

# **Cypress-Fairbanks Independent School District**

## **Salyards Middle School**

**2022-2023**



# Mission Statement

The Salyards Middle School mission is to challenge and inspire students to adapt, grow, and strive for continued improvement through relevant and engaging learning environments.

## Vision

Salyards Middle School vision is to build lifelong, empowered learners who have the necessary tools to become a contributing and responsible member of our ever-changing world.

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

The following strengths were identified based on a review of the 2021-2022 data:

#### TEA Accountability Data Summary:

The Accountability Summary for the Texas Education Agency provides Salyards Middle School with the Raw Data Component Scores for the 2021-2022 school year.

**Domain I: Student Achievement:** evaluates performance across all subjects for all students, on both general and alternate assessments. *Our campus raw score was a 72. An increase of +8 from the year previous.*

Salyards Middle School performed well on the 2022 STAAR test. Overall, 93% of students passed all STAAR tests at the Approaches grade level or an above standard, 72% of our total students scored at Meets grade level or above, and 50% of our total students Mastered grade level expectations.

**Domain II: Student Progress:** measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages. *Salyards Middle School received a raw of 81 in the area of Academic Growth and a raw score of 72 in the area of Relative Performance. Our economically disadvantaged percentage was at 19.8%.*

**Domain III: Closing Performance Gaps:** uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this main, as well as the domain's construction, align the state accountability system with Every Student Succeeds Act (ESSA). *Salyards Middle School received a raw score of 96 in the area of Closing the Gaps. Salyards Middle School received the following percentages of indicators met - Academic Achievement Status (100%), Growth Status (92%), English Language Proficiency Status (100%), and Student Success Status (100%).*

Based on Salyards evaluation of state assessment data from 2021-2022, we met our target in our TELPAS Proficiency Status. *Salyards Middle School's TELPAS Progress Rate was at 52%.*

Based on Salyards evaluation of STAAR assessment data from 2021-2022, we saw growth in the following areas:

- 6th grade Reading scores - Approaches (91%), Meets (72%) and Masters (49%)
- 7th grade Reading scores - Approaches (95%), Meets (84%) and Masters (69%)
- 7th grade Math scores - Approaches (90%), Meets (63%), and Masters (32%)
- 8th grade Reading scores - Approaches (97%), Meets (82%), and Masters (63%)
- 8th grade Math scores - Approaches (86%)
- Algebra scores - Approaches (99%), Meets (97%), and Masters (87%)
- Science scores - Approaches (94%)
- Social Studies scores - Approaches (90%), Meets (62%), and Masters (43%)

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** RLA: Students with Limited English Proficiency (LEP) and economically disadvantaged students performed lower across state assessments. **Root Cause:** RLA: We will focus on increasing academic vocabulary by providing a variety of model sentences and sentence starters.

**Problem Statement 2:** Math: A large portion of students are sitting in the Meets reporting category for state assessments. **Root Cause:** Math: We will focus on spiraling back content to achieve mastery using small group instruction, academic vocabulary, daily math, and entry and exit tickets.

**Problem Statement 3:** Science: A large portion of students are sitting in the Meets reporting category for state assessments. **Root Cause:** Science: We will focus on academic responses using Salyards' ACE response strategy and academic vocabulary.

**Problem Statement 4:** Social Studies: Students in the economically disadvantaged and emergent bilingual populations are consistently scoring below target goal on local and state assessments. **Root Cause:** Social Studies: We will focus on spiraling back content to achieve mastery using small group instruction, academic vocabulary, and entry and exit tickets.

**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:** Students need more exposure and practice on how to use academic vocabulary appropriately **Root Cause:** We need to increase the opportunities to utilize content specific academic vocabulary through cross curriculum reading and writing.

