

Cypress-Fairbanks Independent School District

Alternative Learning Center-W

2023-2024



Mission Statement

The staff of the Alternative Learning Center-West emphasizes positive growth in social and emotional behaviors and attitudes through academic achievement. As a result of academic and behavioral success, the student will improve decision making and problem solving skills.

Vision

We work to find a way to reach, teach, and get every student back on the ROAD to success. Every student; every day.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Parent and Community Engagement	8
School Context and Organization	9
Technology	10
Goals	11
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.	11
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.	15
Goal 3: Human Capital: Staff Quality, Recruitment and Retention: Attracting and retaining highly qualified teachers and ensuring that 100% of the teachers on campus are highly qualified.	18
Goal 4: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.	19
2023-2024 CPOC	20
Addendums	21

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Alternative Learning Center - West (ALC-West) is one of two, disciplinary alternative education programs in the Cypress-Fairbanks ISD. ALC-West serves students in grades 6-12 from 7 of 12 high schools and 10 of 18 middle schools on the west side of Cy-Fair ISD.

The staff at ALC-West consists of 28 teachers, 18 instructional paraprofessionals, 4 secretaries, 1 nurse and 5 administrators in addition to a part-time, substance use and intervention counselor. 59% of staff are White, 24% African American, 14% Hispanic and 3% Multiracial.

The student population is 100% mobile.

State law mandates the student to teacher ratio at a DAEP be 15:1.

Demographics Strengths

Small class sizes allow for greater differentiation and individualization of instruction to address both academic and behavioral skill deficits.

Substance Use & Intervention Program Counselor provides group counseling to those students placed for drug and alcohol offenses twice a week.

Student Achievement

Student Achievement Summary

Students coming to ALC-West have significant gaps in learning due to the various campuses served and academic levels.

Student Achievement Strengths

The ultimate goal for ALC-West is to have students performing at grade-level upon their exit from the program. Students are afforded opportunities to maintain graduation plans, close achievement gaps, complete missing assignments and improve their grades because of the targeted and individualized instruction our teachers are able to provide in a smaller class setting.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Close the achievement gap between all student groups. **Root Cause:** We need to meet the individual learning needs of all our students.

Problem Statement 2: Economically Disadvantaged students are, primarily, the lowest performing student group. **Root Cause:** We need to work to eliminate student gaps in prior knowledge, vocabulary, and experiences.

School Culture and Climate

School Culture and Climate Summary

ALC-West is a PBIS campus. Our ROADS matrix focuses on Respect, Opportunity, Accountability, Decisions, and Success.

Students enrolled at ALC-West have been assigned a placement due to a violation of the District's Code of Conduct; consequently, they are removed from their home campus, cannot participate in extra-curricular activities, are removed from friends, etc. Some students demonstrate social-emotional skill deficits, manifesting in various settings and at various times. A significant percentage of our population could/would greatly benefit from additional, targeted individual and/or family counseling.

School Culture and Climate Strengths

Students are greeted multiple times upon entering the building each morning. Students are supervised in all settings and are afforded targeted interventions and supports. The standardized dress code, daily metal detector searches and a more structured environment are in place to ensure students feel physically and emotionally safe. The smaller school setting provides ample time for staff to create and leverage caring relationships that empower students to work and achieve at higher levels.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 56% of disciplinary infractions were related to inappropriate student language. **Root Cause:** Deepen staff understanding regarding how to teach and address behavior skill deficits with relevance as opposed to just telling students what not to do.

Problem Statement 2: Middle school students are 1/3 of our total population; however, MS accounted for 47% of the discipline infractions. **Root Cause:** Staff have trouble distinguishing between developmentally appropriate/inappropriate behavior and/or lagging social skills when trying to hold all to the same behavior standards.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff at the Alternative Learning Center - West have a plethora of professional growth opportunities available both on-campus and within the district. Targeted training for positive and proactive behavior management, safety procedures, and prevention and intervention strategies are provided, annually.

The 18 paraprofessional allocated are primarily classroom, instructional aides placed with a classroom teacher to assist teacher in providing high-quality instruction, remediation, and/or targeted interventions aimed at improving student achievement.

