

Cypress-Fairbanks Independent School District

Cypress Park High School

2023-2024



Mission Statement

Rise Up! Take Courage! Do It!

"THE PARK WAY"

Motto:

Your success now determines your next!

Honor Code:

As a member of the Cypress Park Community I will exemplify honesty and integrity in my academic and personal endeavors and encourage others to do the same.

Purpose Statement:

To equip students to think critically, make wise choices, excel academically and to have the courage to live with great purpose.

Vision

Cypress Park High School will serve the learning community by creating a culture of excellence that empowers all individuals to reach beyond their greatest potential. We will provide a safe and positive learning community based on mutual respect, scholarly achievement and service. Students will be challenged to dream big and work hard in order to meet the demands of our global society. Our goal is to lead, guide and support students to make responsible decisions that result in multiple options for career and college pathways.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Cypress Park is a campus in Cypress, Texas. Cypress Park opened its doors in 2016. Cypress Park is projected to serve 3070 students in grades 9-12 during the 2023-2024 school year, which is an increase from the previous year of 2964 at the end of 2022-23.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Cypress Park's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

EOC Results from Spring 2022 (English 1, English 2, Algebra, Biology, US History) with Specific Focus on Economically Disadvantaged, 504, Special Education, GT

- TELPAS Spring 2022 Summary Report (Emergent Bilinguals)
- AP Participation and Score Trends
- Advanced Placement/Dual Credit Enrollment
- CTE Courses and Student Certificate Numbers
- Attendance
- Dropout Summary Report
- Discipline
- Staff Retention Data: CFISD Transfers, New Teacher Induction Program, Long-term Subs, Anticipated Teacher Returns for 2023-2024, Paraprofessional In-Class Support Retention Rates
- Staff Development (Campus Professional Development Week in August, Monthly Professional Development topics throughout the year)
- District Benchmark Data (English 1, English 2, Algebra, Biology, US History)
- Surveys of Staff (Employee Perception Survey)
- Master Schedule & Administrative Duty Schedule
- Technology (Use, Data and Reference Documents)

- CFISD High School Course Offerings and Descriptions

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 9, 2023 and again on May 16, 2023 to develop and finalize the CNA. The meetings were held in LGI-1 starting at 3:00 p.m. on both dates.

At the first meeting on May 9, 2023, principal Hecker began the meeting with introductions. An icebreaker was conducted to help with relationship building. Then, Principal Hecker shared with the group the team expectations. Several handouts were provided to attendees that led discussions during the meeting. The team was asked to read over the campus mission and vision statements. Principal Hecker led small group table reflections and whole group discussion on the mission and vision statements. Everyone voted to keep both the Mission and Vision Statements without making any changes. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Principal Hecker then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2022 -2023 school year. Principal Hecker led the discussion as data was identified by the group to be reviewed at the next meeting. Additional data sources were also noted to have for the next meeting. The committee decided to look at specific data points to identify strengths and problems from 2022-2023. Principal Hecker thanked everyone for their participation and reminded everyone of the second CNA meeting on May 16, 2023.

At the second meeting on May 16, 2023, the CPOC reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2022-2023, but focused most of the meeting on the problems that were identified from the data. Principal Hecker led the team in prioritizing the problems. Each team member was asked to help identify the top three to five focus areas for next year based on the problems identified. The team came to a consensus on three main priorities. A Root Cause Analysis was completed on the top three priorities.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically the number of EOC-taking students scoring at the “Meets” and “Masters” levels. Through the root cause analysis process, we identified teachers are not planning for or routinely implementing small group differentiated instruction.

Our second identified priority problem is in the area of student achievement, specifically the number of students enrolled in CTE courses that are not earning certificates. Through the root cause analysis process, we identified the need to ensure that instruction is in alignment with certification requirements and that we are providing enough support for our students to register for the certification tests.

Our third identified priority problem is in the area of discipline, specifically the alignment of Economically Disadvantaged students. Through the root cause analysis process, we identified we are not teaching de-escalation strategies or providing mentors for this student group.

