

Cypress-Fairbanks Independent School District

Carpenter Center

2023-2024



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The campus is charged with meeting the diverse and intricate needs of a variety of students. Since all students are recommended to The Carpenter Center, there is minimal control on the make up of the student population, which can be challenging due to the unique and intense needs of several students. A formal process was developed, with input from district-level Special Education administrators, and shared with the campuses. Student needs are assessed on an individual basis. There are limitations in developing new programs due to limited space and staff.

Demographics

Demographics Summary

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

26 total students (1 student's services are contracted with Harris County Department of Education (ABS-W))

11% female; 88% male

AA--45%

H--10%

W--45%

A--0%

Staff Demographics: 26 Full-time (2 teachers are starting as long-term substitute teachers until certification process is complete)

F-62%

M-38%

AA--54%

H--4%

W--42%

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of African-American males is disproportionately higher than any other race on campus **Root Cause:** Students are programmed to the Carpenter Center by their home campus IEP committee. Based on those campus' statistics, AA males are serviced at a higher rate in the Adaptive Behavior programs, which is beyond the control of the Carpenter Center

Student Achievement

Student Achievement Summary

The students at The Carpenter Center are placed for programming by an Individualized Education Plan (IEP). Students are able to return to their home campuses after: 1) positive progress, for two consecutive grading periods, on both their academic and behavioral goals; 2) passing all courses; 3) maintaining satisfactory attendance (may not have excessive absences). During the 2022-2023 school year, there were 28 students enrolled. Of those, 4 students were able to transition back to their home campuses. One student, who needs more support, services were contracted with HCDE (ABS-W).

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

The strengths of the students at the Carpenter Center are evaluated individually, as their individual progress in academics, STAAR/ EOC assessments, and attendance impact the data on their home campuses. In evaluating STAAR/ EOC data, Biology had highest percentage (87%) of students passing; while ELA had the second highest passing rate at (42%). The testing during the All other assessments taken, students either refused to test or rushed, so not all scores are indicative of student learning and performance potential.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: **Root Cause:** RLA:

Problem Statement 2: Math: **Root Cause:** Math:

Problem Statement 3: Science: **Root Cause:** Science:

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Summary

The Maybelline Carpenter Center is Cypress-Fairbanks ISD's therapeutic education program. The campus is a Special Education program, thus the most restrictive campus in the district. The campus supports students' Individualized Education Plans and individualizes supports based on student needs. The foundational components that guide the instruction are: Action and Project-based learning, Crisis Prevention interventions, Life Space Crisis Intervention, and trauma informed practices as established in Trauma-Sensitive Schools training. The focus of the campus is to provide a physically, emotionally, and socially safe learning environment that promotes self-regulation and social skills to improve student engagement and relationships with themselves, peers, the curriculum, and the larger social community.

School Culture and Climate Strengths

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

The school culture is based on positive behavior supports and restorative practices. The staff are dedicated to working with our students and their challenges to assist in meeting individual student goals. Because of the staff to student ratio (~1:1), staff are able to get to know students on a deeper, more supportive level and better able to provide wrap-around services. Staff have advocated for more planning opportunities, which include the paraprofessional team so that there is always a continuation of services provided to students.

The staff continuously work on building team consensus and social activities to build relationships. The culture of positivity is maintained through staff outings such as bowling, crawfish boils, holiday celebrations, cook off competitions, multicultural luncheon, Open House luncheon, field trips that include parent participation, community service (Houston Food Bank), etc. The positive relationships with each other, positively impact the campus' relationships with students, the community, parents, and local businesses.

The campus markets the SOAR ideology through social media, branding, student enterprise (farmer's market).

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Retention of the staff at The Maybelline Carpenter Center is improving. The teaching staff are Special Education certified or certifiable based on enrollment in ACP programs. Of the newly hired teachers, about 100% are ACP candidates.

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

Due to the high volatility of the student population, which leads to burnout; recruiting, training, and retaining quality staff is challenging. Teachers do not feel they can qualify for TIA funds, due to the mobility of the student population and uncontrolled enrollment (students are placed by home campuses). Additionally, our students traditionally underperform on assessments, due to high test anxiety. Therefore, their performance is not indicative of their skill ability, which adversely affects the few teachers who are able to qualify for TIA. The campus has encouraged all teachers to become National Board Certified. To increase retention, the staff have advocated for additional stipends, that are more comparable to surrounding districts with similar programs. The district's position is that the conversation for more impactful stipends is "off the table" as funding is not available.

