

Cypress-Fairbanks Independent School District

Truitt Middle School

2022-2023

Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics
Academic Achievement in Social Studies



Mission Statement

Our TMS learning community educationally empowers, socially encourages and emotionally inspires lifelong learners who positively impact current and future generations.

Vision

Nurture a community that empowers the WOLF in all of us.

Well-rounded Open Leaders of the Future

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: In May of 2022, the Campus Performance Objective Committee met to review data from the 2021-2022 school year. The committee discussed the progress made throughout the school year and identified some areas in need of continued focus. At the start of the 2022-2023 school year, our Admin Team, Instructional Team, and numerous teachers participated in CIP root cause analysis processes on using STAAR data to finalize the needs assessment. The Campus Performance Objective Committee met on September 29 to approve the needs assessment.

The comprehensive needs assessment was reviewed and/or revised on the following dates: May 3, 2022 and September 8, 2022.

In summary, the comprehensive needs assessment denotes the following: Emergent Bilingual students are performing below the district and cluster averages as well as below other sub-populations at Truitt Middle School. Focused ESL professional development training and ESL strategies implemented in classrooms are needed to ensure academic improvement.

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 May 3, 2022 and September 8, 2022 to develop the Comprehensive Needs Assessment (CNA) and the strategies. Those meetings were held in the cafeteria at Truitt Middle School starting at 3:30. 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: We reviewed and analyzed our campus and STAAR data to help identify campus needs and strengths. We discussed areas of concern and agreed upon an area of focus for each academic area. A root cause analysis was completed for each academic area and strategies were agreed upon. We agreed that our focus on ESL professional development training and ESL strategies implemented in classrooms are needed to ensure academic improvement and meet the needs of our students. We will complete data digs for all assessments.

Based on feedback from the committee, the campus has the following priorities for the current school year:

In all core content, Emergent Bilinguals are performing below district and cluster group.

- Fundamental 5: Frequent, Small Group, Purposeful Talk about the learning and Closing the lesson.
- Focus on ESL professional development and strategies.
- Implementation of strategies in the classroom.
- Rigor/Relevance Model School Conference.

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. 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 Strengths

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

Algebra EOC: 100% passing

Reading: Showed growth in all grades

Math: Showed growth in 8th grade

Science: Showed growth in 8th grade

SS: Showed growth in 8th grade

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

TELPAS Progress Rate: 1+years EB 34%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our emergent bilingual population struggled in all grade levels. **Root Cause:** RLA: LEP strategies are not being purposefully planned for consistently and carried out with fidelity.

Problem Statement 2: Math: Our emergent bilingual performance overall is low. **Root Cause:** Math: Lack of knowledge on how to implement ESL strategies.

Problem Statement 3: Science: Our emergent bilingual population is performing below district and cluster schools. **Root Cause:** Science: Lack of differentiation in planning and in the classroom for specific needs.

Problem Statement 4: Social Studies: Our emergent bilinguals struggle with content - specific skills standards. **Root Cause:** Social Studies: Lack of strategies to deeply understand academic and supportive vocabulary.

Problem Statement 5: Students are beginning the 2022-2023 school year with learning gaps. **Root Cause:** The continuation of COVID-19 in 2021-2022.

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.

School Culture and Climate

School Culture and Climate Strengths

Student attendance: Truitt's ADA number was 92% for 2021-2022.

Grade 6 92.1%

Grade 7 92.9%

Grade 8 91.6%

Restorative discipline: PBIS has become a daily routine for staff and students with Building Better Relationship time being given each day. We hold all students accountable with the alignment of the PBIS matrix. Therefore, PBIS has become the campus norm. The behavioral specialist will spend time in rooms of new and experienced staff to guide them in using classroom management strategies.

Campus safety: With the implementation of PBIS, BBR, and Restorative Discipline, we have continued to see positive impacts. With the support of our Behavioral Specialist, we at Truitt are committed to creating an environment in which all staff and students are safe.

