

Cypress-Fairbanks Independent School District

Hopper Middle School

2022-2023



Mission Statement

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

To empower through Trust

To grow through Effort

To inspire through Attitude

And to support through Message

This is Hopper Middle School and it is all about the TEAM

Vision

LEAD - Learn. Empower. Achieve. Dream.

Hopper Middle School will LEAD our students to success and prepare them to be successful citizens and students in HS by focusing on the 3 A's--Attitude, Attendance and Academics

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: The instructional support team utilized STAAR results, DPM, Benchmarks, Attendance data, and discipline data. We utilized a I notice I wonder for the big picture. Then followed the process of digging down to some core problems.

The comprehensive needs assessment was reviewed and/or revised on the following dates:

- Aug 2, 2022
- Aug 3, 2022
- CPOC Sep. 15, 2022

In summary, the comprehensive needs assessment denotes the following: There was a lot to celebrate in 6th grade. Both Reading and Math scores came very close to our 2019 scores (pre-covid). Across the board we had 30% of our students Master the Reading STAAR. 7th grade Math, 8th Sci and SS all experienced a decline in scores. Throughout the year DPM data trended towards increases in most contents.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on **April 27, 2022** and **Sep. 15, 2022** to develop the CNA and the strategies. Those meetings were held in the **Hopper MS** starting at **4:30**. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: Students are not performing to their potential. When looking at the pockets of DPM data throughout the year versus the STAAR data, sometimes they do not align. However as one digs further into the data, it is evident that teachers and students are lacking the skills to correlate daily learning with final outcome and make them indicative of each other.

Based on feedback from the committee, the campus has the following priorities for the current school year: Utilize Title 1 funds to hire extra staff to reduce class sizes in Math. Monitor data both formal and informal and create action plans based on the data. Provide more collaborative Pd opportunities for teachers to utilize data to purposefully group students or to create formative assessments to gather valid data. Close the gap between check for understanding and assessment grades.

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Summary

In the Closing the Gaps domain of the state accountability system, the campus has been identified for Targeted Support and Improvement in the following area(s): reading and math (White, Asian, and Emergent Bilingual student groups)

Using an integrated approach, campus level teams reviewed the Closing the Gaps domain data table along with other STAAR data and conducted the following process:

- data analysis
- identify the problem
- identification of contributing factors
- determination of sphere of control
- identification of a focus issue, determination of the "5 whys"
- identification of a root cause.

The resulting problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

Student Achievement Strengths

Algebra:

- Approaches - Percentage passing was at or above the district n all sub pops.

Math:

- Approaches - 7th grade scored with or above the cluster in Hispanic, LEP and SPED; 8th grade performed higher than the cluster in all sub pops except White and SPED
- Meets - 6th grade subpop white is 15% points above cluster; 7th grade exceeded the target in LEP; 8th grade scored the same as the cluster in the sub pop of ECO
- Masters - 7th grade AA 1% over the cluster; 8th grade performed with the cluster in all sub pops except White;

Reading:

- Approaches - 6th & 8th grade EB students showed immense growth ranging from 30%-50% increase
- Meets - 7th & 8th grade exceeded their targets in almost every sub pop
- Masters - 30% of our students scored Masters on the STAAR
- TELPAS - We had the highest progress measure growth in the district (putting us above the district average at 45% growth)

Social Studies:

- Approaches -
- Meets - EB exceeded cluster average and matched district average
- Masters -

Science

- Approaches -
- Meets - EB exceeded cluster average
- Masters - EB exceeded cluster average and matched district average

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: All grade levels and subpops performed well below district average **Root Cause:** RLA: Teachers lack the skill to provide specific timely feedback to drive student ownership of academic success

Problem Statement 2: Math: 7th grade math had negative growth in overall STAAR scores and most sub-pops **Root Cause:** Math: Teachers do not effectively use the concept of productive struggle by formulating open ended thoughtful questions instead of step by step directions

Problem Statement 3: Science: All sub pops scored well below the cluster average **Root Cause:** Science: Teachers do not use Learning Targets appropriately to guide and clarify learning for the students

Problem Statement 4: Social Studies: District STAAR scores were double of Hopper's SS STAAR scores **Root Cause:** Social Studies: Teachers lack the skills of building on teachable moments by utilizing specific and even planned thoughtful questions throughout their lessons

Problem Statement 5: Students are beginning the 2022-23 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 6: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