# School Culture and Climate

## School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

The following strengths were identified (utilizing the 2021-2022 Employee Perception Survey Data) in relation to students data and data driven decisions in measuring overall student success: 100% of staff strongly agree/agree that information related to their job is accessible; 99% of staff strongly agree/agree information is available to help them do their jobs effectively; 99% of staff strongly agree/agree they are clear in their job responsibilities; 99% of staff strongly agree/agree procedures have been implemented to keep them safe at work; 98% of staff strongly agree/agree opportunities exist for me to think for myself; 97% of staff strongly agree/agree opportunities are available to provide input; 97% of staff strongly agree/agree that quality work is expected of them; and 97% of staff strongly agree/agree decisions are data driven.

Teachers are provided the opportunity to vote on matters such as teacher contract times, Teacher of the Year, CTE days, etc. Teachers are provided the opportunity to provide input on procedures in the building such as Open House, Bengal Express, etc. The hard work of staff members throughout the school is recognized in a variety of ways (i.e. Bengal Pride, School-wide Jeans Days, Warm-Up Wednesday during cold weather, Sonic Drink treats, etc.)

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Quality work from students has dropped over the last few years. **Root Cause:** School Culture and Climate: Teachers will work with students to model examples of quality work in class. Administration will work with teachers on how to look for quality to work from students.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

Salyards has two lead mentor teachers that oversee the new staff mentor program and are responsible for supporting our new family members. Each new staff member at Salyards, paraprofessionals, support staff, or classroom teacher are assigned a mentor to provide ongoing support and collaboration. Throughout the year, there are several opportunities for staff to participate in share sessions with embedded professional development to target upcoming procedures, paperwork that new staff will need to discuss for better understanding. The new teacher mentors are available for anything that the new teacher may need on an ongoing basis. Campus Curriculum Instructional Specialists are available to assist the new teachers in their development, as well as appraisers.

The following strengths were identified (utilizing the 2021-2022 Employee Perception Survey Data):

- Teachers are clear about their job responsibilities (99% of staff strongly agree/agree with that statement)
- Procedures keep me safe at work (99% of staff strongly agree/agree with that statement)
- Opportunities exist for me to think for myself (98% of staff strongly agree/agree with that statement)
- Opportunities are available to provide input (97% of staff strongly agree/agree with that statement)

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Teachers feel overwhelmed at different parts of the year due to perceived workload. **Root Cause:** Teacher/Paraprofessional Attendance: We will increase meaningful data driven feedback regarding staff concerns and filter decisions through workload.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

Salyards hosts several opportunities for parents throughout the school year. Each year we invite parents and students to attend Athletic Express, as well as Bengal Express. These events provide parents an opportunity to purchase items for their student participating in athletics as well as allows the student to get their athletic locker, purchase spirit items for the upcoming school year, and walk their child's schedule.

During Open House, we provide a meeting to review the 4 year plan for 8th grade parents, a meeting for parents of students with Dyslexia.

Athletic Express, Bengal Express, and Open House are well attended by our parents. We host separate parent meetings to help the transition to 7th and 8th grades, as well as high school. Fifth to Sixth grade night focuses on our future Bengals and showcases our Fine Arts Programs. This well-attended event gives parents an introduction to middle school and a change to experience the elective choices we offer.

We communicated regularly with parents and community through our campus web page, Schoology, School Messenger, Twitter, Instagram, and Facebook.

We send home positive student letters each year chosen by teachers.

## Problem Statements Identifying Parent and Community Engagement Needs







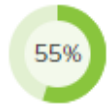


**Problem Statement 1:** Parent and Community Engagement: Parents have indicated that there are inconsistent communication platforms. **Root Cause:** Parent and Community Engagement : The campus will define the different communication procedures and methods for parents.

