Cause:** 30% of the staff are new to the Center and of the teaching staff 50% have less than 3 years in the classroom.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Retention of the staff at The Maybelline Carpenter Center is improving. The teaching staff are Special Education certified or certifiable based on enrollment in ACP programs. Of the newly hired teachers, about 20% are 1st year, ACP candidates.

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

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

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified:

- Staff are connected to the campus and were instrumental in developing the current behavior management system
- Willingness to teach a variety of contents
- Desire to work at a specialized campus
- Staff bring a wealth of experience that positively contributes to the school climate and understanding a challenging student population, which presents several mental health issues and dysregulation.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The teachers teach several subjects and instruction must be high interest and engaging. All students have experienced academic failure, due to learning gaps and behavioral issues. The students come to The Carpenter Center, typically, three years below grade level in reading and math skills. The staff struggle with building remedial skills and staying on course with the district approved curriculum and pacing. Often, teachers have to reteach concepts, which creates an environment of frustration, for both staff and the students who are academically strong. To best meet the needs of the learners, teachers adjust the curriculum to be more thematic. Assessments, of any kind, create anxiety in most of the students who attend, which often leads to refusal to engage. To best meet the needs of our learners, many classes implore project-based learning.

Curriculum, Instruction, and Assessment Strengths

Identified strengths are:

- 1) Team planning to develop thematic units that are vertically and horizontally aligned.
- 2) Develop of Cardinal Camp after school that is high engagement and activity based, which aids in closing the gap for both academics and state assessment remediation
- 3) Improved and more consistent professional development for teachers and paraeducators to better understand the learners we serve, which leads to more focused differentiation of the curriculum, the students and how they learn
- 4) Implore the support from district curriculum coaches to make the learning more relevant and consistent
- 5) Hired a Behavior Interventionist to coach, model, and support classroom management, so teachers can focus on delivering a high quality curriculum

Parent and Community Engagement

Parent and Community Engagement Summary

The parents and community of The Carpenter Center is diverse and from across the district. The Carpenter Center has developed better modes of communication with parents such as:

- 1) Open house luncheon
- 2) Facebook and Twitter posts
- 3) Individualized cards and communication with parents weekly, including daily behavior reports

Over the last year, our parents are creating more of a community amongst themselves. During our Open House luncheon we had 85% of our parents attend. One parent has developed a parent group to support the staff with events.

Parent and Community Engagement Strengths

We have great relationships with our parents. They receive daily communication on their student's progress and have developed a parent group to support the campus for events and special occasions. They are responsive and view the campus as family. To date this school year, our parents have donated gaming systems for the Token economy, fidget items, and aquariums with various amphibians for the science classroom. We partner, frequently, with Backyard Grill who has generously donated our Open House luncheon.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The parents and community of the Carpenter Center are not connected to the Center as a school, as they have allegiance to their students home campus **Root Cause:** We need to build a feeling of community at the Carpenter Center while encouraging students to continue connecting with their home campus.

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

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

Technology

Technology Summary

Teachers use various technology tools in the classroom.

- Promethean boards
- chromebooks
- hover cams

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

Technology Strengths

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

Problem Statements Identifying Technology Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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