Problem Statement 7: Targeted Support Reading: Asian and White student are missing the closing the gap targets by a large margin **Root Cause:** Targeted Support Reading: Teachers do not utilize data for sup-pops that make up a small percentage of their total population to ensure they are differentiating instruction for all students

Problem Statement 8: Targeted Support Math: Asian, White and EB students are missing the closing the gaps targets by a large margin **Root Cause:** Targeted Support Math: Teachers do not utilize constant and instant feedback effectively to shift the learning path of students to that of success

School Culture and Climate

School Culture and Climate Strengths

Employee Perception (Based on 2021-22 School Year)

All of the 2022 EPS indicators were above 80% (Strongly Agree/Agree) except for the following: " At this school, quality of work is expected of students" (79%).

Attendance

Staff Attendance 91.5% improved from the following year of 89% (during COVID and quarantine)

PBIS and Restorative Discipline Data

PBIS has been a great success for our students, things such as school store, Friday rewards, holiday store and classroom stores helped to honor those students who make the right choices every day

Campus Safety

Students and faculty will become comfortable with safety procedures including mental health and active shooter training. Students receive a safety lessons periodically through TEAM Time. Students will practice and talk through scenarios to better prepare for a crisis.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Discipline data within student subpopulations is disproportionate. **Root Cause:** School Culture and Climate: Staff need more conflict resolution and pre-emptive techniques to use to curtail and/or avoid the need for disciplinary actions

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Hopper hosts multiple events to increase staff morale and appreciate their dedication both weekly and monthly:

- random drawings
- staff appreciation month February and May
- 12 days of Christmas in December
- Monthly staff luncheons, mailbox treats, dessert bars, or breakfast to go

Hopper offers perfect attendance recognition each grading period, semester and yearly paired with certificate, dressy jeans passes, gift cards, or perfect attendance t-shirt

Staff enjoy jeans days weekly and monthly in celebration of a number of events (College days, Spirit Days, Blue Out, Pink Out, Astros/Professional Sports) and participate in theme dress up dates in support of Red Ribbon Week and Staff Appreciation Week (Disney Day, Superhero Day, Neon Day, etc)

New Staff are assigned a campus mentor and a district mentor

Staff are provided multiple opportunities to attend in and out of district Professional Development

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff absences peak during times where perceived stress is high such as grading periods where there extended period of times without a staff/student holiday. **Root Cause:** Teacher/Paraprofessional Attendance: During times of perceived stress staff members struggle to balance the emotional and task oriented demands of the job and interactions with students and other staff members.

Parent and Community Engagement

Parent and Community Engagement Strengths

Parent volunteers increased 30%, we were able to man the school store at least 2 day a week all lunches

Attendance to non-sporting events such as Open House, Electives night increase about 10%

Title 1 Survey results showed that parents felt informed and that the events they attended were useful

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Key stakeholders (parent support) involvement has not lead to supportive and positive results for students. **Root**

Cause: Parent and Community Engagement : Hopper leadership and teachers have to work in different ways to gain the trust of our community.


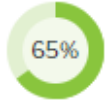







Goals
















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




Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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


Summative Evaluation: Significant progress made toward meeting Objective


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Hopper will create and utilize formative assessments to guide both whole group instruction and purposeful small grouping</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: CCIS, Appraisers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Hopper will create supportive process for students to experience productive struggle in an effort to shift the learning work load to the students. This will be supported through purposeful HOT questions, the practice of wait time and student success steps</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: CCIS Appraisers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will utilize the Clarity concept with Learning Targets and I can statements to guide students' learning and to help students become evaluative and reflective learners.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: CCIS, Appraisers</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Social Studies teachers will create activities/lessons with purposeful and scripted HOT questions that allow for students to engage in rigorous thinking</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: CCIS, Appraisers</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Dropout Prevention: The Drop-Out AP will work with the Registrar, Attendance Officer and Counseling office to make contact and create an action plan with parents.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, DI, AAS</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: 1. Horizons Showcase 2. DaVinci Day 3. Student Council 4. Book Club 5. Mentor Program 6. Soccer Start</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AAS</p>	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: At-risk, AA, H, W, A, EcoDis, EB, SPED students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: Hopper will implement the following measures.</p> <p>Extra Staff--reduce class sizes and provide a support Paraprofessional for EB students</p> <p>Advisory/Intervention Supplies - Basic school supplies will be purchased to assist students in meeting their learning targets.</p> <p>Professional Development - provide necessary tools to teachers and admin</p> <p>Library - We will increase the choice and circulation of library books in order to develop stronger readers to assist in meeting the goals and targets in the CIP.</p> <p>Extra Duty - Teachers will participate in professional learning and planning sessions to gain a deeper understanding of the TEKS and develop quality lessons. Teachers will provide additional learning opportunities and experiences for students and the community to assist with meeting the goals and objectives in the CIP.</p> <p>Supplies - Both consumable and non-consumable supplies will be purchased to be utilized by students and teachers in the classrooms and at home for CFISD Connect learners. In addition, materials will be purchased for staff development and parent events to assist the campus in meeting the goals and objectives outlined in the CIP.</p> <p>Extended Day (after school tutorials and Saturdays Schools) - Teachers will provide time outside of the regular school day to work with targeted groups of students on specific skills</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished

 Continue/Modify








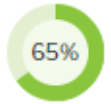





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Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current 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

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Saturday Smart Camp and tutoring</p> <p>Strategy's Expected Result/Impact: Saturday Smart Camps and targeted tutorials will be spread throughout the school year to address specific (real-time) skills/TEKS from each of the 4 core subjects. Students will be invited based on a multitude of factors (STAAR scores, Unit tests, DPMs, Checkpoints).</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: Teachers will engage in training for, planning for, and facilitating Closing the GAP that addresses both academic and SEL skills and creates systems for student self monitoring in each of these aspects</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Mental Health Supports: PBIS Rewards</p> <p>Strategy's Expected Result/Impact: Hopper will utilize purchased programs in collaboration with PBIS to both educate and recognize positive behaviors amongst students hosting multiple after school events where students are recognized for their efforts</p> <p>Staff Responsible for Monitoring: Principal</p>	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 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education (SCE): Provide supplies to support students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
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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 4: Targeted Support: By the end of the 2022-23 school year, the campus will meet the Closing the Gaps targets in the following student group: White, Asian, Emergent Bilingual

Evaluation Data Sources: STAAR data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Hopper will implement a STOP Light feedback system that utilizes formative assessments and in the moment academic feedback to guide students on their learning path</p> <p>Strategy's Expected Result/Impact: Sub pops will meet the closing the gap targets</p> <p>Staff Responsible for Monitoring: DI CCIS</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Reading: Hopper will use multiple forms of data to create purposeful small groups for targeted support during class time and/or individual reading and writing conference</p> <p>Strategy's Expected Result/Impact: Sub pops will meet closing the gap targets</p> <p>Staff Responsible for Monitoring: CCIS DI</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: Hopper will conduct regular data analysis sessions for both unit tests and DPMs to better inform purposeful grouping and targeted instruction</p> <p>Strategy's Expected Result/Impact: Sub pops will meet closing the gap targets</p> <p>Staff Responsible for Monitoring: CCIS DI</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Hopper will implement a STOP Light feedback system that utilizes in the moment academic feedback to guide students on their learning path with each color representing a level of mastery of the TEK and their next steps to achieve green</p> <p>Strategy's Expected Result/Impact: Sup pops will meet the closing the gap targets</p> <p>Staff Responsible for Monitoring: CCIS DI</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 2022-23 school year, 100% of the district's safety policies will be implemented and effectively monitored.

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Campus Safety: Students are expected to be 100% compliant wearing their badges at school, on school bus and school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol and practice drills using SRP terminology and associated procedures.</p> <p>Strategy's Expected Result/Impact: Students and Staff will be in a safe environment Intruders will be easily identifiable</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Safety Coordinator AP</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 2022-23 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Assistant Principals will implement systems to review reports, identify trends with attendance and documentation, and plan action steps to intervene with students who are on the excessive absence list</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96%.</p> <p>Staff Responsible for Monitoring: AP</p>	Formative		
	Nov	Feb	May
			
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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 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 20%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: PBIS strategies and Relational Practices strategies will be used to positively reinforce and partner consequences with learning opportunities</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 20%.</p> <p>Staff Responsible for Monitoring: BI AP</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: In School Suspensions for Sped AA students will be reduced by 10% by implementing the concepts of BoysTown "Well-Managed Schools"</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: AP BI</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: We will increase restorative sessions with students and parents/guardians and utilize the concepts of BoysTown "Well-Managed Schools"</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: AP BI</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Prior to discretionary DAEP placements, the campus will convene an administrative committee to review the matrix.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: AP Principal</p>	Formative		
	Nov	Feb	May
			








Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: The assistant principals will work with the Counseling office and the Campus Resource Office to develop lessons to be presented.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: AP Principal Counselors</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 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 2022-23 school year, teacher/paraprofessional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff members will be recognized for perfect attendance each grading period.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 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 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Tech Thursdays, Wellness Wednesdays, PD in your PJS, Lunch and Learn Strategy's Expected Result/Impact: Tech Thursdays--provide schoology and other tech help sessions Wellness Wednesday--self care strategies PD in your PJs--menu of learning opportunities covering behaviors, instructional, technology Lunch and Learn--quick sessions during the day on demand Staff Responsible for Monitoring: A-Team	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: By the end of the 2022-23 school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will consistently communicate via school messenger, flyers, brochures and emails, and afford opportunities for parents to be actively involved.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Administrator	Wendi Witthaus	Principal
Classroom Teacher	Sherice Simms	Teacher #1
Classroom Teacher	Mark Wegener	Teacher #2
Classroom Teacher	Amanda Lund	Teacher #3
Classroom Teacher	Stephanie Woods	Teacher #4
Classroom Teacher	Jamie Haas	Teacher #5
Classroom Teacher	Maegan Edwards	Teacher #6
Classroom Teacher	Timeka Walker	Teacher #7
Classroom Teacher	add name	Teacher #8
Non-classroom Professional	Shannon Selig-Moore	Other School Leader #1
Non-classroom Professional	Karen Nixon	Other School Leader #2
Non-classroom Professional	Courtney Foerster	Other School Leader #3
Non-classroom Professional	Andrew Boyer	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Lana Mock	Administrator (LEA) #2
Parent	Miriam Rodriguez	Parent #1
Parent	Julie Hague	parent #2
Community Representative	Earl Springer	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	Ricardo Fry	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	Kathy Johnson	Paraprofessional #1
Paraprofessional	Kendal Johnson	Paraprofessional #2

Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Math	6	Hopper	All	313	218	70%	75%	61%	88	28%	30%	26%	19	6%	10%	7%
Math	6	Hopper	Hispanic	146	109	75%	77%	63%	49	34%	35%	28%	8	5%	10%	7%
Math	6	Hopper	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Hopper	Asian	10	8	80%	82%	*	6	60%	62%	*	3	30%	35%	*
Math	6	Hopper	African Am.	112	69	62%	65%	51%	22	20%	22%	15%	5	4%	5%	*
Math	6	Hopper	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Hopper	White	27	19	70%	75%	81%	10	37%	40%	50%	3	11%	15%	*
Math	6	Hopper	Two or More	14	10	71%	75%	67%	1	7%	10%	*	0	0%	5%	*
Math	6	Hopper	Eco. Dis.	265	179	68%	75%	60%	66	25%	30%	23%	13	5%	10%	5%
Math	6	Hopper	Emergent Bilingual	59	32	54%	55%	57%	6	10%	12%	22%	0	0%	5%	*
Math	6	Hopper	At-Risk	219	148	68%	75%	54%	45	21%	30%	18%	8	4%	10%	4%
Math	6	Hopper	SPED	36	16	44%	45%	36%	6	17%	18%	*	0	0%	5%	*
Math	7	Hopper	All	362	175	48%	60%	46%	78	22%	28%	23%	26	7%	9%	6%
Math	7	Hopper	Hispanic	201	109	54%	60%	52%	49	24%	28%	27%	17	8%	10%	5%
Math	7	Hopper	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Hopper	Asian	10	8	80%	82%	100%	7	70%	75%	67%	3	30%	35%	*
Math	7	Hopper	African Am.	121	36	30%	50%	33%	11	9%	15%	14%	1	1%	4%	*
Math	7	Hopper	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Hopper	White	21	17	81%	82%	56%	9	43%	45%	*	4	19%	21%	*
Math	7	Hopper	Two or More	7	4	57%	60%	42%	2	29%	30%	*	1	14%	15%	*
Math	7	Hopper	Eco. Dis.	300	133	44%	60%	45%	56	19%	25%	21%	17	6%	8%	5%
Math	7	Hopper	Emergent Bilingual	73	21	29%	36%	36%	4	5%	10%	10%	0	0%	2%	*
Math	7	Hopper	At-Risk	277	120	43%	60%	38%	49	18%	21%	17%	16	6%	8%	3%
Math	7	Hopper	SPED	38	5	13%	30%	29%	0	0%	10%	*	0	0%	5%	*
Math	8	Hopper	All	266	159	60%	62%	62%	56	21%	23%	25%	12	5%	7%	*
Math	8	Hopper	Hispanic	141	89	63%	65%	64%	27	19%	24%	29%	4	3%	8%	*
Math	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Hopper	Asian	6	4	67%	68%	*	1	17%	20%	*	1	17%	18%	*
Math	8	Hopper	African Am.	100	52	52%	53%	59%	19	19%	20%	18%	2	2%	5%	*
Math	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Hopper	White	10	9	90%	91%	80%	5	50%	51%	60%	2	20%	21%	*
Math	8	Hopper	Two or More	8	5	63%	65%	*	4	50%	51%	*	3	38%	40%	*
Math	8	Hopper	Eco. Dis.	227	124	55%	57%	58%	44	19%	22%	19%	9	4%	6%	*
Math	8	Hopper	Emergent Bilingual	44	19	43%	44%	55%	6	14%	20%	18%	1	2%	4%	*
Math	8	Hopper	At-Risk	215	125	58%	59%	59%	39	18%	20%	21%	4	2%	6%	*
Math	8	Hopper	SPED	36	10	28%	29%	32%	2	6%	7%	15%	0	0%	2%	*