From August 2021 to May 2022, the following were improvements:

- By utilizing PBIS Rewards, more teachers positively reinforced student behavior.
- Over 450 students did not receive an office referral.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: There is a lack of professional communication regarding feedback, recognition, and collaboration. **Root Cause:** School Culture and Climate: There is an absence of personal acknowledgement and partnership opportunities to problem solve.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

We will focus on quality recruitment for our Truitt staff. We will assign new staff members a mentor to ensure that teachers are supported. Each month the new teachers meet to discuss any concerns or issues. Core teachers are also supported with curriculum and coaching by a Campus Content Instructional Specialist.

Professional Development: Truitt supports all teachers through collaborative planning times and dates, in which the Campus Curriculum Instructional Specialist and an administrator is present. We will provide high-quality professional development through resources such as the Fundamental Five, ESL strategies, Schoology, Special Education training on IEP and Data Collection, and CCIS coaching teachers on quality first time instruction. We will implement Wisdom Wednesday for mini professional development sessions.

Teacher/Paraprofessional attendance: Truitt Middle School's staff attendance rate for 2021-2022 school year was 1619 total absences which is 94%. For the 2020-2021 school year, our substitute fill rate was 55%. Absences that were not filled were covered either by campus personnel or by splitting classes.

Employee Perception Survey 2021-2022

Based on the 2022 Employee Perception Survey, the following are strengths:

- 91% of participants agree that the work they are asked to do directly relates to their job responsibilities.
- 96% of participants agree that information is available to help them do their job effectively.
- 96% of participants agree that procedures have been implemented to keep them safe at work.
- 99% of participants agree that quality work is expected of them.
- 95% of participants agree that information related to their job is accessible.
- 97% of participants agree that they are clear about their job responsibilities.
- 97% of participants agree that decisions are data driven.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Only 55% of the absences requiring a substitute were filled during the 2020-2021 school year. **Root Cause:** Teacher/Paraprofessional Attendance: We are not cultivating strong enough relationships with the staff to increase their attendance accountability and we are not cultivating strong enough relationships with substitutes.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following methods are used to foster the school to home partnership:

- Curriculum Nights
- Title 1 Parent Meetings
- Home Access Center
- School Messenger
- Houston Food Bank Backpack Program
- Campus Facebook Page
- Campus Instagram
- Campus Website
- Twitter
- Monthly Parent Newsletter
- Monthly Student Newsletter
- Weekly Staff Newsletter
- CPOC Meetings
- Posting of school events through our televisions located on our campus and the marquee.
- School activities throughout the year

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: There is low parent involvement in school related activities. **Root Cause:** Parent and Community Engagement : We need to work with our parents to overcome issues that may prevent them from participating in events.







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, SS, and Science results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: ELA and Reading teachers will plan for and implement strategies that support all students, with the focus on EB students to include chunking lessons, conferring, implementing targeted, small group instruction and utilizing the Fundamental 5 and district resources to increase rigor and relevance in daily lessons.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, and Checkpoints. Improved EL performance on all four TELPAS domains. 100% of teachers will work in the Power Zone and use effective teaching strategies.</p> <p>Staff Responsible for Monitoring: ELAR/ESL teachers Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Math teachers will plan for and implement strategies and targeted small group instruction using the Fundamental 5 and district resources that support all students, focusing on EB students, by increasing the rigor and relevance of daily lessons.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, and Checkpoints. Increased use of supplemental aids and calculators.</p> <p>Staff Responsible for Monitoring: Math teachers Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Science teachers will plan for and implement strategies that support EB students, as well as, all student groups by implementing targeted, small instruction and utilizing the Fundamental 5 and district resources to increase rigor and relevance in daily lessons.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, and Checkpoints.</p> <p>Staff Responsible for Monitoring: Science teachers Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Social Studies teachers will plan for and implement strategies that support EB as well as all student groups by implementing targeted, small instruction and utilizing the Fundamental 5 and district resources to increase rigor and relevance in daily lessons.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, and Checkpoints.</p> <p>Staff Responsible for Monitoring: Social Studies teachers Instructional Leadership Team</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: We will meet the needs of all students that are at the risk of not graduating by utilizing the Behavioral Specialist, AASs, AP, Grade level Counselor, and Principal.</p> <p>We will work collaboratively to ensure any student coded with a 98 is located and school placement is recorded.</p> <p>Strategy's Expected Result/Impact: The dropout rate will be 0%. Students will consistently meet academic and behavioral goals. Improved academic performance on STAAR, DPM, and Checkpoints. All students will increase their reading Lexiles by 100%+.</p> <p>Staff Responsible for Monitoring: Administration Team Registrar District Attendance Officer</p>	Formative		
	Nov	Feb	May
			











Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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: Building Better Relationships (Social emotional lessons), PBIS lessons, UIL Athletics and Athletic Programs, UIL Fine Arts and programs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: small group instruction for all students in Language Arts, Math, Science, and Social Studies.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: At-risk, EB and 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: Truitt expects to see improved academic performance on STAAR, DPM, and Checkpoints for each strategy below:</p> <ol style="list-style-type: none"> 1. Snacks will be provided to students attending extended day after school tutorials. 2. Instructional supplies will be purchased for students and teachers to assist the campus in meeting the needs, goals and objectives in the CIP. 3. Extended learning time/extra-duty pay will increase student performance and achievement by providing after-school targeted tutorials. 4. Staff will experience professional development to build their capacity. 5. Supplemental teaching positions will enable class-size reduction. <p>Staff Responsible for Monitoring: Teachers Instructional Leadership Team</p>	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 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: Met Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School program: tutoring Strategy's Expected Result/Impact: Students in cores subjects who attend after school tutoring will increase scores on benchmarks, DPMS, report card grades, and STAAR by 15% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class size reduction teacher (ELAR) Strategy's Expected Result/Impact: Students who are in the workshop/ELAR classroom will increase scores on benchmarks, DPMS, report card grades, and STAAR by 15% Staff Responsible for Monitoring: Principal	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): Throughout the current school year, use the supplementary SCE funds to reduce the disparity 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.	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 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

Summative Evaluation: Met Objective


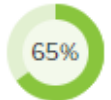





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Continued implementation of PBIS during staff training's, monthly faculty meetings, monthly PBIS meetings, daily student BBR lessons, and Student Code of Conduct.</p> <p>Strategy's Expected Result/Impact: 100% of staff and students engage in common language and expectations as outlined by PBIS matrix.</p> <p>Staff Responsible for Monitoring: Principal APs BI PBIS committee</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, 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: Principal Assistant Principals</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 94% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Met Objective










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Excessive absences will be reviewed weekly. We will make parent contact to address the excessive absences.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96.2%.</p> <p>Staff Responsible for Monitoring: Registrar APs Teachers</p>	Formative		
	Nov	Feb	May
			
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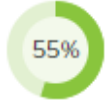





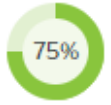


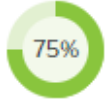





Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 25%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Student behavior will be addressed using continuum. Teachers were trained in the use of PBIS strategies and on the continuum at the beginning of the school year. Teachers will make first parent contact and document prior to submitting an office referral.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 25%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Through the utilization of restorative practices, individual student contracts and schoolwide PBIS, Truitt will decrease SPED DMC of African American students by 10%.</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: Principal Assistant Principals Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Assistant Principals will use various restorative discipline practices to keep students on campus and will consider mitigating factors when suspend-able offenses occur. Suspensions will be used as a last resort. Our Behavior Interventionist will work with students needing additional support and provide professional development in the area of classroom management/relationships for teachers and staff members.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 30%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			











Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Restorative practices will be used when working with African American students to resolve discipline and prevent DAEP placement.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 30%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Student Code of Conduct meeting takes place in the first month of school and reviewed in January, PBIS and initiatives, and staff will be in hallways during each passing period.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Educators handbook will used as a tool to identify trends in our discipline.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 25%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: We will utilize E Hall Pass to reduce the number of students out of class and protect the instructional time.</p> <p>Strategy's Expected Result/Impact: Increase of seat time in the instructional environment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
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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 to 98%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

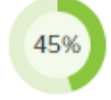









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will create opportunities to celebrate our substitutes and absences will be submitted as far in advance as possible.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase to 98%.</p> <p>Staff Responsible for Monitoring: Principal DI, APs</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teacher/Paraprofessional feedback, collaboration, and recognition: Staff will receive feedback and teacher appreciation throughout the year.</p> <p>Strategy's Expected Result/Impact: Feedback, recognition, and collaboration with teachers and paraprofessionals will increase to 98%.</p> <p>Staff Responsible for Monitoring: Principal DI, APs</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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
 Formal Observations
 Lesson Plans