# 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, Math and Science results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> When introducing new vocabulary, teachers will utilize and implement higher-level questioning strategies and notice and note strategies. Teachers will intentionally lead and invite students based on weakness to TEKS based tutoring, including small group tutorials for emergent bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Teachers, CCIS, Assistant Principals, Director of Instruction, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Teachers will implement varied learning approaches through real world application to enable students to make connections to vocabulary. Teachers will also spend more time working in small groups, to provide timely feedback, and offer more higher order thinking tasks.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers, CCIS, Assistant Principals, Director of Instruction, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> Teachers will model ACE (short constructed response) strategies in class, assisting with new vocabulary and justification of thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Students will make positive gains in their academic performance through improved scientific understanding and critical thinking.</p> <p><b>Staff Responsible for Monitoring:</b> Science teacher, CCIS, Assistant Principals, Director of Instruction, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
















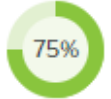








Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Social Studies: Teachers will model ACE (short constructed response) strategies in class, assisting with new vocabulary and justification of thinking. Teachers will also, allow for scaffolding lessons to help with vocabulary development.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies teacher, CCIS, Assistant Principals, Director of Instruction, Principal.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Dropout Prevention: Teachers will focus on student intervention through math and reading courses to intervene and check for understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> The dropout rate will remain at or below 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers, ELAR Teachers, AAS, Director of Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Math, Science, ELAR, and Social Studies teachers, CCIS, Assistant Principals, Director of Instruction, Principal.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<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 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








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Summer Learning/Enrichment: Welcome Back Camp (ROAR Camp)</b> - 6th grade students have the opportunity to tour our building, meet staff and get to know students from other elementary campuses. Students are purposely paired in groups where they do not know everyone to build relationships with diverse groups of people and individuals. Students will participate in activities throughout ROAR camp that promote social awareness, self-management and relationship skills. Activities include: connecting to school culture; learning school call backs, navigating the building, and practicing expectations for large group settings. 6th grade students work with 7th and 8th grade ROAR leaders. The goal of ROAR camp is for students to feel connected to Salyards and make connections with students prior to school starting.</p> <p><b>Strategy's Expected Result/Impact:</b> Students attending the 2022-2023 ROAR Camp will have 98% attendance in the first marking period of the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Before/After School Program: Opportunity Lab (tutoring)</b></p> <p><b>Strategy's Expected Result/Impact:</b> 80% of the students attending Opportunity Lab during the 2022-2023 school year, will be passing their CORE classes with a 70% or higher by the end of each grading period.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Before/After School Program: The Stars of STAAR Saturday Camp</b></p> <p><b>Strategy's Expected Result/Impact:</b> 80% of students who attend The Stars of STAAR Camp will show one or more level of growth on the Reading STAAR test.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A	N/A	N/A

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed STAAR targets on the attached data tables</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Professional Staffing: Core content area interventionist (math)</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2022-2023 year, 94% of our students working with the math core content area interventionist will reach Approaches or higher on the Math STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Professional Development: Send our Director of Instruction, Academic Achievement Specialist and Content Coaches to attend the Plan4ward conference in September 2022. We will learn how to investigate thinking skills students need to be successful on STAAR 2.0, help apply them to their learning and show what they know. At this one day conference, we will have opportunities to:</p> <ul style="list-style-type: none"> <li>- use the lead4ward tools and resources in instructional planning</li> <li>- enhance activities with the Instructional Strategies Playlist</li> <li>- establish instructional routines for all students</li> <li>- discover ways to expand student thinking</li> <li>- move instructional planning to action</li> <li>- connect learning to student success, including STAAR 2.0</li> </ul> <p>After the conference, we would take back the information gathered and teach to our staff on January 2, 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2022-2023 school year, all students in CORE content classes will use a campus wide short constructed response format to answer SCR questions on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Salyards Middle School will purchase Summit K12, Flocabulary licenses to support our students in interventions including reading workshop, math lab, reading and math pullouts, tutorials and focused instructional time. We will also purchase classroom supplies, including post it pad easel size, markers, notebook paper, pencils, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed STAAR targets on the attached data tables and TELPAS levels.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> State Compensatory Education: Before/after school tutorials, as well as, the purchase of supplemental materials for our Math Lab and Reading Workshop classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> 75% of the students in Math Lab and Reading Workshop will reach Approaches or higher on the corresponding 22-23 STAAR test.</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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.