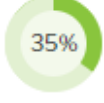





Goals

Revised/Approved: October 13, 2021

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

Performance Objective 1: Curriculum and Instruction & Accountability: By May 2022, students will meet or exceed their individual STAAR performance targets.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: READING/ELA: Students will participate in DEAR time during advisory and Read for the cure during October. Strategy's Expected Result/Impact: Increase reading scores Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: MATH: Students will receive small group instruction to address individual deficiencies. Strategy's Expected Result/Impact: Increase meets or exceeds on STAAR results. Staff Responsible for Monitoring: All staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: 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: Cardinal Camp is a skill-deficit tutoring program that is designed to have hands on activities to build social skill and academic skill deficits, based on IEP data and behavior intervention plans. Students rotate between four stations: social-skills building, math/ science, ELAR, and self-esteem building activities, which include music and art. Activities are project based and require student collaboration.</p> <p>Strategy's Expected Result/Impact: Students attending Cardinal Camp will improve their academic and behavioral IEP data by an increase of 10 percentage points within the first grading period.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Staff, paper, chalk, art supplies for projects, tactile manipulatives, items for performance incentives (card games, fidget items for mindfulness) - ESSER III - \$15,000</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide professional development focused on developing project-based, student-centered learning</p> <p>Strategy's Expected Result/Impact: After Carpenter Center teachers attend the Project Based Learning workshop in September of 2021, 75% of their students will increase their STAAR scores by at least 25%. Students who do not have a comparable STAAR assessments will increase their pre and post benchmark scores by 25%.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Staff workshops; Trainers of Trainers (LSCI); Consultants - ESSER III - \$6,000</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Carpenter Center students will create journals and participate in group discussions.</p> <p>Strategy's Expected Result/Impact: By the end of the first grading period, students will demonstrate understanding of their personal emotional triggers, be able to discuss in a group and make measurable progress on social skills IEP goals.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Tangible positive reinforcers for the Cardinal store where students can use the points earned in their Token Economy</p> <p>Strategy's Expected Result/Impact: Meet IEP goals</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Fidget items for social emotional support - ESSER III - \$1,000</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: School Culture and Climate: Carpenter Center will cultivate a safe and supportive learning environment for all students and staff, both academic and personal growth, by building a campus culture framework around our campus vision: A community that builds relationships, develops character and inspires a desire to learn.

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

Summative Evaluation: Significant progress made toward meeting Objective


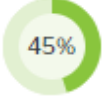






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: student attendance will be monitored by counselor, director, and case manager. When attendance falls off parents will be contacted and a home visit will be scheduled. Student will problem solve with staff to determine a viable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

Evaluation Data Sources: AESOP Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

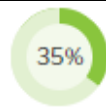





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher Attendance: Our campus will build the capacity of our students with accepting change, so we can have substitutes to support learning when teachers are absent.</p> <p>Strategy's Expected Result/Impact: Staff attendance report</p> <p>Increased attendance by staff each grading period and for the year.</p> <p>Staff Responsible for Monitoring: Director</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The staff will develop the PBIS matrix and expectations to be implemented school-wide, supported by using a positive reinforcement and token economy system.</p> <p>Strategy's Expected Result/Impact: 100% of the time, teachers will use the language of the matrix to address behaviors and to redirect to school-wide and classroom expectations.</p> <p>Staff Responsible for Monitoring: Director</p> <p>Funding Sources: Staff incentives such: SOARing Cardinal award, luncheons, SOAR catchers (cards) - \$3,000</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

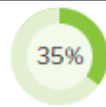
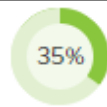




Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Family Engagement: 1. Parents are communicated with daily by receiving student daily behavior reports. 2. Parents newsletter will be sent out monthly by being posted on the school website and sent home with students. 3. Information for VIPS communicated with parents to increase parent participation at school 4. Fall and Spring Open House luncheon with parents, students, and staff 5. Weekly phone calls home by case managers to update parents on student progress Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: All staff Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Nov	Feb	May
			
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Goal 3: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

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

Evaluation Data Sources: teacher phone call logs

Strategy 1 Details	Formative Reviews		
Strategy 1: The Carpenter Center will recruit male mentors to work with our most at-risk students. Strategy's Expected Result/Impact: Recruit male mentors through various organizations and companies. and build time on campus for students and mentors to positively interact. Staff Responsible for Monitoring: Director Funding Sources: Field trip for mentors and mentees w/ parents; Campus-wide community service project with mentors - ESSER III - \$2,000	Formative		
	Nov	Feb	May
			
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Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Staff, paper, chalk, art supplies for projects, tactile manipulatives, items for performance incentives (card games, fidget items for mindfulness)		\$15,000.00
1	2	2	Staff workshops; Trainers of Trainers (LSCI); Consultants		\$6,000.00
1	2	4	Fidget items for social emotional support		\$1,000.00
3	2	1	Field trip for mentors and mentees w/ parents; Campus-wide community service project with mentors		\$2,000.00
Sub-Total					\$24,000.00

Addendums