Student Achievement

Student Achievement Strengths

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

- District Benchmark Data in Spring 2023 of EOC course subjects (English 1, English 2, Algebra, Biology, US History) are scoring near the top of comparative schools within the district.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: Our target problems for this school year include getting more students to achieve "meets" and "masters" rather than "approaches" (at least a 2% growth in English I and at least 2% growth in English II) on End-of-Course (EOC) exams. **Root Cause:** English Language Arts: We need to provide low risk opportunities for writing with more immediate feedback and individual data meeting/writing conferences. We need to provide instruction that enables our students to understand how their English Language Arts (ELA) objectives are relevant and how to critically think and connect to reading passages.

Problem Statement 2: Math: Our target problems for this school year include getting more students to achieve in the "meets" and "masters" categories on the End-of-Course (EOC) exam. **Root Cause:** Math: We need to provide students with more individualized instruction, practice, and academic vocabulary that is aligned with the rigor of the EOC exam.

Problem Statement 3: Science: Emerging Bilingual, White and At-Risk students are not reaching academic goals at a rate comparable to other demographics on our campus. **Root Cause:** Science: We are not developing relevant connections that foster understanding for the Emerging Bilinguals and At-Risk students. We need to create purposeful lessons which utilize academic vocabulary, hands-on activities, utilizing pictures and comprehension skills to develop stronger analysis among all student groups. We also need to create more rigorous and relevant lessons for all students.

Problem Statement 4: Social Studies: Our target problems include getting more students to "meets" and "masters" on the End-of-Course (EOC) exam, with emphasis on our White and SPED populations. **Root Cause:** Social Studies: We need to address individual student learning gaps by increasing small group instruction, talk/read/talk/write opportunities, and pushing the rigor of the instruction to align with the End-of-Course (EOC) exam.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Many of our Eco Dis students struggle to remain in College Academy because of the increased rigor level of the work. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to provide students and parents with options to build support structures at home enabling advanced level students to meet the level of academic rigor.

Problem Statement 6: CTE Approved Industry Certifications: Our Career and Technology Education (CTE) students do not see the relevance and value of the certifications and struggle to pay the fees for the certification tests. **Root Cause:** CTE Approved Industry Certifications: We need to ensure that instruction is in alignment with certification requirements and that we provide support for our students in registering for the certification tests.

Problem Statement 7: Graduation Rate: Not all (i.e., 100%) of Cypress Park High School students are graduating in four years. **Root Cause:** Graduation Rate: Cypress Park must set intentional procedures for increasing daily student attendance that will result in increased student success throughout the year yielding an increased 4-year graduation rate.

Problem Statement 8: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** Cypress Park must be intentional about reaching all learners. The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods in 2020-2021 necessitated by the need for remote learning created gaps in all areas of learning.

Problem Statement 9: 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

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

- PBIS participation of program (staff event attendance, giving students incentives) increased from previous school year
- Campus celebrations in weekly email from Principal

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Economically Disadvantaged students need intentional instruction and support structures that lead to academic success. **Root Cause:** Cypress Park High School needs to continue to build a community of excellence by allocating time within the school day to instruct students on the importance of attendance, attitude (growth mindset) and academics. We will target lessons in the following areas: social-emotional, safety, academic, building community, student involvement in campus life through our CommUnity Time structure.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

- Instructional coaches conducted peer observations for staff five times during the year
- Professional development targeted relational practice and instructional strategies based on feedback from site-based decision making team
- The campus and PBIS provided opportunities for staff fellowship and recognition

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Our teachers and paraprofessionals need to have fewer absences. The goal will be to have 5% fewer absences in the 2023-24 school year. Retention will be a top priority. **Root Cause:** Teacher/Paraprofessional Attendance: We need to continue to provide all faculty members the opportunity to both build community and grow professionally through personalized PD opportunities and have fewer absences in the 2023-24 school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

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

- African-American students scored top of the district average in Biology EOC and first in district on English 1 EOC in Spring 2023
- Several special populations scored above the district average in English 2

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- Increased partnership opportunities within extra-curricular and athletics groups between school and feeder middle school, Increased social media presence to promote campus events/news

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Cypress Park needs to continue to increase parent involvement in all areas. **Root Cause:** Parent and Community Engagement: We need to make parents aware of opportunities for their involvement and activities for students such as happenings on campus, advanced placement, dual credit, and certifications.