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Truitt Staff will participate in Wisdom Wednesday, after school PD, Saturday ESL PD and district PD focused on our campus needs including the Digital Learning Conference, Fundamental 5, Model School Conference, Lead4Ward, ESL Strategies, Content Share Sessions, and Instructional Team Coaching. A projector and screen will be purchased to assist with PD sessions.</p> <p>Strategy's Expected Result/Impact: Small group instruction implementation How data correlates to student growth 1st time instruction Meeting the needs of Subpops Creating anchor charts</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: An additional Campus Content Instructional Specialist will be used to support the ELAR team by modeling lessons, providing teacher coaching and feedback, and supporting teams during planning.</p> <p>Strategy's Expected Result/Impact: Staff retention Improved student achievement</p>	Formative		
	Nov	Feb	May
			
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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 50%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: A newsletter will be sent out to include a message from the principal, various departments, upcoming events and important dates. Campus social media (Facebook, Twitter, Instagram) will also be used to showcase events as well as all important information and updates.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 50%.</p> <p>Staff Responsible for Monitoring: Principal Media Specialist Campus secretary</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent and Family Engagement: Parents will be invited to participate in several family engagement activities throughout the school. Snacks and materials will be provided.</p> <p>Strategy's Expected Result/Impact: School/home partnership will be strengthened.</p> <p>Staff Responsible for Monitoring: Leadership Team Teachers</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Plas Williams	Principal
Administrator	Wendy Harris	Director of Instruction
Administrator	Melissa Glazer	Assistant Principal
Administrator	Maria Cruz	Assistant Principal
Administrator	Juan Alvarenga	Assistant Principal
Administrator	Amy Martin	Academic Achievement Specialist
Administrator	Laurie Waligura	Academic Achievement Specialist
Non-classroom Professional	Sarah Kapilikisha	Testing Coordinator/Title 1
Non-classroom Professional	Chariti Peters	DIHT
Non-classroom Professional	Bethany Bunting	ELAR CCIS
Non-classroom Professional	Kelli Boudreaux	SS CCIS
Non-classroom Professional	Deborah Clark	Math CCIS
Non-classroom Professional	Lynn Knisley	Science CCIS
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Ami Ruby	Administrator (LEA) #2
Non-classroom Professional	Pamula Handsborough	Behavioral Interventionist
Non-classroom Professional	Imelda Trujillo	Counselor
Non-classroom Professional	Crystal Imoudu	Counselor
Non-classroom Professional	Marjorie Ward	Counselor
Classroom Teacher	Beatriz Lopez	PE Teacher
Non-classroom Professional	Jessica Taylor	Librarian
Classroom Teacher	Shalyn Nicholson	Math Teacher
Classroom Teacher	Gloria Martin	ELAR Teacher
Classroom Teacher	Tyisha Buffin	SS Teacher
Classroom Teacher	Michele Kersey	ELAR Teacher
Classroom Teacher	Crystal Perez	Math Teacher
Classroom Teacher	Cristina Lopez	Science Teacher