Staff Quality, Recruitment, and Retention Strengths

With smaller class sizes, many staff report they are better able to individualize instruction. When enrollment is low, staff are provided a common, grade-level planning period in addition to their regular conference period.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: We need to continue to improve all staff attendance. **Root Cause:** Teacher/Paraprofessional Attendance: We need to invest time in determining why teachers and paraprofessionals are absent.

Parent and Community Engagement

Parent and Community Engagement Summary

Each student placed at ALC-West is for disciplinary reasons; therefore, community involvement is limited. Our campus does not lend itself to community involvement.

Parent and Community Engagement Strengths

A parent/guardian is required to attend Orientation upon each student's enrollment at Alternative Learning Center - West. During Orientation, parents/guardians are given a handbook for our campus rules and guidelines, and the Student Code of Conduct is discussed. Parents/Guardians are encouraged to ask questions and share concerns. Phone calls regarding academic and behavioral success, as well as concerns, are encouraged. Parent conferences allow staff to communicate directly with parents on many issues, allowing us to support the whole family. There is a parent/student webpage that provides the most up-to-date information about ALC-West and any District changes.

Twitter provides ALC-West a platform to share the positive aspects of ALC-West and the quality learning activities that take place therein. All this is to help reassure all stakeholders within our school community that ALC-West is aligned with district standards and committed to providing the opportunity for all.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Most parents only attend school events if their student is directly involved. **Root Cause:** Parent and Community Engagement : Due to students being restricted from extracurricular and other school activities, during their assignment at the DAEP; parent involvement and engagement is limited.

School Context and Organization

School Context and Organization Summary

Modified bus transportation and student parking is provided to all students. Three bus routes provide modified transportation based upon attendance zones and students' assigned home campus.

Technology

Technology Summary

ALC-West is blessed and enjoys the same instructional technology as allocated at other Cy-Fair ISD campuses. Promethean panels, document cameras, student chromebooks, etc. are provided in the majority of classrooms per the 2014 technology bond.


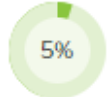

Goals






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 the end of the current school year, students will meet or exceed their individual STAAR/EOC performance targets.

Evaluation Data Sources: STAAR/EOC Algebra I, English I/II, and US History

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: READING/ELA: Teachers will deepen their understanding and application of differentiated instruction and planning for "closing the gap" time so that students will experience academic growth and progress in all learners.</p> <p>Strategy's Expected Result/Impact: Students will improve/maintain a grade average of least 75% upon their return to home campus.</p> <p>Staff Responsible for Monitoring: Reading/ELA Teachers, Content Coaches, Content Appraiser</p>	Formative		
	Nov	Feb	May
	 25%		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: MATH: Teachers will maximize small group instruction and schedule pull-outs to minimize existing gaps and increase student achievement.</p> <p>Strategy's Expected Result/Impact: Students will improve/maintain a grade average of least 75% upon their return to home campus</p> <p>Staff Responsible for Monitoring: Math Teachers, Content Coaches, Content Appraiser</p>	Formative		
	Nov	Feb	May
	 5%		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SCIENCE: Teachers will meet or exceed the 40% of instructional time required for laboratory investigations (i.e. experiential learning).</p> <p>Strategy's Expected Result/Impact: Students will improve/maintain a grade average of least 75% upon their return to home campus</p> <p>Staff Responsible for Monitoring: Science Teachers, Content Coaches, Content Appraiser</p>	Formative		
	Nov	Feb	May
	 20%		

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SOCIAL STUDIES: Teachers will develop and use a variety of activities and presentation modes to expand vocabulary, critical thinking, and the students' ability to verbally articulate their thinking (i.e. Socratic seminars, content circles, etc.).</p> <p>Strategy's Expected Result/Impact: Student will be able to effectively use appropriate terminology, describe cause and effect, and draw conclusions and support those conclusions with appropriate examples.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers, Content Coaches, Content Appraiser</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			



Goal 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: Some progress made toward meeting Objective