Goals

Revised/Approved: September 29, 2023

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 the STAAR performance targets as noted on the attached CIP data table.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English Language Arts: We will intentionally plan with advanced level students in mind and scale down for on level students to increase rigor. Teachers will utilize reader-writer journals to give students low risk writing opportunities each week and will give individual feedback in small group conferences after writing assignments and DPMS.</p> <p>Teachers will discuss (with students) the objectives/skills they were tested on and provide time to review/adjust their answers/thought processes. Teachers will diversify source materials (e.g. using multimedia options) to build skills and make texts more accessible to students. In addition, we will utilize L1 & L2 and depth & complexity icons to help students think critically about and connect to texts.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will engage students in small groups to target areas of growth and reinforce higher level processes; Teachers will use data to provide opportunities for differentiated levels of practice & assessment to increase students' mastery.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, Math Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: We will be intentional about planning for collecting data in order to differentiate small groups as we focus on vocabulary, test taking strategies, and increasing our amount of students reaching meets and masters levels on the EOC.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, Science Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: We will build in scaffolded activities using blended learning, small groups and Talk/Read/Talk/Write to increase rigor and opportunities to check for understanding with the goal of increasing the number of students reaching meets and masters on the EOC, with the emphasis on our White population.</p> <p>Implementation in the classroom will include teachers to provide students more opportunities to analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions in lessons using stimuli either previously released on the STAAR test or similar</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, Social Studies Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Teachers and counselors will develop relationships with students to encourage them to take advanced courses. Our College Academy Advisor will encourage our Eco Dis students to remain in College Academy. Dual Credit teachers will communicate updates in curriculum to assist in vertical alignment for the predecessor courses. We will continue to pursue professional development opportunities that provide support for teachers with increasing rigor for at-risk students; AP teachers will encourage students to utilize College Board Resources for AP test preparation. We will target high achieving Eco-Dis students using PSAT scores.</p> <p>Strategy's Expected Result/Impact: The number of economically disadvantaged students enrolled in advanced courses/dual credit courses earning credit in these courses will increase by 2%.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Lead Counselor, College and Career Specialist, College Academy Mentor, Counselors and Teachers of Advanced Classes</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: CTE Approved Industry Certifications: CTE Teachers will ensure that their instruction is in alignment with certification requirements and provide support for students to pursue certifications. CTE Teachers will seek to increase the number of students taking certification tests by 50%. Counselors will also encourage students to enroll in CTE courses and pursue certifications.</p> <p>Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 20%.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Lead Counselor, CTE Counselor, Department Chairs and Teachers of Classes that offer certification</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Graduation Rate: We will utilize the following programs to work toward having an exceptional graduation rate for our graduation class of 2024 and beyond: Student Success Center, CFISD's Character Education, Habitudes Curriculum, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Community Youth Services Social Worker Support for at-risk students.</p> <p>Strategy's Expected Result/Impact: All: 90% or higher or increase of .10% African American: 90% or higher or increase of .10% Hispanic: 90% or higher or increase of .10% White: 90% or higher or increase of .10% Economically Disadvantaged: 90% or higher or increase of .10%</p> <p>Staff Responsible for Monitoring: Director of Instruction, Lead Counselor, Counselors, Assistant Principals, Academic Achievement Specialists, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Dropout Prevention: We will utilize the following programs to work toward having an exceptionally low dropout rate: Student Success Center, CFISD's Character Education, Habitudes Curriculum, PBIS, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Home Visits, Truancy Officer, and Community Youth Services Social Worker Support for at-risk students.</p> <p>Strategy's Expected Result/Impact: The dropout rate will be below 1.2%.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Lead Counselor, Counselors, Assistant Principals, Academic Achievement Specialists, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Team Leaders, Campus Instructional Coaches and Academic Achievement Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: 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: Choir and other Performing and Visual Arts programs, Student Leadership, PBIS</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: At-Risk: 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: With Title 1 Support, Cypress Park will implement the following measures:</p> <p>1. Salaries for Supplemental Staff Positions - The class-size reduction of staff members (teachers, interventionists, paraprofessional) will</p>	Formative		
	Nov	Feb	May
			