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








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> Our PBIS leaders and committee will facilitate the implementation of multiple campus-wide activities that encourage positive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will commit to promoting respect, inclusion, and understanding of all members in our school community.</p> <p>There will be an increased focus on positive behavior through the PBIS program.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Director of Instruction, and PBIS Leaders/team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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 94% or higher.

**Evaluation Data Sources:** Student attendance records will increase to 96%.













Increase overall accuracy of attendance submissions and communication regarding absences.








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: Teachers will increase the accuracy of attendance submissions and the attendance office will send home warning letters after 5 absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 96%.</p> <p>Administrators will make parental contact to students who extended 5 or more days absences.</p> <p>Increase overall accuracy of attendance submissions and communication regarding absences.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Appraisers, Attendance paraprofessional</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>			

**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 and exclusionary discipline actions will be decreased by 3%.

**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Restorative Discipline:</b> Our administrative staff and PBIS team will continue to explore ways to intervene with students and resolve behavioral issues without escalating the student. We will also be proactive with students through positive behavior referrals and postcards/letters home.</p> <p><b>Strategy's Expected Result/Impact:</b> PBIS team will present at monthly staff meetings to discuss data.</p> <p>Assistant Principals will present a strategy to help address concerns in data.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, PBIS Team, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: In School Suspensions:</b> A campus administrative committee will review in-school suspensions each grading period to determine consistency and explore alternative consequences for some actions.</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for African American students will be reduced by 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, PBIS Team</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Out of School Suspensions:</b> A campus administrative committee will review suspensions each grading period to determine consistency and explore alternative consequences for some actions.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, PBIS Team</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements:</b> We will continue using restorative practices with American American students with appropriate to resolve discipline and prevent DAEP placements.</p> <p><b>Strategy's Expected Result/Impact:</b> DAEP placements of African American students will continue to be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, PBIS Team</p>	Formative		
	Nov	Feb	May
			








Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Violence Prevention: Salyards will continue to promote and utilize CFISD tipline and teach our students the CFISD Code of Conduct. <b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 321 663 370">  No Progress         </div> <div data-bbox="764 321 982 370">  Accomplished         </div> <div data-bbox="1083 321 1335 370">  Continue/Modify         </div> <div data-bbox="1436 321 1631 370">  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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Teachers and paraprofessionals with perfect attendance each month will earn perfect attendance certificate and a treat.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Sub Representative paraprofessional.</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 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Teachers will continue to be invited to specified professional development at Salyards through teacher created professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher created professional development based on feedback and need.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Staff Development Liaisons.</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 2%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Teachers will communicate updated calendar information and resources for parents through Schoology. A Salyards Schoology group will be communicated through facebook, twitter, instagram and school messenger to keep parents involved with what is going on at campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> CCIS, AAS, Campus Appraisers, Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2022-2023 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Liz Wood	Principal
Classroom Teacher	Jennifer Campbell	Teacher #1
Classroom Teacher	Stacy Guerra	Teacher #2
Classroom Teacher	Jennifer Williford	Teacher #3
Classroom Teacher	Julie Nguyen	Teacher #4
Classroom Teacher	Katie Colville	Teacher #5
Classroom Teacher	Sara Searcy	Teacher #6
Classroom Teacher	Marla Woodward	Teacher #7
Classroom Teacher	Susan Rosenauer	Teacher #8
Non-classroom Professional	Courtney Wagner	Other School Leader #1
Non-classroom Professional	Amanda Prindle	Other School Leader #2
Non-classroom Professional	Jana Echols	Other School Leader #3
Non-classroom Professional	Stephanie Ingvarlsen	Other School Leader #4
District-level Professional	David Shrubar	Administrator (LEA) #1
Parent	Derrek Banks	Parent #1
Parent	Brett Searcy	parent #2
Community Representative	Paul Pierron	Community Representative
Community Representative	Troy Black	Community Resident #2
Business Representative	Skip Pace	Business Representative #1 - Xerox
Business Representative	Jared Colville	Business Representative #2 - Exxon