Committee Role	Name	Position
Classroom Teacher	Carol Troner	NAC Teacher
Classroom Teacher	Christian Garza	SS Teacher
Classroom Teacher	Aaron Anderson	PE Teacher
Classroom Teacher	Ernesto Barreto	LOTE Teacher
Classroom Teacher	Ginger Phillips	SS Teacher
Classroom Teacher	Melma Walker	Science Teacher
Classroom Teacher	Carol Campbell	SS Teacher
Classroom Teacher	Rebecca Morris	SS Teacher
Classroom Teacher	Ronda Gray	SPED Math Teacher
Classroom Teacher	Fatimat Ligon	ELAR Teacher
Classroom Teacher	Kerry Davis	Reading Teacher
Classroom Teacher	Cathrine Chenault	Adaptive PE Teacher
Classroom Teacher	Brenda Fluker	Science Teacher
Parent	Laura Blake	Parent
Parent	Angela Perreau	Parent
Parent	Karla Jimenez	Parent
Parent	Keisha Hawkins	Parent
Parent	Cynthia Calderon	Parent
Parent	Ashly Broussard	Parent
Parent	Yesly Galo	Parent
Business Representative	Ignacio Ochoa	CyFair Federal Credit Union
Community Representative	Bhumika Afarwal	Business Owner and Community Representative
Business Representative	Jennifer Ramirez	HEB Business Representative
Community Representative	David Herta	On the 6 Barber Shop Owner
Community Representative	Jonathan Bruckbauer	Business Owner and Community Representative
Business Representative	Alicia Riviere	Vice President of Guaranty Bank & Trust
Business Representative	Brian Eckhoff	Financial Consultant
Parent	Heath Ryan	Parent
Business Representative	Cynthia Delgado	Business and Community member
Business Representative	Anthony Sanchez	Business Representative
Community Representative	Jefferson and Luzy	Business and Community Representative