assist with meeting our goals in the applicable content areas.

2. Substitute Pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute. Teachers who participate in peer observations and calibration walks who will need a substitute will be covered by Title 1 Funds.

3. Funding for Temporary Workers - Temporary workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.

4. Student Scholarships - Being able to financially support those students enrolled in Career Technology Education (CTE) with associated certification tests, students taking Advanced Placement (AP) courses and tests, and those students enrolled in Dual Credit (DC) courses will assist in the post-secondary goals.

5. Consultants - Guest speakers on SEL for teachers to assist with de-escalation with students and Rigor consultants will support staff participation and growth on instructional goals for the EOC.

6. Contracted Services - Online educational platforms like Gimkit, Wizer, DeltaMath, WordWall, and Edulastic will improve engagement in classes across the campus and various contents in order to enhance first-time instruction.

7. Staff Conference Registrations - The leadership team and teaching staff will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

8. Reading Materials - Subscriptions to news organizations for student research and supplemental materials will increase literacy. Adding to Read180 libraries will also assist in language acquisition.

9. Parent Involvement - The campus will improve attendance and communication by sending out notifications on attendance and attendance contracts.

10. Instructional Supplies - PBIS rewards site license and newsletter Smore will allow for a strong connection from the students on campus to the community.

11. Staff Reimbursement for Travel - The leadership team and teaching staff will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

12. Student Snacks - Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP. Snacks will also be provided to those students attending interventions.

13. Library Books - We will increase the circulation of library books and test preparatory books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.

14. Student ID Set Ups - Students will be supplied ID badges with lanyard and sleeve to meet district safety goals.

Staff Responsible for Monitoring: Principal and Title 1 Coach

 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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Staffing: Core Content Area Interventionist in English will be hired to support students that did not meet the approaches level on English I and English II End-of-Course STAAR exams.</p> <p>Strategy's Expected Result/Impact: Students reaching the approaches level and beyond for the English I and English II EOC will increase by 5%</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Mental Health Supports: Growing Leaders is an evidence-based student program that addresses the social and emotional needs of high school students.</p> <p>Strategy's Expected Result/Impact: We will see an increase in students' self-assessment of their social-emotional state through the use of pre and post student surveys that will occur in September 2023 and May 2024.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Closing the Gaps: Work with students to close the gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: meet or exceed attached data tables</p> <p>Staff Responsible for Monitoring: principal</p>	Formative		
	Nov	Feb	May
	N/A		
 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: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<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 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: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: We will utilize the following strategies: Provide Community Time Lessons that focus on problem-solving skills, work with students individually on conflict resolution, provide positive reinforcement using PBIS resources, use restorative questioning strategies and reflective assignments to help students reflect on behaviors.</p> <p>Strategy's Expected Result/Impact: The expected outcome is a decrease in student behaviors that cause classroom disruptions that interfere with an orderly school environment and result in students being removed from class by 5% by June 2023.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines and 100% of students will know the expectations for an actual emergency/crisis.</p> <p>Staff Responsible for Monitoring: Associate 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 current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate 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 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