# 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	Salyards	All	441	399	90%	92%	95%	270	61%	63%	73%	144	33%	35%	43%		
Math	6	Salyards	Hispanic	108	96	89%	91%	92%	62	57%	60%	62%	27	25%	27%	31%		
Math	6	Salyards	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	6	Salyards	Asian	33	33	100%	100%	100%	24	73%	75%	89%	18	55%	57%	67%		
Math	6	Salyards	African Am.	42	32	76%	80%	83%	17	40%	45%	44%	7	17%	19%	25%		
Math	6	Salyards	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	6	Salyards	White	236	217	92%	95%	96%	154	65%	67%	81%	87	37%	39%	49%		
Math	6	Salyards	Two or More	18	18	100%	100%	100%	11	61%	63%	76%	5	28%	30%	33%		
Math	6	Salyards	Eco. Dis.	92	73	79%	82%	86%	41	45%	47%	48%	12	13%	15%	26%		
Math	6	Salyards	Emergent Bilingual	21	16	76%	80%	81%	3	14%	20%	41%	1	5%	10%	19%		
Math	6	Salyards	At-Risk	148	108	73%	75%	87%	39	26%	30%	46%	14	9%	10%	16%		
Math	6	Salyards	SPED	41	24	59%	60%	69%	6	15%	20%	22%	2	5%	10%	*		
Math	7	Salyards	All	511	461	90%	92%	85%	330	65%	67%	64%	177	35%	37%	27%		
Math	7	Salyards	Hispanic	115	103	90%	92%	83%	69	60%	62%	61%	33	29%	32%	20%		
Math	7	Salyards	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	7	Salyards	Asian	32	30	94%	96%	94%	25	78%	80%	79%	18	56%	58%	44%		
Math	7	Salyards	African Am.	53	38	72%	74%	63%	18	34%	40%	37%	6	11%	13%	20%		
Math	7	Salyards	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	7	Salyards	White	279	263	94%	96%	89%	196	70%	72%	69%	105	38%	40%	29%		
Math	7	Salyards	Two or More	28	24	86%	88%	100%	19	68%	70%	74%	12	43%	45%	42%		
Math	7	Salyards	Eco. Dis.	102	86	84%	86%	72%	49	48%	50%	43%	20	20%	22%	15%		
Math	7	Salyards	Emergent Bilingual	16	11	69%	72%	69%	4	25%	27%	31%	1	6%	8%	*		
Math	7	Salyards	At-Risk	159	119	75%	77%	63%	54	34%	35%	35%	21	13%	15%	13%		
Math	7	Salyards	SPED	46	23	50%	52%	47%	9	20%	22%	16%	3	7%	10%	*		
Math	8	Salyards	All	201	173	86%	90%	86%	81	40%	42%	44%	10	5%	7%	9%		
Math	8	Salyards	Hispanic	56	46	82%	85%	85%	19	34%	36%	37%	2	4%	5%	*		
Math	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	8	Salyards	Asian	*	*	*	*	89%	*	*	*	*	*	*	*	*		
Math	8	Salyards	African Am.	31	22	71%	74%	84%	8	26%	30%	34%	1	3%	4%	*		
Math	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	8	Salyards	White	96	88	92%	95%	89%	43	45%	47%	51%	3	3%	4%	9%		
Math	8	Salyards	Two or More	14	13	93%	95%	81%	7	50%	52%	56%	2	14%	15%	*		
Math	8	Salyards	Eco. Dis.	61	50	82%	85%	87%	17	28%	30%	40%	3	5%	6%	*		
Math	8	Salyards	Emergent Bilingual	12	8	67%	70%	73%	3	25%	27%	*	0	0%	1%	*		
Math	8	Salyards	At-Risk	138	113	82%	85%	75%	43	31%	33%	23%	6	4%	5%	*		
Math	8	Salyards	SPED	34	21	62%	65%	60%	11	32%	34%	17%	0	0%	1%	*		