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Reading	6	Hopper	All	313	207	66%	74%	72%	101	32%	35%	43%	42	13%	15%	16%
Reading	6	Hopper	Hispanic	146	108	74%	76%	75%	53	36%	38%	44%	21	14%	15%	17%
Reading	6	Hopper	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Hopper	Asian	10	8	80%	81%	100%	5	50%	55%	*	2	20%	25%	*
Reading	6	Hopper	African Am.	112	58	52%	55%	62%	26	23%	25%	33%	11	10%	12%	10%
Reading	6	Hopper	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Hopper	White	27	21	78%	80%	81%	12	44%	45%	63%	6	22%	25%	44%
Reading	6	Hopper	Two or More	14	10	71%	75%	60%	4	29%	30%	50%	2	14%	15%	*
Reading	6	Hopper	Eco. Dis.	265	171	65%	70%	71%	80	30%	32%	43%	34	13%	15%	14%
Reading	6	Hopper	Emergent Bilingual	59	29	49%	55%	73%	7	12%	15%	33%	2	3%	5%	8%
Reading	6	Hopper	At-Risk	219	137	63%	65%	69%	56	26%	28%	35%	20	9%	10%	11%
Reading	6	Hopper	SPED	36	16	44%	45%	43%	4	11%	12%	*	0	0%	5%	*
Reading	7	Hopper	All	362	260	72%	79%	67%	170	47%	48%	36%	102	28%	30%	13%
Reading	7	Hopper	Hispanic	201	148	74%	79%	68%	102	51%	52%	40%	63	31%	32%	14%
Reading	7	Hopper	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Hopper	Asian	10	10	100%	100%	100%	7	70%	72%	78%	6	60%	65%	*
Reading	7	Hopper	African Am.	121	77	64%	65%	60%	40	33%	35%	26%	17	14%	15%	9%
Reading	7	Hopper	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Hopper	White	21	19	90%	91%	81%	16	76%	77%	50%	12	57%	58%	*
Reading	7	Hopper	Two or More	7	5	71%	72%	67%	4	57%	58%	42%	3	43%	45%	*
Reading	7	Hopper	Eco. Dis.	300	207	69%	73%	68%	134	45%	46%	37%	75	25%	26%	14%
Reading	7	Hopper	Emergent Bilingual	73	34	47%	52%	45%	15	21%	24%	19%	8	11%	12%	*
Reading	7	Hopper	At-Risk	277	190	69%	70%	62%	118	43%	45%	29%	65	23%	24%	7%
Reading	7	Hopper	SPED	38	8	21%	44%	45%	3	8%	11%	23%	2	5%	6%	*
Reading	8	Hopper	All	361	288	80%	81%	74%	184	51%	52%	43%	119	33%	34%	21%
Reading	8	Hopper	Hispanic	198	161	81%	83%	77%	98	49%	51%	49%	61	31%	32%	22%
Reading	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Hopper	Asian	11	10	91%	92%	70%	7	64%	65%	50%	5	45%	47%	50%
Reading	8	Hopper	African Am.	124	92	74%	75%	68%	62	50%	51%	27%	38	31%	34%	11%
Reading	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Hopper	White	17	16	94%	95%	88%	11	65%	76%	71%	10	59%	60%	41%
Reading	8	Hopper	Two or More	10	8	80%	82%	80%	6	60%	62%	50%	5	50%	52%	*
Reading	8	Hopper	Eco. Dis.	291	223	77%	78%	71%	140	48%	50%	39%	88	30%	31%	17%
Reading	8	Hopper	Emergent Bilingual	48	31	65%	66%	52%	12	25%	26%	16%	5	10%	12%	*
Reading	8	Hopper	At-Risk	256	191	75%	76%	70%	104	41%	43%	38%	55	21%	23%	15%
Reading	8	Hopper	SPED	38	11	29%	30%	26%	4	11%	12%	*	0	0%	5%	*