Next Year's Recommendation: Take out LeadWorthy and discuss objectives for Advisory time.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Development: Teachers and administrators will attend Capturing Kids' Hearts (CKH) training. This training will equip them with the tools needed to implement transformational processes focused on social-emotional well-being, relationship-driven campus culture, and student connectedness. Capturing Kids' Hearts provides experiential training, expert coaching, a character-based curriculum for students, and personalized support. This provides teachers with the training required to teach Leadworthy and give lessons in Advisory, a course, and allocated time slots for ALC students to fulfill the Chapter 37 requirement for social-emotional learning.</p> <p>Strategy's Expected Result/Impact: Teachers, staff, and administrators learn and practice skills they will use and model in their classrooms, schools, and districts, including:</p> <ul style="list-style-type: none"> * How to build meaningful, productive relationships with students and colleagues * How to use the Capturing Kids' Hearts(r) EXCEL Model to create a safe, effective environment for learning * How to develop self-managing, high-performing classrooms using team-building skills and a Social Contract * High payoff techniques for dealing with conflict, negative behavior, and issues with disrespect <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Director of Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Closing the Gaps: In an effort to close the achievement gap created by COVID-19 and to ensure students are in the classroom learning, we will purchase the PBIS Rewards Digital Schoolwide PBIS management system. This will allow us to facilitate the PBIS process based on ALC-West matrix and create a positive climate in which every student can learn and grow academically, socially, and emotionally.</p> <p>Strategy's Expected Result/Impact: A targeted focus on positive behaviors fosters growth in the classroom and builds positive teacher-student relationships. By May 2024, we will see a 50% increase in PBIS Rewards points issued by staff and redeemed in the school store and a 50% decrease in discipline data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, and Counselor</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Closing the Gaps: In an effort to close the achievement gap created by COVID-19, we will create an academically stimulating classroom and school environment in order to positively engage students with the content they are being taught, kinesthetic items for hands-on instruction, and facilitate character building and social/emotional learning. STEM/Robotic options, Science Lab Materials, headphones with microphones, headphones without microphones, instructional extensions, manipulatives, technology supplies, Promethean board, additional PE equipment, classroom sets of white boards and organizational totes.</p> <p>English I & II EOC Interventions (Temporary Worker) Interventions will assist with providing instructional methods, activities, and tools specifically designed to build on the skills that students might be struggling to understand, especially for re-testers. Students will have an opportunity to develop an understanding of oral and written tasks that assist with improving the use of standard rules of grammar, spelling, punctuation, and writing. Re-testers often need help with grammatical structures, such as using the present tense of language instead of the past or future. Providing interventions at ALC-West will assist with capturing those students who sometimes fall through the cracks.</p> <p>Algebra I (Temporary Worker) Interventions will assist with closing the gap and preparing students who need an opportunity to experience success. With peer discussions, small-group work, and independent practice activities, students will be introduced to ways in which they can elaborate on and practice working with solved problems. Lastly, students will have time to utilize the structure of algebraic representations while developing a system of problem-solving that can be expressed verbally and through written expression.</p> <p>Strategy's Expected Result/Impact: Students entering ALC-West in the 2023-24 school year with a failing grade in one or more classes will leave ALC-West with passing grades for all classes.</p> <p>ALC providing pull-out interventions will help the campus close the gap and capture those students who might miss out on the support while separated from their home campus.</p> <p>Offering a one-day push-in/pull-out opportunity for the ALC students will help those who are behind in their math learning at their home campus and find themselves separated during the time used to prepare for skill building in preparation for the EOC test.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, and Counselor</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished

 Continue/Modify




 Discontinue







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

Performance Objective 1: Student Safety: By the end of the current 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: The average daily attendance will be at or above 85%</p> <p>Truancy Prevention Measure (TPM) for students with 6 or more unexcused absences.</p> <p>Strategy's Expected Result/Impact: Maintaining this level of attendance will decrease the number of days a student is off their home campus and minimize the opportunity for learning gaps to manifest.</p> <p>Staff Responsible for Monitoring: Teachers, Attendance Secretary</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Model and support a positive classroom environment by implementing PBIS strategies aligned to the ALC-West PBIS matrix.</p> <p>Strategy's Expected Result/Impact: PBIS data digs should yield an overall decrease in the number of student actions resulting in a removal from class (DMC and/or Suspension).</p> <p>Staff Responsible for Monitoring: Assistant Principals Teachers Project Safety Coordinator Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus Safety: Safety drills will be performed according to district standards and expectations.</p> <p>All students and teachers will participate in EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year to learn expectations during these drills in preparation for actual emergency/crisis.</p> <p>Strategy's Expected Result/Impact: To create a safe learning environment conducive to teaching and learning.</p> <p>Complete and successful participation in all drills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			







Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Middle School: Incorporate action based learning strategies and equipment intended to increase students' attention and meet their developmental needs.</p> <p>Strategy's Expected Result/Impact: Overall decrease in the percentage of middle school, disciplinary infractions.</p> <p>Staff Responsible for Monitoring: Teachers Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will deepen their understanding of how to re-teach and hold students accountable to PBIS points and PBIS expectations for language.</p> <p>Strategy's Expected Result/Impact: Overall decrease in the number of student infractions for inappropriate language with a peer and/or adult.</p> <p>Staff Responsible for Monitoring: 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: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate.</p> <p>Strategy's Expected Result/Impact: Violent incidents will be 0%</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: Staff Quality, Recruitment and Retention: Attracting and retaining highly qualified teachers and ensuring that 100% of the teachers on campus are highly qualified.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective






Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Provide positive reinforcement when teachers are present the entire 9 weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by (1%) Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

Performance Objective 1: Parent Involvement and Communication: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Evaluation Data Sources: Parent participation numbers, parent surveys

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Multiple modes of communication will be utilized to engage parents at the beginning of a student's placement at ALC-West including but not limited to the registrar directly emailing parents orientation links and information and Assistant Principals calling parents the day before the students' are scheduled to start.</p> <p>Strategy's Expected Result/Impact: Connect with parents and begin to establish a supportive relationship from the start of placement.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Kenneth Simpson	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Nicoya Rogers	Other School Leader (Nonteaching Professional) #3
Business Representative #1	Angela McNeil	Business Representative #1
Parent #1	Charles Harris	Parent #1
Administrator (LEA) #1	Shannon Bennett	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Faye Wallace	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Stephanie Coleman	Other School Leader (Nonteaching Professional) #1
Teacher #5	Donihue Sands	Teacher #5
Teacher #4	Lenora Grier	Teacher #4
Teacher #3	Gregory Kuri	Teacher #3
Teacher #2	Daniel Jordan	Teacher #2
Teacher #1	Cyntrilla Alexander	Teacher #1
Principal	Derrick Crowder	Principal

Addendums

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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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.

High School Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching strategies and questions designed to promote higher-level thinking and to maximize first-time instruction.
- Model reading with anchor passages or texts to increase students' confidence in comprehending, analyzing, and evaluating texts of varying complexity.
 - Provide opportunities for students to engage in independent choice reading to improve fluency and stamina. (may see "silent reading" at start or end of class for this purpose)
- Model and facilitate students engaging in the writing process (planning, drafting, revising, editing, publishing, and reflection).
 - Conduct informal and more structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
 - Encourage application of varied sentence patterns and sophisticated vocabulary in writing.
- Create collaborative peer opportunities for students to clarify, solidify, or deepen their thinking.
- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).
- 1:1 Technology in the English classroom should provide opportunities for students to:
 - Engage with digital texts and resources to create, collaborate with peers, and think.
 - Exercise digital literacy through judicious use of appropriate online resources for the research process.
 - Produce original products in a digital environment.

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 students 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 graphing technology 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

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.

- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- 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 expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
 - use Chromebook devices to engage in face to face and/or digital communication.
 - locate and access information and resources stored in different platforms such as Schoology.
 - receive immediate, individualized feedback.
 - connect to speakers outside of the classroom.
 - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
 - increase opportunities for individuals participating in unrehearsed communication.