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	Salyards	All	443	405	91%	93%	95%	321	72%	74%	83%	218	49%	51%	52%		
Reading	6	Salyards	Hispanic	108	97	90%	92%	95%	70	65%	67%	78%	45	42%	44%	44%		
Reading	6	Salyards	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	6	Salyards	Asian	35	33	94%	96%	98%	29	83%	85%	91%	26	74%	76%	66%		
Reading	6	Salyards	African Am.	42	33	79%	81%	89%	23	55%	57%	64%	13	31%	33%	36%		
Reading	6	Salyards	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	6	Salyards	White	236	221	94%	96%	95%	180	76%	78%	85%	124	53%	55%	54%		
Reading	6	Salyards	Two or More	18	17	94%	96%	97%	15	83%	85%	91%	9	50%	52%	64%		
Reading	6	Salyards	Eco. Dis.	92	78	85%	87%	91%	51	55%	57%	72%	31	34%	36%	36%		
Reading	6	Salyards	Emergent Bilingual	21	15	71%	73%	84%	5	24%	26%	63%	3	14%	16%	19%		
Reading	6	Salyards	At-Risk	149	115	77%	79%	86%	64	43%	45%	60%	31	21%	23%	23%		
Reading	6	Salyards	SPED	41	25	61%	63%	53%	14	34%	36%	25%	4	10%	12%	*		
Reading	7	Salyards	All	511	483	95%	96%	93%	427	84%	85%	78%	351	69%	70%	49%		
Reading	7	Salyards	Hispanic	116	109	94%	95%	89%	93	80%	81%	73%	74	64%	65%	44%		
Reading	7	Salyards	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	7	Salyards	Asian	31	29	94%	95%	100%	26	84%	85%	89%	24	77%	78%	72%		
Reading	7	Salyards	African Am.	53	46	87%	88%	79%	34	64%	65%	58%	29	55%	56%	26%		
Reading	7	Salyards	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	7	Salyards	White	279	270	97%	98%	95%	248	89%	90%	82%	202	72%	73%	52%		
Reading	7	Salyards	Two or More	28	26	93%	94%	100%	23	82%	83%	85%	19	68%	69%	70%		
Reading	7	Salyards	Eco. Dis.	102	91	89%	90%	82%	77	75%	76%	54%	53	52%	55%	18%		
Reading	7	Salyards	Emergent Bilingual	16	11	69%	70%	82%	8	50%	55%	43%	4	25%	26%	*		
Reading	7	Salyards	At-Risk	158	134	85%	86%	79%	99	63%	64%	52%	67	42%	43%	22%		
Reading	7	Salyards	SPED	46	30	65%	66%	69%	13	28%	29%	35%	7	15%	16%	*		
Reading	8	Salyards	All	524	506	97%	98%	95%	428	82%	83%	83%	332	63%	64%	52%		
Reading	8	Salyards	Hispanic	118	114	97%	98%	93%	91	77%	78%	80%	62	53%	54%	53%		
Reading	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Salyards	Asian	37	37	100%	100%	94%	36	97%	98%	88%	34	92%	93%	70%		
Reading	8	Salyards	African Am.	46	39	85%	86%	89%	31	67%	68%	65%	22	48%	49%	31%		
Reading	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Salyards	White	292	286	98%	99%	98%	244	84%	85%	87%	192	66%	67%	54%		
Reading	8	Salyards	Two or More	29	28	97%	98%	90%	24	83%	84%	86%	20	69%	70%	52%		
Reading	8	Salyards	Eco. Dis.	101	92	91%	92%	91%	76	75%	76%	74%	51	50%	51%	42%		
Reading	8	Salyards	Emergent Bilingual	15	12	80%	81%	68%	9	60%	61%	37%	2	13%	14%	*		
Reading	8	Salyards	At-Risk	191	175	92%	93%	84%	116	61%	62%	59%	63	33%	34%	27%		
Reading	8	Salyards	SPED	39	28	72%	73%	70%	14	36%	37%	38%	6	15%	16%	14%		