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

- Staff are connected to the campus and are instrumental in implementing the current behavior management system
- Willingness to teach a variety of contents with rigor
- Desire to work at a specialized campus

- Staff bring a wealth of experience that positively contributes to the school climate and understanding a challenging student population, which presents several mental health issues and dysregulation.
- Flexibility (schedules can change daily and with new student enrollment)

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: The campus leads the district in the rate of absenteeism amongst staff **Root Cause:** Teacher/Paraprofessional Attendance: The campus is high stress and staff use personal and sick leave for mental health maintenance.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The teachers teach several subjects and instruction must be high interest and engaging. All students have experienced academic failure, due to learning gaps and behavioral issues. The students come to The Carpenter Center, typically, three years below grade level in reading and math skills. The staff struggle with building remedial skills and staying on course with the district approved curriculum and pacing. Often, teachers have to reteach concepts, which creates an environment of frustration, for both staff and the students who are academically strong. To best meet the needs of the learners, teachers adjust the curriculum to be more thematic. Assessments, of any kind, create anxiety in most of the students who attend, which often leads to refusal to engage. To best meet the needs of our learners, many classes implore project-based learning, which is more project-based activities, not learning, thus reducing the rigor and relevance for the learner.

Curriculum, Instruction, and Assessment Strengths

Identified strengths are:

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students are not taught at a high level of instructional rigor and relevance and have minimal motivation to move up Bloom's taxonomy of higher thinking.

Root Cause: Staff inexperience in field and lack exposure to team planning and collaboration in developing and analyzing lesson cycle, assessments, data digs, etc.

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

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

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

We have great relationships with our parents. They receive daily communication on their student's progress and have developed a parent group to support the campus for events and special occasions. They are responsive and view the campus as family. We partner, frequently, with Backyard Grill who has generously donated our Open House luncheon.

We have high parent attendance for:

Open House luncheon

Multicultural luncheon

Holiday celebration

Field trips

School's Farmer Market

Our parents have donated:

Food and drink items for various activities

Engage in social media platforms

Breakfast, lunch

Staff gifts

Items for hands on projects.

School Context and Organization

School Context and Organization Summary

To best meet the needs of the campus two additional administrative positions were added. In the 2020-2021 school year the campus added a Special Education Administrator. For the 2022-2023 school year, the campus was allocated an Assistant Principal position. These positions help the campus to address the special education needs and insure FAPE and compliance with all local, state, and federal guidelines as they relate to students with disabilities. The Assistant Principal will support the campus as an instructional leader and maintain a safe and secure learning environment.

The campus, for the 2023-2024 school year has a contracted on-site LSSP to assist with providing psychological services to all students. The campus has to partner with all comprehensive campuses that have students enrolled at MCC for IEP staffings and meetings as the campus no longer has a diagnostician or an ARD facilitator. This is causing logistical concerns.

ALC-E has been allocated an officer. The officer does support the Carpenter Center upon request.

Sharing the building with a DAEP creates safety concerns and often, in the greater CFISD community, the campus is viewed as a discipline placement for special education students. The campus would be able to better serve students in a secured, gated, stand alone campus that will have a playground (we serve students in elementary); a gym that is usable throughout the day to address ABL and student need for structured movement; and an environment where their emotional and mental challenges are addressed with dignity and respect (students have had meltdowns that are on display for students and staff at the DAEP, which elevates the behaviors). The principal of The Carpenter Center has advocated for the campus to be relocated to the Windfern Annex, which will promote safety and help with the perception that the campus is aligned with ALC. This suggestion was presented to a small group of district level curriculum administrators and the district attorney. It was met with grave resistance and to date plans of relocating The Carpenter Center has not been shared with campus leadership.

School Context and Organization Strengths

The campus is small with a versatile staff that ensures the safe and effective operation of the school.

Technology

Technology Summary

Teachers use various technology tools in the classroom.

- Promethean boards
- chromebooks
- hover cams

The staff are learning and becoming proficient in the blended learning through Schoology and other technological based programs such as coding and robotics (7th and 8th graders) and a 3-D printer to be available for all subjects; we have screen printing capabilities, heat press for food and fabric, and a hydroponic garden so students may explore more agricultural experiences.

Technology Strengths

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

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 performance targets.