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	Truitt	All	437	260	59%	64%	68%	121	28%	33%	33%	43	10%	15%	11%		
Math	6	Truitt	Hispanic	282	152	54%	59%	63%	56	20%	25%	29%	19	7%	12%	9%		
Math	6	Truitt	Am. Indian	7	4	57%	62%	*	1	14%	19%	*	0	0%	5%	*		
Math	6	Truitt	Asian	32	31	97%	100%	96%	23	72%	77%	68%	10	31%	36%	40%		
Math	6	Truitt	African Am.	74	40	54%	59%	67%	16	22%	27%	25%	4	5%	10%	10%		
Math	6	Truitt	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	6	Truitt	White	33	24	73%	78%	89%	19	58%	63%	57%	9	27%	32%	17%		
Math	6	Truitt	Two or More	8	8	100%	100%	86%	5	63%	68%	*	1	13%	18%	*		
Math	6	Truitt	Eco. Dis.	349	194	56%	61%	65%	81	23%	28%	29%	28	8%	13%	9%		
Math	6	Truitt	Emergent Bilingual	146	57	39%	44%	50%	13	9%	14%	18%	4	3%	8%	5%		
Math	6	Truitt	At-Risk	351	186	53%	58%	63%	70	20%	25%	27%	25	7%	12%	9%		
Math	6	Truitt	SPED	54	17	31%	36%	50%	5	9%	14%	12%	0	0%	5%	*		
Math	7	Truitt	All	504	287	57%	62%	50%	154	31%	36%	27%	84	17%	22%	9%		
Math	7	Truitt	Hispanic	327	178	54%	59%	45%	90	28%	33%	20%	47	14%	19%	4%		
Math	7	Truitt	Am. Indian	7	1	14%	19%	*	1	14%	19%	*	0	0%	5%	*		
Math	7	Truitt	Asian	40	36	90%	95%	87%	26	65%	70%	70%	21	53%	58%	43%		
Math	7	Truitt	African Am.	79	38	48%	53%	42%	16	20%	25%	22%	7	9%	14%	*		
Math	7	Truitt	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	7	Truitt	White	38	27	71%	76%	71%	17	45%	50%	58%	7	18%	23%	26%		
Math	7	Truitt	Two or More	13	7	54%	59%	80%	4	31%	36%	50%	2	15%	20%	*		
Math	7	Truitt	Eco. Dis.	386	204	53%	58%	47%	100	26%	31%	24%	50	13%	18%	8%		
Math	7	Truitt	Emergent Bilingual	131	35	27%	32%	32%	8	6%	11%	13%	1	1%	6%	4%		
Math	7	Truitt	At-Risk	378	191	51%	56%	43%	89	24%	29%	19%	45	12%	17%	6%		
Math	7	Truitt	SPED	64	24	38%	43%	23%	6	9%	14%	10%	1	2%	7%	*		
Math	8	Truitt	All	306	188	61%	66%	61%	70	23%	28%	26%	15	5%	10%	4%		
Math	8	Truitt	Hispanic	202	127	63%	68%	62%	46	23%	28%	25%	8	4%	9%	*		
Math	8	Truitt	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	8	Truitt	Asian	13	12	92%	97%	58%	8	62%	67%	42%	5	38%	43%	*		
Math	8	Truitt	African Am.	66	33	50%	55%	57%	12	18%	23%	20%	2	3%	8%	*		
Math	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	8	Truitt	White	18	11	61%	66%	87%	4	22%	27%	52%	0	0%	5%	*		
Math	8	Truitt	Two or More	6	4	67%	72%	*	0	0%	5%	*	0	0%	5%	*		
Math	8	Truitt	Eco. Dis.	257	158	61%	66%	62%	57	22%	27%	23%	13	5%	10%	3%		
Math	8	Truitt	Emergent Bilingual	97	48	49%	54%	57%	16	16%	21%	21%	3	3%	8%	4%		
Math	8	Truitt	At-Risk	254	154	61%	66%	61%	53	21%	26%	21%	8	3%	8%	3%		
Math	8	Truitt	SPED	52	20	38%	43%	45%	3	6%	11%	16%	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	#	%			#	%			#	%			#	%
				#														
Reading	6	Truitt	All	438	284	65%	70%	75%	163	37%	42%	49%	89	20%	25%	22%		
Reading	6	Truitt	Hispanic	282	171	61%	66%	73%	91	32%	37%	45%	41	15%	20%	17%		
Reading	6	Truitt	Am. Indian	7	5	71%	76%	*	2	29%	34%	*	1	14%	19%	*		
Reading	6	Truitt	Asian	32	29	91%	96%	100%	23	72%	77%	81%	18	56%	61%	62%		
Reading	6	Truitt	African Am.	74	45	61%	66%	76%	21	28%	33%	49%	9	12%	17%	19%		
Reading	6	Truitt	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	6	Truitt	White	34	26	76%	81%	75%	20	59%	64%	56%	16	47%	52%	33%		
Reading	6	Truitt	Two or More	8	7	88%	93%	86%	5	63%	68%	71%	4	50%	55%	*		
Reading	6	Truitt	Eco. Dis.	349	214	61%	66%	74%	110	32%	37%	46%	56	16%	21%	19%		
Reading	6	Truitt	Emergent Bilingual	146	62	42%	47%	64%	21	14%	19%	29%	6	4%	9%	8%		
Reading	6	Truitt	At-Risk	351	203	58%	63%	73%	103	29%	34%	41%	49	14%	19%	16%		
Reading	6	Truitt	SPED	54	13	24%	29%	36%	5	9%	14%	14%	3	6%	11%	*		
Reading	7	Truitt	All	502	396	79%	82%	62%	274	55%	58%	40%	177	35%	38%	18%		
Reading	7	Truitt	Hispanic	326	252	77%	80%	57%	172	53%	56%	34%	108	33%	36%	13%		
Reading	7	Truitt	Am. Indian	7	6	86%	89%	*	5	71%	74%	*	1	14%	17%	*		
Reading	7	Truitt	Asian	40	34	85%	88%	90%	29	73%	76%	74%	24	60%	63%	48%		
Reading	7	Truitt	African Am.	79	59	75%	78%	63%	36	46%	49%	37%	19	24%	27%	12%		
Reading	7	Truitt	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	7	Truitt	White	37	34	92%	95%	78%	24	65%	68%	66%	20	54%	57%	50%		
Reading	7	Truitt	Two or More	13	11	85%	88%	70%	8	62%	65%	*	5	38%	41%	*		
Reading	7	Truitt	Eco. Dis.	385	294	76%	79%	60%	190	49%	52%	35%	119	31%	34%	15%		
Reading	7	Truitt	Emergent Bilingual	131	74	56%	59%	36%	37	28%	31%	13%	16	12%	15%	4%		
Reading	7	Truitt	At-Risk	377	287	76%	79%	57%	188	50%	53%	31%	106	28%	31%	13%		
Reading	7	Truitt	SPED	64	26	41%	44%	23%	15	23%	26%	12%	5	8%	11%	*		
Reading	8	Truitt	All	468	394	84%	87%	81%	263	56%	59%	50%	164	35%	38%	20%		
Reading	8	Truitt	Hispanic	285	236	83%	86%	79%	147	52%	55%	49%	86	30%	33%	17%		
Reading	8	Truitt	Am. Indian	6	6	100%	100%	*	6	100%	100%	*	4	67%	70%	*		
Reading	8	Truitt	Asian	42	40	95%	98%	85%	34	81%	84%	70%	25	60%	63%	48%		
Reading	8	Truitt	African Am.	87	72	83%	86%	80%	46	53%	56%	36%	29	33%	36%	14%		
Reading	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Truitt	White	37	30	81%	84%	86%	26	70%	73%	60%	17	46%	49%	34%		
Reading	8	Truitt	Two or More	11	10	91%	94%	100%	4	36%	39%	67%	3	27%	30%	*		
Reading	8	Truitt	Eco. Dis.	358	295	82%	85%	79%	182	51%	54%	46%	109	30%	33%	17%		
Reading	8	Truitt	Emergent Bilingual	104	63	61%	64%	59%	23	22%	25%	25%	7	7%	10%	5%		
Reading	8	Truitt	At-Risk	325	258	79%	82%	78%	146	45%	48%	41%	77	24%	27%	14%		
Reading	8	Truitt	SPED	53	29	55%	58%	46%	15	28%	31%	16%	4	8%	11%	*		