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. We will promote the use of Restorative and Relational Practices in addressing student behaviors to reduce and/or prevent behaviors from becoming violent by: (1) Providing continual training for teachers on Restorative Practices for classroom use; (2) Providing Code of Conduct talks to students that inform students of campus expectations and rules, and that emphasizes the responsibility to report violations either to counselor, assistant principal or through the Tip line; and (3) Identify high risk areas and provide appropriate supervision and monitoring.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</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. We will promote the use of Restorative Practices in addressing student behavior by: (1) Providing continual training for teachers on restorative practices for classroom use; (2) Providing opportunities for staff to observe restorative processes in action; (3) Providing opportunities for staff to give input and feedback on restorative processes.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will provide increased support by encouraging teachers and para-educators to increase their attendance and by engaging the following strategies: (1) Providing opportunities for fellowship (such as PBIS activities, Appreciation Lunches, Chili Cook-Off, etc.); (2) Writing positive notes throughout the year to encourage teachers and para-educators; (3) Providing an incentive to encourage attendance in the spring semester.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Department Chairs and Team Leaders</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teachers will be provided with professional development in Instructional Practices including Blended Learning, Model Classroom Project, ICLE Rigor and Relevance and Jensen strategies training as in years past. The Campus Instructional Coaches and Director of Instruction Helping Teacher will provide monthly PLC opportunities as well as a Walk the Park opportunity that follows. Job embedded opportunities to observe colleagues utilizing Blended Learning, MCP and ICLE strategies will be provided throughout the year.</p> <p>Strategy's Expected Result/Impact: Blended Learning, Model Classroom and ICLE Rigor/Relevance will result in higher quality first time instruction with a result of a higher level of critical thinking yielding higher results on state testing.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Campus Instructional Coaches, Director of Instruction Helping Teacher</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 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 current school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will provide multiple forms of communication to advertise and inform parents of the varied opportunities available to them to partner with the school for their students' success through Smore (weekly newsletter), School Messenger, Schoology, Remind, and social media.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction, Department Chairs</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2023-2024 CPOC

Committee Role	Name	Position
Non-classroom Professional	Stacie Davis	Other School Leader (Nonteaching Professional) #12
Non-classroom Professional	Erica Welter	Other School Leader (Nonteaching Professional) #11
Other School Leader (Nonteaching Professional) #9	Wendy Baron	Other School Leader (Nonteaching Professional) #9
Other School Leader (Nonteaching Professional) #8	Elaine Draudt	Other School Leader (Nonteaching Professional) #8
Other School Leader (Nonteaching Professional) #7	Lisa Beyer	Other School Leader (Nonteaching Professional) #7
Other School Leader (Nonteaching Professional) #6	Shamarra Riles	Other School Leader (Nonteaching Professional) #6
Other School Leader (Nonteaching Professional) #5	Kelsey Sexton	Other School Leader (Nonteaching Professional) #5
Teacher #11	Yamilet Arroyo-Batiz	Teacher #11
Teacher #10	Ravene Mitchell	Teacher #10
Teacher #9	Amy West	Teacher #9
Other School Leader (Nonteaching Professional) #4	Jessica De Long	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Amethyst Thorman	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Viviana Barrera	Paraprofessional #2
Paraprofessional #1	Leonor Cruz	Paraprofessional #1
Business Representative #2	Andres Luna	Business Representative #2
Business Representative #1	Rachel Kennedy	Business Representative #1
Community Member #2	Lindsay Shumate	Community Member #2
Community Member #1	Jen Kadas	Community Member #1
Parent #2	Robert Rousey	Parent #2
Parent #1	Suzanne Rogers	Parent #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Administrator (LEA) #1	Kay Pechacek	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Craig Pliskin	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Crystal Romanelli	Other School Leader (Nonteaching Professional) #1
Teacher #8	Jason Sell	Teacher #8
Teacher #7	Kelly Bates-Schroeder	Teacher #7
Teacher #6	Linda Shelton	Teacher #6

Committee Role	Name	Position
Teacher #5	Cynthia Branch	Teacher #5
Teacher #4	Louis Iselin	Teacher #4
Teacher #3	Nicole Barrett	Teacher #3
Teacher #2	Amy Delpha-Brashear	Teacher #2
Teacher #1	Jasmine Haas	Teacher #1
Principal	Christopher Hecker	Principal