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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: READING/ELA: Students will participate in DEAR time during Closing the Gap time integrated in each class period and Read for the cure during October. A writing component will be added to all core courses.</p> <p>Strategy's Expected Result/Impact: Increase reading scores</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: MATH: Students will receive small group instruction to address individual deficiencies.</p> <p>Strategy's Expected Result/Impact: Increase meets or exceeds on STAAR results.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: After school and Saturday Cardinal Camp - Students will engage in Action-based and Project-based Learning after school and at least one Saturday a month to address learning gaps by completing service projects that incorporate math and reading skills in real-world applications.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate measurable progress on district benchmarks, classroom assessment, individualized IEP goals, and the STAAR/ EOC assessments by participating in ABL/ PBL activities that create relevancy for their learning. Success will be measured by increasing or improving scores on benchmarks (as compared to previous assessments and in comparison to peers at the comprehensive campuses) and improving performance on STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Development: Trauma-Sensitive Schools, Level II Training</p> <p>Strategy's Expected Result/Impact: Staff will explore the strategies taught and the mindset needed to work with students who have experienced trauma in an effort to reduce the negative impact trauma has on learning, so the learning gaps can be addressed.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Development: Project Based Learning teacher training</p> <p>Strategy's Expected Result/Impact: Teachers will be trained and then train other teachers on how to explore the PBL framework to increase and improve student engagement in learning.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: School Culture and Climate: Carpenter Center will cultivate a safe and supportive learning environment for all students and staff, both academic and personal growth, by building a campus culture framework around our campus vision: A community that builds relationships, develops character and inspires a desire to learn.


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

Summative Evaluation: Met Objective

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

 No Progress

 Accomplished














 Continue/Modify

 Discontinue

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

Performance Objective 2: Staff Quality, Recruitment, and Retention: Carpenter Center will cultivate a campus of Highly Qualified Teachers who will be in attendance at a higher percentage than in previous years.











Evaluation Data Sources: AESOP Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher Attendance: Our campus will build the capacity of our students with accepting change, so we can have substitutes to support learning when teachers are absent.</p> <p>Strategy's Expected Result/Impact: Staff attendance report</p> <p>Increased attendance by staff each grading period and for the year.</p> <p>Staff Responsible for Monitoring: Director</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The staff will develop the PBIS matrix and expectations to be implemented school-wide, supported by using a positive reinforcement and token economy system.</p> <p>Strategy's Expected Result/Impact: 100% of the time, teachers will use the language of the matrix to address behaviors and to redirect to school-wide and classroom expectations.</p> <p>Staff Responsible for Monitoring: Director</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Creating campus-wide activities for staff that foster relationship building and mental/emotional support.</p> <p>Strategy's Expected Result/Impact: We will retain staff and decrease staff absenteeism.</p> <p>Staff Responsible for Monitoring: Director</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 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports








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

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

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








Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Family Engagement:</p> <ol style="list-style-type: none"> Parents are communicated with daily by receiving student daily behavior reports. Parents newsletter will be sent out monthly by being posted on the school website and sent home with students. Information for VIPS communicated with parents to increase parent participation at school Fall and Spring Open House luncheon with parents, students, and staff Weekly phone calls home by case managers to update parents on student progress <p>Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

Evaluation Data Sources: teacher phone call logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Carpenter Center will recruit male mentors to work with our most at-risk students.</p> <p>Strategy's Expected Result/Impact: Recruit male mentors through various organizations and companies. and build time on campus for students and mentors to positively interact.</p> <p>Staff Responsible for Monitoring: Director</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Barbara Levandoski	District Leadership
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Business Representative #1	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Charm Hensley	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Torrey Taylor	Parent #1
Administrator (LEA) #1	Sonya Sonia	Special Education Administrator
Other School Leader (Nonteaching Professional) #2	Angela King	Counselor
Other School Leader (Nonteaching Professional) #1	Jerry Boyd	Assistant Principal
Teacher #8	Deedra Wollin	HS Social Studies Teacher
Teacher #7	Zachary Blaszak	Behavior Coach/ MS Math Teacher
Teacher #6	Crystal Hembree	HS ELA Teacher
Teacher #5	Rebecca McNair	HS Science Teacher
Teacher #4	Nina Arcidiacono	Elementary Math/ Science Teacher
Teacher #3	Amirah Shaw	MS ELA Teacher
Teacher #2	De'Chell Allen	MS Team Leader/ MS Science & Electives Teacher
Teacher #1	Michelle Wooten	Team Leader/ Spanish & HS Math Teacher
Principal	Soul Singh	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.