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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	Salyards	All	524	494	94%	95%	94%	371	71%	72%	81%	232	44%	45%	38%		
Science	8	Salyards	Hispanic	118	108	92%	93%	93%	70	59%	60%	78%	44	37%	38%	37%		
Science	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	8	Salyards	Asian	37	37	100%	100%	94%	34	92%	93%	85%	26	70%	71%	55%		
Science	8	Salyards	African Am.	46	38	83%	84%	85%	22	48%	49%	60%	10	22%	23%	15%		
Science	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	8	Salyards	White	292	281	96%	97%	97%	223	76%	77%	87%	139	48%	49%	42%		
Science	8	Salyards	Two or More	29	28	97%	98%	93%	20	69%	70%	72%	12	41%	42%	38%		
Science	8	Salyards	Eco. Dis.	101	87	86%	87%	92%	54	53%	54%	72%	25	25%	26%	27%		
Science	8	Salyards	Emergent Bilingual	15	10	67%	68%	68%	3	20%	21%	47%	2	13%	14%	*		
Science	8	Salyards	At-Risk	191	165	86%	87%	83%	82	43%	44%	56%	32	17%	18%	20%		
Science	8	Salyards	SPED	39	26	67%	68%	60%	11	28%	29%	36%	6	15%	16%	*		
Social Studies	8	Salyards	All	524	473	90%	91%	90%	325	62%	63%	66%	224	43%	44%	38%		
Social Studies	8	Salyards	Hispanic	118	102	86%	87%	88%	58	49%	50%	66%	32	27%	28%	35%		
Social Studies	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Social Studies	8	Salyards	Asian	37	37	100%	100%	88%	36	97%	98%	76%	32	86%	87%	55%		
Social Studies	8	Salyards	African Am.	46	36	78%	79%	80%	23	50%	51%	44%	16	35%	36%	24%		
Social Studies	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Social Studies	8	Salyards	White	292	268	92%	93%	93%	187	64%	65%	70%	130	45%	46%	41%		
Social Studies	8	Salyards	Two or More	29	28	97%	98%	83%	19	66%	67%	66%	12	41%	42%	31%		
Social Studies	8	Salyards	Eco. Dis.	101	78	77%	78%	77%	45	45%	46%	57%	28	28%	29%	32%		
Social Studies	8	Salyards	Emergent Bilingual	15	8	53%	54%	58%	3	20%	21%	26%	2	13%	14%	*		
Social Studies	8	Salyards	At-Risk	191	149	78%	79%	75%	74	39%	40%	45%	37	19%	20%	19%		
Social Studies	8	Salyards	SPED	39	24	62%	63%	54%	9	23%	24%	28%	6	15%	16%	14%		



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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	#	%			#	%			#	%			#	%
				#														
Algebra I	8	Salyards	All	325	323	99%	100%	100%	318	98%	99%	97%	284	87%	92%	84%		
Algebra I	8	Salyards	Hispanic	63	62	98%	100%	100%	61	97%	98%	99%	51	81%	90%	89%		
Algebra I	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Algebra I	8	Salyards	Asian	35	35	100%	100%	100%	35	100%	100%	100%	32	91%	95%	93%		
Algebra I	8	Salyards	African Am.	15	15	100%	100%	100%	15	100%	100%	100%	14	93%	95%	70%		
Algebra I	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Algebra I	8	Salyards	White	194	193	99%	100%	100%	190	98%	99%	96%	170	88%	90%	82%		
Algebra I	8	Salyards	Two or More	17	17	100%	100%	100%	16	94%	100%	92%	16	94%	100%	85%		
Algebra I	8	Salyards	Eco. Dis.	39	39	100%	100%	100%	39	100%	100%	98%	33	85%	90%	84%		
Algebra I	8	Salyards	Emergent Bilingual	*	*	*	*	*	*	*	*	*	*	*	*	*		
Algebra I	8	Salyards	At-Risk	53	52	98%	100%	100%	50	94%	99%	91%	41	77%	85%	72%		
Algebra I	8	Salyards	SPED	5	4	80%	100%	*	4	80%	100%	*	4	80%	100%	*		

# 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.