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	Campus	2024 Cluster	Student Group	Tested		2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
				2023	#	#	%	%		#	%	%		#	%	%	
				#	%	%	%	%		%	%	%		%	%	%	
Algebra I	Cypress Park	HS 3	All	534	401	75%	78%	82%	181	34%	38%	40%	59	11%	17%	18%	
Algebra I	Cypress Park	HS 3	Hispanic	317	233	74%	77%	81%	102	32%	38%	37%	34	11%	16%	17%	
Algebra I	Cypress Park	HS 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Algebra I	Cypress Park	HS 3	Asian	12	11	92%	93%	100%	10	83%	84%	73%	7	58%	59%	50%	
Algebra I	Cypress Park	HS 3	African Am.	162	127	78%	80%	79%	49	30%	35%	43%	14	9%	11%	17%	
Algebra I	Cypress Park	HS 3	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*	
Algebra I	Cypress Park	HS 3	White	25	16	64%	70%	87%	12	48%	54%	35%	*	*	*	*	
Algebra I	Cypress Park	HS 3	Two or More	16	13	81%	82%	88%	7	44%	45%	31%	*	*	*	*	
Algebra I	Cypress Park	HS 3	Eco. Dis.	392	295	75%	78%	81%	123	31%	36%	39%	42	11%	14%	18%	
Algebra I	Cypress Park	HS 3	Emergent Bilingual	109	78	72%	75%	81%	26	24%	29%	30%	5	5%	10%	16%	
Algebra I	Cypress Park	HS 3	At-Risk	430	312	73%	75%	79%	114	27%	33%	33%	24	6%	10%	14%	
Algebra I	Cypress Park	HS 3	SPED	47	31	66%	68%	57%	9	19%	22%	15%	*	*	*	*	
Biology	Cypress Park	HS 3	All	740	658	89%	91%	92%	437	59%	64%	61%	148	20%	24%	16%	
Biology	Cypress Park	HS 3	Hispanic	434	380	88%	90%	92%	242	56%	62%	57%	70	16%	18%	14%	
Biology	Cypress Park	HS 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Biology	Cypress Park	HS 3	Asian	26	26	100%	100%	100%	23	88%	89%	87%	15	58%	59%	41%	
Biology	Cypress Park	HS 3	African Am.	219	194	89%	90%	91%	131	60%	61%	61%	45	21%	22%	16%	
Biology	Cypress Park	HS 3	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*	
Biology	Cypress Park	HS 3	White	41	39	95%	96%	97%	29	71%	75%	77%	15	37%	40%	23%	
Biology	Cypress Park	HS 3	Two or More	18	17	94%	95%	88%	12	67%	68%	72%	*	*	*	*	
Biology	Cypress Park	HS 3	Eco. Dis.	549	486	89%	91%	91%	315	57%	59%	58%	103	19%	21%	15%	
Biology	Cypress Park	HS 3	Emergent Bilingual	118	82	69%	75%	83%	23	19%	25%	38%	5	4%	6%	5%	
Biology	Cypress Park	HS 3	At-Risk	510	433	85%	89%	90%	238	47%	51%	52%	39	8%	11%	11%	
Biology	Cypress Park	HS 3	SPED	50	36	72%	76%	77%	16	32%	33%	21%	*	*	*	*	
English I	Cypress Park	HS 3	All	818	608	74%	76%	69%	447	55%	57%	54%	78	10%	13%	14%	
English I	Cypress Park	HS 3	Hispanic	482	349	72%	74%	66%	256	53%	55%	50%	34	7%	10%	12%	
English I	Cypress Park	HS 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
English I	Cypress Park	HS 3	Asian	28	25	89%	90%	90%	23	82%	83%	80%	9	32%	33%	28%	
English I	Cypress Park	HS 3	African Am.	244	183	75%	76%	71%	126	52%	53%	55%	27	11%	12%	13%	
English I	Cypress Park	HS 3	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*	
English I	Cypress Park	HS 3	White	43	34	79%	84%	79%	28	65%	71%	67%	7	16%	22%	21%	
English I	Cypress Park	HS 3	Two or More	19	15	79%	80%	71%	14	74%	75%	58%	*	*	*	21%	
English I	Cypress Park	HS 3	Eco. Dis.	611	447	73%	74%	67%	328	54%	55%	51%	53	9%	11%	12%	
English I	Cypress Park	HS 3	Emergent Bilingual	146	64	44%	45%	45%	28	19%	20%	26%	*	*	*	2%	
English I	Cypress Park	HS 3	At-Risk	589	396	67%	68%	62%	246	42%	44%	44%	16	3%	4%	8%	
English I	Cypress Park	HS 3	SPED	55	21	38%	40%	23%	13	24%	25%	12%	*	*	*	*	