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	Truitt	All	470	337	72%	75%	69%	191	41%	44%	40%	97	21%	24%	11%
Science	8	Truitt	Hispanic	286	197	69%	72%	70%	99	35%	38%	37%	43	15%	18%	8%
Science	8	Truitt	Am. Indian	6	5	83%	86%	*	4	67%	70%	*	2	33%	36%	*
Science	8	Truitt	Asian	42	38	90%	93%	85%	36	86%	89%	68%	23	55%	58%	48%
Science	8	Truitt	African Am.	87	57	66%	69%	54%	28	32%	35%	29%	13	15%	18%	6%
Science	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Truitt	White	38	33	87%	90%	81%	19	50%	53%	53%	13	34%	37%	*
Science	8	Truitt	Two or More	11	7	64%	67%	67%	5	45%	48%	50%	3	27%	30%	*
Science	8	Truitt	Eco. Dis.	360	247	69%	72%	66%	129	36%	39%	35%	55	15%	18%	9%
Science	8	Truitt	Emergent Bilingual	104	47	45%	48%	43%	13	13%	16%	20%	4	4%	7%	4%
Science	8	Truitt	At-Risk	327	212	65%	68%	65%	92	28%	31%	35%	35	11%	14%	9%
Science	8	Truitt	SPED	55	19	35%	38%	47%	5	9%	12%	17%	1	2%	5%	*
Social Studies	8	Truitt	All	469	305	65%	68%	55%	152	32%	35%	25%	92	20%	23%	9%
Social Studies	8	Truitt	Hispanic	285	167	59%	62%	52%	77	27%	30%	23%	38	13%	16%	6%
Social Studies	8	Truitt	Am. Indian	6	6	100%	100%	*	3	50%	53%	*	2	33%	36%	*
Social Studies	8	Truitt	Asian	42	39	93%	95%	80%	28	67%	70%	55%	21	50%	53%	35%
Social Studies	8	Truitt	African Am.	87	54	62%	65%	41%	24	28%	31%	18%	15	17%	20%	8%
Social Studies	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Truitt	White	38	31	82%	85%	78%	17	45%	48%	31%	13	34%	37%	17%
Social Studies	8	Truitt	Two or More	11	8	73%	76%	67%	3	27%	30%	*	3	27%	30%	*
Social Studies	8	Truitt	Eco. Dis.	359	216	60%	63%	49%	94	26%	29%	22%	52	14%	17%	6%
Social Studies	8	Truitt	Emergent Bilingual	104	33	32%	37%	33%	5	5%	10%	9%	3	3%	8%	*
Social Studies	8	Truitt	At-Risk	326	184	56%	59%	48%	71	22%	25%	20%	35	11%	14%	6%
Social Studies	8	Truitt	SPED	55	22	40%	43%	30%	6	11%	14%	12%	2	4%	7%	*

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.