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Science	8	Hopper	All	363	225	62%	65%	63%	120	33%	35%	31%	53	15%	18%	10%
Science	8	Hopper	Hispanic	200	125	63%	65%	70%	66	33%	35%	36%	30	15%	18%	11%
Science	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Hopper	Asian	11	9	82%	85%	80%	6	55%	60%	60%	4	36%	40%	*
Science	8	Hopper	African Am.	124	68	55%	58%	45%	32	26%	30%	19%	11	9%	10%	*
Science	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Hopper	White	17	15	88%	90%	88%	10	59%	62%	59%	4	24%	30%	29%
Science	8	Hopper	Two or More	10	7	70%	75%	82%	6	60%	62%	*	4	40%	45%	*
Science	8	Hopper	Eco. Dis.	292	168	58%	60%	59%	83	28%	35%	27%	33	11%	18%	8%
Science	8	Hopper	Emergent Bilingual	49	18	37%	40%	42%	8	16%	18%	13%	6	12%	15%	*
Science	8	Hopper	At-Risk	258	142	55%	58%	59%	59	23%	25%	26%	17	7%	10%	6%
Science	8	Hopper	SPED	38	9	24%	25%	34%	3	8%	10%	*	0	0%	5%	*
Social Studies	8	Hopper	All	361	148	41%	50%	54%	55	15%	20%	25%	30	8%	10%	12%
Social Studies	8	Hopper	Hispanic	198	79	40%	50%	57%	29	15%	20%	27%	20	10%	12%	12%
Social Studies	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Hopper	Asian	11	7	64%	75%	80%	4	36%	40%	50%	3	27%	30%	*
Social Studies	8	Hopper	African Am.	124	45	36%	45%	41%	12	10%	15%	16%	4	3%	8%	7%
Social Studies	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Hopper	White	17	11	65%	75%	76%	7	41%	45%	47%	2	12%	15%	29%
Social Studies	8	Hopper	Two or More	10	6	60%	70%	73%	3	30%	35%	*	1	10%	12%	*
Social Studies	8	Hopper	Eco. Dis.	291	107	37%	50%	49%	38	13%	15%	20%	24	8%	10%	9%
Social Studies	8	Hopper	Emergent Bilingual	48	9	19%	35%	29%	5	10%	12%	*	2	4%	6%	*
Social Studies	8	Hopper	At-Risk	256	79	31%	50%	50%	20	8%	15%	21%	10	4%	6%	10%
Social Studies	8	Hopper	SPED	38	4	11%	20%	*	1	3%	5%	*	0	0%	5%	*

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 Schoology, the learning management system. Schoology 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 using Schoology) 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 Schoology use.
- Campus leaders 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.

Middle School Content Area Standard Expectations

English Language Arts/Reading (Grade 6-8)

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Utilize reading and writing workshop routines to teach and reinforce critical TEKS [think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, grammar instruction that focuses on meaning and effect (Patterns of Power), small group instruction, and conferring].
- Model reading and writing strategies including think alouds and demonstrations for students routinely.
- Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for CTG/AI instruction.
- Provide opportunities for students to use technology, engage with digital texts and resources, to create, collaborate, and think.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for student to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
 - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Secondary Science

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

1:1 Technology in the science classroom should provide opportunities for students to:

- use Chromebook devices to engage in face-to-face and digital collaboration;
- locate and access information and resources stored in different platforms;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse 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 small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
 - engage in collaborative problem-solving activities and discussions
 - use research tools such as primary and secondary sources for in depth study and relevant applications
 - analyze visuals (cartoons, maps, images) using critical thinking skills
 - access differentiated content for readiness and skill level and/or interests
 - utilize devices for self-directed learning
 - demonstrate mastery by using various digital tools and creating a variety of products

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 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.