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

Content	Campus	2024 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
				2023	#	%	%	#	%	%	#	%	%	#	%	%
				#	#	%	%	#	%	%	#	%	%	#	%	%
English II	Cypress Park	HS 3	All	822	641	78%	80%	78%	458	56%	58%	62%	44	5%	7%	6%
English II	Cypress Park	HS 3	Hispanic	498	382	77%	79%	77%	266	53%	56%	60%	21	4%	6%	6%
English II	Cypress Park	HS 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Park	HS 3	Asian	24	22	92%	93%	100%	15	63%	64%	88%	*	*	*	*
English II	Cypress Park	HS 3	African Am.	235	179	76%	78%	77%	126	54%	55%	61%	9	4%	6%	6%
English II	Cypress Park	HS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Park	HS 3	White	44	39	89%	90%	93%	33	75%	76%	79%	8	18%	19%	12%
English II	Cypress Park	HS 3	Two or More	19	17	89%	90%	69%	16	84%	85%	63%	*	*	*	*
English II	Cypress Park	HS 3	Eco. Dis.	615	476	77%	78%	77%	334	54%	55%	61%	30	5%	6%	5%
English II	Cypress Park	HS 3	Emergent Bilingual	132	68	52%	53%	54%	24	18%	19%	24%	*	*	*	*
English II	Cypress Park	HS 3	At-Risk	519	352	68%	70%	66%	194	37%	39%	44%	5	1%	2%	1%
English II	Cypress Park	HS 3	SPED	50	21	42%	43%	42%	11	22%	24%	18%	*	*	*	*
US History	Cypress Park	HS 3	All	668	640	96%	97%	98%	470	70%	74%	72%	252	38%	42%	40%
US History	Cypress Park	HS 3	Hispanic	379	365	96%	97%	98%	268	71%	74%	70%	145	38%	41%	38%
US History	Cypress Park	HS 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Park	HS 3	Asian	27	26	96%	97%	100%	21	78%	79%	79%	15	56%	57%	63%
US History	Cypress Park	HS 3	African Am.	214	205	96%	97%	97%	145	68%	70%	71%	73	34%	36%	36%
US History	Cypress Park	HS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Park	HS 3	White	34	31	91%	96%	97%	28	82%	86%	87%	15	44%	50%	54%
US History	Cypress Park	HS 3	Two or More	12	12	100%	100%	100%	7	58%	59%	94%	*	*	*	72%
US History	Cypress Park	HS 3	Eco. Dis.	513	493	96%	97%	97%	371	72%	74%	70%	198	39%	41%	38%
US History	Cypress Park	HS 3	Emergent Bilingual	101	91	90%	91%	95%	39	39%	41%	50%	20	20%	21%	21%
US History	Cypress Park	HS 3	At-Risk	362	335	93%	94%	96%	194	54%	59%	57%	76	21%	25%	25%
US History	Cypress Park	HS 3	SPED	38	30	79%	84%	83%	18	47%	48%	34%	5	13%	16%	15%

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.